

*“Transforming Lives, Schools, and
Communities”*

University of Cincinnati Educator Preparation Programs

Candidate Handbook
(Revised 8/12)

Special Education
Undergraduate and Master’s Programs

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Handbook Confirmation Statement
(Please complete and return to program faculty)

Dear Candidate:

In the University of Cincinnati's continuing effort to ensure clear communication with all candidates in educator preparation programs regarding specific program expectations and responsibilities, this handbook has been compiled covering all of the important aspects of your program. To confirm that you have read the entire program handbook and understand the associated responsibilities and requirements for completing the program, please fill out the form below and return it to the administrative assistant in your program's office. If you are viewing this Candidate Handbook from an electronic source, please copy the form below into a word document and hand it in to your coordinator, Mrs. Karen Troup.

Cut along dotted lines and return to program administrator

Print Name:

Student Number:

Program:

I confirm that I have received, read and understand the program handbook for my program. I accept the initial, intermediate, and graduation responsibilities associated with the degree requirements for my program. I agree to participate in all program-related activities in an ethical manner and respect the need for confidentiality in situations clearly identified by my program.

Signature

date

1. Introduction

Welcome to the Special Education Program! This Handbook has been written to acquaint you with general and specific requirements concerning the Special Education (SPED) program, and should be used by SPED teacher candidates as a guide to the policies and procedures of the program. The purpose of the SPED licensure program is to prepare educators who transform lives, schools, and communities in two Ohio licensure areas, Mild/Moderate & Moderate/Intense Intervention Specialist.

Specific requirements for each licensure area can be found in the appendix. Specific terminology crucial to understanding the aims of the program can also be found in the appendix. For questions regarding specific requirements not addressed in this book, candidates should meet with an academic advisor. Questions about the policies described in the Handbook should be addressed to the following faculty of the SPED program. The graduate programs have a separate program handbook.

Dr. Stephen Kroeger, Undergraduate program coordinator

Ms. Karen Troup, Master's program coordinator

Dr. Todd Haydon, doctoral program coordinator (EdD in Special Education)

Dr. Christi Carnahan, coordinator of the PhD strand in Special Education (PhD in Educational Studies)

2. Special Education Program Mission Statement

The Special Education Program at the University of Cincinnati is dedicated to improving the educational experiences of all children. The program's central goal is the preparation of committed, caring, and competent educators who are:

- Qualified to meet the unique intellectual, social, and emotional needs of children in Special Education
- Reflective and responsible professionals who demonstrate an inquiry orientation toward teaching and professional development
- Committed to working with children who are diverse in learning style, ethnicity, language, gender, age, class, physical and intellectual achievement, and family background
- Experienced in thinking critically, solving problems, and working collaboratively with children, families, and other professionals
- Knowledgeable about disciplinary subject fields, curriculum integration, and technology

In order to prepare such dedicated, knowledgeable, and experienced teachers, the Special Education Program is committed to providing an innovative and outstanding teacher preparation program that bridges theory and practice. Toward that end, the program includes:

- Extensive and authentic field placements

- Thorough mentor teaching by experienced professionals committed to reflective practice
- Collegiality and collaboration among teachers, students, and school and university faculty
- University coursework that emphasizes student diversity and inclusiveness, integration of technology, an inquiry approach to teaching and learning, and a foundation of contemporary theory and research
- A focus on lifelong learning and development through involvement in professional organizations, classroom-based inquiry, and collaboration with children, families, and other professionals
- Candidates who use assessment to inform their efforts

3. Mission of the Educator Preparation Program

The mission of the SPED program falls under the greater mission of the Educator Preparation Programs at the University of Cincinnati, which further seeks to produce educators who are able to support learning and the development of efficacy in a variety of contexts. The primary activities through which this mission is implemented are teaching, research, and service. Therefore, the mission of UC's educator preparation programs is to educate teacher candidates who:

- Are able to work in diverse educational environments
- Go beyond mere application of technical skills, engaging in inquiry and reflection so as to bring about changes in their practice
- Recognize and address a wide range of setting events, persistently supporting learners in the construction of knowledge and development of efficacy
- Engage in the development of new meanings about teaching and learning
- Provide supportive environments that enhance the development of resilience in students
- Are adequately resilient themselves, so as to be able to work in adverse situations
- Go beyond prevalent practice
- Are able to work and communicate appropriately with families and the community at large
- Use technology to strengthen their professional learning and pedagogical knowledge to enhance the learning of those with whom they work
- Engage in practices that are likely to have positive outcomes for learning

4. Conceptual Framework and Institutional Standards

The conceptual framework identified by the University of Cincinnati educator preparation community is *to transform schools, lives, and communities*. In view of this mission, the Unit's standards for performance expectations for candidates are to:

- Demonstrate foundation knowledge, including knowledge of how individuals learn and develop.
- Be able to articulate the central concepts, tools of inquiry, and the structure of their discipline.
- Successfully collaborate, demonstrate leadership, and positive systems change.
- Be able to address issues of diversity with equity.
- Be able to use technology to support their practice.
- Use assessment and research to inform their efforts.
- Demonstrate pedagogical knowledge, including organizing content knowledge for learning, creating supportive learning environments, instruction, grounded in scientifically based practices, which maximizes the opportunity for learning, and professionalism

5. Diversity & Special Needs

Issues Related to Diversity: Diversity & Inclusion: The University of Cincinnati embraces diversity and inclusion as core values that empower individuals to transform their lives and achieve their highest potential. This course offers a challenging, yet nurturing intellectual climate with a respect for the spectrum of diversity and a genuine understanding of its many components — including race, ethnicity, gender, gender identity and expression, age, socio-economic status, family structure, national origin, sexual orientation, disability and religion — that enrich us as a vibrant, public, urban research university.

This course is energized by the spirit of pluralism — the quest to celebrate differences within an intellectually stimulating environment, to seek understanding across social, economic and cultural barriers, to pursue transformation through sustained interaction with others, and to empower all members of the University of Cincinnati community. You are invited to explore your own diversity!

Council for Exceptional Children: Updated diversity terms approved by the Council's Board of Directors for inclusion in the CEC Policy Manual Glossary.

COUNTRY OF ORIGIN: The country where you were born or which holds the most identity with a person.

CULTURAL IDENTITY: The context of one's life experience as shaped by membership in groups which can be based on ethnicity, race, socioeconomic status, gender, abilities, age, language, religion, sexual orientation, and geographic region.

CULTURE: The sum of a group's socially transmitted behavior patterns, thoughts and experiences, and its perceptions, values, and assumptions about living that influence behavior and how those emerge with interactions and communications with other cultures.

DIVERSITY: Understanding and valuing the range and variety of characteristics and beliefs of individuals (including those who provide services to exceptional children, youth and adults) who demonstrate a wide range of characteristics. This includes ethnic and racial backgrounds, language, age, abilities, family status, gender, sexual orientation, socioeconomic status, religious and spiritual values, geographic location, and country of origin.

ETHNIC OR MULTICULTURAL GROUP: Any group which, because of racial or ethnic origin, constitutes a distinctive and recognizable entity in our society. Examples of such groups include Blacks or African Americans; American Indians, Alaskan Natives, or First Nations; Hispanics, such as Mexican Americans, Puerto Ricans, Cubans, and Central and South Americans; Asians; and Pacific Islanders.

ETHNICITY: Takes into consideration people's national origin, religion, or language. When applied to a group, it refers to a community within a larger society that is set apart by others or who identifies itself primarily on the basis of cultural characteristics such as national origin, religion, beliefs, language or tradition, that can be influenced biracial identity.

GEOGRAPHIC LOCATION: A physical place where a person is regarded as established.

MULTICULTURAL: An understanding pertaining to, and respect for the range and variety of social, political, economic, academic, and historical constructs of ethnicity, race, socioeconomic status, gender, age, abilities, language, religion, sexual orientation, geographic location, or country of origin.

RACE: A social construction, traditionally based on biological/physical features, which may also include an individual's cultural identity.

Person-First Language: In accordance with the APA Manual, students and professionals in the field are to use "person-first" verbal and written language. Within this style of language, the person precedes the disability, both figuratively and literally. This standard will result in terms such as "people with disabilities" rather than "disabled people," or "a child with autism" rather than "an autistic child." Point deductions will be given for written student assignments that neglect to use person-first language.

The way a society refers to its members who have disabilities shapes its beliefs and ideas about them. Using person first terms can foster positive attitudes towards individuals with disabilities. Person first language emphasizes the person, not the disability. It's easy to get trapped in old language habits. However, a few adjustments can ensure all of us, regardless of our abilities and disabilities, use language that is accurate and shows respect for individual differences. ("Person First," 1992)

Describe differences accurately and in ways that convey respect:

- Put the person first in word and thought

- Tell the truth without adding judgment
- Don't include a person's differences if they're not relevant to the information

In the Special Education program, we approach discussions and analyses from the perspective that all students differ, in a variety of ways, and that, through seeking to understand these differences, we grow as educators.

Accommodations for Special Needs:

Students with disabilities who need academic accommodations or other specialized services while attending the university should contact the Disability Services Office, located in Suite 210, University Pavilion. Qualified students will receive reasonable accommodations to meet their individual needs as well as advocacy assistance on disability-related issues. The University of Cincinnati is strongly committed to maintaining an environment that guarantees students with disabilities full access to its educational programs, activities and facilities. In order to ensure timely implementation of academic accommodations, requests for accommodations or services should be made at least eight weeks in advance of the beginning of each semester or as soon as possible after a disability has been confirmed. Requests for interpreters or real-time captioning for special programs or events should be made at least two weeks prior to the event. Contact the Disability Services Office at 513-556-6823 or (TTY) 513-556-3277.

