



2017-2018 STUDENT HANDBOOK FOR UNDERGRADUATES

School of Teacher Education

*SSU's School of Teacher Education is
NCATE/CAEP Accredited, preparing
"Learner-Centered, Inquiring Professionals."*



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Introduction

The complexities of the teaching profession are unrivaled by almost any other. Teachers are decision-makers and change agents in the lives of students, their schools and communities. As such, they carry the responsibility of influencing what students learn, how students learn, and how students think about themselves.

The vision of the teacher education program at Shawnee State University is that of a learner-centered and inquiring professional. Assuming that teachers continue to develop over time cognitively, technically, and professionally, the program emphasizes dispositions of reflective practice and life-long learning in addition to the acquisition of specific skills and knowledge.

The Shawnee State University Teacher Education program seeks 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.

Clinical practice (student teaching) is a critical component in the development of qualified teachers. It provides pre-service teachers with a cumulative, integrative experience that enables them to apply their previous course work and professional experiences under the guidance of a classroom teacher and a university supervisor.

Clinical Practice is a collaborative endeavor between Shawnee State University and our partner schools. The clinical faculty, university supervisor and teacher candidate are the core of the clinical experience. The clinical school administrators and staff along with the SSU Department of Teacher Education provides the necessary support to ensure a successful clinical teaching experience.

Academic Programs

The School of Teacher Education at Shawnee State University is accredited by the National Council for Accreditation of Teacher Education (NCATE)/Council for the Accreditation of Educator Preparation (CAEP). All undergraduate level academic programs are approved by the Specialty Professional Associations (SPAs) and the Ohio Department of Higher Education, and the State of Ohio Department of Education (ODE) to offer in the following areas:

EARLY CHILDHOOD EDUCATION	Grades PreK-3 rd
<i>Bachelor of Science in Education</i>	
<i>Early Childhood Special Education</i>	All Subjects
MIDDLE CHILDHOOD EDUCATION	Grades 4-9 Two content areas
<i>Bachelor of Science in Education</i>	Language Arts/Reading Mathematics Science Social Studies
ADOLESCENT TO YOUNG ADULT	Grades 7-12 One content area
<i>Bachelor of Arts in English/Humanities</i>	Integrated Language Arts
<i>Bachelor of Science in Mathematical Sciences</i>	Integrated Mathematics
<i>Bachelor of Arts in Social Sciences</i>	Integrated Social Studies
<i>Bachelor of Science in Natural Sciences</i>	Integrated Science Earth Science Life Science Physical Science
EARLY CHILDHOOD INTERVENTION SPECIALIST	
Grades PreK-3	
<i>Bachelor of Science in Education</i>	Moderate to Intensive
MULTI-AGE INTERVENTION SPECIALIST	Grades K-12
<i>Bachelor of Science in Education</i>	Mild to Moderate
MULTI-AGE VISUAL ARTS	Grades PreK-12
<i>Bachelor of Fine Arts</i>	Visual Arts (<i>with concentrations in Ceramics, Drawing, or Painting</i>)
DEAF STUDIES MINOR	Not a teaching license program

**ALIGNMENT OF THE SSU TEACHER CANDIDATE PERFORMANCE DOMAINS
WITH SSU MISSION, CAEP/INTASC STANDARDS, AND OHIO PROFESSIONAL EDUCATOR STANDARDS**

Shawnee State University Mission	SSU Teacher Candidate Performance Domains	CAEP/InTASC Standards	Ohio Professional Educator Standards
<p>SSU MISSION: We prepare today’s students to succeed in tomorrow’s world.</p> <p>SSU VISION: We will be a best-value university offering a wide range of high-quality signature programs.</p> <p>SSU ENDURING VALUES:</p> <ul style="list-style-type: none"> • Student-Focused Service • Community Engagement • Authentic Dialogue • Thoughtful Risk-Taking • Culture Of Continuous • Improvement 	<ol style="list-style-type: none"> 1. The SSU teacher candidate is well grounded in general studies and the specific discipline area(s). 2. The SSU teacher candidate understands the nature of human development and learning in working with diverse learners. 3. The SSU teacher candidate demonstrates sensitivities to learning contexts and environments. 4. The SSU teacher candidate employs effective teaching strategies to ensure the desired learning outcome. 5. The SSU teacher candidate practices professionalism. 	<ol style="list-style-type: none"> 4. Content Knowledge 5. Application of Content 1. Learner Development 2. Learning Differences 3. Learning Environment 6. Assessment 7. Planning for Instruction 8. Instructional Strategies 9. Professional Learning and Ethical Practice 10. Leadership and Collaboration 	<ol style="list-style-type: none"> 2. Know and understand the content area for which they have instructional responsibility. 1. Understand student learning and development and respect the diversity of the students they teach. 5. Create learning environments that promote high levels of learning and achievement for all students. 3. Understand and use varied assessments to inform instruction, evaluate and ensure student learning. 4. Plan and deliver effective instruction that advances the learning of each individual student. 7. Assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community. 6. Collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

STE Candidate Performance Expectation Domains

The School of Teacher Education at Shawnee State University prepares “**Learner-Centered, Inquiring Professionals.**” Teacher Candidates performance expectations are identified under each of the five performance domains in the department conceptual framework. These performance expectations reflect the SSU missions statement, align closely with the Inter State Teacher Assessment and Support Consortium (InTASC) standards adopted by CAEP, and Ohio Professional Teacher Standards.

Candidate Performance Expectations in the Five Domains:

1) The SSU teacher candidate is well grounded in general studies and the specific discipline area(s).

Knowledge:

- A broad general education essential for an educated person
- An in-depth working knowledge in specific discipline area(s)

Skills:

- Enable learners to understand patterns of thinking specific to the discipline(s).

Dispositions:

- Value and practice inclusive orientation to learning.

