

# Master of Education Student Handbook

School of Education  
Shawnee State University

Revised 2022

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## INTRODUCTION

Shawnee State University (SSU), located in a beautiful tri-state area of Southern Ohio, Kentucky, and West Virginia, is a student-focused public university, which offers a highly personalized, affordable, and accessible education dedicated to the exploration of emerging technologies and ideas. SSU is a place where professors know you by name, and where you can make a name for yourself.

This student handbook will help you understand the unique structure of the Master of Education (MEd.) programs housed in the School of Education, the curricula, and the expectations and requirements for MEd candidates. Further, the handbook will provide references to the policies, rules, and regulations of the programs.

Please read the handbook to gain understanding of your program. You may need to refer to it from time to time throughout your program. Feel free to pose questions to the Graduate Program Director or Director of the School of Education.

The following is a guide to Master of Education programs at SSU. SSU retains the right to change its course offerings, academic policies and requirements for Master's degree programs. It is not uncommon for the Ohio Department of Education (ODE) or our national accreditor, the Council for Accreditation of Educator Preparation (CAEP) to make changes that require us to respond in kind with changes to our programs. In the event that such changes occur while you are enrolled in a degree program, the following policies are in effect:

- Candidates are governed by the policies of the most current edition of this handbook;
- Candidates are governed by the degree requirements in the annual catalog in effect at the time of their initial matriculation in the major with the following exception: all changes required by ODE or CAEP take precedence over any catalog requirements;
- Candidates may elect to complete a degree program under the most recent annual catalog. If such a choice is made, the candidate must inform their graduate advisor and the Graduate Center, and complete all degree requirements specified in the selected annual catalog.

Shawnee State University is accredited by the Council for Accreditation of Educator Preparation (CAEP) and has met rigorous professional standards for the preparation of teachers and other school specialists.

### Mission Statements

Master of Education: "Preparing learner-centered, independent and inquiring professionals with the abilities to think critically, act ethically, communicate effectively and work collaboratively to meet the diverse needs of all students."

School of Education: "The ultimate commitment of education professionals is to the welfare of ALL students."

College of Professional Studies: "Graduate students with a competitive advantage for professional practice."

Shawnee State University: We prepare today's students to succeed in tomorrow's world.

### **Goals of the MEd Program**

The outcomes of Master of Education program are as follows:

- 1) Graduates apply their content/discipline area knowledge to create meaningful learning experiences for all students;
- 2) Graduates apply their understanding of human development, learning, and diversity to inform their professional practices;
- 3) Graduates apply their knowledge of environmental influences to create learning environments that support the learning outcomes for all students;
- 4) Graduates apply their knowledge of effective curriculum and instructions to ensure all students achieve the desired learning outcomes; and
- 5) Graduates model ethical, reflective and inquiring professional practice.

## **GRADUATE PROGRAM FULL-TIME FACULTY**

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## MEd ADMISSION REQUIREMENTS

### Full Admission Status:

- Evidence of B.S. or B.A. degree from an Accredited Institution;
- Evidence of an overall GPA of 3.0 for the B.S. or B.A. degree on a 4.0 system;
- Evidence of a teaching license in a specialized teaching field, e.g., Early Childhood (4-9), Adolescent to Young Adult in Integrated Mathematics (7012), etc.;
- In-house writing sample (assessed with a standard rubric);
- Two letters of recommendation from educational or professional sources.

### Conditional Degree Status:

- If the undergraduate GPA is below 3.0, a candidate will be allowed to attend for one semester and must earn a 3.0 or higher GPA to stay in the program. If the student is unable to earn a minimum 3.0 GPA during that first semester, he/she will be removed from the program.

### Non-Degree Status:

- Per University Policy, this status requires the applicant to meet the B.S. or B.A. degree requirement.
- A maximum of 12 hours coursework to be accepted if the student applies for the degree in a subsequent application.

### Transient Status:

- The program accepts up to 9 semester hours of graduate coursework from comparable programs of other universities.
- Students must finish the capstone courses in this program.

### International Students:

- Admission requirements and procedures for international students are fully described in the excerpt from the University Graduate Program Policies and Procedures Manual.
- Applicants must meet the special requirements in English language proficiency, financial evidence, health insurance, and related immigration regulations as specified by the Immigration and Naturalization Service.
- Additionally, all international applicants must submit a GRE test result of a minimum combined score of 900 in Verbal and Quantitative Reasoning as part of the application to the program. A Miller Analogy score of 380 or above can be used to replace the GRE score.

### **Student Expectations throughout the Master's Program**

- Good Moral Character
  - Any incidence of plagiarism, cheating, or dishonesty will result in an Academic Misconduct Hearing. A full description of this process is available in the Student Code of Conduct found on the University Policies/Academic Misconduct webpage on the Shawnee State University website;

- All the prerequisites for their educational core courses and content courses maintaining an overall GPA of 3.0;
- Earn a B or better in all courses;
- Have a current BCI & FBI background check on file.

### **International Student Admission Requirement List**

#### **PROOF OF ENGLISH LANGUAGE PROFICIENCY:**

- An official score of 500 (paper-based), or 60 (internet-based), at a minimum, on the Test of English as a Foreign Language (TOEFL) or
- 5.5 on the International English Language Testing System (IELTS) or 80 on the Michigan English Language Assessment Battery (MELAB).
- An EIKEN of Grade 2A is required for admission to a degree program for students whose native language is not English.
- TOEFL may send your scores directly to SSU. For TOEFL to do so, it will need our code. Shawnee State University's code is 1790.
- Successfully graduate from an undergraduate program with the United States or United Kingdom with a cumulative GPA of 2.75 or greater.

This checklist may be found at the link below:

<https://www.shawnee.edu/sites/default/files/2019-01/International-checklist.pdf>

### **MEd PROGRAM CURRICULUM DESIGN**

The program curriculum reflects a balanced sequence of course work. Candidates may complete each concentration within four full-time semesters. The Curriculum and Instruction program consists of 33 credit hours with 18 hours as Educational Core and 15 as Curriculum and Instruction content hours. The Intervention Specialist program contains 35 credits, including the 18 Educational Core and 17 Intervention Specialist content hours. The Intervention Specialist: Teachers of the Visually Impaired (TVI) Licensure Program includes 22 hours of graduate core coursework over a one-year period from Summer to Summer. The courses are offered on a semester schedule, during which Summer courses are mandatory.



