



2023-2024 Edition

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The Educator Preparation Program (EPP) at Heidelberg University is based on a constructivist philosophy in which the teacher candidates in our program build (construct) knowledge as a result of a student-centered, hands-on approach to learning. From the beginning, teacher candidates are actively involved in coursework and field experiences.

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

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

Heidelberg University teacher candidates connect theory, practice, and reflection to develop knowledge and skills in teaching and learning. Conceptual framework allows candidates to assimilate and accommodate new knowledge, develop essential teaching skills, and solve novel problems.

The three essential elements of conceptual frameworks are:

- principles of teaching and learning
- clinical and field experience
- thinking about, evaluation, and revising one's teaching and learning.

Theories utilized by Heidelberg faculty include both constructivism and direct instruction. High leverage practices including standards-based instruction and scaffolding are both taught and utilized in Education courses. Tools for reflection include the edTPA and CPAST ().

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The Heidelberg University Educator Preparation Program offers educator preparation programs that lead to Ohio four-year Resident Educator licensure in the following four areas:

- | | | |
|------------------------------|------------------|-------------|
| | Pre-K - Grade 5 | |
| | Grades 4 - 9, | disciplines |
| a. Language Arts & Reading | | |
| b. Mathematics | | |
| c. Social Studies | | |
| d. Science | | |
| | Grades 7 - 12, | discipline |
| a. Integrated Language Arts | | |
| b. Integrated Mathematics | | |
| c. Integrated Social Studies | | |
| d. Integrated Science | | |
| e. Life Science (Biology) | | |
| | Pre-K - Grade 12 | |
| Music Education | | |

1. (Mild/Moderate, K - Grade 12) Add to Primary, Middle Childhood, or Adolescent/Young Adult licenses (this is a dual license, not a stand-alone program)
2. (Grades 4-6, disciplines) Add to the Middle Childhood license (this allows teaching all four content areas in Grades 4-6, in addition to the two concentrations of the Middle Childhood license in Grades 4-9)

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

The School of Education offers three educator endorsements that may be added to any valid Ohio teaching license. Obtaining an endorsement consists of completing four 8-week online courses and passing the appropriate Ohio Assessment for Educators exam. Admission into these endorsement programs is granted to educators with a minimum bachelor's degree and a valid Ohio teaching license. These courses are graduate-level courses and cannot be taken at the undergraduate level.

The K-12 reading endorsement fulfills the requirements of SB 316, qualifying individuals to teach reading to all students at any grade level, including Title II reading programs.

The endorsement consists of a series of four 3-semester hour courses, for a total of 12 semester hours. The courses may be completed as coursework only for professional development purposes.

The fee for

professione

Students working toward an Ohio teaching license through Heidelberg University must plan their academic programs carefully so that graduation and licensure requirements will be completed in a timely manner. Please keep the following information in mind as you work with your advisor to develop your four-year plan.

- 1) You must satisfy three sets of requirements for teacher licensure:
 - a) Satisfy all university general education requirements including some special requirements for teacher education students.
 - b) Complete the professional education core courses and content courses required of the licensure tracks.
 - c) Complete the professional education state-mandated test requirements outlined in the Admission and Retention Policies section in this handbook.
- 2) Speak with an advisor who will work with you to ensure that you meet all requirements to qualify for licensure and graduation. Be sure to check the for specific requirements of each program.

Be diligent and plan ahead. Work to satisfy as many general education requirements as possible during your first two years. Courses taken to meet these requirements may help you identify a teaching area you had not previously considered. Completing general education requirements early will also permit you to concentrate on your major and professional development as a junior and senior.

- 3) Candidates who are within 30 semester hours of applying for licensure should make arrangements to:
 - a) complete a degree requirements check.
 - b) complete a license requirement check.
 - c) take all state mandated tests required for licensure area

Dispositions are summary descriptions of behaviors observed over time and across different settings and circumstances (Kath and Raths, 1985). As students explore the profession in EDU 110 Introduction to Education, they will be introduced to and asked to reflect on the dispositions identified in the Candidate PreService Assessment of Student Teaching (Pre-CPAST). Developed by the Ohio State University and aligned to educator preparation standards, this tool allows university faculty and supervisors, mentor teachers and teacher candidates to evaluate the presence of the dispositions. During advanced methods and student teaching field experiences, the Pre-CPAST© and CPAST© will be used to formatively and summatively assess the dispositions.

