



Marietta College

Teacher Education Handbook



**Information, Policies, and Procedures
for
Candidates Pursuing Teaching License Programs**



2015

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Teacher Education at Marietta College: A Conceptual Framework



Preparing Educators as Leaders for 21st Century Schools

Marietta College endeavors to provide teacher candidates with the experiences that will enable them to become Educator Leaders who

- I. **Demonstrate effective pedagogy** through the use of appropriate and fair instructional practices, varied assessment tools, and technology for teaching and learning.
- II. **Demonstrate content knowledge** in their discipline areas.
- III. **Demonstrate efficacy** by believing all students can learn, understanding and respecting student diversity, and making accommodations to ensure that all students will learn.
- IV. **Act as change agents** who are willing to try new approaches to solve problems and who are willing to take risks to challenge the status quo.
- V. **Develop professional relationships** that enable them to collaborate with colleagues, families, communities, and professional organizations for the purpose of facilitating student learning.
- VI. **Engage in reflective practice** including the ability to analyze current issues in education, teaching performance, and student learning.

The *Educator as Leader* framework serves as the context for the teacher education program outcomes. These outcomes constitute the knowledge, skills, and dispositions that all successful teacher candidates demonstrate.

**MARIETTA COLLEGE EDUCATION DEPARTMENT
PROGRAM OUTCOMES**

Candidate Outcome	Educator As Leader Conceptual Framework Component	Ohio Standards for the Teaching Profession
<i>Marietta College teacher education candidates will be able to . . .</i>		
Knowledge		
1. Demonstrate thorough knowledge of content within their disciplines.	II	2
2. Articulate an understanding of the scope and sequence of knowledge as outlined in P-12 academic content standards.	I, II	4
3. Demonstrate knowledge of general concepts, theories, and research in effective teaching and knowledge of pedagogy within their content areas to promote student learning.	I	2
4. Demonstrate knowledge of cultural, racial, ethnic, socioeconomic, gender, and learning style diversity and its implications for professional practice.	I, III	1, 4
Skills		
5. Develop and communicate clear learning goals appropriate for all students.	I, II, III	4
6. Select and utilize effective methods, materials and instructional activities for differentiated instruction.	I, II, III	4
7. Use a variety of formative and summative assessments to monitor learning and inform instruction.	I, III	3
8. Create a classroom environment that promotes fairness and is safe and physically conducive to learning.	I	5
9. Integrate technology as a learning and teaching tool throughout the curriculum.	I, IV	4
10. Use reflection as a tool for self-assessment and continued learning.	VI	7
11. Use a variety of techniques for collaboration with families to support student learning.	V	6
12. Engage in professional collaboration and use school and community resources to support student learning.	V	6
13. Demonstrate knowledge of current issues in the field of education.	VI	7

Dispositions		
14. Demonstrate responsible and ethical professional behavior		7
15. Model professional dress, language, and demeanor in school settings.		7
16. Respect cultural diversity of students and their families and diversity in student backgrounds, experiences, and abilities.	I, III	1
17. Exhibit fairness in the treatment of all children and their families.	I, III	5
18. Exhibit a belief that all children can learn	III	1
19. Appreciate the role of families in facilitating student learning.	V	6
20. Exhibit a willingness to try new methods and technologies to enhance student learning.	IV	7
21. Demonstrate a willingness to seek ways to positively impact student learning, teaching, and school improvement.	IV	7
22. Demonstrate an interest in professional growth.	IV	7

Ohio Standards for the Teaching Profession

Standard 1: Teachers understand student learning and development and respect the diversity of the students they teach.

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

Standard 2: Teachers know and understand the content area for which they have instructional responsibility.

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

Standard 3: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

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

Standard 4: Teachers plan and deliver effective instruction that advances the learning of each individual student.

- Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- Teachers communicate clear learning goals and explicitly link learning activities to

those defined goals.

- Teachers apply knowledge of how students think and learn to instructional design and delivery.
- Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- Teacher use resources effectively, including technology, to enhance student learning.

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

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

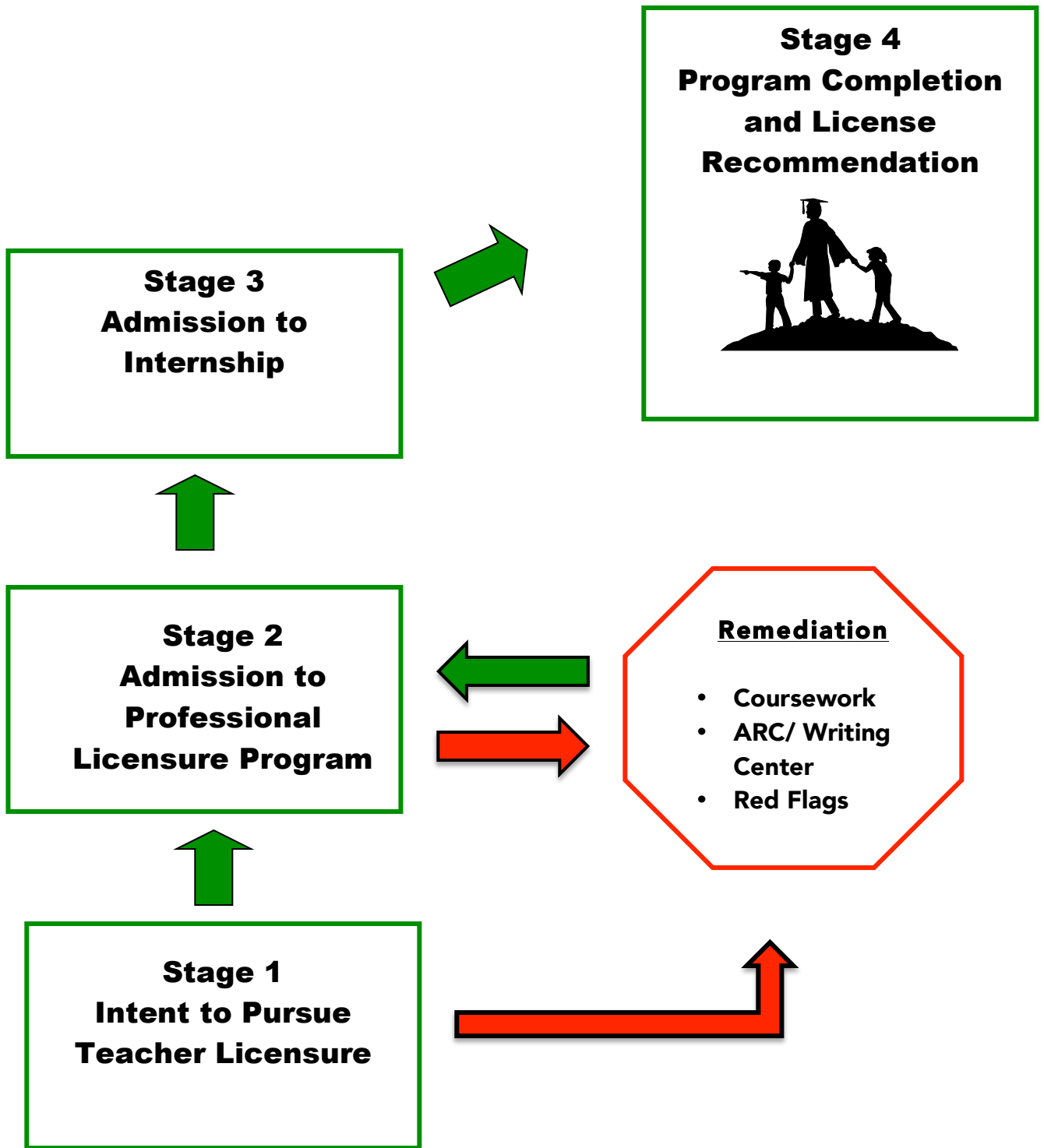
Standard 6: Teachers collaborate and communicate with students, parents other educators, administrator and the community to support student learning.

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

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

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

Steps to Becoming a Teacher



Summary of Steps to Pursuing a Teaching License at Marietta College

Stage	Requirements	Description
I Intent to Pursue Licensure	<ol style="list-style-type: none"> 1. Complete intent to Pursue Licensure form in Education 110 2. A grade of C or better in Educ 110 is required for 100/200 level field experience placements and for registration in Educ 253, Diverse Learners 	During this stage candidates take 100 and 200 level education courses and other course requirements outside of education
II Admission to Professional Education	<ol style="list-style-type: none"> 1. Completion to 40-45 semester hours 2. Academic Skills Requirement – minimum ACT composite score of 21 or SAT reading/math composite of 1010 <u>and</u> one of the following <ol style="list-style-type: none"> 1. Praxis Core Academic Skills tests: <ul style="list-style-type: none"> ○ Math (5732):150 ○ Reading (5712): 156 ○ Writing (5722): 162 • ACT score of 23 with Subscores: <ul style="list-style-type: none"> ○ Math: 22 ○ Reading:22 ○ English: 22 • SAT score of 1070 (reading and math)with Subscores: <ul style="list-style-type: none"> ○ Math: 520 ○ Reading: 450 ○ Writing: 510 2. Completion of Comm 101 and Writing 101 with grades of C or above 3. Overall cumulative G.P.A. of 3.0 4. Education G.P.A. of 3.0 5. Completion of all 100/200 level education courses with grades of C or better 6. Grade of B or better in Educ 111/131/or 151 and satisfactory completion of 211/231/ or 251 7. Acceptable Disposition Assessment 8. Submission of Application to Professional Licensure Program form 	During this stage, the candidate is permitted to take 300 and 400 level education courses

<p style="text-align: center;">III Admission to the Internship Semester</p>	<ol style="list-style-type: none"> 1. Formal admission and good standing in the Professional Education Licensure Program 2. Satisfactory performance in all field experiences 3. Completion of all education courses with grades of C or better 4. Overall G.P.A of 3.0 5. Education G.P.A. of 3.0 6. Passage of OAE content exam(s) 7. Passage of OAE professional knowledge assessment 8. G.P.A of 2.67 on the Content Knowledge Audit assessment 9. Grade of C or better in Math 113 and Math 114 requirement for Early Childhood 10. Acceptable Disposition Assessment 11. Submission of Application to Internship form 	<p>During this stage, the candidate completes a 14-week, supervised internship experience in the licensure area(s), completes the Educ 440 capstone seminar, the edTPA, and the Educ 452 course and multicultural field experience.</p>
<p style="text-align: center;">IV Program Completion and Recommendation for Ohio Resident Educator License</p>	<ol style="list-style-type: none"> 1. Successful completion all courses required in the licensure program 2. Completion of all education courses with grades of C or better 3. Fulfillment of all requirements for a bachelor's degree 4. Overall G.P.A. of 3.0 5. Acceptable scores on the Internship Evaluation rubric with a composite average score of 2.0 6. Passage of all examinations for the license required by Ohio 7. Passage of criminal background check 8. Completion of Teacher Performance Assessment with scores filed 	<p>Candidates are classified as an education program completer and eligible to be hired in the their license area and to enter the Ohio Teacher Residency</p>

Remediation

Upon application to the Professional Licensure Program (Stage 2), Application to Internship (Stage 3), and prior to successful program completion, it may be necessary for the candidate to undergo remediation if all requirements are not satisfactorily met. Remediation is handled on an individual basis and may include any of the following:

- Repeated coursework and field experiences when performance is unsatisfactory
- Referral to the Academic Resource Center for assistance in preparing for Praxis I core academic skills tests or tutoring assistance in content coursework
- One on one assistance from college supervisors and cooperating teachers to improve on unacceptable performance in field or clinical/internship assignments

- Extended time in field or internship assignment to work on improving performance
- Remediation plan to address dispositions observed to be unacceptable
- One on one assistance from education faculty to address areas of licensure test performance

If remediation efforts are unsuccessful, the candidate will be advised to pursue alternative career options.

