



School of Education

Educator Preparation Program Handbook

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The Heidelberg University Educator Preparation Program

The Educator Preparation Program (EPP) at Heidelberg University is based on a constructivist philosophy in which the teacher candidates in our program build (construct) knowledge as a result of a student-centered, hands-on approach to learning. From the beginning experience at Heidelberg, our teacher candidates are actively involved in coursework and field experiences. License options at Heidelberg are: Primary Education, Middle Childhood Education, Adolescent to Young Adult, Intervention Specialist, and Music Education. (See page 11 for details)

Mission Statement

- a short statement defining the current purpose and values of the EPP

Empowering innovation and fostering equity through cutting-edge teaching and community relationships.

Vision Statement

- a short statement used to guide the future of the EPP

To be a regional Education Center that empowers excellence in students, schools, and communities seeking an innovative learning culture.

Conceptual Framework

- the foundational philosophy for all experiences in the EPP

Heidelberg University teacher candidates connect theory, practice, and reflection to develop knowledge and skills in teaching and learning. Conceptual frameworks allow candidates to assimilate and accommodate new knowledge, develop essential teaching skills, and solve novel problems.

The three essential elements of conceptual frameworks are:

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

Theories utilized by Heidelberg faculty include both constructivism and direct instruction. High leverage practices including standards-based instruction and scaffolding are both utilized and taught in EPP courses. Tools for reflection include the edTPA and CPAST.

Program Learning Outcomes

Outcome 1: Learner

Graduating teacher candidates will connect with individual learners socially, emotionally, culturally, linguistically, and intellectually. *edTPA Rubrics 2-5*

Outcome 2: Instruction

Graduating teacher candidates will uphold high expectations by facilitating interactions for learner growth in a safe, adaptive, and collaborative instructional environment.
edTPA Rubric 6-10

Outcome 3: Assessment

Graduating teacher candidates will facilitate teacher and learner reflection and adaptation through clear, concise, and actionable instructional feedback based on assessment data. *edTPA Rubric 11-15*

Outcome 4: Professionalism

Graduating teacher candidates will incorporate continual reflection and learning into their professional practice. *edTPA Rubric 15; CPAST Disposition A: Participates in Professional Development Disposition H: Responds Positively to Constructive Criticism*

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Glossary of Terms

The following definitions clarify commonly used terms within the Education Department

Education Undergraduate Program:

EPP Educator Preparation Program

Exams:

OAE -Ohio Assessments for Educators (series of required Ohio licensure exams)

APK -Assessment of Professional Knowledge (required exam within OAE series)

Licensures at Heidelberg:

AYA -Adolescent to Young Adult (grades 7-12) licensure track

ISP -Intervention Specialist (Special Education grades K-12) licensure track

MCE -Middle Childhood Education (grades 4-9) licensure track

MUS -Multi-Age Music Education (grades K-12) licensure track

PEL -Primary Education (Pre K-5) licensure track

Field Experiences:

Field Placements - a series of planned, supervised experiences embedded in course curriculum that take place in educational settings under the mentorship of a licensed teacher with a minimum of three years of classroom instruction

Student Teaching Experience - the final field experience of the Educator Preparation Program consisting a period of at least twelve weeks following the host school's typical day and academic calendar. This experience is also referred to as a clinical experience in documents from state agencies.

Field Experience Roles:

Building Principal - the principal of the school in which a teacher candidate or student teacher is placed for a field experience or student teaching experience

Mentor Teacher - a teacher in an educational setting who has accepted the responsibility for mentoring a teacher candidate or student teacher during a field experience

Student - a youth in preschool through 12th grade who is the learner in an educational setting

Student Teacher - an education major who is in their last semester of the education program and is completing the 12-week student teaching field placement.

Teacher Candidate - an education major who is following an EPP curriculum that leads to teacher licensure

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

Educator Preparation Program (EPP) Quality Assurance

State of Ohio Approval and National Accreditation

All programs in Heidelberg's EPP are approved by the Ohio Department of Education and are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

CAEP Standards

CAEP Standard 1:

CONTENT AND PEDAGOGICAL KNOWLEDGE

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

CAEP Standard 2:

CLINICAL PARTNERSHIPS AND PRACTICE

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

CAEP Standard 3:

CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

CAEP Standard 4:

PROGRAM IMPACT

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

CAEP Standard 5:

PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

InTASC Core Teaching Standards

The Council of Chief State School Officers' (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC) has defined nationally recognized Core Teaching Standards. Program and course outcomes, instruction, and assessments are based on the standards below.

I. The Learner and Learning

Standard 1: Learner Development—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences—The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments—The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

II. Content

Standard 4: Content Knowledge—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content—The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

III. Instructional Practice

Standard 6: Assessment—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies—The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

IV. Professional Responsibility

Standard 9: Professional Learning and Ethical Practice—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Social Justice Anchor Standards

Teaching Tolerance's Social Justice Standards provide a common language and organizational structure to guide teachers in curriculum development, and administrators to make schools more just, equitable, and safe.

IDENTITY

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that people's multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

DIVERSITY

6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
9. Students will respond to diversity by building empathy, respect, understanding and connection.
10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

JUSTICE

11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

ACTION

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf

State of Ohio Required Tests for Educator Licensure

The state of Ohio requires all teacher licensure candidates to pass a series of tests that assess professional, pedagogical, and content-area knowledge in order to be eligible for licensure.

Ohio Assessments for Educators (OAE) required tests are:

1. **APK Test** -Assessment of Professional Knowledge ONE for the initial licensure
Take after completing EDU 110, PSY 101, EIS 200, EDU 220, EDU 225 or 226
2. **Content Test** -ONE for PEL, AYA, ISP, MUS; TWO for MCE
Take after completing the majority of content courses.
3. **Foundations of Reading Test** - PEL, MCE, and ISP
Take after completing reading core courses (EDU 230, 350, 414, and EIS 285)
4. **Elementary Education Subtests I & II** -Middle Childhood Generalist endorsement
Take after completing the majority of content courses.