2) The SSU teacher candidate understands the nature of human development and learning in working with diverse learners.

Knowledge:

- Principles of human growth and development
- Epistemological and psychological understanding of human learning

Skills:

- Communicate challenging expectations according to learner readiness
- Use multiple instructional strategies responsive to learners’ cultural and developmental needs

Dispositions:

- Demonstrate sensitivity to all learners
- Support positive learner self-concept by fostering learner success
- Assist learners in clarifying beliefs, attitudes, and values as well as fostering cognitive development

3) The SSU teacher candidate demonstrates sensitivities to learning contexts and environments.

Knowledge:

- Social, political, philosophical, historical, ethical, and legal contexts of teaching and learning in American society
- Changes in family settings and social contexts and the impact on teaching and learning

Skills:

- Create and manage safe, fair, and supportive learning environments
- Communicate and cooperate with parents and other professionals in working with diverse students

Dispositions:

- Value and advocate communication and collaboration in learning communities
- Establish empathic, cooperative relationships with and among all learners

4) The SSU teacher candidate employs effective teaching strategies to ensure the learning outcome.

Knowledge:

- Content pedagogy theories
- Curriculum alignment within a discipline and across curriculum

Skills:

- Planning
 - Develop multiple perspectives by integrating disciplines, learners' interests, and technological resources
 - Select and organize instruction to connect learner experience in and outside the classroom
- Instruction
 - Make content comprehensible to learners
 - Guide learners toward constructing knowledge through a variety of experiences
 - Encourage critical and divergent thinking
 - Use instructional time effectively
- Management
 - Demonstrate effective classroom management.
- Evaluation
 - Monitor and evaluate learning through a variety of means
 - Modify instruction based on learning.

Dispositions:

- Be accountable for learning
- Continuously assess and improve instruction for diverse learners

5) The SSU teacher candidate practices professionalism.

Knowledge:

- Moral and legal responsibilities of a professional teacher
- Approaches to reflectivity and inquiry

Skills:

- Reflect on beliefs and conduct as a professional teacher
- Participate in professional activities
- Observe school policies and procedures

Dispositions:

- Continue to inquire and grow as a professional
- Model life-long learning

The InTASC Model Core Teaching Standards (April 2011)

CCSSO (Council of Chief State School Officers)

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.

Content Knowledge

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 these aspects of 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.

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.

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.

State of Ohio Teacher Preparation Requirements

Teacher Preparation Sequence & Professional Development Cycle as of January 1, 2015

Teacher Preparation in Ohio is a planned and structured sequence of education and testing and performance assessment. Professional Development is a continuous cycle of education/development and practice. Listed below is the teacher preparation and professional development sequence of a professional educator in the State of Ohio.

- Admission to the University
- Basic Competency Skills (see page16)
- Admission to Teacher Education Program
- Ohio Assessment for Educators (OAE) Content Area Test
- Professional Year
- OAE Assessment of Professional Knowledge (specific to content area)
- Program Completion
- Resident Educator License (4 years)
- Individual Professional Development Plan
- Professional Educator License (5 year renewable)
- Senior Professional Educator License (5 year renewable)
- Lead Professional Educator License (5 year renewable)

SSU Teacher Education Admission and Retention Requirements (Revised July 2016)

To Become “Learner-Centered, Inquiring Professionals”

Admission to Teacher Education - Level 1 (Apply on TK20 in EDUC1115 Second Month of Semester)	Admission to Licensure Candidacy - Level 2 (Apply on TK20 in Specified Education Course Second Month of Semester)	Admission to Professional Year - Level 3 (Apply on TK20 in Specified Education Course Early March each Year)
<ul style="list-style-type: none"> Level 1 Application with Statement of Good Moral Character Background Check - Ohio BCII/FBI Check EC/ECIS Medical Form At least 24 semester hours of university course work must be completed prior to application. 	<ul style="list-style-type: none"> Full Admission to Level 1 Level 2 Application with Statement of Good Moral Character Background Check Update - Ohio BCII/FBI Check Completed Advising Session with Education Advisor 	<ul style="list-style-type: none"> Full Admission to Level 2 Level 3 Application with Statement of Good Moral Character Letter of Recommendation - Professional Educator Letter of Recommendation - Community Member Ohio BCII Check/FBI Check Update
<p>Basic Competency Skills: Applicants may qualify via a combination of scores/grades (e.g., ACT English, ACT Reading, and a grade of B in MATH1100). ACT, Score Academic Skills assessment, and grades from specific courses in the GEP may be combined to meet this threshold.</p> <p>ENGLISH/ WRITING</p> <ul style="list-style-type: none"> ACT score in English of 18 or higher Core Academic Skills assessment score in Writing of 162 or higher Grade of B or higher in ENGL1101/1102 AND ENGL1105 <p>READING</p> <ul style="list-style-type: none"> ACT score in Reading of 21 or higher Core Academic Skills assessment score in Reading of 156 or higher Grade of B or higher in ENGL1101/1102 AND ENGL1105 <p>MATH</p> <ul style="list-style-type: none"> ACT score in Math of 22 or higher Core Academic Skills assessment score in Math of 150 or higher Grade of B or higher in GEP Math 	<p>Course Completion: At least 60 hours of coursework must be completed prior to admission.</p> <p>Curriculum Content Courses with a 3.0 GPA:</p> <ul style="list-style-type: none"> EC: At least 12 hours IS: At least 9 hours MC: At least 9 hours in each content area AYA: At least 18 hours VA: At least 18 hours <p>Professional Education courses:</p> <ul style="list-style-type: none"> All 2000 level courses with a “C” or higher and a 3.0 GPA 	<p>Course Completion:</p> <ul style="list-style-type: none"> No more than 2 classes of content or curriculum content left to be completed (min. 3.0 GPA) All related studies courses completed (C or higher) All Professional Education/Licensure courses with the exception of Methods Courses (C or higher and min. 3.0 GPA) All reading/literature requirements (min. 3.0 GPA) All GEP requirements (C or higher) <p>Others:</p> <ul style="list-style-type: none"> 2.75 minimum overall GPA Self-reflection based on Five Domains of Teacher Capacity Successful completion of ODE’s mandated content test Successful SSU Dispositional Evaluation Satisfactory Field and clinical experience
<p>Course Completion with a grade “C” or above in:</p> <ul style="list-style-type: none"> PSYC1101 EDUC1115 (Note: EC students may take EDEC1150 and EDEC2255.) ENGL1101 or ENGL1102 ENGL1105 MATH GEP 		<p>Application for Licensure – Level 4 (Apply Online on the ODE Website, Information Available in EDXX4490 Seminar)</p> <ul style="list-style-type: none"> Completion of the SSU Degree/Licensure Program Pass the Licensure Required OAE Tests Ohio BCII Check/FBI Check Recommendation of DTE
<p>Others:</p> <ul style="list-style-type: none"> 2.75 minimum overall GPA Dispositional Evaluation Satisfactory Field Experience 	<p>Others:</p> <ul style="list-style-type: none"> 2.75 minimum overall GPA Dispositional Evaluation Satisfactory Field Experience 	