6. Professional Commitments and Dispositions

The National Council for the Accreditation of Teacher Education (NCATE) defines dispositions as “the values, commitments, and professional ethics that influence behaviors toward candidates, families, colleagues, and communities and affect candidate learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice” (NCATE, 2001, p. 53).

We have identified the dispositions that reflect our “Way of Being” – in other words, qualities we believe committed, caring and competent educators should possess.

Intrinsic to our dispositions are the notion of community and belonging. We appreciate each individual’s fundamental need for acceptance and belonging, and we understand most candidates’ fundamental anxiety relates to being competent and successful. We appreciate that we are members of a community and that none of us can find ourselves, know ourselves, or be ourselves, all by ourselves.

Dispositions

We believe committed, caring and competent educators should possess the following dispositions:

- The candidate demonstrates professional behavior in attendance.
- The candidate demonstrates professional behavior by being punctual.
- The candidate demonstrates initiative.

- The candidate is responsible.
- The candidate is responsive to constructive feedback/supervision.
- The candidate has rapport with students/peers/others.
- The candidate is committed to high ethical and professional standards.
- The candidate demonstrates a commitment to reflection, assessment, and learning as an ongoing process.
- The candidate is willing to work with other professionals to improve the overall learning environment for students.
- The candidate appreciates that knowledge includes multiple perspectives and its development is influenced by the perspective of the "knower."
- The candidate is dedicated to teaching the subject matter, keeping informed and competent in the discipline and its pedagogy.
- In designing curriculum the candidate appreciates both the particular content of the subject area and the diverse needs, assets, and interests of the students and values both short and long-term planning.
- The candidate is committed to the expression and use of democratic values in the classroom.
- The candidate takes responsibility for making the classroom and the school a "safe harbor" for learning, in other words, a place that is protected, predictable, and has a positive climate.
- The candidate recognizes the fundamental need of students to develop and maintain a sense of self-worth and that student misbehavior may be attempts to protect self-esteem.
- The candidate believes that all children can learn and persists in helping every student achieve success.
- The candidate values all students for their potential as people and helps them learn to value each other.

Standards for Ohio Educators:

The text of the Standards for Ohio Educators is a comprehensive guide for teachers to assess their own performance. The Ohio Department of Education (ODE) intends these standards to guide professional self-assessment of one's teaching performance. The expectation is that teachers would use the guided self-assessment to collaboratively discuss results of the self-assessment with peers and/or supervisors. These discussions in turn would guide the development of an Individual Professional Development Plan (IPDP). The following URL is the ODE web site to access the standards: <http://www.ode.state.oh.us> and access the Ohio Standards for the Teaching Profession PDF file. The reader will notice that the seven standards align effectively with the seven components of the CECH/SPED program's Teacher Performance Assessment (TPA). Be sure to take time to read and study the Standards for Ohio Educators and incorporate them into your studies.

The Ohio Standards for the Teaching Profession

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

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

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

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

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

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

Standard #7: Teachers assume responsibility for professional growth, performance, and involvement as individuals and as members of a learning community.

2013 Proposed CEC Initial Preparation Standards:

Standard 1 Foundations & Curricula Content Knowledge Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Standard 2 Development, Characteristics, & Individual Learning Differences of Learners Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptionalities. Moreover, special educators understand how exceptional conditions can interact with the domains of human development and impact their families, and they use this knowledge to respond to the varying abilities and behaviors of individuals with exceptionalities. Special educators understand how the experiences of individuals with exceptionalities can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Standard 3 Instructional Strategies, Language, & Individualized Instructional Planning Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptionalities. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to modify learning environments for individuals with exceptionalities appropriately. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with exceptionalities, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.

Standard 4 Learning Environments Special educators actively create learning environments for individuals with exceptionalities that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with exceptionalities. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities. Special educators help their general education colleagues integrate individuals with exceptionalities in general education environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with exceptionalities to help them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with exceptionalities in crisis. Special educators coordinate all these efforts and provide guidance and direction to Para educators

and others, such as classroom volunteers and tutors.

Standard 5 Assessment Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, individualized instruction, learning, and placement for individuals with exceptionalities, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities. Special educators use assessment information to identify supports and adaptations required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with exceptionalities in general and special curricula. Special educators use appropriate technologies to support their assessments.

Standard 6 Ethics & Professional Practice Special educators are guided by the profession's ethical principles and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Special Educators demonstrate in their professional practice mastery of the CEC Initial Common Core Knowledge and Skills and the CEC Initial Specialty Area(s) Knowledge and Skills appropriate to their area(s) of professional practice. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate actively in professional learning communities that benefit individuals with exceptionalities, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with exceptionalities and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

Standard 7 Collaboration Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways to help assure that the needs of individuals with exceptionalities are addressed throughout schooling. Additionally, special educators use collaboration to facilitate successful transitions of individuals with exceptionalities across settings and services. Moreover, special educators embrace their special role as advocate for individuals with exceptionalities. Special educators promote and advocate the learning and well-being of individuals with exceptionalities across a wide range of settings and different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with exceptionalities. Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with exceptionalities.

Summary of Updated InTASC Core Teaching Standards The standards have been grouped into four general categories to help users organize their thinking about the standards:

The Learner and Learning

1. **Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. **Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. **Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

4. **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

5. Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

6. Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

9. Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

7. Accreditation and Recognition

The Educator Preparation Programs at the University of Cincinnati are accredited by the National Council for the Accreditation of Teacher Education (NCATE). The Council for Exceptional Children nationally recognizes the special education licensure programs.

8. Criteria for Admission: The Professional Cohort – Please refer to Student Services Website for the most current information:

http://www.cech.uc.edu/student_services_center/what-is-cohort

The University of Cincinnati's Special Education Preparation Program employs a two-tiered admission procedure. First, all candidates must be enrolled in, or have completed, pre-requisite courses. Then, to begin the professional years of the program, candidates must be admitted to a Professional Cohort. Admission into the Special Education Program is competitive. All teacher education candidates must meet established criteria for admission into the Professional Cohort. The criteria for the undergraduate include:

- Minimum cumulative GPA for admission to the special education professional cohort: 2.8 (combined UC/transfer GPA)
- Minimum cumulative GPA in both HQT content areas: 2.5
- Successful completion (with at least a C) in special education prerequisite courses and all HQT content courses
- Passing scores on Praxis 1 assessments in Mathematics, Reading, and Writing (or scores of 22 on the ACT, or 1000 (math/verbal combined only) on the SAT)

- Failing a cohort course or field experience, or failure to maintain a cumulative GPA of 2.8 will result in termination from the special education professional cohort.

Praxis I Requirement

Praxis I consists of three one-hour tests designed to measure proficiency in the basic skills of reading, writing and mathematics – skills that are vital to your success as an educator. The tests, developed by Educational Testing Service (ETS), are taken as part of your program of study to assess your skills in these three basic areas.

Students should take this test no later than the Fall semester of their Sophomore year. All candidates must achieve an acceptable score (specified below) prior to admission to a professional cohort. If you have any questions about when to take the Praxis I, please talk with your academic advisor. **Master's students need to refer to the criteria for entering their program in the Master's section of this handbook.**

Acceptable Praxis I (PPST) passing scores are:

PPST:

- Reading, 173
- Writing, 172
- Mathematics, 172

Study guides and a computer software program are available to help you prepare for these tests. Educational Testing Service's free Test at a Glance booklet gives you an overview of the three tests and some sample questions in each of the areas. The booklet is available in the Student Services Center, Edwards One. Study guides may also be purchased in bookstores.

Registering for Praxis I

The paper-based Praxis I (the PPST) is administered six times a year. The Praxis Registration Bulletin, which includes information on the testing schedule, registration deadlines and registration forms, is available in the Student Services Center, Edwards One. You can also find this information and register on-line at:

<http://www.teachingandlearning.org/licensure/praxis>. You can register to take the Computer-based format (CBT) by calling the Testing Services Office (556-7173, 100 University Pavilion.

Criteria for Admission: Adding Licensure to your Special Education Master's Degree

Are you interested in obtaining your teaching license as well as your master's degree? In addition to the Master of Education, individuals may also earn a State of Ohio Special Education License (K-12 Intervention Specialist License). This license may be completed in a online program of study or campus-based program of study,

depending on your background and current licenses.

Do you already have a license in another area? If you already have a current, valid teaching license in another area (e.g., social studies, early childhood, mild childhood; NOTE: alternative licensure is NOT considered for the online program) you can complete all the coursework for your master's degree and your license online. Please see the description below titled Masters *Plus* Licensure, *Online*. If you do not already have a valid teaching license in another area (i.e., you are not a certified teacher OR you are teaching on an alternative license) you will be able to complete your master's degree coursework online, and the majority of your licensure coursework on campus. Please see the description below titled Masters *Plus* Licensure, *On Campus*.

Upon admittance to the master's in special education program, students seeking an initial license must also complete the Cohort Application process. While application procedures vary from year to year, typically students must have the following to enter cohort:

Criteria for Admission to the Master's in Special Education Program

The following are requirements for admission:

1. The applicant must possess a Baccalaureate degree from an accredited college or university if applying for a Master's Degree. If applying for a Doctoral Degree, applicants usually possess a Master's Degree from an accredited college or university.
2. The applicant must have a minimum cumulative grade point average of 3.0 at the undergraduate level leading to the Bachelor Degree. An applicant who possesses a Master's Degree or has undertaken any graduate level work before applying must have an average of at least 3.0 in their graduate work. All calculations are based on a 4.0 scale.
3. The School of Education uses GRE scores as one indicator of academic preparedness for graduate studies. The GRE must have been taken within five years of the date of application. While the School of Education does not utilize hard and fast cutoff scores for the GRE, as a guideline the following minimum GRE scores are considered positive evidence of a candidate's verbal and quantitative reasoning and analytical writing abilities: Verbal, 470; Quantitative, 540; Writing, 4.5 or if under the new GRE scoring system: Verbal 151; Quantitative, 145; Writing 4.5. Individual programs may focus more on certain aspects of the GRE more than do other programs; applicants are encouraged to communicate with the program to which they are applying if they have questions about program foci. If the GRE score is below 1000, you must meet this requirement by submitting a copy of your ACT or SAT scores. ACT scores must be 22 or above and/or SAT scores must be 1000 or above.
4. Candidates who graduated from a non-accredited college or university or who do not meet the minimum grade point averages requirement for admission may be admitted by a committee of faculty members from the program to which the candidate applied based upon an evaluation of evidence submitted by the candidate. As a minimum, the evidence must address

mastery of the knowledge prerequisite to the courses required by the program, acceptable writing skills, the ability to engage in critical thinking, and a personal commitment to completing the program. The evidence must convincingly demonstrate the candidate's potential for success in graduate level work.

