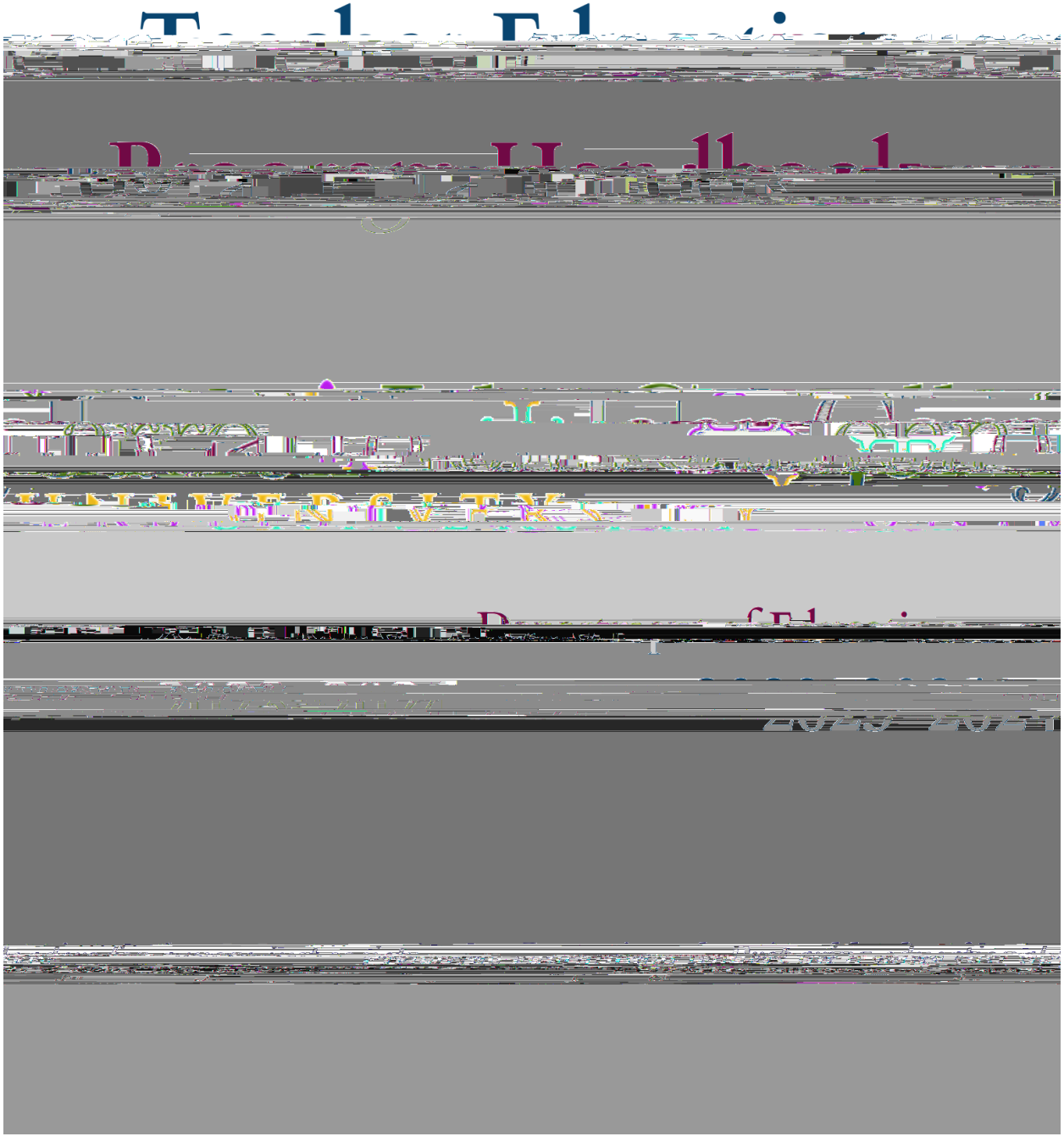

Welcome Teacher Education Candidates,

John Carroll University has been preparing teachers since 1920 and since that time, has been recognized for its commitment to cultivating teachers who are socially just, culturally competent, and pedagogically skilled. Our commitment to the Jesuit Ideal of an Educator continues strong today.

