



Heidelberg University
Educator Preparation Program
Teacher Candidate Handbook
2018-2019

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Welcome to Heidelberg University's Educator Preparation Program

We are delighted that you have chosen the Educator Preparation Program at Heidelberg University to achieve your dream of becoming a teacher. Our faculty are professional, caring and engaging teachers who want only the best experience for you to become the most effective teacher possible. You will discover as you progress through the program that we are committed to our mission of building knowledge using the tools of conceptual framework: Theory, Practice, and Reflection. We are also intentional in following the mission of Heidelberg University: preparing you for a life of distinction.

We hope you find the Educator Preparation Program to be challenging, thought provoking and memorable. When you graduate from HU, we want you to have the knowledge, skills and confidence necessary to stay current in a career known for change. We want you to care deeply about your future students, developing lasting relationships of trust through integrity. And more than anything, we want you prepared to lead your future students to their own lives of distinction.

We don't prepare ordinary teachers, we prepare extraordinary teachers.

A handwritten signature in black ink that reads "Karen A. Jones". The signature is fluid and cursive, with the first letters of each word being capitalized and prominent.

Karen A. Jones, Ed.D.
Director of Education Programs
Heidelberg University

Vital Connections
The Conceptual Framework of Heidelberg University



Introduction

Teacher education has been part of Heidelberg's curriculum since the earliest days of the institution. The 1852 College Catalog listed a four-year teacher training course, the Normal Department. Within a few years the Normal Department was dropped "yet such special consideration has been given...to the profession of teaching that the College has prepared and sent out many of the best and most successful teachers employed in the public schools of Seneca and adjoining counties."

In those days, each county determined who was qualified to teach and issued its own teaching certificates. A State law in 1864 created a State Board of

School Examiners with the power to grant life certificates that were considered of a higher grade than the ones issued by county examiners. The Ohio School Code of 1914 recognized, for the first time, training in the granting of certificates. A student with certain professional credits and a college degree was issued a four-year certificate. This certification process was centralized at the state level in 1935. All certification of teachers depended on completion of a training course, and the Ohio Department of Education (ODE) was given the authority to establish standards for the preparation and certification of school personnel (Nicholson, 2001). At that time, Heidelberg met those standards and graduates of our teacher training programs continued to be certified and teach in Seneca and surrounding counties.

Since the creation of the State Board of Education in 1955, teacher education and certification standards have been continually reviewed and revised. Major revisions occurred in 1974 and in 1987 (Nicholson, 2001). Heidelberg adjusted to the changing ODE requirements each time so that its teacher education graduates could continue to be certified. From 1992-1996, the Ohio legislature studied and changed the entire structure of teacher certification. Effective January 1, 1998, teacher certification was discontinued and teacher licensure began. The previous two levels (elementary and secondary) were replaced by three licensure levels (early childhood, middle childhood, and adolescent to young adult).

Heidelberg has continuously been accredited by the Higher Education Commission of the North Central Association of Colleges and Schools since 1913. The University is an institutional member of the Council for Higher Education of the United Church of Christ, the American Association of Colleges for Teacher Education (AACTE), the Ohio Foundation of Independent Colleges, Inc. (OFIC), the Council of Independent College (CIC), and the Association of Independent Colleges and Universities in Ohio (AICUO). In 2018 the Unit Accreditation Board of the Council for the Accreditation of Educator Preparation (CAEP) granted full accreditation to the Educator Preparation Program at Heidelberg University at the initial teacher preparation and advanced preparation levels.

The Master of Arts in Education degree program was authorized by the Ohio Board of Regents in 1986. In 1988, the Ohio Board of Regents approved the Master of Arts in Counseling Program, designed to fill a need for community counselors. The degree leads to a Professional Pupil Services License issued by the Ohio Department of Education.

The Conceptual Framework, which applies to all educator preparation programs, is the result of a collaborative effort involving both undergraduate and graduate education faculty. It is aligned with the University's mission documents and has been shared with the entire university faculty on a regular basis. The Conceptual Framework is discussed regularly with candidates in classroom settings and with P-12 partner schools and teachers. The P-12 sharing happens during field experience orientations that are held on site and/or on campus and at meetings of the Heidelberg University Education Advisory Council (HSE Advisory Council). To date, the Conceptual Framework has been accepted by all parties involved as viable and as an accurate representation of the philosophical basis for the work of the education preparation program.

Mission Statement of the Heidelberg University Education Preparation Program

The Heidelberg University Educator Preparation Program builds knowledge in teacher candidates so they can act effectively and with integrity in a world of change.

The Heidelberg curriculum provides a structure in which teacher candidates can discover how a liberal arts education enriches their lives. As an extension of the mission and institutional goals, the education unit offers a program of professional studies that gives teacher candidates opportunities to reflect on their education and be productive in their life's work, engaged in their communities, and be responsible citizens of the world. As a significant part of the larger campus community, the unit values academic excellence, deep knowledge, original research, and a lifelong commitment to free inquiry. It nurtures a diverse community that challenges teacher candidates to understand their cultural heritage and the contemporary world, to explore frontiers of knowledge, and to develop powers of mind and spirit.

In addition, the educational programs are designed to develop thoughtful decision makers in our schools. Strength of professional preparation is provided by the study of the pedagogical theory, by the link between theory and effective practice in the classroom, and by extensive exposure to the real life of local schools. This linkage is the basis for the unit's Conceptual Framework and the model that is known as *Vital Connections*.

The Heidelberg University Educator Preparation Program believes that *Vital Connections* exist between and within each of the various licensure programs it offers. The mission statement has as its central core the theme of "building knowledge" in the liberal arts tradition. We use the phrase "building knowledge" to remind all that they are not transmitting an entity called knowledge to candidates/students, but instead helping them build their own knowledge. Knowledge is built using three tools—theory, practice and reflection. These building tools connect the constructivist core of the conceptual framework to each of the teacher education programs:

- *Theory* - principles of teaching and learning
- *Practice* - clinical and field experience
- *Reflection* - thinking about, evaluating and revising one's teaching and learning

The *Vital Connections* are visually represented by a circular logo designed to show that the notion of constructivism is central to the work of the School of Education at Heidelberg. Located at the center of the logo is the phrase "Building Knowledge," the mission of the program. Around the central core are the three tools—theory, practice and reflection—that are integrated throughout the programs. The tools are separate components, as indicated by the individual arrows in separate colors, but they are also a seamless whole, represented by the connected arrows that form a complete circle. Reflection about theory and practice leads to modified theory and modified practice, which leads to more reflection. The programs comprise the outer circle, reflecting the integration of constructivism, theory practice, and reflection throughout the programs. Thus, teaching is viewed as an ongoing, cyclical process.

The *Vital Connections* provide a unifying perspective to bring together the various components of the educational programs at Heidelberg. As a result, the unit has developed four belief statements that serve as criteria for the quality and conditions for its programs. After completion of one of Heidelberg's programs the teacher candidates will be able to demonstrate the ability to:

- A. Use their knowledge of students and subject matter to design effective instruction that addresses the needs of individual students.
- B. Create a learning environment that provides both the emotional and physical safety of students based on their understanding of the social and emotional components of learning.
- C. Understand and use a variety of teaching strategies aligned with learning objectives that require higher order thinking.
- D. Reflect on their own practice and assume responsibility for their professional growth, performance, and involvement as an individual and as a member of a learning community.

To operationalize these beliefs for the purposes of professional preparation, the professional education faculty, in collaboration with members of the professional community, developed a set of goals or institutional standards. Figure 1 illustrates the relationship between the belief statements and the institutional standards of the unit. Each teacher candidate will have the opportunity to practice behaviors related to the standards in the college classroom and field settings. The standards are used throughout the programs to assess teacher candidate proficiencies. Rubrics used to assess major assignments further define the standards into specific competencies that align with the standards of professional organizations. These institutional standards goals are a direct extension of Heidelberg's current vision and mission statements:

Figure 1
Belief Statements and Institutional Standards—Initial Licensure

Vital Connection	Belief Statement	Heidelberg Institutional Standards
Theory	We believe that teacher candidates must possess rich and multi-faceted knowledge of students and subject matter in order to design effective instruction that addresses the needs of individual students.	Standard 1: Subject Matter
		Standard 4: Diversity
		Standard 5: Planning/Instruction
Practice	We believe that effective teacher candidates must create a learning environment that provides both the emotional and physical safety of students based on an understanding of the social and emotional components of learning.	Standard 2: Learning/Development
		Standard 3: Diverse Learners
		Standard 6: Learning Environment
	We believe that effective teacher candidates must understand and use a variety of research-based teaching strategies aligned with learning objectives that require higher order thinking.	Standard 5: Planning/Instruction
		Standard 7: Communication
Reflection	We believe that teacher candidates must reflect on their practice and assume responsibility for their professional growth, performance, and involvement as an individual and as a member of a learning community.	Standard 8: Assessment
		Standard 9: Reflection
		Standard 10: Collaboration/Professionalism

programs and advanced educator preparation programs. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes.

The Early Childhood Education program has been recognized by the National Association for the Education of Young Children (NAEYC), an honor that has been achieved by less than 10 percent of early childhood programs nationwide. NAEYC, the nation's largest organization of early childhood educators, is dedicated to improving the quality of programs for children from birth through third grade. A nationally recognized early childhood program is defined as one that meets the needs of and promotes the physical, social, emotional, and cognitive development of the children who are involved in the program. Each day of a child's life is viewed as leading toward the growth and development of a healthy, intelligent, and contributing member of society.

In addition, the following programs at Heidelberg have fully met the professional standards and are nationally recognized: Middle Childhood Education (Association of Middle Level Educators), AYA Social Studies (National Council for the Social Studies), AYA Integrated Science (National Science Teachers Association), AYA Integrated Mathematics (National Council of Teachers of Mathematics), AYA English/Language Arts (National Council of Teachers of English), Multi-Age Intervention Specialist (Council for Exceptional Children), and Multi-Age Music (National Association of Schools of Music).

Heidelberg University Institutional Standards for the Teaching Profession

Standard 1 Subject Matter: Teacher candidates understand the discipline(s) for which they have instructional responsibility and can create learning experiences that make subject matter accessible and meaningful for students.

Standard 2 Learning/Development: Teacher candidates use their understanding of how children learn and develop to provide learning opportunities that support intellectual, social and personal development.

Standard 3 Diverse Learners: Teacher candidates use their understanding of how students differ in their approaches to learning to create developmentally appropriate instructional opportunities that are adapted for diverse learners.

Standard 4 Diversity: Teacher candidates model respect for cultural and learner diversity and seek to reach all learners by addressing diverse needs in their teaching.

Standard 5 Planning/Instruction: Teacher candidates plan and deliver effective instruction that advance the learning of each individual.

Standard 6 Learning Environment: Teacher candidates create learning environments that promote high levels of learning and achievement for all students.

Standard 7 Communication: Teacher candidates use effective forms of communication to foster interaction in and beyond the classroom.

Standard 8 Assessment: Teacher candidates use formal and informal assessment strategies to inform, evaluate and ensure continuous student learning.

Standard 9 Reflection: Teacher candidates are reflective practitioners who actively seek out opportunities to improve their effectiveness as teachers.

Standard 10 Collaboration/Professionalism: Teacher candidates foster relationships with school colleagues, parents, and the larger community to support students' learning and well-being.

Heidelberg University Educator Preparation Program Directory

Mrs. Sherri Bowerman
Administrative Assistant
Email: sbowerma@heidelberg.edu
Ph: (419) 448-2125

Methods, Student Teaching, MA
Email: kjones9@heidelberg.edu
Ph: (419) 448-2130

Mrs. Lynne Cartwright
Adjunct Instructor
Teaching Concentration: Early Childhood
Reading Methods
Email: lcartwri@heidelberg.edu
Ph: (419) 448-2089

Mrs. Alicia Pearce
Director of Field Placements
Email: apearce@heidelberg.edu
Ph: (419) 448-2133

Dr. Michele Castleman
Associate Professor of Education
Teaching Concentration: Language Arts
Methods, Literature, Student Teaching, MAE
Email: mcastlem@heidelberg.edu
Ph: (419) 448-2129

Mr. Terry Phillips
Adjunct Instructor
Teaching Concentration: Foundations, Student
Teaching, MAE
Email: tphillip@heidelberg.edu
Ph: (419) 448-2133

Dr. Dawn Henry
Assistant Professor of Education
Teaching Concentration: Special Education
Email: dhenry1@heidelberg.edu
Ph: (419) 448-2128

Dr. Stacey Pistorova
Assistant Professor of Education
Teaching Concentration: Foundations, Early
Childhood, MAE
Email: spistoro@heidelberg.edu
Ph: (419) 448-2328

Dr. Brian Haley
Professor of Education
Teaching Concentration: Foundations, Social
Study Methods, Student Teaching
Email: bhaley@heidelberg.edu
Ph: (419) 448-2119

Dr. Kristen Williams
Associate Professor of Education
Teaching Concentration: Foundations, MAE
Email: kwillia3@heidelberg.edu
Ph: (419) 448-2190

Dr. Lindsey Haubert
Assistant Professor of Education
Teaching Concentration: Foundations,
Mathematics Methods, Student Teaching
Email: lhaubert@heidelberg.edu
Ph: (419) 448-2264

Dr. Jo-Ann Lipford-Sanders
Dean of the School of Behavioral Sciences &
Education
Email: jsanders@heidelberg.edu
Ph: (419) 448-2312

Dr. Karen A. Jones, Director
Associate Professor of Education
Teaching Concentration: Foundations, Science

Glossary of Terms

The following definitions will assist in clarifying roles and activities of certain individuals:

- EPP:** Educator Preparation Program
- ECE:** Early Childhood Education (Pre K-3)
- MCE:** Middle Childhood Education (grades 4-9)
- AYA:** Adolescent to Young Adult (grades 7-12)
- ISP:** Intervention Specialist (K-12, mild to moderate)

Phases of the Heidelberg University EPP

- Pre-candidate Phase** - not yet been admitted to the EPP, freshman or new transfer status
- Candidate Phase** - admitted to the EPP, typically during sophomore level courses
- Intern Phase** - during junior year methods education courses
- Student Teacher Phase** - senior year, typically the final semester of education coursework
- Completer Phase** - completed coursework, student teaching, and commencement; the EPP is required to collect data three years after commencement

Diversity - differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area

Field Experience - a planned, supervised and evaluated experience which takes place in an educational setting under the guidance of a licensed teacher

Student Teaching Experience – the final senior semester field experience, which is equivalent to a typical teacher's day for a period of at least twelve weeks following the calendars of assigned schools

Mentor Teacher - a teacher in an area school who has accepted the responsibility for guiding a teacher candidate during a field experience

University Supervisor - a faculty member of Heidelberg's Education Unit who is responsible for supervising a teacher candidate or student teacher

Teacher Candidate - the general term used to refer to any HSE student; includes pre-candidates, candidates, interns, and student teachers

Student – a youth who is enrolled in a grade from P-12 in a school

Heidelberg University Technology Policies

Chromebook/iPad Policy

1. Chromebooks/iPads, which are part of the inventory of the Education Department are not to be used for personal use.
2. Chromebooks/iPads are primarily to be used by Education faculty, administrators, and students.
3. Chromebooks/iPads are not to be taken out of the Education Department.
4. Faculty accept the responsibility for the care and safety of the equipment while in their personal possession or that of their class.

Personally-Owned Devices ("BYOD")

Personally owned devices may be granted access to the Internet and to limited campus IT resources (if appropriate) via the University network. Individuals (whether student, employee, guest, *etc.*) using a personally-owned device to access any University IT asset, including incidental connection of that device to the University's IT network, acknowledge their compliance with and responsibilities under this *Information Technology Use and Security Policy*. All users should see the [Wireless and Mobile Security](#) section of this policy for more information specific to wireless and mobile device access. CNIT also reserves the right to immediately terminate access from the device to University IT assets if it believes there is a security issue.

Students

Students connecting personally-owned devices to the University IT network will be required to login to and register on the network before gaining access; such personal devices may also be required to have active anti-virus and anti-malware tools and current operating system updates.

Resident students wishing to connect entertainment devices such as gaming consoles or Internet-ready devices (*e.g.* televisions, DVD/Blu-ray players, streaming media devices, *etc.*) to the wired or wireless network may need to register that device. The physical (MAC) address of the device is required for registration.

Students with questions about connecting their personal devices to the University network should contact the CNIT Help Desk.

Use of Authorized Resources Only

Members of the University community must only use those IT resources and accounts that have been authorized for their use by the University. Each user is responsible for all activities, which take place, associated with the use of his or her account(s) and IT resources. Resources may be used only for their authorized purpose, in a manner consistent with the mission of the institution. Users must not under any circumstances attempt to use an IT resource for which they have not been granted access. The use of or attempt to access unauthorized computing resources is prohibited. Members of the University community to whom authorized facility access or access to specific IT assets has been granted may not authorize others to use those accounts or resources for any reason. It is expected that authorized users will take all necessary precautions (*e.g.* regular password maintenance, file protection measures and disconnection from accounts or resources when not in use) to prevent unauthorized resource access.

Prohibited Activities

Under no circumstances is any user (whether student, employee, guest, *etc.*) authorized to engage in activity that is illegal under local, state, federal or international law while utilizing the University's IT assets.

Employees are further governed by the policies of the *Heidelberg University Handbook for Administrative and Support Staff* and/or the *Heidelberg University Faculty Manual*; students are further

governed by the policies of the *Heidelberg University Student Handbook*.

