



School of Education

Educator Preparation Program Handbook

2025-2026 Edition

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Gateway 1

Educator Preparation Program Introduction

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.

Mission Statement

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

Vision Statement

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

Conceptual Framework

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*

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://learning.ccsso.org/intasc-model-core-teaching-standards-and-learning-progressions-for-teachers>

Ohio Standards for the Teaching Profession

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

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

- 3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.**
 - Teachers are knowledgeable about assessment types, their purposes and the data they generate.
 - Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
 - Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
 - Teachers collaborate and communicate student progress with students, parents and colleagues.
 - Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

- 4. Teachers plan and deliver effective instruction that advances the learning of each individual student.**
 - Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
 - Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
 - Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
 - Teachers apply knowledge of how students think and learn to instructional design and delivery.
 - Teachers differentiate instruction to support the learning needs of all students, including

students identified as gifted, students with disabilities and at-risk students.

- Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- Teachers use resources effectively, including technology, to enhance student learning.

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

- Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- Teachers create an environment that is physically and emotionally safe.
- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students.

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

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

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

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

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Educator Licensure Programs at Heidelberg University

The Heidelberg University Educator Preparation Program offers educator preparation programs that lead to Ohio 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
 - a. Language Arts & Reading
 - b. Mathematics
 - c. Social Studies
 - d. Science
3. **Adolescent to Young Adult** Grades 7 - 12, **one** discipline
 - a. Integrated Language Arts
 - b. Integrated Mathematics
 - c. Integrated Social Studies
 - d. Integrated Science
 - e. Life Science (Biology)
4. **Multi-Age** Pre-K - Grade 12
Music Education

Add-on Licenses:

1. **Intervention Specialist** (Mild/Moderate, K-Grade 12) Add to Primary, Middle Childhood, or Adolescent/Young Adult licenses (this is a dual license, not a stand-alone program)
2. **Middle Childhood Generalist Endorsement** (Grades 4-6, **four** disciplines) Add 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)
3. **K-12 Computer Science Endorsement** Add to any license. Consists of four courses that can be added into an undergraduate 4-year plan.

Heidelberg University is an approved licensure program in the state of Ohio and maintains national accreditation through the Council for the Accreditation of Educator Preparation (CAEP). Students completing this program and passing applicable licensure exams will be granted Ohio licenses. Ohio licenses meet requirements for many other state licenses. Consult your state's department of education website for information regarding any other possible licensure requirements. ***The university will approve license applications for graduates who meet current coursework and testing requirements as outlined by both the Ohio Department of Higher Education and the Ohio Department of Education and Workforce.***

Glossary of Terms

The following definitions clarify commonly used terms within the Education Department

Traditional Education Undergraduate Program:

EPP -Educator Preparation Program

Licenses at Heidelberg:

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

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

MCE -Middle Childhood Education (grades 4-9)

MUS -Multi-Age Music Education (grades PK-12)

PEL -Primary Education (PK-5)

Licensure Exams:

OAE -Ohio Assessments for Educators (required Ohio licensure exam series)

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

Field Experiences:

Field Experiences - 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 - capstone field experience of the Educator Preparation Program consisting a period of at least twelve weeks and following the host school's typical day and academic calendar.

Field Experience Roles:

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

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

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

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

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

Major Academic Plans

Teacher candidates 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 to receive your undergraduate degree and resident educator license:
 - a) Satisfy all university general education requirements.
 - b) Complete the professional education core courses and content courses required of the licensure tracks.
 - c) Successfully complete the state-mandated educator licensure exams: the Ohio Assessments for Educators (OAE's).
- 2) Meet regularly with your advisor to ensure that you meet all requirements to qualify for licensure and graduation.

Tips:

- Be diligent and plan ahead. Be aware of courses that are only offered once per year or every other year.
- 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.

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Plan of Study - Primary Education (PK-5)

PEL: Primary Education		
Core Education Courses		
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
EIS 200	Human Growth & Development	3
EIS 272	Educating Learners with Exceptional Needs	3
EIS 281	Assessment & Grading Equity	3
EIS 320	Family Systems/Social Issues	3
EIS 416	Student Teaching Seminar	3
EIS 426	Student Teaching	10
PSY 101	General Psychology	3
PEL (PK-5) Courses		
EDU 217	Children's 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 273^^	Building Positive Classroom Support Systems	3
EIS 285	* Phonics/Word Identification	3
HIS 107	American History to 1865	3
MTH 117	Math for Elementary Ed I	3
MTH 118	Math for Elementary Ed II	3
NDI 255	Art in Primary Ed	3
CHM 103	Fundamentals of Chemistry	4
ENS 101 or GEO 101	Intro to Environmental Science or Physical Geology	3
	Total Hours	89

ISP - Intervention Specialist Add-on		
ISP Courses		
EIS 273^^	Building Positive Classroom Support Systems <i>(^^Included in PEL Core)</i>	3
EIS 348	Commun, Coordin, Collabor in Special Ed	3
EIS 349	Supporting Improved Outcomes	3
EIS 350	Curriculum/Instructional Methods	3
EDU 429	Student Teaching in Special Education <i>(Taken with 5 hr. Student Teaching in PEL)</i>	5

* Ohio Reading Core Course

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Plan of Study - Middle Childhood Education (4-9)

* Ohio Reading Core Course

MCE: English Language Arts/Mathematics		
Core Education Courses		
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
EIS 200	Human Growth & Development	3
EIS 272	Educating Learners with Exceptional Needs	3
EIS 281	Assessment & Grading Equity	3
EIS 320	Family Systems/Social Issues	3
EIS 416	Student Teaching Seminar	3
EIS 428	Student Teaching	10
PSY 101	General Psychology	3
MCE (4-9) Courses		
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
EIS 285	* Phonics/Word Identification	3
EDU 414	* Diagnosis of Reading Difficulties	3

ISP - Intervention Specialist Add-on		
ISP Courses		
EIS 273	Building Positive Classroom Support Systems <i>(Included in PEL Core; MCE and AYA need to add)</i>	3
EIS 348	Commun, Coordin, Collabor in Special Ed	3
EIS 349	Supporting Improved Outcomes	3
EIS 350	Curriculum/Instructional Methods	3
EDU 429	Student Teaching in Special Education <i>(Taken with 5 hr. Student Teaching in MCE)</i>	5

MCE English Language Arts Content Courses		
EDU 360	Lang Arts LiteracyMethods in MCE	3
EDU 217	Children's Literature	3
EDU 218	Adolescent Literature	3
LIT 102	Literary Genres	3
MED 156	Media and Culture	3
MED 369A	Self-Designed Media Practicum	1
LIT 231 or LIT 232	American Lit to 1860 or American Lit from 1860 to Present	3
WRI 210 or MED 205	Creative Writing or Media Writing	3

MCE Mathematics Content Courses		
EDU 380	Mathematical Literacy & Methods in MCE	3
CPS 150 or CPS 201	Fundamentals of Computer Science Computational Problem Solving	3
MTH 117	Development 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

MCE Social Studies Content Courses		
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
POL 227	American National Government	3
NDI 121	Geography through Humanities Approach	3

MCE Science Content Courses		
EDU 390	Science Literacy & Methods in MCE	3
BIO 123, 123L	Biology I, Biology I Lab	4
CHM 111	General Chemistry I	4
ENS 101	Intro to Environmental Science	3
GEO 101	Physical Geology	3
ENS 101L or GEO 101L	Intro to Environ. Science Lab or Physical Geology Lab	1
PHY 100	Introduction to Physical Principles	3
PHY 172	Introduction to Astronomy	3

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* Choose two (2) concentrations below

Heidelberg University School of Education

Plan of Study - Adolescent to Young Adult (7-12) - Biology

AYA: Biology		
Core Education Courses		
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
EIS 200	Human Growth & Development	3
EIS 272	Educating Learners with Exceptional Needs	3
EIS 281	Assessment & Grading Equity	3
EIS 320	Family Systems/Social Issues	3
EIS 416	Student Teaching Seminar	3
EIS 428	Student Teaching	10
PSY 101	General Psychology	3
AYA (7-12) Courses		
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
AYA Biology Content Courses		
EDU 396	Science Literacy & Methods in AYA	3
BIO 123	Biology I	3
BIO 123L	Biology I Lab	1
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
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
Choose 6 add'l hrs:	Human Medical Genetics	6
BIO 318	Microbiology	
BIO 325	Introduction to Environmental	
ENS 101	Science	
	Total hours	104

ISP - Intervention Specialist Add-on		
EIS 285	* Phonics/Word Identification	3
EDU 414	* Diagnosis Reading Difficulties	3
ISP Courses		
EIS 273	Building Positive Classroom Support Systems <i>(Included in PEL Core; MCE and AYA need to add)</i>	3
EIS 348	Commun, Coordin, Collabor in Special Ed	3
EIS 349	Supporting Improved Outcomes	3
EIS 350	Curriculum/Instructional Methods	3
EDU 429	Student Teaching in Special Education <i>(Taken with 5 hr. Student Teaching in AYA)</i>	5

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Plan of Study - Adolescent to Young Adult (7-12) - Integrated Science

AYA: Integrated Science		
Core Education Courses		
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
EIS 200	Human Growth & Development	3
EIS 272	Educating Learners with Exceptional Needs	3
EIS 281	Assessment & Grading Equity	3
EIS 320	Family Systems/Social Issues	3
EIS 416	Student Teaching Seminar	3
EIS 428	Student Teaching	10
PSY 101	General Psychology	3
AYA (7-12) Courses		
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
AYA Science Content Courses		
EDU 396	Science Literacy & Methods in AYA	3
BIO 123	Biology I	3
BIO 123L	Biology I Lab	1
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 or CHM 210	Organic Chemistry II or Quantitative Analysis	4
ENS 101	Intro to Environmental Science	3
GEO 101	Physical Geology	3
GEO 101L	Physical Geology Lab	1
GEO 201	Environmental Geology	3
PHY 101	General Physics	4
PHY 102	General Physics	4
PHY 172	Introduction to Astronomy	3
	Total hours	112