At the beginning of the program, each graduate student will obtain an individualized academic plan from the MEd Program Director. Every student is expected to follow the plan with NO exceptions; each student must take the courses at the time noted on the plan. If the candidate must take courses at another time due to unforeseen circumstances, the student will be required to take the courses when they are offered – which may extend the program beyond the initial graduation date. The SSU graduate programs do not have the capacity to offer independent coursework for students who have altered their course schedules. For example, if a student prefers to travel instead of taking the classes, then the student must wait to take it until the next time the course is scheduled to be offered. All the courses are delivered face-to-face for international students and via a blended (hybrid) format for domestic students. Per immigration law and/or SACM regulations, Saudi students may not take any online/hybrid courses **unless preapproved by SACM**. Due to COVID-19 rules and regulations, face-to-face requirements have been waived on a semester-by-semester basis for international students. Additionally, per Shawnee State University’s policies, no more than 15% of a candidate’s program may include coursework through Course Credit by Arrangement (CCBA).

### **MEd Cohort System**

Enrollment occurs twice annually for the Master of Education program at Shawnee State University and engages students according to the cohort model. Specifically, the MEd program will offer Fall and Spring cohorts every academic year with a maximum of 15 students in each. Complete the application procedures and requirements at the following link.

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

### **MEd Program Majors**

The program at Shawnee State University offers two degree programs (Curriculum and Instruction, and Intervention Specialist, and two licensure only programs at the graduate level (Intervention Specialist – Visual Impairments Licensure Program and Intervention Specialist – Hearing Impaired Licensure Program). See the program Descriptions below.

### **Visual Impairments Licensure Program**

A 22-credit hour program offering graduate level coursework and leads to licensure as a teacher of students with visual impairments (TSVI). The program is designed with completion in one year and applicants must hold a valid Ohio teaching license. Coursework is mainly online with an extensive face-to-face field experience and practicum.

### **Intervention Specialist – Hearing Impaired Licensure Program**

A graduate level, 24-credit hour program offering coursework leading to licensure as a teacher of the Deaf/Hard of Hearing. The program is designed to be completed in one year, and applicants

must hold a valid Ohio teaching license. Coursework is mainly online instruction with extensive face-to-face field experiences.

### **Curriculum & Instruction**

The C&I program provides graduate education opportunities to licensed educators. The program retains the mission of “preparing learner-centered, inquiring professionals.” The program offers a total of 33 hours; all the courses are offered via online delivery approaches.

### **Intervention Specialist – Mild to Moderate**

The Intervention Specialist (K-12) Course Work Master’s Degree is designed to help currently practicing teachers expand their knowledge of special education. The program retains the mission of “preparing learner-centered, inquiring professionals.” The program offers a total of 35 hours; all the courses are offered via online delivery approaches.

### **Intervention Specialist – Mild to Moderate – Additional/Initial License**

Opportunities in this content area are also available for already-licensed teachers in areas other than Intervention Specialist degrees. Licensed teachers in other areas who are interested in adding an Intervention Specialist can work with a faculty advisor to identify necessary coursework to add the Intervention Specialist license to their current teaching license.

One final option in this area involves individuals who hold a baccalaureate degree and are seeking an initial teaching license. These individuals may work with a faculty advisor to develop a program completion plan that will meet their needs. To earn an initial teaching license, course work and extensive, supervised field and clinical experiences are required beyond those included in the graduate level program. The graduate level courses may be used as part of this program, however.

The Intervention Specialist program offers a total of 35 hours and prepares candidates to pass OAE exams 004 (Assessment of Professional Knowledge-multiage PK-12), 043 (Special Education) and 090 (Foundations of Reading) tests. All courses are delivered through online format in the graduate portion; additional required coursework may include face-to-face courses and in-person clinical experiences.

### **EDIS/MEIS Requirements Toward Additional/Initial License**

Mandatory OAE Tests:

OAE 004, 043 & 090

OAE 043 must be passed prior to student teaching (EDIS 6585)

#### **Courses**

Ohio Reading Core (12 credits)

EDRE 3287 Matching Books with Readers (3 credits)  
 EDRE 2202 Foundation of Literacy (3 credits)  
 EDRE 2204 Teaching Phonics (3 credits)  
 EDRE 3305 Teaching Reading in the Content Area (3 credits)

Bridge Courses (must be completed before beginning masters level courses)

Psychology

PSYC 1101 Intro to Psychology (3 credits) PSYC 2130 Child and Adolescent Psychology (3 credits)  
 PSYC 2170 Educational Psychology (3 credits)  
 EDUC 1115 Intro to the Teaching Profession (3 credits)  
 EDIS 2250 Exceptional Learning Needs (3 credits)  
 EDUC 2230 Educational Media, Technology and Computers (3 credits)  
 EDUC 2245 Education in a Multicultural Society (3 credits)  
 EDUC 3310 Curriculum and Assessment (3 credits)

### **M.Ed. Course Sequence and Cohort Academic Plan**

The curricula offered by Curriculum and Instruction, and Intervention Specialist Master's programs are presented in the tables below.

C&I Strand	C&I and IS	IS Strand
	← EDUC 5501 →	
	← EDUC 5502 →	
	← EDUC 5503 →	
	← EDUC 5504 →	
	← EDUC 5505 →	
	← EDUC 5506 →	
	← EDUC 5508 →	
	← EDUC5509* →	
EDCI 6601		EDIS 6250
EDIC 6602 or 6603		EDIS 6252
EDCI 6604		EDIS 6283
EDCI 6605		EDIS 6314
EDCI 6606		EDIS 6425
		EDIS 6585
		EDIS 6311

### **Course Sequencing Timeline**

All the courses for the Master's programs are offered in a tight sequence that is semester related. For detailed information, please see Tables 4 and 5 below.

