



School of Education

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# **Educator Preparation Program Handbook**

**2021-2022 Edition**

Revised July 2021



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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*

# Heidelberg University School of Education Directory

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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](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](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, two disciplines (MTH, ELA, SS, SCI) |
| 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, four disciplines (MTH, ELA, SS, SCI) |

Candidates who choose add-on licensures may

- add Intervention Specialist to Primary, Middle Childhood, or Adolescent/Young Adult licenses (this is a dual license, not a stand-alone program)
- 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.

- A cumulative grade point average of 2.85 or higher
- 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<sup>®</sup> and CPAST<sup>®</sup> 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<sup>®</sup> and CPAST<sup>®</sup>.

## **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 Hours |
|----------|---|---------------------------------|-------------|
| Year 1   | EDU 110 - Introduction to Education   | ALL                             | 10 Hrs      |
| Year 2   | EDU 225 - Introduction to Primary Education (taken with EDU 220)<br>EDU 226 - Introduction to MCE and AYA Education (taken with EDU 220)  | Primary<br>Middle<br>AYA        | 20 Hrs      |
| Year 2/3 | Introduction to Special Education<br>EIS 273 - Building Positive Classroom Support Systems  | ISP                             | 20 Hrs      |
| Year 2/3 | Reading Experience<br>EIS 285 Phonics/Word Identification   | Primary<br>Middle<br>ISP<br>ALA | 30 Hrs      |
| Year 3/4 | EDU 414 - Diagnosis of Reading Difficulties   | Primary<br>Middle               | 10 Hrs      |
| Year 3   | Content Methods<br>EDU 350 Reading in Content Area (ALL concentrations)<br>EDU 322 Mathematical Literacy and Methods in Primary Education<br>EDU 323 Science Experiences in Primary Education<br>EDU 360 - MCE LA      EDU 366 – AYA LA<br>EDU 373 – MCE SS      EDU 376 – AYA SS<br>EDU 380 – MCE Math    EDU 386 – AYA Math<br>EDU 390 – MCE Sci      EDU 396 – AYA Sci | All<br>Primary<br>Middle<br>AYA | 50 Hrs      |
| Year 4   | Special Education Methods<br>EIS 350 Curr w/ Disabilities<br>EIS 379 Assess & Diag  | ISP                             | 50 Hrs      |
| Year 4   | Advanced Methods<br>EDU 345 - Research Methods in Primary Education<br>EDU 346 - Research Methods in MCE and AYA Education  | Primary<br>Middle<br>AYA        | 50 Hrs      |
| Year 4   | Student Teaching<br>EDU 416 Seminar in Student Teaching<br>EDU 426, 7, 8, 9, 30 Student Teaching  | All                             | 12 Weeks    |

## 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
8. Register to take the OAE: APK assessment during the summer between your 2nd and 3rd year. **Attach the registration confirmation to your application form.**

# 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: 43 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, 430 | 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  |
| _____ | PSY 101            | General Psychology                | 3  |

**Semester Hours = 43**

### **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) 49 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      | Develop. of Number & Operation Sense     | 3     |
| _____     | MTH 118      | Algebraic Thinking in K-12 Education     | 3     |
| _____     | NDI 255      | Art in Primary Ed                        | 3     |
| _____     | THR 108      | Introduction to Acting                   | 3     |
| _____     | BIO 110/110L | Contemp Bio Problems / Lab               | 3+1=4 |
| <b>or</b> | ENS 101/101L | Intro to Enviro Sci/Lab                  | 3+1=4 |
| _____     | GEO 101/101L | Physical Geology/Lab                     | 3+1=4 |

**Semester Hours = 49**

### **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 |
|       |         | <b>Semester Hours = 15</b>           |   |

### **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   |
| <b>or</b> | MED 205  | Media Writing                            | 3   |
| _____     | LIT 231  | American Literature to 1860              | 3   |
| <b>or</b> | 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   |
|           |          | <b>Semester Hours = 19-21</b>            |     |

#### **MCE Social Studies: 23 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 |
|       |         | <b>Semester Hours = 23</b>               |   |