ISP - Intervention Specialist Add-on		
EIS 285	* Phonics/Word Identification	3
EDU 414	* Diagnosis Reading Difficulties	3
ISP Courses		
EIS 273	Building Positive Classroom Support Systems <i>(Included in PEL Core; MCE and AYA need to add)</i>	3
EIS 348	Commun, Coordin, Collabor in Special Ed	3
EIS 349	Supporting Improved Outcomes	3
EIS 350	Curriculum/Instructional Methods	3
EDU 429	Student Teaching in Special Education <i>(Taken with 5 hr. Student Teaching in PEL, MCE, or AYA)</i>	5

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Plan of Study - Adolescent to Young Adult (7-12) - Integrated English Language Arts

AYA: Integrated English Language Arts		
Core Education Courses		
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
EIS 200	Human Growth & Development	3
EIS 272	Educating Learners with Exceptional Needs	3
EIS 281	Assessment & Grading Equity	3
EIS 320	Family Systems/Social Issues	3
EIS 416	Student Teaching Seminar	3
EIS 428	Student Teaching	10
PSY 101	General Psychology	3
AYA (7-12) Courses		
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
AYA ELA Content Courses		
EDU 366	English Literacy & Methods in AYA	3
EDU 218	Adolescent Literature	3
EIS 285	* Phonics/Word Identification	3
ENG 490	Senior Capstone in English	2
WRI 210 or MED 205	Creative Writing or Media Writing	3
LIT 102	Literary Genres	3
LIT 205 or LIT 206	Literature of the Ancient World or Literature of the Modern World	3
LIT 221 or LIT 222	British Literature to 1798 or British Literature 1798 to Present	3
LIT 231 or LIT 232	American Literature to 1860 or American Literature 1860 to Present	3
LIT 291	Introduction to Literary Theory	3
LIT 346	Shakespeare	3
MED 156	Media and Culture	3
MED 369A	Self-Designed Media Practicum	1
Choose one: EDU 217 LIT 306 LIT 307 LIT 310 LIT 360 POL 377	Children's Literature African American Literature Studies in Literature by Women Studies in LGBTQ+ Literature Studies in World Literature Global Issues II Human Rights/Social Justice	3
Total hours		91

ISP - Intervention Specialist Add-on		
EDU 414	* Diagnosis Reading Difficulties	3
ISP Courses		
EIS 273	Building Positive Classroom Support Systems <i>(Included in PEL Core; MCE and AYA need to add)</i>	3
EIS 348	Commun, Coordin, Collabor in Special Ed	3
EIS 349	Supporting Improved Outcomes	3
EIS 350	Curriculum/Instructional Methods	3
EDU 429	Student Teaching in Special Education <i>(Taken with 5 hr. Student Teaching in AYA)</i>	5

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Plan of Study - Adolescent to Young Adult (7-12) - Integrated Mathematics

AYA: Integrated Mathematics		
Core Education Courses		
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
EIS 200	Human Growth & Development	3
EIS 272	Educating Learners with Exceptional Needs	3
EIS 281	Assessment & Grading Equity	3
EIS 320	Family Systems/Social Issues	3
EIS 416	Student Teaching Seminar	3
EIS 428	Student Teaching	10
PSY 101	General Psychology	3
AYA (7-12) Courses		
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
AYA Mathematics Content Courses		
EDU 386	Mathematical Literacy & Methods in AYA	3
CPS 150	Fundamentals of Computer Science	4
CPS 201	Computational Problem Solving	3
CPS 220	Discrete Computational Structures	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
MTH 223	Calculus II	3
	Total hours	83

ISP - Intervention Specialist Add-on		
EIS 285	* Phonics/Word Identification	3
EDU 414	* Diagnosis Reading Difficulties	3
ISP Courses		
EIS 273	Building Positive Classroom Support Systems <i>(Included in PEL Core; MCE and AYA need to add)</i>	3
EIS 348	Commun, Coordin, Collabor in Special Ed	3
EIS 349	Supporting Improved Outcomes	3
EIS 350	Curriculum/Instructional Methods	3
EDU 429	Student Teaching in Special Education <i>(Taken with 5 hr. Student Teaching in PEL, MCE, or AYA)</i>	5

* Ohio Reading Core Course

Revised Aug. 2025

Heidelberg University School of Education

Plan of Study - Adolescent to Young Adult (7-12) - Integrated Social Studies

AYA: Integrated Social Studies		
Core Education Courses		
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
EIS 200	Human Growth & Development	3
EIS 272	Educating Learners with Exceptional Needs	3
EIS 281	Assessment & Grading Equity	3
EIS 320	Family Systems/Social Issues	3
EIS 416	Student Teaching Seminar	3
EIS 428	Student Teaching	10
PSY 101	General Psychology	3
AYA (7-12) Courses		
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
AYA Social Studies Content Courses		
EDU 376	Social Studies Literacy & Methods in AYA	3
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 385	African-American History	3
HIS 386	Women in America	3
Choose one:		
HIS 311	The Greco-Roman World	3
HIS 321	Medieval Europe	
HIS 322	Renaissance and Reformation	
HIS 325	Modern Europe	
Choose one:		
HIS 332	Politics & History of Middle East	3
HIS 333	Politics & History of Asia	
HIS 335	History of Africa	
ECO 102	Principles of Economics	3
REL 204	Religions of the World	3
POL 221	Global politics	3
POL 227	American National Government	3
NDI 121	Geography through a Humanities Approach	3
SOC 100	Introductory Sociology	3
	Total hours	97

ISP - Intervention Specialist Add-on		
EIS 285	* Phonics/Word Identification	3
EDU 414	* Diagnosis Reading Difficulties	3
ISP Courses		
EIS 273	Building Positive Classroom Support Systems <i>(Included in PEL Core; MCE and AYA need to add)</i>	3
EIS 348	Commun, Coordin, Collabor in Special Ed	3
EIS 349	Supporting Improved Outcomes	3
EIS 350	Curriculum/Instructional Methods	3
EDU 429	Student Teaching in Special Education <i>(Taken with 5 hr. Student Teaching in PEL, MCE, or AYA)</i>	5

* Ohio Reading Core Course

Revised Aug. 2025

Heidelberg University School of Education

Plan of Study - Multi-Age (Pk-12) - Music Education

MULTI-AGE: Music Education		
Education Core Courses		
EDU 110	Introduction to Education	3
EDU 220	Principles of Teaching	3
EDU 350	Reading in Content Area	3
EIS 200	Human Growth & Development	3
EIS 272	Educating Learners with Exceptional Needs	3
EIS 281	Assessment & Grading Equity	3
EIS 416	Student Teaching Seminar	3
EIS 430	Student Teaching	10
Music Education Core Courses		
MUS 102	Musicianship I	3
MUS 103	Musicianship II	3
MUS 107	History and Literature of Classical Music	2
MUS 110	Introduction to the Teaching of Music and Related Careers	2
MUS 125	Major Performance Area Instruction	1-3
MUS 126	Major Performance Area Instruction	1-3
MUS 202	Musicianship III	3
MUS 203	Musicianship IV	3
MUS 216	Conducting I	2
MUS 225	Major Performance Area Instruction	1-3
MUS 226	Major Performance Area Instruction	1-3
MUS 246	History and Literature of the Romantic and twentieth Century Periods	3
MUS 247	History and Literature of the Medieval, Renaissance and Baroque Periods	3
MUS 316	Conducting II	2
MUS 325	Major Performance Area Instruction	1-3
MUS 326	Major Performance Area Instruction	1-3
MUS 363	Music Education in Early Childhood and Elementary School	3
MUS 373	Choral Music Education in the Secondary Curriculum	2
MUS 374	Instrumental Music Education in the Secondary Curriculum	2
MUS 375	Marching Band Techniques	1
MUS 425	Major Performance Area Instruction	1-3
MUS 426	Major Performance Area Instruction	1-3

Applied Area: Instrumental		
Performance Courses		
SMT 100,200, 300, 400	Major Ensemble (d) Vocal Ensemble (a, b)	7 2
SMT 125, 126, 225, 226, 325, 326, 425, 426 (a,c,e,f,g,h,i,j,l,n,o,p,q,u)	Major Performance Area	12
SMT 150, 250, 350, 450	Small Ensemble	2
SMT 051, 052, 053, 054, 055, 056, 057, 163; MUS 185, 186, 270, 273, 274, 285, 286, 371, 499	Methods	5
Theoretical Music Courses		
MUS 213	World Music	2
MUS 312	Writing and Arranging for Major Ensembles	2

Applied Area: Voice		
Performance Courses		
SMT 100,200, 300, 400	Major Ensemble (a, b) Instrumental Ensemble (d)	7 2
SMT 125, 126, 225, 226, 325, 326, 425, 426 (t)	Major Performance Area	12
SMT 150, 250, 350, 450	Small Ensemble	2
MUS 270, 273, 274, 371,	Methods	4
SMT 051, 052, 053, 054, 055, 056, 057, 058; MUS 185, 186, 285, 286; 499	Supporting Coursework	8
Theoretical Music Courses		
MUS 213	World Music	2

Applied Area: Keyboard (Piano)		
Performance Courses		
SMT 100,200, 300, 400	Major Ensemble (a, b, d) Instrumental Ensemble (f)	7 2
SMT 125, 126, 225, 226, 325, 326, 425, 426 (a-u)	Major Performance Area	12
SMT 150, 250, 350, 450	Small Ensemble	2
SMT 163; MUS 270, 273, 274, 371, 379	Methods	5
SMT 051, 052, 053, 054, 055, 056, 057, 058; MUS 285, 286, 291, 292, 499	Supporting Coursework	8
Theoretical Music Courses		
MUS 213, 312, 313		6

Heidelberg University School of Education

Plan of Study - Computer Science Endorsement

Heidelberg offers a Computer Science endorsement that can be added to any Ohio educator license. This endorsement consists of a series of four undergraduate courses, for a total of 12 semester hours.