The goal of the Jesuit Ideal is a leader-in-service. The Jesuit Ideal embraces a religious, personal, social and action-oriented mission. The Ideal is represented by five dimensions of personhood, which together foster intellectual growth, self-discovery, continuous adaptation, commitment to continuous improvement, and a willingness to accept the challenges of leadership; all essential components for effective teachers in the 21st Century.

The five dimensions of personhood interact to shape the educator as a leader-in-service. The department's professional education programs for school personnel foster the content knowledge, skills, and dispositions that contribute to the formation of the professional as Person who embodies the Jesuit Ideal. The conceptual framework grounds and guides the department's professional education programs. The educator as a person is foremost.

In this Handbook, you will learn more about the unique characteristics and challenges of teacher preparation at John Carroll University. It will provide you with the information you need to navigate your program.

The Department of Education welcomes you to our program. Be assured of our commitment to your success as you pursue your personal and professional goals as a member of our University and our Department.

Sincerely,

The Faculty and Staff of the Department of Education

Who G R , F R Q W D F W I R U «

INTRODUCTION

"…we want our graduates to be leaders-in-service. That has been the goal of Jesuit education since the sixteenth century. It remains so today." - P. Kolvenbach, S.J. 1989

University Mission

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world. The University finds the source of its inspiration in the experience of Saint Ignatius of Loyola and the centuries-long commitment of the Society of Jesus to academic excellence and service to the common good. The Jesuit Catholic character of John Carroll University is a single reality based on the integration of faith and culture. It represents a commitment to a church within the world, serving the human search for truth and value, and for justice and solidarity. It also represents a reverence for the transcendent vision that Christ preached and lived as the final best expression of human fulfillment. This Jesuit Catholic character inspires and guides the intellectual, professional, and ethical labors that make John Carroll a university.

Consistent with the University mission, the Department of Education is committed to providing a professional education in a liberal arts context, upholding social justice values, remaining responsive to society's changing needs, focusing on personal as well as professional development of the individual and emphasizing teaching that is anchored in a strong research base and the Jesuit Ideal of an Educator

JCU Institutional Academic Learning Goals

The University has identified nine learning goals, which represent the knowledge, skills, and dispositions of John Carroll graduates.

1. Demonstrates an integrative knowledge of human and natural worlds'
2. Develop habits of critical analysis and aesthetic appreciation;
3. Apply creative and innovative thinking;
4. Communicate skillfully in multiple forms of expression;
5. Act competently in a global and diverse world;
6. Understand and promote social justice;
7. Apply framework for examining ethical dilemmas;
8. Employ leadership and collaborative skills;
9. Understand the religious dimensions of human experience.

Department of Education Conceptual Framework

The conceptual framework of the Professional Education unit in the Department of Education is grounded in the Jesuit Ideal of an Educator which is characterized by five dimensions of the person (Gray, 2004; Havernak, 1992; McCool, 1986)[1].

Five Dimensions of the Jesuit Ideal

Formation of the total person. One of the most valuable resources educators can draw on in their educational practice is their own sense of self. The Jesuit Ideal calls for educators to communicate the importance of seeking truth, meaning, and value with their whole being. Each educational act progresses not only from content area expertise, but also from the whole person as an agent of change. Only as educators have developed their own person can they help to develop the candidate as person.

Personal influence of the educator. To influence the growth and development of students, the educator seeks to know about their lives both in and out of school. This knowledge is the foundation of dialogue that contributes to the development of the total person of the candidate.

Educational settings as communities of personal influence. In educational practice, educators view the school setting as a community of engagement with others for the betterment of humanity in the school locale and in the society. The school setting is seen as an active site of social justice where diversity and individual differences are celebrated.