The following activities are, with no exceptions, prohibited. Employees may be exempted from these restrictions during the course of their legitimate job responsibilities (*e.g.*, systems administration staff may have a need to disable the network access of a host if that host is disrupting production services, *etc.*) Note that the lists below are *by no means* exhaustive, but serve to illustrate activities that fall into the categories of unacceptable use and security violations:

Prohibited System and Network Activities

1. Violations of the rights of any person or company protected by copyright, trade secret, patent or other intellectual property, or similar laws or regulations, including, but not limited to, the installation or distribution of "pirated" or other software products that are not appropriately licensed for use.
2. Unauthorized copying of copyrighted material including, but not limited to, digitization and distribution of photographs from magazines, books or other copyrighted sources, copyrighted music, and the installation of any copyrighted software for which the University or the end user does not have an active license is strictly prohibited.
3. Creating unauthorized and/or false representations or impersonations of individuals, groups, organizations, or other university entities. This includes but is not limited to email accounts, websites, and social networks.
4. Introduction of malicious programs into the network or server (*e.g.*, viruses, worms, Trojan horses, e-mail bombs, *etc.*).
5. Exporting software, technical information, encryption software or technology, in violation of international or regional export control laws, is illegal. The appropriate manager should be consulted prior to export of any material that is in question.
6. Revealing your account password to friends, co-workers, or others; or allowing use of your account by others. This includes family and other household members when work is being done at home.
7. Using an IT asset to actively engage in procuring or transmitting material that is in violation of any law or that could create a hostile learning or work environment.
8. Making fraudulent offers of products, items, or services originating from any University account.
9. Effecting security breaches or disruptions of network communication. Security breaches include, but are not limited to, network sniffing, accessing data of which the individual is not an intended recipient or logging into an asset or account that the individual is not expressly authorized to access, unless these duties are within the scope of the employee's regular duties. For purposes of this section, "disruption" includes, but is not limited to, interfering with or denying service to any other whether inside or outside the University network (*e.g.* denial of service attacks); network sniffing or any other sniffing; pinged floods; spoofing of any nature; and poisoning of any type for any purpose.
10. Port scanning or security scanning is expressly prohibited unless prior notification to the University is made or is within an employee's regular job duties. Executing any form of network monitoring which will intercept data not intended for the individual, unless this activity is part of the employee's normal job/duty.
11. Circumventing user authentication or other security mechanisms of any IT asset.
12. Using any program/script/command, or sending messages of any kind, with the intent to interfere with, or disable, a user's session, via any means, locally or via the Internet/intranet/extranet, whether inside or outside the University's network.
13. Providing confidential and/or personal information regarding any person or entity to any party, internal or external to the University, in violation of any local, state, federal, or international law, including but not limited to FERPA (the Family Educational Rights and Privacy Act) and HIPAA (the Health Insurance Portability and Accountability Act). Individuals should contact the appropriate University office for more details about the kinds of information protected by such laws and policies and the requirements of policy adherence.

Prohibited Email and Communications Activities

1. Sending unsolicited email or other electronic communication messages (whether synchronous or asynchronous), including the sending of "junk mail" or other advertising material to individuals who did not specifically request such material (email spam).
2. Any form of harassment via email, telephone, texting or paging, or any other such electronic communication system, whether through language, frequency, or size of messages.
3. Unauthorized use, or forging, of email header or similar electronic communication identification and addressing information.
4. Solicitation of email for any other email address, other than that of the poster's account, with the intent to harass or to collect replies.
5. Creating or forwarding "chain letters", "Ponzi" or other "pyramid" schemes of any type.
6. Posting the same or similar non-University-related messages to large numbers of social networking websites or discussion groups ("group spam").

Heidelberg University
Computer, Network, and Information Technology



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Heidelberg University EPP Diversity List

Diversity refers to the ways that people can be different from one another.

Academic diversity refers to different ways people approach, process and learn new information.

Cultural diversity refers to the way people are different due to cultural groups they belong to, such as race and ethnicity, socioeconomic status, gender, sexual orientation, language, religion, and variations in family structure.

Academic Diversity

Cognitive Style:

Describes the ways a person approaches problem solving situations or the tempo of such approaches.

- **Convergent thinkers vs. Divergent thinkers:**
 - **Convergent thinkers** are good at accumulating material from a variety of sources relevant to a problem's solution. They are focused and use deductive thinking.
 - **Divergent thinkers** proceed more creatively and subjectively in their approach to problem-solving. They use open-ended thinking.
- **Field Dependent vs. Field Independent thinkers:** refers to the differences in individual abilities to discriminate events or visual, auditory, or tactile cues from their surrounding environments.
 - **Field-Dependent thinkers** have difficulty finding an object embedded or "hidden" in a background. They lack of separation between the self and environment.
 - **Field-Independent thinkers** easily identify the object regardless of the background in which it is set. They are impersonal and task-oriented.
- **Cognitive Tempo: Impulsive vs. Reflective thinkers:**
 - **Impulsive Cognitive tempo:** jumps at the task immediately.
 - **Reflective Cognitive tempo:** reflect upon the task and processes information deliberately.
- **Learning Modalities:** Refers to the preferred modalities people use to process new information.
 - **Visual learners**
 - **Auditory learners**
 - **Tactile /Kinesthetic learners**

Multiple Intelligence: Refers to the ways how people are intelligent

- **Linguistic intelligence**--the ability to use language effectively.
- **Logical-mathematical intelligence**--the ability to reason logically, especially in mathematics and science.
- **Musical intelligence**--the ability to create, comprehend, and appreciate music.
- **Spatial intelligence**--the ability to notice details of what one sees and to imagine and "manipulate" visual objects in one's mind.
- **Bodily-kinesthetic intelligence**--the ability to use one's body skillfully.
- **Interpersonal intelligence**--the ability to notice subtle aspects of other people's behaviors.
- **Intrapersonal intelligence**--awareness of one's own feelings, motives, and desires.
- **Naturalist intelligence**--the ability to recognize patterns in nature and differences among natural objects and life forms.

Exceptionalities:

Refers to the differences that require special help and resources for an individual to reach their full potential. The Heidelberg list will adopt the categories of exceptionalities defined by IDEA.

- Autism

- Deaf-Blindness
- Developmental Delay
- Emotional Disturbance
- Hearing Impairment
- Mental Retardation
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech and Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Cultural Diversity

Refers to the way people are different due to cultural groups they belong to, such as race and ethnicity, socioeconomic status, gender, sexual orientation, language, religion, and variations in family structure.

- **Race & ethnicity**

Race: Grouping based on physical characteristics of people.

- White
- Black or African American
- American Indian and Alaska Native
- Asian
- Native Hawaiian and other Pacific Islanders
- Some other race

Ethnicity: Membership based on one's national origin or the national origin of one's ancestors when they immigrated to the United States.

- **Class and Socioeconomic Status**

Class: A group sharing the same economic and social status.

- The Unemployed & Homeless
- The Working Class
- The Middle Class
- The Upper Middle Class
- The Upper Class

Socioeconomic Status: Composite of the economic status of families or persons on the basis of occupation, educational attainment, income, and wealth.

- **Gender**

Gender: The characteristics of femininity and masculinity determined by culture.

Male
Female
Transgender

- **Sexual Orientation**

Sexual Orientation: One's sexual attraction to persons of the same sex or opposite sex or both sexes.

Homosexuality
Heterosexuality
Bisexuality

- **Language**

Language: Diversities based on language an individual uses.

Dialects

- **Religion**

Religion: Diversity based on religion and individual beliefs.

Christianity:

Roman Catholic

Protestants: mainline Protestants, Evangelicals, Fundamentalists

Eastern Orthodoxy

Judaism

Hinduism

Islam

Buddhism

- **Family Structure**

Family Structure: Diversity based on structure of family an individual comes from.

Single Parenthood: single fathers, single mothers

Blended-Families

Adopted Families: inter-racial and intra-racial adoption

Divorced Families

Gay and Lesbian Parents

Selection, Admission and Retention Policy Statement

Education offers teacher preparation programs that lead to licensure in the State of Ohio. It is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP). While specific elements of teacher licensure vary from state to state, there is sufficient similarity so that the programs offered at Heidelberg will satisfy requirements in many states. Licensure candidates must apply for the appropriate

Ohio Department of Education License within one calendar year of earning the Education degree.

Heidelberg University Ohio teaching licenses are awarded to Education Majors in the following areas:

- Early Childhood Education—Pre-K through Grade 3
- Middle Childhood Education—Grades 4 through 9
- Adolescent to Young Adult—Grades 7 through 12
- Multi-Age— Music Education—Pre-K through Grade 12
- Intervention Specialist—(Special Education) Grades K through 12

Candidates may receive a four-year Resident Educator license in one of the first four areas listed above as well as (1) add Intervention Specialist to any of the above, (this is not a stand-alone program at Heidelberg) or (2) seek a combination of two of the first four licenses. Note that this will require additional coursework and will take additional time. Also, some students could reach a double major, e.g., Math and AYA. Candidates seeking licensure in two areas, must student teach in each area for at least six weeks.

Entering freshmen are classified as Conditional Education Majors (EDC) and take EDU 110 or MUS 110 (Music Education majors only), MUS 115 (Music Education majors only) and PSY 101 during their freshman year. Upon successful completion of these courses (C– or higher), students may enroll in EDU 200, the accompanying seminar, and EIS 267. Upon successful completion of these courses (C– or higher), conditional education majors may enroll in EDU 220 and the accompanying seminar. (A 2.75 GPA also is required). Students enrolled in EDU 220 should register to take the state mandated pedagogy assessment prior to the end of the course. During EDU 220, students should apply for admission to the Educator Preparation Program.

Admission to the Educator Preparation Program is by application only and is subject to certain requirements. Prior to admission, those who plan to pursue a program in Education must have developed entrance level competency in general knowledge and professional studies as evidenced by the following requirements:

1. A cumulative grade point average of 3.00 or better
2. Demonstration of general Education proficiency in mathematics, reading, and writing as determined by the EPP (e.g., current accepted passing rates on national normed assessments such as: Praxis Core Academic Skills for Educators; ACT; SAT).
3. Registration for the state mandated pedagogy assessment appropriate for the student's licensure area.

Once accepted into the EPP, Conditional Education majors (EDC) will be classified as Education Licensure Candidates (EDL). Education majors must be classified as EDL to enroll in 300-level professional education classes. They also must maintain a 3.00 cumulative GPA in order to enroll in any professional education courses at the 300-level or above. (The 3.00 GPA may be waived for candidates who have earned a passing score on all state-mandated tests required for the licensure area.)

Education Licensure Candidates (EDL) must earn state passing scores on all state mandated tests required for their licensure area before they will be permitted to register for student teaching (EDU 426, 427, 428, 429, 430).

The state of Ohio requires that all Early, Middle Childhood Majors and those adding Intervention Specialist to complete a reading core of 12 credit hours. A passing score on a state approved test of principles of scientifically researched-based reading instruction is also required. The required courses include EDU 230, 344 or 350, 414 and EIS 285. All Education Majors must complete the education licensure core courses. Beyond these, candidates need to complete the courses required for their specific licensure area. Any EDU or EIS course that is a prerequisite for any other EDU or EIS course must be passed with a grade of C- or better. Grade waivers will not be given for prerequisite courses.

Ohio law requires that all persons working in schools with students must complete both an Ohio criminal background check and an FBI criminal background check, conducted by the Bureau of Criminal Identification Investigation (BCII). This includes all education majors who are registered for any course with a field experience component.

Review of Potential Success

Students with below minimum scores on the Praxis Core, ACT, or SAT or those who cumulative GPA is 2.80-2.99 may request acceptance into the EPP by way of a Review of Potential Success by the Education Department.

Justice for All -- Due Process

Heidelberg University - Teacher Education Unit

Justice For All -- Due Process

Revised -- May 2000

This document was created by amalgamating the Heidelberg University "Due Process" statement with input from a Teacher Education Advisory Committee sub-committee which dealt with issues or controversies which might arise off campus. This document is now the official policy statement for the Unit of Education when dealing with unresolved problems in the field based setting.

A. Provision for Solving Minor Problems

Minor problems may arise during field experiences or student teaching in the schools. In such instances, those directly involved (mentor teacher, building administrator, university supervisor and the teacher candidate) should work to their solution. Minor problems that deal with personal characteristics, including but not limited to professionalism, attendance, communication skills, etc., will be discussed between the Chair and the teacher candidate. If resolution is not reached, the issue will be taken to the full department. The Chair of the Education Unit must be notified when the problem persists. When appropriate, the Chair will call a meeting of involved persons and serve as a mediator in the situation.

B. Provisions for Resolving Major Problems

When problems are still unresolved after application of the relatively informal plan outlined in paragraph A above, the procedures set forth below will be followed.

1. A concise statement of the problem must be submitted in writing by the initiator to the involved parties (University supervisor, mentor teacher, building administrator, teacher candidate). A copy should also be sent to the Director of the School of Education.
2. Within three school days of the date of delivery of the statement of the problem, all parties directly involved will meet at a time and place arranged by the university supervisor and attempt to resolve the problem. At this meeting any persons involved may submit a written position either in support of the statement of the problem or disagreement with it. At this meeting the university supervisor will serve as chairperson and appoint a recorder.
3. If a mentor teacher requests that a Heidelberg field student be removed from his/her classroom, the student will be removed immediately.

The following pages include copies of selected sections of Heidelberg University Due Process Structure. The sections copied would appear to have no application to problems of the type which might appear in the student teaching or field experience relationships either between teacher candidate and faculty or between teacher candidates and mentor teachers or administrators. It is anticipated that charges may be advanced in this situation either by faculty members, students or school representatives. Actually many of the statements, penalties and procedures copied on the following pages from the general due process structure would not be applicable when one of the contesting parties is not under the jurisdiction of the University. It is assumed that the selection of applicable provisions could be left to the judgment of the Vice-President for Academic Affairs as specified in section B, paragraph 7 of the due process procedure designed for resolution of problems originating in areas of student teaching or field experience.

Heidelberg University Due Process Structure

Problems originating in the classroom are handled by the professor in charge or Provost of the University. Problems occurring in the residence halls are handled by the governing bodies of the residence halls. Problems of a more serious nature, however, are referred to the office of the Dean of Student Life. The President of the University is the final authority on all disciplinary cases brought to his attention.

Cases which are complicated by psychological or emotional problems will be initially handled by the Dean of Student Life. The Personnel Deans may (a) handle the case themselves, (b) refer the case back to an appropriate disciplinary body, or (c) refer the problems to the Judiciary Committee.

JUDICIARY COMMITTEE

The Judiciary Committee is composed of five faculty members appointed by the President of the University, and four students, with a faculty chair. The student representation is made up of four upperclassmen appointed by University Council. All members of the committee have full voting power. The chair votes only when a tie vote occurs. A student requested to appear before the committee is encouraged to invite a faculty member of his or her choice to appear with him or her in the capacity of an adviser.

- A. Will consider all off-campus infractions pertinent to the University community and covered by University rules.
- B. Will consider all infractions of campus rules not considered by other judiciary bodies.
- C. Will consider the first appeal from the Inter-residence Hall, Judicial Board, Inter-society Disciplinary Board, and Inter-fraternity Council.
- D. Will consider all infractions involving campus organizations, representatives of organizations, or actions involving organizations. Society cases will be heard by Inter-society Disciplinary Board; fraternity cases will be handled by the Inter-fraternity Council.
- E. Will rehear an appeal of its own previous action upon the request of the President of the University.
- F. All students shall have a choice of appearing before the Dean of Student Life or the Judiciary Committee.

The President of the University

Will consider the final appeal from the Inter-residence Hall Judicial Board, Inter-fraternity Council, and Inter-society Disciplinary Board after the appeal to the Judiciary Committee or Dean of Student Life's office.

HEARING PROCEDURE

1. A factual written description of the case should be supplied to all members of the judiciary body, to the defendant and to his or her adviser for the hearing.
2. A short statement of the offense will be read by the chair of the judiciary body indicating the name of the person involved, the time and place of the offense, and the nature of the offense.
3. The defendant will make a plea of guilty or not guilty.
4. If the defendant pleads not guilty, the person presenting the case will give a detailed account of the offense and any evidence which supports the case.
5. The defendant may then proceed to comment on or refute the charges as well as introduced evidence in his or her defense. The defendant will also be given the opportunity to question evidence presented.
6. The person bringing the charges will be given the opportunity to question any evidence introduced by the defendant.
7. The judiciary body will ask any questions they deem necessary for the deliberation of the case.
8. Before arriving at a decision as to any penalty to be applied, the judiciary body will review

the disciplinary record of the defendant. This review should be made in the presence of the defendant.

9. The judiciary body will dismiss all persons in order that they may deliberate in private on the case and reach a decision.
10. The decision of the judiciary body will be given to the defendant in written form.

THE DEFENDANT'S RIGHT TO DUE PROCESS

1. A student or organization will be asked to come to the appropriate personnel office when he or she is accused of a violation. A student must not wait more than 48 hours upon receipt of the notice or it will be duly noted and sent to the Judicial body he or she chooses. This request is the preliminary meeting in which the student or organization is informed of the charge and explained the choice that is theirs in the Judicial structure.
2. A student or organization asked to appear before a Judiciary body will be given a written notification at least three class days prior to the date given a written notification at least three class days prior to the date of the hearing. This notification should include:
 - a. The nature of the complaint and the date of the offense.
 - b. Who is making the complaint.
 - c. The time and place of the hearing.
 - d. The rights of the defendant.
 - i. To have a faculty member or staff person of his or her choice appear with him or her in an advisory capacity.
 - ii. To hear all evidence upon which charges are based and to answer this evidence through rebuttal.
 - iii. To call witnesses in his or her behalf and to confront any other witnesses before the Judiciary body.
 - iv. To be informed of the channels of appeal available to him or her.
 - v. Those who can be present: the Judiciary Committee; the accused and the faculty or staff person of her or her choice; the persons who shall be witnesses and appear only when requested.
3. The student will be given written notification of the decision of the judiciary body as soon as possible following the completion of the hearing.
4. All appeals must be filed in writing within three class days after the decision of the judiciary body has been announced.