Computer Science Endorsement		
COURSES		
CPS 150, 150L	Fundamentals of Computer Science	4
CPS 201	Computational Problem Solving	3
CPS 316	Spreadsheet Modeling	3
EDU 395	Computer Science and Field Experience	2
	Hours	12

Revised August 2025

Program Quality Assurance

State of Ohio Approval and National Accreditation

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

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.

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; CCAST Disposition A: Participates in Professional Development Disposition H: Responds Positively to Constructive Criticism*

Professional Dispositions

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. Dispositions will be evaluated in multiple ways throughout your degree program. Evaluation methods used include self-reflection, formal observations, and rubric completions.

Pre-CPAST© and CCAST©

As students explore the profession in EDU 110 Introduction to Education, 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 educator preparation 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 CCAST© 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 CCAST©.

Educator Code of Conduct

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.

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

Statement of Assurance of Good Moral Character

People applying for their very first license with the State Board of Education (first-time applicants) must meet certain requirements to obtain their licenses. In addition to requirements for the license, first-time applicants must pass a background check and be enrolled in the Rapback system. First-time applicants must disclose all criminal convictions, diversions, and interventions in lieu of conviction, including expunged or sealed convictions, when applying for licensure.

The following is a list of specific criminal offenses for which a conviction, judicial finding of guilt, or plea of guilty may disqualify an individual from obtaining an initial license. In accordance with the guidelines set forth, convictions to these offenses may be considered by the State Board of Education when determining whether to grant or deny licensure to first-time applicants.

Drug Abuse

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

Sexually-oriented

- rape
- sexual battery
- unlawful sexual conduct with a minor
- gross sexual imposition/sexual imposition
- importuning
- compelling/promoting prostitution
- disseminating matter harmful to juveniles
- pandering obscenity; involving a minor
- pandering sexually oriented matter involving a minor
- deception to obtain matter harmful to juveniles
- illegal use of a minor in nudity-oriented material or performance
- felonious sexual penetration

Theft

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

Violence

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

If you have pleaded guilty to or been convicted of any of the above, it is important that you contact the Administrator of Investigations, Office of Professional Conduct, Ohio State Board of Education (855.983.4868) educator.conduct@sboe.ohio.gov on your own or through an attorney in order to determine if you are ineligible for an Ohio teacher license prior to continuing pursuit of a teaching license through Heidelberg University. Please note that pleading “no contest” is equivalent to pleading “guilty” and that the Ohio State Board of Education may investigate court records that have been sealed or expunged.

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

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 prior to applying for the Pre-Service Teacher Permit in order to enter field experience settings.

It is recommended that teacher candidates complete background checks mid-August in their hometown or in Tiffin after returning to campus.

IMPORTANT:

1. Please request background checks be sent to:

Ohio Department of Education and Workforce

AND

Heidelberg University School of Education

310 E Market St.

Tiffin, OH 44883

2. Take Proper codes with you.

Ohio Educator codes: **BCI:** 3319.39B3 **FBI:** 3319.39

In Tiffin, FBI/BCI background checks can be done at:

NCOESC

North Central Ohio Educational Service Center

928 W. Market Street

Tiffin, OH 44883

phone (419) 447-2825

Pre-Service Teacher Permits

The Ohio Department of Education & Workforce requires all students enrolled in an educator preparation program acquire a Pre-Service Teacher Permit (1-Year or 3-Year) before entering a K-12 school building. To apply for the Pre-Service Teacher Permit, applicants must have current background checks (less than 365 days) on file with the State of Ohio and the Heidelberg University School of Education. Apply for the permit at ohid.ohio.gov in the App titled Educator Licensure and Records (CORE). Issuance of the permit enrolls teacher candidates into the Ohio Rapback Program, which monitors Ohio educators backgrounds for criminal charges and convictions on a daily basis.

This permit also allows teacher candidates opportunities to be hired by districts as substitute teachers under the following guidelines:

- Teacher candidates may only accept substitute assignments that do not interfere with their Heidelberg class schedule and/or field experiences.
- Student teachers may only accept substitute assignments for their mentor teacher during the student teaching semester, but may accept other assignments after the last day of the semester.

Substitute teaching is NOT an explained absence from classes under Heidelberg University policy (HU Student Handbook, pp. 31-32).

1-Year Pre-Service Teacher Permit

Teacher candidates' 3-year permit will likely expire before their senior year. At this point in time, seniors will apply for a 1-year Pre-Service Teacher Permit. The 1-year permit works the same as the 3-year permit by allowing teacher candidates to be hired by school districts using the same guidelines as the 3-year permit guidelines.

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 an educator license.
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.

Field Experiences

State licensure law requires candidates to complete a minimum of 100 hours of field experience prior to entering student teaching. 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 Fall	EDU 225 - Introduction to Primary Education (taken with EDU 220)	Primary	20 Hrs
	EDU 226 - Introduction to MCE/AYA Education (taken with EDU 220)	Middle AYA	
Year 3 Spring	Special Education Experience EIS 348 - Communication, Coordination & Collaboration in Special Ed	ISP	20 Hrs
Year 3 Fall	Reading Experience EIS 285 Phonics/Word Identification	Primary Middle ISP ALA	20 Hrs
Year 3 Spring	EDU 414 - Diagnosis of Reading Difficulties	Primary Middle ISP	10 Hrs
Year 3 Spring	Content Methods EDU 350 Reading in Content Area (ALL concentrations)	ALL	50 Hrs
	EDU 322 Mathematical Literacy & Methods in Primary Education - PEL	Primary	
	EDU 323 Science Experiences in Primary Education - PEL		
	EDU 366 – MCE/AYA LA	Middle	
	EDU 376 – MCE/AYA SS	AYA	
	EDU 386 – MCE/AYA Math EDU 396 – MCE/AYA Sci		
Year 4 Fall	Special Education Methods EIS 350 Curriculum & Instruction Methods for Students with Mild/Mod Disabilities	ISP	50 Hrs
Year 4 Fall	Advanced Methods EDU 345 - Research Methods in Primary Education (PEL) EDU 346 - Research Methods in MCE and AYA Education (MCE, AYA)	Primary Middle AYA	50 Hrs
Year 4 Spring	Student Teaching EDU 416 Seminar in Student Teaching 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 they are guests in schools and classrooms. Do not pass judgment or evaluate mentor teachers or students. Demonstrate respect for all members of the school community. Heidelberg's EPP has developed valuable relationships through the years with the schools. It is critical for the future of the program that we are able to continue these relationships.

Attendance and punctuality: Attendance is a priority in all field experiences; absence is excused only in circumstances of emergency. Therefore candidates are excused 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, unless confirmation is guaranteed)
2. HU supervisor by phone if observing that day, otherwise by email
3. HU professor 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: Use professional language with students, parents, and colleagues. Avoid using filler words (i.e. like, um) and slang words (i.e. yeah, hey, gonna). 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 the instructor.**

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.

Communication with students and/or parents via social media is not acceptable, nor are photos, videos, or references to any school issue, conflict, personnel, or students. Parent permissions to post photos extend only to the district, not to non-school employee social media accounts.

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.

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 and 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 from a field placement will seriously impact completion of the program.***

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 toward 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 a time and place arranged by the university supervisor and attempt to resolve the problem. At this meeting any persons involved may submit a written position either in support of the statement of the problem or disagreement with it. At this meeting the university supervisor will serve as chairperson and appoint a recorder.
3. If a mentor teacher requests that a Heidelberg 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 an educator license.
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.

Heidelberg University EPP Pathway to Licensure Chart

HEIDELBERG UNIVERSITY EDUCATOR PREPARATION PROGRAM PATHWAY TO LICENSURE

*asterisk denotes classes Music Education Majors are required to take which may differ from the progression of other candidates

YEAR 1: So you want to be an educator?	YEAR 2: How do I get admitted into the program & build my professional knowledge?	YEAR 3: How do I build my content knowledge, demonstrate and implement it in the classroom?	YEAR 4: What is my pathway towards Graduation and licensure?	Additional Requirements by Licensure
<ul style="list-style-type: none"> • EDU 110 C- or higher* • RIASEC and SRI • EDU 200 C- or higher* • EIS 272 C- or higher* • PSY 101 C- or higher • Cumulative GPA 2.85 • FBI/BCI Backgrounds • Ohio Issued 3-Year Student Teaching Permit 	<ul style="list-style-type: none"> • EDU 220 C- or higher* • EDU 225/226 C- or higher • EDU 281 C- or higher* • Cumulative GPA 2.85 • Application to Education Program & signed Good Moral Character Statement and Receipt of Student Handbook • Pre-CPAST dispositions • OAE Assessment of Professional Knowledge: 220 or above 	<ul style="list-style-type: none"> • EDU 310/320 C- or higher • EDU 350 C- or higher* • EDU 322/323 Primary C- or higher • EDU 366/376/386/396 Middle Childhood & Adolescent/Young Adult C- or higher • Cumulative GPA 2.85 • Pre-CPAST • OAE Assessment of Content Knowledge: 220 or above 	<ul style="list-style-type: none"> • EDU 345/346 C- or higher • Pre-CPAST • EIS 426/427/428/429/430 Student Teaching C- or higher • Cumulative GPA 2.85 • CPAST • edTPA: 37 or higher • Complete Initial Ohio Application form on ODEW website 	<ul style="list-style-type: none"> • Primary Candidates: EIS 273 C- or higher • Primary, Middle, ISP Candidates: Reading Core EDU 230, EIS 285, EDU 350, EIS 414 C- or higher • OAE 190 Foundations of Reading: 220 or above • ISP candidates: EIS 273, EIS 348, EIS 349, EIS 350, EDU 429 C- or higher • OAE 043 Special Education: 220 or higher

C A N D I D A T E P R O G R E S S I O N A N D C O M P L E T I O N

Year 1 Benchmarks

Education courses to complete during Year 1:

_____ EDU 110: Introduction to Education (10 hour field experience)

_____ EIS 200: Human Growth and Development

_____ EIS 272: Educating Learners with Exceptional Needs

_____ PSY 101: General Psychology

_____ C- or higher in all courses required for major

(classes with a final grade below C- need to be repeated)

_____ Maintain a minimum cumulative **2.85** GPA

(if GPA drops below 2.85, delay in graduation could occur)

Other requirements:

_____ RIASEC and SRI (career pathway and reading assessments in EDU 110)

_____ FBI/BCI background checks - upon arrival to campus

_____ 3-Year Pre-Service Teacher Permit - as soon as backgrounds are processed



Gateway 2

Admission to the Educator Preparation Program

Admission Process

Entering first year students are classified as Conditional Education Majors (EDC) and take first-year courses EDU 110, 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 they apply for admission into the Educator Preparation Program. Admission into the EPP is by application only and is subject to the following requirements.