***Note: Passing scores are required on all OAE tests before registering in November for spring semester student teaching courses.**

Heidelberg Educators Community Advisory Partnership (HECAP)

One of the ways in which teacher candidates directly impact the quality of the Heidelberg EPP is participation on the Heidelberg Educators Community Advisory Partnership panel. These teacher candidates collaborate with faculty, alumni, community members, and representatives from partner school districts to support the continuous improvement of the EPP.

EPP Admission and Retention Policy

The Heidelberg University Educator Preparation Program is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and offers educator preparation programs that lead to Ohio initial four-year Resident Educator licensure in the following four areas:

1. Primary Education Pre-K - Grade 5
2. Middle Childhood Education Grades 4 - 9
3. Adolescent to Young Adult Grades 7 - 12
4. Music Education Pre-K - Grade 12

Add-on Licensures:

- | | |
|-----------------------------|--------------|
| Intervention Specialist | K - Grade 12 |
| Middle Childhood Generalist | Grades 4 - 6 |

In addition, candidates may

- A. add Intervention Specialist to Primary, Middle Childhood, or Adolescent/Young Adult licenses (this is a dual license, not a stand-alone program)
- B. add Middle Childhood Generalist endorsement to the Middle Childhood license (this allows teaching all four content areas in Grades 4-6, in addition to the two concentrations of the Middle Childhood license in Grades 4-9)

While specific elements of educator licensure vary from state to state, there is sufficient similarity so that the programs offered at Heidelberg will satisfy requirements in many states. ***In order to ensure the currency of completed coursework, licensure candidates must apply for the appropriate Ohio Department of Education license within one calendar year of earning the Education degree from Heidelberg University.***

Admission into the EPP

Entering freshmen are classified as **Conditional Education Majors (EDC)** and take first-year courses EDU 110 (*MUS 110, MUS 115 Music Ed only*), EIS 200, and PSY 101. Upon successful completion of these courses (C– or higher) and maintaining a GPA of 2.85, EDC majors then enroll in EDU 220 during which students apply for admission into the Educator Preparation Program. Admission into the EPP is by application only and is subject to the following requirements.

1. A cumulative grade point average of 2.85 or higher
2. CAEP currently requires EPPs to gather evidence of students' general education proficiency in mathematics, reading, and writing (e.g., current accepted passing rates on one of the following nationally normed assessments: ACT, SAT, or Praxis Core Academic Skills for Educators in mathematics, reading, and writing).

Retention in the EPP

Once accepted into the Educator Preparation Program, Conditional Education majors 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 2.85 cumulative GPA in order to enroll in any professional education courses at the 300-level or above. (The 2.85 GPA may be waived for candidates who have earned a passing score on all state-mandated tests required for the licensure area.)

All Education majors must complete the Education Licensure Core courses. Beyond these, candidates need to complete the courses required for their specific licensure area. All courses within the major must be passed with a grade of C- or better.

Ohio law requires that FBI and Ohio BCI criminal background checks be completed annually for all persons working in schools. This applies to all education majors who are registered for any course with a field experience component. Background check fees are the students' responsibility. Forms can be downloaded from the School of Education Canvas shell or from the School of Education Administrative Assistant.

Critical Dispositions

Dispositions are summary descriptions of behaviors observed over time and across different settings and circumstances (Kath and Raths, 1985). InTASC has identified critical dispositions necessary for meeting each of its core teaching standards. As students explore the profession in EDU 110, they will be introduced to and asked to reflect on the dispositions identified in the Candidate PreService Assessment of Student Teaching (Pre-CPAST). Developed by the Ohio State University and aligned to InTASC standards, this tool allows University faculty and supervisors, mentor teachers and teacher candidates to evaluate the presence of the dispositions. During advanced methods and student teaching field experiences, the Pre-CPAST[®] and CPAST[®] will be used to formatively and summatively assess the dispositions.

Faculty members and/or mentor teachers with a concern related to the dispositions will address the concern with the teacher candidate. If the concern is not remediated or another concern arises, the director of the EPP will assist the teacher candidate and their advisor in creating an improvement plan. The plan will be monitored and evaluated using the Pre-CPAST[®] and CPAST[®].

Educator Code of Conduct

Dispositions play a critical role in the choices we make inside and outside of the classroom. Educators play crucial and very visible roles in their communities. Teacher candidates will be required to demonstrate understanding of the consequences of their conduct during the student teaching seminar (EDU 416). Candidates should acquaint themselves with the [Licensure Code of Professional Conduct for Educators](#) and [tip sheets](#) created by the Ohio Department of Education, American Federation of Teachers and the National Education Association.

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. According to Ohio Revised Code 3301:21-01, 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.

Field Experiences

EPP faculty, school administrators, mentor teachers and the HECAP advisory board have collaboratively developed purposeful field experiences to support teacher candidates' entrance into the profession. Field experiences are scaffolded to prepare teacher candidates for mastery of the EPP outcomes (*see chart below*). Teacher candidates are placed in culturally, racially, and/or socioeconomically diverse settings in public, charter, parochial, city and/or rural schools. Mentor teachers possess appropriate State of Ohio licensure, minimum of three years of classroom teaching experience, and have completed mentor training specific to the Heidelberg University EPP. The final field experience in the program is the 12-week student teaching placement in which candidates are expected to follow their mentor teacher's full schedule.

Field Experience/Course	License	Field Hrs
EDU 110 - Introduction to Education	ALL	10 Hrs
EDU 225 - Introduction to Primary Education (taken with EDU 220)	Primary	20 Hrs
EDU 226 - Introduction to MCE and AYA Education (taken with EDU 220)	Middle AYA	
Introduction to Special Education EIS 273 - Building Positive Classroom Support Systems	ISP	20 Hrs
Reading Experience EIS 285 Phonics/Word Identification	Primary Middle ISP ALA	30 Hrs
Content Methods EDU 350 Reading in Content Area (ALL concentrations) EDU 322 Mathematical Literacy and Methods in Primary Education EDU 323 Science Experiences in Primary Education EDU 360 - MCE LA EDU 366 – AYA LA EDU 373 – MCE SS EDU 376 – AYA SS EDU 380 – MCE Math EDU 386 – AYA Math EDU 390 – MCE Sci EDU 396 – AYA Sci	All Primary Middle AYA	50 Hrs
Special Education Methods EIS 350 Curr w/ Disabilities EIS 379 Assess & Diag	ISP	50 Hrs
Advanced Methods EDU 345 - Research Methods in Primary Education EDU 346 - Research Methods in MCE and AYA Education	Primary Middle AYA	50 Hrs
Student Teaching EDU 416 Seminar in Student Teaching EDU 426, 7, 8, 9, 30 Student Teaching	All	12 Wks

Expectations for Field Experiences

EPP teacher candidates represent Heidelberg University in local K-12 schools and should be mindful that candidates are guests in schools and classrooms. Do not pass judgment or evaluate either mentor teachers or students. Demonstrate respect for all members of the school community. The EPP has developed valuable relationships through the years with the schools. It is critical for future teacher candidates that we are able to continue these relationships.