Education as a vocation. The Jesuit Ideal asserts that educators view their role as a vocation, a life of dedicated service towards the growth and development of candidates. In turn, educators continually work at their own professional growth and development committed to the greater good

Department of Education Programs

The Teacher Education Program at John Carroll University is accredited through the Council for the Accreditation of Teacher Education (CAEP) and the various Specialized Professional Associations, (AMLE, NSTA, NCTM, NCTE, NCSS). The Department offers various degree, licensure, and endorsement programs.

Undergraduate: Traditional

Upon acceptance into the Teacher Education Program, the candidate completes coursework in the chosen area of licensure. John Carroll University offers three teaching licensure programs: Primary Childhood (P-5), Middle Childhood (MC), and Adolescent/Young Adult (AYA) Licensure. Candidates who complete the Primary Childhood and Middle Childhood Programs earn a Bachelor of Arts Degree in Education; Candidates completing the AYA program earn a Bachelor's Degree in their teaching field with a secondary major in Education. In addition to completing coursework specifically required for licensure, the candidate completes coursework in the required integrative core for the university.

Licensure Programs

The Department offers three licensure programs: Primary Childhood, Middle Childhood, and Adolescent Young Adult. At the undergraduate level, candidates pursuing Primary Childhood and Middle Childhood licensure earn a Bachelor's Degree in Education. Candidates pursuing AYA licensure earn a bachelor's degree in their teaching fields, with a secondary major in Education. Licenses are offered in Integrated Language Arts, Integrated Social Studies, Integrated Science and Integrated Math.

For all programs, candidates complete field experiences and clinical practice to develop knowledge, skills and dispositions in specific teaching domains. Experiences are varied and range from on-campus settings to school and community settings. Candidates complete a professional year of pre-student and student teaching in classrooms; they are expected to apply knowledge and skills gained in coursework to classroom settings. Candidates must successfully complete the pre-student/student teaching year to be eligible for licensure.

M.Ed. Initial Licensure

The Professional Teacher Initial Licensure Program is a full or part time program designed for adults who hold a liberal arts degree (B.A. or B.S.) or equivalent and wish to obtain teaching licensure while completing a M.Ed. degree. The master's degree course of study is a 39-57 credit hour program (depending on licensure area; with additional content area coursework if necessary for Middle Childhood, Adolescent/Young Adult licenses) at the graduate and undergraduate levels, including a six-semester hour clinical teaching placement.

M.Ed. School -Based Initial Licensure

The School-Based M.Ed. Program is a full-time, intensive 11-month program designed for adults who hold a liberal arts degree (B.A. or B.S.) or equivalent and wish to obtain teaching licensure while completing a M.Ed. degree. The master's degree course of study is a 33-45 credit hour program (depending on licensure area) at the graduate level, which includes a six-semester-hour teaching candidateship. The program requires summer coursework and one full academic year that includes coursework and full-time placement within a school/classroom.

Candidates are responsible to apply for licensure upon successfully completing student teaching, program requirements, and passing the state mandated exams. Faculty advisors and program coordinators are available for consultation during this process.

Reading Endorsement

A state endorsement that can be added to a teaching license that provides teachers with the credential to teach reading K-12. This program requires 15 credit hours and the appropriate OAE exam. This is a graduate-level program only offered to in-service teachers.

Declaration of Major

If candidates have not already declared Education as a major, once they have been accepted into the Teacher Education Program they must complete the Application for

POLICIES AND PRACTICES

TB Testing

Some districts require candidates who are working in schools to have an annual TB Test.

Liability Insurance

All PSTs and STs are required to provide proof of liability coverage. You may use a private carrier or obtain coverage by joining The National Education Association and the state affiliate the Ohio Education Association. Follow this link or scan the QR code https://www.ohea.org/oea-aspiring-educator-enrollment-renewal-form/ or see the Department of Education Programs Canvas site.

The membership year runs from September 1 or date of enrollment through August 31st. Currently Liability insurance through the OEA is free because they have decided to wave the fee for aspiring educators.