1. ____ Successful completion (*C- or higher*) of:
 - a. EDU 110 Introduction to Education
 - b. EIS 200 Human Growth and Development
 - c. PSY 101 General Psychology
 - d. EDU 220 Principles of Teaching *Submit application **DURING** EDU 220*
 - i. Also: EDU 225/226 Introduction to Primary, Middle/Adolescent Education

2. ____ Minimum cumulative GPA of **2.85**

3. ____ 3-Year Pre-Service Teacher Permit

4. ____ Signed/dated form: “Receipt of Educator Preparation Program Handbook”

5. ____ Signed/dated form: “Statement of Assurance of Good Moral Character”

6. ____ Register to take the OAE: APK assessment at the completion of EDU 220 and EDU 225/226 or at the latest, during the summer between the 2nd and 3rd year.

7. ____ Items to hand in when applying for admission into the EPP:
 - a. Application for Admission to Heidelberg’s Educator Preparation Program
 - b. OAE: APK registration confirmation/receipt
 - c. Receipt of Educator Preparation Program Handbook
 - d. Statement of Assurance of Good Moral Character

Retention in the Educator Preparation Program

Education Licensure Candidate (EDL): Once accepted into the education program, EDC majors will become Education Licensure candidates (EDL) which opens registration privileges in 300-level professional education classes.

Grade Point Averages: EDLs must continue to maintain a 2.85 cumulative GPA in order to enroll in any professional education courses at the 300-level or above. If your GPA falls below 2.85, the DegreeWorks GPA calculator identifies the number of credit hours you need at specific grade levels in order to raise your GPA to the required level. The GPA benchmark may be waived only for candidates who have earned a passing score on ALL state-mandated tests (OAEs) required for the licensure area.

GPA Calculator

Graduation Calculator Term Calculator **Advice Calculator**

To achieve your desired GPA, you need one of the following:

- 10 credits at 4 (A) grade average
- 14 credits at 4 (A-) grade average
- 24 credits at 3 (B+) grade average
- 76 credits at 3 (B) grade average

Note: Results that would require you to take more than 150 credits have been omitted.

Current GPA	2.725
Credits earned	91
Desired GPA	2.85

Course Grades: 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. Courses with grades outcomes below C- must be retaken before the candidate is permitted to advance in the program.**

State Required Tests for Educator Licensure

The state of Ohio requires all teacher licensure candidates pass a series of Ohio Assessments for Educators (OAEs) before issuing an Ohio educator license. These exams assess professional, pedagogical, and content-area knowledge.

Ohio Assessments for Educators (OAE) required tests are:

1. **APK Test** -Assessment of Professional Knowledge
Take after completing EDU 110, EIS 200, EDU 220, EDU 225/226 or summer after year 2
2. **Content Test** -One test for PEL, AYA, ISP, MUS; Two tests for MCE
Take in early summer after junior year
3. **Foundations of Reading Test** - PEL, MCE, and ISP
Take after completing reading core courses (EDU 230, 350, 414, EIS 285) during year 3
4. **Elementary Education Subtests I & II** -Middle Childhood Generalist endorsement
Take in early summer after junior year

Candidates are required to have all OAEs passed before registering for student teaching courses. All OAE test scores must be received before spring registration opens in November. The passing score for all OAE assessment tests is 220.

****It is strongly recommended to take these exams as early during the summer as possible as there is a 30-day wait period to retake an exam if necessary. Having OAEs completed prior to the start of classes in August also prevents overcrowding your fall semester with extra work in studying and taking these exams.***

Year 2 Benchmarks

Education Courses to complete during Year 2:

_____ EDU 220: Principles of Teaching

_____ EDU 225/226: Introduction to Primary/Middle & AYA Education
(20 hour field experience)

_____ EDU 230: Foundations of Reading

_____ EIS 281: Assessment & Grading Equity
Prescriptive Assessment & Diagnosis for Intensive Intervention

_____ Maintain a minimum cumulative **2.85** GPA
(if GPA drops below 2.85, delay in graduation could occur)

_____ C- or higher in all courses required for major
(classes with a final grade below C- need to be repeated)

Primary Education and ISP:

_____ EIS 273: Building Positive Classroom Support Systems

Other Requirements:

_____ Hand in application for admission into the education program (*EDU 220*)

_____ Pre-CPAST dispositions (in EDU 225/226)

_____ Register for appropriate OAE: APK (attach confirmation to application)

_____ Map out courses for remaining semesters. Review with academic advisor.

Year 3 Benchmarks

Education Courses to complete during Year 3:

Year 3 - Fall Semester:

_____ EDU 320/310: Introduction to Conceptual Methods in
Primary/Middle and AYA Education

Year 3 - Spring Semester:

_____ EDU 350 Reading to Learn in the Content Area

_____ EDU 322/323 Math & Science Content Methods (only PEL - take together)

_____ EDU 360/373/380/390 Content Methods (only MCE- take 2)

_____ EDU 366/376/386/396 Content Methods (only AYA - take 1)

_____ Maintain a minimum cumulative **2.85** GPA

(if GPA drops below 2.85, delay in graduation could occur)

_____ C- or higher in all courses required for major

(grades below a C- result in retaking the course)

Primary, Middle Childhood, ISP:

Finish Reading courses, pass OAE 190 Reading exam (summer after year 3)

_____ EIS 285: Phonics / Word Identification (Fall, yr 3)

_____ EDU 414: Diagnosis of Reading Difficulties (Spring, yr 3)

_____ EDU 350: Reading to Learn in the Content Area (Spring, yr 3)

ISP:

Pass OAE 043 Special Education exam (summer after year 3)

_____ EIS 348: Communication, Coord & Collab in Special Education (Spring, yr 3)

_____ EIS 349: Supporting Improved Outcomes for Individ w/ Excep Needs (Fall, yr 3)

Other Requirements:

_____ Schedule senior placement session with Director of Field Placements (March)

Senior Placement Session during spring semester of Year 3, to discuss the year-long senior field placement and any special circumstances that need to be considered in arranging the placement.

_____ Pass all remaining OAE tests during spring and summer of year 3.

***All OAEs must be passed prior to November registration in order to register for student teaching courses.**

_____ Apply for a 1-year Pre-Service Teacher Permit



Gateway 3

Student Teaching

Student Teaching Policies

Student teaching is the required 12-week field experience in the senior year when student teachers assume all the roles and responsibilities of their licensed mentor teacher. This experience is critical to the student teacher's development as an educator and certain expectations are in place to help them meet their students' needs and to secure the highest recommendation upon graduation.

Leading into and during the student teaching semester:

1. The state-mandated [Ohio Assessments for Educators](#) are to be passed **before** the senior year. Candidates will not be permitted to register for student teaching without having passed the required exams for licensure in their content area(s).
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 and University supervisor. For many mentor teachers and supervisors, 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 school district in which they are placed and by Heidelberg University
 - Secure appropriate permissions for field experience assessment requirements such as the edTPA
 - Follow field school district curriculum and instruction goals and objectives
 - Communicate and collaborate with other teachers, administrators, and school personnel to meet the needs of students
 - Demonstrate appropriate personal and professional dispositions
 - Be responsible with social media posts, comments, and photos
 - Create and maintain positive relationships with students and their families
 - Facilitate a positive classroom environment
 - Improve instructional practices through self-reflection of performance, analysis of student achievement data, and mentor teacher and university supervisor evaluations
 - Collaborate with mentor teacher and university supervisor on midway and final evaluations during student teaching

Attendance Requirements

The State of Ohio requires the student teaching experience to consist of a minimum period of 12 full weeks. The first three weeks of the semester are shared with extended sessions of the student teaching seminar course - seminar will meet Tuesday/Thursdays and pre-field will be on Monday/Wednesday/Fridays. Full time field begins on week four of the semester. Considering snow days, holiday breaks, and teacher development days, a full 16-week semester is required to satisfy the 12-week timeframe. A student teacher is expected to be in attendance each and every day of student teaching unless severe illness or emergency occurs. In cases of missed days, make-up time will be determined jointly by the mentor teacher and university supervisor in consultation with the Director of the School of Education.