MAPS: Major Academic Programs

Planning Your Academic Program

Teacher candidates planning to earn a teaching license through Heidelberg University must plan their academic programs carefully so that graduation and license requirements will be completed in a timely manner. Program outlines for the different certification levels and program planning sheets are available in the department office. Please keep the following information in mind as you work with your advisor to develop your four-year plan.

1. You must satisfy four sets of requirements for a teacher license:
 - a. Satisfy all university general education requirements including some special requirements for teacher education majors;
 - b. Complete the professional education requirements outlined in the Admission and Retention policies in this Handbook;
 - c. Complete the professional education sequence required for one of the licensure tracks.
Ohio provisional teaching licenses are awarded to education majors in
Early Childhood Education—Pre-K through Grade 3
Middle Childhood Education—Grades 4 through 9
Adolescent to Young Adult—Grades 7 through 12
Multi-Age (Pre-K through Grade 12)—Music
Intervention Specialist—(Special Education, K-12)
 - d. Complete the content course sequence appropriate for the license being sought.
2. Speak with an advisor who will work with you to ensure that you meet all requirements to qualify for licensure and graduation. Be sure to check the *University Catalog* for specific requirements of each program.

Be diligent and plan ahead. Work to satisfy as many general education requirements as possible during your first two years. Courses taken to meet these requirements may help you identify a teaching area you had not previously considered. Completing general education requirements early will also permit you to concentrate on your major and professional development as a junior and senior.

3. Teacher candidates who are within 30 semester hours of applying for licensure should make arrangements to:
 - a. complete a degree requirements check.
 - b. complete a license requirement check.
 - c. take all state mandated tests required for licensure area

This sample 4-year plan is designed as a guide for students preparing for their course selections. This information provides only a suggested schedule. Actual course selections should be made with the advice of a faculty mentor or advisor. For detailed information and course descriptions consult the Heidelberg University Undergraduate Catalog.

First Year Fall				First Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
AIM HEI 101	1		F	AIM HEI 102	0	HEI 101	S
EDU 110: Vital Connections	2		F,S	EDU 200: Human Growth & Development	3	2.5GPA, C-+ in EDU 110, PSY 101	F,S
PSY 101: General Psychology	3		F,S	GenEd/Honors/Elective/Major Courses	12		
GenEd/Honors/Elective/Major Courses	9			TOTAL	15		
TOTAL	15						
Second Year Fall				Second Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
AIM HEI 201	0	HEI 102	F	EDU 230: Foundations of Reading	3	(co-reqs) 2.75GPA, C-+ in PSY 101, EDU 220, 225	F,S
EDU 220: Principles of Teaching	3	(co-reqs) 2.75GPA, C-+ in EDU 200, PSY 101	F,S	EIS 285: Phonics/Word Identification	3		
EDU 225: Intro to Early Childhood Education	3		F,S	EIS 267: Diversity Experience	0	2.75GPA, C-+ in EDU 110, PSY 101, & instructor approval	F,S
EIS 271: Individuals with Exceptionalities	3		F,S	MTH 118: Math for Elementary Education II	3	MTH 117	S
MTH 117: Math for Elementary Education I	3	EDU 200 (or co-req) & C-+ in MTH 090 or placement	F	NDI 255: Integrated Arts in Early Childhood	3	2.5GPA, EDU 220 or PSY 206	S
GenEd/Honors/Elective/Major Courses	3			GenEd/Honors/Elective/Major Courses	3		
TOTAL	15			TOTAL	15		
Third Year Fall				Third Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
EIS 320: Family Systems/Social Issues in Early Childhood	3	3.0GPA, JrS, C-+ in EDU 230, PSY 101	F,S	EDU 321: Language/Literacy Development in Early Childhood	2	(co-reqs) 3.0GPA, C-+ in EDU 225, 230, EIS 285, PSY 101	F,S
HHP 250: Health, Nutrition, Safety: Early	2	SoS, EDU 225	F	EDU 322: Math Experiences in Early Childhood	2		S
GenEd/Honors/Elective/Major Courses	10			EDU 323: Science Experiences in Early Childhood	2		S
TOTAL	15			GenEd/Honors/Elective/Major Courses	9		
Fourth Year Fall				Fourth Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
EDU 344: Reading to Learn/Content Areas	3	(co-reqs) 3.0GPA, C-+ in EDU 321, 322, 323, PSY 101	F	EDU 416: Seminar in Education	2		F,S
EDU 345: Curriculum & Instruction for Young Children	4		F,S	EDU 426: Student Teaching: Early Childhood	8	(co-reqs) 3.0GPA, C-+ EDU 220, 344, 355, PSY 101	F,S
EDU 414: Diagnosis of Reading Difficulties	3	3.0GPA, C-+ EDU 230, 344 (or co-req), EIS 285, PSY 101	F,S	EIS 380: Principles of Assessment	2		F,S
GenEd/Honors/Elective/Major Courses	5			EIS 468: Communication & Collaboration	2		F,S
TOTAL	15			TOTAL	14		

Suggested Electives		
Course	Hrs	O
EDU 218: Adolescent Literature	3	Foe
EDU 324: Teaching Written Composition K-12	2	Feo

Early Childhood Generalist Endorsement		
<p>The Early Childhood Generalist Endorsement enables Early Childhood (Pre-K - 3) majors to broaden the scope of their license so they also can teach fourth and fifth grades. The endorsement may only be added to an Early Childhood License. In order to add the endorsement, candidates must successfully complete (see Major and Minor Grade Requirement policy) the courses below. Candidates are required to pass specific OAE assessments in order to apply for this endorsement. Taking and passing the licensure tests prior to graduation and/or student teaching is encouraged but not required.</p>		
Course	Hrs	O
EDU 207: Growth & Development Sem: MID	1	F,S
EDU 218: Adolescent Literature	3	Foe
EDU 227: Principles of Teaching Sem: MID	1	S
EDU 324: Teaching Written Composition K-12	2	Feo
HIS 107: American History to 1865	3	F
HIS 120: The Ohio Heritage	2	Occ

Students must apply for admission to the Educator Preparation Program. To be admitted into the licensure program, students must meet the following minimum requirements:

Hold a Cumulative GPA of a 3.0 or higher

Be registered and have a date selected for the Assessment of Professional Knowledge (APK)

Achieve one of the following (preferably prior to the end of your first-year):

1. Hold an ACT Composite Score of 21 or higher
2. Hold an SAT Composite Score of 1,000 or higher
3. Earn passing scores on the Core Academic Skills for Educators assessments in Math (150), Reading (156), and Writing (162)

KEY	
Code	Explanation
O	Semester Offered
F	Offered Fall Semester
S	Offered Spring Semester
_eo	Offered that semester of even/odd years
_oe	Offered that semester of odd/even years
Occ	Offered occasionally
FrS	Freshman Standing
SoS	Sophomore Standing
JrS	Junior Standing
SrS	Senior Standing
C-+	Grade of C- or better

This sample 4-year plan is designed as a guide for students preparing for their course selections. This information provides only a suggested schedule. Actual course selections should be made with the advice of a faculty mentor or advisor. For detailed information and course descriptions consult the Heidelberg University Undergraduate Catalog.

First Year Fall				First Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
AIM HEI 101	1		F	AIM HEI 102	0	HEI 101	S
EDU 110: Vital Connections	2		F,S	EDU 200: Human Growth & Development	3	2.5GPA, C-+ in EDU 110, PSY 101	F,S
PSY 101: General Psychology	3		F,S	GenEd/Honors/Elective/Major Courses	12		
GenEd/Honors/Elective/Major Courses	9			TOTAL	15		
TOTAL	15						
Second Year Fall				Second Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
AIM HEI 201	0	HEI 102	F	EDU 230: Foundations of Reading	3	(co-reqs) 2.75GPA, C-+ in PSY 101, EDU 220, 225	F,S
EDU 220: Principles of Teaching	3	(co-reqs) 2.75GPA, C-+ in EDU 200, PSY 101	F,S	EIS 285: Phonics/Word Identification	3		
EDU 225: Intro to Early Childhood Education	3		F,S	EIS 267: Diversity Experience	0	2.75GPA, C-+ in EDU 110, PSY 101, & instructor approval	F,S
MTH 117: Math for Elementary Education I	3	EDU 200 (or co-req) & C-+ in MTH 090 or placement	F	EIS 272: Individuals with Diverse Educational Needs	3	(co-reqs) 2.75GPA, C-+ in PSY 101, EDU 220	S
GenEd/Honors/Elective/Major Courses	6			EIS 273: Applied Behavior Analysis for Teachers	3		
TOTAL	15			MTH 118: Math for Elementary Education II	3	MTH 117	S
				TOTAL	15		
Third Year Fall				Third Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
EIS 320: Family Systems/Social Issues in Early Childhood	3	3.0GPA, JrS, C-+ in EDU 230, PSY 101	F,S	EDU 321: Language/Literacy Development in Early Childhood	2	(co-reqs) 3.0GPA, C-+ in EDU 225, 230, EIS 285, PSY 101	F,S
HHP 250: Health, Nutrition, Safety: Early	2	SoS, EDU 225	F	EDU 322: Math Experiences in Early Childhood	2		S
EIS 350: Curriculum & Methods for Mild/Moderate	3	(Co-reqs) 3.0GPA, C-+ in PSY 101, EIS 272, 300-level	F	EDU 323: Science Experiences in Early Childhood	2		
EIS 361: Reading & Language Arts Methods for M/M	3			NDI 255: Integrated Arts in Early Childhood	3	2.5GPA, EDU 220 or PSY 206	S
EIS 379: Prescriptive Assessment & Diagnosis	3	courses		GenEd/Honors/Elective/Major Courses	6		
GenEd/Honors/Elective/Major Courses	1			TOTAL	15		
TOTAL	15						
Fourth Year Fall				Fourth Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
EDU 344: Reading to Learn/Content Areas	3	(co-reqs) 3.0GPA, C-+ in EDU 321, 322, 323, PSY 101	F	EDU 416: Seminar in Education	2		F,S
EDU 345: Curriculum & Instruction for Young Children	4		F,S	EDU 426: Student Teaching: Early Childhood	4	(co-reqs) 3.0GPA, C-+ EDU 220, 344, 355, EIS 350, 361, 379, PSY 101	F,S
EDU 414: Diagnosis of Reading Difficulties	3	3.0GPA, C-+ EDU 230, 344 (or co-req), EIS 285, PSY 101	F,S	EDU 429: Student Teaching: ISP	4		F,S
GenEd/Honors/Elective/Major Courses	5			EIS 468: Communication & Collaboration	2		S
TOTAL	15			EIS 471: Career/Vocational Development & Life Skills	2		
				TOTAL	14		

Suggested Electives		
Course	Hrs	O
EDU 218: Adolescent Literature	3	Foe
EDU 324: Teaching Written Composition K-12	2	Feo

Early Childhood Generalist Endorsement		
<p>The Early Childhood Generalist Endorsement enables Early Childhood (Pre-K - 3) majors to broaden the scope of their license so they also can teach fourth and fifth grades. The endorsement may only be added to an Early Childhood License. In order to add the endorsement, candidates must successfully complete (see Major and Minor Grade Requirement policy) the courses below. Candidates are required to pass specific OAE assessments in order to apply for this endorsement. Taking and passing the licensure tests prior to graduation and/or student teaching is encouraged but not required.</p>		
Course	Hrs	O
EDU 207: Growth & Development Sem: MID	1	F,S
EDU 218: Adolescent Literature	3	Foe
EDU 227: Principles of Teaching Sem: MID	1	S
EDU 324: Teaching Written Composition K-12	2	Feo
HIS 107: American History to 1865	3	F
HIS 120: The Ohio Heritage	2	Occ

Students must apply for admission to the Educator Preparation Program. To be admitted into the licensure program, students must meet the following minimum requirements:

Hold a Cumulative GPA of a 3.0 or higher

Be registered and have a date selected for the Assessment of Professional Knowledge (APK)

Achieve one of the following (preferably prior to the end of your first-year):

1. Hold an ACT Composite Score of 21 or higher
2. Hold an SAT Composite Score of 1,000 or higher
3. Earn passing scores on the Core Academic Skills for Educators assessments in Math (150), Reading (156), and Writing (162)

KEY	
Code	Explanation
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F	Offered Fall Semester
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_eo	Offered that semester of even/odd years
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JrS	Junior Standing
SrS	Senior Standing
C+	Grade of C- or better

This sample 4-year plan is designed as a guide for students preparing for their course selections. This information provides only a suggested schedule. Actual course selections should be made with the advice of a faculty mentor or advisor. For detailed information and course descriptions consult the Heidelberg University Undergraduate Catalog.

First Year Fall				First Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
AIM HEI 101	1		F	AIM HEI 102	0	HEI 101	S
COM 100: Public Speaking & Engagement	3		F,S	EDU 200: Growth & Development	3	(co-reqs) 2.5GPA, C-+ in EDU 110 & PSY 101	F,S
EDU 110: Vital Connections	2		F,S	EDU 207 Growth & Development Seminar (Mid)	1		
PSY 101: General Psychology	3		F,S	WRI 101: College Writing II	3		F,S
GenEd/Honors/Elective/Major Courses	6			GenEd/Honors/Elective/Major Courses	8		
TOTAL	15			TOTAL	15		
Second Year Fall				Second Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
AIM HEI 201	0	HEI 102	F	EDU 227: Principles of Teaching Seminar (Mid)	1	2.75GPA, C-+ in EDU 200, 207, PSY 101	S
EDU 220: Principles of Teaching	3	2.75GPA, C-+ in EDU 200, 207, PSY 101	F,S	EIS 267: Diversity Experience	0	2.75GPA, C-+ in EDU 110, PSY 101, & instructor approval	F,S
EIS 271: Individuals with Exceptionalities	3		F,S				
GenEd/Honors/Elective/Major Courses	9			GenEd/Honors/Elective/Major Courses	14		
TOTAL	15			TOTAL	15		
Third Year Fall				Third Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
EDU 230: Foundations of Reading	3	2.75GPA, C-+ in PSY 101, EDU 220, 227	F,S	EDU 350: Reading to Learn in Content Area	3	(co-reqs) JrS, 3.0GPA, C-+ in COM 100, EDU 220, 230, EIS 285, PSY 101, WRI 101	S
EIS 285: Phonics/Word Identification	3		F,S	EDU 375: The Middle School	2		
				Two of EDU 360, 373, 380, 390 in accordance with selected concentrations	3		
GenEd/Honors/Elective/Major Courses	9			GenEd/Honors/Elective/Major Courses	4		
TOTAL	15			TOTAL	15		
Fourth Year Fall				Fourth Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
EDU 414: Diagnosis of Reading Difficulties	3	3.0GPA, C-+ in PSY 101, EDU 230, 350, EIS 285	F,S	EDU 400: Curriculum & Organization of Schools	2	(co-reqs) 3.0GPA, C-+ in COM 100, EDU 350, 375, two of 360/373/380/390, 300-level courses, WRI 101	F,S
				EDU 416: Seminar in Education	2		F,S
				EDU 427: Student Teaching Middle Childhood	8		F,S
GenEd/Honors/Elective/Major Courses	12			EIS 380: Principles of Assessment	2		F,S
TOTAL	15			EIS 468: Communication & Collaboration	2		F,S
				TOTAL	16		

Complete Two Concentrations Below

Language Arts		
Course	Hrs	O
EDU 218: Adolescent Literature	3	Foe
EDU 324: Teaching Written Composition K-12	2	Feo
LIT 102: Literary Genres	3	S
MED 156: Media & Culture	3	F
MED 369A: Newspaper Practicum	1-3	F,S
NDI 382: Introduction to Linguistics	3	Foe
Choose One		
LIT 231: American Literature to 1860	3	Soe
LIT 232: American Literature 1860-Present	3	Seo
Choose One		
MED 205: Media Writing	3	F
WRI 210: Creative Writing	3	F,S

Social Studies		
Course	Hrs	O
ECO 102: Survey of Economics	3	F,S
HIS 105: World Civilization I	3	F
HIS 106: World Civilization II	3	S
HIS 107: History of the US to 1865	3	F
HIS 120: The Ohio Heritage	2	
NDI 121: Understanding Geography through a Humanities Approach	3	Feo
NDI 310: Integrated Social Studies	3	F
POL 227: American National Government	3	Seo

Math		
Course	Hrs	O
MTH 115: Quantitative Reasoning	3	F,S
MTH 117: Mathematics for Elementary Ed I	3	F
MTH 118: Mathematics for Elementary Ed II	3	S
MTH 121: Elementary Functions	3	F,S
MTH 210: Elementary Statistics	3	F,S
MTH 222: Calculus I	3	F,S
Choose One		
CPS 100: Introduction to Computers	3	F,S
CPS 150: Fundamentals of Computer Science	4	F

Science		
Course	Hrs	O
BIO 110: Contemporary Biological Problems + Lab	4	F,S
CHM 103: Fundamentals of Chemistry	3	
ENS 101: Intro to Environmental Science	3	F,S
GEO 101: Physical Geology + Lab	4	F,S
PHY 100: Intro to Physical Principles	3	S
PHY 172: Introduction to Astronomy	3	F,S
One semester hour of lab in CHM, ENS, or PHY	1	

Students must apply for admission to the Educator Preparation Program. To be admitted into the licensure program, students must meet the following minimum requirements:
Hold a Cumulative GPA of a 3.0 or higher
Be registered and have a date selected for the Assessment of Professional Knowledge (APK)
Achieve one of the following (preferably prior to the end of your first-year):
1. Hold an ACT Composite Score of 21 or higher
2. Hold an SAT Composite Score of 1,000 or higher
3. Earn passing scores on the Core Academic Skills for Educators assessments in Math (150), Reading (156), and Writing (162)

Middle Childhood Generalist Endorsement

The Middle Childhood Generalist is an endorsement available only to those already holding a middle childhood license. It will allow the candidate to teach all subjects in grades 4-5-6 only. It is designed to meet the need in those schools with self-contained classrooms in those grades. The candidate will not be restricted to self-contained situations. Grade level is the only restriction.