Ohio Assessment for Educators

As part of the licensure process, the State of Ohio requires teacher candidates to successfully pass the Ohio Assessment for Educator (OAE) examinations. There are fees associated with each of the OAE exams. **Beginning July 1, 2020, the Ohio Department of Education will accept a passing score on the edTPA to replace the OAE Professional Knowledge Exam.**

classroom when they are scheduled to be in their mentor teacher's classroom, nor are JCU partner schools allowed to request that they do so.

Undergraduates are **NOT** eligible for substitute teaching. When the candidate teacher assumes responsibility for the class due to an immediate emergency, the school principal or another certified staff member must notify the appropriate Teacher Education Program Coordinator and periodically check with the candidate teacher on site until a contracted substitute teacher is in place.

Work Stoppages

Teacher licensure candidates are candidates at John Carroll University. They are not licensed personnel of an agency school or school district and therefore do not have any legal status. They should not report to a program or school site in the event of work stoppages.

Student Concerns and Remediation Policy

When a student concern is identified in an academic course or field placement, the course instructor, cooperating teacher, or university supervisor will complete the Student Concerns Form (available on the website here: https://jcu.edu/academics/education/about/faculty-resources and in the Appendix). The form will be submitted to the Field Placement Coordinator for review and forwarding to the appropriate program coordinator a

- Poor interpersonal skills with school's students, faculty, and/or staff.
- Violation of school policies, procedures, rules, regulations, or code of ethics, including any harm or potential harm to students, staff, fami O L H V R Q H ¶ V V H O I R others involved in the school setting.
- Lack of appropriate professional attitudes or behaviors.

Procedures for Termination

If a problem arises which could culminate in termination of the candidate's field or clinical experiences, th H D S S U R S U L D W H V F K R R O R U X Q L Y H U V L W \ S H U appropriate program coordinator in writing, that issues have been raised that question a F D Q G L G D W H ¶ V D E L O L W \ W R P R Y H I R U Z D U G L Q W K H S U R J U D the co-chairs of the situation with the candidate.

As soon as reasonably possible, the parties will meet to discuss the problem(s). Written documentation of the problem(s) will be shared with the candidate. The candidate will be informed in writing of the specific conditions that he/she must meet in order to continue with the experience and the period of time within which this must be accomplished.

If, by the end of the period established during the meeting, the co-chair, program coordinator, and others involved agree that the candidate has not met these conditions, the experience will be terminated. A formal letter of dismissal, describing the candidate's performance, and indicating the reasons for dismissal, will be prepared and delivered to the candidate in a meeting with the candidate convened by the site supervisor and attended by the mentor teacher and the school principal, the appropriate coordinator, and department chair. The candidate will be removed from the experience immediately upon delivery of the letter and he/she will not receive credit for the experience

Appeal

Due process is available to candidates who wish to appeal their termination. First, candidates should discuss the matter with their advisor. After this discussion, if the candidate wishes to pursue an appeal, they should do so in writing to the department co- chair within 30 days of termination. If further action is required, an appeal may be made to the appropriate dean.

FIELD AND CLINCAL I EXPERIENCES

) U R P W K H E H J L Q Q L Q J R I D F D Q G L G D W H V ¶ S U R J U H V V Coordinating Student Teaching and Clinical experiences are an integral part of the Teacher Education Program. Built upon increasing levels of complexity and candidate involvement, and paying particular attention to diverse settings and sites, the program seeks to develop candidates who display the characteristics of educators who can teach effectively in a variety of settings. The focus is on in-classroom experiences that are integrated with coursework. & D Q G L G D W H V ¶ S U R J U H V V based on performance data in essential teaching knowledge, skills and dispositions. The Department of (G X F D W L R Q ¶ V S O D F H P policy is; Teacher Education faculty determines field and clinical placement sites in collaboration with partner schools and districts. Consideration is given to the following I D F W R U V W R H Q V X U H T X D O L W \ I L H O G D Q G F O L Q L F D O H [S H U experience; (ii) diversity and multiculturalism of sites; (iii) relative proximity to the university.

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University Supervisors University full-time or part-time faculty are responsible for the supervision and evaluation of teacher candidates. They work collaboratively with clinical educators and coordinating faculty to provide the candidates with the support and resources necessary to achieve success in their clinical II experiences.