1. Student teachers will follow daily schedules and vacation dates of the school in which they are assigned, NOT the schedule of Heidelberg University. 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 the mentor teacher, university supervisor, and Director of School of Education. 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 severe illness or death in the family, will be communicated immediately to the mentor teacher and university supervisor. **If the student teacher misses more than three days due to unplanned absences, the days(s) missed must be made up to ensure at least twelve weeks of full day teaching in the classroom.**
4. Heidelberg student athletes will need to map out their game schedule with their mentor teacher. Time out of the student teaching classroom for games must be agreed upon with the mentor teacher at the beginning of the student teaching semester and time missed will need to be made up if the student teacher does not meet the minimum 12 week attendance requirement.
5. An absence for any other reason is unexcused and 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; **if any unexcused days are not made up or exceed three, the final grade for the student teaching course will be an "F".**

Teaching Responsibilities

1. Student teachers will report to their placement the first three weeks of the semester on Monday, Wednesday, and Friday. Tuesdays and Thursdays they will report to the student teaching seminar.
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. (individual schedules may vary)
3. Candidates will complete a Student Teaching Transition Plan in consultation with their mentor teachers and submit it to the student teaching seminar instructor no later than the second week of the student teaching experience.
4. The candidate will have at least 12 weeks of full time teaching responsibilities.

Other requirements

1. A student teacher may only serve as a substitute teacher **for their mentor teacher** during the student teaching semester.
2. The student teacher must follow the regulations of the school to which they are assigned.
3. The student teacher will follow the schedule of their mentor teacher, including arrival and departure time, meetings, and parent conferences.

Failure to comply with these rules may result in the removal of the student teacher from their placement and failure of student teaching, thus jeopardizing graduation.

Student Teaching Seminar

EDU 416: Student Teaching Seminar meets from 4:00-5:00 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. Attendance of EDU 416 is mandatory.

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. **The passing score for the edTPA is 37.**

In completing edTPA, candidates provide evidence that they are an effective teacher 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

Failure to pass the edTPA

Failure to pass the edTPA will impact the grade for the student teaching course (EDU 426, 427, 428, 429, 430) with potential to jeopardize graduating on time. A grade of C- or better must be obtained in order to fulfill the requirement of the program. Candidates will also be required to complete remediation coursework prior to the end of the semester.

Successful Completion of Student Teaching

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

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.



Gateway 4

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 program requirements. Upon successful completion of the program, the graduate will receive either a Bachelor of Arts or a Bachelor of Science degree depending on the licensure track and be eligible to apply for an Ohio initial two-year resident educator license.

Requirements for Completion of Program and Licensure

1. Cumulative GPA of 2.85 or higher
2. All courses in the education major are passed with a C- or higher
3. Passage of all OAE assessments required for the licensure
4. Completion of student teaching experience and seminar
5. edTPA score of 37 or higher
6. Completing the Initial Ohio License Application Form on the Ohio/ID 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 two-year resident educator license through the Ohio Department of Education.

Year 4 Benchmarks

Education Courses to complete during Year 4:

Year 4 - Fall Semester:

_____ EDU 345/346: Advanced Methods in Primary Education
Advanced Methods in Middle and AYA Education

Year 4 - Spring Semester:

_____ EIS 426/427/428/429/430: Student Teaching Field Experience

_____ EIS 416: Student Teaching Seminar

Other Requirements:

_____ Complete the program with a minimum cumulative **2.85** GPA

(if GPA drops below 2.85, delay in graduation could occur)

_____ C- or higher in all courses required for major

_____ Successful completion of the edTPA with passing score of 37 or higher

_____ Completing the Initial Ohio License Application Form on the ODEW website



Gateway 5

Program Completer Surveys

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 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! Complete this form to update us on your path each time your circumstances or jobs change.

First Year Employer Surveys

The Heidelberg University EPP sends a 15-question survey to all employers of first-year graduates with teaching positions, asking their opinion of how prepared our Heidelberg grads are in their first year of teaching. Therefore, it is most important that all program completers provide post-graduate information. The School of Education uses this data for program evaluation purposes and to ensure continued excellence.

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 provide data regarding our program's strengths as well as areas that could use improvement.

Appendix A: 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 may be made without notice, but you will receive a copy of any changes in requirements and/or procedures.

Please complete and return to your instructor or School of Education 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.

Revision date on handbook cover

Student Signature

Date

Appendix B: Statement of Good Moral Character

Heidelberg University Assurance of Good Moral Character State of Ohio Teacher Licensure Statement of Assurance of Good Moral Character

The State of Ohio requires that all individuals completing teacher licensure be of Good Moral Character. The State's definition is found in section 3301:21-01 of the Administrative Code of Ohio. It is as follows:

(M) "Good moral character." A person shall be deemed to be of good moral character provided that said individual has not pleaded guilty to or been convicted of any felony, any violation of section 2907.04 (corruption of a minor) or section 2907.05 (sexual imposition), or division (A) or (C) or section 2907.07 (importuning) of the Revised Code, any offense of violence, theft offense, or drug offense that is not a minor misdemeanor, or any substantially comparable ordinance of a municipal corporation or of another state. An individual who has pleaded guilty to or has been convicted of any such offense may have an application for licensure considered by the state board of education, provided such individual meets the conditions specified in rule 3301.23-23 of the Administrative Code.

Your signature on this form states that you are aware of this licensure requirement and that you satisfy this requirement. Evidence of good moral character will be monitored throughout the program and documented in instruments such as the Pre-CPAST, CPAST, and field evaluation forms.

Print Name: _____ Date _____

Signature: _____ HU ID: _____

Please answer the following:

1. Have you ever been convicted of, found guilty of or pled guilty to any misdemeanor other than traffic offenses? _____ Yes _____ No

2. Have you ever been convicted of, found guilty of or pled guilty to any felony?
_____ Yes _____ No

3. Have you ever had a criminal conviction sealed or expunged? _____ Yes _____ No

If yes to any question, **attach an explanation** to this page

If you have questions about this information, please contact the Director of the Heidelberg University School of Education.

Appendix C: Application for Admission - Educator Education Program

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

Gender: ___ Male ___ Female ___ Non-Binary/Other Student Athlete (sport): _____

Desired Licensure:

___ Primary Education (P-5) ___ Intervention Specialist (K-12 Mild/Moderate)
Dual-licensure: must be added to PEL, MCE, AYA

___ Middle Childhood (4-9) Select two areas of concentration:
 Language Arts Social Studies Mathematics Science
___ Middle Childhood Generalist (4-6) - Endorsement to a Middle Childhood license

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

___ Multi-Age Music

Cumulative GPA: _____

Basic Skills Test Scores (ACT / SAT):

ACT Composite Score _____ SAT Composite Score _____

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

Appendix D: 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)	057 APK <i>*Take after EDU 110, 220, 225, EIS 200 Summer between So & Jr year</i>	055 Primary Education (PK-5) <i>*Take summer between Jr & Sr year</i> 190 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 110, 220, 226, EIS 200 Summer between So & Jr year</i>	028 Middle Grades English Language Arts <i>*Take summer between Jr & Sr year</i> 190 Foundations of Reading <i>*Take after EDU 230, 350, 414, EIS 285</i>
Science (4–9)		029 Middle Grades Science <i>*Take summer between Jr & Sr year</i> 190 Foundations of Reading <i>*Take after EDU 230, 350, 414, EIS 285</i>
Mathematics (4-9)		030 Middle Grades Mathematics <i>*Take summer between Jr & Sr year</i> 190 Foundations of Reading <i>*Take after EDU 230, 350, 414, EIS 285</i>
Social Studies (4-9)		031 Middle Grades Social Studies <i>*Take summer between Jr & Sr year</i> 190 Foundations of Reading <i>*Take after EDU 230, 350, 414, EIS 285</i>
Middle Childhood Generalist: All four concentrations (4-6)		018/019 Elementary Ed 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 110, 220, 226, EIS 200 Summer between So & Jr year</i>	020 English Language Arts <i>*Take summer between Jr & Sr year</i>
Integrated Science		024 Integrated Science <i>*Take summer between Jr & Sr year</i>
Integrated Social Studies		025 Integrated Social Studies <i>*Take summer between Jr & Sr year</i>
Integrated Mathematics		027 Mathematics <i>*Take summer between Jr & Sr year</i>
Life Science (Biology)		007 Biology <i>*Take summer between Jr & Sr year</i>
Multi-Age (PK– Grade 12)		
Music	004 APK <i>*Take summer between So & Jr year</i>	032 Music <i>*Take summer between Jr & Sr year</i>
Intervention Specialist (Dual license added to Primary, Middle, or Adolescent/Young Adult)		
Mild/Moderate Needs (K-12)	Take 057, 002, or 003 to match first license	043 Special Education <i>*Take Fall Sr year in EIS 350</i> 190 Foundations of Reading <i>*Take after EDU 230, 350, 414, EIS 285</i>



**Educator Preparation Program
Assessment Handbook
and
Quality Assurance Guide**

2025-2026

Mission Statement

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

Vision Statement

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

Conceptual Framework

Heidelberg University Educator Preparation Program's mission and vision statement demonstrates Heidelberg's commitment to innovation and equity. To put into practice this mission and vision, Heidelberg's Educator Preparation Program has a pedagogical and conceptual framework: theory, practice and reflection. These building tools connect the constructivist core of the conceptual framework to each of HU-EPP's licensure programs:

Theory - principles of teaching and learning

Practice - clinical and field experience

Reflection - thinking about, evaluating and revising one's teaching and learning

This framework is embedded within Heidelberg University's Educator Preparation Program's curriculum maps and clinical field experiences to support the development of our teacher candidates' academic, content and pedagogical knowledge and understanding in direct correlation to the teaching profession. The following QAS supplemental document, in alignment with our key QAS document, the Heidelberg University Educator Preparation Program Handbook, demonstrates how HU-EPP's system of data collection, review and analysis provides a formalized system that results in data-driven, continuous improvement decisions specific to the context of HU-EPP candidates.