Attendance and punctuality: Field experience attendance is a priority; absence is excused only in circumstances of emergency. Therefore candidates are excused from class only for college business, illness, or family emergency. Be not only on time, be EARLY.

In a case of absence, contact IN ADVANCE...

1. Mentor teacher by phone (no texts, email, or messages)
2. HU student teacher supervisor by phone if observing that day, otherwise by email
3. HU professor and Education Department administrative assistant by email

Dress: Teacher appearance affects student perception. Clothing should follow business casual guidelines. You are a member of the teaching profession and should be dressed and groomed accordingly. Follow the dress code of the school in which you are placed. When considering something might be inappropriate, don't wear it. Follow the school's dress code on piercings and tattoos.

Professional interaction with students and teachers: Use professional language with students, parents, and colleagues. Avoid using filler words (i.e. like) and be cognizant of others' understanding of what words are considered profanity (i.e. damn, hell). At no time should candidates be on their phones while at their placements. Candidates should not complete work for Heidelberg classes during their time in the field placements, unless specifically required by their instructor. Focusing on university work does not support student learning.

Social Media: Settings should be set to private on social media accounts such as Facebook, Twitter, Snapchat, etc. Keep in mind that students, parents, and administrators may be able to view your account and will be looking you up. Neither communication with students via social media is not acceptable, nor are photos, videos, or references to any school issue, conflict, personnel, or students. Be conscientious of your own photo postings, even the most innocent of photos can be misconstrued which may lead to removal from the building/district. Consider the name of your social media accounts, making sure they sound professional. Review your "tag" settings, by keeping aware of what others might post on your account.

Confidentiality: Confidentiality should be maintained at all times. Do not have any discussion about an experience in a field placement using specific student or school names. Student records are protected under the Family Educational Rights and Privacy Act (FERPA). Any mention of student grades, test scores, or other achievement information to persons not authorized to receive that information is prohibited by law.

Encore Field Experience

Encore Field Experience is available to any candidate who could benefit from additional experience in a classroom setting before entering the student teaching experience. The experience includes 25 classroom hours and is listed as an Independent Course of Study under EDU 397 with 0 credit hours. An EPP instructor will serve as a supervisor. An [Encore Field Experience Contract](#) listing objectives and procedures specific to the candidate's circumstance, is written by the EPP director, is signed by the director, candidate, and the EPP faculty supervisor. *(See also Appendix B for contract)*

Removal from Field

Faculty members and/or mentor teachers with a concern in a field placement will address the concern with the teacher candidate. If the concern is not remediated or another concern arises, the director of the EPP will assist the teacher candidate and the course instructor in creating an improvement plan. The plan will be monitored by the faculty member or field supervisor. If the concern(s) persist, the candidate may be removed from field experience. 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 courses in the program are only offered in the Fall or Spring semester; therefore, being removed could have a serious impact on completing a program.

FBI and BCI Background Checks

As required by Ohio law, all teacher candidates working with students in public schools must complete both an Ohio criminal background check (BCI) and a FBI criminal background check annually in order to enter field experience settings.

The EPP recommends teacher candidates complete background checks mid-August in their hometown or in Tiffin after returning 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, phone (419) 447-2825, or at CASA of Seneca, Sandusky, and Wyandot Counties, located at 21 Court St, Tiffin, phone (419) 448-1442.

Please request background checks be sent to:

Heidelberg University School of Education, 310 E Market St, Tiffin, OH 44883

Proper coding: **BCI:** 3319.39B3 **FBI:** 3319.39

Student Code and Appeals

All Heidelberg University students are expected to follow the Student Code (HU Student Handbook, pgs. 47-63) and have the right to file appeals (HU Student Handbook, pgs. 27-29). <https://inside.heidelberg.edu/sites/default/files/documents/studenthandbook2019-2020.pdf>

Heidelberg University EPP Due Process

Revised - November 2019

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 (EPP teacher candidate, mentor teacher, university supervisor, and building administrator) should work to a solution. Minor problems that deal with personal characteristics, including but not limited to professionalism, attendance, communication skills, etc. will be discussed between the EPP Director and the teacher candidate. If resolution is not reached, the issue will be taken to the full EPP faculty. The EPP Director must be notified when the problem persists. When appropriate, the EPP Director will call a meeting of the 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, EPP Director, mentor teacher, building administrator, teacher candidate).
2. Within three school days of the date of delivery of the statement of the problem, all parties directly involved will meet at 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 teacher candidate be removed from his/her classroom, the student will be removed immediately.
4. Incompletion or removal from a field placement will result in failure of the course.

C. Dismissal from the Educator Preparation Program

A teacher candidate may be dismissed from the Educator Preparation Program for the following reasons.

1. If FBI/BCI background checks contain offenses that render a candidate ineligible for licensure.
2. If a teacher candidate is convicted of a crime rendering them ineligible to be licensed at any point during completion of the program. Field experiences may be delayed pending the outcome of criminal charges.

Gateway 1

Admission to Program

Admission to Educator Preparation Program

Because this program is nationally accredited and results in eligibility for State of Ohio educator licensure, there are national admission requirements to be met. The requirements for admission into the program are reviewed during EDU 220 Principles of Teaching. It is expected that at the end of the semester taking EDU 220, Education majors will meet the requirements for admission and transition to EDL licensure candidates. Admission to the program is required in order to register for 300-level education courses.