Program Advancement Requirements, Assessment and Retention

While Shawnee State University is an open enrollment institution, the teacher preparation programs have selective admissions and retention policies. The School of Teacher Education utilizes a comprehensive assessment program for the admission and retention of its students. This assessment program includes grade point averages and minimum grade requirements for general education, content area, and professional education coursework which includes essential assignments; performance on standardized tests of competency in content and professional knowledge; professional performance assessments (including oral and written communications). The Admission and Retention requirements chart helps guide the student through the process. A copy of this chart can be found at the School of Teacher Education [website](#).

Students must complete a series of electronic applications in TK20, each resulting in a thorough review of their academic and professional performance.

Level 1: Admission to Teacher Education.

Level 2: Admission to Licensure Candidacy.

Level 3: Admission to Professional Year.

Level 4: Application for teacher licensure.

Information regarding the criteria for each level of admission can be found on the [website](#) and on the [TK20 assessment system](#) under Transition Points.

Also included in this section are more detailed explanations for each level of teacher education admission and retention.

Level 1: Admission to Teacher Education

Criteria for Admission

To be considered for admission a student must apply and meet the following criteria:

- Satisfactorily complete at least 24 semester hours of university coursework
- Select at least 12 hours from GEP or curriculum content area
- Maintain all program grade point average requirements:
 - 2.75 Overall GPA
 - A grade of C or higher in ENGL1101 or ENGL1102, ENGL1105, and MATHXXXX GEP Quantitative Reasoning Course as required by licensure
 - A grade of C or higher in EDUC1115, satisfactory Dispositional Evaluation from instructor, and satisfactory field evaluation.
 - A grade of C or higher in PSYC1101
 - Basic Competency Skills Assessment:
Applicants may qualify via a combination of scores/grades (e.g., ACT English, ACT

Reading, and a grade of B in MATH1100). ACT, Core Academic Skills assessment. Grades from specific courses in the GEP may be combined to meet this requirement. (See page 16 for testing information)

- Evidence of Good Moral Character
- Satisfactory BCII and FBI Background Check (fingerprinting).
- Medical Statement (EC/ECIS majors only)

Process of Level 1 Application

Applications for Admission to Teacher Education takes place in the course of EDUC1115. Students are guided to the TK20 system to complete the application process. Following a review, applicants will be notified of their admission status via their Shawnee email. Students will be granted Full Admission, Conditional Admission, or denied admission. A link to the application is located on the Teacher Education [website](#).

Students earning **Full Admission** have met **ALL** requirements and will be cleared to register for 2000 level education courses.

Students not meeting all requirements at the time of application for admission may receive **Conditional** admission **ONLY** if all course requirements will be met by the end of the current semester. Conditional admission will allow a student to register for 2000 level education courses; however, if a student does not meet the course requirements by the end of that semester, the conditional admission will be revoked. Students should work with their education faculty advisor toward gaining full admission.

If a student's application is **Incomplete**, the application will be returned for further preparation. If a student is **Denied Admission**, he or she is notified to work with his/her advisor to correct the noted deficiencies.

Level 2: Application for Admission to Licensure Candidacy

Admission to Teacher Education does not guarantee admission to a specific licensure program. The application for Level 2 Application to Licensure Candidacy is located on the Tk20 system. Students may apply for admission to their desired area of licensure upon completion of the following requirements.

Criteria for Level 2

- Level 1 Full Admission to Teacher Education.
- Satisfactorily complete at least 60 semester credit hours of university coursework.
Maintain all program grade point average requirements:
 - Cumulative GPA of 2.75 or higher.
 - Grades of C or higher in all completed GEP courses.
 - A 3.0 average and a grade of C or higher in required professional education,

reading/literature, and licensure component courses.

- Grades of C or higher in required related studies courses.
- A GPA of 3.0 or higher in the curriculum content area or licensure area(s) courses.
- Affirmation of Statement of Good Moral Character.
- Satisfactory BCII and FBI Background Check (fingerprinting).
- Evidence of ability to integrate technology in curriculum (EDUC 2230)
- Recommendation of the education advisor

Process of Level 2 Application

Application for Level 2 admission begins in identified program specific courses. After submitting the Level 2 application on TK20, the candidate must make an appointment to meet with his/her education advisors to determine program admission eligibility. During this meeting, the education advisor will review the candidate's transition points in TK20 using a degree audit. If the education advisor determines that the candidate is eligible to apply, s/he will notify the Coordinator of Field and Clinical Experience of his/her recommendation. At that time the candidate should complete the application that is available in TK20.