5. Admission decisions may not be made on the basis of race, age, sex, color, religion, sexual orientation or handicap.

6. Candidates who are not accepted for admission into a Master's Degree program may not apply to the same program for at least one academic quarter, and candidates who are not accepted for admission into a Doctoral Degree Program may not apply to the same program for one year. During that period, such applicants may be encouraged by the program to enroll in appropriate course work to develop the knowledge, skills, and values deemed necessary for admission into the program, or to demonstrate that the applicant already possesses such qualifications. Whether such course work may apply to the degree program is left to the discretion of the program. Completion of this course work does not guarantee admission into the program.

7. Advanced standing for a limited amount of course work taken prior to admittance to the program is possible. Course work completed 5 or more years prior to admission will not be applied to the requirements.

8. Requirements of graduate study, as found in the University of Cincinnati Graduate Handbook (<http://www.grad.uc.edu/>) and the College of Education, Criminal Justice, & Human Services Graduate Handbook (<http://www.cech.uc.edu/>) must be followed.

Application Procedures for M.Ed./Ed.D. Programs in Curriculum & Instruction:

Application to all graduate studies at the University of Cincinnati is fully online. This application can be found at <http://www.grad.uc.edu/ApplyOnline.aspx>

A complete application to Special Education requires:

1. A statement of the applicant's academic and professional goals, approximately two pages long. This goal statement serves two purposes. It will be used as a sample of your writing quality and to insure your goals match with the program. The applicant should explain specifically what areas she or he would like to study so that an appropriate advisor may be assigned to the applicant if admitted into the program.

3. A résumé relevant to academic and professional data. It should include the applicant's name; address; phone; email; colleges attended with degrees, dates conferred, and grade point average; employment history; professional experience; present employer; and names of references.

4. Three letters of recommendation from people familiar with the applicant's academic and professional abilities. If possible, at least one letter should be from a faculty member in higher education.

5. Official transcripts showing all undergraduate and graduate course work completed, including degrees granted and dates of degrees. Applicants whose previous degrees were

earned at the University of Cincinnati may substitute "on-campus" transcripts.

6. Graduate Record Examination (GRE) Scores. Information on the procedures for taking the Graduate Record Examination can be obtained from the Student Services Center in the College of Education, Criminal Justice, and Human Services or by visiting <http://www.ets.org>.

7. International student applicants are required to provide specific information about their transcripts or degree programs to facilitate the applicant review process, including transcript translation and evaluation by a recognized translation/evaluation agency. The Test of English as a Foreign Language (TOEFL), or successful completion of ELS Level 112, is required of all applicants whose native language is not English. Expectations for TOEFL scores are a minimum of 550 (paper test), 213 (computer-based test), or 79-80 (internet-based test); a minimum score on the Test of Written English (TWE) of 4.5; and a minimum score of 50 on the Test of Spoken English. The TOEFL must have been taken within the two-year period preceding admission. The University of Cincinnati maintains an International Student Services Office (ISSO), which serves international students attending the University. For questions regarding international student information, contact the International Student Services Office at (513) 556-4278, <http://www.issso.uc.edu/>.

- Praxis I completion and acceptable scores
- Criminal Background Check (BCI)
- FBI Check
- Current TB test report (within the past 3 months)
- Students will be expected to submit new reports (BCI, TB, FBI) to Student Services each August. Student Services Center will be responsible for reporting compromised reports to the College of Education, Criminal Justice and Human Services (CECH) Licensure Council for review.

Candidates should check with advisors in the Student Services Center Dyer Hall in the College of Education, Criminal Justice, and Human Services to verify due dates and requirements for application to the Professional Cohort.

Student Services website: <https://www.uc.edu/cech/cohort/faq> lists BCI, TB & Praxis Test information

Email questions to: teachercohort@uc.edu or call Student Services Center at 513-556-2336 to schedule an appointment with an advisor.

9. Applying for the Professional Cohort

In the fall semester of the year before they wish to enter cohort, potential candidates will meet with program faculty or student service advisors to review the procedures for entering the special education professional cohort. Students should stay in contact with their academic advisor, who will know if they should attend this meeting. Before entering cohort, potential candidates need to have completed or be registered in the

prerequisite courses for admission. Candidates should strive to complete all of their content requirements by the end of the semester prior to entering cohort. Candidates will need to attend a mandatory meeting.

Application deadlines are typically at the end of February of the year before entering cohort. Typically, candidates are notified of their acceptance into cohort before the end of the spring semester.

While application procedures vary from year to year, typically students must have the following to enter cohort:

- Acceptable GPAs
- Praxis I completion and acceptable scores
- Criminal Background Check (BCI)
- FBI Check
- Current TB test report (within the past 3 months)
- Students will be expected to submit new reports (BCI, TB, FBI) these go to field coordinators. Student Services Center will be responsible for reporting compromised reports to the College of Education, Criminal Justice and Human Services (CECH) Licensure Council for review.

Candidates should check with advisors in the Student Services Center (1110 One Edwards Center) in the College of Education, Criminal Justice, and Human Services to verify due dates and requirements for application to the Professional Cohort. Student Services website: <https://www.uc.edu/cech/cohort/faq> lists BCI, TB & Praxis Test information. Email questions to: teachercohort@uc.edu or call Student Services Center at 513-556-2336 to schedule an appointment with an advisor.

10. Field Experiences

Upon entering the professional cohort, candidates will become involved in field experiences that allow them to assume an active role in the instruction of students over a period of several months. Candidates are required to assume the roles of committed, competent, and caring educators, serving diverse communities of learners, including students of color and students identified with disabilities, and reflecting on their own practice. In addition to the cognitive and pedagogical knowledge required, candidates must possess the physical stamina and dispositions required of an educator. Candidates complete a total of four field experiences: 2 practicum and 2 student teaching experiences, across both licensure areas. Candidates will apply for their **practicum field experience** at the same time they apply to the cohort. Candidates will be expected to complete a minimum of two field experiences as a practicum candidate

prior to student teaching. Candidates must register for appropriate courses, including field placement courses, each semester before reporting to their assigned placement. Only students registered in field placement courses are covered by liability insurance. For fall semester courses students must be registered by August 1 as placements often begin in mid-August.

Placements (For undergraduate students and master's students in the cohort or those students with existing teaching licenses who need a field placement)

Each teacher education program provides on-site contact with schools and social agencies. These experiences are intended to give candidates the professional point of view and practical understanding that is essential to the preparation of effective teachers. In cooperation with area school systems, practica are arranged in area classrooms, ensuring candidates of relevant opportunities for observation and participation. **The Field Placement Coordinator for each program makes all placements. Candidates may not attempt to coordinate their own placements, nor may they attempt to change their assignment with another candidate.** Candidates are able to state geographic placement preferences when they apply for field placements and need to be aware that preferences are requests and are NOT guaranteed. Placement priorities provide candidates with a variety of experiences that address grade level, licensure area, content area, and multiple forms of diversity. Candidates need to be aware that field placements will involve travel to different areas of the region in order to meet these requirements.

All teacher education preparation programs in the college require candidates to spend a significant amount of time working with adults and children in schools, clinics or other agencies. Consistent with professional obligations, the college must take reasonable care to protect the welfare of those with whom students in the College of Education, Criminal Justice, and Human Services (CECH) come in contact. All CECH Licensure Programs require that any candidate who is involved in field placements involving children or youths (of any length or purpose), must complete a background check from the Bureau of Criminal Identification and Investigation (BCI) and the Federal Bureau of Investigation, *prior* to entering a school setting. All documents are submitted to the appropriate Licensure Program Field Coordinator. We have a commitment to the schools to send them candidates with approved reports. (See Background Check information section)

When evidence emerges that a candidate threatens the physical, mental, or legal well-being of children or adults with whom he or she may interact, the college reserves the right to refuse to make field placement assignments for that candidate and/or to recommend favorably for licensure. If necessary, the college may immediately terminate the candidate's association with the special education program with appropriate efforts at counseling for alternate career goals. The program coordinator in consultation with the field placement coordinator makes decisions of this kind.

Student teaching application takes place during the winter of the teaching associate/practicum year. **All candidates are encouraged to schedule regular appointments with their academic advisor to ensure that they are taking the correct coursework and meeting program requirements for a timely graduation.**

Candidates may access the Teacher Education Student Teaching Process that is available online at the Office of Assessment website, located by typing Office of Assessment into the white search box on the UC home page.

The student teaching packet materials required include:

- Current background checks (see below)
- Current TB test results
- Resume
- Biographical Essay
- Authorization for release of records
- Field placement geographic request preference form

University classes take preference over field experience or student teaching obligations. (Faculty meetings, department meetings, open house events, parent teacher conferences). However the faculty member teaching the university course should handle requests to attend field experience related events on an individual basis.

Field placement grading: All student teaching and practicum experiences are graded on a pass/fail basis.