**Course Offerings Schedule for Fall Cohorts (All courses are 3 credits except those noted in the chart below)**

**(FS) Full Semester**

**(FA) Fall A**

**(FB) Fall B**

**(SA) Spring A**

**(SB) Spring B**

**(SUA) Summer A**

**(SUB) Summer B**

### **Fall 1 Curriculum & Inst. Cohort**

FALL 1

- o EDUC 5504 Educ. Data Analysis (FS)
- o EDUC 5505 Educational Research (FS)
- o EDUC 5501 Cognitive & Mot Theory (FA)

SPRING 1

- o EDUC 5506 Capstone Seminar 1 (FS)
- o EDCI 6605 Critical Studies in Multicultural (SA)
- o EDCI 6606 Teachers as Leaders (SB)

SUMMER 1

- o EDUC 5503 Philosophy of Ed (SUA)
- o EDCI 6601 Principles of Curriculum Theory (SUB)
- o EDUC 5508 Capstone Research 2 (FS)

FALL 2

- o EDCI 6604 Advanced Assessment (FA)
- o EDCI 5502 Technology Integration Learning (FB)
- o EDCI 6602/6603 Curriculum Planning (FA)

### **Fall 1 Intervention Specialist Cohort**

EDIS

Fall 1

- o EDUC 5504 Educ. Data Analysis (FS)
- o EDUC 5505 Educational Research (FS)
- o EDUC 5501 Cognitive & Mot Theory (FA)
- o EDIS 6250 Nature and Needs (FB)

SPRING

- o EDUC 5506 Capstone Seminar 1 (FS)
- o EDIS 6252 Adaptive & Assis Tech (SA)
- o EDIS 6283 Collaboration in SPED (SB)
- o EDIS 6425 IS Methods 2 (FS)

SUMMER

- o EDUC 5503 Philosophy of Ed (SUA)
- o EDIS 6314 Behavior Mgt. (SUB)
- o EDUC 5508 Capstone Research 2 (FS)

FALL 2

- o EDIC 5502 Technology Integration Learning (FB)
- o EDIS 6311 Assessment in IS Ed2 (FA)
- o EDIS 6585 Instructional Practicum (FS)

**SPRING Curriculum & Inst. Cohort**

## SPRING 1

- o EDCI 6605 Critical Studies in Multicultural (SA)
- o EDCI 6606 Teachers as Leaders (SB)

## SUMMER 1

- o EDUC 5503 Philosophy of Ed (SA)
- o EDCI 6601 Principles of Curriculum Theory (SB)

## FALL 1

- o EDUC 5504 Educ. Data Analysis (FS)
- o EDUC 5505 Educational Research (FS)
- o EDUC 5501 Cognitive & Mot Theory (FA)

## SPRING 2

- EDUC 5506 Seminar 1 (FS)

## SUMMER 2

- EDUC 5508 Capstone Research (FS)

## FALL 2

- o EDCI 6604 Advanced Assessment (FA)
- o EDIC 5502 Technology Integration Learning (FB)
- o EDCI 6602/6603 Curriculum Planning (FA)

**Spring Intervention Specialist Cohort**

## EDIS

## SPRING 1

- o EDIS 6252 Adaptive & Assis Tech (SA)
- o EDIS 6283 Collaboration in SPED (SB)

## SUMMER 1

- o EDUC 5503 Philosophy of Ed (SA)
- o EDIS 6314 Behavior Mgt. (SB)

## FALL 1

- o EDUC 5504 Educ. Data Analysis (FS)
- o EDUC 5505 Educational Research (FS)
- o EDIC 5502 Technology Integration Learning (FB)

## SPRING 2

- o EDUC 5506 Capstone Seminar 1 (FS)
- o EDIS 6425 IS Methods 2 (FS)

## Summer 2

- o EDUC 5508 Capstone Research 2 (FS)

## Fall 2

- o EDUC 5501 Cognitive & Mot Theory (FA)
- o EDIS 6250 Nature and Needs (FB)
- o EDIS 6311 Assessment in IS Ed2 (FA)
- o EDIS 6585 Instructional Practicum (FS)

**M.Ed. Education Core Course Descriptions****EDUC 5501 – Cognitive/Motivational Theories**

Provides an overview of childhood, adolescent and young adult cognitive development and motivational theory in the context of current research. Prepares teachers to understand the relationships between human brain function and all aspects of human behavior and development and to create developmentally appropriate teaching practices that support the learning of all students. Pre-req: Admission to the program; Lecture hours: 3 Course/Lab Fee: \$

**EDUC 5502 – Technology Integration Learning**

This course examines antecedents, foundations, issues, trends and practices associated with the theory and practice of computer-based instructional technologies; it is taught with a project-based approach. Prereq: Admission to the program. Lecture hours 3 Course/Lab Fee \$

**EDUC 5503 – Philosophy of Educational Professional Ethics**

This course examines classic ethical approaches to problem-solving in conjunction with the knowledge, skills and dispositions needed to make professional decisions in the modern educational environment. Includes analysis and discussion of ethical case studies related to education. Prereq: Admission to the program. Lecture hours 3 Course/Lab Fee \$

**EDUC 5504 – Educational Data Analysis**

Examines measurement techniques, quantitative and qualitative data collection methods, and statistical and qualitative data analysis techniques. Emphasis is on the understanding and application of descriptive and inferential statistics in educational research and K-12 classrooms. Prereq: Admission to the program. Lecture hours 3 Course/Lab Fee \$

**EDUC 5505 – Educational Research (Full Semester)**

The purpose of this course is to provide an introduction to empirical research and a variety of research approaches common to the field of education. Upon completing the course, participants will be able to locate, understand, evaluate, and interpret qualitative as well as quantitative educational research and use these skills to identify a Capstone research idea/hypothesis. Students will practice researching and identifying appropriate literature to support a topic of their choice. Students will begin to develop their Capstone research proposal in this course.