Once the application has been completed, and a recommendation from the faculty advisor has been received, the coordinator will grant conditional admission allowing the candidate to register for 3000 level education courses. A full review will be conducted at the end of the semester and a student will have either earned **full admission**, **conditional admission** or be **denied admission**. The Coordinator will notify the applicant and education advisor via their Shawnee email account and in TK20.



Full Admission is granted when all transition points have been met and candidate is accepted into their licensure program. Fully admitted students are on track to apply for the year long experience (level 3), pending successful completion of remaining coursework.



Conditional admission is granted **ONLY** if all course requirements will be met by the end of the current semester. **Conditional admission** will allow a student to register for 3000 level education courses; however, if a student is not successful in the course requirements by the end of that semester, the conditional admission will be revoked. **Conditional** admission may be extended **ONLY** under special circumstances and at the advisor's discretion. Students should work with their education faculty advisor to devise a plan toward gaining full admission. All deficiencies must be resolved before a student may apply for the professional year (Level 3).



If a student's application is **incomplete**, it will be returned for further preparation. If a student is **Denied Admission**, s/he is notified to work with his/her advisor to correct the noted deficiencies.

Applications will not be reviewed without evidence that an advising session has occurred.

Level 3: Admission to the Professional Year (Methods/Clinical Teaching)

Teacher Candidates must apply through TK20 and be accepted before entering the professional year. Supporting documentation must be submitted to the Education office before the application deadline (i.e., signed letters of recommendation; updated background checks, etc.).

Applications for Level 3 must be submitted a year prior to clinical teaching, usually while taking 3000 level courses.

For example: If you will student teach in the Spring of 2017, you will apply in the Spring of 2016. Notices will be posted in the Education building and on Tk20 when it is time to apply. You must apply before you may register for methods classes.

Admission to Professional Year Criteria

A full review is conducted by the Coordinator of Clinical and Field Experience. Those who meet the following criteria will be granted Conditional Admission to Level 3 and may register for methods courses. After the methods courses and before clinical teaching, a candidate must earn full admission.

Conditional Admission to Level 3

- Full Level 2 admission to the teacher education program.
- Level 3 Application submitted on TK20 before the deadline.
- BCII and FBI background clearance check on file
- Statement of Good Moral Character
- Signed Professional Educator's Letter of Recommendation (from someone in the field of education)
- Signed Personal Letter of Recommendation (character reference from someone, other than a family member, having known the applicant for at least three years)
- Program grade point average requirements:
 - 2.75 Overall GPA
 - A grade of C or higher in all completed GEP courses
 - A grade of C or higher in Related Studies components (all Psychology courses must be completed prior to student teaching)
 - A grade of C or higher and a GPA of 3.0 or better in Professional Education and Reading/Literature requirements (all required reading/literature courses must be completed except methods and student teaching)
- GPA of 3.00 in the Licensure component content area(s).
- No more than two classes of content left to be completed.

- Satisfactory completion of all field experiences and practica
- Evidence of ability to integrate technology into the curriculum (EDUC 2230)

Successful completion of methods and OAE Content Area/Specialty Test(s) (baccalaureate level only) are required before gaining full admission to clinical teaching.

When the review has been completed by the Coordinator of Field and Clinical Experience, applicants will be notified of their eligibility status via their Shawnee email account. Students admitted to the clinical year experience will be contacted once their clinical placement has been confirmed.

If a student is ineligible, he or she will be notified by email of that fact and a list of deficiencies will be included.

Level 4: Recommendation for Licensure

Candidates who successfully complete all program requirements will be reviewed for licensure recommendation. All criteria must be available at the time of review. Licensure applications are available online on the [ODE SAFE website](#). (Licensure applicant will create a SAFE account.)

The following criteria are required for licensure recommendation:

- Satisfactory completion of an appropriate and approved Bachelor of Science, Bachelor of Arts, Bachelor of Fine Arts or Bachelor of Science in Education degree
- Satisfactory completion of an approved licensure program
 - Program grade point average requirements:
 - 2.75 Overall GPA
 - A grade of C or higher in all GEP courses
 - A grade of C or higher in Related Studies components
 - A grade of C or higher and a GPA of 3.0 or higher in Professional Education, Reading/ Literature requirements, and licensure component
 - 18 hours of Reading (state requirement) EC,MC
 - A grade point average of 3.0 or higher in Content Component
 - Satisfactory completion of student teaching/seminar
- Passage of required portions of the OAE Examinations, including the Assessment of Professional Knowledge for the appropriate grade level and the #090 Reading.
- Current BCII and FBI background checks on file with ODE.

- Cleared SSU transcript containing degree statement.

Testing Requirements

The School of Teacher Education uses a variety of instruments that allow students the opportunity to demonstrate their basic competency skills in English, reading and math. Applicants may qualify for full admission to the licensure program (Level 1 admission) via a combination of exam scores and course grades as shown by the Basic Competency Skills chart and options below.

Basic Competency Skills

	English/Writing	Reading	Math
ACT	English – 18	Reading – 21	Math – 22
Core Academic Skills Assessment	Writing – 162	Reading – 156	Math – 150
General Education Program	ENGL1101 or 1102 AND ENGL1105 – Grade of B or higher		MATH1100, 1200, 1250, 1500, 1700, 1800, 1900, 2110 or 2500 – Grade of B or higher

Option 1 - ACT: To qualify for option 1, a student must earn a sub-score of 18 in English, 21 in Reading, and 22 in Math to meet the basic skills threshold. Registration information and practice questions can be found online at www.act.org

Option 2 - Praxis Core Academic Skills for Educators (Core) These tests also measure academic skills in reading, writing and mathematics. They were designed to provide comprehensive assessments that measure the skills and content knowledge of candidates entering teacher preparation programs.