11. Background Check – (Please refer to the Student Services Website for the most current information -

http://www.cech.uc.edu/student_services_center/cohort_program)

All licensure candidates working in field placements (of any length or for any purpose) involving children or youth, must complete a Good Moral Character and Conduct form and submit criminal background checks from the Bureau of Criminal Identification and Investigation (BCI) and the Federal Bureau of Investigation (FBI) *prior* to entering a school setting. The appropriate field coordinator must have the following documents before a candidate may enter a school site: (a) Candidate Field Experience or Internship Application Form, (b) a photocopy of a current BCI Report, (c) a photocopy of a current FBI Report, and (d) a photocopy of a current TB Report.

Background checks (BCI & FBI) must be submitted prior to the start of classes each year (early August). Not having a criminal background report on file means that the student will not be able to participate in any course that has a field component that involves working with minors.

The state of Ohio requires affirmation of the moral character and conduct of education students. Self-disclosure of criminal offenses on the Good Moral Character and Conduct Form is a requirement for admission to cohort. Once accepted into cohort, a criminal background check is a required part of the application process for field experiences and licensure. The College of Education, Criminal Justice, and Human Services (CECH), therefore, are informing you of this requirement.

As part of the field placement process, all students in the Early Childhood, Middle Childhood, Secondary and Special Education programs must have FBI and BCI background checks and a Tuberculosis test, completed **in May or June** prior to each year in cohort. Students must show their ID at the University of Cincinnati Public Safety office located in Four Edwards Center, Monday-Friday between the hours of 9:00 and 3:30 p.m. They will be asked to complete and sign a release form. There are other offices throughout the state that can process these background checks, but their use is discouraged. The UC Public Safety Office works cooperatively with the field service office and is knowledgeable about the state licensure requirements. The cost for a BCI check (state of Ohio) and a FBI check (national) at the University of Cincinnati Public Safety office is \$66 (subject to change.) Students can pay in cash or by personal check, made payable to University of Cincinnati or by credit card (Visa, Master Card, and Discover). Paper copies are usually available from the Public Safety office in three to five days. However, demand may be high at times and completion of documents may take up to several weeks at peak periods. Please do not wait to take care of this procedure. It is the responsibility of the student to submit paper copies of their BCI report, FBI report, and documentation of negative TB test results to Karen Troup. These copies must be submitted prior to August 1st. Failure to turn in these required forms may jeopardize your ability to complete a field placement and meet program requirements. Make extra copies of all these forms to present to the school(s) and for your personal records.

When requesting your BCI & FBI documents, students entering their final year of field placements must indicate to have the documents sent **electronically** to the Ohio Department of Education. Please notify the employee in the Public Safety Office if you will be applying for Ohio licensure within the next 12 months. Completing this form properly will eliminate the need to apply for another set of background check documents when applying for licensure.

The Licensure Council serves as a “screening committee” to examine BCI and FBI reports that note a conviction, guilty plea or no contest plea. The Licensure Council, made up of representatives from each licensure program, using information gained from an outside assessment of criminal activity (FBI and BCI Reports), follows the same system used by the Ohio Department of Education for licensure approval.

- If the BCI and FBI reports reveal no convictions, guilty pleas or no contest pleas, the licensure candidate has passed the BCI and FBI criteria for field placement or internship approval.
- If a candidate submits either a BCI or FBI report with evidence of convictions, guilty pleas or no contest pleas, the Licensure Council will use the screening process provided by the Administrator of Investigations at the Ohio Department of Education described below to determine whether the candidate meets the criteria for field placement approval.

Three-Tiered Screening Process:

First Screen: (Conviction/guilty plea/no contest plea results in no approval for field placement)

A district cannot employ and the state board cannot issue an initial teaching license to any applicant if an applicant has been convicted of, found guilty of, pled guilty to, or pled no contest to any offenses as listed in First Screen for Initial Licensure and Initial Employment (Standards for Licensure and Employment of Individuals with Criminal Convictions; Ohio Administrative Code Rule 3301-20-01, p. 3-5). Therefore, any candidate who has been convicted of, found guilty of, pled guilty to, or pled no contest to any of the offenses listed in the “first screen” shall not be approved for a field placement.

Second Screen: (Conviction/guilty plea/no contest results in approval for field placement if all rehabilitation criteria are met)

Conviction of, found guilty of, a guilty plea, or a no contest plea to any one of the offenses listed in The Second Screen for Initial Licensure and Initial Employment (See Standards doc., p. 5-7) disqualifies the applicant for initial licensure or employment unless the applicant meets the rehabilitation criteria listed in OAC 3301-20-01. An applicant to be eligible for initial licensure and employment must meet all rehabilitation criteria; therefore all rehabilitation criteria must be met before any field placement can be approved.

Third Screen: (Rehabilitation Criteria)

Rehabilitation criteria can be found in the Standards for Licensure and Employment of Individuals with Criminal Convictions; Ohio Administrative Code Rule 3301-20-01, p. 8 (See Standards doc.). An applicant to be eligible for initial licensure and employment must meet all rehabilitation criteria; therefore all rehabilitation criteria must be met before any field placement can be approved. Written evidence of rehabilitation is provided via completion of the “Third Screen” of the Standards for Licensure and Employment of Individuals with Criminal Convictions; Ohio Administrative Code Rule 3301-20-01. If an answer to the rehabilitation criteria is “no”, the applicant has not demonstrated sufficient evidence and will not be approved for a field placement. (When seeking employment, a district still maintains the discretion whether to offer employment to an applicant who has met the required rehabilitation criteria.)

The Licensure Council encourages candidates to work with an attorney to have the noted offense removed from the BCI or FBI record.

Candidates approved to enter field sites are required to disclose to the field placement school administrators that he or she has a BCI or FBI with a noted conviction, guilty plea or no contest plea. The field coordinator for the candidate’s program should be consulted about the disclosure process. Failure to disclose will constitute a failure to meet this requirement and make the candidate ineligible to participate in the field placement.

Please be aware that a school district may be unwilling to place a candidate with a BCI or FBI report with a noted conviction, guilty plea or no contest plea. In addition, this may be a barrier for obtaining a job as a licensed teacher.

For students with background check issues, pursuing assistance from the following center may be advisable:

The Ohio Justice and Policy Center is a “non-profit, non-partisan law firm that speaks for people who have been marginalized by the criminal justice system and advocates evidence-based criminal justice reform.” They may be able to provide support for individuals with compromised BCI and FBI reports.

- Ohio Justice and Policy Center: <http://www.ohiojpc.org/main.html>
- the office is located at the Community Law Center, Suite 601, 215 East Ninth Street, Cincinnati, OH

12. Intervention and Problem Solving in the Field

Communication is the key among the participants in these field experiences. It is vital that any issues, concerns, or differences be solved immediately. The most important part of making the partnership between the school classroom and the university flow smoothly is if all people involved are open and professional. The following guidelines will help to ensure the interns receive the proper guidance and support. The mentor teacher, university supervisor, or candidate may initiate these procedures if the need arises.

Professional liability insurance is provided for all candidates. It is in effect for all university-sanctioned activities. Teacher candidates are required to maintain contact with their university supervisors on a regular basis. Contact should include communication and documentation required by each program. In case of incidents or issues that arise in a placement, candidates need to contact their supervisor immediately.

Procedures to Follow When Issues Arise During Practicum/Internship

The Special Education Program uses a Collaborative Assessment Log (CAL) (New Teacher Center, Santa Cruz, CA) in all field placements. This log, updated during planned meetings between the candidate, mentor teacher and university supervisor, regularly addresses the following areas:

- What is working
- Areas of focus – areas of challenge or concern
- Candidate’s next steps

- Mentor Teacher's next steps

Regular and authentic use of this collaborative model should circumvent many issues that might arise in the field. However, if a mentor teacher or candidate has concerns that need to be addressed prior to a regularly scheduled meeting, they should contact the university supervisor assigned to the candidate immediately. All university supervisors share their contact information at the start of each semester. If a mentor teacher or candidate is unable to reach the assigned supervisor, it is then appropriate to contact the field coordinator, Karen Troup at karen.troup@uc.edu, 513.556.9139. **This information and process is applicable to both undergraduate and graduate candidates.**

Their mentor teacher evaluates candidates twice during the semester placement. The field and program coordinator reviews data collected from the evaluations weekly. Any candidate whose evaluation indicates concerns in several areas will be contacted. Program procedure is to verify issues noted with the assigned supervisor and mentor teacher, and then contact the candidate to meet with program faculty. If it is warranted, an action plan will be put in place to remediate areas of concern. Conditions of action plans must be met if candidates are to progress in their coursework and field placements. Please see section 14 for a sample action plan form.

13. Termination from the Special Education Program*

(This information pertains to all undergraduate, master's & licensure only candidates)

Field Experiences:

All university personnel and students are guests in school sites. The host school personnel may request/require removal of a candidate in a field clinical experience or internship. A university licensure program may terminate a candidate's participation in a field clinical experience or student teaching internship. Licensure program faculty must carry out any termination in a planned manner. Prior to termination, candidates, school-based mentor teachers and university-based supervisors are encouraged to engage in a problem-solving process and develop an action plan. The candidate, school-based mentor teacher, and university supervisor are all encouraged to be involved in the termination process. Placement termination may result in the candidate's removal from the Professional Cohort.