Prereq: EDUC 5504 and Admission to the program lecture hours 3 Course/Lab Fee \$

**EDUC 5506 – Capstone Seminar (Full Semester)**

Provides instruction and supervision for the continued development of the capstone project, with a focus on style, technical aspects, and research methodology. Prereq: EDUC 5504 and EDUC 5505 and Admission to the M.Ed program. Course/Lab Fee \$

**EDUC5508 – Capstone Project (Full Semester)**

This course is the culminating experience of the program in which students complete the research proposal begun in EDUC 5505. Prereq: EDUC 5504 and Admission to the program. Coreq: EDUC 5506. Course/Lab Fee \$

**The M.Ed. Curriculum and Instruction Strand Course Descriptions****EDCI 6601 – Principles of Curriculum Theory**

Introduces the fundamental and historical concepts and principles of curriculum design and development, with a wide range of curriculum models in different theoretical frameworks to serve the needs of all students, both typical and atypical. Admission to the program. Lecture hours 3 Course/Lab Fee \$

**EDCI 6602** – Curriculum Planning and Implementation PreK-6

Focuses on research-based curricular and instructional models that are associated with effective and standards-based instruction and learning for all students both typical and atypical students in PreK-6 classrooms. Emphasis on purposes, materials and practices associated with effective secondary schools. **MUST HOLD A TEACHING LICENSE/CERTIFICATE OR BE IN A SCHOOL-RELATED SUPPLEMENTAL SERVICES POSITION, SUCH AS SPEECH THERAPIST.** Prereq: Instructor Permission required. Lecture hours 3 Course/Lab Fee \$

**EDCI 6603** – Curriculum Planning and Implementation Grades 7-12

Focuses on research-based curricular and instructional models that are associated with effective and standards-based instruction and learning for all students in 6-12 classrooms. Emphasis on purposes, materials and practices associated with effective secondary schools. **MUST HOLD A TEACHING LICENSE/CERTIFICATE OR BE IN A SCHOOL-RELATED SUPPLEMENTAL SERVICES POSITION, SUCH AS SPEECH THERAPIST.** Prereq: Instructor Permission Required lecture hours 3 Course/Lab Fee \$

**EDCI 6604** – Advanced Assessment in Curriculum and Instruction

Examines teachers' use of formal and informal assessments for measuring student performance and developing appropriate instruction for all students. Focuses on the design, implementation, and evaluation of strategies for assessing student learning for diagnostic purposes and for measuring achievement (including high-stakes testing). **MUST HOLD A TEACHING LICENSE/CERTIFICATE OR BE IN A SCHOOL-RELATED SUPPLEMENTAL SERVICES POSITION SUCH AS SPEECH THERAPIST.** Prereq: Instructor Permission Required lecture hours 3 Course/Lab Fee \$

**EDCI 6605** – Critical Studies in Multicultural Education

This course guides students in acquiring the critical pedagogy framework with which to examine strengths and issues in education in the American pluralistic society and around the world, with an emphasis on anti-oppression and social justice to maximize learning for all students in a just and caring environment. Specific attention will be paid to the SSU School of Education Diversity Standards and the impact on the classroom and leadership. Lecture hours 3 Course/Lab Fee \$

**EDCI 6606** – Teachers as Leaders

Explores ways of transforming teachers to instructional leaders through understanding various leadership roles and skills for supporting effective student learning and development for all students. **MUST HOLD A TEACHING LICENSE/CERTIFICATE OR BE IN A SCHOOL-RELATED SUPPLEMENTAL SERVICES POSITION SUCH AS SPEECH THERAPIST.** Prereq: Instructor Permission Required. Lecture 3 Course/Lab Fee \$

## The M.Ed. Intervention Specialist Course Descriptions

### **EDIS 6250** – Nature & Needs of Students with Mild/Moderate Disabilities

An in-depth examination of characteristics, similarities and differences among children, with mild/moderate disabilities focusing on providing an overview of physical, mental, emotional and behavioral exceptionalities in children ages 5-21 and the educational and social implications of each. Field experience required. Prereq: Admission to the program. Lecture hours 3 Course/Lab Fee \$

### **EDIS 6252** – Accommodations & Technologies for Students w/ Mild/Moderate Disabilities

Designed to deliver assistive technology instruction to teachers of students with exceptional learning needs. Focus on adaptation and modification of both WINDOWS and MAC platforms to accommodate individuals who need graphic, sound and environmental interface support to access technology to support meeting IEP goals and objectives as part of accessing school curriculum. Also covers use of adaptive devices. Prereq: Admission to the program. Lecture hours 2 Course/Lab Fee \$

### **EDIS 6283** – Collaboration & Transition Models –Diverse Families, Schools & Communities

Focus is on development of oral and written collaboration and consultation skills. In-depth examination of collaboration/consultation and teaming approaches for working with teachers, parents and other professional individuals within school and community concerning needs of students with mild/moderate disabilities. Focus on issues and practices designed to accommodate developmental patterns of secondary level students with mild/moderate disabilities. Focus placed on school to work and school to community transitions. Prereq: Admission to program. Lecture hours 3 Course/Lab Fee \$

### **EDIS 6311** – Assessments & Instructional Planning for Individuals with Mild/Moderate Disabilities

Delineates federal, state and local laws, procedures, policies and standards related to the assessment, eligibility, identity process, Individualized Education Programs and placement of students into special education programs. Legal history, provisions, rights, current research and issues concerning parents, teachers and other school and community professionals in relation to students with disabilities. Ethical issues related to assessment, placement, medication, orientation and gender biases. Importance of teacher serving as a role model for students with exceptional needs while maintaining and promoting a high level of competency and integrity in professional practices. Prereq: Admission to program. Lecture hours 2 Course/Lab Fee \$

### **EDIS 6314** – Classroom Management & Behavioral Interventions

Create and facilitate physically and emotionally safe environments that promote understanding, diversity, critical thinking and problem solving. Development, maintenance and generalization of knowledge and skills across environments, settings and the life span. Use direct motivational and instructional interventions and use an effective and least intrusive manner of intervening with students with exceptional learning needs in a crisis. Teacher candidates complete both a