Overview of this QAS Supplemental Document

Heidelberg's Educator Preparation Program (HU-EPP) sees this document as a supplemental resource to Heidelberg's Educator Preparation Program Handbook. The HU-EPP handbook is our primary quality assurance tool that supports teacher candidates' knowledge and understanding of how to progress through the program. HU-EPP views the handbook as a contract between the EPP and our teacher candidates. HU-EPP teacher candidates are introduced to the handbook within their first year in their AIM HEI class. Each Gateway clearly outlines the necessary benchmarks required to continue through the program, including coursework, Ohio Assessment for Educator Licensure Exams, and GPA requirements, all necessary benchmarks to successfully complete the program and be license eligible. These gateway benchmarks are integrated into students advising sessions every semester prior to registration. Education and license specific faculty advisors complete an advising sheet that documents what courses the teacher candidate was advised to take in the upcoming semester, but also includes review each semester benchmarks to assure students are on track or to address concerns in students progress and pathway to licensure. These notes are then uploaded to Heidelberg's Pathway to Licensure Canvas page to which all full time education faculty have access to as well as the teacher candidates have access to their information. Heidelberg's Quality Assurance System (QA) supports and mirrors the mission, vision and conceptual framework of its Educator Preparation Program and how this all is encompassed within our understanding of supporting a conceptual framework where teacher candidates learn

how to connect theory, practice, and reflection to develop pedagogical and content knowledge and skills in teaching and learning. All of the above is scaffolded throughout our program, gateways and benchmarks to support teacher candidates' pathway to licensure both within their coursework and clinical field experiences (. This document is specific to the work of EPP and our quality assurance system for Heidelberg's education faculty and CAEP accountability in alignment with our Heidelberg School of Education Educator Preparation Program Handbook. HU-EPP's QAS is only as good, functional and actionable as it reflects the individual context of Heidelberg University. Our QAS, outlined within this document, provides accessible and actionable data to support a process of ongoing data analysis to support HU-EPP's ongoing improvement action items. HU-EPP, with stakeholder involvement:

- Makes theory/research/data informed changes to HU-EPP's educational core and licensure specific curriculum;
- Embeds theory/research/data informed changes into curriculum maps across licensure programs;
- Collects and analyzes data aligned to data informed changes or needs to identify strengths and areas of improvement data collection, analysis of data, reflection and reporting of outcomes across Heidelberg's licensure programs, mirroring HU-EPP's;
- Presents data to key stakeholders both internally and externally to make data informed changes to improve our program outcomes and support students progression towards licensure;
- Engages in progress monitoring of data informed changes to analyze and present outcomes in order to close the loop and take additional action steps when necessary.

Stakeholder Involvement and Meeting Calendar

- **Department Meetings:**
The Education Faculty meet monthly to discuss the program operations, address university initiatives and tasks, and address individual concerns in respect to courses, field, and individual student concerns. Due to the nature of the content of these meetings and the revealing of more personal student information and data, these are restricted to only full-time faculty members.
- **Data Dive Meetings:**
Heidelberg's EPP have monthly data meetings aligned to our quality assurance system and calendar of annual review of data. Participants include education faculty and staff, discipline specific faculty, Heidelberg administration and student representatives. These meetings are fully focused on program-specific data across licensure programs that identify strengths, areas of growth, and continuous improvement. Participants of our data dive meetings are responsible for establishing EPP-wide assessment priorities, analyzing and interpreting EPP-wide data, providing oversight of programmatic assessments, and develop recommendations and policies for continuous improvement which are shared at our bi-annual HECAP meetings.
- **HECAP (Heidelberg Educators Community Advisory Partnership)**

Bi-annually Heidelberg holds HECAP meetings to engage our varied stakeholders in our continuous improvement plan. Members include: Education Faculty; Heidelberg Discipline Specific Faculty and staff; Partner School Representatives; Alumni and Student Representatives. HECAP reviews data and educational policies/legislation, makes recommendations and when appropriate, articulates action items specific to Heidelberg's EPP clinical experiences, curriculum, assessments and recruitment as part of the continuous improvement plan.

HU-EPP Action and Articulation Agendas: Agendas from all of the meetings above are stored in a secure Google Drive folder.

Stakeholder Engagement by Committee

EPP Committee	Education Faculty and Staff	Enrolled Education Students	University Faculty, Staff and Administration	Alumni	P-12 School and Community Partners
Department Meetings	✓				
Data-Dive Meetings	✓	✓	✓		
HECAP	✓	✓	✓	✓	✓

Heidelberg University's Educator Preparation Program Quality Assurance Guide (QAG)

Supplement to the Heidelberg University Educator Preparation Program (HU-EPP) Student Handbook

Prepared by: Office of the Director and Accreditation Coordinator, School of Education

This Quality Assurance Guide (QAG) serves as a required supplemental document to the *HU-EPP Student Handbook*, which is the formal contract outlining all requirements and expectations for teacher candidates. This guide provides transparency regarding the systematic collection, review, and use of data to ensure all teacher candidates meet professional and state licensure standards and to drive continuous program improvement (CAEP Standard 5).

I. HU-EPP Conceptual Framework and Program Alignment

The HU-EPP's mission is to empower innovation and foster equity. This mission is realized through a conceptual framework centered on three essential, interconnected elements:

- Theory: Principles of teaching and learning.
- Practice: Clinical and field experience.
- Reflection: Thinking about, evaluating, and revising one's teaching and learning.

All program assessments and Gateway requirements are aligned with the Council for the Accreditation of Educator Preparation (CAEP) Standards, the InTASC Core Teaching Standards, and the Ohio Standards for the Teaching Profession.

II. HU-EPP Gateways: Progress Assessments and Criteria

The HU-EPP utilizes a system of five Gateways (Gateways 1-5) to monitor candidate progress, ensure necessary benchmarks are met, and make data-driven retention decisions. Passage through each gateway requires meeting specific academic, clinical, and professional criteria. Definitions and overview of Gateways found in Heidelberg's Educator Preparation Program's Teacher Candidates' Handbooks.

Confidentiality of Data

The Canvas HU-EPP Pathway to Licensure system serves as the data management and tracking tool, providing candidates with a quick, transparent view of all program benchmarks and their progress. This information is only accessible to full-time faculty members and Heidelberg's EPP administrative assistant. In addition to the Canvas HU-EPP Pathway to Licensure system, detailed data sheets, analysis, and documentation are maintained on a secure Google drive only accessible to HU-EPP faculty and administration. All data are collected and designed solely to inform our continuous improvement process and to support our candidates successful progress through the pathway to licensure.

Key Formative Monitoring Assessments throughout Gateways

EPP Formative Monitoring Assessments	CAEP Standard	Gateway 1	Gateway 2	Gateway 3	Gateway 4	Gateway 5	Operational Effectiveness
RIASEC/SRI	1, 3, 5	✓					✓
Required 2.85 GPA by semester	1, 3, 5	✓	✓	✓	✓		✓
Advising Sheets	1,3, 5	✓	✓	✓	✓		✓
University embedded 4, 8, and 12 week appraisals	1, 3, 5	✓	✓	✓	✓		✓
Pre-CPAST	1, 2, 3, 5		✓	✓	✓		✓
I Got a Job	3, 4, 5				✓		✓

Key Assessments by CAEP Standard in Alignment to Gateway 1-5

EPP Key Assessments	CAEP Standard	Gateway 1	Gateway 2	Gateway 3	Gateway 4	Gateway 5	Operational Effectiveness
OAE Assessment of Professional Knowledge	1, 3, 5		✓				✓
OAE Assessment of Content Knowledge	1,3, 5			✓			✓
edTPA	1, 3, 5				✓		✓
CPAST	1, 2, 3, 5				✓		✓
Cumulative GPA upon completion	1, 3, 5				✓		✓
Completing Survey	1, 2, 3, 5				✓		✓
Completer Survey (Alumni 2-Year survey)	1, 4, 5					✓	✓
Employer Survey	1, 4, 5					✓	✓
OTES	1, 4, 5					✓	✓
Value-Added	1, 4, 5					✓	✓

Heidelberg EPP Table Alignment

Gateway	Program Phase	Key Assessments & Progression Criteria	CAEP Standard Alignment
Gateway 1	Introduction/Year 1	<p>Academic: Successful completion of introductory education courses (e.g., EDU 110, EIS 200, EIS 272) with a grade of C- or higher.</p> <p>GPA: Maintain a minimum cumulative GPA of 2.85.</p> <p>Clinical: Complete 10 hours of initial field experience (in EDU 110). See</p>	CAEP R1.1/R1.3 (Learner & Learning/Instructional Practice): Ensures candidates apply initial knowledge of learner development and professional standards in early field experiences.
Gateway 2	Formal Admission to EPP (Year 2)	<p>Professional: Formal Admission Application (Appendix C), Assurance of Good Moral Character (Appendix B), current FBI/BCI Background Check.</p> <p>Assessment: Successful passage of the Pre-CPAST Disposition Assessment and an interview with EPP faculty.</p> <p>Retention: Successful field experiences with positive evaluations.</p>	CAEP R3.1 (Recruitment & Selectivity): Formal mechanism for selecting high-quality candidates who demonstrate readiness and professional dispositions.