The following program has been approved for Heidelberg:

To Add Language Arts
WRI 101 & LIT 102
To Add Social Studies
HIS 107 & POL 227
To Add Math
MTH 117 & 118
To Add Science
BIO 110 & GEO 101

KEY	
Code	Explanation
O	Semester Offered
F	Offered Fall Semester
S	Offered Spring Semester
eo	Offered that semester of even/odd years
oe	Offered that semester of odd/even years
Occ	Offered occasionally
FrS	Freshman Standing
SoS	Sophomore Standing
JrS	Junior Standing
SrS	Senior Standing
C-+	Grade of C- or better

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First Year Fall				First Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
AIM HEI 101	1		F	AIM HEI 102	0	HEI 101	S
COM 100: Public Speaking & Engagement	3		F,S	EDU 200: Growth & Development	3	(co-reqs) 2.5GPA, C-+ in EDU 110 & PSY 101	F,S
EDU 110: Vital Connections	2		F,S	EDU 207: Growth & Development Seminar (Mid)	1		
PSY 101: General Psychology	3		F,S	WRI 101: College Writing II	3		F,S
GenEd/Honors/Elective/Major Courses	6			GenEd/Honors/Elective/Major Courses	8		
TOTAL	15			TOTAL	15		
Second Year Fall				Second Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
AIM HEI 201	0	HEI 102	F	EDU 227: Principles of Teaching Seminar (Mid)	1	2.75GPA, C-+ in EDU 200, 207, PSY 101	S
EDU 220: Principles of Teaching	3	2.75GPA, C-+ in EDU 200, 207, PSY 101	F,S	EIS 267: Diversity Experience	0	2.75GPA, C-+ in EDU 110, PSY 101, & instructor approval	F,S
				EIS 272: Individuals with Diverse Educational Needs	3	(co-reqs) 2.75GPA, C-+ in PSY 101, EDU 220	S
				EIS 273: Applied Behavior Analysis for Teachers	3		
GenEd/Honors/Elective/Major Courses	12			GenEd/Honors/Elective/Major Courses	8		
TOTAL	15			TOTAL	15		
Third Year Fall				Third Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
EDU 230: Foundations of Reading	3	2.75GPA, C-+ in PSY 101, EDU 220, 227	F,S	EDU 350: Reading to Learn in Content Area	3	(co-reqs) JrS, 3.0GPA, C-+ COM 100, EDU 220, 230, EIS 285, PSY 101, WRI 101	S
EIS 285: Phonics/Word Identification	3		F,S	EDU 375: The Middle School	2		
EIS 350: Curriculum & Methods for Mild/Moderate	3	(Co-reqs) 3.0GPA, C-+ in PSY 101, EIS 272, 300-level	F	Two of EDU 360, 373, 380, 390 in accordance with selected concentrations	3		
EIS 361: Reading & Language Arts Methods for M/M	3			GenEd/Honors/Elective/Major Courses	4		
EIS 379: Prescriptive Assessment & Diagnosis	3			TOTAL	15		
TOTAL	15						
Fourth Year Fall				Fourth Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
EDU 414: Diagnosis of Reading Difficulties	3	3.0GPA, C-+ in PSY 101, EDU 230, 350, EIS 285	F,S	EDU 400: Curriculum & Organization of Schools	2	(co-reqs) 3.0GPA, C-+ EDU 220, 344, 355, EIS 350, 361, 379, PSY 101	F,S
				EDU 416: Seminar in Education	2		F,S
				EDU 427: Student Teaching: Middle Childhood	4		F,S
				EDU 429: Student Teaching: ISP	4		F,S
				EIS 468: Communication & Collaboration	2		F,S
GenEd/Honors/Elective/Major Courses	12			EIS 471: Career/Vocational Development & Life Skills	2		S
TOTAL	15			TOTAL	16		

Complete Two Concentrations Below

Language Arts		
Course	Hrs	O
EDU 218: Adolescent Literature	3	Foe
EDU 324: Teaching Written Composition K-12	2	Feo
LIT 102: Literary Genres	3	S
MED 156: Media & Culture	3	F
MED 369A: Newspaper Practicum	1-3	F,S
NDI 382: Introduction to Linguistics	3	Foe
Choose One		
LIT 231: American Literature to 1860	3	Soe
LIT 232: American Literature 1860-Present	3	Seo
Choose One		
MED 205: Media Writing	3	F
WRI 210: Creative Writing	3	F,S

Math		
Course	Hrs	O
MTH 115: Quantitative Reasoning	3	F,S
MTH 117: Mathematics for Elementary Ed I	3	F
MTH 118: Mathematics for Elementary Ed II	3	S
MTH 121: Elementary Functions	3	F,S
MTH 210: Elementary Statistics	3	F,S
MTH 222: Calculus I	3	F,S
Choose One		
CPS 100: Introduction to Computers	3	F,S
CPS 150: Fundamentals of Computer Science	4	F

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Social Studies		
Course	Hrs	O
ECO 102: Survey of Economics	3	F,S
HIS 105: World Civilization I	3	F
HIS 106: World Civilization II	3	S
HIS 107: History of the US to 1865	3	F
HIS 120: The Ohio Heritage	2	
NDI 121: Understanding Geography through a Humanities Approach	3	Feo
NDI 310: Integrated Social Studies	3	F
POL 227: American National Government	3	Seo

Science		
Course	Hrs	O
BIO 110: Contemporary Biological Problems + Lab	4	F,S
CHM 103: Fundamentals of Chemistry	3	
ENS 101: Intro to Environmental Science	3	F,S
GEO 101: Physical Geology + Lab	4	F,S
PHY 100: Intro to Physical Principles	3	S
PHY 172: Introduction to Astronomy	3	F,S
One semester hour of lab in CHM, ENS, or PHY	1	

Middle Childhood Generalist Endorsement

The Middle Childhood Generalist is an endorsement available only to those already holding a middle childhood license. It will allow the candidate to teach all subjects in grades 4-5-6 only. It is designed to meet the need in those schools with self-contained classrooms in those grades. The candidate will not be restricted to self-contained situations. Grade level is the only restriction.

The following program has been approved for Heidelberg:

To Add Language Arts
 WRI 101 & LIT 102
 To Add Social Studies
 HIS 107 & POL 227
 To Add Math
 MTH 117 & 118
 To Add Science
 BIO 110 & GEO 101

KEY

Code	Explanation
O	Semester Offered
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eo	Offered that semester of even/odd years
oe	Offered that semester of odd/even years
Occ	Offered occasionally
FrS	Freshman Standing
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JrS	Junior Standing
SrS	Senior Standing
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First Year Fall				First Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
AIM HEI 101	1		F	AIM HEI 102	0	HEI 101	S
COM 100: Public Speaking & Engagement	3		F,S	EDU 110: Vital Connections	2		F,S
WRI 101: College Writing II	3		F,S	PSY 101: General Psychology	3		F,S
HIS 105: World Civilization I	3	FrS/SoS Only	F	HIS 106: World Civilization II	3	FrS/SoS Only	S
HIS 107: History of the United States	3	FrS/SoS Only	F	HIS 108: History of the United States 1865-Present	3	FrS/SoS Only	S
GenEd/Honors/Elective/Major Courses	2			GenEd/Honors/Elective/Major Courses	4		
TOTAL	15			TOTAL	15		
Second Year Fall				Second Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
AIM HEI 201	0	HEI 102	F	EDU 220: Principles of Teaching	3	2.75GPA, C++ in EDU 200,	F,S
EDU 200: Growth & Development	3	(co-reqs) 2.5GPA, C++ in EDU	F,S	EDU 228: Principles of Teaching Seminar in AYA	1	208, PSY 101	S
EDU 208: Growth & Development Seminar in AYA	1	110 & PSY 101		EIS 267: Diversity Experience	0	2.75GPA, C++ in EDU 110, PSY 101, & instructor approval	F,S
EIS 271: Individuals with Exceptionalities	3		F,S	ECO 252: Principles of Macroeconomics	3	SoS	F,S
ECO 251: Principles of Microeconomics	3	SoS	F,S	HIS 385: African-American History	3	SoS, COM 100, WRI 101	Soe
ANT 200: Cultural Anthropology	3		F,S	GenEd/Honors/Elective/Major Courses	5		
GenEd/Honors/Elective/Major Courses	2			TOTAL	15		
TOTAL	15						
Third Year Fall				Third Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
HIS 384: Twentieth Century America	3	SoS, COM 100, WRI 101	Foe	EDU 350: Reading to Learn in Content Area	3	(co-reqs) 3.0GPA, C++ in COM 100, EDU 220, PSY 101, WRI 101	S
NDI 310: Integrated Social Studies	3	2.6GPA, EDU 220, EIS 265	F	EDU 376: Methods in Social Studies	3		S
GenEd/Honors/Elective/Major Courses	9			GenEd/Honors/Elective/Major Courses	9		
TOTAL	15			TOTAL	15		
Fourth Year Fall				Fourth Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
POL 221: Global Politics	3		Foe	EDU 400: Curriculum & Organization of Schools	2	(co-reqs) 3.0GPA, C++ in COM 100, EDU 350, 375, two of 360/373/380/390, 300-level courses, WRI 101	F,S
REL 204: Religions of the World	3			EDU 416: Seminar in Education	2		F,S
				EDU 428: Student Teaching in AYA	8		F,S
				EIS 380: Principles of Assessment	2		F,S
GenEd/Honors/Elective/Major Courses	9			EIS 468: Communication & Collaboration	2		F,S
TOTAL	15			TOTAL	16		

Teaching Area: Social Studies – Core Choices		
Course	Hrs	O
Choose One		
HIS 311: Greco-Roman World	3	Feo
HIS 321: Medieval Europe	3	Seo
HIS 322: Renaissance History	3	Foe
Choose One		
HIS 332: Modern Middle East	3	Foe
HIS 333: Modern China	3	Seo
HIS 335: History of Africa	3	Feo
Choose One		
HIS 325: Modern Europe	3	Seo
HIS 357: History of England	3	Seo
Choose One		
HIS 386: Women in America	3	Seo
PSY 309: Psychology of Women & Gender Dev.	3	Seo
Choose One		
POL 227: American National Government	3	Seo
POL 235: The Constitution & Structure of Gov.	3	Seo

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First Year Fall				First Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
AIM HEI 101	1		F	AIM HEI 102	0	HEI 101	S
COM 100: Public Speaking & Engagement	3		F,S	EDU 110: Vital Connections	2		F,S
WRI 101: College Writing II	3		F,S	PSY 101: General Psychology	3		F,S
MED 156: Media & Culture	3		F	LIT 102: Literary Genres	3	WRI 101	S
GenEd/Honors/Elective/Major Courses	5			GenEd/Honors/Elective/Major Courses	7		
TOTAL	15			TOTAL	15		
Second Year Fall				Second Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
AIM HEI 201	0	HEI 102	F	EDU 220: Principles of Teaching	3	2.75GPA, C-+ in EDU 200,	F,S
EDU 200: Growth & Development	3	(co-reqs) 2.5GPA, C-+ in EDU	F,S	EDU 228: Principles of Teaching Seminar in AYA	1	208, PSY 101	S
EDU 208: Growth & Development Seminar in AYA	1	110, PSY 101		EIS 267: Diversity Experience	0	2.75GPA, C-+ in EDU 110, PSY	F,S
EIS 271: Individuals with Exceptionalities	3		F,S			101, & instructor approval	
ENG 290: Sophomore Studies in English	1		F	LIT 291: Introduction to Literary Theory	3	COM 100, WRI 101, one LIT	S
LIT 346: Shakespeare	3	WRI 101	Feo			course beyond 102	
GenEd/Honors/Elective/Major Courses	4			GenEd/Honors/Elective/Major Courses	8		
TOTAL	15			TOTAL	15		
Third Year Fall				Third Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
EDU 218: Adolescent Literature	3	2.75GPA, C-+ in PSY 101 & EDU 220	Foe	EDU 350: Reading to Learn in Content Area	3	(co-reqs) 3.0GPA, C-+ in COM	S
NDI 382: Intro to Linguistics	3	WRI 101	Foe			100, EDU 220, PSY 101, WRI	
MED 369A: Newspaper Practicum	1-3		F,S	EDU 366: Methods in English	3	101	S
GenEd/Honors/Elective/Major Courses	6+			GenEd/Honors/Elective/Major Courses	9		
TOTAL	15			TOTAL	15		
Fourth Year Fall				Fourth Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
ENG 490: Senior Capstone in English	2	COM 100, C-+ in 18 credits of WRI/LIT beyond WRI 101	F	EDU 400: Curriculum & Organization of Schools	2	(co-reqs) 3.0GPA, C-+ in COM	F,S
EDU 324: Teaching Written Composition	2	3.0GPA, SoS, C-+ in PSY 101, EDU 220	Feo	EDU 416: Seminar in Education	2	100, EDU 350, 375, two of	F,S
GenEd/Honors/Elective/Major Courses	11			EDU 428: Student Teaching in AYA	8	360/373/380/390, 300-level	F,S
TOTAL	15			EIS 380: Principles of Assessment	2	courses, WRI 101	F,S
				EIS 468: Communication & Collaboration	2		F,S
				TOTAL	16		

Teaching Area: Language Arts - Core Choices		
Course	Hrs	O
Choose One		
LIT 205: Literature of the Ancient World	3	Feo
LIT 206: Literature of the Modern World	3	Foe
Choose One		
LIT 221: British Literature to 1798	3	Foe
LIT 222: British Literature 1798-Present	3	Feo
Choose One		
LIT 231: American Literature to 1860	3	Soe
LIT 232: American Literature 1860-Present	3	Seo
Choose One		
LIT 306: African American Literature	3	Soe
LIT 307: Literature by Women	3	Seo
Choose One		
MED 205: Media Writing	3	F
WRI 210: Creative Writing	3	F,S

Allied Courses - Choose Three		
Course	Hrs	O
COM 100: Public Speaking & Engagement	3	F,S
COM 209: Visual Communication	3	S
MED 312: Advanced Media Writing: Journalism	3	S
MED 325: Media Criticism: Popular Culture	3	F
THR 207: Acting	3	F,S
THR 306: Play Production: Directing	3	Foe

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Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
AIM HEI 101	1		F	AIM HEI 102	0	HEI 101	S
COM 100: Public Speaking & Engagement	3		F,S	EDU 110: Vital Connections	2		F,S
WRI 101: College Writing II	3		F,S	PSY 101: General Psychology	3		F,S
MTH 222: Calculus I	3	MTH 121 or placement	F,S	MTH 223: Calculus II	3	MTH 222	F,S
CPS 150: Fundamentals of Computer Science	4	100-level MTH (or co-req)	F	MTH 303: Linear Algebra	3	MTH 222	Soe
				CPS 201: Computer Programming I	3	CPS 150	S
GenEd/Honors/Elective/Major Courses	1			GenEd/Honors/Elective/Major Courses	1		
TOTAL	15			TOTAL	15		
Second Year Fall				Second Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
AIM HEI 201	0	HEI 102	F	EDU 220: Principles of Teaching	3	2.75GPA, C++ in EDU 200, 208, PSY 101	F,S
EDU 200: Growth & Development	3	(co-reqs) 2.5GPA, C++ in EDU 110 & PSY 101	F,S	EDU 228: Principles of Teaching Seminar in AYA	1		S
EDU 208: Growth & Development Seminar in AYA	1			EIS 267: Diversity Experience	0	2.75GPA, C++ in EDU 110, PSY 101, & instructor approval	F,S
EIS 271: Individuals with Exceptionalities	3		F,S	MTH 308: Calculus IV	3	MTH 307	S
MTH 307: Calculus III	3	MTH 223	F	MTH 312: Intro to Mathematical Statistics	3	MTH 223	Seo
				GenEd/Honors/Elective/Major Courses	5		
GenEd/Honors/Elective/Major Courses	5			TOTAL	15		
TOTAL	15						
Third Year Fall				Third Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
MTH 302: Ordinary Differential Equations	3	MTH 223	Foe	EDU 350: Reading to Learn in Content Area	3	(co-reqs) 3.0GPA, C++ in COM 100, EDU 220, PSY 101, WRI 101	S
PHY 101: General Physics	4	MTH 115 placement or better	F				
				EDU 386: Methods in Mathematics	3		S
				MTH 305: College Geometry	3	MTH 223	Soe
GenEd/Honors/Elective/Major Courses	8			GenEd/Honors/Elective/Major Courses	6		
TOTAL	15			TOTAL	15		
Fourth Year Fall				Fourth Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
MTH 310: Intro to Numerical Analysis	3	CPS 201, MTH 307	Foe	EDU 400: Curriculum & Organization of Schools	2	(co-reqs) 3.0GPA, C++ in COM 100, EDU 350, 375, two of 360/373/380/390, 300-level courses, WRI 101	F,S
				EDU 416: Seminar in Education	2		F,S
				EDU 428: Student Teaching in AYA	8		F,S
				EIS 380: Principles of Assessment	2		F,S
				EIS 468: Communication & Collaboration	2		F,S
GenEd/Honors/Elective/Major Courses	12			MTH 401: Abstract Algebra	3	MTH 308	Seo
TOTAL	15			TOTAL	19		