Management Philosophy and a Personal Management System. Prereq: Admission to the program. Lecture hours 3 Course/Lab Fee \$

**EDIS 6245** – Curriculum & Instruction for K-12 Children with Exceptional Needs

Evidence-based instructional strategies to individualize instruction and assessment for individuals with mild/moderate exceptional learning needs (ELN) to promote challenging learning in both the general and special curricula and to appropriately modify learning environments with said modifications and positive behavioral supports. Maximize engagement and social interactions—students with students, adults, texts, technology in an effort to enhance academic and social learning through the application of critical thinking skills and performance-based assessment. Consideration of Developmentally Appropriate Practices (DAP) and materials and the characteristics of the learner are reflected in selection of materials and activities to engender self-motivation, self-efficacy, and self-monitoring. Particular attention to transition plans and the content needed for high stakes testing and State Academic Content Standards. Prereq: Admission to the program lecture hours 2 Course/Lab Fee \$

**EDIS 6585** – Instructional Strategies Internship

Culmination of the graduate program with a concentration in Intervention Specialist Mild/Moderate. Candidates who already hold an intervention specialist license will focus on developing tools and strategies to teach students with exceptional learning needs in general education settings. The classroom must be serving students with identified Exceptional Learner Needs. Candidates who are seeking initial intervention specialist licensure are required to complete a 15-week supervised student teaching experience. Prereq: Admission to the program. Lecture hours 2 Course/Lab Fee \$

**FIELD EXPERIENCE AND CLINICAL PRACTICUM**

The complexities of the teaching profession are unrivaled. Teachers are decision-makers and change agents in the lives of students and schools. As such, they have the tremendous responsibility to influence what students learn, how students learn, and how students think about themselves. The mission of the teacher education program at Shawnee State University is that of a reflective and inquiring professional. Assuming that teachers continue to develop cognitively, technically and professionally over time, the program emphasizes dispositions of life-long learning in addition to the acquisition of specific knowledge and skills. The Shawnee State University's Master of Education Programs seek to lead teacher candidates to a greater mastery of teaching specialization, an increased understanding of the liberal arts perspective, a wider context within which to make good choices, a research-based professional education core, and a greater sense of the need to contribute to the present community through their service and to future communities through their students' lives.

**General Requirements for Field Experience**

Every licensure-seeking candidate at Shawnee State University will engage in field experiences with PreK-12 children through observation and participation in area schools. The Curriculum & Instruction program offers mini-internships by integrating field experiences into the program

strands and courses.. Each graduate intern will be supervised by a licensed educator in the field currently teaching in the licensure area.

Apply for internship one semester in advance which includes each of the following:

On the application complete:

- Statement of Good Moral Character
- All the prerequisites for their educational core courses and content courses maintaining an overall GPA of 3.0
- Earn a B or better in all courses
- Have a current BCI & FBI background check on file
- Complete the SSU Domains of Teacher Capacity on the application
- Take and pass the Ohio Assessment for Educators exam(s) for their licensure area(s)

### **General Requirements for Clinical Practice**

In the Master of Education program, field hours are earned through experiences that are integrated into core courses. The experiences begin by exploring learning environments and progresses to engaging learners in content knowledge, assessment and instruction, continually developing the necessary communication and professional skills to be an effective educator. Almost every semester includes a field experience. We are currently observing COVID-19 health and safety guidelines. For that reason, field experiences may be virtual.

Clinical Practice (student teaching) is a critical element in the development of qualified teachers. It provides teacher candidates with a cumulative, integrative experience that enables them to apply their previous course work and professional experiences under the guidance of a qualified classroom teacher and university supervisor. Clinical practice is a collaborative experience between Shawnee State University and our partner schools. The clinical faculty, university supervisor, and teacher candidates form the triad of the clinical experience. The clinical school administrators and staff, along with the SSU School of Education, provide the necessary support to insure a successful clinical teaching experience.

All clinical practice will follow the program policies specified by the Ohio Department of Education and various Specialized Professional Associations (SPAs) regarding licensure and program requirements.

Note: In addition to the above requirements for field experiences, each field practitioner must abide by School of Education Student Teaching Handbook. Please find the handbook by click on the link below:

<http://www.shawnee.edu/academics/teacher-education/media/student-teaching-handbook.pdf>

### **Requirements for Non-Licensure Seeking Clinical Practitioners**

Note: The following section consists of three parts. The first part outlines the expectations and information for intern or student teacher, the second section relates to the university supervisor and the third for on-site faculty or cooperating teachers.

## Part I Intern's Responsibilities:

- a) **15-week Clinical Experience:** *Interns* refers to those who have been enrolled in the Intervention Specialist Education program to acquire an additional license, and will be engaging in an internship/practicum in the current semester. This internship is a full day, 15-week field experience. Those who are getting their 1<sup>st</sup> IS license are required to get a minimum of 100 field hours.
- b) **Scheduling:** During the 15-week experience, the interns will be responsible for following the field school and teacher's schedule including duties, teacher meetings, professional development sessions, parent meetings etc.
- c) **Instructional Roles and Responsibilities:** Instructional responsibilities are shared. The clinical model relies on the sharing of instruction by intern and cooperating teacher. Together they make decisions about instructional roles and responsibilities., (Note: if the intern is teaching in his/her own classroom, then, he/she will take the full responsibility throughout the semester under the supervision of a master teacher as assigned by the school or SSU).

**Evaluation:** Interns seeking initial licensure will be evaluated a minimum of 7 times during the experience with two 3-ways (mid-term and final), between the practitioner, cooperating teacher (if having one) and university supervisor. The evaluations will be spread throughout the entire experience. All the interns must have lesson plans in the SSU format available in 3-ring binder for each evaluation. They will also complete a self-evaluation of their teaching performance using the CPAST evaluation. The self-evaluation, university faculty evaluation and, cooperating teacher's evaluation (if having one) should be compared, shared and discussed at the final 3-way conference.