Completion of the Early Childhood, Middle Childhood, or Intervention Specialist Education Major without License Program Completion

While education majors are expected to meet a great number of performance expectations prior to admission to the internship, occasionally there are problems that do not appear until the candidate's final semesters of the education program. Sometimes the problem may involve a candidate who does not meet final criteria for admission to internship, a candidate who fails to perform up to expectations during the actual internship semester or a candidate who wishes to withdraw from the internship due to personal reasons. Occasionally, these problems cannot be successfully addressed to allow for a successful internship or program completion experience. In these cases, the candidate will be able to graduate without completing the internship experience or without completing all program completion requirements if the candidate has completed the required number of credit hours for graduation, the minimum of 30 credit hours at the 300/400 level, and all other requirements for the major. **Students who graduate without successfully completing the internship experience or without successfully achieving the status of "program completer" outlined in the Stage IV description cannot be recommended for an Ohio teaching license.**

I. ADMISSIONS POLICIES AND PROCEDURES

A. NON-DISCRIMINATION POLICY

Marietta College admits students of any age, race, color, disability, sex, and national ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of socioeconomic status, age, race, color, disability, sex, sexual orientation, political or religious affiliation, and national and ethnic origin in administration of its educational policies, scholarship and loan programs, and athletic and other school administered programs.

B. ADMISSIONS STATEMENT

a. The following admissions procedures are in conformance with the Standards for the Teaching Profession adopted by the Ohio State Board of Education and standards for educator preparation programs adopted by the Council for Accreditation of Educator Preparation Programs (CAEP) and apply to all Marietta College approved teacher education programs and to all candidates seeking an Ohio teaching license. This includes students receiving their Baccalaureate Degree from Marietta College and those already holding degrees from an accredited college or university.

b. Any waivers or exceptions to the stated policies and procedures must be done in writing by the Education Department Chair. One copy of the waiver and/or exception must be given to the candidate and a second copy included in the candidate's file.

C. POLICIES & PROCEDURES FOR MARIETTA DEGREE STUDENTS

Steps in Pursuing Professional Licensure

The teacher licensure programs at Marietta College involve stages where the candidate is assessed and decisions are made regarding the teacher candidate's status in the program. These stages are listed below and policies and procedures at each stage are fully explained on the following pages.

- Stage I: Notice of Intent to Pursue Licensure
- Stage II: Application and Admission to the Professional Licensure Program
- Stage III: Application and Admission to the Internship Semester
- Stage IV: Program Completion and Recommendation for the Ohio Resident Educator License

Steps in Pursuing Professional Licensure

Stage I: INTENT TO PURSUE LICENSURE

When a teacher education candidate enrolls in the first education course, typically during the first or second semester at Marietta College, the candidate will be classified as pursuing a licensure program. During Education 110, the teacher candidate receives a copy of the *Marietta College Teacher Education Handbook* and completes an Intent to Pursue Licensure form. At this point, a file for the candidate is created in the Education Department office and the teacher education database. These files are used to collect ongoing assessment data on the candidate's performance.

The following information is housed in the candidate's Education Department file:

- Intent to Pursue Licensure form
- Field experience assessment forms
- Academic Skills tests score information
- Application for Admission to Professional Licensure form
- Application to the Internship semester form
- Letters of admission, denial, or probation
- Letters of appeal (if necessary)
- Student transcripts
- Warning Flag forms (if necessary)
- Internship assessment forms
- edTPA documentation

Upon successful completion of Education 110 (C or higher), the candidate is permitted to enroll in the initial field experience. Candidates must receive a B or better in the initial field experience to enroll in Education 253 and its associated field experience.

ADDITIONAL POLICIES FOR ALL TEACHER EDUCATION CANDIDATES

Marietta College Education Department LiveText Policy

All students enrolled in education courses must purchase a subscription to *College LiveText*. This is a one-time expense for all students. The subscription needs to be activated by the end of the second week of the semester. Students are expected to use LiveText to

- submit designated course assignments
- save artifacts for possible inclusion in course portfolios (eg. papers, lesson plans, unit plans, photos, video, student work samples)
- access materials that may be required by particular course instructors
- gather and submit artifacts for the Teacher Performance Assessment

Candidates must withdraw from education classes if the LiveText subscription is not purchased by the deadline.

Background Check Requirement

All candidates placed for field experience in local P-12 schools must have a criminal background check prior to beginning field work. The background check needs to be completed by the date indicated by the Field Experience Director.

Stage II: APPLICATION AND ADMISSION INTO THE PROFESSIONAL EDUCATION PROGRAM

Upon completion of the following requirements and at least 40-45 hours of college credit, the candidate may apply for admission into the Professional Education Licensure Program (see Appendix for Application Form). Program admission entitles the candidate to enroll in education courses numbered 300 level and above in order to complete course requirements for licensure. **All applications for admission to the professional licensure program will be reviewed following the final week of each semester and must be submitted prior to that time. The application and required test scores must be submitted to the chair of the education department by this date in order to be reviewed for admission for the**

following semester. Late applications may jeopardize the candidate's ability to take upper level education courses.

Successful candidates for professional licensure must submit the Application to Professional Licensure form and meet the following requirements:

Requirements for Admission into Professional Education

1. Completion of one of the following academic skills assessments and submission of scores to the education department office - Minimum subscores required by the Marietta College Education Department for admission as well as applicable composite score requirements are listed below. **If one or more of the subscores are not met, the candidate may substitute a subscore from one of the other academic skills assessments.**

Candidates will not be considered for admission to the Professional Education Program if the composite ACT score is below 21 or the Composite SAT (CR+M) is below 990.

All candidates must meet one of the following academic skills pathways:

- Praxis Core Academic Skills for Educators

- Math 150
- Reading 156
- Writing 162

Link to register for Praxis Core Tests: <http://www.ets.org/praxis/about/core/>

- If ACT Composite Score is 23 or higher subscores must be

- Math 22
- Reading 22
- English 22

- If SAT Composite CR+M Composite Score is 1070 or higher subscores must be

- Math 520
- Reading 450
- Writing 430

2. 3.0 cumulative grade point average while enrolled at Marietta College

3. 3.0 average in education courses at Marietta College

4. Completion of Writing 101 and Communications 101 with grades of "C" or better

5. Completion of initial field experience (Education 111, 131, 141, or 151) with a grade of "B" or better and satisfactory completion of diverse learners field experience (Education 211, 231, 241 or 251)

7. Completion of all other required 100 and 200-level Education courses with a grade of “C” or better
8. Acceptable assessment of professional dispositions

The Education Department will either accept or reject the candidate’s application into the Professional Education Licensure Program based on the candidate’s qualifications and the Education Department’s vote of confidence in the candidate’s ability to successfully complete the Professional Education Licensure Program.

Enrollment in 300 and 400 level education courses is not permitted without admission to the professional education program. Students who preregister for 300 and 400 level education courses will be required to drop these courses if they are not admitted to the program.

Denial of Admission

Students denied admission to the Professional Education Licensure Program may appeal this decision according to the criteria set forth in the *Marietta College Teacher Education Handbook*. Students are encouraged to meet with an advisor and take advantage of remediation opportunities (see examples on page 3). Students should resubmit the Application to Licensure when the G.P.A is at the required level or when other criteria have been met.

Program Probation

Once admitted, if the candidate’s grade point average falls below a 3.0, the candidate will be placed on program probation for one semester. If, at the end of the probationary semester, the candidate’s grades are still below 3.0, the candidate will no longer be permitted to enroll in 300/400-level education courses. Candidates on probation are encouraged to work with the Academic Resource Center to develop strategies for improving performance in courses.

The candidate’s right to appeal is outlined and fully explained in the *Marietta College Teacher Education Handbook*.

Warning Flag System

During the candidate’s licensure program, faculty members and school-based supervisors retain the right to issue a warning flag to a candidate who engages in behavior that the faculty member feels would jeopardize the candidate’s ability to successfully fulfill the responsibilities of a professional educator. The behavior necessitating a red flag may be an academic issue or an issue that indicates the candidate does not possess the dispositions Marietta College has identified as being essential for effective teachers. These dispositions and related behaviors that may necessitate a red flag are listed below.

Marietta College Professional Disposition	Examples of Warning Flag Behaviors
Responsible and ethical professional behavior	<ul style="list-style-type: none"> • A pattern of poor attendance in class and/or field experience • Repeated late assignments or failure to submit required work • Dishonesty or plagiarism • Unprofessional conduct at school sites documented by cooperating teachers or college supervisors
Professional dress and demeanor in school settings	<ul style="list-style-type: none"> • Inappropriate clothing worn to field experience site • Inappropriate interactions or relationships with staff, students, or families
Respect for cultural diversity	<ul style="list-style-type: none"> • Ethnic or racial slurs voiced in class or in a field setting • Unequal treatment of culturally diverse students
Appreciation of diversity in student backgrounds, experiences, and abilities.	<ul style="list-style-type: none"> • Negative attitude demonstrated toward students whose backgrounds or abilities may be different than the candidate’s
Belief that all students can learn.	<ul style="list-style-type: none"> • Negative attitude about student potential demonstrated in the field or voiced to supervisor or cooperating teacher
Appreciation of the role of families in facilitating student learning	<ul style="list-style-type: none"> • Negative interaction with parents or guardians of student in a field or clinical setting
Willingness to try new methods and technologies	<ul style="list-style-type: none"> • Lack of response or negative response to suggestions from instructors, supervisors or cooperating teachers

Interest in professional growth	<ul style="list-style-type: none"> Negative attitude toward learning displayed in class or in field setting
Willingness to seek ways to positively impact student learning, teaching, and school improvement.	<ul style="list-style-type: none"> Lack of initiative observed by course instructors or cooperating teachers

If the candidate accumulates 3 warning flags, the candidate is required to meet with the Education Department Chair and is given an opportunity to present a plan to remediate the area(s) of concern. If remediation is not successful within the stipulated time frame, the candidate will forfeit his admission to the teacher education licensure program. Forfeiture of admission will result in denial of the candidate's right to register for 300/400-level education courses, including internship.

Steps involved in the Warning Flag System are listed on the following page.

The following steps occur in the warning flag system.