*Middle Childhood Areas of Concentration (continued)*

**MCE Mathematics: 27-28 Semester Hours**

|           |         |  |   |
|-----------|---------|--|---|
| _____     | EDU 380 | Mathematical Literacy & Methods in MCE | 3 |
| _____     | CPS 150 | Fundamentals of Computer Science       | 4 |
| <b>or</b> | CPS 201 | Computational Problem Solving          | 3 |
| _____     | MTH 117 | Develop. of Number & Operation Sense   | 3 |
| _____     | MTH 118 | Algebraic Thinking in K-12 Education   | 3 |
| _____     | MTH 119 | Statistics I                           | 3 |
| _____     | MTH 121 | Elementary Functions                   | 3 |
| _____     | MTH 203 | Secrets of Sacred Geometry             | 3 |
| _____     | MTH 222 | Calculus I                             | 3 |

**Semester Hours = 27-28**

**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             | 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 | Develop. of Number & Operation Sense | 3 |
| _____ | MTH 118 | Algebraic Thinking in K-12 Education | 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   |
| <b>or</b> | MED 205  | Media Writing                            | 3   |
| _____     | LIT 102  | Literary Genres                          | 3   |
| _____     | LIT 205  | Literature of the Ancient World          | 3   |
| <b>or</b> | 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   |
| <b>or</b> | LIT 222  | British Literature 1798 to Present       | 3   |
| _____     | LIT 231  | American Literature to 1860              | 3   |
| <b>or</b> | LIT 232  | American Literature from 1860 to Present | 3   |
| _____     | LIT 291  | Introduction to Literary Theory          | 3   |
| _____     | LIT 306  | African American Literature              | 3   |
| <b>or</b> | 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: 51 Semester Hours**

|           |     |     |                              |   |
|-----------|-----|-----|------------------------------|---|
| _____     | EDU | 376 | Soc Studies Lit/Meth-AYA     | 3 |
| _____     | HIS | 105 | World Civilizations I        | 3 |
| _____     | HIS | 106 | World Civilizations II       | 3 |
| _____     | HIS | 107 | Amer History to 1865         | 3 |
| _____     | HIS | 108 | Amer History Since 1865      | 3 |
| _____     | HIS | 384 | Twentieth Century America    | 3 |
| _____     | HIS | 385 | African-American History     | 3 |
| _____     | HIS | 386 | Women in America             | 3 |
| _____     | HIS | 311 | The Greco-Roman World        | 3 |
| <b>or</b> | HIS | 321 | Medieval Europe              | 3 |
| <b>or</b> | HIS | 322 | Renaissance & Reformation    | 3 |
| _____     | HIS | 332 | Politics/History-Middle East | 3 |
| <b>or</b> | HIS | 333 | Politics and History of Asia | 3 |
| <b>or</b> | HIS | 335 | History of Africa            | 3 |
| _____     | HIS | 325 | Modern Europe                | 3 |
| <b>or</b> | HIS | 357 | History of England           | 3 |
| _____     | ECO | 102 | Principles of Economics      | 3 |
| _____     | REL | 204 | Religions of the World       | 3 |
| _____     | ANT | 200 | Cultural Anthropology        | 3 |
| _____     | POL | 221 | Global Politics              | 3 |
| _____     | POL | 227 | Amer Natl Government         | 3 |
| _____     | NDI | 121 | Geography/Human App          | 3 |

**Semester Hours = 51****AYA Mathematics: 33-34 Semester Hours**

|           |     |     |  |   |
|-----------|-----|-----|--|---|
| _____     | EDU | 386 | Mathematical Literacy and Methods in AYA | 3 |
| _____     | MTH | 118 | Mathematics for Elementary Education II  | 3 |
| _____     | MTH | 119 | Statistics I                             | 3 |
| _____     | MTH | 121 | Elementary Functions                     | 3 |
| _____     | MTH | 203 | Secrets of Sacred Geometry               | 3 |
| _____     | MTH | 222 | Calculus I                               | 3 |
| _____     | MTH | 223 | Calculus II                              | 3 |
| _____     | MTH | 303 | Linear Algebra                           | 3 |
| _____     | MTH | 305 | College Geometry I                       | 3 |
| _____     | MTH | 312 | Introduction to Mathematical Statistics  | 3 |
| _____     | CPS | 150 | Fundamentals of Computer Science         | 4 |
| <b>or</b> | CPS | 201 | Computational Problem Solving            | 3 |

**Semester Hours = 33-34**

**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****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 |
| <b>or</b> | GEO 201 | Environmental Geology | 3 |

**Semester Hours = 25****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****AYA Integrated Science (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       |
| <b>or</b> | CHM 210      | Quantitative Analysis                 | 4       |
| _____     | GEO 101/101L | Physical Geology/Lab                  | 3+1 = 4 |
| _____     | GEO 201      | Environmental Geology                 | 3       |
| _____     | 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**

**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 ensure 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 *prior to the student teaching semester* 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 and I agree to comply with the requirements and codes of conduct that are outlined in the handbook. I will keep this handbook available for future reference while completing the Heidelberg Educator Preparation Program.