**Attendance:** The intern will begin his/her clinical experience no later than the date listed in the course syllabus; the clinical experience is so structured that any days a practitioner has to miss due to illnesses or other reasons must be made up before the end of the semester. The practitioner will need to follow the field school's calendar for spring break, holidays, etc. These days will not need to be made up. The experience requires a total of 100 hours.

## Part II University Supervisor's Responsibilities:

**Supervision and Evaluation:** Supervisors must observe/evaluate each assigned intern a minimum of 7 times plus a mid-term and final 3-way conferences with teacher candidate and cooperating teacher (when appropriate). You may schedule the 3-way conference to follow an observation of your student teacher. All the evaluations must be submitted before the semester ends.

**Assignments:** You are responsible for reading, grading, and submitting your clinical practitioner's assignments. All assignments must be submitted according to university policy by the end of the semester...

**Final Grade Submission:** The supervisor also submits the final grade for the experience by the end of the semester. Please note that the final grade must be a letter grade e.g., A, A-,

B+, B or B-, etc. You will receive a reminder regarding posting final grades near the end of the semester.

### **Part III Cooperating Teacher's Responsibilities:**

**Supervision:** Please serve as a mentor for your clinical intern. Allow the intern to become familiar with your classroom, curriculum, schedule, etc. Mentor them during their teaching and classroom responsibilities. Provide ongoing feedback on their planning, teaching, classroom management, etc. throughout the semester.

**Evaluation:** You will observe/evaluate your clinical intern 4 times throughout the field experience in your classroom. You will complete a mid-term and a final 3-way evaluation and conduct the 3-way conference with the student teacher and university supervisor toward during the experience. The evaluation forms and 3-way conference will be sent to you via email during the semester. You will receive the email from Chalk and Wire (our data management system) from this email address:

EP=chalkandwire.com@caw.mail.campuslabs.com. Thank you for working with SSU students.

### **Requirements for Non-Licensure-Seeking Clinical Interns (International Students)**

Note: this document consists of three parts: the first part is for clinical practitioner or student teacher, the second one is for the university supervisor and the third is for the on-site faculty or cooperating teacher.

#### ***Part I – Non-Licensure Clinical Intern's Responsibilities:***

- a) ***Duration of Internship for Non-License-Seeking Clinical Interns:*** The non-license seeking clinical interns refer to all the international students who hold an IS license from their home country and have been enrolled in Intervention Specialist Education program and will be doing their field practicum in the semester. The internship will begin no later than the 3rd week of the semester, and last for eight weeks. This internship is a full day, 8-week field experience. During the 8-week experience, the clinical practitioners will be responsible for following the school's and cooperating teacher's schedules including participating in their duties, teacher's meetings, professional development sessions, parent conferences, etc. The clinical interns are also expected, to share teaching roles and responsibilities with the mentor teacher for the entire Internship..
- b) ***Evaluation:*** The non-licensure seeking interns must be evaluated four times during the experience with one final evaluation (3-way conference) with the intern, the cooperating teacher and university supervisor. The evaluations will be spread over the entire experience. All interns must have a lesson plan in the SSU format available for each evaluation. They will also complete a self-evaluation of their teaching using the CPAST. The self-evaluation, university faculty evaluation and, cooperating teacher's evaluation should be shared and discussed at the final 3-way conference.
- c) ***Attendance:*** The non-license seeking intern must be present at the field school on the date as indicated in the syllabus, which is the third Monday on SSU calendar. The field experience is structured in such a way that any days a practitioner has to miss due to illnesses or other

reasons must be made up before the end of the semester. The practitioner must follow the field school's calendar for spring break, holidays, etc. Interns must acquire a minimum of 225 hours for this experience.

***Part II - University Supervisor's Responsibilities:***

- a) ***Supervision and Evaluation:*** The University supervisor must evaluate their clinical intern four times. In addition, the supervisor will facilitate one final 3-way conference with the supervisor, the intern, and the cooperating teacher. The supervisor may schedule the 3-way conference the same day he/she as the final observation. All evaluations must be submitted in a timely manner before the end of the semester.
- b) ***Assignments:*** The University supervisor must read, grade, and submit the clinical practitioner's assignments, before the semester ends.
- c) ***Final Grade Submission:*** The University supervisor must submit the final grade into the system before its due date. Please note that the final grade must be a letter grade, e.g., A, A-, B+, B or B-, etc. The supervisor will receive an email reminder near the end of the semester.

***Part III - Cooperating Teacher's Responsibilities:***

- a) ***Supervision:*** Facilitate your intern's familiarity with your classroom, curriculum, schedule and other duties they need to accomplish during the day. Supervise their performance of their responsibilities; provide ongoing feedback on lesson plans and/or other activities.
- b) ***Evaluation:*** You must observe/evaluate your intern twice throughout the duration of the intern's field experience in your classroom. You will complete a final 3-way observation form and conduct the 3-way conference with the student teacher and university supervisor near the end of the field experience. The evaluation forms will be sent to you in an email from Chalk and Wire (our data management system). The emails will come from this email address: [EP=chalkandwire.com@caw.mail.campuslabs.com](mailto:EP=chalkandwire.com@caw.mail.campuslabs.com).
- c) **\*\* Field and practicum requirements are different for the Intervention Specialist: Visual Impairments Program. For more information, please contact Dr. Karen Koehler [kkoehler@shawnee.edu](mailto:kkoehler@shawnee.edu).**

**M.Ed. PROGRAM POLICIES**

The M.Ed. programs in School of Education at Shawnee State University will abide by all of the following policies and amendments to those policies as set up by the university.

**DISABILITY SERVICES**

**ADA Compliance Committee ADA STATEMENT:** Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended in 2008 requires Shawnee State

University to provide reasonable accommodations for students with documented disabilities that would not compromise the integrity of the academic program.