1. The faculty member or field experience mentor obtains a warning flag form from the Education Department secretary.
2. The faculty member or field experience mentor outlines the issue or area of concern about the candidate.
3. A signed and dated copy of the warning is sent to the candidate and a second copy is placed in the candidate's file in the Education Department Office.
4. If the candidate receives 3 warning flag forms, the candidate is asked to appear before a meeting of Education Department Chair and concerned faculty members in order to address the issues and concerns outlined in the warning flags.
5. During this meeting, the Education Department Chair reviews the warning flag documentation with the candidate.
6. The candidate presents a remediation plan and timeline that the candidate feels would successfully address the department's concerns.
7. The department votes on whether to accept the candidate's remediation plan or whether to suspend the candidate from the program. The candidate is then notified of this decision.
8. If the candidate's remediation plan is accepted, the candidate is placed on program probation for one semester. At the conclusion of the semester, the candidate's remediation plan is reviewed by the department and a vote is taken to allow the candidate to continue to pursue teacher licensure or to permanently suspend the candidate from the program.
9. If permanently suspended from the program, the candidate may no longer enroll in 300/400 level education courses, including internship.

Steps in Pursuing Professional Licensure

Stage 3: APPLICATION AND ADMISSION TO THE INTERNSHIP SEMESTER

With the successful completion of all other required education coursework, the candidate is entitled to apply for admission to the internship semester. **This application and required license test scores must be submitted by the deadlines published by the Director of Field and Clinical Experience. Failure to meet required submission dates may result in denial of admission.**

Requirements for Admission into the Internship Semester

1. Formal admission and good standing in the Professional Education Licensure Program
2. Satisfactory evaluations in all field work
3. Completion of all prerequisite courses in the candidate's licensure field
4. Minimum cumulative GPA of 3.0
5. Minimum G.P.A. of 2.67 in core content courses as designated on the Content Knowledge Audit assessment
6. Grade of C or better in Math 113 and Math 114 (Early Childhood majors only)
7. Minimum G.P.A. of 3.0 or higher in education courses
8. Passage of the required Ohio tests for licensure
9. Completed recommendation form from a faculty member in the candidate's licensure area(s) for AYA and Middle Childhood.
10. Satisfactory assessment of professional dispositions

After the Application for Admission to the Internship Semester is completed and submitted to the Education Department, the application will be reviewed by the department faculty to insure that all criteria for admission are met and that the candidate's record indicates a disposition for success in internship as evidenced by data in the student's permanent file. Conditional admittance may be given if there is insufficient data supplied for any of the admission criteria. (eg. grades for required courses are not yet on file or grades of incomplete exist on the student's transcript) Conditional admittance may require the submission of additional evidence that the candidate has met the criteria stated above. The candidate will be notified in writing by the Education Department indicating full admittance, conditional admittance or denial of admission. **Full admission to internship is required prior to beginning the internship experience.**

Denial of Admission to Internship

Candidates denied admission to the Internship Semester may appeal this decision according to the criteria set forth in the *Marietta College Teacher Education Handbook* (Section III.B.5). Candidates are encouraged to meet with an advisor and take advantage of remediation opportunities (see examples on page 3). Candidates should resubmit the Application to Internship when criteria have been met.

Stage 4: RECOMMENDATION FOR OHIO RESIDENT EDUCATOR LICENSE

The application for initial licensure is completed online at the Ohio Department of Education website. During a capstone seminar meeting, an Education Department representative will explain the application process. Upon successful completion of the internship semester and completion of all other program requirements, the candidate becomes eligible for recommendation for the four-year Ohio Resident Educator license. The candidate's license application is approved by the Chair of the Education Department when the candidate has met all of the criteria listed below.

To be recommended for the Ohio Resident Educator license the candidates must :

1. Complete all courses required for the license
2. Fulfill all requirements for graduation from Marietta College or hold a bachelor's degree from an accredited four-year institution.
3. Earn a minimum cumulative G.P.A of 3.0
4. Receive an overall rating of 2.0 on the Internship Evaluation rubric
5. Complete and submit the Teacher Performance Assessment and have scores posted
6. Successfully complete all examination(s) required for the license by the Ohio Department of Education
7. Complete a fingerprint and background check
8. Establish a SAFE account and complete the Ohio online licensure application at <https://safe.ode.state.oh.us/portal>

D. POLICIES & PROCEDURES FOR TRANSFER STUDENTS

Students transferring to Marietta College from another institution of higher education who did not take prerequisite course requirements at Marietta College are required to submit the following in order to be accepted into the Professional Education Licensure Program.

1. Completion of one of the following academic skills assessments and submission of scores to the education department office .

Candidates will not be considered for admission to the Professional Education Program if the composite ACT score is below 21 or the Composite SAT (CR+M) is below 990.

Additionally, all candidates must meet one of the following academic skills pathways:

- Praxis Core Academic Skills for Educators
 - Math 150
 - Reading 156
 - Writing 162

- If ACT Composite Score is 23 or higher subscores must be
 - Math 22
 - Reading 22
 - English 22

- If SAT Composite CR+M Composite Score is 1070 or higher subscores must be
 - Math 520
 - Reading 450
 - Writing 430

If a candidate's subscore in any area does not meet the minimum requirement, the candidate must submit the required Praxis Core Academic Skills score for that area

2. Evidence of successful completion of experiences comparable to the Marietta College initial field experiences (Education 111,131, 141 or 151 and 211, 231, 241or 251) A teacher evaluation form or letter from previous institution must be submitted along with the transcript.

3. Minimum G.P.A. of 2.67 in licensure area(s) content courses, including transfer courses, for AYA and Middle Childhood candidates.

4. AYA and Middle Childhood candidates must pass Praxis II content exams prior to admission to the professional licensure program if all content coursework was completed at another institution.

5. Professional education courses (300 level and higher) must be completed at Marietta College.

Admission to the Internship Semester will follow procedures set forth in Section I.- C of this document.

E. POLICIES & PROCEDURES FOR STUDENTS HOLDING BACCALAUREATE OR POST-BACCALAREATE DEGREES

Any student holding a Baccalaureate or Post-Baccalaureate Degree from an accredited institution must fulfill the program requirements for the appropriate licensure area.

1. All previous collegiate work will be evaluated by the Chair of the Education Department to determine what content and professional education courses and experiences are comparable to those in the Marietta College Teacher Education Program.
2. Completion of one of the following academic skills assessments and submission of scores to the education department office - Minimum subscores required by the Marietta College Education Department for admission as well as applicable composite score requirements are listed below. If one or more of the subscores are not met, the candidate may substitute a subscore from one of the other academic skills assessments.
 - Praxis Core Academic Skills for Educators
 - Math 150
 - Reading 156
 - Writing 162
 - 1. ACT Composite Score: 23
 - a. Math 22
 - b. Reading 22
 - c. English 22
 - 2. SAT Composite Score: 1070
 - a. Math 520
 - b. Reading 450
 - c. Writing 430
3. AYA and Middle Childhood candidates must pass the Praxis II content area exam(s) for their licensure areas if content coursework was completed at another institution.
4. A detailed plan specifying the courses and experiences needed to fulfill the program requirements will be given to the student. A copy of the plan will be placed in the student's file.

Admission to the Internship Semester will follow procedures set forth in Section I.- C of this document.

F. POLICIES & PROCEDURES FOR CANDIDATES PURSUING THE GRADUATE INTERVENTION SPECIALIST LICENSE

Candidates for the Intervention Specialist, Mild/Moderate license at the graduate level must hold an initial teaching certificate in early childhood education, middle childhood education, elementary education, or a secondary (AYA) content field. Graduate Intervention Specialist Candidates complete the following program stages.

Stage 1: ADMISSION TO THE INTERVENTION SPECIALIST PROGRAM

Admission to the Intervention Specialist Program is required prior to beginning coursework in the program.

Requirements for Admission to the Graduate Intervention Specialist Licensure Program

1. Proof of a valid teaching license or proof of eligibility for a teaching license, including successful completion of internship (letter from an institution approved to offer teacher licensure programs)
2. 2.75 cumulative undergraduate grade point average
3. Passing score on state required AYA or middle childhood content test or reading test
4. Successful completion of the 12 semester hour Ohio reading core (Candidates who have not met this requirement will receive conditional admission until the reading core is completed)

Stage 2: GRADUATE INTERVENTION SPECIALIST ADMISSION TO THE INTERNSHIP EXPERIENCE

Admission to the Internship is required prior to beginning the required graduate intervention specialist internship experience. The Intervention Specialist candidate will complete the 8-week internship with mild to moderate special education students under the supervision of a licensed cooperating teacher and a college supervisor.

Requirements for Admission to the Graduate Intervention Specialist Internship

1. Completion of all required intervention specialist courses
2. G.P.A. of 3.0 in intervention specialist courses completed at Marietta College
3. Grade of B or higher in Field Experiences I and II

Stage 3: GRADUATE INTERVENTION SPECIALIST PROGRAM COMPLETION AND APPLICATION FOR LICENSURE

The application for the Intervention Specialist License is available online through the Ohio Department of Education website. Assistance in completing the application is available in the Education Department office. Upon successful completion of the internship and completion of all other program requirements, the candidate becomes eligible for recommendation for the Ohio teaching license. The candidate's license application will be approved by the Chair of the Education Department to indicate that the candidate has met all of the criteria listed below.

Requirements for Program Completion and Ohio Licensure

To be recommended for the Ohio Intervention Specialist Mild/Moderate license, the candidate must :

1. Complete all courses required for the licensure.
2. Earn a minimum I.S. program G.P.A of 3.0
3. Receive acceptable scores in each area of the final internship evaluation rubric
4. Successfully complete the required license test.
5. Submit an FBI/BCI background check to the Ohio department of Education
6. Complete the online application process.

II. CANDIDATE RESPONSIBILITY

It is recognized that the faculty and staff will provide guidance and help to the candidate pursuing a teacher education program at Marietta College. However, it is the ultimate responsibility of each candidate to read and understand the policies of the *Marietta College Catalog* and the *Marietta College Teacher Education Handbook* and plan and execute a licensure program in accordance with those policies. While the candidate's advisor may help to facilitate the candidate's progress by providing advice on course selection, it is the candidate's ultimate responsibility to be aware of requirements for graduation and licensure and to make sure that these requirements are completed.

Candidate's need to be aware that, in the event that class or field experience performance is not acceptable, the candidate may be required to repeat courses or experiences in order to continue to progress in the teacher education program. Repetition of courses and/or field experiences may result in the extension of the candidate's program beyond the usual four-year time frame.

III. DUE PROCESS

A. Marietta College

1. A candidate majoring in early childhood and middle childhood education or seeking Ohio licensure through the Marietta College Education Department is protected by the Academic Due Process Procedures and Sexual Harassment Procedures as set forth in the *Marietta College Catalog*.