The licensure program faculty will follow these procedures:

- If a candidate fails one field placement, the licensure program faculty may dismiss a candidate from the program.
- If a candidate does not meet the obligations of a problem-solving action plan, the licensure program faculty may dismiss the candidate from the program.
- If a candidate is granted a second field placement after failing the first placement, (1) the candidate must participate in an interview at the second placement, (2) the candidate must sign a waiver that allows the mentor teacher at the second

placement, and other appropriate staff (e.g., principal), to be made aware of the concerns of the previous placement. (3) If the candidate refuses to sign a waiver, the licensure program faculty may dismiss the candidate from the program. See the Student Privacy Statement - Buckley Amendment (FERPA)
http://www.ncsu.edu/legal/legal_topics/student_privacy.php

- If a candidate fails two field placements, the candidate will be dismissed from the program.
- The university-based supervisor must provide documentation.
- The candidate is entitled to legal representation.

What constitutes failure in a field placement?

- When the host school personnel requests/requires removal of the candidate.
- Immediate termination when there are behaviors associated with child abuse, sexual harassment, pornography, illegal activity or breaking the law (BCI report), etc.
- Not meeting the requirements and obligations of a problem-solving action plan.
- Any behavior that would constitute dismissal of a teacher from employment.
- Failure to comply to and/or meet requirements established by the program, program faculty and supervisors, and/or mentor teacher school professionals, with regards to the field placement.
- A violation of the University of Cincinnati's Student Code of Conduct during a field placement.
- Chronic tardiness or absences.

Course Failure:

Candidates may be dismissed from the Special Education program due to course related issues. Action plans may be initiated by course instructors for reasons such as: chronic tardiness or absenteeism for class, missing assignments, failed assignments, unprofessional dispositions or behavior during class, and other substantial reasons and concerns.

What constitutes a failure in a course?

- Failure to meet the requirements of the course
- Failure to meet the requirements of an action plan
- Final grade or point score below the established minimum requirement for passing.
- Incomplete (I): All course assignments must be completed to receive a passing grade. There are several conditions for an "incomplete" grade assignment:
 - An "I" grade (incomplete) is an option only in the case that the individual has a signed or verified agreement in writing with the course instructor prior to the second to the last class of the semester.
 - An agreement will clearly designate a completion timeline of all incomplete course requirements;
 - The individual student will take responsibility to develop the agreement and not the instructor.
 - Failure to reach such an agreement, prior to the stated time frame, and missing assignments will result in an "F" for the course.

- As per university policy, after one year the "I" grade turns into an "F" grade;
- There is no opportunity to change an "F" grade.
- Furthermore, as per program policy, until converted into a satisfactory letter grade or Pass, students with an "I" (incomplete) in any course will be unable to participate in a program sponsored field or internship experiences or placements. Failure to follow the program plan as established with student service advisor may require the candidate to leave the program and reapply at a later date.

What constitutes immediate dismissal from the Special Education Program? (CECH dismissal process will be followed)

- Failure to meet the requirements of a course-based or field-based action plan.
- Grade point average below: 2.8
- Failure of program course

14. Action Plan

Teacher Candidate's Name _____

Major/Licensure Area _____ Date _____

Reason(s) for Improvement Plan: _____

<u>Disposition(s) of Concern*</u>	<u>Goal</u>	<u>Action and Assessment</u>	<u>Timeline</u>

Required Signatures

Teacher Candidate: _____ Date: _____

Advisor: _____ Date: _____

Instructor/Field Supervisor: _____ Date: _____

Discretionary Signatures

Program Coordinator: _____ Date: _____

Mentor teacher: _____	Date: _____
Department Chair: _____	Date: _____
Other: _____	Date: _____

Review of PREP

Disposition	Date of Review	Progress	Comments

Progress Key: RG = Revise goal	NP = No Progress on goal	TM = Goal Met
IP = In Progress		

Final Decision Summary:

- Concern has been resolved/goals have been met
- Progress toward goal(s) noted – continue with revised Action Plan
- Advised to research other career options
- Dismissed from Licensure Program (attach dismissal letter)

Comments: _____

Required Signatures	
Teacher Candidate: _____	Date: _____
Advisor: _____	Date: _____
Instructor/Field Supervisor: _____	Date: _____
Discretionary Signatures	
Program Coordinator: _____	Date: _____
Mentor teacher : _____	Date: _____
Department Chair: _____	Date: _____

Other: _____ Date: _____

CEC Standard Critical Performances

Note: Candidate may submit a rejoinder to this report.

15. FERPA – Consent to Release Student Information

The Family Educational Rights and Privacy Act of 1974, as Amended (**FERPA**) requires institutions accepting federal monies to protect the privacy of student information. In addition, FERPA affords students the right to review their education records, to request correction of inaccurate records, and to limit information disclosure from those records. An institution's failure to comply with FERPA may result in the Department of Education withdrawal of federal funds.

All UC faculty and staff are obliged to comply with FERPA regulations. Teacher Education Programs utilize guidelines and documents provided by the University Registrar office when addressing any issues that involve student privacy.

16. Leave of Absence

Candidates may request a leave of absence in writing. Due to the competitive nature of some licensure programs and resulting enrollment limits, program faculty members cannot guarantee the approval of a candidate's request for a leave of absence.

17. Student Athletes

Student athletes represent the University of Cincinnati when they compete for the university in any athletic games or contests. Given their complicated practice, travel and game schedules, faculty members will consider a student athlete's request for accommodations. In an effort to enable student athletes to complete a licensure program, faculty will consider accommodations that will help student athletes balance obligations in the classroom, in student teaching and field clinical experiences, on the field and in the community. The goal is to assist the student athlete without compromising the quality of the licensure program. Program faculty will consider each request for accommodations on its individual merits. If minor adjustments are not possible, program faculty will suggest an alternative path.

Special Education Practicum Candidate Roles and Responsibilities

***College of Education, Criminal Justice and Human Services
Special Education Program***

Dear Candidate,

The Practicum Candidate experience is the first field placement for our undergraduate and post graduate teacher education candidates. The purpose of this experience is to help candidates begin to understand children, disabilities, and the role of the Intervention Specialist. Candidates are expected to interact with the students as directed by their Mentor Teacher and University Faculty. Candidates assist students with activities either individually or in small groups. This experience provides the Practicum Candidate the opportunity to become comfortable in schools and to begin to understand the impact of a disability on school success.

Practicum Overview

Practicum Course Requirements:

Practicum experiences are the opportunity for candidates to interact with students with the advantage of applying methodology learned in the classroom directly associated with the experience. For example, in the co-taught methods class, Teaching Reading and Writing in the Content Areas, candidates work in small groups and are paired with General Education Candidates who are majors in English/Language Arts. Candidates are then given immediate opportunities to co-teach with another pre service teacher from another discipline, in this case, English/Language Arts.

Practicum Candidate Responsibilities

- **Complete Criminal Background Check (BCI & FBI and TB screening:**
A copy of all of these documents must be kept with all candidates during every field placement. Candidates typically store these documents in a binder.
- **Participate in instruction:** Practicum Candidates will work with individual and small groups of students, answer questions about assignments, give make-up tests, give directions, and assist students in laboratory or project work. It is important for them to teach individual students and begin to teach small groups.
- **Evaluate some learning experiences:** Grade papers and student activities, write anecdotal observations of student responses to the learning experience, and become familiar with standardized achievement tests and their uses.
- **Prepare some materials for instruction:** Secure and operate AV equipment, prepare PowerPoint presentations, transparencies or other AV materials. Prepare a laboratory demonstration, prepare bulletin boards, charts, worksheets, and tests, locate and collect supplementary materials, develop bibliographies for units, and discuss objectives and methods with mentor teacher.
- **Complete assignments for courses:** Practicum candidates will have, as part of their courses, specific lessons, and/or activities to conduct in their field experiences classroom.
- **Demonstrate Professionalism in Attendance:** All practicum candidates are to attend their tutoring sessions per assigned practicum course section times. **In the event that an absence is unavoidable, candidates must make contact with the course instructor/school personnel and or the university supervisor per instructions at the start of the field based course..** All absences will need to be made up. In the event of excessive unexcused absences, a conference will be arranged by the university supervisor with the practicum candidate and faculty instructor to determine if the circumstances are

favorable for the candidate to continue. Candidates are expected to be punctual and arrive at school at the time determined by their course instructors.

- **Demonstrate Professionalism in Conduct:** Practicum candidates are expected to conduct themselves in an appropriate and responsible manner, consistent with the dispositions described by the University of Cincinnati Educator Preparation Program and their specialized program.
- **Read this Handbook:** Practicum candidates are expected to read and become familiar with the handbook and are expected to comply with all deadlines set out in the handbook. Exceptions will be made only in extremely unusual circumstances.
- **Demonstrate Professionalism in Dress:** The Special Education Program and the University of Cincinnati expect that students will use good judgment when making decisions about dress for field placements. Specifically, Special education practicum candidates are not to wear: sweat suits, jeans, flip flop shoes, clothes that do not cover the body in a modest fashion (ex: low cut tops, tops that do not cover the midsection, low cut pants), exposed body art and body piercing. Extremes in appearance are not acceptable. Students are encouraged to discuss personal situations with their supervisor and, at times, exceptions will be made. Practicum tutoring experiences are to be considered the equivalent of internship/student teaching in regard to dress and professionalism. Dress as a professional for each experience in the schools.
- **Collaborate Effectively:** In planning and providing for the needs of the students, practicum candidates are expected to work cooperatively and effectively with the mentor teacher, paraprofessionals, related service professionals, and parents.
- **Provide Transportation:** Practicum candidates are responsible for their own transportation to/from the field school.
- **Maintains Confidentiality:** Under no circumstances may the practicum candidate discuss his/her students outside of the field school. If the candidate classroom-related material in a university course, he/she must carefully disguise the student's name, to protect the individual's privacy.

Concerns In the Field/Placement Termination:

See Special Education Program Handbook Section 13 & 14

Grading: The practicum experience is graded on a pass/fail basis by the university supervisor and the course instructor.