The Praxis Core tests are delivered on computer. They are administered through an international network of test centers and offered during specific testing windows.

- Find [test dates and centers](#) in your area.

These tests are only given in English. If you are a test taker whose primary language is not English (PLNE), you may be eligible for [extended testing time](#).

To register for the Praxis Core Academic Skills exams, go to www.ets.org/praxis/about/core/

Note: Shawnee State's Success Center is a registered test center. You may contact the Success Center in Massie Hall at (740) 351-3594 for more information or chose that as a test site online.

Option 3 - General Education Program: A grade of “**B**” or higher in English 1101/1102, English 1105, and in the General Education Math also meet the entry requirements.

Note: Option 3 is a good option for transfer credits, students changing majors who already have qualifying grades in the General Education courses, and for those who experience test anxiety.

Ohio Assessment for Educators (For Ohio Teaching Licensure)

The Ohio Assessments for Educators (OAE) are provided by the Evaluation Systems Group of Pearson. OAE measures professional, pedagogical and subject-specific knowledge and skills. The OAE licensure **content area** test(s) must be successfully completed prior to clinical practice (student teaching). A passing score of 220 is required for each content exam. Stay in contact with your Teacher Education faculty advisor for updates on required scores on the OAE and before you schedule to take the exam. Typically, content area exams should be taken the spring or summer before beginning the professional year.

While it is our hope that everyone is successful on their first attempt at passing this exam, please allow time to retake the exam if necessary. Examinees who do not pass an assessment may retake it. If you wish to retake an assessment, you must complete the registration process again. Please note that you must wait a minimum of 30 days before retaking the assessment. You may not schedule to take the same assessment more than once during an assessment testing window

The OAE Assessment of Professional Knowledge for the appropriate grade levels must be successfully completed prior to licensure. A passing score of 220 is required.

Click [here](#) for information about OAE content exams or to register for an exam.

Click [here](#) for the Ohio Department of Education website for testing requirements by licensure area.

Testing information relevant to the DTE programs is specified on the next page.

OAE Exams required for licensure in Ohio

Exams administered by Pearson

List of all exams:

	Pedagogy Test	Content Test	Test Number	Passing Score
Early Childhood (PreK-3)	Assessment of Professional Knowledge Early Childhood (PreK-3)		001	220
		Early Childhood Education	012	220
Middle Childhood (4-9)	Assessment of Professional Knowledge: Middle Childhood (4-9)		002	220
		Language Arts & Reading	028	220
		Mathematics	030	220
		Science	029	220
		Social Studies	031	220
High School (AYA)	Assessment of Professional Knowledge Adolescence to Young Adult (7-12)		003	220
		Integrated Language Arts	020	220
		Integrated Mathematics	027	220
		Integrated Social Studies	025	220
		Integrated Science	024	220
		Physical Sciences	099 Chemistry	220
		Physical Sciences	035 Physics	220
		Life Science	007 Biology	220
		Earth Science	014 Earth & Space Science	220
Multi-Age Intervention Specialist	Assessment of Professional Knowledge: Multi-Age (PK-12)		004	220
		Special Education	043	220
Early Childhood Intervention Specialist (PreK-3)	Assessment of Professional Knowledge (PreK-3)		001	220
		Early Childhood Special Education	013	220
Multi-Age Visual Arts (PreK-12)	Assessment of Professional Knowledge (PK-12)		004	220
		Art	006	220
Reading (Required by EC, ECIS, IS, MC)			090	220

www.oh.nesinc.com

Register for exams:

<http://www.oh.educatortests.com/>

**NEW: Additional Reading Test for Selected Program Completers
Required for Licensure**

**3319.233 Educator license requirements beginning
7/1/2017.**

(A) Beginning July 1, 2017, all new educator licenses issued for grades pre-kindergarten through three or four through nine shall require the applicant to attain a passing score on a rigorous examination of principles of scientifically research-based reading instruction that is aligned with the reading competencies adopted by the state board of education under section 3301.077 of the Revised Code.

The 090 Reading Test will be required to be taken and passed (passing score is 220) by all EC, ECIS, MC, and IS students prior to beginning his or her student teaching.

Field and Clinical Experiences

Field Experiences

The SSU School of Teacher Education defines field experiences as planned, supervised activities in which teacher education candidates make decisions about education as a career, relate principles and theories from the conceptual framework to actual practice in classrooms and schools, create meaningful learning experiences for all students, and study and practice in a variety of communities, with students of different ages, and with culturally diverse and exceptional learners as well as English language learners. Field experiences will encourage reflection on the students' professional performance and will include structured feedback from University and school faculty and peers.

The teacher preparation program at SSU is firmly grounded in the application of theory to practice. Candidates begin field experience with the first education course, EDUC1115. After gaining a foundation in the profession and an introduction to their chosen area of study, candidates begin a series of practicum experiences at PK-12 schools.

Most placements are made by the Field and Clinical Coordinator in partner districts, and are appropriate to the candidate's area of licensure. School-based faculty and university faculty supervise all field experiences. In order to supervise a field experience, a classroom teacher must have at least one year of professional experience in the area of licensure, an appropriate credential for the assignment, and the recommendation of the building administrator as an exemplary educator. Participating teachers will complete a Teacher Information Form to be maintained by the Office of Pre-Professional Services which indicates their qualifications for the assignment and their willingness to participate in the program. Districts are compensated for the various field and clinical experiences in which their teachers participate according to the agreement between the Department and the school district. Students are in no way to be financially compensated for field hours. Students may not count time worked in a school or child care facility for clinical hours.

Clinical Model - Methods + Student Teaching Professional Year

Clinical teaching is the culminating professional experience for Shawnee State University teacher education candidates. (The pre-service teacher candidate assumes full responsibility for the classroom under the direct supervision of a qualified, experienced classroom teacher and a university faculty supervisor.) Since 2015, the school has adopted an innovative clinical teaching model that connects the field experience for the methods courses and traditional student teaching experience into a year-long field based professional experience. Specific descriptions of the clinical model can be found in the Clinical Handbook on the STE website.