Faculty members and/or mentor teachers with a concern related to the dispositions will address the concern with the teacher candidate. If the concern is not remediated or another concern arises, the director of the EPP will assist the teacher candidate and their advisor in creating an improvement plan. The plan will be monitored and evaluated using the Pre-CPAST© and CPAST.©

Dispositions play a critical role in the choices we make inside and outside of the classroom.

Educators play crucial and very o R of

The Ohio Department of Education is committed to ensuring that all students receive instruction from educators who can provide a safe, supportive, and healthy school environment. By Ohio statute, those persons who have demonstrated "unbecoming conduct" may not be licensed to teach in Ohio's schools. The Office of Professional Conduct at the Ohio Department of Education is responsible for raising awareness among pre-service educators for what unbecoming conduct is for educators and has provided teacher educators with the following list of offenses that may keep a prospective teacher from gaining licensure.

Drug Abuse

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

Sexually-oriented

- rape
- sexual battery
- unlawful sexual conduct with a minor
- gross sexual imposition/sexual imposition
- importuning
- compelling/promoting prostitution
- disseminating matter harmful to juveniles
- pandering obscenity; involving a minor
- pandering sexually to juveniles

If you have pleaded guilty to or been convicted of any of the above, it is important that you contact the Administrator of Investigations, Office of Professional Conduct, Ohio Department of Education (614/466-5638) on your own or through an attorney in order to determine if you are ineligible for

State licensure law requires candidates to complete a minimum of 100 hours of field experience prior to entering student teaching. Field experiences are scaffolded to prepare teacher candidates for mastery of the EPP outcomes (see chart below). Teacher candidates are placed in culturally, racially, and/or socioeconomically diverse settings in public, charter, parochial, city and/or rural schools. Mentor teachers possess appropriate State of Ohio licensure, minimum of three years of classroom teaching experience, and have completed mentor training specific to the Heidelberg University EPP. The final field experience in the program is the 12-week student teaching placement in which candidates are expected to follow their mentor teacher's full schedule.



	ALL	10 Hrs
	Primary	
(taken with EDU 220)		
(taken with EDU 220)	Middle AYA	20 Hrs
EIS 348 - Communication, Coordination & Collaboration in Special Ed	ISP	20 Hrs
U X		
EIS U L		

EPP teacher candidates represent Heidelberg University in local K-12 schools and should be mindful that they are guests in schools and classrooms. Do not pass judgment or evaluate mentor teachers or students. Demonstrate respect for all members of the school community. Heidelberg's EPP has developed valuable relationships through the

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_____ EDU 110: Introduction to Education (10 hour field

_____ EDU 220: Principles of Teaching

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

_____ EDU 230: Foundations of Reading

_____ EIS 281/279: Assessment & Grading Equity
Prescriptive Assessment & Diagnosis for Intensive Intervention

_____ Maintain a minimum cumulative GPA
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_____ C- or higher in all courses

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

_____ EDU 350 Reading to Learn in the Content Area

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

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

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

_____ Schedule senior placement interview with Field Director in March

During the spring semester of Year 3, the director of field placements will conduct interviews with each teacher candidate. Discussion of the year-long senior placement will take place regarding past placements, transportation, schedules, and other special circumstances that need to be considered in arranging the student teaching placement. Notification of scheduling these interviews is at the discretion of the field director, but are usually held in March.

_____ Maintain a minimum cumulative GPA
()

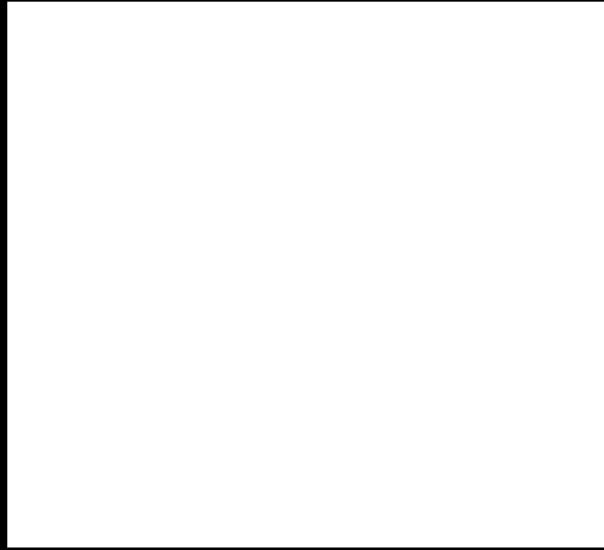


Gateway 3

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Student teaching is required in all licensure p
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A student teacher is expected to be in attendance each and every