Special Education Student Teacher Roles and Responsibilities

College of Education, Criminal Justice and Human Services Special Education Program

Dear Mentor Teacher & Candidate,

The special education student teaching experience is the culminating field experience which allows our teacher education candidates the opportunity to integrate the role of the intervention specialist in the school setting. During this experience the student teacher, with supervision, should gradually assume the range of responsibilities required of the intervention specialist. These responsibilities should extend beyond classroom teaching and include all aspects of the intervention specialist's role in the school. This would include collaboration with general education colleagues, team building, instructional and methodological consultation to teachers and administrators, parent conferencing and other relevant activities. Many children with disabilities are included in general education academic classes and the special education student teacher must understand and practice collaborative skills needed to support inclusive practices. Each candidate is also assigned a university supervisor who will observe the student teaching intern and also assist the intern and mentor teacher through this process.

Student Teaching Overview

- **Required Credit Hours**
- Undergraduate candidates must register for 6 credit hours of internship for two semesters: Internship in Sped M/M &, Internship in Sped M/). Candidates will be assigned a placement by the field placement coordinator.
- Graduate candidates must register for 6 hours of the appropriate student teaching credit (moderate/intense or mild/moderate) each Semester. Graduate candidates may also use an approved position as an intervention specialist to fulfill this student teaching experience requirement. Please refer to the Special Education Graduate Handbook beginning on page for more information.
- Candidates must apply for their placement during Spring Semester prior to the student teaching year by submitting the student teaching application.

Student Teaching Course Requirements

- Each candidate will be assigned a university supervisor. The university supervisor will schedule observations with the intern. The supervisor will have a minimum of 5 contacts with the candidate each semester. Three of these contacts must include collaborative meetings with the student teacher and mentor teacher. Two contacts may include phone or email communications, or blackboard discussions of observations.
- All student teaching assignments are full time placements. Student teachers are expected to work the teacher workday as required by the school district.
- Prior to each visit the student teacher will complete a Collaborative Assessment Log (CAL) with their mentor teacher. The CAL will be used to guide the discussion during the supervisor visit.
- The mentor teacher and university supervisor will communicate during the course of the field experience to evaluate the candidate's performance. The university supervisor will be available to the candidate and mentor teacher for feedback and assistance when needed.
- The university supervisor will complete one online evaluation of the candidate during the course of each placement. Mentor teacher teachers will complete 2 online evaluations of the student teacher each semester. All evaluation and information forms will be electronically provided to mentor teacher teachers, student teachers and supervisors.
- Student teachers are expected to attend all teacher in-services and conferences unless the cost of attendance for the student teacher at a conference is prohibitive to the district.

Student Teacher Responsibilities

- **Review email communications sent during the summer in regard to internship expectations, supervisor communication and other important related topics.**
- **Complete Criminal Background Check (BCI & FBI and TB screening):**
A copy of all of these documents must be kept with all candidates during every field placement. Candidates typically store these documents in a binder. These documents must be renewed annually by June 30 of each academic year. A copy of each of the documents must be sent to the field coordinator by August 1 of that year.
- **Participate in Opening School Experience:** Student teachers are expected to participate in the Opening School Experience during their mild/moderate internship. This is the period of time from the first day teachers report for work (teacher in-service days) in the candidate's assigned district until the first day of class for the University of Cincinnati's Fall Semester. All candidates work a FULL DAY (teacher's work hours) during the Opening School Experience and the remainder of their student teaching experience. Once classes begin at the university in late August, student teachers have permission to leave their field placements early on the days that they have late afternoon classes IF the travel time becomes an issue (typical start time is now 4:00 or 4:30 pm)
- **Complete Capstone Project:** information will be shared in regard to the requirements for completion of this project during fall student teaching seminar. The Capstone Project will be connected to the Educator Competencies, Ohio Standards for the Teaching Profession and the Council for Exceptional Children Standards.
- Master's Students will complete a Master's Project in the place of a Capstone.
- **Complete student teaching plan:** Each candidate will complete a plan with his or her mentor teacher during the first week of placement. This plan will outline how the student teacher will gradually assume the role of the intervention specialist over the course of the semester. A copy of the student teaching plan is to be submitted to the university supervisor by the first visit, either in hard copy form or electronically. Examples of student teacher responsibilities include lesson planning, monitoring classroom staff, assessment, assisting with IEP implementation and development, participating in parent meetings and school in-services, and assisting with classroom set-up.
- **Develop Lesson Plans:** During the period when the student teacher is leading classroom instruction, he or she will:
 - Complete a Teacher Performance Assessment (TPA) to be turned in to the seminar instructor at the end of fall semester of student

teaching. During the spring semester internship, the Teacher Performance Assessment (TPA) will be submitted to the Electronic Platform that reports submissions for national review.

- Complete daily lesson plans using the district or mentor teacher format. Lesson plan or accountability measures should be shared with the university supervisor during the collaborative meetings.
- **Assist with classroom organization:** Distribute supplies and equipment for student use, clean boards, dismantle bulletin boards and displays, organize displays of projects, make seating charts, collect and distribute papers, take attendance, and maintain student records.
- **Evaluate learning experiences:** Grade papers and student activities, write anecdotal observations of student responses to the learning experience, and become familiar with standardized achievement tests and their uses.
- **Prepare materials for instruction:** Secure and operate technology such as AV equipment, prepare PowerPoint presentations, transparencies or other AV materials. Prepare a laboratory demonstration, prepare bulletin boards, charts, worksheets, and tests, locate and collect supplementary materials, develop bibliographies for units, and discuss objectives and methods with mentor teacher.
- **Engage in discussions regarding classroom rules and school policies:** Read rules and regulations governing teachers and students. Engage in conversations with mentor teacher teachers regarding safety, fire drills, evacuation procedures, medical emergencies, and other responsibilities.
- **Complete assignments for courses:** Student teachers will have, as part of their courses, specific lessons, and/or activities to conduct in their field experiences classroom.
- **Demonstrate Professionalism in Attendance:** Student teachers are to attend their placements every day. **In the event that an absence is unavoidable, student teachers must first call their mentor teacher and then email their university supervisor responsible for placement. If a supervisor visit is scheduled for the day, the student teacher MUST contact the supervisor via phone to reschedule.** The candidate should report their name, school field site, person contacted about absence, the reason for requesting an excused absence, and a number to be contacted for further discussion of the matter if necessary. **All absences must be reported.** In the event of an unexcused absence, the university supervisor with the student teacher and the mentor teacher to determine if the circumstances are favorable for the candidate to continue will arrange a conference. If absences due to illness exceed 3 days, a doctor's excuse will be required. Absences of a personal nature are to be avoided. However, in the event of the need for a personal absence, the student teacher will need approval from the mentor teacher and university supervisor. This time

will need to be rescheduled with the mentor teacher teacher's approval. In the event of excessive unexcused absences, a conference will be arranged by the university supervisor with the student teacher and mentor teacher r to determine if the circumstances are favorable for the candidate to continue. Punctuality is extremely important and interns are expected to report to their placement daily at the time determined by their mentor teacher.

- **Report to Placement During Teacher Absence:** In the event of a teacher absence, the student teacher is expected to report to their placement and continue to follow their student teaching plan as written. However, candidates are **not** permitted to serve as substitutes for their mentor teacher. Candidates are able to report to their placement as long as **a district approved substitute is present**. Any candidates with concerns in regard to this issue should contact their university supervisor immediately.
- **Maintains the Student Teaching binder:** Student teachers are expected to keep a binder with them at their placement. Contents should include: Criminal Background Check, FBI check, TB documents, daily lesson plans, and the Special Education Program Handbook.
- **Demonstrate Professionalism in Conduct:** Student teachers are expected to conduct themselves in an appropriate and responsible manner, consistent with the dispositions described by the University of Cincinnati Educator Preparation Program and their specialized program.
- **Read this Handbook:** Student teachers are expected to read and become familiar with the handbook and are expected to comply with all deadlines set out in the handbook. Exceptions will be made only in extremely unusual circumstances. A copy of the Handbook must be kept in the field placement binder.
- **Demonstrate Professionalism in Dress:** The Special Education Program and the University of Cincinnati expect that students will use good judgment when making decisions about dress for field placements. Specifically, special education interns are not to wear: sweat suits, jeans, flip flop shoes, clothes that do not cover the body in a modest fashion (ex: low cut tops, tops that do not cover the midsection, low cut pants), exposed body art and body piercing. Extremes in appearance are not acceptable. Students are encouraged to discuss personal situations with their supervisor and at times, exceptions will be made.
- **Collaborate Effectively:** In planning and providing for the needs of the students, student teachers are expected to work cooperatively and effectively with the mentor teacher, paraprofessionals, special areas teachers, and parents.
- **Participate in Parent Conferences:** Student teachers participate in conferences with parents.

- **Provide Transportation:** Student teachers are responsible for their own transportation to/from the field school. It is possible that student teachers will need to travel within a 40-mile radius of the campus that they attend. Any student teacher unable to drive must communicate this to the field coordinator and placement arrangements will be coordinated.
- **Confidentiality:** Under no circumstances may the student teacher discuss his/her students outside of the field school. If the intern uses classroom-related material in a university course, he/she must carefully disguise the student's name, to protect the individual's privacy. Conversations and other forms of communication between cohort members are to be considered confidential as well. Cohort members are expected to treat their fellow students with the professional respect that is the foundation of collaborative educational teams.
- **Student teacher planning:** Student teachers will be required to complete their coursework in addition to the lesson plan and teaching expectations of the field placement. Student teachers need to be aware of the breadth of classroom, coursework and field placement responsibilities when planning for their student teaching year.
- **Student Teaching Schedule:**
 - Follow your placement school holiday schedule during student teaching.
 - Follow the University's schedule for classes on campus.
 - Follow the school district of placement snow cancellation policies
 - Follow the school district's spring break schedule for student teaching as well as the University's spring break schedule for classes.