The clinical practice is sixteen weeks in length and may involve placement in more than one classroom depending upon the license pursued.

To qualify for hosting a pre-service teacher, the cooperating teacher/clinical faculty must have at least three years of successful teaching experience, at least one year of successful teaching experience in the assigned area, an appropriate credential for the assignment, and the recommendation of the building administrator as an exemplary educator.

Evaluations for the clinical practice experience are available in TK20 and may be accessed at any time by the candidate, the supervisor and/or the clinical faculty.

Professional Conduct and Appearance

Professional Conduct

Teacher Candidate are expected to exhibit professional behavior:

- Submit all applications by dates posted by the department
- Conduct themselves, at all times, in a manner befitting Shawnee State University and the profession of teaching.
- Meet or exceed all policies/procedures related to professional conduct set forth by the district for professional staff.
- Use proper grammar in both written and oral communications.
- Maintain confidentiality regarding students and/or building faculty/staff prior to, during, or after field/clinical experiences.
- Arrive and depart at the scheduled time and days.
- Deactivate cell phones during field/clinical experiences and follow school policies regarding electronic devices.
- Adhere to district/building staff policies regarding the use of tobacco products during field/clinical experiences. At no time shall smokeless tobacco be used in a classroom or school building, or school grounds.
- Abstain from consuming alcoholic beverages or illegal substances prior to or during a field/clinical or professional experience. This will not be tolerated and could result in dismissal from the program.
- Follow school policy about food or drink in classrooms.
- Do not exchange personal information or engage in personal Social Media (I.E. Facebook, snapchat, twitter, etc.) contact with students in your field setting.

Dispositions

Pre-service teachers are held to high standards of accountability. They are expected to conduct themselves as professionals at all times (see Ohio Department of Education standards for the teaching profession). Several criteria are also listed in the Conceptual Framework and 5 Domains of Teacher Capacity.

Pre-service teachers who exhibit non-professional conduct will be identified. A conference with the Clinical and Field Coordinator, faculty member (s), and a student advocate will be held to discuss the dispositional issues. A plan for remediation will be created and progress will be measured and reported to all parties. Further action will be determined if there is no improvement.

Professional Appearance

Teacher Candidates will:

- Maintain good personal hygiene and appearance.
 - Hair and body will be clean and free of odors.
 - Users of tobacco products must take extra care to remove odors from clothes worn to field/clinical assignments and wash hands after tobacco use.
 - Chewing gum is not accepted in most classrooms and is not acceptable behavior.
 - Students having false teeth shall wear them for all professional experiences.
 - Tattoos will be covered by clothing or adhesive bandage (i.e. Band-Aid).
 - Earrings should be subtle and professional in nature. Typically, one set for women or men is appropriate. Ear gauges should be solid discs and clear or skin tone if possible.
 - Tongue studs and other exposed body piercing are not appropriate to any field/clinical setting.
 - Hair will be natural in color and arranged in a conservative, professional style.
 - Standard contact lenses are appropriate.
- Dress in a professional manner appropriate to the assignment.
 - Clothes will be clean, well-fitting, in good repair, and professional in nature. (At the university supervisor's discretion)
 - Jeans, t-shirts, and sneakers are typically not considered professional attire. Only in special circumstances, with approval, will a student be permitted to attend a field/clinical experience wearing such clothing.
 - Mini-skirts, leggings, and low cut blouses are not considered professional attire for a school setting.
 - Dress shoes are appropriate. Western-style boots are typically not considered professional in nature. Very high heels may impede performance of assignments. No open-toed shoes.
 - Appropriate undergarments will be worn to all field/clinical experiences and should not be exposed (i.e. thongs).

Academic Advising

The School of Teacher Education has updated its student advising system to enhance the level of advising services the students in a teacher preparation program receive. The system is in support of the university-wide initiative to enhance the academic program support students receive while at Shawnee State University.

Each student, upon entering Shawnee State University as an education major or changing his/her major to a teacher preparation program, will be assigned an advisor. This advisor will work directly with the student in program planning and admission requirements.

Once admitted to the School of Teacher Education, faculty in the student's degree/licensure area are the primary providers of academic advising. Students who are pursuing the adolescent to young adult license, art education or middle childhood license with a degree in natural sciences will have an advisor in the content area department as well as the School of Teacher Education.

The advising process allows students to work with informed faculty members to develop a general academic plan and a semester schedule that enables the student to proceed through a chosen academic program in an appropriate manner. Academic advisors also assist students who seek help in areas of academic difficulty. They help identify referral services within the University, and direct students to these services when needs are identified.

The University requires all students with less than 30 credit hours to have an advising hold removed prior to enrolling in courses each semester. The teacher licensure programs have many external requirements and it is in the best interest of the student to maintain very close contact with his/her advisor. The Department of Teacher Education suggests that students meet with their advisors regularly.

Faculty maintain regular office hours each semester for student advising. Office hours are posted on faculty members' doors and on a bulletin board in the lobby. The department secretary has a list of all faculty schedules. Meetings with faculty outside of listed office hours are arranged directly with the faculty. The department secretary does not keep faculty calendars.

While the School of Teacher Education fully supports the missions and services of other advising, counseling, and student services offices on campus, education students are strongly encouraged to maintain good communications with their education advisor and the Teacher Education staff for changes in licensure requirements, program updates, and basic information about the education programs.

Transfer and Post-Baccalaureate Students

Transfer Students

Please review transfer credit information on the SSU website at:

www.shawnee.edu >>Registrar>>Transfer student>>Course equivalency

A grade of C or higher is required for all transfer credit. No exceptions will be made for any student entering a teacher preparation program. While the grades for courses transferred in will not be used in the calculation of the overall grade point average for the degree program, the grades earned at a previous institution will be calculated in licensure program grade point averages for admission retention reviews.