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AIM HEI 101	1		F	AIM HEI 102	0	HEI 101	S
COM 100: Public Speaking & Engagement	3		F,S	EDU 110: Vital Connections	2		F,S
WRI 101: College Writing II	3		F,S	PSY 101: General Psychology	3		F,S
BIO 123: Biology I + Lab	4		F	BIO 124: Biology II	4		S
CHM 111: General Chemistry I	4	C-+ in MTH 115 or placement	F	CHM 112: General Chemistry II	4	CHM 111	S
				GenEd/Honors/Elective/Major Courses	2		
TOTAL	15			TOTAL	15		
Second Year Fall				Second Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
AIM HEI 201	0	HEI 102	F	EDU 220: Principles of Teaching	3	2.75GPA, C-+ in EDU 200,	F,S
EDU 200: Growth & Development	3	(co-reqs) 2.5GPA, C-+ in EDU	F,S	EDU 228: Principles of Teaching Seminar in AYA	1	208, PSY 101	S
EDU 208: Growth & Development Seminar in AYA	1	110 & PSY 101		EIS 267: Diversity Experience	0	2.75GPA, C-+ in EDU 110, PSY	F,S
EIS 271: Individuals with Exceptionalities	3		F,S			101, & instructor approval	
BIO 223: Genetics	4	BIO 123	F	BIO 224: Cell & Molecular Biology	4	BIO 223	S
PHY 101: General Physics	4	MTH 115+ placement	F	PHY 102: General Physics	4	C-+ in PHY 101	S
				GenEd/Honors/Elective/Major Courses	3		
TOTAL	15			TOTAL	15		
Third Year Fall				Third Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
BIO 363: Human Anatomy & Physiology I	4	JrS/SrS, BIO 123 & Lab	F	EDU 350: Reading to Learn in Content Area	3	(co-reqs) 3.0GPA, C-+ in COM	S
GEO 101/101L: Physical Geology + Lab	4					100, EDU 220, PSY 101, WRI	
				EDU 396: Methods in Science	3	101	S
GenEd/Honors/Elective/Major Courses	7			GenEd/Honors/Elective/Major Courses	9		
TOTAL	15			TOTAL	15		
Fourth Year Fall				Fourth Year Spring			
Course	Hrs	Pre-reqs	O	Course	Hrs	Pre-reqs	O
				EDU 400: Curriculum & Organization of Schools	2	(co-reqs) 3.0GPA, C-+ in COM	F,S
				EDU 416: Seminar in Education	2	100, EDU 350, 375, two of	F,S
				EDU 428: Student Teaching in AYA	8	360/373/380/390, 300-level	F,S
				EIS 380: Principles of Assessment	2	courses, WRI 101	F,S
GenEd/Honors/Elective/Major Courses	15			EIS 468: Communication & Collaboration	2		F,S
TOTAL	15			TOTAL	16		

Complete One Option Below

Integrated Science Option I		
Course	Hrs	O
CHM 201: Organic Chemistry I	4	F
GEO 201: Environmental Geology	3	S
PHY 172: Introduction to Astronomy	3	F,S
PHY Elective (excludes 104)	3-4	F,S
Choose One		
BIO 213: Field Biology	4	F
ENS 334: Ecology	4	Foe
Choose One		
CHM 202: Organic Chemistry II	4	S
CHM 305: Quantitative Analysis	5	F

Integrated Science Option II		
Course	Hrs	O
Choose One		
BIO 213: Field Biology	4	F
ENS 334: Ecology	4	Foe
Choose One of the following Teaching Areas		
Biology/Chemistry (ABC)		
CHM 201: Organic Chemistry I	4	F
CHM 202: Organic Chemistry II	4	S
CHM 305: Quantitative Analysis	5	F
CHM 307: Physical Chemistry I	4	Foe
Biology/Physics (ABP)		
PHY 216: Electronics	4	Occ
PHY 227: Modern Physics I	4	Occ
PHY 228: Modern Physics II	4	Occ
PHY 391: Advanced Laboratory	2	Occ
2 PHY 300-Level Courses		
Biology/Earth Science (AEB)		
GEO 201: Environmental Geology	3	S
GEO 305: Regional Field Geology	1-2	
GEO 308: Surface Water Systems	4	Foe
PHY 172: Introduction to Astronomy	3	F,S
Choose One		
GEO 104: Geology of National Parks + Lab	4	Occ
GEO 116: Weather & You	3	Occ

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1. Hold an ACT Composite Score of 21 or higher
2. Hold an SAT Composite Score of 1,000 or higher
3. Earn passing scores on the Core Academic Skills for Educators assessments in Math (150), Reading (156), and Writing (162)

KEY	
Code	Explanation
O	Semester Offered
F	Offered Fall Semester
S	Offered Spring Semester
_eo	Offered that semester of even/odd years
_oe	Offered that semester of odd/even years
Occ	Offered occasionally
FrS	Freshman Standing
SoS	Sophomore Standing
JrS	Junior Standing
SrS	Senior Standing
C-+	Grade of C- or better

Pre-Candidates

Welcome to Heidelberg University's EPP!

Beginnings can be challenging and overwhelming, but rest assured that we are all here to help you!

In EDU 110 Vital Connections, you will get all of the information you need to make two of the most important decisions you've ever made (next to attending Heidelberg)! Do you want to be a teacher? And should you be a teacher? A career in education has always been and continues to be one of the most rewarding as well as one of the most challenging careers ever. Becoming an amazing teacher requires time, attention and dedication to your courses, field experiences, testing requirements and GPA expectations. Effective teachers must also possess patience, flexibility, and organization, among many other dispositions. It's important to know that not everyone gets to be a teacher.

Remember to work hard and ask for help when you need it. KJones

Pre-Candidate Gateway

In the Pre-Candidate phase, entering freshmen are classified as Conditional Education Majors (EDC) and take EDU 110 or MUS 110 (Music Education majors only), MUS 115 (Music Education majors only) and PSY 101 during this first year. Upon successful completion of these courses (C– or higher), students may enroll in EDU 200, the accompanying seminar EDU 207 or 208. Upon successful completion of these courses (C– or higher), Conditional Education Majors may enroll in EDU 220 and the accompanying seminar EDU 225, 227, 228, or 229. (A 2.75 GPA also is required).

During EDU 220, students apply for admission to the Educator Preparation Program. Admission to the EPP is by application only and is subject to certain requirements that can be addressed as a pre-candidate gateway.

1. As mentioned, semester grades of C- or better in EDU 110(music-MUS 110, 115), PSY 101, EDU 200 and 207 or 208.
2. Demonstration of General Education Proficiency in Mathematics, Reading, and Writing on a national normed assessment.
 - a. **Praxis Core Academic Skills for Educators Test**
 - Mathematics minimum score - 162.14
 - Reading minimum score - 168.06
 - Writing minimum score - 165
 - b. **ACT**
 - Mathematics minimum score - 21.25
 - Reading minimum score - 21.25
 - Writing minimum score - 6.60
 - c. **SAT**
 - Mathematics minimum score - 532.50
 - Reading minimum score - 543.33
 - Writing minimum score - 5.30
3. Minimum cumulative GPA of 2.75 entering EDU 220 and 3.00 at the completion of EDU 220.

Criminal Background Checks

As required by Ohio law, all teacher candidates working with students in the public schools must submit fingerprints for both an Ohio criminal background check (BCI) and an FBI criminal background check to the Bureau of Criminal Identification and Investigation (BCII).

In order to comply with the background check requirements, all Heidelberg Education teacher candidates must complete both an Ohio criminal background check (BCI) and an FBI criminal background check while enrolled in EDU 110. All teacher candidates must complete an additional background check annually in order to be eligible to continue field experiences in area school classrooms. Optimal dates to

complete the required annual background check is during August in your hometown or in Tiffin when you return to campus. In Tiffin, FBI/BCI background checks can be done at North Central Ohio Educational Service Center (NCOESC) located at 928 W. Market Street, Tiffin, or at CASA of Seneca, Sandusky, and Wyandot Counties located at 21 Court St, Tiffin.

Critical Dispositions

The requirements for entrance into the EPP and acceptance for student teaching both include “moral, social and ethical behavior that meets requirements of Heidelberg University.” The department of Education has chosen the professional dispositions listed in the Interstate Teacher Assessment and Support Consortium (InTASC) standards and grouped them into ten categories of traits that can be readily assessed.

Beginning with the first education course (EDU 110) pre-candidates complete the **Critical Dispositions Assessment (WAYDA, V & LUND, J)** as a self-assessment in educator dispositions. During Intern Phase and Student Teaching Phase the Pre-CPAST and CPAST are used to assess critical dispositions. During these field experiences, the course instructor notes any weaknesses in dispositions and files a concerns form with the department chair.

Additionally, applicants who have a Concern Form filed by two or more professors will not be accepted into the licensure program. A Concern Form may result from an evaluation of the candidate’s dispositions during field experience. Once the Director receives a concerns form, an individual appointment is scheduled with the candidate and the professor who raised the concern. This direct, personal attention to concerns corrects the majority of the dispositional problems. In addition, there are some candidates who realize through this process that teaching is not for them and choose to change majors.

Critical Dispositions Assessment

(WAYDA, V & LUND, J)

Heidelberg University Educator Preparation Program

Adopted in 2016

Pg. 1

Pre-candidates complete in EDU 110

Heidelberg University teacher candidates complete this form in Taskstream as a self-evaluation tool.

Mentor Teachers and University Supervisors will complete this form in a Google Form provided by the Heidelberg University School of Education as it pertains to the candidate in the classroom.

Scoring: 0--Unacceptable 1--Marginal 2--Acceptable 3--Exceptional

Values Learning and Knowledge

ATTENDANCE

0	1	2	3	Score
<ul style="list-style-type: none"> Has a pattern of absence and/or tardiness. Doesn't always contact instructor to make up missed work. Gives no reason for missing class. Sometimes disrupts class by arriving late. 	<ul style="list-style-type: none"> Occasionally misses class and is rarely tardy. Tries to notify instructor if going to be absent or Contacts instructor following absence with reason for absence. 	<ul style="list-style-type: none"> Consistently attends class and is on time. Usually notifies instructor in advance or arranges to meet instructor following a missed class. Usually gives reason for absence. 	<ul style="list-style-type: none"> Arrives at class early. Always makes prior arrangement when absence is necessary. Submits assignments prior to absences and/or follows up to complete missed work. Arranges with classmates or instructor to secure handouts or materials presented in class. 	

CLASS PREPARATION

0	1	2	3	Score
<ul style="list-style-type: none"> Little attention to quality. Work sloppy and/or contain errors. Emphasis on getting work done rather than learning. Assignments sometimes late or missing. Comes unprepared to class (no text or class material, hasn't read, etc.) Uses current knowledge rather than additional resources to complete work. Procrastinates. 	<ul style="list-style-type: none"> Assignments are completed correctly and with accuracy. Work shows basic grasp of the assignment's intent. Meets assignment deadlines adequately. Is prepared for class most of the time. Makes use of resources provided to complete work. 	<ul style="list-style-type: none"> Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Candidate consistently comes to class well prepared. Seeks new resources and additional information to complete work. 	<ul style="list-style-type: none"> Work is of exceptional quality. Shows a desire to pursue the intended learning at a deep level. Work shows evidence of personal reflection and revision. Always attends class well prepared. Uses an array of quality resources to add to the breadth and depth of a project. 	

IN-CLASS PERFORMANCE

0	1	2	3	Score
<ul style="list-style-type: none"> • Inattentive in class and may attend to other materials not related to class. • Rarely participates in class discussions. • May distract others in the class with behaviors or talking. 	<ul style="list-style-type: none"> • Is attentive in class. • Attention is focused on class-related materials and activities. • Responds appropriately when called on. • Does not distract others in the classroom. 	<ul style="list-style-type: none"> • Actively engaged and interested in the class activities. • Volunteers to respond to questions. • Participates in discussions. • -Stays focused. • Has done necessary preparation for class. 	<ul style="list-style-type: none"> • Shows initiative in class activities. • Applies knowledge to other situations and makes connections with previous learning. • Asks questions showing intellectual interest. • Seeks to extend understanding through higher-level thinking. 	

SELF-REFLECTION

0	1	2	3	Score
<ul style="list-style-type: none"> • Does not recognize personal limitations or strengths. • Does not accept suggestions and constructive criticism of others. • Does not engage in critical thinking. • Does not demonstrate ability to learn through self-reflection. 	<ul style="list-style-type: none"> • Has some recognition of personal limitations and strengths. • Responds defensively to suggestions and constructive criticism of others. Sometimes engages in self-reflection by providing vague, general suggestions for improvement or is dependent on others (instructor, supervisor) for ideas; • Asks questions but expects others to provide answers instead of seeking additional sources (e.g., scholarly readings). 	<ul style="list-style-type: none"> • Recognizes personal limitations and strengths. • Accepts suggestions and constructive criticism of others. • Demonstrates ability to think critically. • Demonstrates ability to learn through self-reflection. • Candidate is willing and able to recognize own difficulties or deficiencies and begins to develop potential solutions. 	<ul style="list-style-type: none"> • Recognizes personal limitations and strengths and uses them to best professional advantage. • Actively seeks suggestions and constructive criticism. • Regularly practices critical thinking. • Critically analyzes one's teaching behaviors; asks questions derived from personal reflection and scholarly readings. 	

Values Diversity**RELATIONSHIPS WITH OTHERS**

0	1	2	3	Score
<ul style="list-style-type: none"> • Usually works only with those of similar abilities, race, gender, or ethnicity. • Displays intolerant, disrespectful, and unresponsive behavior toward the ideas and views of others. • Main concern appears to be for self, with little concern for others. • Does not listen well. 	<ul style="list-style-type: none"> • Accepts others who are different in abilities, race, gender, or ethnicity. • Displays respectful and responsive behavior toward the ideas and views of others. • Interacts with others in a polite and professional manner. • Shows awareness of others' needs. • Listens attentively to others. 	<ul style="list-style-type: none"> • Willingly works with others from different abilities, race, gender, or ethnic groups. • Welcomes feedback and interaction with others. • Shows concern for others and their needs. • Listens carefully to others and respects their views. 	<ul style="list-style-type: none"> • Actively seeks opportunities to work with those of different abilities, race, gender, or ethnicity. • Actively seeks interaction and feedback from variety of other people. • Has compassion for others. • Listens actively and values the opinions of others. 	

Values Collaboration

GROUP WORK

0	1	2	3	Score
<ul style="list-style-type: none"> • Puts forth minimal effort and fails to do a fair share of work, or is excessively controlling. • Shows little regard for other people or their ideas. • Does not relate well with others. • Does not share information or ideas 	<ul style="list-style-type: none"> • Does a fair share of work. • Accepts responsibility. • Accepts ideas of others. • Relates adequately with others. • Shares information and ideas. 	<ul style="list-style-type: none"> • Contributes ideas and efforts to the group. • Actively seeks out and incorporates ideas of others. • Willingly works with others to improve the overall environment. • Relates well to others and regularly shares information and ideas. 	<ul style="list-style-type: none"> • Promotes group goals by contributing above and beyond expectations. • Encourages the use of ideas from all. • Actively advances success for the group. 	

Values Professionalism

PROFESSIONAL DEVELOPMENT AND INVOLVEMENT

0	1	2	3	Score
<ul style="list-style-type: none"> • Shows little interest in activities or events that promote professional development. • Attends only when mandatory. • Unaware of professional organizations, professional publications, or other educational resources. 	<ul style="list-style-type: none"> • Occasionally participates in professional activities or events that promote professional development. • Aware of professional organizations, professional publications, and other educational resources. 	<ul style="list-style-type: none"> • Willingly participates in professional activities or events that promote professional development. • Belongs to professional organization(s). 	<ul style="list-style-type: none"> • Seeks opportunities to be involved in professional activities or events. • Takes a leadership role in professional organization(s). • Makes professional growth a high priority. 	

RESOURCEFUL

0	1	2	3	Score
<ul style="list-style-type: none"> • Always relies on others to solve problems. • Demonstrates little or no curiosity or interest in learning. 	<ul style="list-style-type: none"> • Generally relies on others to solve problems. 	<ul style="list-style-type: none"> • Demonstrates initiative by consulting with others to solve problems. 	<ul style="list-style-type: none"> • Demonstrates initiative by consulting with others as well as developing own solutions to problems. • Shows curiosity and interest in learning. 	

RESPECT FOR SCHOOL RULES, POLICIES, AND NORMS

0	1	2	3	Score
<ul style="list-style-type: none"> • Unaware of rules and policies. • Sometimes disregards known policies or restrictions. • Wants exceptions to be made for self or tries to get around established rules of behavior, dress, etc. • May embody an attitude of "rules were made for others." 	<ul style="list-style-type: none"> • Aware of rules and policies and usually follows them without being reminded by others. • Accepts reminders for breaches of rules or policies, and does not attempt to circumvent them. 	<ul style="list-style-type: none"> • Knows rules and policies. • Follows rules and policies consistently. • Understands the purpose of regulations and respects their intent. • Accepts responsibility for personally following them. 	<ul style="list-style-type: none"> • Follows rules and policies and encourages others to respect them. • Shows exemplary patterns of behavior. 	