Standards of Professionalism during Field Experiences (Clinical I)

During the in-school observation hours of field and clinical experiences, candidates are expected to act professionally at all times and keep in mind that this school may be a district they are assigned for completion of their student teaching. Candidates need to make a good impression, keeping in mind that they are not only representing themselves at the site, but the University and Department as well. Candidates should:

- Arrive at or before the time the cooperating teacher arrives;
- Dress professionally and attend to personal hygiene
- Wear any district required identification in plain sight at all times.
- Keep observation appointments. If an emergency arises and plans must be changed, notification of the school and teacher immediately with sincere apologies is imperative.
- Track all observation hours on required time sheet and have cooperating teacher sign when observation hours are complete as required by specific courses.

THE PROFESSIONAL YEAR

The Professional Semesters: Overview and Roles and Responsibilities

The pre-student teaching semester, also known as Clinical II Year, which is followed the next semester by student teaching. During the pre-student teaching semester, candidates commit to spending on the equivalent of a full day, each week at the school site. During this semester, the candidate works to establish a relationship with the cooperating teacher, the students, and the school community and becomes familiar with the curriculum and teaches some lessons. This is a developmental process as the candidate moves from his or her initial coursework and field experiences into the beginning of the professional year, which, if successful, leads into student teaching at the same site with the same cooperating teacher(s) and university supervisor. During student teaching, the candidate is committed to five full days per week at the site. Student teachers may be approved to take one additional course during the semester they student teach. The request to take an additional course must be made at the time of application for student teaching (15 hours for undergraduate/12 hours for graduate total) . Teacher candidates cannot assume that the license is an automatic outcome of this year. Candidates must be successful in both experiences as well as fulfill requirements as prescribed by the Department.

University Supervisor

During the Clinical II Year, highly qualified, full time faculty and part time instructors serve as university supervisors of up to five pre-student teachers/student teachers. The university supervisor mentors the same candidate throughout the professional year, unless circumstances warrant a change. The following are expectations of the university supervisor:

- Serves as a liaison between the cooperating teacher (and field site) and the Department of Education.
- Supervises and mentors the teacher candidate throughout the clinical year.
- Visits the field site early in the semester to review the requirements of the professional year to see that the teacher candidate and the cooperating teacher(s) have established a good professional rapport and to troubleshoot any emerging issues.
- Collaborates with cooperating teachers and teacher candidate(s) at school site to provide meaningful feedback and mentoring.
- Reviews lesson plans and observes lessons for at least the minimum number of times required for pre-student and student teaching.
- Completes the requi

- PST: 1 per semester
- ST: 2 per semester (1 mid-term, 1 final) These evaluations are orally conducted in a three-way conference format (CT, US, ST), with the US submitting a Consensus Evaluation Form to the appropriate Education department program administrator.

- Participates in orientation meetings of PST/ST and all university supervisors and candidates.
- Participates in monthly meetings of university supervisors.

Cooperating Teacher

A cooperating teacher is a highly qualified schoolteacher who serves in the role of collaborator in the preparation of teacher candidates including their selection and assessments of candidates. The cooperating teachers serve in the role of mentor for an initial licensure candidate. On a day-to-day basis, the cooperating teacher mentors the candidate throughout both clinical semesters unless circumstances warrant a change. The following are expectations of a cooperating teacher:

- Serves as a mentor and role model to the candidate.
- Supports the development of teacher candidate as the candidate increases responsibility for teaching practice, from observing to assisting in the classroom to teaching lessons to individuals, groups of students and the whole class.
- Provides information and resources to help the candidate become familiar with the district/school curriculum and teaching methods.
- Involves the teacher candidate in professional development opportunities, extra-curricular activities, and parent/family activities such as conferences.
- Facilitates conversations between and among the candidate and university supervisor to provide meaningful feedback and mentoring.
- Reviews lesson plans and observes lessons for at least the minimum number of times required for pre-student and student teaching.
- Completes the required number of online observations and evaluation summary forms for each candidate according to the department schedule.
    - Conducts observations including submission of e-documentation
        - PST: 3 per semester per candidate
        - ST: 4 per semester per candidate
    - Conducts summary evaluations including, as pertinent, submission of e-

protocols, personal and professional development as a teacher, or anything that relates to the development of an effective teaching-learning environment.