Requirements for Admission

1. Evidence of general education proficiency in mathematics, reading, and writing on a national normed assessment: *(minimum scores listed)*
ACT Reading-21, Math-21, Writing-6
SAT Reading- 543, Math-533, Writing-5
Praxis Core Academic Skills for Educators Reading-168, Math-162, Writing-165
2. Successful completion (*C- or higher*) of:
 - a. EDU 110 Introduction to Education
 - b. PSY 101 General Psychology
 - c. EIS 200 Human Growth and Development
 - d. EDU 220 Principles of Teaching (*in progress*)
3. Minimum cumulative GPA of 2.85
4. Signed/dated form: "Receipt of Educator Preparation Program Handbook" (*Appendix A*)
5. Current FBI & BCI fingerprint background checks (*within last 365 days*)
6. No more than two (2) Concerns Forms (*HEI Alerts*)
7. Completed Application for Admission

Application for Admission to the Heidelberg University Educator Preparation Program

Name: _____ Heidelberg ID _____
Print: First Name M.I. Last Name

Date of Birth: _____ Last 5 digits of SS#: _____

Check all that are applicable: ___ African American ___ Asian American ___ White Non-Hispanic
 ___ Hispanic ___ Pacific Islander ___ American Indian ___ Alaskan Native ___ Latino
 ___ Other/Multiracial

Desired Licensure:

_____ Early Childhood (P-5) _____ Intervention Specialist (Mild/Moderate)
Dual-licensure: must be added to another licensure area

_____ Middle Childhood (4-9) Select **two** areas of concentration:
 Language Arts Social Studies Mathematics Science

_____ Adolescence-to-Young Adult (7-21) Select **one** area of concentration:
 Language Arts Social Studies Mathematics Science

_____ Multi-Age Music

_____ Middle Childhood Generalist (4-6) - Endorsement to a Middle Childhood license

Cumulative GPA: _____

Basic Skills Test Scores (ACT / SAT / Praxis Core):

Reading _____ Writing _____ Math _____

By signing below, I certify that all information is true and correct to the best of my knowledge. 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)

BCI & FBI Background checks: Yes No _____ Accepted

Concerns Forms (more than two) Yes No _____ Delayed

_____ Denied

 Director, HU Educator Preparation Program

 Date

Educator Licensure Course Lists

Education Licensure Core Courses: 40 Semester Hours (Required of all Licensure Tracks)

_____	EDU 110	Introduction to Education	3
_____	EDU 220	Principles of Teaching	3
_____	EDU 230	Foundations of Reading	3
_____	EDU 324	Teaching Written Composition	3
_____	EDU 350	Reading in Content Area	3
_____	EDU 416	Student Teaching Seminar	3
_____	EDU 426,7,8,9	Student Teaching	10
_____	EIS 200	Human Growth & Development	3
_____	EIS 272	Introduction to Special Education	3
_____	EIS 281	Assessment & Grading Equity	3
_____	EIS 320	Family Systems/Social Issues	3

Semester Hours = 40

Reading Core Courses: 12 Semester Hours

The state of Ohio requires that all Primary and Middle Childhood majors, as well as those adding Intervention Specialist complete a reading core curriculum of 12 credit hours and receive a passing score on the Ohio Assessments for Educators' Foundations of Reading test. The required courses, **EDU 230, 350, 414, and EIS 285**, are embedded into the course lists.

Primary Education Licensure Track: (PEL) 53 Semester Hours

This track leads to an educator license for grades Pre-K - 5.

Education majors in this track must complete the Licensure Core Courses listed above as well as the Primary Education (PEL) required courses listed below.

_____	EDU 218	Adolescent Literature	3
_____	EDU 225	Introduction to Primary Ed	3
_____	EDU 320	Intro Concept Methods in Primary Ed	3
_____	EDU 322	Math Literacy & Methods in Primary Ed	3
_____	EDU 323	Science Literacy & Methods in Primary Ed	3
_____	EDU 345	Advanced Research Methods/Primary Ed	3
_____	EDU 414	Diagnosis of Reading Difficulties	3
_____	EIS 285	Phonics/Word Identification	3
_____	HIS 107	American History to 1865	3
_____	HIS 120	The Ohio Heritage	2
_____	MTH 117	Math for Elementary Ed I	3
_____	MTH 118	Math for Elementary Ed II	3
_____	NDI 255	Art in Primary Ed	3
_____	PSY 101	General Psychology	3
_____	THR 108	Introduction to Acting	3
_____	BIO 110/110L	Contemp Bio Problems / Lab	3+1=4
or	ENS 101/101L	Intro to Enviro Sci/Lab	3+1=4
_____	GEO 101/101L	Physical Geology/Lab	3+1=4

Semester Hours = 53

Middle Childhood Licensure Track: (MCE)

This track leads to an educator license for grades 4-9 in two areas of concentration.

Education majors in this track must complete the Licensure Core Courses listed above as well as the Middle Childhood Education (MCE) required courses and **two** areas of concentration courses listed below.

Middle Childhood Required Courses: 15 Semester Hours

_____	EDU 226	Introduction to MCE/AYA	3
_____	EDU 310	Intro Concept Methods in MCE/AYA	3
_____	EDU 346	Advanced Research Methods in MCE/AYA	3
_____	EDU 414	Diagnosis of Reading Difficulties	3
_____	EIS 285	Phonics/Word Identification	3
		Semester Hours = 15	

Middle Childhood Areas of Concentration (Choose two)

MCE Language Arts: 19-21 Semester Hours

_____	LIT 102	Literary Genres	3
_____	MED 369A	Self-Designed Media Practicum	1-3
_____	WRI 210	Creative Writing	3
or	MED 205	Media Writing	3
_____	LIT 231	American Literature to 1860	3
or	LIT 232	American Literature from 1860 to Present	3
_____	EDU 218	Adolescent Literature	3
_____	MED 156	Media and Culture	3
_____	EDU 360	Lang Arts Literacy & Methods in MCE	3
		Semester Hours = 19-21	