<p>Gateway 3</p>	<p>Readiness for Student Teaching (Year 3/4)</p>	<p>Assessment: Passage of all required Ohio Assessments for Educators (OAEs) for licensure, including the content area test(s) and the Assessment of Professional Knowledge (APK). Academic/Clinical: Minimum cumulative GPA of 2.85. All methods courses passed with a C- or higher. Formal approval to register for student teaching.</p>	<p>CAEP R1.2 (Content) & R1.3 (Instructional Practice): Requires candidates to demonstrate mastery of content and pedagogical knowledge before the culminating clinical experience.</p>
<p>Gateway 4</p>	<p>Program Completion & Licensure</p>	<p>Assessment: Successful completion of Student Teaching and Seminar (grade of C- or higher). A passing score on the edTPA (score of 37 or higher). Licensure: Completion of all university degree requirements. Submission of the Initial Ohio License Application Form.</p>	<p>CAEP R4.1 (Impact on P-12 Learning): Demonstrates candidate effectiveness and impact on student learning through performance on the edTPA.</p>
<p>Gateway 5</p>	<p>Completer Follow-up</p>	<p>Data Collection: Providing post-graduate contact information, and participating in the First-Year Employer Survey and Second-Year Program Completer Survey.</p>	<p>CAEP R4.2/R4.3 (Satisfaction): Collects data on employer and completer satisfaction to gauge the program's relevance and success in preparing educators.</p>

III. Quality Assurance System: Annual Data Review Schedule

The EPP engages in a formalized, data-driven system for continuous program improvement. Data is reviewed systematically by the EPP faculty and the Heidelberg Educators Community Advisory Partnership (HECAP)—a body of key stakeholders including PK-12 partners, alumni, and community members. A more in depth calendar found in Appendix 1.

When Data is Reviewed	Key Data/ Assessment Sources	Reviewer/ Stakeholder Group	Purpose of Review and Action Taken	CAEP Standard Alignment
August/ September (Annual Prep)	GPA of all candidates, Retention Data (1st to 2nd year), Course Maps	EPP Faculty, EPP Director, Administrative Staff	Analyze cohort GPA data and identify candidates below 2.85 for support. Review and analyze retention data to identify patterns. Document data-informed curriculum revisions for the coming year.	CAEP 5.4 (Continuous Improvement) - Using data to improve program processes and retention.
November (Mid-Semester Review)	Mid-Field Feedback Forms (from Mentor Teachers), Prospective Student Data	EPP Faculty, Heidelberg Educators Community Advisory Partnership (HECAP).	Review and share mid-field feedback with relevant faculty to inform necessary curriculum changes. Prepare and facilitate the HECAP meeting for stakeholder input on program quality.	CAEP 2.1 (Partnerships for Clinical Practice) - Utilizing partner feedback to ensure the quality of clinical experiences.

<p>January/ February (Annual Reporting)</p>	<p>Completing Candidate Survey, edTPA Scores, OAE Scores, GPA of Completers</p>	<p>EPP Faculty, EPP Director</p>	<p>Analyze data for areas of strength and improvement, performing comparative analysis to previous years and disaggregating by licensure area. Prepare evidence statements and narrative for the CAEP Annual Report.</p>	<p>CAEP 4.1 (Impact on P-12 Learning) - Reporting candidate performance on state and national assessments (edTPA/OAEs).</p>
<p>May (Annual Closeout)</p>	<p>Completing Candidate Surveys, "I Got a Job" Survey, Placement Data, Pre-CPAST/CPA ST forms</p>	<p>EPP Faculty, HECAP</p>	<p>Analyze job placement rates and the demographics of schools where graduates are hired. Review and analyze spring prospective student and recruitment data.</p>	<p>CAEP 4.2/4.3 (Completer/Employer Satisfaction) - Collecting and analyzing post-graduation data for program relevance and effectiveness.</p>

IV. Candidate Support and Additional Resources

The HU-EPP is dedicated to providing robust support systems to help teacher candidates successfully navigate all program and licensure requirements.

- **Advising and Pathway Tracking:** Gateway benchmarks are integrated into advising sessions every semester prior to registration. The Canvas HU-EPP Pathway to Licensure system serves as the data management and tracking tool, providing candidates with a quick, transparent view of all program benchmarks and their progress.
- **Academic and Personal Support:** The Owen Center for Teaching and Learning provides additional academic resources and support for all students.
- **Remediation and Due Process:**
 - **Academic Remediation:** Candidates who fail the edTPA are required to complete remediation coursework prior to the end of the semester to address areas of weakness identified in the official scoring.
 - **Professional Due Process:** The EPP maintains a formal Due Process procedure for resolving professional and ethical concerns that may arise during field experiences or student teaching, ensuring fairness and transparency for all candidates.

QAR Appendixes

Appendix 1: Quality Assurance Data Collection and Analysis Annual Calendar

Month	Data	Analysis and Action
June	GPA data of all candidates	Analyze cohort GPA data, identify candidates below 2.85
	Completing Survey Data	Analyze completing survey data with previous surveys, identify patterns, growth and continued areas of improvement
	GPA of completers	Cohort GPA of completers: pull data, analysis in comparison to previous years
	edTPA data	Pull data, overall scores, task and rubric scores Disaggregate data and data analysis with prior scores
July	Junior Pre-CPAST data	Pull and analyze junior Pre-CPAST data for patterns (growth and analysis). Shared with faculty for senior methods
	Completing C-PAST data	Analyze data for finishing cohorts (2 sets of Pre-CPAST and final CPAST) analyze for patterns of growth and areas of improvement for all candidates
	Critical Dispositions	Pull data specific to critical dispositions (3 cycles of completing graduates: Junior Methods, Senior Methods, Student Teaching)
	Pathway to Licensure Canvas Page Data completion for previous academic year	Assure all documents were uploaded, reach out for missing documentation to assure all is uploaded for previous academic year
	Retention Data	Look at retention data: first to second; second to third, third to graduating. Retention in program, retention at Heidelberg.
August	Gather incoming student data and recruitment	Create profile of first year, incoming students for faculty
	August 31 - end of academic reporting for OAE licensure exams	Add incoming first year students to Pathway to Licensure Canvas page
	GPA data of teacher	Create profile of placements for the upcoming

	<p>candidates</p> <p>Demographic Data of Placements for upcoming year</p>	<p>academic year</p> <p>Review data and pull for reporting measures</p> <p>Department Meeting and Data Dive Meeting preparations and agenda specific to:</p> <ul style="list-style-type: none"> • PreCPAST/CPAST data • edTPA • Review students without a GPA 2.85 (Intervention/next steps) • Profile of incoming students, numbers, licensure • Other pertinent data <p>Attend OAPCTE Meeting (once a month)</p>
September	<p>Analyze OAE APK data in comparison to previous years</p> <p>Implement 240 tutoring into EDU 225/226, EDU 310/320, EIS 285</p> <p>Completing Candidates Surveys</p> <p>I Got a Job Survey and demographics of districts candidates are hired, positions</p> <p>Senior OAE completion rates and progress to completion</p>	<ul style="list-style-type: none"> • Evidence Statement updates for key assessment reviewed in August and/or development of new evidence statements <p>Analyze data for areas of strength/improvement with comparative analysis to previous surveys.. Disaggregate by licensure.</p> <ul style="list-style-type: none"> • Pull data from recent graduates, job rates and analyze the demographics of schools • Pull data and analyze # of candidates who have completed all licensure exams successfully <p>Department Meeting and Data Dive:</p> <ul style="list-style-type: none"> • OAE APK results, first and best pass rates, strengths and areas of improvement • Completing candidates surveys • Graduate demographics • Placement data across licensure programs <p>Attend OAPCTE Meeting (once a month)</p>
October	<p>Advising materials for registration</p>	<ul style="list-style-type: none"> • Distribute and assure all have advising materials and documents for registration

	<p>OAE Content Exam Data</p> <p>Mid-Field Feedback Form</p>	<ul style="list-style-type: none"> Analyze content exams and share with relevant education and discipline specific faculty for review/curriculum changes, etc. Collect meeting notes and any changes made to courses, maps, etc. Send out mid-field feedback form to all mentor teachers <p>Department Meeting and Data Dive:</p> <ul style="list-style-type: none"> OAE Content Exam review Mid-field feedback form if necessary <p>Attend OCTEO</p>
November	<p>Mid-field feedback forms</p> <p>Title Data Sheet (prepared by Admin. Asst.)</p> <p>Fall 2024 Prospective Student Data</p>	<ul style="list-style-type: none"> Review mid-field feedback forms Submit fall Title Report Pull prospective student data (midyear) Prepare and facilitate HECAP meeting with relevant data for this semester selected by faculty Attend OAPCTE meeting
December	<p>240 tutoring data EDU 225/226, EDU 310/320, EIS 285 (quiz results/strengths/domains needing more support)</p> <p>Canvas uploads (Pre-CPAST, GPA)</p> <p>Distribute Course changes documentation sheets from all faculty</p>	<ul style="list-style-type: none"> OAE continuous improvement Plan: Analyze and represent 240 data to inform spring semester courses and add to evidence statements. Represent data in evidence statement and OAE continuous improvement plan Assure all materials for the semester were uploaded to Canvas Pathway to Licensure Upload course changes documentation sheets, document data informed changes at the course and program level
January	<p>Course changes documentation</p> <p>First year retention rates</p> <p>Fall Pre-CPAST and</p>	<ul style="list-style-type: none"> Complete analysis and evidence statements for data informed changes Gather data for first year, first semester retention rates Analyze Fall Pre-CPAST and GPA data