\_\_\_\_\_  
*(Student Signature)*

\_\_\_\_\_  
*(Revision year)*

\_\_\_\_\_  
*(Date)*

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

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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 E: OAE Assessments

# Ohio Assessments for Educators

Web address: [www.oh.nesinc.com](http://www.oh.nesinc.com)

Passing Score: 220

| License   | OAE: APK Tests<br>Assessment of Professional Knowledge  | OAE: Content Tests  |
|---|---|---|
| <b>Primary Education (PK– Grade 5)</b>  |   |   |
| Primary Education (Pk-5)  | <b>001 APK</b><br><i>*Take after EDU 110, 220, 225, EIS 200</i><br><i>Summer between So &amp; Jr year</i> | <b>018/019</b> Elementary Education (Subtests I & II)<br><i>*Take summer between Jr &amp; Sr year</i><br><b>090</b> Foundations of Reading<br><i>*Take after EDU 230, 350, 414, EIS 285</i> |
| <b>Middle Childhood (Grades 4–9)</b>  |   |   |
| Language Arts and Reading (4-9)   | <b>002 APK</b><br><i>*Take after EDU 110, 220, 226, EIS 200</i><br><i>Summer between So &amp; Jr year</i> | <b>028</b> Middle Grades English Language Arts<br><i>*Take summer between Jr &amp; Sr year</i><br><b>090</b> Foundations of Reading<br><i>*Take after EDU 230, 350, 414, EIS 285</i>        |
| Science (4–9)   |   | <b>029</b> Middle Grades Science<br><i>*Take summer between Jr &amp; Sr year</i><br><b>090</b> Foundations of Reading<br><i>*Take after EDU 230, 350, 414, EIS 285</i>                      |
| Mathematics (4-9)   |   | <b>030</b> Middle Grades Mathematics<br><i>*Take summer between Jr &amp; Sr year</i><br><b>090</b> Foundations of Reading<br><i>*Take after EDU 230, 350, 414, EIS 285</i>                  |
| Social Studies (4-9)  |   | <b>031</b> Middle Grades Social Studies<br><i>*Take summer between Jr &amp; Sr year</i><br><b>090</b> Foundations of Reading<br><i>*Take after EDU 230, 350, 414, EIS 285</i>               |
| Middle Childhood Generalist:<br>All four concentrations (4-6)                                     |   | <b>018/019</b> Elementary Education Subtests I & II <b>or</b><br>Content tests of the two concentrations not included on license  |
| <b>Adolescence to Young Adult (Grades 7–12)</b>   |   |   |
| Integrated Language Arts  | <b>003 APK</b><br><i>*Take after EDU 110, 220, 226, EIS 200</i><br><i>Summer between So &amp; Jr year</i> | <b>020</b> English Language Arts<br><i>*Take summer between Jr &amp; Sr year</i>  |
| Integrated Science  |   | <b>024</b> Integrated Science<br><i>*Take summer between Jr &amp; Sr year</i>   |
| Integrated Social Studies   |   | <b>025</b> Integrated Social Studies<br><i>*Take summer between Jr &amp; Sr year</i>  |
| Integrated Mathematics  |   | <b>027</b> Mathematics<br><i>*Take summer between Jr &amp; Sr year</i>  |
| Life Science (Biology)  |   | <b>007</b> Biology<br><i>*Take summer between Jr &amp; Sr year</i>  |
| <b>Multi-Age (PK– Grade 12)</b>   |   |   |
| Music   | <b>004 APK</b><br><i>*Take summer between So &amp; Jr year</i>  | <b>032</b> Music<br><i>*Take summer between Jr &amp; Sr year</i>  |
| <b>Intervention Specialist (Dual license added to Primary, Middle, or Adolescent/Young Adult)</b> |   |   |
| Mild/Moderate Needs (K-12)  | Take 001, 002, or 003 to match first license  | <b>043</b> Special Education<br><i>*Take after last ISP course</i><br><b>090</b> Foundations of Reading<br><i>*Take after EDU 230, 350, 414, EIS 285</i>                                    |