COMMUNICATION

0	1	2	3	Score
<ul style="list-style-type: none"> • Uses incorrect grammar in oral and/or written communications. • May use slang, profanity, inappropriate vocabulary, or offensive language. • Does not express ideas clearly. • May display distracting language habits. 	<ul style="list-style-type: none"> • Usually uses correct grammar in oral and/or written communication. • Generally uses language that is appropriate and not offensive. • Can convey ideas accurately. 	<ul style="list-style-type: none"> • Uses correct grammar in oral and written communication. • Communication is free of offensive or inappropriate language. • Uses language to express ideas effectively. 	<ul style="list-style-type: none"> • Speaking and writing are flawless in terms of grammatical correctness. • Expresses ideas articulately. 	

Values Personal Integrity

EMOTIONAL CONTROL/RESPONSIBILITY

0	1	2	3	Score
<ul style="list-style-type: none"> • Emotions are not under control. • May lose temper and show outbursts of anger. • Is disrespectful of peers and others. • Does not take personal responsibility for emotions and behaviors. • Blames others or outside circumstances for loss of emotional control. 	<ul style="list-style-type: none"> • Maintains basic control of emotions. • May show emotional reaction, but does not lose temper or control. • Is able to listen to the perspectives of others. • Is responsible for his/her emotions and behaviors. 	<ul style="list-style-type: none"> • Displays steady emotional temperament, even in potentially volatile situations. • Is receptive to viewpoints of others and their suggestions. • Holds self accountable for his/her emotions and behaviors. • Displays a sense of humor and/or willingness to get along with others. 	<ul style="list-style-type: none"> • Always maintains composure regardless of circumstances. • Respects the viewpoints of others and treats them with dignity even when not in agreement with them. • Can be depended on to always be accountable and responsible for his/her own emotions and behaviors. 	

ETHICAL BEHAVIOR AND ROLE MODEL

0	1	2	3	Score
<ul style="list-style-type: none"> • Shows pattern of dishonest or deceitful behavior, including academic dishonesty. • Fails to use discretion in keeping personal confidences. • Cannot be counted on to keep word or to follow through as promised. 	<ul style="list-style-type: none"> • Is truthful and honest when interacting with others and in academic presentation. • Uses discretion in keeping personal or professional confidences. • Strives to be trustworthy and to keep word. 	<ul style="list-style-type: none"> • Is honest when interacting with others and in academic presentation. • Puts truth above personal need or advantage. • Always dependable in terms of keeping personal and professional confidences. • Can be counted on to follow through and keep word. 	<ul style="list-style-type: none"> • Extremely honest when interacting with others and in academic presentations. • Can be counted on in all circumstances to keep personal and professional confidences. • Is trustworthy and can always be depended upon to keep word. 	

*Rubric adapted from Wayda, V, & Lund, J. (2005). Assessing Dispositions: An unresolved challenge in teacher education; Teacher candidates may know their subject, but are they suited for the job? *The Journal of Physical Education, Recreation, & Dance*, 76, p. 34.

Pre-Candidate Field Placements

There is one field placement for pre-candidate level courses – EDU 110

	Course	Fall Field Placements	Field Hours	Semester Offered
All	EDU 110	Vital Connections	12	F/Sp
ECE	EDU 225	Introduction to Early Childhood Education	30	F/Sp
MCE AYA MULTI	EDU 227 EDU 228 EDU 229	Principles of Teaching Seminar Principles of Teaching Seminar Principles of Teaching Seminar	16	F/Sp
ISP	EIS 272 EIS 273	Individuals with Diverse Educational Needs Applied Behavior Analysis for Teachers	15	Sp
ECE/MCE Reading Block	EDU 230 EIS 285	Foundations of Reading Phonics / Word Identification	40	F/Sp
ECE Jr. Methods	EDU 321 EDU 322 EDU 323	Lang./Literacy in Early Child Math in Early Childhood Science in Early Childhood	50	Sp
ISP Jr. Methods		EIS 350 Curr. & Methods Mild/Mod Disabilities EIS 361 Reading & Lang Arts Mild/Mod Disabilities EIS 379 Prescriptive Assessment and Diagnosis	80	F
MCE Jr Methods AYA Jr Methods	EDU 350 EDU 360 EDU 373 EDU 380 EDU 390 EDU 366 EDU 376 EDU 386 EDU 396	Reading to Learn in Content Area *Co-requisite with Lang Arts-Middle Childhood So. Studies-Middle Childhood Math-Middle Childhood Science-Middle Childhood English/Language Arts-AYA So. Studies-AYA Math-AYA Science-AYA	100	Sp
ECE Sr. Block	EDU 344 EDU 345	Reading to Learn Content-Early Childhood Curriculum and Instruction for Young Children	100	F
ECE/MCE	EDU 414	Diagnosis of Reading Difficulties	20	F/Sp
ALL	EDU 416 EDU 426 EDU 427 EDU 428 EDU 429 EDU 430	Seminar in Education Student Teaching-Early Childhood Student Teaching-Middle Childhood Student Teaching-AYA Student Teaching-ISP Student Teaching-Multi-Age	3 wks M-W-F 12 wks Full	F/Sp

Candidates

Congratulations, once you are accepted into the Educator Preparation Program you are officially entered into the candidate phase. You will be in more field experiences, take on more and more responsibility in the classroom, learn to write lesson plans, complete EIS 267 Diversity Experience, prepare for your Assessment of Professional Knowledge (APK) and solidify your decision to become an amazing teacher! Continue to be diligent in your studies as you need to maintain a minimum 3.0 GPA throughout the program. Also, find friends in your education courses. You can support one another as you navigate through the program. If you have questions, ask! We are more than willing to help you. KJones

Candidate Gateway

As a candidate you will apply to the Educator Preparation Program while in EDU 220. At this time, you must

- have greater than minimum required scores on the Praxis Core, ACT or SAT
- have a cumulative GPA of ≥ 3.0
- have a current BCI/FBI report with no violations
- register for the OAE Assessment of Professional Knowledge (APK)

Admission and Retention Policies

As a candidate seeking licensure for teaching you need to understand fully all of the conditions necessary for acceptance into the Educator Preparation Program and for successful completion of the program. You will be asked to review these conditions and indicate your understanding by signing and dating the Application for Admission Into Heidelberg University's Educator Preparation Program.

Acceptance into the Teacher Education Program

Admission to Heidelberg University does not guarantee admission to the Educator Preparation Program. Classification of students as "condition education major" (EDC) does not establish admission into the Educator Preparation Program.

Admission to the Teacher Licensure Program is by application only and is subject to certain requirements. Prior to admission, those who plan to pursue a program in Education must have developed entrance level competency in general knowledge and professional studies as evidenced by the following requirements:

1. Semester grade of "C-" or better in the following courses: EDU 110 (Music education majors, MUS 110), PSY 101, EDU 200 (and seminar: 207, or 208), EDU 220
2. Demonstration of General Education Proficiency in Mathematics, Reading, and Writing on a national normed assessment.
 - a. **Praxis Core Academic Skills for Educators Test**
 - i. Mathematics minimum score - 162.14
 - ii. Reading minimum score - 168.06
 - iii. Writing minimum score - 165
 - b. **ACT**
 - . Mathematics minimum score - 21.25
 - i. Reading minimum score - 21.25
 - ii. Writing minimum score - 6.60
 - c. **SAT**
 - . Mathematics minimum score - 532.50
 - i. Reading minimum score - 543.33
 - ii. Writing minimum score - 5.30
3. Minimum cumulative GPA of **3.00**

4. Current FBI & BCI Background Checks (within last 365 days)
5. Good Moral Character Form (signed and dated)
6. No more than two (2) Concerns Forms (HEI Alerts)
7. Register to take the OAE: APK test (Assessment of Professional Knowledge) appropriate for licensure area. It is recommended to take the OAE: APK test on a date ***as soon as possible*** after completing EDU 220. **Attach your confirmation with test date to this application**

Students with below minimum scores on the Praxis Core, ACT, or SAT or those who cumulative GPA is 2.80-2.99 may request acceptance into the EPP by way of a Review of Potential Success by the Education Department.

NOTE: *You will not be permitted to register for or take education courses at the 300 level until you have been accepted into the program.*

OAE: APK Assessment of Professional Knowledge

This is the first test taken that is required by the State of Ohio for anyone seeking a teaching license. There are four versions of the APK. BE SURE to register for the correct version.

001 – Early Childhood

002 – Middle Childhood

003 – Adolescent to Young Adult

004 – Multi-Age

Good Moral Character

The State of Ohio Administrative Code (OAC) requires that candidates “be of good moral character.” Heidelberg candidates must read and commit to the following “Code of Professional Conduct for Ohio Educators.” Heidelberg University is, therefore, obligated to require that all candidates pursuing programs leading to Ohio teacher licensure sign a statement indicating that they are of good moral character.

EIS 267 Diversity Experience

Culturally diverse experiences help candidates understand and value the variety of students they may have in their future classrooms. Mutual respect and appreciation of our similarities and differences creates classrooms that invite all students and their families.

The Diversity Experience is an opportunity for our candidates to be involved in an educational setting with students from a race, culture or demographic other than their own. The student will provide a narrative using [EIS 267 Diversity Experience Form](#) that shows how the diversity experience meets the standards below:

1. **Provide a brief description of the experience:** the setting, the teaching assignment, the students, the number of hours spent in the experience. (Note; length of the experience must involve significant contact with the students – a day event is not considered adequate.)
2. **Show how this experience connected to:**
 - a. Cultural, ethnic and/or racial diversity
 - b. Socio Economic diversity
 - c. Learning diversity
3. **The assignment must include:** experience of, planning, delivery of instruction and outcomes (reflection) of the teaching experience with the diverse individuals or groups the students are work with.
4. **Assignment must be uploaded to EIS 267 Canvas class. Rubric for scoring below**

The students reflect on the experience and show its impact and connection to future lesson planning and instructional practice.

Narrative to include: how the experience impacted their views of Diversity and needs to be connected to research literature on teaching Diverse populations.

Types of Experience

- **Heidelberg University approved trips** that are set in a diverse settings Nicaragua trip, Dominican Trip, border trip, China trip that involve teaching assignments
- **PACE** (Partners in Academic Coaching for Excellence) ONLY if it meets one of the standard for diversity.
- **Head Start or Summer programs** (These must be approved by the Director – approval will be given for how the setting allows for a diverse experience)
- Teaching at a migrant camp/school
- A teaching experience that can meet any of the types of diversity issues outlined above.

Once approved registration for the course will be granted.

EIS 267 Diversity Experience Rubric

	Unacceptable 0	Emerging 1	Proficient 2	Exemplary 3	Score Level
Cultural self-awareness	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	
Knowledge of cultural worldview frameworks	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	
Skills Empathy	Views the experience of others but does so through own cultural worldview.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	
Skills Verbal and nonverbal communication	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	
Attitudes Curiosity	States minimal interest in learning more about other cultures.	Asks simple or surface questions about other cultures.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	
Attitudes Openness	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, but is unaware of own judgment.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/ his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/ his interactions with culturally different others.	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/ his interactions with culturally different others.	

State of Ohio Teacher Licensure
Awareness of Professional Conduct
Statement of Assurance of Good Moral Character

The Ohio Department of Education is committed to ensuring that all students receive instruction from educators who can provide a safe, supportive, and healthy school environment. By Ohio statute, those persons who have demonstrated “unbecoming conduct” may not be licensed to teach in Ohio’s schools. The Office of Professional Conduct at the Ohio Department of Education is responsible for raising awareness among pre-service educators for what unbecoming conduct is for educators and has provided teacher educators with the following list of offenses that may keep a prospective teacher from gaining licensure.

1. Drug Abuse

- corrupting another with drugs
- trafficking in drugs
- illegal manufacture of drugs or cultivation of marihuana
- illegal assembly or possession of chemicals for the manufacture of drugs
- funding of drug or marihuana trafficking
- illegal administration or distribution of anabolic steroids
- permitting drug abuse
- deception to obtain a dangerous drug
- illegal possession of drug documents
- tampering with drugs
- trafficking in harmful intoxicants; improperly dispensing or distributing nitrous oxide
- illegal dispensing of drug samples
- possession of counterfeit controlled substances

2. Violence

- aggravated murder/murder
- voluntary/involuntary manslaughter
- reckless homicide
- felonious assault/aggravated assault
- permitting child abuse
- kidnapping/abduction
- criminal child enticement
- extortion
- aggravated arson
- aggravated robbery/robbery/aggravated burglary
- inciting to violence
- aggravated riot/riot
- inducing panic
- intimidation/intimidation of attorney, victim or witness in criminal case
- escape
- improper discharge firearm at or into habitation; school-related offenses
- illegal conveyance or possession of deadly weapon or dangerous ordnance or illegal possession of an object indistinguishable from a firearm in school safety zone/courthouse
- improperly furnishing firearms to minor
- unlawful possession of dangerous ordnance; illegally manufacturing or processing explosives
- endangering children
- soliciting or providing support for act of terrorism/making terroristic threat/terrorism
- unlawful possession or use of a hoax weapon of mass destruction
- contaminating substance for human consumption or use; contamination with hazardous chemical, biological, or radioactive substance; spreading false report/placing harmful objects in food/confection.
- retaliation
- unlawful abortion/performing or inducing unlawful abortion upon minor/abortion

- manslaughter
- interference of custody/child stealing

3. Sexually-oriented

- rape
- sexual battery
- unlawful sexual conduct with a minor
- gross sexual imposition/sexual imposition
- importuning
- compelling prostitution/promoting prostitution
- procuring
- soliciting/loitering to engage in solicitation/prostitution; after positive HIV test
- disseminating matter harmful to juveniles
- displaying harmful to juveniles
- pandering obscenity; involving a minor
- pandering sexually oriented matter involving a minor
- deception to obtain matter harmful to juveniles
- compelling acceptance of objectionable materials
- illegal use of a minor in nudity-oriented material or performance
- felonious sexual penetration

4. Theft

- burglary
- personating an officer
- theft in office
- perjury
- bribery

If you have pleaded guilty to or been convicted of any of the above, it is important that you contact the Director of the School of Education, Administrator of Investigations, Office of Professional Conduct, Ohio Department of Education (614/466-5638) on your own or through an attorney in order to determine if you are ineligible for an Ohio teacher license prior to continuing to pursue a teaching license through Heidelberg University. Please note that pleading “no contest” is equivalent to pleading “guilty” and that the Ohio Department of Education may still investigate court records that have been sealed or expunged.

Prior to gaining licensure in Ohio, you will be subject to a Bureau of Criminal Investigation (BCI) review and a Federal Bureau of Investigation (FBI) review. When you complete your application for licensure, you will be required to provide documentation for any felony or misdemeanor other than a traffic offense. A form called “Certification /Licensure Explanation to Section F,” available from the Heidelberg University Education Department, will help you provide the necessary information for your licensure application if you answer “Yes” to any of the questions concerning professional conduct.

In addition, any offense in which the candidate was ordered to “diversion” is not a guarantee that the candidate is eligible for a teaching license.

SIGNATURE: HEIDELBERG UNIVERSITY GOOD MORAL CHARACTER
State of Ohio Teacher Licensure
Statement of Assurance of Good Moral Character

Effective July 1, 1987, The Ohio Department of Education requires that all students admitted to Educator Preparation Programs in Ohio must be deemed to be of Good Moral Character as defined below (Rule 3301-21-01 of the Administrative Code):

“A person shall be deemed to be of good moral character provided that said individual has not pleaded guilty to or been convicted of any felony, any violation, or any offense that is not a minor misdemeanor, or any substantively comparable ordinance of a municipal corporation or of another state. An individual who has pleaded guilty to or has been convicted of any such offense may have an application for certification considered by the State Board of Education, provided said individual meets the conditions specified in Rule 3301-23-23 of the Administrative Code.”

Heidelberg University is, therefore, obligated to require that all students pursuing programs at both the undergraduate and graduate levels leading to Ohio teacher licensure sign the following statement indicating that they are of good moral character, as defined by the above Rule.

I, _____, assure the School of Education of Heidelberg University that I have been made aware of, read, understand, and meet the good moral character standard of the State of Ohio Revised Code as defined above.

Print Name _____

Signature: _____ Date: _____

If you have questions about this information, please contact

Dr. Karen A. Jones
Director of Education Programs

**THIS PAGE LEFT BLANK TO ALLOW
GOOD MORAL CHARACTER PAGE
TO BE REMOVED.**

Academic Advising

Once a teacher candidate has been admitted in the Educator Preparation Program, they are assigned an academic advisor with the School of Education who assists with curricular and class scheduling matters and some phases of career planning. While academic advisors and other personnel are available for assistance, the primary responsibility for taking appropriate and required courses to meet graduation requirements rests with the teacher candidate.

Third Grade Reading Guarantee

Students entering third grade for the first time on or after July 1, 2013, who have been retained or are on a reading improvement plan must have a teacher with at least one year of teaching experience. Additionally, the teacher must meet certain qualifications required in law, which include an educator license for teaching grades pre K-3 issued on or after July 1, 2017. Thus, all early childhood and middle childhood education majors must complete a reading core of 12 credit hours. The required courses include EDU 230, 344 or 350, 414 and EIS 285. Beginning July 1, 2017, all educators licensed for grades pre-K-3 or 4-9 must pass an exam of reading instruction; OAE Foundations of Reading (090).

Attendance Policy

Persons preparing to teach should exhibit those attitudes appropriate to professional teaching. Therefore teacher candidates, in accordance with the School of Education policy, are excused from class only for college business, illness, or family emergency. **Absences will be excused only when the professor is notified in advance.** *No attendance or participation points can be earned for an excused absence.*

Removal from Field

The community of professionals who prepare future teachers believes that teaching is a highly complex profession. The quality of the relationship that Heidelberg University has with the local schools that provide field experience settings is essential to the growth and development of teacher candidates. It is important that our teacher candidates recognize that they are guests in the school and classroom of the mentor teacher.