1. Student teachers will report to their placement the first three weeks of the semester on Monday, Wednesday, and Friday. Tuesdays and Thursdays they will report to the student teaching seminar.
 2. Candidates are expected to teach 1/3 of their mentor teacher's load by the end of the second week, 2/3 of the load by the third week, and the full-load by the end of the fourth week.
 3. Candidates will complete a Student Teaching Transition Plan in consultation with their mentor teachers and submit it to the student teaching seminar instructor no later than the second week of the student teaching experience.
 4. The candidate should have at least 12 weeks of actual teaching time.
1. A student teacher may only serve as a substitute teacher **for their mentor teacher** during student teaching if the student teacher possesses a substitute teaching license.
 2. The student teacher must follow the regulations of the school to which they are assigned so long as they do not conflict with Heidelberg policies.

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

EDU 416: Student Teaching Seminar meets from 4:00-5:00 pm on Tuesdays throughout the entire semester of student teaching. Completion of additional asynchronous online work will be required. These modules cover topics mandated for teacher licensure by the State of Ohio. Attendance of EDU 416 is mandatory.

edTPA is a performance-based, subject-specific assessment and support system used across the United States to emphasize, measure and support the skills and knowledge that all teachers need in a teaching career. The assessment is submitted to Pearson electronically and scored by a trained/calibrated assessor.

In completing edTPA, candidates provide evidence that they are effective in teaching in their licensure area. Evidence includes anonymous samples of student work, student tests or other assessments, and one to two videos of their teaching performance in a K-12 classroom. Teacher candidates explain what they know about the students in the class, their academic achievement levels, and their learning needs. Teacher candidates then show how well they can use this information to help students succeed by:

planning lessons with consideration for students with diverse learning needs
 teaching the lessons to the K-12 students in school classrooms
 planning and giving student as _____ on _____ the

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

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

Dispositions play a critical role in the choices we make inside and outside of the classroom.

Educators play crucial and very visible roles in their communities. Teacher candidates will be required to demonstrate understanding of the consequences of their conduct during the student teaching seminar (EDU 416). Candidates should acquaint themselves with the [Licensure Code of Professional Conduct for Educators](#) and [tip sheets](#) created by the Ohio Department of Education, American Federation of Teachers and the National Education Association.

The Ohio Department of Education, American Federation of Teachers and the National Education Association

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The completion of the Heidelberg University Educator Preparation Program is based on successful completion of university degree requirements and educator preparation requirements. Upon successful completion of the program, the graduate will receive either a Bachelor of Arts or a Bachelor of Science degree depending on the licensure track and be eligible to apply for an Ohio initial four-year resident educator license.

1. Cumulative GPA of 2.85 or higher
2. All courses in the education major are passed with a C- or higher
3. Passage of all OAE assessments required for the licensure
4. Completion of student teaching experience and seminar
5. edTPA score of 37 or higher
6. Current FBI and BCI fingerprint backgrounds
7. Completing the Initial Ohio License Application Form on the Ohio/D website

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

_____ EDU 425/426/427/428/429/430 Student Teaching Field Experience

_____ Pass all remaining OAE tests during spring/summer of Year 3.

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_____ Complete the program with a minimum cumulative GPA
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_____ C- or higher in all courses required for major

_____ FBI/BCI background checks up-to-date.

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

||U|| Completing the Initial Ohio License

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Gateway 5

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Acknowledgment of Receipt

The Teacher Candidate Handbook is provided for your use as an Education major seeking an Ohio Four-year Resident Educator teaching

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

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

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

Print Name: _____ Date _____

Signature: _____ HU ID: _____

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

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

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

If yes to any question, _____ to this page

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