B. Education Department

1. A student upon enrolling in the first education course, usually EDUC 110, will be provided with a copy of the *Marietta College Teacher Education Handbook*. This handbook will be thoroughly discussed with the student. The student will sign and date an "Intent to Pursue Licensure" form that will be placed in the student's file. The date of this form will determine the candidate's major program requirements. **If Ohio requirements for a teaching license are changed prior to the completion of the candidate's program, the candidate may be required to meet these new requirements.**

2. When a candidate makes application for admission into the Professional Education Licensure Program, the Education Department Chair, in a timely manner, will notify the student in writing of the results. This written notification will contain any necessary remediation plans if a student is conditionally admitted or denied admission to the program. Any candidate denied admission has the right to appeal. A letter requesting admission or conditional admission should be sent to the chair of the education department. This appeal letter, along with the candidate's performance in class and in the field will be considered by the education faculty and will serve as a basis for the decision to conditionally admit the

candidate for one semester. At the conclusion of the conditional semester, the candidate must qualify to be fully admitted to the professional licensure program.

4. Subsequent appeals can be made to the Provost/Dean of the College, and to the President of the College. All appeals must be submitted to the Education Department within thirty days after the decision under question has been made.

5. A candidate's academic information, such as grades, performance in class, and test scores, will not be shared with parents, prospective employers or any other entity outside this institution unless written permission is given to the Department Chair. All inquiries of such a nature will be directed to the candidate. This includes the sharing of edTPA scores and performance on license tests. Neither the Education Department nor Marietta College will provide scores to perspective employers or other interested persons without the written permission of the candidate.

IV. AREAS OF LICENSURE

APPROVED PROGRAMS

Marietta College has approval from the State of Ohio Department of Education to offer the following undergraduate teacher license programs:

Ohio License	Marietta College Major
Early Childhood Education (Preschool – Grade 3; Age 3 – 8)	Early Childhood Education
Early Childhood Generalist Endorsement (Grades 4-5)	Added to the early childhood license upon passage of designated OAE test
Middle Childhood Education (Grades 4 – 9) <ul style="list-style-type: none"> • Language Arts • Math • Science • Social Studies 	Middle Childhood Education
Adolescent Young Adult (Grades 7 – 12) Biology/Life Science	Biology
Adolescent Young Adult (Grades 7-12) Biology/Chemistry	Biochemistry
Adolescent Young Adult (Grades 7-12) Physics	Applied Physics
Adolescent Young Adult (Grades 7 – 12) Integrated Language Arts	English
Adolescent Young Adult (Grades 7 – 12) Integrated Mathematics	Mathematics
Adolescent Young Adult (Grades 7 – 12) Integrated Social Studies	History
Intervention Specialist, Mild to Moderate (PK-12)	Intervention Specialist Education
Intervention Specialist, Mild to Moderate (PK-12) – graduate level	Prior completion of an initial teaching license - Graduate Level Coursework

V. MULTIPLE LICENSES

Candidates may be licensed in more than one teaching field. However, candidates must do internship in each area for which they are seeking licensure. In the case where a candidate seeks licensure in more than one area, the internship experience will be extended to provide additional classroom time. For example, one who is to be certified in middle childhood and early childhood, must have a longer internship period than the normal semester can provide. In order to make provision for the extended internship experience candidates must file the appropriate Applications for Internship and discuss the arrangements with the Internship Director and the Department Chair.

VI. STATE TESTING AND APPLICATION FOR LICENSURE

Teacher candidates in the State of Ohio must receive passing scores on the Ohio Assessment for Educators test in the following areas:

- a) a test of professional knowledge (candidates are required to take only one)
- b) a test of curriculum content or specialization (Specialty Area Tests) (candidates are required to take all Ohio required tests)

Teacher education candidates are eligible to take one or all of the examinations after they have completed at least 75 percent of their approved program. Exams must be taken and passed prior to the internship semester. Exams are offered via computer at multiple testing locations. Information is shared during the spring meeting for prospective student teachers and is also available in the Education Department office. Candidates should go to www.oh.nesinc.com to access information on test registration and to obtain additional information about the tests.

Upon successful completion of all the required test(s), as well as all other criteria listed in the “Recommendation for Licensure” section, the application for the Ohio Resident Educator license will be approved by the department chair or licensure designee.

Questions about registering for the license tests and completing the license application process should be addressed to the Director of Student Teaching and Field Experiences or the Chair of the Education Department.

Required Ohio Assessments for Educators tests for Ohio Teaching Licenses are listed on the following pages.

Teaching License	Required OAE Tests (effective September 1, 2013)
Early Childhood (PreK-3) *	<ul style="list-style-type: none"> • Assessment of Professional Knowledge: Early Childhood • Early Childhood Education
Early Childhood Generalist Endorsement, (4-5)	<ul style="list-style-type: none"> • Elementary Education (Subtests I and II)
Middle Childhood – all areas (4-9) *	<ul style="list-style-type: none"> • Assessment of Professional Knowledge: Middle Childhood
Middle Childhood Language Arts	<ul style="list-style-type: none"> • Middle Grades Language Arts English Language Arts
Middle Childhood Mathematics	<ul style="list-style-type: none"> • Middle Grades Mathematics
Middle Childhood Science	<ul style="list-style-type: none"> • Middle Grades Science
Middle Childhood Social Studies	<ul style="list-style-type: none"> • Middle Grades Social Studies
Intervention Specialist, Mild/Moderate Needs (K-12) *	<ul style="list-style-type: none"> • Assessment of Professional Knowledge: Multi-Age • Special Education
AYA – all areas (7-12)	<ul style="list-style-type: none"> • Assessment of Professional Knowledge: Adolescent to Young Adult
AYA Life Sciences (Biology)	<ul style="list-style-type: none"> • Biology
AYA Biology/Chemistry	<ul style="list-style-type: none"> • Biology • Chemistry
AYA Physical Sciences: Physics	<ul style="list-style-type: none"> • Physics
AYA Integrated Language Arts	<ul style="list-style-type: none"> • English Language Arts
AYA Mathematics	<ul style="list-style-type: none"> • Mathematics
AYA Integrated Social Studies	<ul style="list-style-type: none"> • Integrated Social Studies

*** Beginning in 2017, all early childhood, intervention specialist, and middle childhood candidates will be required to pass a teaching of reading test designated by the state of Ohio in order to be recommended for an Ohio teaching license.**

VII. FIELD AND CLINICAL EXPERIENCES

One of the most important components of the teacher education program is field and clinical experience. These experiences give the teacher candidate an opportunity to learn by working with students at the appropriate grade and subject levels. Field experiences are integrated into courses required for the teaching license and begin as early as the first year. The clinical internship takes place during the final year and includes a full semester of full time teaching following a semester of clinical practice associated with methods courses.

A. COURSES REQUIRING FIELD AND CLINICAL EXPERIENCES

ALL PROGRAMS:

Education 111, 131, 141, 151: Initial Field Experience– 45 hours

This initial experience involves working with a licensed classroom teacher in the intended area of the candidate's license. Activities include teaching lessons and experiencing multiple facets of the role of classroom teacher. Weekly seminar meetings provide an opportunity for discussion and reflection with peers and college faculty. Successful performance in Education 110 is required prior to field placement

Education 253: Diverse Learners – 30 hours

A study of exceptional learners, services, legal considerations, research, current issues, and parent/family roles. Emphasizes collaboration and methods of instruction to accommodate diverse, exceptional, and at-risk students. Successful performance in the 100 level field experience is required prior to field placement. Field Experience: Education 211, 231, 241, 251.

Education 452: Culture and Gender Issues – 30+ hours

Senior seminar course involving the investigation of culture and gender issues as they are reflected in curriculum, instruction, and classroom management.

Education 460, 470, 475, 480: Internship – Full-time, fourteen-week professional teaching experience in the candidate's licensure area under the supervision of an experienced classroom teacher and a trained college faculty supervisor.

EARLY CHILDHOOD ONLY:

Education 230: Integrated Arts – 10 hours

Observation and participation in integrated arts activities in a preschool setting

Education 240: Classroom Management – 10 hours

Investigation of various approaches to classroom organization and instruction, strategies to promote appropriate behavior and to prevent, modify, and extinguish inappropriate and disruptive behavior; strategies for accommodating the diversity among students; strategies for working with parents and families. Field experience required in conjunction with class

Education 416: Early Childhood Education Social Studies Methods – 40 hours

Contents and methods of teaching social studies in the early childhood classroom. Emphasis on national and state curriculum standards and the creation and implementation of an integrated unit of study. Admission to professional education program is required.

Education 419: Early Childhood Education Mathematics Methods – 40 hours

Contents and methods of teaching social mathematics in the early childhood classroom. Emphasis on national and state curriculum standards and the creation and implementation of an integrated unit of study. Admission to professional education program is required.

Education 420: Early Childhood Education Science Methods – 40 hours

Contents and methods of teaching science in the early childhood classroom. Emphasis on national and state curriculum standards and the creation and implementation of an integrated unit of study. Admission to professional education program is required.

Education 450: Curriculum and Instruction for Grades Four and Five – 40 hours

Scope and sequence of curriculum in grades four and five as articulated by state academic content standards. Focus on developmentally appropriate pedagogy and classroom management. Field experience with grade four and five students completed concurrently with course.

EARLY CHILDHOOD, MIDDLE CHILDHOOD, INTERVENTION SPECIALIST:

Education 321: Foundations of Reading – 30 hours

Background in processes involved in literacy and thorough overview of approaches to literacy instruction. Emphasis on instructional strategies for developmental reading. Admission to professional education program required. Field Experience: Education 311, 331, 341.

Education 361: Diagnosis and Correction of Reading – 15 hours

Diagnosis of reading abilities and problems that may be exhibited by beginning through mature readers. Clinical experiences with formal and informal reading assessment tools. Developmentally appropriate corrective techniques with special emphasis on literature-based and integrated language arts instruction.

MIDDLE CHILDHOOD and AYA:

Education 453/463: Language Arts Methods – 25 hours Senior level methods course in the teaching of language arts at the middle and high school levels

Education 464: Middle Childhood Methods – Social Studies– 25 hours Senior level methods course in the teaching of social studies at the middle and high school levels

Education 465: Middle Childhood Methods – Mathematics – 25 hours Senior level methods course in the teaching of mathematics at the middle and high school levels

Education 466: Middle Childhood Methods – Science – 25 hours Senior level methods course in the teaching of science at the middle and high school levels

MIDDLE CHILDHOOD ONLY:

Education 430: Middle School Concepts – 30 hours

Philosophy of middle school, exemplary middle school curricula, instructional practices that are developmentally appropriate for early adolescents. Emphasis on interdisciplinary teaming, classroom management, and collaboration with families and professionals.

AYA ONLY:

Education 323: General Methods – 40 hours Theoretical, research-based, and practical aspects of classroom teaching. Classroom management, planning, assessment, and teaching strategies which emphasize technology integration, team planning, investigative teaching methods for adolescents and young adults.