Concerns In the Field/Placement Termination:

See Special Education Program Handbook Section 13 – 14.

**University of Cincinnati Special Education Program:
Mentor Teacher Responsibilities**

- **Nomination:**
 - Mentor teacher teachers are nominated and recommended by their principal or District Teacher Evaluation System.
 - Mentor teacher teachers have the appropriate licensure/certification (not an emergency or temporary license),
 - Mentor teacher teachers have two years successful teaching experience.
 - National Board for Professional Teaching Standards (NBPTS) teachers, those receiving high scores in comprehensive reviews and those with masters' degrees are preferred.

- Mentor teacher teachers possess a desire and the skills needed to share their knowledge with pre service candidates
- **Dispositions:** Mentor teacher displays a commitment to the dispositions described by the University of Cincinnati Educator Preparation Unit.
- **Orientation:** The mentor teacher is responsible for ensuring that the student teacher is oriented to the school. This orientation should include a description of the field school's expectations, use of support staff and office equipment, use of materials, availability of supplies, and classroom routines.
- **Regular Meetings:** Mentor teacher teachers meet weekly with the student teacher to provide constructive feedback and make formative suggestions guided by the Collaborative Assessment Log (CAL) (CAL) to document these conversations.
- **Observe the Student Teacher:** The mentor teacher will formally observe their student teacher twice during the semester. The results of the observation will be shared with both the student teacher and university supervisor at scheduled meetings during the mentor teacher teacher's planning period.
- **Lesson Planning:** Please share your record keeping, data collection, and lesson planning forms and procedures with your student teacher. Student teachers will complete a Teacher Performance Assessment (TPA) that includes the special education program's lesson planning format as a summative assignment during the semester to their seminar instructor. For regular lesson planning during the student teaching experience, student teachers are to follow their mentor teacher teacher's lesson plan format.
- **On-line Evaluations:** Mentor teacher completes online evaluations (e.g., Student Teacher disposition progress report, mentor teacher evaluation of program, and use of technology). The university supervisor assigns the final field experience grade after reviewing the evaluations and other pertinent information. All forms can be accessed at: www.cech.uc.edu/oaci/
- **When there's a Problem:** Special education faculty take teacher evaluations of student teachers very seriously. When electronic evaluations are received and reviewed (weekly) the field coordinator follows up with supervisors and mentor teacher teachers to determine if any lower scores require action and remediation. We also ask mentor teacher teachers to immediately inform the university supervisor of any problems. Our program requires all mentor teacher teachers to participate by providing adequate documentation for field issues.
- **Mentor Teachers Do Not:**
 - Ask student teachers to do work of a personal nature, such as running errands off the school grounds
 - **Leave the student teachers unsupervised at any time.** (see legal considerations below)
 - Limit student teachers to observation or do the same routine task, (typing, filing, grading papers, etc. for the entire placement).
 - Ask student teachers to supervisor children without the presence of a licensed or certified teacher
 - Ask student teachers to assume full responsibility for field trips. (NOTE: student teachers may not drive a vehicle transporting students to/from school functions or be responsible for students off campus.)

Legal Considerations: Student teachers must be supervised at all times. A student teacher may not serve as a substitute in the classroom.

"Legal Considerations: Candidates may not be unsupervised at any time. A candidate may serve as a substitute only during hours when he/she would not usually be in the classroom. Candidates may not miss university classes to be a substitute teacher. A candidate may continue learning experiences under the supervision of a substitute teacher, but legal constraints require the presence of a district-approved substitute teacher in the classroom. Although a candidate is encouraged to assist the mentor teacher with extracurricular responsibilities and playground duty, because of legal and insurance constraints, a candidate cannot replace the teacher in these duties."

- **Grading:** The student teaching experience is graded on a pass/fail basis by the university supervisor. The mentor teacher will be asked to complete two online evaluations per semester. The university supervisor will assign student grades.

Student Teaching Plan (sample semester plan)

Candidate name: _____ Phone: _____
 UC email: _____
 Mentor teacher name: _____
 School phone: _____ Teacher email: _____
 School hours: _____

It is suggested that student teachers gradually assume the roles & responsibilities of the intervention specialist using the guidelines below. Mentor teacher teachers are expected to be present in the classroom during student teaching time. The following sample schedule outlines a suggested plan for implementation. Please document your own plan if this schedule does not meet the needs of your setting.

Week	Student Teacher Responsibility	
1	Attend opening in-service days, help teacher open and organize the classroom, observation of critical elements routines and climate	
2	Assist in classroom	
3	Teach 25% of teacher instructional time using teacher lesson plans	
4	Teach 25% of teacher instructional time, developing own lesson plans following teacher directed curriculum	
5	Teach 50% of teacher instructional time, intern lesson plans, teacher curriculum	
6	Teach 75% of teacher instructional time, intern lesson plans, teacher curriculum	
7	Teach 100% of teacher instructional time, intern lesson plans, teacher curriculum	
8	Teach 100% of teacher instructional time, intern lesson plans, teacher curriculum	
9	Teach 100% of teacher instructional time, intern lesson plans, teacher curriculum	

10	Teach 100% of teacher instructional time, intern lesson plans, teacher curriculum	
11	Teach 50% of teacher instructional time, intern lesson plans, teacher curriculum	
12	Teach 25% of teacher instructional time, intern lesson plans, teacher curriculum	

Candidate Signature: _____

Teacher Signature: _____

Collaborative Assessment Log (CAL)

During the semester it is expected that the student teacher initiate a weekly meeting using the Collaborative Assessment Log (CAL) to document the conversations between mentor teachers and candidate. The Collaborative Assessment Log (CAL) was originally used by the New Teacher Center, Santa Cruz, California, in their teacher preparation programs. This tool is now being utilized by the Ohio Department of Education with all new teachers. The Collaborative Assessment Log (CAL) asks four questions: What is working? Are there any areas of concern or issues that need to be addressed? What are the student teacher's next steps? What are the mentor teacher's next steps?

The Ohio Professional Teaching Standards are included for reference on this document.

Collaborative Assessment Log (CAL)	
Candidate:	Date:
<p>Check all that Apply:</p> <p> <input type="checkbox"/> analyzing student work <input type="checkbox"/> observing mentor teacher <input type="checkbox"/> reflecting on teaching <input type="checkbox"/> dispositions <input type="checkbox"/> questioning <input type="checkbox"/> communicating with parents <input type="checkbox"/> initiating discussions <input type="checkbox"/> taking initiative <input type="checkbox"/> IEP Development/Meeting <input type="checkbox"/> Reflecting <input type="checkbox"/> discussing content standards <input type="checkbox"/> lesson planning <input type="checkbox"/> using technology <input type="checkbox"/> management <input type="checkbox"/> scaffolding writing strategies <input type="checkbox"/> modeling lesson <input type="checkbox"/> problem solving <input type="checkbox"/> differentiating instruction <input type="checkbox"/> rapport <input type="checkbox"/> scaffolding reading strategies <input type="checkbox"/> observing instruction <input type="checkbox"/> providing resources <input type="checkbox"/> assessment <input type="checkbox"/> dispositions <input type="checkbox"/> writing conferences </p>	
<p>What is working?</p> 	<p>Current Focus – Challenges - Concerns</p>
<p>Candidate's Next Steps:</p>	<p>Mentor teacher Teacher/Supervisor's Next Steps:</p>

Next Meeting Date:	Focus:

University Supervision

Each university supervisor will visit three times during the semester during the mentor teacher teacher’s planning period. It is expected that both the mentor teacher and the student teacher be available and participatory during this meeting. The student teacher will share the most recent Collaborative Assessment Log (CAL) during this meeting and complete a new document. Mentor teacher teachers are asked to formally observe the student teacher before the second and third supervisor visits.

20: Teacher Performance Assessment (TPA)

All first licensure candidates, either undergraduates or master’s students, are required to complete a TPA. The seminar instructor will guide candidates through the completion process during the final cohort year. All licensure course instructors target TPA assessment areas during their instruction throughout the program so that all candidates are familiar with components required for successful completion.

Teacher Performance Assessment (TPA) Background: The TPA (Teacher Performance Assessment (TPA) Consortium) is an initiative to develop an assessment of the competence of pre-service teachers, a prototype for a national teaching performance assessment. The goals are to develop “a nationally accessible teaching performance assessment” that “will allow states, school districts and teacher preparation programs to share a common framework for defining, and measuring a set of core teaching skills that form a valid and robust vision of teacher competence. As states reference data generated from this tool to inform teacher licensure, recruitment and tenure, they will establish a national standard for relevant and rigorous practice that advances student learning.”

In the Teacher Performance Assessment (TPA), candidates describe, analyze, and evaluate the teaching of a 3-5 lesson “learning segment”.

The assessment is built around the proposition that successful teaching is based on knowledge of subject matter and subject-specific pedagogy, developing knowledge of one's students, reflecting and acting on evidence of the effects of instruction on student learning, and considering research/theory about how students learn.

The Teacher Performance Assessment (TPA) is focused on student learning. To complete the assessment, candidates describe their plans and what they actually did to achieve student learning (the "what"), provide a rationale for their plans and an analysis of the effects of their teaching on their students' learning (the "so what"), and analyze and reflect on the resulting student learning to plan next steps in instruction or improvements in their teaching practice (the "now what").

Candidates' assessment evidence is judged on five dimensions of teaching: planning, instruction, assessment, reflection, and academic language. The evidence for the planning, instruction, and assessment dimensions will come from the corresponding tasks. Evidence for the reflection dimension comes primarily from the daily reflections but may come from the Instruction and Assessment tasks. Evidence for the academic language dimension will come from across the tasks. Those who score the candidate's work use 11 rubrics.