- I understand that there is an expectation that I will begin to become part of the school community, attend teacher meetings when possible, as well as family-teacher conferences and other events as they occur.
- I understand that I will be observed in formal teaching situations at least three (3) times by my University Supervisor and at least three (3) times by my Cooperating Teacher during the pre-student teaching semester.
- I understand that there is an expectation that everything that I do related to planning, preparation of class materials, and assessment of learning, reflects an understanding of developmental characteristics, and utilize age-appropriate materials.
- I understand that there is an expectation that my planning, teaching, and involvement with students demonstrates an understanding for accommodating learning experiences to meet the individual differences of all learners.
- I understand that there is an expectation that I will be responsible for all books, documents, assignments, and responsibilities given to me during the Pre-Student Teaching semester.
- I understand that in order to move into the Student Teaching semester I must have:
    - Favorable recommendations from my University Supervisor and my Cooperating Teacher
    - Met expectations for the pre-student teaching semester
    - Completed all coursework related to my specific license
    - + D Y H W K H I R O O R Z L Q J * 3 $ ¶ V
        - 2.7 or higher Overall GPA
        - 2.7 or higher Education GPA
        - 2.7 or higher Teaching Content Area(s) GPA (MC, AYA)

A copy of the Pre-Student Teaching Semester Statement of Obligations & Responsibilities form is included L Q W K H V W X G H Q W ¶ V I L H O G. The L Q G H U W R signed statement indicates that the candidate has read this list of obligations and

- x I understand that there is an expectation that I learn about and uphold the policies regarding professional conduct outlined by my placement site.
- x I understand that I am expected to attend each session of the weekly seminar.
- x I understand that there is an expectation of professional behavior and professional dress at all times.
- x I understand that there is an expectation of arriving early and leaving after the students leave the building. Being absent, or late, is not acceptable and is unprofessional.
- x I understand that there is an expectation that lesson plans will be prepared for every teaching situation, whether it is one-on-one, small group, or whole class.
- x I understand that there is an expectation that the Cooperating Teacher will have the lesson plan no less than two (2) days prior to my teaching episode.
- x I understand that there is an expectation that my University Supervisor will have the lesson plan no less than two (2) days prior to my observation.
- x I understand that there is an expectation that I will meet with the Cooperating Teacher daily to discuss my teaching, classroom behavior, protocols, or anything that relates to the development of an effective teaching-learning environment.
- x I understand that there is an expectation that I will begin to become part of the school community, and attend teacher meetings as well as family-teacher conferences.
- x I understand that there is an expectation that I will be observed in my teaching at least four (4) times by my University Supervisor and my Cooperating Teacher. In addition, there will be a midterm and final evaluation opportunity.
- x I understand that I am expected to incorporate my Cooperating Teacher and 8 Q L Y H U V L W \ 6 X S H U Y L V R U ¶ V I H H G E D F N L Q W R P \ V X E V H T overall conduct at my placement.
- x I understand that there is an expectation that my planning, preparation of class materials, and assessment of learning reflect an understanding of how to accommodate learning experiences to meet the individual differences of all learners.
- x I understand that there is an expectation that I will be responsible for all books, documents, assignments, and responsibilities given to me during the Student Teaching semester
- x I understand that I need to complete the edTPA and meet the benchmark score requirements set by the Department of Education. Full details will be distributed in the ED 4071, ED 4072 or ED 4073 seminar. Where I do not meet these requirements, I will need to satisfactorily complete an intervention plan that consists of revising my edTPA to meet the benchmark scores. I will be subject to receiving an Incomplete for the seminar course until I meet these requirements.