INTERVENTION SPECIALIST ONLY:

Education 342: Mild/Moderate Methods – 45 hours

Contents and methods of teaching Mild-moderate learners Admission to the professional education program is required. Emphasis on National CEC Standards

Education 344: Classroom Management Strategies Mild/Moderate – 10 hours

This course investigates various approaches to individual behavior modification techniques; classroom strategies to promote appropriate behavior and to prevent, modify, and extinguish inappropriate or disruptive behavior; and strategies for accommodating the diversity among students. A strong emphasis on behavior analysis will be utilized

Education 343: Assessment of Mild to Moderate Learners – 10 hours

Education 359: Assistive Technology for Students with Disabilities – 10 hours

B. FIELD EXPERIENCE POLICIES

Placement of Teacher Education Candidates for Field Experience

Every attempt is made to place candidates in settings that will enable them to fulfill course objectives and required activities. During the teacher education program, candidates should have a variety of experiences that allow them to gain experiences working with diverse students in a variety of settings.

At the beginning of the semester, the field experience coordinator obtains scheduling information from each candidate and attempts to schedule the candidate to be in the classroom at the times, which are beneficial for the candidate, the cooperating teacher, and the students. In collaboration with the college field experience coordinator, the school principal makes the final assignment of candidates. The cooperating teacher is provided with

information about the field experience candidate and expectations for the course in which the candidate is enrolled.

Requirements for Selection of Cooperating Teachers

Cooperating teachers should be fully licensed in the teaching area and have prior experience teaching the subject and level where the candidate is placed. Cooperating teachers should be willing to allow the candidate to complete required activities whenever possible. Activities checklists for each field experience are provided for both the candidate and the cooperating teacher.

Scheduling

Field experience candidates are expected to arrive at the school on the date and time indicated when the placement is made. The candidate may, in consultation with the cooperating teacher and approval of the course instructor, modify the assigned schedule if it will be beneficial to all parties. The candidate is required to fulfill the required hours and activities for the course. Prior to the end of the first week of field experience, the candidate must submit to the course instructor a copy of the attendance log with dates and time(s) the candidate will be in the classroom. If the original schedule is modified, the field experience coordinator and the course instructor must be informed and approve the changes. Cooperating teachers should sign the attendance log after each classroom visit and return it with the field experience evaluation. Absences should be indicated on the attendance log.

Field experience candidates are expected to contact their cooperating teachers within one week of being notified of their field experience placements. Field experience candidates are also expected start their placements immediately but no later than two weeks after their placement notification.

Transportation

Transportation to and from the field experience placement is the responsibility of the field experience candidate. Transportation needs will not be considered when placements are made and placements will not be changed due to transportation issues.

Professional Expectations for Candidates

- Candidates are expected to conduct themselves in a professional manner at all times while completing their field experiences. The following guidelines for behavior should be observed:
- Candidates should maintain a professional relationship with students. It is inappropriate for the candidates to engage in personal or social relationships with students including social media
- Candidates should dress professionally and behave in a professional manner while at school.
 - No body piercings. Only one pair of earrings
 - No blue jeans, shorts or capris

- No sandals or open-toe shoes
 - No underwear showing
 - No cleavage, midriffs, and/or bottoms showing
- Candidates should be aware of school policies and are expected to follow them.
 - Candidates should be punctual and attend all scheduled sessions. If an absence is necessary, the candidate should notify the school, the cooperating teacher, and the course instructor. . If a candidate is unable to attend a scheduled session a phone call should be made as early in the day as possible to inform the cooperating teacher. Unexcused absences should not be tolerated. All absences must be made up.
 - Information about individual students is confidential and should not be shared outside of the field setting.
 - Candidates need to ensure that they are physically, emotionally, and mentally fit to work with teachers and students in a school setting.

Problems with candidate professionalism will not be tolerated. The cooperating teacher will fill out the Points of Professional Concern form and return it to the Department of Education as soon as a problem is indicated. Problems are also reflected on the Professional Disposition form and the Field Experience Evaluation form.

Candidates who do not exhibit professional behavior will be removed from the field placement. Any candidate removed from a field placement will not be given a new placement.

Evaluation

The evaluation form and the professional disposition form are completed by the cooperating teacher and/or college course instructor at the conclusion of the experience and returned along with a copy of the candidate's attendance record to the field experience coordinator in the envelope provided. This evaluation is critical in determining whether or not the candidate successfully completed the experience. A copy of the evaluation will be shared with the candidate via LiveText, and a copy will be placed in the candidate's permanent file in the Department of Education office.

C. THE INTERNSHIP SEMESTER

INTERNSHIP FEE & ADDITIONAL COSTS

During the internship semester, the intern is assessed an internship fee. This fee is billed at the beginning of the semester along with the tuition charges for the semester. The internship fee is used to help offset expenses for internship including mileage reimbursement paid to supervisors, adjustment to faculty course loads to insure the 16 to 1 candidate-supervisor ratio, and payment to school districts for mentor teachers. Information about the amount of the internship fee may be obtained by contacting the college business office prior to the beginning of the academic year.

Candidates need to plan for additional costs associated with obtaining a teaching license. These costs are as follows:

- **Fee for the FBI background check – All candidates for teaching licenses need to undergo a background check. The current fee associated with this is available from the education department secretary and the Director of Field and Clinical Experiences.**
- **Ohio License Application Fee – Applicants for the Ohio resident educator license must pay an application fee. The current fee associated with this is available from the education department secretary and online at the Ohio Department of Education website.**
- **Teacher Performance Assessment (edTPA) –The candidate is responsible for the fee associated with the standardized performance assessment during the internship. Information about this assessment is available from the Director of Field and Clinical Experiences and the Chair of the Education Department.**

CALENDAR

Interns are required to complete a minimum of 14 weeks teaching in the area of licensure. Interns will follow the calendar of the school district during the internship semester. When this school district calendar differs from the Marietta College calendar, interns will be required to remain in the classroom during the college vacation. In such cases, interns are responsible for securing their own lodging and meals. The office of residential life may be contacted for help in securing lodging during these periods.

ATTENDANCE POLICY

Interns are required to attend all scheduled days and need to arrive and leave school at the times designated for teachers. Participation in parent conferences or school functions may require afterschool or evening attendance. Absences due to school cancellations for weather or other circumstances do not need to be made up. The following policy applies to approved absences:

- Up to 3 days may be missed for approved co-curricular or athletic participation or job interviews. Leaving school for athletic practices does not constitute an approved absence.
- Leaving school in excess of one hour early constitutes a missed day.
- All missed days must be made up immediately following the end of the internship semester.
- Absences need to be approved in advance by the mentor teacher and college supervisor.
- Detailed lesson plans must be submitted to the mentor teacher prior to the excused absence.
- Excused absences will only be granted if internship performance has been satisfactory.
- Absences during the edTPA learning segment are not permitted.

SCHOOL POLICY

Each clinical school site has its own policy concerning rules and regulations. It is the responsibility of the intern to consult the faculty handbook and the clinical mentor teacher early in the semester concerning these policies. Interns are required to follow the policies of the cooperating schools.

PROFESSIONAL CONDUCT

It is important that interns establish and maintain a positive professional relationship with students. Therefore, a personal or social relationship with students and outside curricular and extra-curricular activities with students should be entered into with extreme care. For example, dating or similar social engagements with a student(s) in the cooperating school is considered inappropriate professional conduct. Interns who engage in inappropriate professional conduct will be removed from the internship placement.

PLACEMENT OF INTERNS

To insure proper supervision, all interns are placed in an elementary, middle, or senior high school in the Washington/Wood County area. A trained college supervisor works with the cooperating teacher to ensure that the intern has a successful experience. College supervisors observe and meet with interns at least once a week. Clinical mentor teachers and college supervisors are trained in the use of assessment criteria in order to insure performance is accurately and fairly evaluated and appropriate feedback is shared with the intern.

In order to insure a variety of experiences, the candidate's prior field experience placements are considered when the internship placement is made. Candidates are not permitted to intern in a building where they attended school as a P-12 student.

EVALUATION

At the midpoint of the internship semester and at the conclusion of the internship period, both the mentor teacher and the college supervisor will complete an evaluation rubric that will become a part of the candidate's permanent file. In all cases the college supervisor will consult with the mentor teacher in determining the final grade for internship. College policy requires that the college supervisor be responsible for assigning the final grade in internship. To be eligible for recommendation for a teaching license, interns must receive a grade of "S" in internship. This grade is based on acceptable ratings in all rubric areas.

If areas of the midterm evaluation are unacceptable, the college supervisor and mentor teacher should work with the candidate to develop an improvement plan. If any area of the final evaluation is unacceptable at the conclusion of the internship semester, the college supervisor will meet with the education department chair and one of the following options will be implemented:

- The intern will be required to complete additional weeks of internship in order to work on unacceptable areas and demonstrate competence in these areas.
- The intern may be given the opportunity to repeat the internship semester in order to demonstrate acceptable performance.

Failure to achieve an acceptable rating in all rubric areas will result in a grade of unsatisfactory for the internship course and the candidate will not be eligible for a teaching license.

In cases where unacceptable performance leads to a request from the school to remove the intern from the placement, the intern is required to withdraw from internship and is not automatically entitled to a new internship placement.

Candidates who are denied licensure by the Education Department may appeal by using the steps described in the *Marietta College Teacher Education Handbook*.

VIII. TEACHING LICENSES

When all requirements for licensure are completed and the final grades are published by the registrar, the Education Department approves the candidate's online application to the State of Ohio Department of Education.

IX. OHIO LICENSES

The State of Ohio provides the following teaching licenses.

RESIDENT EDUCATOR LICENSE (VALID FOR FOUR CALENDAR YEARS) – information is available on the following pages

- a. This is the initial Ohio teaching license and is issued to one who holds at least a Baccalaureate Degree and who has completed an approved teacher preparation program.
- b. Requires the license holder to participate in a K-12 residency program under the supervision of a mentor teacher.
- c. Requires the license holder to complete the state-required residency assessment

PROFESSIONAL EDUCATOR LICENSE (VALID FOR FIVE YEARS)

- a. Requires successful completion of the Ohio Residency Program or a minimum number of years teaching outside the state of Ohio

SENIOR PROFESSIONAL EDUCATOR LICENSE (VALID FOR FIVE YEARS)

- a. Requires the candidate to hold at least a masters degree, to have previously held a professional educator license, and to meet criteria for the accomplished or distinguished level of performance as described in the Ohio Standards for the Teaching Profession

LEAD PROFESSIONAL EDUCATOR LICENSE (VALID FOR FIVE YEARS)

- a. Requires candidate to hold at least a master's degree; to have previously held a Professional Educator License or Senior Professional Educator License; to meet the criteria for the Distinguished level of performance as described in the Ohio Standards for the Teaching Profession; to either hold National Board Certification or meet Master teacher criteria or other criteria for a Lead Teacher adopted by the Educator Standards Board.

LINK TO OHIO DEPARTMENT OF EDUCATION:

<http://www.education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicID=1222&TopicRelationID=1283>

WELCOME TO THE OHIO RESIDENT EDUCATOR PROGRAM

Important information for those entering the teaching profession in Ohio



The Ohio Resident Educator Program is a four-year induction system that provides new teachers with support from a mentor and additional professional development during the first years of teaching. Once hired, Ohio schools must register beginning teachers in the residency program, which they need to successfully complete to qualify for a five-year professional educator license (*Ohio Revised Code 3301-24-18*).