Teacher candidates may be removed from field experience based on poor performance in the HU coursework, the field experience classroom, or lack of adherence to Heidelberg University School of Education policies. Being removed from a field experience will result in failure of the course and will disqualify a candidate from registering for most additional education classes until it is retaken. Some classes are "fall or spring only"; therefore, being removed will have a serious impact on completing a program.

Dress Code

While we clearly respect the diversity and uniqueness that our teacher candidates bring to our department, we must enforce a department policy on appearance for teaching in the schools. Teaching is a conservative profession and the schools with which we work have certain expectations regarding the appearance of our teacher candidates. Thus, the following policy applies to EVERYONE who is in the schools for an education class:

1. No blue jeans or T-shirts (except on designated dress-down days)
2. No hats in the buildings
3. No earrings (males) or other facial piercings-eyebrow, tongue, lip, nose (male & females)
4. No mini-skirts or short cropped tops

APPLICATION FOR ADMISSION TO EDUCATOR PREPARATION PROGRAM AT HEIDELBERG UNIVERSITY

HU ID # _____ Name _____ Date _____

Commuters

Home Address _____

Address _____	City _____	State _____	Zip Code _____
Email Address _____	Phone number _____		

Desired Licensure:

_____ Early Childhood (pre-K-3)

_____ Intervention Specialist

Intervention must be added to another licensure area

_____ Early Childhood Generalist (adds 4-5)

_____ Middle Childhood (4-9)

Please select **two** areas of concentration for Middle Childhood:

☐ Language Arts

☐ Science

☐ Social Studies

☐ Mathematics

_____ Adolescence-to-Young Adult (7-21)

Please select **one** area of concentration for Adolescence to Young Adult:

☐ Language Arts

☐ Science

☐ Social Studies

☐ Mathematics

_____ Multi-Age Music

☐ Vocal

☐ Instrumental

Cumulative GPA _____

OAE: APK test date _____

****attach copy of registration ticket including TEST DATE to this application***

Praxis Core scores

ACT test scores

SAT test scores

Reading _____

Reading _____

Reading _____

Math _____

Math _____

Math _____

Writing _____

Writing _____

Writing _____

I understand I must meet all requirements as identified above prior to acceptance into the Heidelberg University Educator Preparation Program and prior to registration for professional education courses at the 300 level. I further understand that I will be re-evaluated each semester.

Signed _____ Date _____

(Office use only)

Good Moral Character Form: Yes No

_____ Accepted

BCI & FBI Background checks: Yes No

_____ Delayed

Concerns Forms (more than two) Yes No

_____ Denied

OAE: APK registration attached: Yes No

Director, School of Education

Date

Admission to the Educator Preparation Program **is by application only.**

Must be completed before submitting application:

1. Semester grade of "C-" or better in the following courses
EDU 110, Vital Connections (Music education majors, MUS 110)
PSY 101, General Psychology
EDU 200, Growth and Development (and seminar: 207, or 208)
*EDU 220, Principles of Teaching *Submit application **DURING** EDU 220*
2. Demonstration of General Education Proficiency in Mathematics, Reading, and Writing on a national normed assessment.
 - a. **Praxis Core Academic Skills for Educators Test**
 - i. Mathematics minimum score - 162.14
 - ii. Reading minimum score - 168.06
 - iii. Writing minimum score - 165
 - b. **ACT**
 - i. Mathematics minimum score - 21.25
 - ii. Reading minimum score - 21.25
 - iii. Writing minimum score - 6.60
 - c. **SAT**
 - i. Mathematics minimum score - 532.50
 - ii. Reading minimum score - 543.33
 - iii. Writing minimum score - 5.30
3. Minimum cumulative GPA of **3.00**
4. Current FBI & BCI Background Checks (within last 365 days)
5. Good Moral Character Form (signed and dated)
6. No more than two (2) Concerns Forms (HEI Alerts)
7. Register to take the OAE: APK test (Assessment of Professional Knowledge) appropriate for licensure area. It is recommended to take the OAE: APK test on a date ***as soon as possible*** after completing EDU 220. **Attach your confirmation with test date to this application**

Students with 3 points below minimum scores on the Praxis Core, ACT, or SAT or those who cumulative GPA is 2.80-2.99 may request acceptance into the EPP by way of a Review of Potential Success by the Education Department.

NOTE: You will not be permitted to register for or take education courses above the 300 level until you have been accepted into the program.

Any questions, see your academic advisor or the Director of the Education Preparation Program.

Candidate Field Placements

Field placements for candidate-level courses may vary depending on the major.

	Course	Fall Field Placements	Field	Semester
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			Hours	Offered
All	EDU 110	Vital Connections	12	F/Sp
ECE	EDU 225	Introduction to Early Childhood Education	30	F/Sp
MCE AYA MULTI	EDU 227 EDU 228 EDU 229	Principles of Teaching Seminar Principles of Teaching Seminar Principles of Teaching Seminar	16	F/Sp
ISP	EIS 272 EIS 273	Individuals with Diverse Educational Needs Applied Behavior Analysis for Teachers	15	Sp
ECE/MCE Reading Block	EDU 230 EIS 285	Foundations of Reading Phonics / Word Identification	40	F/Sp
ECE Jr. Methods	EDU 321 EDU 322 EDU 323	Lang./Literacy in Early Child Math in Early Childhood Science in Early Childhood	50	Sp
ISP Jr. Methods		EIS 350 Curr. & Methods Mild/Mod Disabilities EIS 361 Reading & Lang Arts Mild/Mod Disabilities EIS 379 Prescriptive Assessment and Diagnosis	80	F
MCE Jr Methods AYA Jr Methods	EDU 350 EDU 360 EDU 373 EDU 380 EDU 390 EDU 366 EDU 376 EDU 386 EDU 396	Reading to Learn in Content Area *Co-requisite with Lang Arts-Middle Childhood So. Studies-Middle Childhood Math-Middle Childhood Science-Middle Childhood English/Language Arts-AYA So. Studies-AYA Math-AYA Science-AYA	100	Sp
ECE Sr. Block	EDU 344 EDU 345	Reading to Learn Content-Early Childhood Curriculum and Instruction for Young Children	100	F
ECE/MCE	EDU 414	Diagnosis of Reading Difficulties	20	F/Sp
ALL	EDU 416 EDU 426 EDU 427 EDU 428 EDU 429 EDU 430	Seminar in Education Student Teaching-Early Childhood Student Teaching-Middle Childhood Student Teaching-AYA Student Teaching-ISP Student Teaching-Multi-Age	3 wks M-W-F 12 wks Full	F/Sp

Interns

Congratulations, you are now an Intern! You will be in field experiences more than ever and have opportunities to put all of the educational theories you have learned in the classroom into action as you also begin to demonstrate the Practice portion of the Theory, Practice, Reflection conceptual framework. You will also begin to develop professional relationships with students in the classroom and your mentor teachers. Enjoy the journey as student teaching will be here before you know it! KJones

Intern Gateway

To join the Intern Phase you must

- have passed the OAE Assessment of Professional Knowledge (APK),
- maintained a cumulative GPA of ≥ 3.0 ,
- have a current BCI/FBI report with no violations, and
- prepare to take the appropriate OAE content test in the term before you plan to student teach.

Implications for Program Completion

- Interns must maintain a 3.00 cumulative GPA in order to enroll in any 300-level EIS and EDU courses. (The 3.00 GPA may be waived if the teacher candidate has earned a passing score on all content and pedagogical tests required for his/her licensure area). Once accepted into the licensure program, teacher candidates are classified as Education Licensure Majors (EDL). Failure to complete these pre-requisites in a timely manner will delay permission to student teach and will likely result in a delay of graduation. Teacher candidates who are unable to complete the total Educator Preparation Program (including student teaching) may find themselves unable to graduate if they do not have a sufficient distribution of courses to establish another area of study.
- Teacher candidates must pass both the field portion of a course as well as the classroom portion with no lower than a C- to avoid repeating the entire course.
- A mentor teacher has the right to ask Heidelberg University to remove a teacher candidate from a field experience for any reason.

Intern Field Placements

Field placements for intern-level courses may vary depending on the major.

	Course	Fall Field Placements	Field Hours	Semester Offered
All	EDU 110	Vital Connections	12	F/Sp
ECE	EDU 225	Introduction to Early Childhood Education	30	F/Sp
MCE AYA MULTI	EDU 227 EDU 228 EDU 229	Principles of Teaching Seminar Principles of Teaching Seminar Principles of Teaching Seminar	16	F/Sp
ISP	EIS 272 EIS 273	Individuals with Diverse Educational Needs Applied Behavior Analysis for Teachers	15	Sp
ECE/MCE Reading Block	EDU 230 EIS 285	Foundations of Reading Phonics / Word Identification	40	F/Sp
ECE Jr. Methods	EDU 321 EDU 322 EDU 323	Lang./Literacy in Early Child Math in Early Childhood Science in Early Childhood	50	Sp
ISP Jr. Methods		EIS 350 Curr. & Methods Mild/Mod Disabilities EIS 361 Reading & Lang Arts Mild/Mod Disabilities EIS 379 Prescriptive Assessment and Diagnosis	80	F
MCE Jr Methods AYA Jr Methods	EDU 350 EDU 360 EDU 373 EDU 380 EDU 390 EDU 366 EDU 376 EDU 386 EDU 396	Reading to Learn in Content Area *Co-requisite with Lang Arts-Middle Childhood So. Studies-Middle Childhood Math-Middle Childhood Science-Middle Childhood English/Language Arts-AYA So. Studies-AYA Math-AYA Science-AYA	100	Sp
ECE Sr. Block	EDU 344 EDU 345	Reading to Learn Content-Early Childhood Curriculum and Instruction for Young Children	100	F
ECE/MCE	EDU 414	Diagnosis of Reading Difficulties	20	F/Sp
ALL	EDU 416 EDU 426 EDU 427 EDU 428 EDU 429 EDU 430	Seminar in Education Student Teaching-Early Childhood Student Teaching-Middle Childhood Student Teaching-AYA Student Teaching-ISP Student Teaching-Multi-Age	3 wks M-W-F 12 wks Full	F/Sp

Student Teachers

You made it! What an exciting time in your university experience! You will be in a classroom of your grade and content to teach for 12 full weeks of the term. Now is the time you will develop your style, your unique way of teaching. Perhaps you will borrow inclusive pedagogy from your favorite professor, a captivating teaching strategy from your mentor teacher and a classroom management strategy from one of your own favorite teachers, blend them all together and you've got your own unique teaching style! Remember, you have the support of the Education faculty, your mentor teacher, and your supervisor. Make a point of introducing yourself to the Principal of your partnership school as well - he or she could be your boss one day! KJones

Student Teacher Gateway

Student teaching is the culminating field experience of the Educator Preparation Program. Normally, this experience is completed during the senior year. Enrollment in student teaching is by permission of the faculty of the School of Education. Permission to register for student teaching is subject to the following pre-requisites:

- **An overall cumulative grade point average of 3.0 with no grade less than C- in education or major courses required for licensure.**

Ohio law requires that all individuals must have a baseline Ohio Bureau of Criminal Investigation (BCI) and FBI criminal background check at the time they apply for their first Ohio educator license, certificate or permit, and those BCI and FBI background checks **must be no older than one year** (365 days) at the time they are used for initial licensure.

- Licensure candidates must successfully pass the Ohio Assessments for Educators (OAE) Assessment of Professional Knowledge (APK) as well as the OAE Foundations of Reading (ECE, MCE, ISP) and Content Assessments in the appropriate concentration **before they will be permitted to register for student teaching**. These assessments align with Ohio Academic Content Standards and Common Core State Standards.

Successful Completion of Student Teaching

Student teachers receive a letter grade of A, B, C, or F for their student teaching performance. Since student teaching experience is a required education course, a grade of either A, B, or C is required for successful completion of any licensure program.

Student teachers have the right to appeal the assigned grade following established University and EPP procedures.

License Requirements

Student teachers may complete the University's requirements in the major field and general education and still be ineligible for a provisional teaching licensure. Eligibility requires that student teachers complete the appropriate coursework listed for the major. These courses have been approved by the Ohio Department of Education. In some cases, the required course work is exactly the same as the major, but in other instances, additional or different course work is required for state licensure. **It is the responsibility of the student to follow the state-approved course of study for licensure.** Heidelberg will not be responsible for ensuring that license requirements are met. The licensure program must remain flexible due to ODE requirements. When this occurs, candidates will be notified by email and a letter explaining the new requirement(s). Students are responsible for knowing about and meeting new requirements.

Applying for a License

Once the program requirements have been met, all testing has been successfully completed, and a degree is granted, student teachers may be reviewed to apply for a four-year resident educator license.

Teacher Performance Assessment edTPA

edTPA is a performance-based, subject-specific assessment and support system used by more than 600 teacher preparation programs in some 40 states to emphasize, measure and support the skills and knowledge that all teachers need from day 1 in the classroom. Developed by educators for educators, edTPA is the first such standards-based assessment to become nationally available in the United States.

Twelve states have formally adopted and more are considering edTPA for statewide use to license new teachers or approve teacher preparation programs. Today, more than 600 teacher preparation programs in 40 states are using edTPA at different levels.

Sept 2016 <http://edtpa.aacte.org/faq#51>

In completing edTPA, candidates need to provide evidence that they are effective in teaching K-12 students. As part of this evidence, candidates must submit for scoring anonymous samples of student work, student tests or other assessments, and a video of their teaching performance in a K-12 classroom. Teacher candidates explain what they know about the students in the class, their academic achievement levels, and their learning needs. Teacher candidates then show how well they can use this information to help students succeed by:

- planning lessons with consideration for students with learning challenges
- teaching the lessons to the K-12 students in public school classrooms
- planning and giving student assessments or tests based on the lessons
- reflecting on their own instruction

The edTPA will be submitted to Pearson electronically and scored by a trained/calibrated assessor.

Student Teaching Policies

Student teaching is required in all programs. This is the candidate's opportunity to assume all the roles and responsibilities of a teacher. Since this experience is critical to the candidate's development as a teacher, certain expectations have been developed to assist them to devote their full attention to the teaching assignment and to secure the highest recommendation.

Leading into and during the student teaching semester:

1. The state-mandated Ohio Assessments for Educators are to be taken before the senior year. Candidates **will not be permitted to register for student teaching** without having passed the assessment required for licensure in their content area(s). An official report showing passing scores must be received by the EPP prior to registration.
2. Communication is very important. It is the student teacher's responsibility to check all appropriate Heidelberg e-mail, voice mail, and campus mail regularly. Student teachers should have their mentor teacher's cell phone number. If there is a problem do not call the school office and leave a message. For many mentor teachers, e-mails are not an efficient method of communication; call or text them to be sure they receive your message.
3. Professional Conduct: Heidelberg University candidates must conduct themselves as professionals at all times. To this end student teachers are to:
 - Act as a professional in the areas of attendance, timeliness, dress, demeanor, etc.
 - Actively interact with students and other professionals in the role of teacher
 - Become involved in school-related activities in order to learn about the students and the community
 - Demonstrate initiative
 - Respect the role of the mentor teacher and work to develop a relationship of trust
 - Hold personal information regarding students in strict confidence

4. Scheduling
 - a. No courses other than those in the senior block may be taken during the student teaching semester without prior approval of the Director. All professional education courses, except the senior block, must be completed prior to student teaching.
 - b. A student teacher planning part-time employment or participation in extra-curricular activities exceeding eight hours per week must inform the EPP by the end of the semester prior to student teaching.
5. Student teachers will follow daily schedules and vacation dates of the school in which they are assigned, not the schedule of Heidelberg. A student teacher is expected to arrive at the school site at the regular contractual arrival time and remain on the premises until the regular teacher contractual dismissal time. If an emergency occurs that necessitates leaving the school site, the student teacher must notify the principal, the mentor teacher and the university supervisor before leaving (if possible).

The student teacher is expected to fulfill all the duties of their mentor teacher. If the mentor teacher has lunch duty, bus duty, etc., the student teacher also is expected to be present. If there are faculty meetings, parent conferences, board meetings, etc., which the mentor teacher attends, the student teacher is also expected to attend.

Attendance Requirements

A student teacher is expected to be in attendance each day of student teaching unless sickness or emergency occurs. Make-up time will be determined jointly by the mentor teacher and university supervisor in consultation with the Director of Field Placements.

1. A planned absence must be approved by both the mentor teacher and the university supervisor. Examples of planned absences include attending a job fair, going on a field trip with a class, or attending a professional meeting. The planned absence must contribute to the acquisition of knowledge, skills, and dispositions associated with student teaching.
2. An unplanned absence, due to illness or death in the family, will be communicated immediately to the mentor teacher and the university supervisor. If the student teacher misses more than three days due to unplanned absences, the days(s) missed must be made up to equal at least twelve weeks of full day teaching in the classroom—a minimum of 150 hours of actual teaching time.
3. An absence for any other reason will require a make-up day for each day missed. The evaluations made by the mentor teacher and the university supervisor will document these absences on the appropriate forms; the final grade will be an “F” if the number of absences exceeds three.

Teaching Responsibilities

1. During the first three weeks of the student teaching semester, candidates have 3-4 accelerated classes on campus Monday-Wednesday-Friday. On Tuesday-Thursday during these three weeks, candidates report to the student teaching site. These days are considered to be the candidate's orientation to the clinical placement and are referred to as “Early Field.”
2. The last 12 weeks are spent entirely in the clinical classroom. Candidates are expected to teach 1/3 of their cooperating teacher's load by the end of the first week, 2/3 of the load by the second week, and the full-load by the end of the third week.
3. The candidate should have at least 150 hours of actual teaching time.