- x I understand that there is an expectation that I will be responsible to acquire student teaching liability insurance with proof of same.
- x I understand that there is an expectation that I may be responsible to acquire a TB test (Health Services provide this, ext. 4349).
- x I understand that I am obligated to Student Teach every day of the semester, including the times when John Carroll is on a break. The only time I am on break is when the school where I am Student Teaching is on break. I also understand that I must attend the student teaching seminar when JCU is in session, even when my school site is on break. No exception to this rule will be made except by the Teacher Education Program Coordinators or the Department Chairperson.
- x In order to be recommended for licensure, I understand that I will need:
    - o Evaluations from my University Supervisor and my Cooperating Teacher(s) that indicate a successful Student Teaching experience
    - o All coursework completed related to my specific license
    - o 7 K H I R O O R Z L Q J * 3 $ ¶ V
        - ƒ 2.7 or higher Overall GPA
        - ƒ 2.7 or higher Education GPA
        - ƒ 2.7 or higher Teaching Content Area(s) GPA (MC, AYA)
    - o A passing score on all required licensure exams and program required assessments, including
      The edTPA.

A copy of the Student Teaching Semester Statement of Obligat ions & Responsibilities I R U P L V L Q F O X G H G L Q W K H V W X G H Q W ¶ V I L H O G E acknowledged by the student. The signed statement indicates that the candidate has read this list of obligations and responsibilities, understands these obligations and responsibilities, and that non-compliance with all of the requirements will jeopardize opportunity to be recommended for licensure.

GOALS FOR THE PROFESSIONAL SEMESTERS

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Cooperating Teacher and University Supervisor will help the candidate:

Understand
subject matter
and learner
development

of illness/emergencies. In addition, in these cases, please contact your University Supervisor to keep him/her in the loop.

Candidate Teaching Placements

Your placement was made to provide you with a high-quality field experience and to acquaint you with diverse settings during the course of your Teacher Education

Verification of Moral Character

JCU requires the affirmation of good moral character of all its candidates. Candidates entering the Teacher Education Program and again at the beginning of the Professional Year, complete a Verification of Moral Character Form is part of your Teacher Education application and Pre-Student Teaching application in Tk20.

Code of Ethics

The moral and ethical responsibilities of teaching present a consistent and complex challenge. While the following points will be interpreted within the teaching context, these points should assist the teacher candidate to become an ethical practitioner.

- The teacher candidate should refrain from imposing personal, moral, religious, or political views upon candidates. Instead, the candidate should demonstrate a liberated mind.
- The teacher candidate when receiving or using information about candidates in class or work should protect students D Q G I D P L O L H V ¶ U L J K W W R S U L Y D
- The teacher candidate should maintain the dignity and integrity appropriate to the profession.
- 7 K H W H D F K H U F D Q G L G D W H P X V W V W U L Y H W R E H I D L U Z
- The teacher candidate must demonstrate professional behavior, outlined by the University as well as the placement site, at all times in all circumstances.
- When in any doubt, the teacher candidate should contact his or her Cooperating Teacher, University Supervisor, and/or Teacher Education faculty member.

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$FWLYHO\ HQJDJLQJ LQ UHIOHFWLRQ RQ RQH¶V RZQ SUDFWLFH LQFOXGLQJ RQH¶V DVVXPSWLRQV DQG SUDFWLFHV LQ OLJKW RI D WKHLU DWWXQHPHQW WR V\VWHPDWLF DQG FRQWHAWXDO G\QDPLFV E WKHLU OLNHO\ DQG DSSDUHQW LPSDFW RQ RWKHUV DQG F WKHLU UHVRQDQFH ZLWK EHVW SUDFWLFHV UHVHDUFK

Collaborative (Person)

Active commitment to work with others in a professional manner. Willingness to share views, problem-solve, assume and fulfill responsibilities and work through conflicts and disagreements, in a style that is forthright, fair-minded, sensitive and attentive to the best and common interests applicable to a given situation.

Committed to Excellence (Person)

Active commitment to perform the relevant work with moral integrity, intellectual curiosity, ongoing reflection and openness, the pursuit of deep subject matter knowledge and pedagogic resourcefulness, and an overall sustaining devotion to high standards of learning and achievement, for oneself and for all candidates and others involved.