Schools and districts are responsible for determining eligibility of their beginning teachers for the Resident Educator program and for assigning them each with a certified mentor.

What are the benefits of the Ohio Resident Educator Program?

This residency period helps beginning teachers:

- Receive ongoing, job-embedded, professional development focused on helping them achieve proficiency in instructional and assessment practices.
- Analyze their teaching practice using ongoing formative assessment feedback and suggestions for professional growth from a trained mentor.
- Reflect on teaching practices and set goals to improve student learning.
- Base their teaching practices on the Ohio Standards for the Teaching Profession.
- Prepare for successfully completing the Resident Educator Summative Assessment, which is required to qualify for a five-year professional educator license.
- Prepare for future district/school leadership opportunities.

What steps should Ohio's beginning teachers take to get started in the Resident Educator program?

- Attend Resident Educator orientation at their school or district.
- Connect with the Resident Educator program coordinator who directs the school or district program. The program coordinator is responsible for registering all resident educators in the State's CORE system by Nov. 15 of each year. At the end of each year, he or she must indicate in CORE whether participants completed or did not complete the program for the year.

- Ensure they are assigned a certified mentor (a certified mentor has completed both Instructional Mentoring – 1 and Resident Educator trainings).
- Complete each year's requirements, including the Formative Progress Review.
- Consult the department's website at education.ohio.gov to stay aware of program updates. Search for *resident educator program*.



How do I apply for a Resident Educator or Alternate Resident Educator license?

The first step in applying for a Resident Educator or Alternative Resident Educator license is to apply for a SAFE account by accessing the SAFE link at the top of education.ohio.gov. In addition to the last four digits of the applicant's Social Security number, the applicant will need either an Ohio driver's license number or state of Ohio identification number (available from an Ohio Bureau of Motor Vehicles office). Those without one of these two forms of identification will find instructions in the SAFE creation menu about uploading another acceptable form of identification.

Once the SAFE account is validated, applicants should log into SAFE and verify that their email addresses are entered correctly. Once logged into SAFE, they can begin an application by accessing ODE.CORE and the My Educator Profile licensure system.

Are BCI and FBI background checks required to teach in Ohio?

Yes. As part of the process of applying for first-time Ohio educator licensure, applicants must successfully complete both BCI and FBI background checks through the Ohio Bureau of Criminal Investigation (BCI). For more details, see education.ohio.gov and search for background checks.

To learn more:

Visit education.ohio.gov and search for *teachers* for information on all aspects of teaching in Ohio. Also, search for *resident educator program* and review eligibility requirements, program overview (including the orientation PowerPoint) and the latest news and activities outlined for completion in each year of the program.

Forms

Note to Candidates:
Please use actual forms available online or in hard copy
in the Education Department Office.

Marietta College Education Department
Application for Admission into Professional Licensure Program

Attach a one page essay that outlines your reasons for pursuing a teaching license and your career goals.

Name _____ Graduation Date: ___ Fall ___ Spring _____
Email _____ Phone _____
Permanent Address _____

High School Attended _____

Academic Major _____ Advisor _____

Which Licensure Program(s) Are You Pursuing? (Check all that apply)

___ Early Childhood (PK-3) ___ Early Childhood Generalist Endorsement (4-5)

___ Intervention Specialist, Mild/Moderate (K-12)

___ Middle Childhood (Indicate 2 concentration areas):

___ Language Arts ___ Social Studies ___ Science ___ Mathematics

-----Adolescent/Young Adult:

___ Integrated Language Arts ___ Integrated Social Studies ___ Mathematics

___ Biology ___ Biology/Chemistry ___ Physics

Cumulative GPA _____ Education GPA _____

Course Grades:

Writ 110 ___ Comm 101 ___ Educ 130 ___ Educ 202 ___ Educ 110 ___
Educ 253 ___ Educ 111/131/141/151 ___ Educ 211/231/241/251 ___

Academic Skills Assessments:

- Praxis Core Academic Skills for Educators
 - Math _____
 - Reading _____
 - Writing _____
- ACT Composite Score: _____
 - Math _____
 - Reading _____
 - English _____
- SAT Composite Score: _____
 - Math _____
 - Reading _____
 - Writing _____

Disposition Assessment: ___ Acceptable ___ Unacceptable

Education Department Action:

Accepted Provisionally Accepted _____

Not Accepted because _____

Chair, Education Department _____ Date _____

Marietta College Education Department
Application for Admission into Graduate Intervention Specialist Licensure Program

Name _____

Projected Completion Date: ___ Fall ___ Spring 20_____

Home Address _____ Email _____

_____ Home Phone _____
 (area code)

Undergraduate Information

Institution	Dates Attended	Degree Received

Teaching License(s) currently held:

Field _____ State _____

Field _____ State _____

(This section to be completed by Education Department)

Undergraduate Cumulative GPA _____ Institution _____

Praxis II Scores

_____ Introduction to the Teaching of Reading, or

_____ AYA Content: _____

Reading Core Requirement

Educ 321, Foundations of Reading _____

Educ 322, Phonics _____

Educ 361, Diagnosis and Correction _____

Educ 360, Content Area Reading _____

or

Educ 362, Instructional Strategies _____

Education Department Action:

Accepted Provisionally Accepted _____

Rejected because _____

 Chair, Education Department

 Date

**APPLICATION FOR INTERNSHIP
EARLY CHILDHOOD LICENSURE**

Name _____ Internship Semester: ___ Fall ___ Spring 20_____
Email _____ Phone _____
Permanent Address _____

High School Attended _____

Academic Major _____ Advisor _____

To be filled in by Education Department:

Date of Admission to Professional Licensure _____

Cumulative G.P.A. _____ G.P.A. in Education Courses _____

Content Audit G.P.A. _____

Writ 110 _____ Comm101 _____ Educ 110 _____ Educ 111 _____ Educ 130 _____

Educ 202 _____ Educ 219 _____ Educ 253 _____ Educ 211 _____ Educ 230 _____

Educ 240 _____ Educ 305 _____ Educ 321 _____ Educ 311 _____ Educ 322 _____

Educ 361 _____ Educ 362 _____ Educ 416 _____ Educ 419 _____ Educ 420 _____

Educ 422 _____ Math 113 _____ Math 114 _____

Praxis II / OAE Assessments

Professional Knowledge: Score _____ Pass: __ yes __ no

Content: Score _____ Pass: __ yes __ no

Disposition Assessment: ___ Acceptable ___ Unacceptable

Recommended by Education Department ___ Yes _____ No

department chair

/ _____
date

**APPLICATION FOR INTERNSHIP
MIDDLE CHILDHOOD LICENSURE**

Name _____ Internship Semester: ___ Fall ___ Spring 20_____
Email _____ Phone _____
Permanent Address _____

High School Attended _____

Academic Major _____ Advisor _____

Concentration Areas: _____ / _____

To be filled in by Education Department:

Date of admission to Professional Licensure _____

Cumulative G.P.A. _____ G.P.A. in Education Courses _____

Content Audit G.P.A.: Area 1 (_____) _____ Area 2 (_____) _____

Engl 101 _____ Comm101 _____ Educ 110 _____ Educ 131 _____ Educ 130 _____

Educ 202 _____ Educ 219 _____ Educ 220 _____ Educ 253 _____ Educ 231 _____

Educ 321 _____ Educ 322 _____ Educ 362 _____ Educ 363 _____ Educ 430 _____

Educ 453 _____ Educ 454 _____ Educ 455 _____ Educ 456 _____

Recommended by Content Faculty ___ Yes ___ No

Concentration Area 1 Faculty _____ Dept. _____

Concentration Area 2 Faculty _____ Dept. _____

Praxis II / OAE Assessments

Professional Knowledge Score _____ Pass: ___ yes ___ no

Content 1: _____ Score _____ Pass: ___ yes ___ no

Content 2: _____ Score _____ Pass: ___ yes ___ no

Disposition Assessment: ___ Acceptable ___ Unacceptable

Recommended by Education Department ___ Yes _____ No

department chair

date

**APPLICATION FOR INTERNSHIP
UNDERGRADUATE INTERVENTION SPECIALIST LICENSE**

Name _____ Internship Semester: ___ Fall ___ Spring 20_____
Email _____ Phone _____
Permanent Address _____

High School Attended _____
Academic Major _____ Advisor _____

To be filled in by Education Department:

Date of admission to Professional Licensure _____

Cumulative G.P.A. _____ G.P.A. in Education Courses _____

Content Audit G.P.A. _____

Writ 110 _____ Comm101 _____ Educ 110 _____ Educ 141 _____ Educ 130 _____
Educ 202 _____ Educ 219 _____ Educ 220 _____ Educ 253 _____ Educ 241 _____
Educ 321 _____ Educ 322 _____ Educ 360 _____ Educ 361 _____ Educ 342 _____
Educ 343 _____ Educ 344 _____ Educ 345 _____ Educ 348 _____ Educ 359 _____

Praxis II / OAE Assessments

Professional Knowledge: Score _____ Pass: ___ yes ___ no
Special Education Content Score _____ Pass: ___ yes ___ no

Disposition Assessment: ___ Acceptable ___ Unacceptable

Recommended by Education Department ___ Yes ___ No

_____/_____
department chair / date

**APPLICATION FOR INTERNSHIP
ADOLESCENT YOUNG ADULT LICENSURE**

Name _____ Internship Semester: ___ Fall ___ Spring 20_____
Email _____ Phone _____
Permanent Address _____
High School Attended _____
Academic Major _____ Advisor _____
License Area _____

To be filled in by Education Department:

Date of Admission to Professional Licensure _____
Cumulative G.P.A. _____ G.P.A. in Education Courses. _____
Content Audit G.P.A. _____
Writ 110 _____ Comm101 _____ Educ 110 _____ Educ 151 _____ Educ 130 _____
Educ 202 _____ Psyc 207 _____ Educ 220 _____ Educ 253 _____ Educ 251 _____
Educ 360 _____ Educ 323 _____ Educ 453/454/455/456 _____

Recommended by Content Faculty Member ___ Yes ___ No

Name _____ Dept. _____

OAE Assessments

Professional Knowledge:	Score _____	Pass: ___ yes ___ no
Content:	Score _____	Pass: ___ yes ___ no

Disposition Assessment: ___ Acceptable ___ Unacceptable

Recommended by Education Department ___ Yes _____ No

department chair

date

**Marietta College Education Department
Application for Internship
Graduate Intervention Specialist License**

Name _____ Internship Date ___ Fall ___ Spring 20___
Permanent Address _____ Email _____
_____ Home Phone _____

(To be completed by Education Department)

Date of Admission to Intervention Specialist Licensure _____
Cumulative Program G.P.A _____ as of _____
Educ 641 _____ Educ 642 _____ Educ 643 _____ Educ 644 _____ Educ 645 _____
Educ 648 _____ Educ 659 _____ Educ 691 (I) _____ Educ 691 (II) _____

Reading Core Requirement

Educ 321, Foundations of Reading _____
Educ 322, Phonics _____
Educ 361, Diagnosis and Correction _____
Educ 360, Content Area Reading _____
or
Educ 362, Instructional Strategies _____

Praxis II PLT Test _____ Pass _____
Praxis II Core Content Knowledge _____ Pass _____
Praxis II Reading or content test _____ Pass _____ (test _____)

Recommendation by Education Department: _____ Yes _____ No
Department Chair Signature _____ Date _____

**Content Area Recommendation
For Teacher Candidates**

Please return this form to the Chair of the Education Department

This section should be completed by the candidate:

Name of Candidate _____

Semester of Internship _____

Licensure Area:

Middle Childhood: Language Arts Mathematics
 Science Social Studies

Adolescent/Young Adult: Integrated Language Arts
 Mathematics
 Integrated Social Studies
 Life Sciences
 Physics
 Biology/Chemistry

This section should be completed by the faculty member:

Content Faculty _____

Department _____

This candidate was a student in the following course(s) taught by me:

Based on your experience with this candidate, indicate the degree to which the candidate meets the expectation described. Use the following scale:

Exceeds Expectations	Acceptable	Unacceptable	No Opportunity to Observe
3	2	1	N/O

The candidate's performance in this content area reflects a knowledge of essential elements of the discipline.