	<p>GPA for all candidates</p> <p>Junior Methods Placement Data</p>	<p>Department meeting and Data Dive:</p> <ul style="list-style-type: none"> ● Pre-CPAST Results ● 240 tutoring results ● First year, first semester retention ● Initial prospective student data/recruitment numbers <ul style="list-style-type: none"> ● Attend OAPCTE meeting
February	<p>CAEP Annual Report Opens</p> <p>Website Updates (CAEP Measures)</p>	<ul style="list-style-type: none"> ● Prepare evidence statements and necessary elements for narrative for annual report ● Begin website updates <p>Attend Dean's Compact</p> <p>Department Meeting and Data Dive:</p> <ul style="list-style-type: none"> ● Review and select data for CAEP Annual Report and CAEP Measures ● Review changes to or new evidence statements ● Recruitment
March	<p>Spring Title Report Opens</p> <p>CAEP Annual Report Website Updates (CAEP Measures)</p> <p>Mid-field Mentor Teacher Survey</p> <p>Field Placement Data</p>	<ul style="list-style-type: none"> ● Write draft of CAEP Annual Report ● Prepare data for Title Report ● Send out mid-field teacher survey to all mentor teachers ● Analyze field placement data for spring (demographics) ● Science of Reading Annual Report
April	<p>Pre-CPAST/CPAST</p>	<ul style="list-style-type: none"> ● Submit Spring Title Report ● Submit CAEP Annual Report
May	<p>All data for spring semester submitted to Canvas Page (observation forms, Pre-CPAST consensus forms)</p> <p>Prospective student and recruitment data</p> <p>GPA for all candidates</p>	<ul style="list-style-type: none"> ● Assure all documents have been uploaded to Canvas ● Review and analyze spring prospective student and recruitment data ● Prepare and facilitate HECAP meeting with relevant data for this semester selected by faculty ● Review and analyze GPA data

Appendix 2: Heidelberg EPP Clinical Experiences

R2.1|2.2|2.3|3.2|3.3

InTASC 1, 2, 3, 4 5, 6, 7, 8, 9, 10

Heidelberg EPP Clinical Practicum Tiers

Heidelberg's Educator Preparation Program (HU-EPP) scaffolds teacher candidates' practicum experiences in all licensure programs by providing a progression of clinical practicum experiences that align to each candidate's respective curriculum map and plan of study. Each practicum experience is embedded within courses to provide our candidates opportunities to connect theory and research into real world settings with partner K-12 schools and districts. Heidelberg's EPP recognizes how integral clinical practicum experiences, supervised by highly qualified mentor teachers, are to ensure our candidates' competency to apply content and instructional knowledge in ways that positively impact all PreK-12 learners and support our teacher candidates' retention within the teaching profession. Ohio State licensure law requires all teacher candidates to complete a minimum of 100 practicum hours of field experience prior to entering student teaching (HU-EPP Tier 3: Semester 2). All HU-EPP teacher candidates exceed this minimum with some variance across licensure programs. See Clinical Experience Chart below.

HU-EPP has a three tiered system of clinical practicum experiences, outlined below, to support our teacher candidates' ability to apply their knowledge their content and pedagogical knowledge in the PK-12 classroom at the appropriate progression level:

Heidelberg University's EPP Pathway to Licensure Year 1 and 2:

So you want to be an educator? How do I get admitted to the education program and build my professional knowledge?

Tier 1: Exploration and Exposure to the Profession

(CAEP Standards 1.1, 1.2, 1.4|InTASC Standards 1, 2, 3)

All of Heidelberg's teacher candidates' initial clinical practice experiences at the 100 and 200 level provide the context for them to explore the educational profession, make direct connections to introductory education course content and theory, engage directly with PK-12 students/educators, and expose them to multiple educational environments. The 200 level courses provide license specific practicum experiences in teacher candidates' respective K-12 grade bands. Tier 1 accounts for 30 hours in the field for all teacher candidates, but Music Education, and occurs prior to candidates formally applying to the education program.

Tier 1: Exploration and Exposure to the Profession Courses

EDU 110: Introduction to Education (10 hours)
EDU 225: Introduction to Primary Education (20 hours)
EDU 226: Introduction to MCE/AYA Education (20hours)

Heidelberg University's EPP Pathway to Licensure

Year 3: How do I build my content knowledge, demonstrate and implement it in the classroom?

Tier 2: Clinical Practice Internships

(CAEP 1.1, 1.2, 1.3, 1.4, 3.2|InTASC Standard 1, 2, 3, 4, 5, 7, 8)

HU-EPP's Tier 2 Clinical Practice Internships provide licensure specific practicum experiences for teacher candidates at the 200-400 level. These field experiences provide teacher candidates the opportunity to apply content and pedagogical knowledge into the K-12 classroom and across subject areas. All clinical practice internship courses build teacher candidates' understanding of central concepts, tools of inquiry, and discipline specific structures in alignment to Ohio K-12 Content Standards and learning progressions. In each of HU-EPP's Clinical Practice Internship experiences teacher candidates work closely with their assigned mentor teachers to plan for, implement and assess subject specific and/or cross disciplinary, developmentally appropriate instructional lessons. Teacher candidates gain 50-100 hours of clinical practice experience based on their respective licensure program and concentrations.

Tier 2: Clinical Practice Internships

EIS 285: Phonics/Word Identification (20 hours)

EIS 348: Communication, Coordination and Collaboration in Special Education (20 hours)

EDU 322: Mathematical Literacy and Methods in Primary Education (25 hours)

EDU 323: Scientific Literacy and Methods in Primary Education (25 hours)

EDU 360: Language Arts and Methods in Middle Childhood (50 hours)

EDU 366: English Literacy and Methods in Adolescent to Young Adult (50 hours)

EDU 373: Social Studies Literacy and Methods in Middle Childhood (50 hours)

EDU 376: Social Studies Literacy and Methods in Adolescent to Young Adult (50 hours)

EDU 380: Mathematical Literacy and Methods in Middle Childhood (50 hours)

EDU 386: Mathematical Literacy and Methods in Adolescent to Young Adult (50 hours)

EDU 390: Science Literacy and Methods for Middle Childhood (50 hours)

EDU 396: Science Literacy and Methods in Adolescent to Young Adult (50 hours)

EDU 414: Diagnosis of Reading Difficulties (10 hours)

Primary Candidates' Clinical Practice Internship Courses	Middle Childhood Candidates' Clinical Practice Internship Courses	Adolescent Young Adult Candidates' Clinical Practice Internship Courses	Intervention Specialist Candidates' Clinical Practice Internship Courses
EIS 285 EDU 322 EDU 323 EDU 414	EIS 285 One of the following: EDU 360 EDU 373 EDU 380 EDU 390 EDU 414	One of the following: EDU 366 EDU 376 EDU 386 EDU 396	EIS 348

Heidelberg University's EPP Pathway to Licensure

Year 4: What is my pathway towards graduation and licensure?

Tier 3: Education Apprenticeship

(CAEP 1.1, 1.2, 1.3, 1.4, 3.2, 3.3|inTASC 1, 5, 6, 7, 8, 9, 10)

Tier 3 of HU-EPP's Clinical Practice provides a year-long apprenticeship placement specific to teacher candidates' licensure program(s). Teacher candidates have 50 hours in the fall semester within this apprenticeship placement (100 hours for teacher candidates also obtaining their ISP licensure). There is variance in the experiences and expectation of our candidates in this first semester of their apprenticeship between primary and Middle/AYA licensure. See below. Upon successful completion of their fall semester apprenticeship, teacher candidates remain in the same classroom for their student teaching. This final semester teacher candidates work collaboratively with their mentor teacher and assume the majority of instructional and procedural responsibilities within their classroom all day for 12 consecutive weeks, Monday through Friday. Intervention specialist candidates split their student teaching hours equalling 6 weeks in the general education classroom and 6 in their ISP placement.

Primary Candidates (EDU 345):

Teacher candidates work collaboratively with their mentor teacher to collect data specific to each learners' social, emotional, cognitive, physical and linguistic development within their K-12 placement to inform their instructional decisions focused on the K-12 learners strengths and areas of improvement. Primary teacher candidates use this knowledge to develop, implement and assess a 5 day, literacy and social studies integrated unit. In addition, teachers candidates provide support with the daily educational needs of the classroom, participate in meetings within the school building and collaborate with staff to support the students within their K-5 placement. During this semester primary candidates strengthen their content and pedagogical knowledge and application of the knowledge into the K-5 classroom, allowing them to progress and transition into their student teaching semester in which they fully take over their assigned K-12 classroom with the support of their mentor teacher and other school personnel.

Middle/AYA candidates (EDU 346):

Middle and AYA teacher candidates develop their professional knowledge through the design and development of an action research project meant to support their understanding of evidence-based teaching and learning practices. Candidates must share their topic, the research process and goals with their mentor teacher. As part of Middle and AYA teacher candidates' fall semester of their education apprenticeship, they may collect data within the respective classrooms pending IRB approval which may include observing the mentor teacher as well as collecting student responses. Middle and AYA teacher candidates are also required to support classroom procedures, provide small group or individual help for students using research based strategies as assigned by the mentor teacher, and develop lesson plans specific to the classroom in which they are placed.

Intervention Specialist candidates (EIS 350):

Intervention Specialist teacher candidates further develop their knowledge and skills in assessing, planning, organizing, implementing, and evaluating instruction based on knowledge of the student, goals and objectives contained in individualized education programs, and Ohio's State Standards in reading, language arts, and mathematics. The course focuses on the needs of students with mild to moderate disabilities, including students with disabilities from diverse linguistic and cultural backgrounds. Topics include student characteristics, linking instruction with assessment, research-based methods and strategies, curriculum standards, accommodations, and modifications to support student access to the general education curriculum. Teacher candidates are required to develop and implement small group instructional plans that integrate individual student goals and objectives, as well as content standards in the field setting. They will also contribute to IEP development and begin participation in parent meetings related to special education services.

Student Teaching Education Apprenticeship (EDU 426|427|428|429|430):

The Student Teaching Education Apprenticeship is the final semester of all all teacher candidates'. Teacher candidates remain in the PK-12 classroom in which they were placed in the fall and build upon that semester and their understanding of the K-12 students, classroom curriculum, procedures, and other relevant information as they prepare to take over the duties of the teacher in their respective PK-12 classroom for 12 consecutive weeks. As mentioned above, ISP candidates split their time between their general classroom placement and their special education placement during these 12 weeks. During this time, all student teaching apprentices must plan for, implement and assess a 3-5 unit and submit for their edTPA, their final summative assessment. All teacher candidates are required to complete the edTPA and pass with a cut score of 37.