**University ADA Statement for Course Syllabi:** Any student who believes s/he may need an accommodation based on the impact of a documented disability should first contact a Coordinator in the Office of Accessibility Services, Student Success Center, Massie Hall, 740-351-3276 to schedule a meeting to identify potential reasonable accommodation(s). Students are strongly encouraged to initiate the accommodation process in the early part of the semester or as soon as the need is recognized. After meeting with the Coordinator, students are then required to meet with their instructors to discuss the student's specific needs related to their disability. If a student does not make a timely request for disability accommodations and/or fails to meet with the Coordinator of Accessibility Services and the instructor, a reasonable accommodation may not be provided.

**Academic Integrity** "Plagiarism is the act of presenting another's words or ideas as your own writing without acknowledging your debt to the original source," per the definition used by the SSU English & Humanities Department and by Senior Seminar faculty. Plagiarism is considered academic misconduct "...whether it occurs in the classroom (i.e., through the use of term papers or laboratory reports from any source other than the student's own work) or anywhere else within the Shawnee State community" according to the Shawnee State University Student Handbook. A paper or project with words that you downloaded, cut-and-pasted, bought, or borrowed without giving proper acknowledgements is plagiarism. In the case of plagiarism an automatic academic hearing will be held. The hearing will determine whether the candidate may continue in the program.

**Tips on Avoiding Plagiarism:** When in doubt, cite a source! If you found out something and are passing it along in your paper, document it! Whether you are quoting word -for-word or summarizing what you learned, make a citation. If you are quoting verbatim, in addition to providing a citation, either put the words in quotation marks or set them off as an indented block of text. It doesn't matter where you discovered the information, whether an article, a TV show, the Internet, an email, a cartoon, a textbook, a table, a webpage – all sources must be cited.

If a student is believed to have plagiarized, an Academic Misconduct Hearing will be held. The following procedures will be followed, as outlined in the SSU Student Code of Conduct:

### Academic Misconduct Procedures

1. Once an instructor suspects a violation of academic misconduct, the instructor shall conduct a preliminary investigation and determine whether a violation is likely to have occurred. Adjunct and newer faculty are encouraged to consult with their respective department Chair or program Coordinator for assistance in these matters.
2. If the instructor concludes that there is not sufficient evidence that a violation has likely been committed, the process terminates.

3. If the instructor concludes that a violation has likely been committed, the instructor must contact the Dean of Students/designee to ascertain whether the student has a history of ..previous academic misconduct violations.
4. The instructor, Dean of Students, or their designee may notify the Registrar of the charge. The Registrar will place a hold on registration changes to that specific course. The student will not be allowed to drop or change credit/non-credit status unless the charge is dismissed or overturned on appeal.
5. The Instructor notifies the student(s) and arranges a meeting to discuss the allegations. Notification should be sent to the student through the student's university provided email with reasonable time to prepare and respond. The student may have the Student Ombudsperson present to advise, but not represent the student at this meeting. If the student fails to respond within 5 business days, the instructor can proceed without meeting with the student and act based on the information available. At this meeting the instructor should:
  - Describe the charges against the student;
  - Review the student materials and information that led the instructor to conclude that a violation(s) has likely been committed;
  - Explain possible sanctions that could be proposed by the instructor as result of the likely violations;
  - Listen to the student(s) argument against the charge, if any, and weigh any provided documentation in the decision to proceed.
6. If the instructor decides to proceed on the charge of academic misconduct, the instructor then considers sanctions and options based on the severity of the violation (see below). The instructor will email the student within 3 business days of the meeting with the sanction and information for appealing the decision. In this e-mail, the faculty should advise the student that the student has 5 business days to review the information and either accept responsibility for the violation or appeal the decision to the appropriate Academic Dean. The instructor will then complete the Academic Misconduct Reporting Form, in the Maxient judicial software system that is maintained by the Dean of Students.

## Severity

The severity of the violation will determine the sanction. There are three categories for severity:

### ***1. Incidental Misconduct***

Non-intentional actions that may happen as a result of inattention; negligence of the proper ways of citation of materials; or a simple misunderstanding of the instructions of

an assignment. Example sanctions for such misconduct can include: a written warning; redo of an assignment for full or partial credit; or a zero on the assignment.

## ***2. General Misconduct***

Willful and deliberate acts of academic misconduct that include: plagiarism, violations of course rules, providing or receiving unauthorized assistance, or other forms of misconduct. Example sanctions for such misconduct can include: a zero on the assignment; an additional assignment with or without credit; or an F in the class.

## ***3. Severe Misconduct***

Especially serious actions of academic misconduct that include: repeated general offenses, graduate misconduct, theft, compensation, collusion, a pattern of multiple offenses or other more severe activities. Sanctions for such misconduct can include: An F in the class or expulsion from degree program or major. These cases will also be forwarded to the Dean of Students where additional sanctions may be levied. These additional sanctions may include: academic probation; disciplinary probation; or university suspension.

## **Appeal Process**

The student may appeal decisions of the faculty member by notifying in writing the Academic Dean of the college of the class where the offense occurred in writing. All appeals must be in writing and must state the specific ground(s) for the appeal. The student is limited to one appeal and that decision is final. The written appeal must be received within five (5) business days from the date when the notice of sanction is issued by the instructor.

## ***Grounds for Appeal***

An appeal may be based only on one or more of the following grounds:

1. Procedural error;
2. Discovery of substantial new facts that were unavailable at the time of the meeting with the instructor;
3. Disciplinary sanction imposed is grossly disproportionate to the violation.

## ***Appeal Proceedings***

1. The Academic Dean may dismiss the appeal if it is not based upon one or more of the allowable grounds.
2. The Academic Dean may request additional information.
3. The Academic Dean may uphold, reject or modify the faculty member's determination of academic misconduct and/or sanction.



4. The decision of the Academic Dean will be in writing and will be based on a review of the record including any acquired additional information the dean requested.
5. A written decision will typically be made within five (5) business days and will be sent to the student's University email address.

### **Graduate Course Credits by Arrangement**

A Course Credit by Arrangement form is used to add a graduate level credit by arrangement course. The form may be found on the registrar's webpage. Once you complete the entire form, it will automatically proceed to the registrar, faculty member, Director of the School of Education, and Dean for their signatures. Once all the signatures have been attained, you will receive an email denoting your registration for the course.