MCE Social Studies: 26 Semester Hours

_____	EDU 373	Social Studies Literacy & Methods in MCE	3
_____	ECO 102	Principles of Economics	3
_____	HIS 105	World Civilizations I	3
_____	HIS 106	World Civilizations II	3
_____	HIS 107	American History to 1865	3
_____	HIS 120	The Ohio Heritage	2
_____	POL 227	American National Government	3
_____	NDI 121	Geography through Humanities Approach	3
_____	NDI 310	Integrated Social Studies	3
		Semester Hours = 26	

Middle Childhood Areas of Concentration (continued)

MCE Mathematics: 21-22 Semester Hours

_____	EDU 380	Mathematical Literacy & Methods in MCE	3
_____	CPS 150	Fundamentals of Computer Science	4
or	CPS 201	Computational Problem Solving	3
_____	MTH 117	Math for Elementary Education I	3
_____	MTH 118	Math for Elementary Education II	3
_____	MTH 119	Statistics I	3
_____	MTH 121	Elementary Functions	3
_____	MTH 222	Calculus I	3

Semester Hours = 21-22

MCE Science: 25 Semester Hours

_____	BIO 123/123L	Biology I/Lab	3+1=4
_____	CHM 111	General Chemistry I	4
_____	EDU 390	Science Literacy & Methods in MCE	3
_____	ENS 101/101L	Intro to Enviro Sci/Lab	3+1=4
_____	GEO 101/101L	Physical Geology/Lab	3+1=4
_____	PHY 100	Introduction to Physical Principles	3
_____	PHY 172	Introduction to Astronomy	3

Semester Hours = 25

Middle Childhood Generalist (MGE)

The Middle Childhood Generalist is an endorsement available only to those pursuing a middle childhood license. It will allow the candidate to teach their two concentrations in grades 4-9 and all four concentrations in grades 4-5-6.

To add Language Arts:

_____	WRI 210	Creative Writing	3
_____	LIT 102	Literary Genres	3

To add Social Studies:

_____	HIS 107	American History to 1865	3
_____	POL 227	American National Government	3

To add Math:

_____	MTH 117	Math for Elementary Education I	3
_____	MTH 118	Math for Elementary Education II	3

To add Science:

_____	BIO 110	Contemp Bio Problems	3
_____	GEO 101	Physical Geology	3

Adolescent to Young Adult Licensure Track: (AYA)

This track leads to an educator license for grades 7-12 in one area of concentration.

Education majors in this track must complete the Licensure Core Courses listed above as well as the Adolescent to Young Adult (AYA) required courses and one area of concentration courses listed below.

Adolescent to Young Adult Required Courses: 9 Semester Hours

_____	EDU 226	Introduction to MCE/AYA	3
_____	EDU 310	Intro Concept Methods in MCE/AYA	3
_____	EDU 346	Advanced Research Methods in MCE/AYA	3

Adolescent to Young Adult Areas of Concentration (Choose one)

AYA Language Arts: 45-47 Semester Hours

_____	WRI 210	Creative Writing	3
or	MED 205	Media Writing	3
_____	LIT 102	Literary Genres	3
_____	LIT 205	Literature of the Ancient World	3
or	LIT 206	Literature of the Modern World	3
_____	MED 156	Media and Culture	3
_____	MED 369A	Self-Designed Media Practicum	1-3
_____	LIT 221	British Literature to 1798	3
_____	LIT 222	British Literature 1798 to Present	3
_____	LIT 231	American Literature to 1860	3
or	LIT 232	American Literature from 1860 to Present	3
_____	LIT 291	Introduction to Literary Theory	3
_____	LIT 306	African American Literature	3
or	LIT 307	Studies in Literature by Women	3
_____	LIT 346	Shakespeare	3
_____	ENG 490	Senior Capstone in English	2
_____	EDU 218	Adolescent Literature	3
_____	EDU 366	English Literacy and Methods in AYA	3

Semester Hours = 36-38

Allied Courses (Choose 3 courses):

_____	COM 100	Public Speaking and Engagement	3
_____	COM 209	Visual Communication	3
_____	MED 312	Journalism	3
_____	MED 325	Popular Culture Criticism	3
_____	THR 108	Introduction to Acting	3
_____	THR 306	Advanced Acting	3

Semester Hours = 9

AYA Social Studies: 54 Semester Hours (revisions coming in 2021)

_____	HIS	105	World Civilizations I	3
_____	HIS	106	World Civilizations II	3
_____	HIS	107	American History to 1865	3
_____	HIS	108	American History Since 1865	3
_____	HIS	384	Twentieth Century America	3
_____	HIS	385	African-American History	3
_____	HIS	311	The Greco-Roman World	3
or	HIS	321	Medieval Europe	3
or	HIS	322	Renaissance and Reformation	3
_____	HIS	332	Politics and History of the Middle East	3
or	HIS	333	Politics and History of Asia	3
or	HIS	335	History of Africa	3
_____	HIS	325	Modern Europe	3
or	HIS	357	History of England	3
_____	HIS	386	Women in America	3
or	PSY	309	Psych of Women & Gender Development	3
_____	ECO	251	Principles of Microeconomics	3
_____	ECO	252	Principles of Macroeconomics	3
_____	REL	204	Religions of the World	3
_____	EDU	376	Social Studies Literacy & Methods in AYA	3
_____	NDI	310	Integrated Social Studies	3
_____	ANT	200	Cultural Anthropology	3
_____	POL	221	Global Politics	3
_____	POL	227	American National Government	3
or	POL	333	Constitutional Law: Power and Structure	3

Semester Hours = 54**AYA Mathematics: 44 Semester Hours (revisions coming in 2021)**

_____	EDU	386	Mathematical Literacy and Methods in AYA	3
_____	MTH	222	Calculus I	3
_____	MTH	223	Calculus II	3
_____	MTH	302	Ordinary Differential Equations	3
_____	MTH	303	Linear Algebra	3
_____	MTH	305	College Geometry I	3
_____	MTH	307	Calculus III	3
_____	MTH	308	Calculus IV	3
_____	MTH	310	Introduction to Numerical Analysis	3
_____	MTH	312	Introduction to Mathematical Statistics	3
_____	MTH	401	Abstract Algebra	3