The candidate is able to apply knowledge about the discipline.

The candidate is able to use technology required in this discipline.

The candidate's performance in this content area reflects an interest in learning about the area.

The candidate exhibited ethical practice as a student in my course(s).

Additional comments about the candidate's knowledge, skills, and disposition:

Signature

Date

Program Audit Sheets

Early Childhood, PreK-3 with 4/5 endorsement
Middle Childhood, grades 4-9
Intervention Specialist, Mild/Moderate, grades K-12
AYA Integrated Language Arts, grades 7-12
AYA Mathematics, grades 7-12
AYA Integrated Social Studies, grades 7-12
AYA Biology, grades 7-12
AYA Biology/Chemistry, grades 7-12
AYA Physics, grades 7-12

Note to Candidates:

You are required to complete all coursework in order to be recommended for a teaching license. In cases where a course outside of the education department is changed or not offered, please see the education department chair for a suitable substitution.

Early Childhood Education (PreK – 3) Advising Sheet

Course	Hours	General Educ Credit	Semester Offered
Foundations (22 hours)			
Educ 110 Principles of Education	3	K	FL, SP
Educ 111 Field Experience I	1		FL, SP
Educ 130 Technology in the Classroom	3		FL, SP
Educ 202 Educational Psychology	3		FL, SP
Educ 211 Field Experience II – Diverse Learners	0		FL, SP
Educ 253 Diverse Learners	3	W	FL, SP
Educ 240 Classroom Management	3		FL, SP
Educ 440* Education Capstone Seminar	3		FL, SP
Educ 452* Culture and Gender Issues	3	X/M	FL, SP
Reading/Language Arts (15 hours)			
Educ 219 Children’s Literature	3		SP
Educ 321* Foundations of Reading	3	W	FL, SP
Educ 311* Field Experience III – Reading	0		FL, SP
Educ 322* Principles of Phonics Instruction	3		SP
Educ 361* Diagnosis and Correction of Reading Difficulties	3	W	SP
Educ 362* Instructional Strategies in Reading Across the Curriculum for Early Childhood	3		FL
Early Childhood (22 hours)			
Educ 230 Integrated Arts for Early Childhood	3		SP
Educ 305* ECE-Programs and the Learner	3		FL
Educ 416 * ECE Social Studies	3		FL
Educ 419 * ECE Mathematics	3		FL
Educ 420 * ECE Science	3		FL
Educ 422* Critical Issues in Early Childhood	1		FL
Phed 319 Elementary School Activities	3		SP
Psyc 206 Child Development	3		FL, SUM
Grades 4/5 Endorsement (9) hours)			
Educ 220 Adolescent Literature	3		SP
Educ 250 Ohio University	2		SP
Educ 450 Curriculum and Instruction for Grades Four and Five	4		SP

Core Content Courses (26 hours)			
Biol 101 or 102 Modern Biology/ Environ. Biology	3	B/C	FL, SP
Biology 105 Lab	1	B/C	FL, SP
One of the Following:	4	B/C	
Geol 101/101L Environmental Geology			FL, SP, SUM
Geol 104/105 Dinosaurs/Lab			FL, SUM
Phys 101 Explorations in Physics			FL
Astr 101/102 Intro to Astronomy/Lab			FL
Hist 101 U.S. History, 1 st Century	3	P	FL
Hist 220 Introduction to Human Geography	3	X/M	FL, SP, SUM
Math 113 Math for Elementary Teachers	3	Q	F
Math 114 Geometry for Education Majors	3		SP
Psyc 101 Introduction to Psychology	3	Y	F, SP
Comm 201 Oral Interpretation	3	R	FL, SP
Required for a teaching license, not required for completion of the major:			
Educ 460 Internship – Early Childhood	9		FL, SP

Middle Childhood Education (Grades 4 – 9)
Advising Sheet
(2 concentration areas required)

Course	Hrs	Gen Ed	Semester Offered
Language Arts Concentration (30 hours)			
Writing 101 English Composition	3		FL, SP
English 203 or 204 Literary Culture of the U.S.	3	L	FL, SP
English 380 Applications of English for Teaching	3		FL – bi-yearly
Theater 307 World Dramatic Literature (or approved multicultural lit. alternative)	3	R	
Comm 101 Fundamentals of Speech	3		FL, SP
Comm 201 Fundamentals of Interpretation	3	R	FL, SP
Mass 207 Writing for Media (prereq: Mass 101 - FL, SP)	3		FL, SP
Education 219 Children’s Literature	3		SP
Education 220 Adolescent Literature	3		SP, SUM
Education 463* Middle Childhood Language Arts Methods	3		FL
Social Studies Concentration (27 hours)			
History 101 United States History – 1 st Century	3	P	FL
History 102 United States History – 2 nd Century	3	P	SP
History 120 History of World Civilizations I	3	M	FL
History 121 History of World Civilizations II	3	M	SP
Hist 220 Introduction to Human Geography	3	M	FL, SP
Economics 211 Microeconomics	3	Y	FL, SP
Poli Sci 103 American National Government	3	K/Y	FL, SP
Poli Sci 130 Issues in International Politics	3	M	SP
Education 464* Middle Childhood Social Studies Methods	3		FL
Science Concentration (27 hours)			
Biology 101 Modern Biology	3	B/C	FL, SP
Biology 105 or 107 Biology Lab I or Inquiry Lab	1	B	FL, SP
Energy 101/102 Energy Resources /Lab	3/1	B/C	FL
Chemistry 101 Modern Chemistry	4	B	FL, SP
Geology 101 Environmental Geology	4	B	FL, SP, SUM
Physics 101 Explorations in Physics	4	B	FL
Astronomy 105 Introduction to Astronomy	4	B	SP
Education 466* Middle Childhood Science Methods	3		FL
Mathematics Concentration (26 hours)			
Math 113 Math for Elementary Teachers	3	Q	SP
Math 114 Geometry for Education Majors	3		FL
Math 118 Excursions in Math	3	Q	FL, SP
Math 121 Pre-calculus	4		FL, SP
Math 123 Statistics	3	Q	FL, SP

Math 125 Calculus I	4	Q	FL, SP
Math course at 100 level or above	3	Q	
Education 465* Middle Child Mathematics Methods	3		FL

**Middle Childhood
Professional Education Courses (34 hours)**

Course	Hrs	Gen Ed	Semester Offered
Educ 110 Principles of Education	3	K	FL, SP
Educ 131 Field Experience I – Middle Childhood	1		FL, SP
Educ 130 Technology in the Classroom	3		FL, SP
Educ 202 Educational Psychology	3		FL, SP
Psyc 207 Adolescence (prereq: Psyc 101)	3		FL
Educ 253 Diverse Learners	3	X/M	FL, SP
Educ 231 Field Experience II – Diverse Learners	0		FL, SP
Educ 321* Foundations of Reading	3	W	FL, SP
Educ 331* Field Experience III – Reading	0		FL, SP
Educ 322* Principles of Phonics Instruction	3		SP
Educ 363* Content Area Reading in the Middle Grades	3		FL
Educ 361 Diagnosis and Correction of Reading Difficulties	3	W	SP
Educ 430* Middle School Concepts	3		SP
Educ 440* Education Capstone Seminar	3		FL, SP
Educ 452* Culture and Gender Issues in the Classroom	3		FL, SP
Required for Teacher Licensure Only			
Educ 470** Internship – Middle Childhood	9		FL, SP

Intervention Specialist –Mild/Moderate (multi-age)

Core Academic Content Courses		Hrs	Semester Offered	Semester Completed
Writ 101	English Composition	3	Both	
Comm 101	Fundamentals of Speech	3	Both	
Hist101	United States History – 1 st Century	3	Both	
Hist 102	United States History – 2nd ^t Century	3	Both	
Hist 220	Introduction to Human Geography	3	Both	
Poli Sci 103	American National Government	3	Both	
Biol 101	Modern Biology	3	Both	
Biol 105	Inquiry Lab	1	Both	
Physical Science Elective		4	Both	
Math 113	Math for Elementary Teachers	3	Fall	
Math 114	Geometry for Education Majors	3	Spring	

Professional Courses		Hrs	Semester Offered	Semester Completed
Professional Education Core (21 – 23 hrs)				
Educ 110	Principles of Education	3	Both	
Educ 141	Initial Field Experience	1	Both	
Educ 130	Technology in the Classroom	3	Both	
Educ 202	Educational Psychology	3	Both	
Psyc 206	Child Development (prereq: Psyc 101)	3	Spring	
Educ 253/241	Diverse Learners/ Field Experience	3	Both	
Educ 440*	Education Capstone Seminar	3	Both	
Educ 452*	Culture and Gender Issues in the Classroom	3	Both	
Required Ohio Reading Core (13 hrs)				
Educ 321/341*	Foundations of Reading/ Field Experience	3/0	Both	
Educ 322*	Phonics	3	Spring	
Educ 360*	Reading in the Content Area	3	Fall	
Educ 361*	Diagnosis and Correction of Reading Difficulties	3	Spring	
Intervention Specialist Courses (18 hrs.)				
Educ 332*	Sign Language	3	Fall	
Educ 359*	Assistive Technology for Students with Disabilities	3	Fall	
Educ 343*	Assessment of Mild/Moderate Learners	3	Spring	
Educ 344*	Classroom Management Strategies	3	Spring	
Educ 345*	Child Psychological Disorders	3	Spring	
Educ 348*	Disability and Special Education Law	3	Fall	
Educ 342*	Instructional Methods of Mild/Moderate Learners	3	Fall	
Required for Teacher Licensure Only				
Educ 475*	Internship – Intervention Specialist	9	Both	

*Admission to Professional Education Required

Adolescent/ Young Adult Biology/Life Science (grades 7 – 12)
Course Work (69 hours)
Major: Biology