Post-Baccalaureate Students (persons already holding a bachelor's degree)

The Teacher Education undergraduate program at Shawnee State University is an initial licensure program. As such, a separate, post-baccalaureate undergraduate option for licensure does not exist. However, graduate programs in education are available. For more information, contact the Graduate Center at <http://www.shawnee.edu/offices/graduate-center/>

A person who graduated from SSU without beginning a teacher preparation program and returns to complete a licensure program will be considered a post-baccalaureate student. He or she will

be required to meet the same guidelines as listed above. A student who began his or her professional preparation at SSU as an undergraduate must meet the current applicable undergraduate program requirements.

Program Curricula Information and Policy

Program Curriculum Checklist

Information related to each licensure area has been developed by the SSU School of Teacher Education. Students should arrange to meet with their education advisors upon declaring a major/license area. During this initial advising session, a [checklist](#) of coursework or degree audit should be reviewed and a copy provided for the student's reference.

Program checklists and degree audits provide information related to required courses and overall program grade point averages. It is highly recommended that the student and his/her faculty advisor develop a sequence of courses appropriate to the student's academic and professional goals.

Education Course Grade Requirement Policy

The School of Teacher Education has a course retake and successful completion policy for all courses offered through the licensure program. Any course offered by the School of Teacher Education (ED courses) must be completed by licensure seeking students with a grade of C or higher in order to be considered successfully completed. If a grade of C- or lower is earned in any course it must be retaken. No credit will be awarded for the field, or clinical hours associated with the course. **If the course is retaken and a grade of C or higher is not earned the second time, the student will be administratively withdrawn from the program.** A student may appeal the withdrawal through the academic hearing process if s/he feels extenuating circumstances has precluded successful performance. The results of the hearing will be final.

Program Standards Policy

Shawnee State University requires students who have not been enrolled for a period of three consecutive semesters to meet existing program standards at the time of re-enrollment. Shawnee State University has initiated the following Catalog Rights as described in the online version of the [SSU Catalog](#).

The academic requirements and policies that a student must follow are determined by the course catalog in place at the time of initial registration at Shawnee State University. If a student fails to enroll for three consecutive semesters, he or she must follow requirements and policies in the course catalog at the time of return to SSU. A student has the right to petition the academic department that offers his or her major for a change in catalog year. A student also has the right to request course substitutions and waivers of requirements.

Waiver and/or substitution of a required course or courses must comply with SSU "Guidelines Regarding Waivers and Substitutions of Required Courses. Copies of these guidelines are available from the dean's office, College of Professional Studies; the dean's office, College of Arts and Sciences; or the Office of the Registrar.

Length of Time to Apply for Licensure

Under normal circumstances once a student has successfully completed all program requirements and has passed all the required state testing for his or her licensure area, teaching licenses are applied for prior to July 1 of his or her graduating year. However, if a student has successfully completed all licensure program coursework but not fully met the licensure requirements (I.E. non passage of required OAE tests) and the student has left the program for a period of 5 years or longer, he/she must re-enroll in the School of Education and complete the Professional Year. This would consist of Methods and Clinical Teaching in his or her area of licensure. Once this requirement is successfully completed the School of Education can recommend licensure

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 which 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 might not be able to 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 materials that you downloaded, cut-and-pasted, bought, or borrowed **with- out** proper acknowledgements is plagiarism. In the case of plagiarism an automatic academic hearing will be held.

How to Avoid Plagiarism

When in doubt, cite it. If you found out something and are passing it along in your paper, document it.

Whether you are quoting word for word or only just talking about what you found out, make a reference. If you are quoting verbatim, in addition to providing a citation, either put the quote in quotation marks or set it off as an indented block of text.

It doesn't matter where it came from -- an article, a TV show, the Internet, an email, a cartoon, a textbook, a table, a webpage -- it must be cited.

Due Process for Complaint Against a Faculty Member

Purpose

The purpose of these guidelines is to assist in the maintenance of legitimate rights and obligations of both students and institutional representatives and to assist in the maintenance of academic integrity. The climate of the institution is one of openness and service to the students. The institution seeks to assist students in reaching their established goals. It is in this spirit that these guidelines are offered.

Procedures

Investigation and Findings

Any complaint against a faculty member that is received by any member of the university faculty, staff, or administration shall be referred to the appropriate director/dean.

The director/dean shall attempt to informally resolve any matter that does not constitute a serious charge as set forth in paragraph 3.

The student shall be requested to submit and sign a written statement detailing the nature of any serious charge, including, but not limited to, unfair grading policies or unprofessional behavior. The director/dean shall forward a copy of the complaint to Office of the Provost. Such written complaint shall constitute an Official Complaint within the meaning of the agreement between Shawnee State University and Shawnee Education Association.

Any complaint of alleged misfeasance or malfeasance of duties must refer to action of the faculty member done in the performance of his employment duties.

The chair/dean and provost shall investigate said written complaint within ten (10) working days. If the complaint appears to have merit, then the provost and chair/dean shall discuss the complaint with the faculty member.

After such investigation, the chair/dean shall either:

- dismiss the complaint, or
- take other appropriate action.

Regardless of the disposition of the complaint, the chair/dean shall explain his/her actions to the complainant, either in a personal conference, in the case of minor complaints or by letter, in serious cases. The chair/dean shall also send a copy of his/her letter to the university provost.

Appeal

If the student is unsatisfied with decision of the chair/dean, the student may, within ten (10) calendar days of receiving the decision, appeal the decision to the university provost.

Within ten (10) calendar days of the provost's decision, the student may appeal to the president, whose decision is final.