Semester Hours = 33**Allied Courses: (All are required)**

_____	PHY	101	General Physics	4
_____	CPS	150	Fundamentals of Computer Science	4
_____	CPS	201	Computational Problem Solving	3

Semester Hours = 11

AYA Life Sciences (Biology): 58 Semester Hours

_____	EDU 396	Scientific Literacy and Methods in AYA	3
_____	BIO 123/123L	Biology I/Lab	3+1 = 4
_____	BIO 124	Biology II	4
_____	BIO 223	Genetics	4
_____	BIO 224	Cell and Molecular Biology	4
_____	BIO 311	Biology Seminar	1
_____	BIO 312	Evolution	3
_____	BIO 363	Human Anatomy & Physiology I	4
Semester Hours = 27			

Choose SIX additional hours from:

_____	BIO 318	Human Medical Genetics	3
_____	BIO 325	Microbiology	4
_____	BIO 390 and 391	Independent Research	1-3
_____	BIO 425 and 426	Special Topics in Biology	1-3
_____	ENS 101	Introduction to Environmental Science	3
Semester Hours = 6			

Allied Courses: (All are required)

_____	CHM 111	General Chemistry I	4
_____	CHM 112	General Chemistry II	4
_____	PHY 101	General Physics	4
_____	PHY 102	General Physics	4
_____	MTH 119	Statistics I	3
_____	MTH	Elective	3
_____	GEO 101	Physical Geology	3
or	GEO 201	Environmental Geology	3
Semester Hours = 25			

AYA Integrated Science Option I (Bio/Chem/Earth Sci/Phys): 60 Semester Hours

_____	EDU 396	Scientific Literacy and Methods in AYA	3
_____	BIO 123/123L	Biology I/Lab	3+1 = 4
_____	BIO 124	Biology II	4
_____	BIO 223	Genetics	4
_____	BIO 224	Cell and Molecular Biology	4
_____	BIO 363	Human Anatomy & Physiology I	4
_____	CHM 111	General Chemistry I	4
_____	CHM 112	General Chemistry II	4
_____	CHM 201	Organic Chemistry I	4
_____	CHM 202	Organic Chemistry II	4
or	CHM 210	Quantitative Analysis	4
_____	GEO 101/101L	Physical Geology/Lab	3+1 = 4
_____	GEO 201	Environmental Geology	3

AYA Integrated Science Option I (continued)

_____	PHY 101	General Physics	4
_____	PHY 102	General Physics	4
_____	PHY 172	Introduction to Astronomy	3

_____	PHY	Elective (<i>excluding PHY 104</i>)	3
	Semester Hours = 60		

AYA Integrated Science Option II: 38 Semester Hours + one of the teaching areas (1 or 2).

_____	EDU 396	Scientific Literacy and Methods in AYA	3
_____	BIO 123/123L	Biology I/Lab	3+1 = 4
_____	BIO 124	Biology II	4
_____	BIO 223	Genetics	4
_____	BIO 224	Cell and Molecular Biology	4
_____	GEO 101	Physical Geology	3
_____	PHY 101	General Physics	4
_____	PHY 102	General Physics	4
_____	CHM 111	General Chemistry I	4
_____	CHM 112	General Chemistry II	4
	Semester Hours = 38		

Teaching Area 1: (Bio/Chem)

_____	CHM 201	Organic Chemistry I	4
_____	CHM 202	Organic Chemistry II	4
_____	CHM 210	Quantitative Analysis	4
_____	CHM 307	Physical Chem: Thermodynamics/Kinetics	3
	Semester Hours = 15		

Teaching Area 2: (Bio/Earth Sci)

_____	GEO 201	Environmental Geology	3
_____	GEO 305	Regional Field Geology	1-2
_____	WSS 305	Wetlands	3
_____	PHY 172	Introduction to Astronomy	3
	Semester Hours = 10-11		

Multi-Age Music Education Track: 31 Semester Hours (plus Music major course lists)

The Multi-Age Education track is to prepare Music teachers for Pre-K through grade 12. Music Education candidates are Bachelor of Music majors and licensure candidates, not Education majors. Refer to the Music section to see major course requirements.

_____	MUS 110	Intro to Teaching Music & Related Careers	2
_____	MUS 115	Teaching and Performing with Technology	1
_____	EIS 200	Human Growth & Development	3
_____	EDU 220	Principles of Teaching	3
_____	EDU 350	Reading in Content Area	3
_____	EDU 416	Student Teaching Seminar	3
_____	EDU 430	Student Teaching	10
_____	EIS 272	Introduction to Special Education	3
_____	EIS 281	Assessment & Grading Equity	3

Intervention Specialist Track: (ISP) 20 Semester Hours (added to PEL, MCE, or AYA)

The goal of the Intervention Specialist program is to enable teacher candidates seeking primary, middle childhood, or adolescent/young adult teaching licensure to obtain an additional license to work with children with mild/moderate disabilities. This program is a dual license, not stand alone license.

_____	EIS	273	Building Positive Class Support Systems	3
_____	EIS	279	Prescrip Assess/Diag Intensive Instruction	3
_____	EIS	350	Curriculum/Instructional Methods	3
_____	EIS	471	Commun, Coordin, Collab in Special Ed	3
_____	EIS	473	Supporting Improved Outcomes	3
_____	EDU	429	Student Teaching in Special Education	5

Major Academic Plans

Planning Your Academic Program

Students planning to earn a Ohio teaching license through Heidelberg University must plan their academic programs carefully so that graduation and licensure requirements will be completed in a timely manner. Please keep the following information in mind as you work with your advisor to develop your four-year plan.

- 1) You must satisfy three sets of requirements for teacher licensure:
 - a) Satisfy all university general education requirements including some special requirements for teacher education students.
 - b) Complete the professional education core courses and content courses required of the licensure tracks.
 - c) Complete the professional education state-mandated test requirements outlined in the Admission and Retention Policies section in this handbook.
- 2) Speak with an advisor who will work with you to insure that you meet all requirements to qualify for licensure and graduation. Be sure to check the *Undergraduate 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) 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

Gateway 2

Admission to Student Teaching

Admission to Student Teaching

Student teaching is the culminating field experience of the Educator Preparation Program and is completed during the spring semester of senior year. While academic planning should be a priority throughout the program, the semester prior to student teaching is the final checkpoint to be sure all degree and program requirements have been met thus far.