Other requirements

1. A student teacher may not serve as a substitute teacher during student teaching.
2. The student teacher will follow the regulations of the school to which they are assigned so long as they do not conflict with Heidelberg policies.

Failure to comply with these rules may result in the removal of the student teacher from his/her placement thus jeopardizing graduation.

Student Teaching Seminar

Although EDU 416 Seminar, is part of the accelerated block of courses taken prior to student teaching, it continues to meet on Tuesdays regularly during the semester. These classes are integrated with student teaching, and the attendance policy for student teaching also holds for the seminars.

Teacher Licensure Options

Early Childhood – This hands-on, classroom-focused program prepares candidates to work in and/or supervise a preschool program along with teaching all subjects in grades P-3 in private or public schools in Ohio.

Early Childhood Generalist – With additional coursework, an endorsement can be added to an Early Childhood license to allow the educator to teach grades 4 – 5 in addition to P-3.

Middle Childhood – This program focuses on children in the middle grades, specifically grades 4-9. Candidates major in education with concentrations in any two of the academic subjects (language arts, math, science, or social studies).

Middle Childhood Generalist – With additional coursework, an endorsement can be added to a Middle Childhood license to allow the educator to teach all subjects in grades 4-6.

Adolescence to Young Adult (AYA) – This content-based program prepares candidates to teach in a specific discipline in grades 7-12. We offer licensure in language arts, mathematics, social studies, and science. Candidates often major in the academic subject area with education as a second major.

Multi-Age – This license covers students in grades K-12. We offer coursework that leads to a music teaching license that covers all areas of music, although vocal and instrumental music concentrations are available.

Intervention Specialist – This additional license can be added to any education license. The program prepares candidates for teaching students with a variety of mild to moderate special needs.

Student Teaching Field Placements

Field placements for student teaching-level courses may vary depending on the major.

	Course	Fall Field Placements	Field Hours	Semester Offered
All	EDU 110	Vital Connections	12	F/Sp
ECE	EDU 225	Introduction to Early Childhood Education	30	F/Sp
MCE AYA MULTI	EDU 227 EDU 228 EDU 229	Principles of Teaching Seminar Principles of Teaching Seminar Principles of Teaching Seminar	16	F/Sp
ISP	EIS 272 EIS 273	Individuals with Diverse Educational Needs Applied Behavior Analysis for Teachers	15	Sp
ECE/MCE Reading Block	EDU 230 EIS 285	Foundations of Reading Phonics / Word Identification	40	F/Sp
ECE Jr. Methods	EDU 321 EDU 322 EDU 323	Lang./Literacy in Early Child Math in Early Childhood Science in Early Childhood	50	Sp
ISP Jr. Methods		EIS 350 Curr. & Methods Mild/Mod Disabilities EIS 361 Reading & Lang Arts Mild/Mod Disabilities EIS 379 Prescriptive Assessment and Diagnosis	80	F
MCE Jr Methods AYA Jr Methods	EDU 350 EDU 360 EDU 373 EDU 380 EDU 390 EDU 366 EDU 376 EDU 386 EDU 396	Reading to Learn in Content Area *Co-requisite with Lang Arts-Middle Childhood So. Studies-Middle Childhood Math-Middle Childhood Science-Middle Childhood English/Language Arts-AYA So. Studies-AYA Math-AYA Science-AYA	100	Sp
ECE Sr. Block	EDU 344 EDU 345	Reading to Learn Content-Early Childhood Curriculum and Instruction for Young Children	100	F
ECE/MCE	EDU 414	Diagnosis of Reading Difficulties	20	F/Sp
ALL	EDU 416 EDU 426 EDU 427 EDU 428 EDU 429 EDU 430	Seminar in Education Student Teaching-Early Childhood Student Teaching-Middle Childhood Student Teaching-AYA Student Teaching-ISP Student Teaching-Multi-Age	3 wks M-W-F 12 wks Full	F/Sp

Candidate Observation Form

Adopted 01/2017

Candidate _____ F / Sp St Teaching, Jr Block, ISP Jr, Block 1, 2, 3

Circle one

Circle one

Mentor Teacher _____ Grade Level/Subject _____

School _____

Obs 1 _____ Obs 2 _____ Obs 3 _____ Obs 4 _____ Obs 5 _____

Date

Date

Date

Date

Date

Mentor Teachers and Faculty will complete **2** observations - Supervisors will complete **5** observations.

Supervisor/Mentor Teacher/Faculty Signature

Recommended Grade

Date

A recommended grade should be written on the final observation.

Score Key: **3-Exemplary** -Acceptable **1-Marginal** **0-Unacceptable** **N/A-Not Applicable**

Domain A: Organizing Content Knowledge for Student Learning

- ____ A1 Candidate knows how to become familiar with relevant aspects of students' background and experiences
- ____ A2 Candidate can articulate clear learning goals for the lesson that are appropriate for the students
- ____ A3 Candidate can demonstrate an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future
- ____ A4 Candidate can create or select teaching materials, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson
- ____ A5 Candidate can create or select evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson

List indicator if referring to evidence and/or suggestions for improvement.

Domain B: Creating an Environment for Student Learning

- ____ B1 Candidate is aware of means to create a climate that promotes fairness
- ____ B2 Candidate is capable of establishing and maintaining rapport with students
- ____ B3 Candidate is capable of communicating challenging learning expectations to each student
- ____ B4 Candidate is capable of establishing and maintaining consistent standards of classroom behavior
- ____ B5 Candidate is capable of making the physical environment as safe and conducive to learning as possible

List indicator if referring to evidence and/or suggestions for improvement.

Domain C: Teaching for Student Learning

- _____ C1 Candidate is capable of making learning goals and instructional procedures clear to students
- _____ C2 Candidate is capable of making content comprehensible to students
- _____ C3 Candidate encourages students to extend their thinking
- _____ C4 Candidate monitors students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands
- _____ C5 Candidate uses instructional time effectively

List indicator if referring to evidence and/or suggestions for improvement.

Domain D: Teacher Professionalism

- _____ D1 Candidate shows ability to reflect on the extent to which learning goals were met
- _____ D2 Candidate demonstrates a sense of efficacy
- _____ D3 Candidate builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students
- _____ D4 Candidate communicates with parents and guardians about student learning or is familiar with ways of doing so as needed

List indicator if referring to evidence and/or suggestions for improvement.

Domain E: Classroom Management Skills

- _____ E1 Candidate can create an appropriate seating chart for their classroom
- _____ E2 Candidate knows how to operate common classroom media devices (overhead, dvd player, computer)
- _____ E3 Candidate can present information using blackboard/whiteboard effectively
- _____ E4 Candidate can keep an accurate, up-to-date gradebook
- _____ E5 Candidate demonstrates the capability to perform routine administrative duties

List indicator if referring to evidence and/or suggestions for improvement.

***Feel free to attach an additional sheet if more space is needed for comments.**

Adapted from Pathwise Formative Observation Form by Heidelberg University School of Education Faculty (8/03, Revised 1/09, 4/11, 1/17)

Taskstream Lesson Plan – Heidelberg University

1. Author	Your name will appear automatically.
2. Subject(s)	Use dropdown menu.
3. Date	Date lesson will be taught. Also, indicate if this lesson is part of a larger unit.
4. Time Allotment	Use dropdown menu.
5. Topic/Title/Theme	Be as detailed as possible (e.g. Learning About the Civil War Through Analyzing and Summarizing Primary Texts).
6. Grade/Level	Use dropdown menu.
7. Student Assets	<p>-Personal: Refers to specific background information that students bring to the learning environment. Students may bring interests, knowledge, everyday experiences, and family backgrounds, and so on, that a teacher can draw upon to support learning.</p> <p>-Cultural: Refers to the cultural backgrounds and practices that students bring to the learning environment, such as traditions, languages, worldviews, literature, and art that a teacher can draw upon to support learning.</p> <p>-Community: Refers to common backgrounds and experiences that student bring from the community where they live, such as resources, local landmarks, and community events and practices that a teacher can draw upon to support learning. (edTPA)</p>
8. Variety of Learners	Students in your class who may require different strategies or support such as Extended Time, Preferential Seating, Segmented Assignments, Teacher's Notes, Assignment Length, Peer tutor, etc. because they may be students on an IEP, English language learners, students at different points in the developmental continuum, struggling readers, students who are underperforming or those with gaps in academic knowledge, and/or gifted students. (edTPA)
9. Standard(s)	Use dropdown menu to view Target Sets, then choose appropriate Standard(s) (including those from other disciplines) you will teach.
10. Learning Objective(s)	<p>Student learning outcomes to be achieved by the end of the lesson written in observable, measurable statements. (edTPA)</p> <p>"The student will be able to..." from the teacher's perspective.</p> <p>Learning Objectives must relate closely to the Standard(s) and the Formative and Summative Assessments.</p>
11. Formal Summative Assessment Rubric Upload	Formal Assessments may include, for example, quizzes, homework assignments, journals, and projects. (edTPA) Use the Learning Objectives as criteria in the Formal Summative Assessment Rubric. Assessments must relate closely to the Standard(s) and the Learning Objectives.
12. Materials and Resources	Use dropdown menus.

13. Academic Language (MS and AYA="Syntax" & "Discourse")	<p>Academic language represents the language of the discipline that students need to learn and use to participate and engage in meaningful ways in the content area. (edTPA) Define the words or phrases students must know to understand this lesson.</p> <p>Syntax: Conventions for organizing symbols--discipline specific writing structures Examples: Equations/formulas, musical notations, annotating a text or note-taking, how to structure language at the sentence level for a specific form or genre of writing, etc.</p> <p>Discourse: Structures of written and oral language--explicit discussion of how to use language within a discipline. Examples: Structuring a lab report, the various job/roles different group members might have, the markers of different genres or forms of writing within a discipline, etc. (edTPA)</p>
14. Safety Considerations	<p>What precautions will you take to assure student safety or what safety rule will you remind students about during your lesson?</p>
15. (Elementary "Anticipatory Set") Lesson Introduction	<p>Describe how will you get students engaged and/or activate prior learning during the first 5-10 minutes of the class.</p>
16. Lesson	<p>Lessons should be student focused, inquiry based, interdisciplinary, and geared toward group/individual work whenever possible. Provide a detailed, step-by-step explanation of this lesson. Include specific page numbers/references in texts, example questions to engage the students, and notes of when accommodations or specific grouping strategies are being applied. Include specific accommodations (such as Extended Time, Preferential Seating, Segmented Assignments, Teacher's Notes, Assignment Length, Peer tutor, etc.) for the variety of learners in your class.</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Etc.</p>
17. Lesson Closure	<p>Develop an appropriate closure to the lesson indicating a future lesson when possible.</p>

<p>18. (Elementary “multimodal”) Planned Supports (including Instructional Strategies, Learning Tasks, Materials and other Resources)</p>	<p>(Multimodal nature of young student’s learning refers to teaching practices for young students that promote learning through the engagement of all their senses utilizing varied approaches to learning and to demonstrating that learning through integrated, meaningful experiences that build on students’ interests, nurture their curiosity and respond to their own unique style of learning while scaffolding and challenging them to grow in less-developed areas.) (edTPA)</p> <p>Planned supports include instructional strategies, learning tasks and materials, and other resources deliberately designed to facilitate students’ learning of the central focus. (edTPA)</p> <p>Learning tasks include activities, discussions, or other modes of participation that engage students to develop, practice, and apply skills and knowledge related to a specific learning goal.(edTPA)</p> <p>*Include specific accommodations (such as Extended Time, Preferential Seating, Segmented Assignments, Teacher’s Notes, Assignment Length, Peer tutor, etc.) for the variety of learners in your class.</p>
<p>19. Informal/Formative Assessment</p>	<p>Informal Assessments may include, student questions and responses during instruction and teacher observations of students as they work. (edTPA)</p> <p>Formative Assessments are used during the lesson to guide teaching by informing the teacher which students understand the information and which need additional guidance.</p> <p>Assessments must relate closely to the Standard(s) you selected, the Learning Objectives.</p>
<p>20. Justifications From Research and/or Theory</p>	<p>Using research and/or theory justify why your Planned Supports (including Instructional Strategies, Learning Tasks, Materials and other Resources) are appropriate for the whole class, individuals, and/or groups of students with specific learning needs. (edTPA)</p>
<p>21. Teacher Commentary</p>	<p>What part(s) of this lesson do you predict may need adjusted due to time constraints, student learning, lack of prior knowledge, etc.? (edTPA)</p>

Ohio Educator Preparation Program Required Tests

ACT www.actstudent.org
Praxis www.ets.org/praxis (Core Tests)
OAE www.oh.nesinc.com

edTPA www.edtpa.com
ODE <http://education.ohio.gov/>

10/01/18

<p>Early first year Achieve minimum required scores on one of the following:</p> <ul style="list-style-type: none"> • Praxis Core Academic Skills for Educators • ACT • SAT <p>Get first set of background checks done</p>	<p>Passing scores:</p> <table> <tr> <th>Praxis Core</th><th>ACT</th><th>SAT</th></tr> <tr> <td>Math 162.14</td><td>Math 21.25</td><td>Math 532.50</td></tr> <tr> <td>Reading 168.06</td><td>Reading 21.25</td><td>Reading 543.33</td></tr> <tr> <td>Writing 165</td><td>Writing 6.60</td><td>Writing 5.30</td></tr> </table>	Praxis Core	ACT	SAT	Math 162.14	Math 21.25	Math 532.50	Reading 168.06	Reading 21.25	Reading 543.33	Writing 165	Writing 6.60	Writing 5.30	<p>Core - Combined Test \$150.00 ACT w/ writing \$62.50 SAT w/ writing \$64.50 FBI/BCI Backgrounds \$60.00</p>
Praxis Core	ACT	SAT												
Math 162.14	Math 21.25	Math 532.50												
Reading 168.06	Reading 21.25	Reading 543.33												
Writing 165	Writing 6.60	Writing 5.30												
<p>Mid-point in EDU 220 Submit application for admission into Heidelberg's Educator Preparation Program. Include with application: -Registration for the OAE: APK test. -Renew FBI & BCI background checks.</p>	<p>OAE: APK (Assessment of Professional Knowledge) Passing Score: 220 See OAE test list on reverse side.</p>	<p>OAE: APK \$105.00 FBI/BCI Backgrounds \$60.00</p>												
<p>During Junior Methods Courses Register for OAE Content Test(s) Test date ASAP after completing: Early: EDU 321, 322, 323 Middle: EDU 350, 360, 373, 380, 390 AYA: EDU 350, 366, 376, 386, 396 ISP: EIS 350, 361, 379 Must have passing OAE Content scores to be able to <i>register</i> for student teaching block. -Renew FBI & BCI background checks.</p>	<p>OAE Content Tests Passing Score: 220 See OAE test list on reverse side.</p>	<p>OAE Content \$105.00 <i>For EACH test</i> FBI/BCI Backgrounds \$60.00</p>												
<p>Beginning of Student Teaching -Renew FBI & BCI background checks. -Complete and submit edTPA work</p> <p>End of Student Teaching Apply for State of Ohio teaching license</p>	<p>edTPA – series of guided tasks completed and submitted during student teaching block</p> <p>Apply for Teaching License on Ohio Department of Education website – last day of seminar</p>	<p>edTPA \$300.00 <i>Included in tuition fees</i> 4-yr Resident Educator \$160.00 FBI/BCI Backgrounds \$60.00</p>												

OAE Assessments

Passing Score = 220

Web address: www.oh.nesinc.com

Licensure Area	License Type	OAE: APK Tests	OAE: Content Tests
Early Childhood (PK– Grade 3)	Early Childhood (PK–3)	001 <u>A</u> ssessment of <u>P</u> rofessional <u>K</u> nowledge: Early Childhood (PK–3)	012 Early Childhood Education 090 Reading Test
Middle Childhood (Grades 4–9)	Language Arts and Reading (4-9)	002 <u>A</u> ssessment of <u>P</u> rofessional <u>K</u> nowledge: Middle Childhood (4–9)	028 Middle Grades English Language Arts
	Mathematics (4-9)		030 Middle Grades Mathematics
	Science (4–9)		029 Middle Grades Science
	Social Studies (4-9)		031 Middle Grades Social Studies
			090 Reading Test
Adolescence to Young Adult (Grades 7–12)	Integrated Language Arts	003 <u>A</u> ssessment of <u>P</u> rofessional <u>K</u> nowledge: Adolescence to Young Adult (7–12)	020 English Language Arts
	Integrated Mathematics		027 Mathematics
	Integrated Science		024 Integrated Science
	Integrated Social Studies		025 Integrated Social Studies
	Life Science		007 Biology
	Life Science/Earth Sciences		007 Biology 014 Earth and Space Science
	Life Science/Chemistry		007 Biology 009 Chemistry
Multi-Age (PK– Grade 12)	Music	004 <u>A</u> ssessment of <u>P</u> rofessional <u>K</u> nowledge: Multi-Age (PK–12)	032 Music
Intervention Specialist	Mild/Moderate Needs (K-12)		043 Special Education 090 Reading Test
	Early Childhood Generalist (4-5)		018/019 Elementary Education Subtests I & II
	Middle Childhood Generalist: Language Arts & Reading (4–6)		028 Middle Grades English Language Arts <u>or</u> 018/019 Elementary Education Subtests I & II
	Middle Childhood Generalist: Mathematics (4–6)		030 Middle Grades Mathematics <u>or</u> 018/019 Elementary Education Subtests I & II
	Middle Childhood Generalist: Science (4–6)		029 Middle Grades Science <u>or</u> 018/019 Elementary Education Subtests I & II
	Middle Childhood Generalist: Social Studies (4–6)		031 Middle Grades Social Studies <u>or</u> 018/019 Elementary Education Subtests I & II