Candidates submit artifacts and commentaries. Artifacts are evidence of their teaching practice. They include lesson plans, copies of instructional and assessment materials, one or two video clips of their teaching, and student work samples. They also write commentaries describing their plans and practice, explaining the rationale behind them, and analyzing and reflecting on what they learned about their teaching practice and their students' learning. In a commentary, they respond to questions that prompt them to provide evidence of what they know and understand about your teaching practice. The commentaries guide the assessors in interpreting the artifacts they submit. The commentaries also are evidence of the candidates' ability to communicate about and reflect on their teaching practice. The candidates' writing ability is not scored directly, but it is important that the writing is clear and focused on key elements of the candidates' descriptions, explanations, or reflections.

21: Capstone Project - undergraduates
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Special Education Program Capstone Project

- 1) What is the purpose of a Capstone Project:
 - To demonstrate an understanding of the 10 CEC professional standards
 - To integrate knowledge of the standards with the General Education Baccalaureate Competencies in Special Education
 - To generate “Big Ideas” from student learning and provide evidence of this learning in a professional format
- 2) What are the Baccalaureate Competencies:
 - Critical thinking
 - Communication: effective written, oral and visual
 - Knowledge Integration
 - Social Responsibility
- 3) Why do I need to do this project?
 - Each day a teacher makes over 3000 nontrivial decisions in the classroom (Bullock & Hawk, 2005; Danielson, 1996)
 - Current evaluation tools do not adequately tell the real story of a teacher’s growth.
 - A capstone project allows you to demonstrate the depth of your own growth.
 - Through reviewing your coursework and matching it to the 10 CEC standards and the competencies you will see evidence of your own professional development
 - The capstone project work prepares candidates for spring employment interviews
- 4) How do I get started:
 - Through reviewing your coursework and matching it to the 10 CEC standards you will see evidence of your own professional development. Use the table provided to link coursework to the Basic Competencies
 - Begin to generate “Big Ideas” when reviewing your work. What are values you have learned in regard to the Basic Competencies that are critical to whom you are as a professional?
- 5) How do I organize this project?
 - You will develop a poster (using the sample as a guideline)
 - We suggest that you purchase a tri – fold poster board and set it up, again, using the sample as a guide.

- Your poster will highlight your “Big Ideas”, coursework and other artifacts that link CEC content standards and General Competencies to those ideas.
- Use the rubric as the foundation for your work

6) When is the poster project due:

The last seminar class will be your opportunity to showcase your learning. Class will be held in a larger venue. Posters will be presented to faculty, peers, parents & other invited guests. Faculty & peers will review your poster using the rubric. Faculty will circulate, ask questions & give each candidate the opportunity to highlight their “Big Ideas” and coursework connections.

Basic Competencies for Special Education	Council for Exceptional Children Standards
Critical Thinking	Individual Learning Differences Assessment Instructional Strategies
Communication: <ul style="list-style-type: none"> • Written • Verbal • Oral 	Communication Collaboration
Knowledge Integration	Foundations Development & Characteristics of Learners Instructional Strategies Instructional Planning
Social Responsibility	Individual Learning Differences Learning Environments & Social Interactions Ethics & Professional Practice Collaboration

22. Applying for Licensure: Praxis II

Any licensure candidate who is within two semesters of completing their program requirements (including course work and field experiences) and has evidence of passing the required Praxis II tests may begin the licensure application process outlined below:

[1] The application information and forms are now on the web. Go to <http://www.cech.uc.edu/oaci>, click on Current Students, and then on Licensure Application Information.

[2] As directed on the web site, you will send your application materials and payment to the Student Services Center:

Licensure Officer
Student Services Center
College of Education, Criminal Justice, and Human Services
1110 One Edwards Center
P.O. Box 210386 210002
Cincinnati, OH 45221

Please be aware that licensure applications, once submitted to our Licensure Officer may take up to 6 weeks to process. This time frame includes processing from the University of Cincinnati and the Ohio Department of Education. You are encouraged to apply for licensure as soon as you receive your passing praxis scores.

[3] The Student Services Center staff will forward your application packet to the UC Office of Assessment and Continuous Improvement for review. Their staff will facilitate the process by contacting your licensure program advisor to verify that you have completed all of the licensure requirements (e.g., course work, field practicum, and student teaching, formative and final assessments) and send your application packet to the Ohio Department of Education.

[4] Upon approval, the Office of Assessment and Continuous Improvement will release your license to you. The license will be mailed to the address you provide on the licensure application.

If you have any questions, do not hesitate to call Ms. Karen Schmidt at the Office of Assessment and Continuous Improvement at 513 – 556 – 0297.

Praxis II Requirements

How to register & what tests to take: Student Services and Program faculty shares this information. This is subject to change.

www.ets.org/praxis = registering for Praxis 2 Tests

Choose State-testing requirements: Ohio

Your program will keep you as updated as possible as to the correct tests to register for...as the test number and title can change from year to year.

Praxis Testing Information:

The Praxis Series™: Teacher Licensure and Certification

The Praxis Series assessments provide educational tests and other services that states use as part of their teaching licensing certification process. The *Praxis I*® tests measure basic academic skills, and the *Praxis II*® tests measure general and subject-specific knowledge and teaching skills.

23. Master's Project

Projects should produce a tangible product such as a curriculum, literature review, CD/DVD, or action research study. The candidate should be able to explain how their project applied ideas or skills learned in the program to the problem being addressed and why this approach is appropriate. The results of a project should be useful to the candidate **and to others in the field**. The objectives of the final Master's Project are as follows

The objectives of the Master's Project are as follows:

- Utilize extant research
- Demonstrate reflective practice about yourself as scholar-educator
- Demonstrate pedagogical content knowledge
- Understand role of the educational context
- Understand the influence of persistent issues or theoretical framework
- Demonstrate mastery of oral and written communication
- Collect, analyze, and draw conclusions about classroom-based evidence
- Think systematically about practice and learning experience (NCATE Standard)

24. Special Education Faculty & Staff

Executive Staff Assistant: Special Education Front Desk (513) 556-1059

Bauer, Anne	(513) 556-4537
Carnahan, Christine	(513) 556-3689
Haydon, Todd	(513) 556-3580

Hord, Casey
Kroeger, Stephen (513) 556-2729
Riordan, Wendy (513) 556-4189
Troup, Karen (513) 556-9139

Other Faculty & Staff Numbers

Boat, Mary (Director, Graduate Programs) (513) 556-3817
Johnson, Lawrence (Dean, CECH) (513) 556-2322
Sapona, Regina (Assoc. Dean) (513) 556-4550
Schmidt, Karen (licensure office) (513) 556-1343
Stringfield, Samuel, (Director, School of Education)

25. Office of University Ombudsman

Ideally, when a circumstance arises wherein a student has a complaint, we would like that student to try to work out the problem with the instructor or program chair, however, occasionally a circumstance may arise wherein a satisfactory resolution cannot be reached in this manner. The Office of University Ombudsman is available to mediate such disputes through an impartial process.

Our Purpose: To respond to the concerns of the university students, faculty and staff. We investigate complaints; refer problems to other university offices, and offer mediation and conflict resolution services. We are dedicated to cutting through bureaucratic red tape in order to solve problems confidentially and promptly. The Ombudsman Office is not an agent of notice for the University, and we keep no records.

Our Role:

- **LISTEN** carefully to your complaint
- **ADVISE** you of options available to resolve your problem
- **ANSWER** your questions about university policies and procedures
- **INVESTIGATE** your complaint
- **REFER** you to the appropriate university office or individual
- **MEDIATE** a resolution

Our Commitment: To consider all sides of a problem and to uphold justice and fair treatment for all members of the University Community.

Our Services:

- Grade complaints
- Student financial aid

- Course schedule difficulties
- Fee disputes
- Sexual harassment
- Discrimination
- Grievance procedures

For more information, please visit the Ombuds Office website at <http://www.uc.edu/ombuds/html>

Grade grievances: For more information, please consult the University Ombuds website at http://www.uc.edu/ombuds/UG_Grade_Complaints.html

26. Graduation without Licensure

The College of Education, Criminal Justice and Human Services licensure program faculty members occasionally recommend student for a Bachelor's Degree without a teaching license. If the candidate completes the requirements for the degree, the College of Education, Criminal Justice and Human Services will recommend the candidate for graduation (Bachelor of Science in Education) without licensure. The candidate must complete the undergraduate graduation without Licensure petition. Candidates must be aware that awarding the BSEd without recommendation for licensure is a consequence, not an option. This may indicate the candidate has had an unsuccessful field experience or has discovered that teaching is an inappropriate career choice.

Candidates requesting to graduate with a Bachelor of Science in Education without licensure must file a petition. The following stipulations must be outlined in the petition:

1. The undergraduate student must complete a rigorous matrix of alternate requirements as designated by the degree program. Any alternative matrix for the BSEd must include university-wide general education requirements and a capstone experience. Students must have the required total number of credit hours to graduate.
2. If the student wishes to return at a later date to complete his or her student teaching, the student must petition to be allowed to return to the University of Cincinnati's School of Education to complete his or her student teaching.
3. If the student is permitted to return to complete student teaching and pursue a teaching license, the student must comply with the licensure requirements that are in place at the time of his or her return.
4. If a student returns for a teaching license at a later date, the student must be matriculated in a graduate teacher education program.

27. References

Beverly, C., Santos, K. & Kyger, M. (2006). Developing and integrating a professional disposition curriculum into a special education teacher preparation program. *Teacher Education & Special Education*. 29(1), pp. 26-31

Bransford, J., & Stein, B. (1984). *The IDEAL problem solver*. New York: W. H. Freeman.

NCATE (2008). *Professional standards for the accreditation of teacher preparation institutions*. Washington, DC: NCATE