Requirements that need to be confirmed as completed include:

1. Minimum cumulative GPA of **2.85**
2. No more than two (2) Concerns Forms (HEI Alerts)
3. General education coursework fulfilled
4. Education coursework fulfilled
5. All required Ohio Assessments for Educators have been passed (APK, Reading, Content)
6. Current FBI and BCI fingerprint backgrounds

EPP candidates will turn in an Application for Student Teaching to the Education Department Administrative Assistant no later than April 1 of the junior year. Applications are processed and given to the Director of Field Placements who will hold individual sessions with each student teacher candidate to review information before securing or confirming student teaching placements. *(See Appendix B)*

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. Candidates should discuss a preferred method of communication with their mentor teachers. For many mentor teachers, e-mails are not an efficient method of communication; you may need to 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:
 - Abide by the policies and procedures of both the District and the University
 - Secure appropriate permissions for experience assessment requirements such as the edTPA
 - Secure and pass appropriate state and federal background checks
 - Follow District curriculum and instruction goals and objectives
 - Collaborate with mentor teacher to complete specific experience requirements
 - Communicate and collaborate with other teachers, administrators, and school personnel to meet the needs of students
 - Demonstrate appropriate personal and professional dispositions
 - Create and maintain positive relationships with students and their families
 - Facilitate a positive classroom environment
 - Improve instructional practices based on self-reflection of performance, student achievement data, and mentor teacher and University supervisor evaluations
 - Collaborate with mentor teacher and University supervisor on final evaluation of student teaching

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. 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 and remain on the premises until the contractual dismissal time. 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. If an emergency occurs that necessitates leaving the school site, the student teacher must notify the principal, the mentor teacher and the university supervisor (if possible) before leaving.
2. 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.
3. 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.
4. 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. Student teachers will report to their placement beginning on the Monday of the first full week of the semester.
2. Candidates are expected to teach 1/3 of their mentor teacher’s load by the end of the second week, 2/3 of the load by the third week, and the full-load by the end of the fourth week.
3. The candidate should have at least 12 weeks 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

EDU 416: Student Teaching Seminar meets from 4:00-6:00 pm on Tuesdays throughout the entire semester of student teaching. Completion of additional asynchronous online work will be required. These modules cover topics mandated for teacher licensure by the State of Ohio.

edTPA Teacher Performance Assessment

edTPA is a performance-based, subject-specific assessment and support system used across the United States to emphasize, measure and support the skills and knowledge that all teachers need in a teaching career. The assessment is submitted to Pearson electronically and scored by a trained/calibrated assessor.

In completing edTPA, candidates provide evidence that they are effective in teaching in their licensure area. Evidence includes anonymous samples of student work, student tests or other assessments, and one to two videos 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 diverse learning needs
- teaching the lessons to the K-12 students in school classrooms
- planning and giving student assessments or tests based on the lessons
- reflecting on their own instruction

Successful Completion of Student Teaching

A grade of C or higher is required for successful completion of Student Teaching and Student Teaching Seminar courses.

Gateway 3

Program Completion and Licensure

Program Completion

The completion of the Heidelberg University Educator Preparation Program is based on successful completion of university degree requirements and educator preparation requirements. Upon successful completion of the program, the graduate will possess a liberal arts bachelor degree and be eligible to apply for an Ohio initial four-year resident educator license.

Requirements for Completion of Program and Licensure

1. Cumulative GPA of 2.85 or higher
2. GPA in major of 2.85 or higher
3. All courses in the education major and licensure concentration are passed with a C- or higher
4. Passage of all OAE assessments required for the licensure
5. Completion of all requirements for the program
6. Completion of student teaching experience and seminar
7. edTPA score of 38 or higher
8. Current FBI and BCI fingerprint backgrounds
9. Completing the Initial Ohio License Application Form on the ODE website

Applying for a License

Once the program requirements have been met, all testing has been successfully completed, and a degree is granted, program completers may apply for a four-year resident educator license through the Ohio Department of Education.

Gateway 4

**Program Completer
Employer Survey**

Completer Follow-up

The Heidelberg University School of Education is committed to nurturing its completers throughout their careers as educators. We encourage completers to remain in contact with the School and offer several options for continued collaboration with the program. Completers are welcome to serve on the HECAP advisory board, return to campus to present at the annual Education Summit, and after three years in teaching, partner as a mentor teacher.

Post-Graduate Contact Information

CAEP requires all Educator Preparation Programs to continue to collect data from our program completers in their first few years after graduating. EPP completers are asked to remain in contact with the School of Education by providing up-to-date contact information to the EPP Director or Administrative Assistant. Updates can be emailed or submit a response in the [I GOT A JOB](#) Google form. Please fill this form out as soon as your post-graduate path is determined - whether you get a teaching job, decide to substitute, go to grad school, or decide an alternative route! Tell us about your plan - we love knowing where you are and what you're doing! Return this form to update us on your path should circumstances or jobs change.

First Year Employer Surveys

The Ohio Department of Higher Education sends surveys to employers of EPP completers each year. However, these surveys are only sent to public school districts in Ohio. In order to collect more complete data, the Heidelberg EPP sends the ODHE survey to all employers of first-year graduates with teaching positions. Therefore, it is most important that all program completers provide post-graduate information.

Second Year Program Completer Surveys

The Heidelberg EPP emails a survey to second-year graduates as an evaluation of the program. This survey is identical to the survey completed at the end of student teaching. This survey is important data to the EPP as well as to the State of Ohio. Having student teachers as well as second-year residents complete this survey will show our program's strengths as well as areas that could use improvement.

Appendix A: Acknowledgement of Receipt of EPP Handbook



Educator Preparation Program Handbook

Acknowledgment of Receipt

The Teacher Candidate Handbook is provided for your use as an Education major seeking an Ohio Four-year Resident Educator teaching license. The information within this handbook provides guidelines, requirements for licensure, and valuable information you will use during your academic experience at Heidelberg University.