According to the Course Credit by Arrangement Policy, students may have the opportunity to fulfill requirements for selected courses offered at Shawnee State University via independent study or through specially arranged instruction. If you have an exceptional need to pursue this educational option, you should first secure the advice of your faculty advisor as to its appropriateness for your program of study. You may earn up to 15% of overall required credit hours toward graduation in this manner, with all credit being considered resident credit, as verified by the Office of the Registrar. Once credit eligibility is verified, you must obtain the appropriate signatures of approval from the registrar, instructor, Director of the School of Education, and Dean of the College. Students enrolling in a course by arrangement have until the end of the semester to complete all coursework.. Credit hours attempted/earned via this option count toward full-time student status for the computation of federal financial aid eligibility. See the fee schedule for course by arrangement fees.

(NOTE: The School of Education does not currently have the capacity to offer Course Credit by Arrangement – CCBA - except in rare instances. If you find you have a need for a CCBA, please discuss with the Director of the Graduate Program. See the policy amendment below for the criteria that will be used to determine the significance of your need for a CCBA.

### ***M.Ed. Amendment of Course Credit by Arrangement Per the University policy***

M.Ed. graduate students have the opportunity to fulfill requirements for selected courses being offered at the University. To ensure the quality of the educational programs and student learning experiences, the Master of Education Program have passed an amendment for course credit by arrangement in addition to the SSU policy. The amendment requires that any graduate student in the program requesting a course credit by arrangement must meet at least one of the following criteria:

A self-emergent/critical medical situation, which prevents the student from taking the course when it is being offered (must have doctor's diagnosis or document); 2) Family emergency, which requires that the student has to be away from the university in the semester when the course is being offered; 3) Military call or service, which makes the student unable to take the course during the semester when the course is being offered; 4) Full time in-service commitment, which prevent the

student from taking the course in the semester when the course is being offered; 5) An unsatisfactorily low letter grade earned (C- or lower), which prevents the student from completing the program.

In addition to the above criteria, the student requesting course by arrangement must meet, meanwhile, all of the following conditions:

1. It is the student's last semester at the University, that is, the student will complete the program and graduate at the end of the semester;
2. The course is not offered in the semester when the student needs it to complete the program; and
3. The course must be taken throughout the entire semester rather than the eight-week format per the University policy.

**Procedures:**

1. Student requesting the CCBA must first meet with the academic advisor to discuss the appropriateness of the request;
2. If a CCBA is to be requested, the Director of the School of Education will discuss with the instructor their willingness to teach a CCBA. Only when the instructor is unavailable may another graduate faculty member be contacted. **No students will be allowed to contact faculty members on their own.**
3. The instructor of the course credit by arrangement must develop and submit to the Department a copy of the course syllabus, similar to that being used by the instructor of the course taught in the original course sequence.

**PROGRAM KEY ASSESSMENT**

The graduate program in School of Education is devoted to the student success by providing programs of high quality. It boasts a set of effective key assessments for its graduate students. Capstone Research Project serves as one key assessment.

Capstone Research Project: The capstone research project furthers the student's ability to become professional academic researcher Building upon Educational Data Analysis and Educational Research courses, this key assessment allows for the completion of a Master's Capstone Project. The required readings, guiding outlines and professor-student interactions are designed to explore and expand student's previous work to develop and complete a Master's capstone research project, which includes Introduction, Literature Review, Methodology, Data, and Data Analysis and Findings sections. Even if students have completed research papers and projects for previous classes, it is expected that they will rework, enhance, and expand the scope of these papers – or write a new one when necessary - so as to develop a fully feasible and professionally implemented Master's Capstone Project.

This key assessment provides students with an intensive eight-week opportunity to develop their research, writing, intervention implementation, and data analysis skills and guarantee their ability to be competitive in the academic career field. The research is a deeply personal experience, and must

be connected to relevant and important topics. Professional academics at the Master's level are expected to be able to propose and conduct research, and this assessment sets students up with the skills needed to propose research that draws on their passions and interests in education, and connects them to significant academic issues and needs.

**Graduate Assistantship:** The M.Ed. program has a small fund of resources available for graduate students in the form of 10-hour graduate assistantships. Applications for assistantships are competitive and must be made directly to the M.Ed. programs and/or School of Education. Graduate Assistantships are intended for full-time students who have been granted regular admission to a graduate degree program. For the detailed information regarding the GA application and/or procedures, please click [here](#) and review pages 9 to 11.

**SSU Graduate Center:** “The Graduate Center is your starting point for information about graduate education at Shawnee State University. Whether you are interested in the Master of Education, the Master of Science in Mathematics, or the Master of Occupational Therapy, Shawnee State University provides OUTSTANDING opportunities for you to consider.” Graduate Center is the first step where you can start your application. The graduate center administration representative can be reached via phone (740) 351-3177. The graduate center is located in Massie Hall, room 124. Please click [here](#) for the Graduate Center website for detailed information as its link listed below.

**SSU Graduate Programs Manual:** The SSU Graduate Programs Handbook serves as legal documentation governing the graduate programs to be offered at Shawnee State University. This document contains detailed, thorough and comprehensive information/including admission, status, requirements and procedures for admission, petition for readmission, application, approval to register classes, withdrawal from the University, payments of fees and refunds, procedures for graduation, graduate assistantships, etc. To see more information, please click [here](#).

**Center for International Programs and Activities:(CIPA)** CIPA is available to provide our international students with resources to allow them to fully participate in their graduate school experience. The CIPA Director coordinates campus services and programming which enhance our international students' social and academic success. Working in conjunction with various campus offices, CIPA assures that our international students find individual attention specific to their concerns and to their own life, education, and career goals. The CIPA Director may be reached via phone at (740) 351-3127. CIPA is located in the annex (small building) across from Advanced Technology Center (ATC). Click [here](#) for the CIPA website.

**Graduate Student Housing** Please click [here](#) for information on graduate student housing.