Justice-Oriented (Person)

Active commitment to examine and advocate, that which is truthful, good and fair in particular situations. This commitment entails thoughtfully examining competing perspectives on truth, goodness and fairness and determining what should be done to adjudicate these values in the myriad situations of daily life.

ASSESSMENT

Assessment System s

Under the Ohio license rules, candidates cannot get a recommendation for a teaching license by simply passing required classes. Candidates must be able to demonstrate

evaluation, goals for the second half of student teaching and then for the first year of teaching are developed and agreed upon.

edTPA

The edTPA is a capstone assessment required in the Teacher Education licensure SURJUDPV 7KH SXUSRVH RI HG73$ LV WR DVVHVV QRYLFH V particular subject area(s) and particular grade levels. The assessment is designed with a focus on candidate learning, theory and research, and evidence-based practice. It is based on the findings that a successful teacher:

- develop knowledge of subject matter, content standards, and subject-specific pedagogy;
-

Department of Education Graduate Initial Licensure Gateways (PT & SB Programs)			
Gateway 1: Admission to Program	Gateway 2: Admission to Pre-Student Teaching	Gateway 3: Admission to Student Teaching	Gateway 4: Exit/Recommend for License
Current resume or curriculum vita	Completed application, including a resume structured according to DESP guidelines	Completed application	Pass Ohio Assessments for Educators (OAEs) Professional Knowledge exam with score ≥220
Z o } Œ [• P Œ (Œ } u v Œ	Based on transcript audit: 3.0 overall minimum GPA, 2.7 minimum GPA in ED courses, and 2.7 minimum content area	Based on transcript audit: 3.0 overall minimum GPA, 2.7 minimum GPA in ED courses, and 2.7 minimum content area	Pass ED 4465

STUDENT CONCERN PROCESS

Student Concern Process for the Field

Step 1	Student Concern Form filed With the Coordinator of Student Records and Clinical Placements Student Concerns Google Form. Link at the bottom of https://jcu.edu/academics/education/about/faculty-resources page
Step 2	Completed Student Concern Form is sent to the student, the Department Chair, Program Coordinator and the Advisor. A Concern Conference is scheduled.
Step 3	During the Student Concern Conference, the student, the faculty member/cooperating teacher who raised the concern, the Program Coordinator and the Department Chair will collaborate to complete the Student Concern Improvement Plan. The plan should list the goals, how the goals will be assessed, timeline and person responsible to monitor the plan.
Step 4	Student progress on the improvement plan will be monitored according to the timeline and person responsible. If the specified goals have been met within the timeline, the process concludes Z L W K D Z U L W W H Q D S S U R Y D O Q R W H S O D folder. If the goals have not been met, the process will proceed to step 5.
Step 5	An additional meeting will be attended by the student, the faculty member/supervisor complainant, the Program Coordinator and the Department Chair. The student must bring to the meeting a written explanation of why the agreed upon goals have not been met. The committee can decide to revise the improvement plan and require the student to repeat the field experience, or the committee can decide the student has not met the requirements of the field experience and is no longer eligible for the licensure program. A student is only permitted to repeat a field experience once while enrolled in the licensure program.

STUDENT CONCERN PROCESS

Student Concern Process for Academic Performance

Step 1	Classroom instructor files Student Concern form with the Coordinator of Student Records and Clinical Placements (to be hired soon). Student Concerns Google Form. Link at the bottom of https://jcu.edu/academics/education/about/faculty-resources page
Step 2	Completed Student Concern Form is sent to the student, advisor and the Program Coordinator.
Step 3	The advisor schedules a meeting with the student and course

LICENSURE

Which OAE Do I Need to Take?

Licensure Area	License type s

Applying for an Ohio Teacher License

To apply for your teaching license please access the 2KLR 'HSDUWPHQW RI (GXFDWLRQ¶V 2'(ZHEVLWH XVLQJ this link or the QR Code
http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Apply-for-Certificate-License.
This link will take you through the process. We will receive an email from the ODE letting us know that you have applied. Once we have concluded that you