Changes in the information in the handbook deemed necessary will be made without notice, but you will receive a copy of any changes in requirements and/or procedures.

Please complete and return to the instructor or Education Department office.

I, _____ acknowledge receipt of the

(PRINT student name)

Educator Preparation Program Handbook for Teacher Candidates.

(Revision year)

(Student Signature)

(Date)

Witness *(Instructor presenting handbook / Ed Dept Office)*

**THIS PAGE LEFT BLANK TO ALLOW
ACKNOWLEDGEMENT OF RECEIPT OF EPP HANDBOOK
TO BE REMOVED.**

Appendix B: Application for Student Teaching

Application for Student Teaching

Name: _____ Date: _____

Licensure: _____ Phone: _____

OAE Scores: APK _____ Foundations of Reading: _____ (ECE, MCE, ISP)

Content _____ Other _____

Past Field Placements:

Placement	School	Mentor Teacher	Grade	Subject
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Student Teaching preferences or special circumstances

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APPLICATION FOR STUDENT TEACHING
TO BE REMOVED.**

Appendix C: Encore Field Experience Contract

Encore Field Experience Contract

Part A: Statement of Commitment

This is a contract between _____ (teacher candidate) and the Heidelberg University Education Preparation Program (EPP) during Term _____ . By signing this contract, the teacher candidate agrees to spend a minimum of 25 classroom hours with a mentor teacher for the purpose of improving the teacher candidate's teaching skills. The EPP agrees to:

1. communicate expectations for the experience to the teacher candidate and the mentor teacher
2. assign a faculty representative to observe and support the teacher candidate in the field at least once during the semester

Part B: Encore Field Details

I. OBJECTIVE:

- Candidates will demonstrate growth in teaching, assessment, and reflection practices as recommended in the previous semester's Field Experience Reflection form from the last field experience and the consensus Pre-CPAST.

II. PROCEDURES:

- Review goals from the teacher candidate's Field Experience Reflection form from the last field experience and the consensus Pre-CPAST. Discuss with mentor teacher and faculty supervisor. Create an action plan for achieving goals.
- Collaborate with mentor teacher on the creation of lesson plans, focusing on content delivery and the craft of teaching.
- Participate in all scheduled meetings with your mentor teacher and university supervisor.

III. EVALUATION:

- Weekly reflection journal describing field experience and reflecting on practice.
- Video recordings of lessons: once at beginning of term and once at the end.
- Participate in at least one observation/evaluation by your university supervisor.
- Exit interview conference scheduled upon completion of field experience.

Part C: Signatures

Teacher Candidate: _____ Date: _____

Mentor Teacher: _____ Date: _____

Faculty Supervisor: _____ Date: _____

Department Chair: _____ Date: _____

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ENCORE FIELD EXPERIENCE CONTRACT
TO BE REMOVED.**

Appendix D: Four-Year Plan Worksheet

Name: _____

Degree: _____

Year 1: Fall		Year 1: Spring	
Course	Hrs	Course	Hrs
TOTAL		TOTAL	
Year 2: Fall		Year 2: Spring	
Course	Hrs	Course	Hrs
TOTAL		TOTAL	
Year 3: Fall		Year 3: Spring	
Course	Hrs	Course	Hrs
TOTAL		TOTAL	
Year 4: Fall		Year 4: Spring	
Course	Hrs	Course	Hrs
TOTAL		TOTAL	

Appendix E: OAE Assessments

Ohio Assessments for Educators

Web address: www.oh.nesinc.com

Passing Score: 220

License	OAE: APK Tests Assessment of Professional Knowledge	OAE: Content Tests
Primary Education (PK– Grade 5)		
Primary Education (Pk-5)	001 APK <i>*Take after EDU 220 & EDU 225</i>	012 Early Childhood Education <i>*Take after Spring Jr yr</i> 090 Foundations of Reading <i>*Take after EDU 230, 350, 414, EIS 285</i>
Middle Childhood (Grades 4–9)		
Language Arts and Reading (4-9)	002 APK <i>*Take after EDU 220 & EDU 226</i>	028 Middle Grades English Language Arts <i>*Take after Spring Jr yr</i> 090 Foundations of Reading <i>*Take after EDU 230, 350, 414, EIS 285</i>
Science (4–9)		029 Middle Grades Science <i>*Take after Spring Jr yr</i> 090 Foundations of Reading <i>*Take after EDU 230, 350, 414, EIS 285</i>
Mathematics (4-9)		030 Middle Grades Mathematics <i>*Take after Spring Jr yr</i> 090 Foundations of Reading <i>*Take after EDU 230, 350, 414, EIS 285</i>
Social Studies (4-9)		031 Middle Grades Social Studies <i>*Take after Spring Jr yr</i> 090 Foundations of Reading <i>*Take after EDU 230, 350, 414, EIS 285</i>
Middle Childhood Generalist: All four concentrations (4-6)		018/019 Elementary Education Subtests I & II or Content tests of the two concentrations not included on license
Adolescence to Young Adult (Grades 7–12)		
Integrated Language Arts	003 APK <i>*Take after EDU 220 & EDU 226</i>	020 English Language Arts <i>*Take after Spring Jr yr</i>
Integrated Science		024 Integrated Science <i>*Take after Spring Jr yr</i>
Integrated Social Studies		025 Integrated Social Studies <i>*Take after Spring Jr yr</i>
Integrated Mathematics		027 Mathematics <i>*Take after Spring Jr yr</i>
Life Science (Biology)		007 Biology <i>*Take after Spring Jr yr</i>
Multi-Age (PK– Grade 12)		
Music	004 APK <i>*Take after EDU 220 & EDU 229</i>	032 Music <i>*Take after Spring Jr yr</i>
Intervention Specialist (Dual license added to Primary, Middle, or Adolescent/Young Adult)		
Mild/Moderate Needs (K-12)	Take 001, 002, or 003 to match first license	043 Special Education <i>*Take after EIS 350/361/379</i> 090 Foundations of Reading <i>*Take after EDU 230, 350, 414, EIS 285</i>