Course	Hours	Have	In Progress	Need
Biology 101 Modern Biology	3			
Biology 102 Environmental Biology	3			
Biology 105 Biology Lab I	1			
Biology 106 Biology/Lab II	1			
Biology 131 Introduction to Cellular Biology	3			
Biology 133 Integrative Biology	3			
Biology 202 General Microbiology	4			
Biology 203 Human Physiology	3			
Biology 212 Human Anatomy	4			
Biology 230 Zoology	4			
Biology 309 Cell Biology	4			
Biology 318 Ecology	3			
Biology 330 Genetics	3			
Biology 340 Toxicology	4			
Biology 380 Research Methods	1			
Biology 490 Biology Research	3			
Chemistry 131 General Chemistry I	3			
Chemistry 133 General Chemistry Lab I	1			
Chemistry 132 General Chemistry II	3			
Chemistry 134 General Chemistry Lab II	1			
Physics 101 Explorations in Physics	4			
Environmental Science 210	3			
Psychology 285 Statistics for the Behavioral Sciences	4			
Total Hours Required	69			

(CONTINUED ON NEXT PAGE)

**AYA Biology/Life Sciences
Professional Education Courses (40 Hours)**

Course	Hours	Semester Offered
Educ 110 Principles of Education or	3	FL, SP
Educ 151 AYA Initial Field Experience	1	FL, SP
Educ 130 Technology in the Classroom	3	FL, SP
Educ 202 Educational Psychology	3	FL, SP
Psych 207 Adolescent Development	3	SP
Educ 253/251 Diverse Learners	3/0	FL, SP
Educ 360 Reading in the Content Area	3	FL
Educ 323 General Methods/Field Experience	3	FL
Educ 456 Science Methods/Field Experience	3	FL
Educ 440* Education Capstone Seminar	3	FL, SP
Educ 452* Culture and Gender Issues in the Classroom	3	FL, SP
Required for Teacher Licensure Only		
Educ 480** Internship – Adolescent/Young Adult	9	FL, SP

Adolescent/ Young Adult Biology/Chemistry (grades 7 – 12)

Major: Biochemistry

Course	Hours	Have	In Progress	Need
Biology 101 Modern Biology	3			
Biology 105 Biology Lab I	1			
Biology 106 Biology/Lab II	1			
Biology 131 Introduction to Cellular Biology	3			
Biology 202 General Microbiology	4			
Biology 309 Cell Biology	4			
Biology 318 Ecology	3			
Biology 330, 331 Genetics	3			
Biology 340 Toxicology	4			
Biology 430	1			
Chemistry 131 General Chemistry I	3			
Chemistry 133 General Chemistry Lab I	1			
Chemistry 132 General Chemistry II	3			
Chemistry 134 General Chemistry Lab II	1			
Chem 231 Quantitative Analysis	4			
Chem 303, 305 Organic Chemistry / Lab	4			
Chem 304, 306 Organic Chemistry II /Lab	4			
Chem 420, 422 Biochemistry/ Lab	4			
Math 125 Calculus	4			
Physics 211 College Physics I	4			
Physics 212 College Physics II	4			
Capstone: Biol 380 and 480 or 490 or Chem 495/496	3 - 4			
Total Hours Required	66-67			

(CONTINUED ON NEXT PAGE)

**AYA Biology/Chemistry
Professional Education Courses (40 Hours)**

Course	Hours	Semester Offered
Educ 110 Principles of Education	3	FL, SP
Educ 151 AYA Initial Field Experience	1	FL, SP
Educ 130 Technology in the Classroom	3	FL, SP
Educ 202 Educational Psychology	3	FL, SP
Psych 207 Adolescent Development	3	SP
Educ 253/251 Diverse Learners/ Field Experience	3/1	FL, SP
Educ 360 ** Reading in the Content Area	3	FL
Educ 323** General Methods/ Field Experience	3	FL
Educ 456** Science Methods/ Field Experience	3	FL
Educ 452 ** Culture and Gender Issues/Field Experience	3	FL, SP
Educ 440* Education Capstone Seminar	3	FL, SP
Educ 452*Culture and Gender Issues in the Classroom	3	FL, SP
Required for Teacher Licensure Only		
Educ 480** Internship – Adolescent/Young Adult	9	FL, SP

Adolescent/ Young Adult Physics (grades 7 – 12)
Audit Sheet
Major: Applied Physics

Course	Hours	Semester Completed
Required Courses for Applied Physics Major		
PHYS 221 General Physics I	4	
PHYS 222 General Physics II	4	
PHYS 321 Modern Physics	3	
PHYS 325 Mathematical Methods for Physics	3	
PHYS 331 Experimental Physics I	2	
PHYS 332 Experimental Physics II	2	
PHYS 491 Physics Research I	1	
PHYS 492 Physics Research II	2	
CHEM 131 General Chemistry I	4	
CHEM 133 General Chemistry II	4	
CSCI 115 Computer Programming I	3	
MATH 125 Calculus I	4	
MATH 224 Calculus II	4	
MATH 225 Calculus III	4	
MATH 302 Differential Equations	3	
Additional Courses for AYA Licensure		16
BIOL 101/105 Modern Biology/ Intro Biology Lab	3/1	
GEOL 101/101L Environmental Geology/Lab	4	
ASTR 105/105L Intro to Astronomy/Lab	4	
Total Content Hours Required		63
Professional Education Courses		
Educ 110 Principles of Education or	3	
Educ 151 AYA Initial Field Experience	1	
Educ 130 Technology in the Classroom	3	
Educ 202 Educational Psychology	3	
Psych 207 Adolescence	3	
Educ 253/251 Diverse Learners/ Field Experience	3/1	
Educ 360 ** Reading in the Content Area	3	
Educ 323** General Methods/ Field Experience	3/0	
Educ 452 ** Culture and Gender Issues/Field Experience	3	
Educ 456** Science Methods /Field Experience	3	
Educ 440** Education Capstone Seminar	3	
Educ 480 ** AYA Internship	9	
Total Professional Education Hours Required		41

**** Admission to Professional Licensure Required**

Adolescent/ Young Adult Integrated Language Arts

Language Arts Courses Major: English

	Cr. Hrs.	Semester Completed
Core Language Arts	43	
Writing 101 English Composition	3	
English 121 Responding to Writing	1	
Writing 290 Creative Writing	3	
English 201 Literary Culture of Great Britain I	3	
English 202 Literary Culture of Great Britain II	3	
English 203 Literary Culture of the U.S. I	3	
English 204 Literary Culture of the U.S. II	3	
English 235 Concepts of Gender or Engl 220 Concepts of Diversity	3	
English 324 African American Literature	3	
English 372 Literary Theory	3	
English 380 Applications of English for Teaching	3	
Communication 101 Fundamentals of Oral Comm	3	
Communication 201 Fundamentals of Oral Interpretation	3	
Theatre 101 Theatre Appreciation	3	
Mass Media 101 Mass Media and Society	3	
Additional English Major Courses	21	
Professional Education Courses	43	Semester Offered
Education 110 Principles of Education	3	FL,SP
Education 151 AYA Initial Field Experience	1	FL,SP
Education 130 Technology in the Classroom	3	FL,SP
Education 202, Educational Psychology	3	FL,SP
Education 220, Adolescent Literature	3	SP
Psychology 207, Adolescence	3	SP
Education 253/251Diverse Learners / Field Experience	3	FL,SP
Education 360 Reading in the Content Area	3	FL
Education 323 General Methods/ Field Experience	3	FL
Education 453 Lang. Arts Methods/Field Experience	3	FL
Educ 440* Education Capstone Seminar	3	FL, SP
Educ 452*Culture and Gender Issues in the Classroom	3	FL, SP
Educ 480** AYA Internship	9	FL, SP

Adolescent/Young Adult Integrated Mathematics (grades 7 – 12)
Major: Mathematics

		Cr. Hrs.	Semester Completed
Core Mathematics		36	
Math 114	Geometry for Teachers	3	
Math 125	Calculus I	4	
Math 224	Calculus II	4	
Math 225	Calculus III	4	
Math 223 or 257	Statistics	3	
Math 301	Foundations of Mathematics	3	
Math 302	Differential Equations	3	
Math 304	Linear Algebra	3	
Math 451	Geometry	3	
Math 453	Abstract Algebra	3	
CSCI 115	Computer Programming I	3	
Additional Mathematics Major Courses		11	
Professional Education Courses		40	
Educ 110	Principles of Education	3	FL, SP
Educ 151	AYA Initial Field Experience	1	FL, SP
Educ 130	Technology in the Classroom	3	FL, SP
Educ 202	Educational Psychology	3	FL, SP
Psyc 207	Adolescence	3	SP
Educ 253/251	Diverse Learners / Field Experience	3	FL, SP
Educ 360	Reading in the Content Area	3	FL
Educ 323	General Methods/ Field Experience	3	FL
Educ 455	Mathematics Methods/ Field Experience	3	FL
Educ 440	Education Capstone Seminar	3	FL, SP
Educ 452	Culture and Gender Issues	3	FL, SP
Educ 480	AYA Internship	9	FL, SP

Adolescent/Young Adult Integrated Social Studies (grades 7 – 12)
Social Studies Requirements (57 hours)
Major: History

Core Social Studies Courses (45 hours)	Hours	Have
Economics 211 Principles of Microeconomics	3	
Economics 212 Principles of Macroeconomics	3	
History 101 U.S. History, First Century	3	
History 102 U.S. History, Second Century	3	
History 120 World Civilizations I	3	
History 121 World Civilizations II	3	
History 302 Leadership and Change	3	
History 322 American Foreign Relations	3	
Or		
Poli Sci 120 Issues in Comparative Politics		
History 220 Introduction to World Geography	3	
Poli Sci 103 American National Government	3	
Poli Sci 130 Issues in International Politics	3	
Poli Sci 310 Environmental Policy and Law	3	
or		
Poli Sci 311 Politics of Global Ecology		
Soci 101 Introduction to Sociology	3	
Soci 102 Introduction to Cultural Anthropology	3	
Psyc 101 Introduction to Psychology	3	
Additional Courses for the History Major	18 - 21	
Professional Education Courses (40 hours)		
Course	Hours	Have
Educ 110 Principles of Education	3	FL,SP
Educ 151 AYA Initial Field Experience	1	FL,SP
Educ 130 Technology in the Classroom	3	FL,SP
Educ 202 Educational Psychology	3	FL,SP
Psych 207 Adolescence	3	SP
Educ 251ss Field Experience II- Diverse Learners	0	FL,SP
Educ 253 Diverse Learners	3	FL,SP
Educ 360 Reading in the Content Area	3	FL
Educ 323 General Methods/ Field Experience	3	FL
Educ 454 Social Studies Methods/ Field Experience	3	FL
Educ 440 Education Capstone Seminar	3	FL,SP
Educ 452 Culture and Gender Issues in the Classroom	3	FL,SP
Educ 480 Internship – Adolescent/Young Adult	9	FL,SP