Records

All records relating to the complaint and subsequent proceedings shall be retained until final disposition of the matter.

Due Process for Complaint Against a Student

Purpose

The purpose of these guidelines is to assist in the maintenance of legitimate rights and obligations of both students and institutional representatives, school personnel and collaborative partners.

Procedures

Investigation and Findings

Any complaint against a student that is received by any member of the university faculty, staff, administration, or school district employee shall be referred to the Field and Clinical Coordinator in the School of Teacher Education.

An in-depth investigation into the matter will be conducted.

The following rules and procedures are in place in the case of a clinical termination:

Withdrawal The candidate chooses to withdraw from the experience without completion before the last day to withdraw from an individual class, as listed on the SSU website

Failed: The evaluations of the university supervisor, seminar instructor, and or cooperating teacher are unsatisfactory.

Forced removal: If a teacher candidate's behavior or performance is deemed a detriment to the students and the learning process, that Teacher Candidate may be removed from the classroom at the request of clinical site administrator or cooperating teacher.

In any case, an academic hearing will be held to determine whether or not the candidate may apply for a second teaching experience. Academic Hearings will be scheduled, at the candidate's request, within three working days (academic) of a candidate's last day in the school setting.

The hearing committee will consist of the following voting members: the university supervisor and two education faculty members, Coordinator of Field & Clinical Experiences, and the candidate's advocate who may be from a department other than education. SSU ombudsman is available for such a situation. School personnel may be invited or requested to attend the hearing on an ex officio basis for the purpose of providing information, not for casting votes. The candidate may be present at all discussions of the committee with the exception of the final deliberation meeting where only voting members will be in attendance.

A simple majority will determine the vote. Hearings will be recorded and filed in accordance with university policies concerning confidentiality. The decision of the hearing committee will be forwarded to the department chairperson. The candidate will be notified in writing of the committee's decision by the chairperson.

It is the candidate's responsibility to contact the School of Teacher Education to verify the date and time of the hearing. If the candidate chooses not to attend the meeting, she/he may have access to all notes and recording of the discussions that took place relative to his/her case. Only written notes of the final deliberation meeting will be made available.

Hearing Procedures of Forced Withdrawal

After notification within three working days, students must request a hearing by contacting the Clinical and Field Coordinator.

The Coordinator will notify the student within three working days of hearing date.

The student has the right to request representation from the University Ombudsperson's Office Administration Building, Room 140. Ph. (740) 351-3448

Attendees will include University Supervisor, Program Faculty, Coordinator of Field and Clinical Experiences, and student's advocate.

The student will be informed of final decision within three working days.

The student may appeal the decision within 10 calendar days with the director.

Academic Hearing Procedures for Teacher Education

1. Call to order
2. Roll Call of Review Committee: Each member should state name and position/role for the record.
3. Statement of Purpose
4. Presentation of Case
5. Student Response
6. Questions/Comments from the Review Committee
7. General Discussion
8. Voting: A paper vote by all members present with the following options: Request Denied
9. Request Approved Without Condition Request Approved with Condition
10. Closing/Adjournment

Student Services

Pre-professional Services

The office of Pre-professional Services offers student and licensure services to students enrolled in or considering enrollment in a teacher preparation program. Field experience and student teaching placements; applications for admission to teacher education, student teaching, and certification/licensure; and ACT/OAE test registration are some of the services provided. The office is located in the Department of Teacher Education suite in the Education Building at 945 4th Street. Regular operating hours are 8-5 Monday through Friday. Appointments are recommended. The secretary may be reached at 740.351.3451.

Counseling and Psychological Services

Counseling and assessment for personal, social, marriage, and family concerns are provided for students experiencing problems, which interfere with their academic progress or success. These services are provided on a confidential basis and are available by appointment. The center is staffed with a Licensed Professional Clinical Counselor and is located in the University Center.

Career and Placement Services

Career and Placement Services staff maintain extensive contacts on and off campus, which can help you secure employment, either while you're enrolled at the University or after graduation. They help you develop job search, interviewing, resume, and cover letter writing skills, which you can use as you seek employment. Their annual Job Fair, held every February, grows larger every year, and staff in the center can help you transfer to graduate or professional school. You are encouraged to take full advantage of these services, which are available to students, staff, and alumni of the University at no charge. The center is located on the second floor of the University Center.

Student Success Center

The Student Success Center, located on the first floor of Massie Hall, provides services to students which promote a successful learning experience at SSU. The Center provides advising and referral services in cooperation with university faculty. Learning assistance is offered by the Center through tutoring programs, computer labs, and placement testing services. International students, minority students, and students with disabilities may find help through the Center's special needs services.

Student Support Services Program

Student Support Services offers a variety of assistance to a limited number of qualified Shawnee State University students. To qualify for the program, you must meet income guidelines, be a first generation college student, or have a documented physical or learning disability.

A short application form and a conference with program staff are required. Once accepted into the program, you can take advantage of the following services: academic assistance, assessment, personal counseling, and cultural experiences. Services are free to eligible students. Student Support Services is located in the Advanced Technology Building (ATC), second floor south.

Student Honors and Scholarships

Teacher education students have opportunities to be rewarded and recognized for their academic and professional performance. These opportunities may result in funding for tuition and other expenses or in public recognition of outstanding performance.

The School recognizes several students each year at the Outstanding Graduates ceremony held each Spring Semester. Selections are made from students who have petitioned to graduate during the academic year and have completed student teaching. Criteria for this honor include academic, service, and professional performance elements. A complete list of the criteria for selection is available from the School of Teacher Education.

Several scholarships exist for students, including some specifically reserved for students enrolled in an education program. Many times scholarships go unclaimed simply because no one applied. A scholarship brochure is available in the Office of Financial Aid that identifies deadlines involved for application. [Click here](#) for the most recent scholarship information: