



OHIO
UNIVERSITY

COLLEGE OF EDUCATION

2009

teacher education

HANDBOOK



PREPARING *T*ALENTED, *R*ESPONSIBLE, *E*THICAL *E*DUCATORS

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About NCATE

The National Council for the Accreditation of Teacher Education (NCATE) is a national organization whose six standards must be met in order for teacher licensure programs to be accredited. The Ohio University College of Education has been accredited by NCATE since 1954. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

UPEP

The Unit for the Preparation of Education Professionals (UPEP) includes all programs that prepare candidates to be in the P-12 schools. UPEP spans four colleges: the Colleges of Education, Health and Human Services, Arts and Sciences, and Fine Arts. All education programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE). In Ohio, in order to be eligible for a teaching license, teacher candidates must have completed a nationally accredited program. To maintain accreditation, institutions must demonstrate that their candidates are held to the highest standards, as outlined by NCATE. Accredited institutions must also collect and use data for continuous program improvement. To collect and manage the data required to maintain accreditation, UPEP has adopted LiveText as a data collection tool. LiveText has many features that make it useful for accreditation purposes, and it also provides students with a digital workspace to develop online portfolios, lesson plans, and resources for teaching.

In addition to adhering to NCATE standards, UPEP has defined its own proficiencies and dispositions that we believe to be important for our candidates to possess. In short, UPEP strives to prepare leader-educators and practitioners who share our commitment to serve society responsibly as change agents in meeting diverse human and social needs and to engage in lifelong learning. This conceptual framework is what guides UPEP in its daily activities. UPEP's conceptual framework, required proficiencies and dispositions for candidates, and information on LiveText are located on the College of Education's website.

Pledge of Affirmation

A is for Awareness. I will remain aware of my reasons for becoming an educator. My awareness will honor the legacy of educators who have gone before me.

C is for Consciousness. I will develop social consciousness grounded in the critical history of education in the United States and globally.

T is for Tenacity. Becoming an educator is an ongoing process that requires tenacity. I will never lose sight of my goal; I will never give up on myself or my peers. I will never give up.

I pledge to ACT knowing that each new day is another opportunity to learn, another opportunity

to help somebody else, another chance to do all I can to succeed.

I pledge to ACT in ways that prepare me to be a Talented, Responsible, Ethical Educator.



Unit of Education Conceptual Core

As a unit, we prepare *leader-educators* and *practitioners* who share our commitment to *lifelong learning* and serving society responsibly as *change agents* in meeting *diverse human/social needs*.

Leader-Educators and Practitioners

The Unit prepares expert, ethical, and reflective leader-educators and practitioners who are committed to holistic learning and who engage in collaborative and professional service to society.

Lifelong Learning

The Unit prepares leader-educators and practitioners who engage in self-reflection and professional development for continuous personal growth, and who inspire similar practices in those they serve.

Change Agents

The Unit prepares leader-educators and practitioners who address changing human and social needs through inquiry, research, assessment, critical thinking, problem solving, and proactive use of technology.

Diversity

The Unit prepares leader-educators and practitioners who appreciate the variety in human cultural expression, employ multiple approaches to inquiry, use knowledge and practice for the benefit of a diverse society, and promote social equity and justice for effective civic engagement.

About the TREE

Established in 1886, the Ohio University College of Education is a community dedicated to the lifelong learning of students, faculty, and staff. Its mission is to use research-based practices to prepare human service professionals who are informed, responsible practitioners; ethical, reflective decision makers and problem solvers; and principled, expert leaders. The College community and the professionals who graduate from its programs are committed to diversity and to continuous professional growth.

The College of Education strives to be an equitable, effective, and interactive learning community that makes a difference to education and human development worldwide through excellence in teaching, scholarship, and outreach.

Our symbol is the tree. Not only has the tree long been associated with knowledge; it helps us remember that we are all part of a larger, living and growing, constantly evolving organism. From our roots to the tips of our new growth, our interdependent parts derive strength, support, and ultimately, success.

Initial Ohio Education Licensure Programs at Ohio University

I want to teach. What will my major be?

What are the programs at Ohio University that will prepare me for teaching?

The 23 teacher education programs at Ohio University are described below. Each program is designed to prepare candidates for an Ohio educator license for a designated range of grade levels and content area specializations. Most of the specializations are offered through the College of Education. Some are housed outside the College of Education. All teacher education programs at Ohio University are approved by the Ohio Department of Education (ODE) and the Ohio Educator Standards Board (OESB). All teacher preparation programs at Ohio University are nationally recognized and fully accredited by the National Council for Accreditation of Teacher Education (NCATE).

| Major Program Areas | Grade Levels | Specializations |
|---------------------------|--------------|--|
| Early Childhood | PK-3 | <input type="checkbox"/> Early Childhood (College of Education & College of Health and Human Services) |
| Middle Childhood | 4-9 | <input type="checkbox"/> Language Arts & Mathematics <input type="checkbox"/> Language Arts & Science <input type="checkbox"/> Language Arts & Social Studies <input type="checkbox"/> Mathematics & Social Studies <input type="checkbox"/> Science & Mathematics <input type="checkbox"/> Social Studies & Science |
| Adolescent-to-Young Adult | 7-12 | <input type="checkbox"/> Earth Science <input type="checkbox"/> Integrated Language Arts <input type="checkbox"/> Integrated Mathematics <input type="checkbox"/> Integrated Science <input type="checkbox"/> Integrated Social Studies <input type="checkbox"/> Life Science <input type="checkbox"/> Physical Science |
| Special Education | K-12 | <input type="checkbox"/> Intervention Specialist—Mild-to-Moderate Needs <input type="checkbox"/> Intervention Specialist—Moderate-to-Intensive Needs |
| Multi-Age Programs | PK-12 | <input type="checkbox"/> Family and Consumer Sciences (College of Health and Human Services) <input type="checkbox"/> Modern Languages—French (College of Arts and Sciences) <input type="checkbox"/> Modern Languages—German (College of Arts and Sciences) <input type="checkbox"/> Modern Languages—Spanish (College of Arts and Sciences) <input type="checkbox"/> Music—Choral Emphasis (College of Fine Arts) <input type="checkbox"/> Music—Instrumental Emphasis (College of Fine Arts) <input type="checkbox"/> Physical Education (College of Health and Human Services) |

Early Childhood Program (PK-3)

The Early Childhood program leads to the Bachelor of Science in Education (B.S.Ed.) and licensure for teaching at the preschool level through grade 3. Graduates are qualified to teach in the primary grades in an elementary school in Ohio as well as in public school preschools, nursery schools, child care centers, and Head Start programs. The Early Childhood program at Ohio University is jointly offered by the College of Education and the College of Health and Human Services.

The Early Childhood program at Ohio University is accredited by the National Association for the Education of Young Children (NAEYC). All students at Ohio University are welcome to join the Student Early Childhood Organization (SECO). SECO is a service organization with goals that include working on service projects, keeping members informed about topics related to Early Childhood, networking for opportunities to work in the community directly with children, and participating in campus events such as Homecoming. All majors and years are invited to attend!

Admission to the Early Childhood program is selective and limited to assure and promote effective faculty advising, quality instruction, and appropriate field placements for clinical experience. Applicants interested in the Early Childhood major will be assigned a pre-Early Childhood major code at point of entry to Ohio University. Students with a premajor code will also be assigned to a faculty advisor, who will assist with course selections during the freshman year and provide guidance in preparation of portfolio materials for review for selective admission. Faculty review of applications for admission to the Early Childhood program occurs twice each year: in early June for admission in the following fall quarter and in early December for admission at the beginning of winter quarter. Additional information about the selective admission process and criteria for admission and retention in the Early Childhood program is available in the current Ohio University Undergraduate Catalog, available online at www.catalogs.ohio.edu/preview_program.php?catoid=12&poid=2589

Middle Childhood Program (Grades 4-9)

The Middle Childhood program leads to the Bachelor of Science in Education (B.S.Ed.) and licensure for teaching at grade levels 4-9. Graduates are qualified to teach in Ohio in elementary school upper primary grades, in a middle school, in a junior high school, and at the freshman level in a high school. All Middle Childhood programs require students to choose at least two subject-matter content specializations from the following:

- Language Arts
- Science
- Mathematics
- Social Studies

Candidates for the Middle Childhood license may also choose to add the Generalist Endorsement. The Generalist Endorsement qualifies a teacher for teaching a third and/or fourth content specialization in grades 4, 5, or 6. Additional information about the Generalist Endorsement is available at www.coe.ohiou.edu/academics/te/degree-programs/middle-childhood.htm.

The Middle Childhood program at Ohio University is accredited by the National Middle School Association (NMSA). The affiliated student organization is the Ohio University Collegiate Middle Level Association (CMLA). There is usually a speaker at each meeting on an educational topic of interest to CMLA members, along with service opportunities, social events, and fund-raising activities each quarter. Any education major is welcome to join!

Admission to the Middle Childhood major is open to all applicants at point of admission to Ohio University. Each student will have an assigned faculty advisor and may also seek advisement services in the College of Education Unit of Student Affairs. Eligibility for advancement to Professional Education (sophomore year) and Advanced Standing in Professional Education (junior year) is based on standard criteria including successful completion of designated prerequisite courses, GPAs in each content specialization, and overall GPA. Additional information about the Middle Child-

hood program is available in the current Ohio University Undergraduate Catalog at www.catalogs.ohio.edu/content.php?catoid=12&navoid=530.

Adolescent-to-Young Adult Program (Grades 7-12)

The Adolescent-to-Young Adult programs (formerly Secondary Education) at Ohio University include a range of single-subject program specializations, each leading to the Bachelor of Science in Education (B.S.Ed.) and an Ohio educator license for teaching at grade levels 7-12:

- Integrated Language Arts
- Integrated Mathematics
- Integrated Science
- Integrated Social Studies
- Earth Science
- Life Science
- Physical Science

The **Integrated Language Arts** program of study includes content drawn from the Departments of English, Communications, Journalism, and Theater. Candidates for the teaching license also study theories and practices of teaching and learning, both on campus and in clinical field experiences that begin in the sophomore year. The program is accredited by the National Council of Teachers of English (NCTE). OU NCTE, the student affiliate group, is a professional organization open to all students in the fields of English and/or education. Additional detail about the program of study for Integrated Language Arts is available at www.catalogs.ohio.edu/preview_program.php?catoid=12&poid=2615.

Integrated Mathematics brings together studies in algebra, geometry, calculus, and statistics, among others. Theories of teaching and learning and clinical field experience provide many opportunities to engage adolescents and young adults in mathematical thinking and reasoning in classroom settings. The Integrated Mathematics program is accredited by the National Council of Teachers of Mathematics (NCTM). The affiliated student organization, the Ohio University Council of Teachers of Mathematics (OUCTM), takes as its purpose "to enlighten the community on the exciting world of mathematics through engaging in activities that promote and enhance knowledge and interest in mathematics" (see more at www.ohio.edu/ouctm). Additional detail about the program is available at www.catalogs.ohio.edu/preview_program.php?catoid=4&poid=809.

Integrated Social Studies draws its content from a wide range of the social sciences, including economics, geography, history, and political science. Candidates for the teaching license learn general principles of instruction as well as special methods designed specifically for engaging adolescents and young adults in the social studies.

The Integrated Social Studies program is accredited by the National Council for the Social Studies (NCSS). You can learn more about the program of study at www.catalogs.ohio.edu/preview_program.php?catoid=4&poid=811.

The Integrated Science program provides broad and general preparation in all areas science as well as a focus on pedagogy

and pedagogical content knowledge in science for Ohio's 7th- through 12th-grade classrooms. Science content background includes the earth sciences, life sciences, and physical sciences—more specifically, biology, chemistry, geology, and physics. Additional detail about the program of study is available at www.catalogs.ohio.edu/preview_program.php?catoid=4&poid=810.

The **Earth Science** program draws its content from the earth and space sciences, primarily astronomy, chemistry, geography, geology, and physics. Candidates for the teaching license also study principles of teaching and learning, both on campus and in clinical field settings that will culminate in a professional internship in an earth science classroom. Additional detail about the program of study is available at www.catalogs.ohio.edu/preview_program.php?catoid=4&poid=807.

Life Science is a specialized teaching field that finds its focus in plant biology and physiology, ecology and zoology, and chemistry and physics. Candidates for the teaching license also study principles of teaching and learning, both on campus and in clinical field settings that will culminate in a professional internship in the life sciences. Additional detail about the program of study is available at www.catalogs.ohio.edu/preview_program.php?catoid=12&poid=2613.

The **Physical Science** major is specifically designed to prepare teachers of chemistry and physics, most often at the high school level. Candidates for the teaching license begin education course work and clinical field experiences in their sophomore year in preparation for the capstone professional internship. Additional detail about the program of study is available at www.catalogs.ohio.edu/preview_program.php?catoid=12&poid=2619.

Special Education Program (K-12)

Special Education programs lead to the Bachelor of Science in Education (B.S.Ed.) and an Intervention Specialist teaching license. Graduates will be eligible for licensure to teach in Ohio schools at all levels, from kindergarten through grade 12.

Two program specializations are offered:

- **Intervention Specialist:
Mild-to-Modern Needs**
www.catalogs.ohio.edu/preview_program.php?catoid=4&poid=804
- **Intervention Specialist:
Moderate-to-Severe Needs**
www.catalogs.ohio.edu/preview_program.php?catoid=4&poid=805

Enrollment in Special Education is selective and limited in order to ensure and promote effective faculty advising, quality instruction, and appropriate field placements for clinical experience. The selective admission process includes faculty review of each prospective candidate's application for admission to the Professional Education level of study (sophomore year), the applicant's academic records, and a professional autobiography. Each student has an assigned faculty advisor who

will provide guidance in preparing for the selective admission process. Faculty also provide group advising meetings each quarter.

The Special Education/Intervention Specialist programs at Ohio University are accredited by the Council for Exceptional Children (CEC). The affiliated Student Council for Exceptional Children (SCEC) invites anyone interested in working with people with disabilities to join.

Multi-Age Programs

The Multi-Age programs each lead to a bachelor's degree and an Ohio educator license in the designated content area. Detailed program of study information is available in the Ohio University undergraduate catalog. Here are website addresses for information about specific programs:

- **Family and Consumer Sciences Education (B.S.H.C.S.)**

www.catalogs.ohio.edu/preview_program.php?catoid=4&poid=874

- **French (B.S.Ed.)**

www.catalogs.ohio.edu/preview_program.php?catoid=4&poid=814

- **German (B.S.Ed.)**

www.catalogs.ohio.edu/preview_program.php?catoid=4&poid=816

- **Spanish (B.S.Ed.)**

www.catalogs.ohio.edu/preview_program.php?catoid=4&poid=815

- **Music: Choral Emphasis (B.Mus.)**

www.catalogs.ohio.edu/preview_program.php?catoid=4&poid=923

- **Music: Instrumental Emphasis (B.Mus.)**

www.catalogs.ohio.edu/preview_program.php?catoid=4&poid=853

- **Physical Education (B.S.P.E.)**

www.catalogs.ohio.edu/preview_program.php?catoid=4&poid=922

The **Family and Consumer Sciences Education** program prepares candidates to teach in grades 4-12. Content preparation is drawn from course work in child and family studies, nutrition, retail merchandising, consumer and resource management, and interior design.

The programs in **Music Education: Choral Emphasis** and **Music Education: Instrumental Emphasis** are both located in the School of Music in the College of Fine Arts. Applicants for the Music Education programs are assigned a faculty advisor in the School of Music at point of admission to Ohio University. Advising services in the College of Education Unit of are also available. In both the choral emphasis and the instrumental emphasis, preparation for the Ohio Educator license requires intensive study in music, music theory, and

performance. An equal proportion of course work preparation is drawn from studies of theory and clinical practice in teaching and learning.

Candidates for the Ohio educator license in **Modern Languages** will find three language education programs available at Ohio University: French, German, and Spanish. These programs are jointly offered through the College of Education and the Department of Modern Languages in the College of Arts and Sciences. A faculty advisor in the College of Education is assigned at point of entry to the program, and faculty in the Department of Modern Languages also offer guidance to support progress in the programs. For each language program, preparation for the teaching license requires intensive study in the language coupled with studies of theory and clinical practice in teaching and learning. Each candidate is also encouraged to make arrangements to spend at least one quarter in a study abroad program.

The **Physical Education** major prepares candidates for the Ohio educator license to teach children and adolescents in prekindergarten through grade 12. Students begin at the level of premajor. With guidance provided by faculty in the School of Recreation and Sport Sciences, College of Health and Human Services, students prepare for application and admission to the Physical Education major. Candidates for the teaching license are then also subject to the criteria for admission and retention at the level of Professional Education (sophomore year) and then Advanced Standing in Professional Education (junior year) in the College of Education. Preparation for the degree and the teaching license requires intensive study in a full range of physical education and sport sciences coupled with theories; principles of instruction; and clinical practices in physical education programs in elementary, middle, and high schools.

What is a PDS Partnership?

All field experiences and professional internships are made possible through collaboration and partnership between the College of Education at Ohio University and the school (and school district) in which you will be placed. These partnerships are based on agreements between the school and university partners to share resources and expertise and to collaborate in developing high-quality clinical field and internship experiences. Many schools and school districts in the Athens area, in the larger region of southeastern Ohio, and in out-of-area professional internship sites are partners for teacher preparation with the College of Education at Ohio University.

When you are a student in the College of Education and are enrolled in a field experience, you are also a partner. Your partners are the instructor in your campus-based course, the participating teacher in the classroom in which you will be placed, and the students themselves—children or adolescents—in your placement classroom. Your schedule for early field experiences is typically arranged so that you will be in your placement classroom once or twice per week, up to 20

contact hours (total) for each field experience. Your placement will end when your course ends, before finals week.

What is a PDS partnership?

PDS stands for Professional Development Schools. The PDS partnerships at Ohio University are designed for extended clinical field experience over the course of a school year or longer. You will be taking advanced methods and pedagogy courses on campus, with assignments to be carried out in your PDS classroom. You will be teaching, and learning to teach, in your PDS classroom as much as two full days per week.

The best Professional Development Schools are drawn to a vision of teaching as professional practice and continuing, collaborative engagement in knowledge-based inquiry and assessment to bring about improvements in P-12 student learning. Specific goals of the PDS Partnerships at Ohio University include these:

- Improving student learning in P-12 schools and communities
- Partnering to provide high-quality academic and clinical experiences for teacher preparation, lifelong learning, and continuing professional development
- Providing simultaneous professional development for P-12 and university faculty alike
- Supporting and conducting collaborative, inquiry-oriented research to improve teaching and learning, and to serve society responsibly in meeting diverse human and social needs

What are the PDS partnerships at Ohio University?

They are four district-level PDS partnerships:

- Alexander Local Schools PDS for Special Education
- Athens City Schools PDS for Early Childhood Education
- The CARE/Federal-Hocking Local Schools PDS for Democracy and Education (Middle Childhood, Adolescent-to-Young Adult and Multi-Age Programs)
- Logan-Hocking Schools PDS for Middle Childhood Education

The Center for PDS Partnerships is a unit in the College of Education that provides support, coordination, and assistance to PDS students, P-12 teachers, and university faculty, both on campus and at PDS sites.

Who is eligible to join a PDS partnership?

All teacher education majors are eligible. The PDS you join will depend, in part, on your major.

If you are an Early Childhood Education major, your PDS will be in one of four elementary schools in the Athens City Schools PDS for Early Childhood Education. Your PDS will begin in the fall of your junior year and continue throughout that year, with two full days per week in your PDS classroom. If you are a Middle Childhood major, your PDS classroom will be in a middle grade classroom at Logan-Hocking Middle School, or it might be at East Elementary School

(grade 4, 5 or 6) in Athens City Schools. Your PDS experience will begin in the fall of your junior year and conclude in the spring, typically requiring one full day per week in addition to after-school or community-based special events. Alternatively, Middle Childhood majors may join the CARE/Federal-Hocking PDS Partnership for Democracy and Education, described next.

If you are an Adolescent-to-Young Adult major, or a Multi-Age major, or a Middle Childhood major, you are invited to join the CARE/Federal Hocking PDS Partnership. CARE (Creating Active, Reflective Educators) is dedicated to the ideas of democratic teaching practices and social justice for all. You will be joining together in a cohort group that begins in the fall of your sophomore year and continues through to graduation with an Ohio teaching license in your major teaching field. Your PDS classrooms will be in the Federal Hocking Middle and High School (grades 7-12), with one or more rotations at Amesville Elementary School (grades K-6).

The Alexander Local Schools PDS Partnership is dedicated to Special Education majors. Your PDS classrooms will be primarily in an upper elementary or middle grade, within a consolidated K-12 setting. Your PDS experience, typically beginning in the fall quarter of your junior year and continuing throughout that year, will be within a cohort of students seeking the Intervention Specialist Teaching License.

Where can I learn more about PDS partnerships at Ohio University?

Additional information about each PDS partnership is available at www.coe.ohiou.edu/centers-partnerships/centers-partnerships/index.htm.

You will also learn about PDS partnerships in the Introduction to Education course, EDTE 150. PDS students are often featured guest speakers at meetings of education-affiliated student organizations.

Ohio University is a member of the Holmes Partnership—a national network of universities, schools, community agencies, and national professional organizations working in partnership to create high-quality professional development and significant school renewal to improve teaching and learning for all children. Learn more about the Holmes Partnership at www.holmespartnership.org

Program Completion Information

The transition chart on the next page provides information that will help you ensure that you are meeting necessary requirements for program completion.

Advisor-Advisee Relationships

Why do I need advising, and why do I have two kinds of advisors?

The main purpose of advising is to assist students in the development of meaningful educational plans that are compatible with their life goals. Advising is a continuous process of clarification and evaluation.

The ultimate responsibility for making decisions about life goals and educational plans rests with the individual student. Advisors assist by helping identify and assess alternatives and consequences of decisions.

The professional advisors in the College of Education Unit of Student Affairs are available to advise any College of Education student, but have a target audience of freshman, sophomore, upper-level undecided, and transfer students. Faculty advisors primarily will provide information and advice regarding the following:

- Course sequence and availability
- Course substitutions
- Questions related to the definition of “Highly Qualified” for licensure

Students are strongly encouraged to meet with either their faculty advisor or a professional advisor in the College of Education Unit of Student Affairs at least once each quarter to discuss course scheduling questions, personal issues, and so forth. If good working relationships are established with advisors, they may be willing and able to provide letters of recommendation for jobs, scholarships, or even graduate schools.

What should I bring to my advising appointment?

Students should come to advising appointments with the following items: an updated copy of your DARS report, a notebook, and an idea of classes to take for the next quarter.

When do I meet with my advisor?

You may meet with your advisor at any time during the quarter, but we recommend that you do so before registering for classes.

How do I schedule an advising appointment?

You may schedule an advising appointment in person at 124 McCracken Hall, by phone (740.593.4400), or by contacting your advisor directly.

What if there is a mistake on my DARS?

If there is a mistake on your DARS, or if courses are not evaluated correctly, please contact the College of Education Unit of Student Affairs or your academic advisor.

**College of Education
Ohio University
Selective Admissions and Retention Transition Points**

Transition points are checkpoints for program progress and completion in the College of Education. If a discrepancy exists between Transition Points and a DARS report, DARS is considered to be the official document. When a specific course is listed, candidates must earn a “C” or better in the course.

| | Early Childhood | Middle Childhood | AYA & Multi-Age | Intervention Specialist |
|---|---|--|--|--|
| Admission to Professional Education | 45 hours 2.75 cumulative GPA HCCF 160, 160A, 170 PSY 101 2 math courses (120 or above) Science with a lab (see DARS for list) Freshman English COMS 103 Passing PRAXIS/ACT/SAT scores TB Test Current BCII check Application for Admission to Professional Education Submit Application for Early Childhood Education program: http://www.coe.ohiou.edu/academics/te/degree-programs/early-childhood.htm | 45 hours 2.75 cumulative GPA EDTE 150 PSY 101 Tier I Math Freshman English COMS 103 Passing PRAXIS/ACT/SAT scores TB Test BCII check Application for Admission to Professional Education | 45 hours 2.75 cumulative GPA EDTE 150 PSY 101 Tier I Math Freshman English COMS 103 Passing PRAXIS/ACT/SAT scores TB Test BCII check Application for Admission to Professional Education | 45 hours 2.75 cumulative GPA EDTE 150 PSY 101 Tier I Math Freshman English COMS 103 Passing PRAXIS/ACT/SAT scores TB Test BCII check Application for Admission to Professional Education Submit Application for Special Education Selective Admissions: http://www.coe.ohiou.edu/academics/te/degree-programs/special-ed.htm |
| Admission to Advanced Standing in Professional Education | 90 hours 2.75 cumulative GPA All science courses completed with a C or better HCCF 260, 260L, 361, 361L EDEC 206 Current BCII check Application for Admission to Advanced Standing | 90 hours 2.75 cumulative GPA 2.75 GPA in each teaching field EDTE 200, 201, 202 Current BCII check Application for Admission to Advanced Standing | 90 hours 2.75 cumulative GPA 2.75 GPA in teaching field EDTE 200, 201, 202 Current BCII check Application for Admission to Advanced Standing | 90 hours 2.75 cumulative GPA 2.75 GPA in teaching field and minor EDTE 200, 201, 202 Current BCII check Application for Admission to Advanced Standing |

May I take classes at another university during winter or summer breaks?

You may take classes at another university and transfer them to Ohio University if you get permission from your advisor in advance. GPA does not transfer; only the credit for the classes.

How do I learn about Professional Education and Advanced Standing?

Professional Education and Advanced Standing workshops are offered every quarter. For a list of specific dates, please read the E-News and bulletin boards or stop by the College of Education Unit of Student Affairs.

Where is the College of Education Unit of Student Affairs located?

The College of Education Unit of Student Affairs is located in 124 McCracken Hall inside of the lobby area.

Advising Questions

What should I do if I am struggling in class?

First, it is important to talk to your instructor. He or she can advise you about ways to improve your grade. Other actions you can take include seeing if there are Supplemental Instruction (SI) sessions available, utilizing the Academic Advancement Center (<http://www.ohio.edu/aac/>), or scheduling an appointment with one of the professional advisors in the College of Education Unit of Student Affairs. To schedule an appointment call 740.593.4400.

Can I take a class pass/fail?

Yes, some classes may be taken pass/fail; however, these classes can't be used to fulfill any graduation requirement other than the total hours requirement. For specific information about this, see the undergraduate catalog for your catalog year of entry. The catalog can be accessed at <http://www.ohio.edu/registrar>.

| | Early Childhood | Middle Childhood | AYA & Multi-Age | Intervention Specialist |
|---|---|--|---|--|
| Admission to Professional Internship in Teaching | 135 hours (75% of program) 2.75 cumulative GPA HCCF 363, 363L, 371, 455, 455L, 463, 465, 467 EDTE 220, 371C EDEC 206, 225, 319, 330, 330L, 340, 340L, 350, 350L, 421, 421L EDSP 271 EDCT 203 Jr. Composition Current BCII check Application for Admission to Professional Internship in Teaching | 135 hours (75% of program) 2.75 cumulative GPA 2.75 GPA in each teaching field (75% completed) EDTE 220, 371A, 325, 420, 421 EDMC 300, 301 EDCT 203 EDCS 301, 301L, 400 2 of EDMC 310/310L, 330/330L, 340/340L, 350/350L Jr. Composition Current BCII check Application for Admission to Professional Internship in Teaching | 135 hours (75% of program) 2.75 cumulative GPA 2.75 GPA in teaching field (75% completed) EDCT 203 EDTE 371B EDSE 350, 351 EDCS 301, 301L, 400 (ENG 451/L, 452/L) or MATH 320L or EDSE 440/L or EDSE 479A/B or (ML 410, 435, 445) Jr. Composition Current BCII check Application for Admission to Professional Internship in Teaching | 135 hours (75% of program) 2.75 cumulative GPA Blocks I, II, III, and IV with at least a “C” in each course and a 2.75 GPA in all blocks EDTE 220, 420, 421 EDCS 301, 301L, 400 EDEC 330, 330L EDSP 355 Jr. Composition Current BCII check Application for Admission to Professional Internship in Teaching |
| Successful Completion of Professional Internship | “CR” in all Professional Internship courses Application for Admission to Professional Internship in Teaching | “CR” in all Professional Internship courses Application for Admission to Professional Internship in Teaching | “CR” in all Professional Internship courses Application for Admission to Professional Internship in Teaching | “CR” in all Professional Internship courses Application for Admission to Professional Internship in Teaching |
| Graduation | 192 Hours All program requirements met 2.75 cumulative GPA 2.75 in fields for which licensure is sought PRAXIS II | 192 Hours All program requirements met 2.75 cumulative GPA 2.75 in fields for which licensure is sought PRAXIS II | 192 Hours All program requirements met 2.75 cumulative GPA 2.75 in fields for which licensure is sought PRAXIS II | 192 Hours All program requirements met 2.75 cumulative GPA 2.75 in fields for which licensure is sought PRAXIS II |
| Licensure | BCII check FBI check Passing PRAXIS II scores | BCII check FBI check Passing PRAXIS II scores | BCII check FBI check Passing PRAXIS II scores | BCII check FBI check Passing PRAXIS II scores |
| Alumni Performance | PRAXIS III | PRAXIS III | PRAXIS III | PRAXIS III |

Can I take graduate classes as an undergraduate?

As an undergraduate student, you are not eligible to take graduate courses for credit unless you are in the Honors Tutorial College or participate in one of the following programs: Departmental Honors, Senior for Graduate Credit, or Early Admission to a Graduate Program. More information is available in the undergraduate catalog at <http://www.ohio.edu/registrar>.

What happens if my GPA falls below 2.75?

You will not be permitted to continue taking classes in the College of Education if your GPA falls below 2.75. Depending on where you are in your program, it can affect you in different ways. Some consequences might include not being admitted to Professional Education or Advanced Standing,

being required to take a GAP (Gaining Academic Progress) workshop, being on probation and having a hold placed on your registration, having to retake courses to raise your GPA, or postponing your professional internship or graduation until your GPA is at least 2.75.

What should I do if my GPA is below 2.75?

Schedule an appointment with a professional advisor in the College of Education Unit of Student Affairs by calling 740.593.4400. The advisor can help you determine the best course of action for you.

What is DARS?

DARS stands for Degree Audit Reporting System. Your DARS report shows how courses taken and grades earned ap-

ply to the graduation requirements for a particular program. DARS reflects idiosyncrasies for each individual program by counting only the hours and grades that are appropriate for that program, thereby giving you an accurate statement of your progress toward completing graduation requirements for a particular program.

Can I view my DARS report online?

If you have enrolled at Ohio University in the fall quarter of 2005–06 or later, you may view your DARS report online by accessing the Office of the University Registrar website, <http://www.ohio.edu/registrar>, and selecting MyDARS under Online Services.

What is a RAC and why do I need it?

You must obtain your Registration Access Code (RAC) to register for the next quarter. Your RAC is on your DARS report and is available either at a group advising session (depending on your major) or by going to the College of Education Unit of Student Affairs' window in the lobby of McCracken Hall.

What if I want to change my major?

If you are thinking about changing your major, you may request a "What if" DARS report from the MyDARS site mentioned above, from the student services office of the college that offers the major you are considering, or from your regional campus student services office. This report will help you determine how courses already completed will apply to the new major, as well as what additional courses would be needed to complete that program.

Additionally, you must complete and submit an Update of Program Form. These forms are available from the colleges' student services offices. Note: Update of Program Forms are processed only during the first two weeks of the quarter.

Registration

What are the deadlines for various applications, and how do I find these important dates?

Each quarter a list of important dates and deadlines is established in reference to completing requirements and dropping, adding, changing, or withdrawing from courses. These dates can be found at <http://www.ohio.edu/registrar> or in the online catalog at <http://www.catalogs.ohio.edu>.

What procedure do I follow to register?

You must obtain your Registration Access Code (RAC) prior to registering for classes. Your RAC changes quarterly. Continuing students may obtain registration materials from the College of Education Unit of Student Affairs. Re-enrolling students should contact the Office of the University Registrar, 740.593.4191.

If you are a current or re-enrolling student at Ohio University, you should follow procedures for using the Web Registration system. The procedures appear in the Schedule of

Classes, available online at www.ohio.edu/registrar.

When is priority registration?

The registration priority order is as follows: Honors Tutorial College, graduate students, and undergraduate students (based on rank and cumulative hours earned).

Registration for winter quarter usually begins around the last week in October; for spring quarter, the first week in February; for summer quarter, the first week in April; and for fall quarter, the middle of May. Registration for fall quarter continues throughout the summer. For specific dates, see the academic calendar at www.ohio.edu/registrar.

Should I register during priority registration?

Yes, if possible. You are more likely to get your choice of classes.

When do I have to pay if I register during priority registration?

Bills are sent electronically approximately four weeks before the quarter opening date. Payment is due two weeks prior to the quarter opening date. Refer to the Office of the Bursar Web page (www.ohio.edu/bursar) for all payment options. Electronic check (eCheck) payments can be made by accessing the student eAccount on the Office of the Bursar Web page. Fees can be paid by check or money order made payable to Ohio University. You may pay through the mail or in person at the Office of the Bursar in Chubb Hall if you are enrolling on the Athens campus, or at your regional campus student services office if you are enrolling on one of the regional campuses.

Credit card payments are accepted at regional campuses for regional campus students only. You must pay your fees by the stated deadlines or risk a \$100 late payment charge. Postdated checks are not accepted, and checks issued to the University and not paid upon presentation to the bank will cancel automatically any receipts given and result in the assessment of penalties.

Fees for tuition include the instructional fee and the general fee but not fees for courses that require special fees. The online quarterly Schedule of Classes, which is located on the Registrar's website, identifies sections of courses that require additional fees. Ohio University reserves the right to make, without prior notice, any fee adjustments that become necessary.

Do I need approval before registering?

No, but you will need to obtain a new RAC each quarter from your advisor or from the College of Education Unit of Student Affairs. It is highly recommended that you meet with an advisor prior to registering for classes.

If I need a specific course to graduate or to meet certain other requirements, and the classes are filled, what options are open to me?

Meet with an advisor to go over your options (i.e., signing up on a waiting list or finding an alternate class).

How do I add or drop a course?

You may add a class, drop a class, or correct your registration by using Web Registration before the quarter or subterm begins. However, adding certain classes after classes begin requires special permission from the instructor and is prohibited after the 15th calendar day of a term. Dropping any class after the 35th calendar day of a term or 17th calendar day of a subterm is prohibited except by petition through your college's Office of Student Affairs.

For additional information concerning the University's add/drop policy, see an advisor or refer to the Registrar's website (www.ohio.edu/registrar).

When may I add or drop a course?

See the academic catalog at <http://www.ohio.edu/registrar> for the deadlines.

If I stay out of school for a quarter, what must I do to register?

You must contact the College of Education Unit of Student Affairs to obtain a new RAC code. Once you have your new RAC code you may register as usual.

Can I repeat a course if I receive a "D" or an "F"?

A regular course with fixed content can be retaken to improve a student's GPA. Retaking the course removes the hours and the effect of the earlier grades from the calculation of the GPA. However, all grades appear on the permanent academic record (transcript). The last grade earned is the one used to calculate the GPA, even if it is lower than the earlier grade(s), and only the last instance's credit hours are accepted toward any requirements for graduation. Some graduate and professional schools will include all grades in their own calculations of the GPA when determining a student's eligibility for admission, even though Ohio University calculates the GPA by using only the last grade in a retaken course.

As a rule, a course designated as a prerequisite may not be retaken to affect the GPA after completion of higher-level course work in the same subject area. Courses taken at Ohio University and retaken at another university are not eligible for grade point adjustment under this policy. Some departments limit the number of times a course may be retaken. Students should check with their college's Office of Student Affairs regarding restrictions. Retaking a course after graduation will not change graduation GPA, honors status, or rank in class.

Regional Campus Liasons

The College of Education Unit of Student Affairs works closely with students and faculty at the regional campuses. The following advisors are the primary liaisons and make quarterly visits to the campuses to assist students with advising needs. For advising questions and concerns, please contact the designated liaison listed below or call 740.503.4400 for more information.

Chillicothe: Greg Moeller, moellerg@ohio.edu
Eastern: Floyd Doney, doney@ohio.edu
Lancaster: Kelly Davidson, davidsok@ohio.edu
Southern: Floyd Doney, doney@ohio.edu
Zanesville: Jennifer Warner, warnerj2@ohio.edu

About PRAXIS I

NOTE: The Praxis I requirement is waived for entering students with an ACT composite score of 21 or higher OR an SAT combined score of 990 or higher.

What is Praxis I?

The Praxis I exams are academic skills assessments required for all students in teacher preparation programs at Ohio University who have less than a 21 composite ACT score or an SAT score that is less than 990. The tests are designed to measure reading, writing, and mathematics skills and are available through either a paper-based or computer-based format. For information about test dates, test sites, or test content, see the website of the Educational Testing Service: <http://www.ets.org>.

What is the test like?

The computer-based combined Praxis I (PPST) is delivered in a single, 4.5-hour testing session and consists of four separately timed sections: Reading, Math, multiple-choice Writing, and essay Writing. An optional 15-minute break is scheduled between the Math and Writing sections. You can choose to take each part (Reading, Math, and Writing) of the computer-based Praxis I (PPST) on separate days.

Can I take it more than once?

You may take each test only once per calendar month, and up to six times in a 12-month period.

How do I sign up?

The computerized test is offered at the Educational Testing Center in the Computer Services Center on the Athens campus. For registration and appointment scheduling, please call 740.597.1537. For additional test sites, visit www.ets.org.

I have a disability. Can I get accommodations?

For special accommodations, visit www.ets.org/disability for registration materials. The review process takes approximately six weeks after receipt of all necessary documentation at ETS.

Am I eligible for a fee waiver?

Fee waiver requests can be found in the Praxis registration section on www.ets.org.

What score do I have to get?

Required scores for admission to professional education at Ohio University are as follows:

Reading—173

Mathematics—172

Writing—172

Early Field Experiences

What is clinical field experience?

Clinical field experiences are planned opportunities for candidates to learn about teaching through observation and practice in a classroom, under the supervision of an experienced cooperating teacher. Each field experience is directly connected with an on-campus course, for which the professor has planned assignments and activities to be carried out “in the field.” The intention is for candidates to draw connections between theory and practice. Clinical field experiences are designed to support the preparation of expert, ethical, and reflective teachers.

Where will I be assigned for field experiences?

Determinations about where a candidate will be assigned for field experience is coordinated by the Office of Field Experiences, in collaboration with the professor in whose course the candidate is enrolled and through direct contact with designated personnel in the local school and school district. Candidates are neither expected, nor permitted, to “make their own” placements. Candidates are welcome to contact the Office of Field Experiences directly to inquire about specific concerns or special needs, or they may seek the advice of the professor in whose course the field experience is being arranged.

How are clinical field experiences organized?

Early field experiences are organized to support each candidate’s learning, performance, and progress in preparation for the capstone professional internship. Expectations in field experiences will vary along a developmental continuum that begins with admission to Professional Education (typically at the beginning of the sophomore year).

My class has a lab that requires me to have a placement in a school. Can I make my own placement?

No. The Office of Field Experiences and Professional Internships is responsible for making all placements. Students are intentionally placed in a variety of schools and classrooms to ensure diverse experiences.

My current field experience cooperating teacher wants me to come back next quarter. Am I allowed to do so?

No. Due to the high numbers of placements that are needed, students are not permitted to request placements.

My placement is located too far away. Can I get a different placement?

No. Faculty and the field experience coordinator will work to identify other students travelling to the same school site. Often, carpooling can be arranged.

Lab Fees

Students in the College of Education will be assessed two fees. The first fee is assessed at the point of admission to Professional Education. This \$65 fee covers expenses related to all early field experiences such as mileage reimbursements for supervisors, placement office expenditures, and an honorarium for teachers. The second fee occurs when a student reg-

isters for the professional internship in teaching. This \$175 fee is used to employ site supervisors, reimburse mileage, and provide an honorarium for cooperating teachers.

Professional Internship in Teaching

What is a professional internship in teaching?

Professional internship in teaching is the capstone experience that education majors participate in at the end of their program. Formerly called student teaching, professional internship is a guided preservice experience in which the intern collaborates with a mentor teacher to accelerate the intern’s pedagogical development and foster a positive and progressive conceptualization of the profession of teaching. Teacher candidates must complete the professional internship experience to graduate from the College of Education.

What requirements must I meet in order to participate in the professional internship?

To participate in a professional internship, students must do the following:

- Be admitted to Professional Education and Advanced Standing
- Have a minimum GPA of 2.75 overall and in all areas of concentration
- Successfully complete methods courses and at least 75% of all content courses

How do I apply?

On December 1 of the year preceding the academic year in which you wish to intern, your typed application is due in the Office of Professional Internship in Teaching. If the application is late, the Office of Professional Internship in Teaching has the right to put your name on a waiting list for an available assignment.

May I choose the school or area in which I teach?

You may choose to intern on any campus: Athens, Chilli-cothe, Eastern, Lancaster, Southern, or Zanesville. Additionally, you may qualify for an out-of-area placement, which will be assigned through the Athens Campus only and are limited (see specific qualifications). The Office of Professional Internship in Teaching reserves the right to make a campus assignment change if a proper placement cannot be made on the campus of choice. Every effort is made to accommodate the choice indicated on the application.

Professional interns in teaching will not be assigned to a school they have attended. They will not be assigned to a school where there are students, teachers, or other school personnel who are relatives or close personal friends of the applicant or the applicant’s family. The best interest of the intern is served when the first professional role is based on individual performance. Professional interns will not be assigned to school districts where they are employed.

Do any program areas have additional limitations related to professional internships?

Yes. Special education majors are not permitted to do their professional internships at regional campuses or out of area.

Can I do my professional internship (student teaching) overseas?

Yes. Ohio University is a member institution of COST, the Consortium of Overseas Student Teaching. The COST program offers professional interns (student teachers) an opportunity to live and work abroad for an extended period, providing professional and personal growth in ways that are increasingly important for living and teaching in the United States.

In English-speaking countries, student teachers are placed in local schools that afford excellent opportunities to become acquainted with the culture and educational system of the host country.

In non-English-speaking countries, professional interns are placed in independent schools that are usually nonprofit, nondenominational, private schools that are established for providing bilingual instruction.

Am I eligible?

Participants must have completed all prerequisites for professional internship at Ohio University's College of Education, have a minimum GPA of 3.0, and be in good academic standing.

When can I participate in COST?

Fall, winter, spring, or summer quarter

When do I have to apply?

The deadline is three quarters prior to travel abroad:

October 1 for summer quarter

January 15 for fall quarter

April 1 for winter quarter and spring quarter

How do I apply?

Applications are available by sending an e-mail to Dr. Frans Doppen at doppen@ohio.edu.

Can I make my own arrangements?

No. At the requests of the schools and in compliance with our accreditation policies, students are not permitted to make their own professional internship arrangements.

Is it possible to intern during the summer?

No.

May I take any other courses during the quarter in which I have an internship?

Interns will not be assigned to teach during a quarter in which they are expected or required to take additional course work or maintain participation in athletic, musical, dramatic, or other campus activities.

In addition to the professional internship, are there other academic requirements?

To fulfill the internship requirement, students will be enrolled in an additional course (Professional Internship in Teaching Seminar). The seminar is scheduled regularly based on 3 hours weekly throughout the quarter with the Site Supervisor. Attendance at each seminar is mandatory to fulfill the requirements for the professional internship in teaching and accounts for 3 professional internship in teaching credits. The seminars provide opportunities for interns to share professional information, develop appropriate strategies for planning and management, develop a professional resume, and learn from colleagues about successes and challenges. Completion of requirements is essential.

How will I be evaluated?

You must pass both the seminar and the internship courses. Your cooperating teacher will conduct at least five evaluations, and the Ohio University site supervisor will conduct at least three. Additionally, you must submit a Teacher Work Sample (TWS) via LiveText for review and assessment. Failure to successfully complete the TWS will result in a failing grade for the seminar.

Do I need a background check?

Interns must obtain a Bureau of Criminal Investigation (BCI) report prior to their internship and present a copy of the report to the principal for verification when they begin their field work. Fingerprinting and background check records are good for one year, so it is essential that the intern has an up-to-date check. Plan ahead so that you can be permitted into the schools.

About PRAXIS II

Why do I need to know about Praxis II?

All students in licensure programs whose catalog year of entry is 2006-2007 or later must take the required Praxis II examinations before graduation and will not be permitted to graduate until Praxis II results have been received by the College of Education Unit of Student Affairs, located in McCracken Hall, Room 124. Students are not required to pass the Praxis II in order to graduate; however, passing scores are required for licensure.

Why must I take Praxis II to be licensed as a teacher?

The State Board of Education has selected Educational Testing Service (ETS) to provide the licensure examinations for Ohio. Successful completion of the Praxis II test(s) is designed to ensure that candidates for licensure have acquired the minimal knowledge necessary for entry-level positions. The tests are built to represent knowledge and skills imparted in educator preparation programs in the United States.

What are the registration procedures?

Registration for Praxis II tests is processed through Educational Testing Service, not through the Ohio Department of Education. Refer to <http://www.ets.org/praxis> for specific information.

May a candidate retake failed tests?

Yes, a candidate for licensure may take any or all required Praxis II tests listed here as many times as desired.

When and where are the tests administered?

There are seven regularly scheduled administration dates for the Praxis II annually. Sites are geographically situated throughout Ohio and the United States. Consult the Educational Testing Service website for specific dates and test sites.

Where should scores be reported?

In-state applicants are responsible for authorizing ETS to release test results to the college or university where the applicant is enrolled.

How may I qualify for extra time or considerations?

All determinations about extra time or special needs

Licensure

How do I apply for my teaching license?

You must complete the Initial Ohio Teaching License Application (Form LN, which you can download from Ohio Department of Education's website) and submit it to the College of Education Unit of Student Affairs (124B McCracken Hall, ATTN Licensing) along with a check or money order for \$80, payable to State of Ohio Treasurer, and a copy of your Praxis II score report. Student Affairs will not process your license application until completion of your program has been verified.

Are there other requirements to be met as I apply for initial teacher licensure?

Yes. You must have a current (less than one year old) BCI and FBI background check on file at the Ohio Department of Education. You will receive more information about this during the pre-orientation session held the quarter before you begin your professional internship.

What should I do if I plan to teach in a state other than Ohio?

We recommend that you apply for your initial Ohio license in case you ever teach in Ohio. Additionally, check out the website for the state department of education's Office of Educator Licensure for the state in which you want to teach to see if there are additional requirements for obtaining licensure in that state.

Graduation and Commencement

What are the deadlines for applying for graduation?

Each quarter has its own deadline for applying. Please contact the Registrar's office or the College of Education Unit of Student Affairs for deadline dates. You can also find information about the deadlines at <http://www.ohio.edu/registrar>.

How do I apply for graduation?

You can apply online at the following website: <http://www.ohio.edu/registrar>. You can also apply in person at the Registrar's office, located on the first floor of Chubb Hall. You will be charged a one-time fee of \$50.

What happens if I apply and do not complete all my requirements?

You can apply again, following the procedures above. You will be charged a \$5 fee each time you reapply.

Is attendance at commencement required? When will the ceremony be held?

Attendance at the ceremony is not required, but we strongly encourage you to participate. Ohio University has only one graduation ceremony per year. If you are a candidate for spring quarter graduation, or if you have earned your degree during the preceding summer, fall, or winter quarter, you are eligible to attend commencement, which is held on the second Saturday of June each year. The College of Education holds a reception following the ceremony for all graduating students and their guests.

When will I receive information regarding commencement activities?

You will receive information about the ceremony a few weeks before the event. You will also receive information about where to buy your cap and gown.

When will I receive my diploma?

Your diploma will be mailed approximately six weeks after your official date of graduation. You will not receive a diploma at the ceremony. (All holds on your record must be cleared before your diploma or transcripts will be released.)

If I need verification for a job or graduate school before I receive my diploma, what can I do?

Degree-bearing transcripts are normally available within four weeks of your official date of graduation. Transcripts can be ordered online at the Registrar's website (<http://www.ohio.edu/registrar>), or in person at the Registrar's office, located on the first floor of Chubb Hall. If you are ordering a transcript prior to the date that degree-bearing transcripts are available, please be sure to indicate that you do not want the transcript until your degree has been added.

The College of Education Unit of Student Affairs can provide a letter indicating that you have met all requirements for graduation, but we cannot guarantee that prospective employers will accept such letters.

(All holds on your account must be removed before your diploma or transcripts will be released.)

What is required to graduate with honors?

The GPA requirements for graduation with honors are as follows: cum laude (with honor), 3.5 to 3.749; magna cum laude (with high honor), 3.75 to 3.899; and summa cum laude (with highest honor), 3.9 to 4.0. The Latin honors notation will appear on your diploma and in the commencement program. *Note: The commencement program honor notation*

for spring-quarter graduates is calculated based on your most recent cumulative GPA prior to spring quarter. After spring grades are calculated, the final honor is calculated and will appear on your transcript and diploma.

To be eligible for graduation with honors, you must complete a minimum of 48 hours of course work with letter grades that affect your GPA in residence at Ohio University. Successful completion of a special honors program of study is noted in the commencement program and on your diploma. Graduation with honors does not apply to associate or graduate degrees.

Career Services

What services are available to me?

The Office of Career Services, located in Baker University Center, provides assistance with making career decisions, exploring major and career options, attending career fairs, and conducting effective job searches. Services, which are free to all students and alumni, include the following:

1. Individual career advising on issues such as major, career options, résumé and cover letter writing/critiques, attending graduate school, and career search strategies.
2. Web-based programs such as Focus and OCIS that identify interests, abilities, and values. Also available: CareerBeam, a Web-based employer-research system containing a database of 20 million organizations; and VAULT, an Online Career Library that includes information on various careers, employers, and other relevant information.
3. Seminars on résumé preparation, interviewing techniques, career planning, and other career-related topics.
4. The Mock Interview Program, which allows you to practice and improve your interview performance.
5. Career fairs that bring a variety of employers to campus to discuss career opportunities. Career fairs, open to all students and alumni, are held in October and February. The Teacher Recruitment Consortium is held during the spring quarter.
6. The Career Resource Center, which contains a wealth of information: career guides, employer directories, graduate school guides and admissions test bulletins, internships and summer job listings, employer literature, and professional job vacancies.

The Career Services website not only provides you with general career information, but also can connect you with a range of other resources on the Internet. It is linked to the Ohio University home page under "Employment" or can be accessed at <http://www.ohio.edu/careers/>.

Services for Graduating Students and Alumni

The Office of Career Services also offers the Bobcat Online Job Search Program for graduating students and alumni. This program consists of three services: computerized résumé referral, online job postings, and on-campus interviewing. To

be eligible for this program, you must register with the office by attending a registration orientation session that explains services and procedures, pay a nominal fee, and complete required materials.

You are encouraged to work with Career Services throughout your university experience for assistance in all career-related matters. For more information, call 740.593.2909. The Office of Career Services is located in Baker University Center 533.

Does the college ever receive any information about job openings?

From time to time the college receives information about job opportunities. Normally, these are forwarded either to the Office of Career Services or to the teacher education department. We strongly recommend that you attend the Teacher Recruitment Consortium, which is held each April by the Office of Career Services. This is a great opportunity to meet local, regional, and national recruiters of teacher education graduates.

You can also visit the Ohio Department of Education website to find out about current openings in Ohio: <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=522&Content=46975> Other states have similar websites, listing current job openings in their states.

College of Education Opportunities

Student Organizations

Many student organizations exist in the College of Education. Possibilities for membership and leadership are numerous and provide a way for students to become involved not only in the College of Education, but in their own professional development.

How do I become involved?

Check out the Student Organizations page on the COE website at <http://www.coe.ohiou.edu/news-events/coeorganizationdirectory.htm>.

You will find a brief description and contact information for each organization. Additionally, refer to the E-News at <http://www.coe.ohiou.edu/resources/e-news.htm> for current meeting dates.

Current organizations include the following:

C. Odom Peer Mentor Program
Chi Sigma Iota
Collegiate Middle Level Association (CMLA)
Collegiate Music Educators National Conference
Dean's Advisory Council
Future Christian Educators
Graduate Student Senate

Human Service Organization (HSO)
Kappa Delta Pi
National Council of Teachers of English (NCTE)
Ohio University Council for Teachers of Mathematics (OUCTM)
Ohio University National Science Teachers Association (OUNSTA)
Ohio University Student Education Association (OUSEA)
Physical Education Club
College of Education Student Ambassadors
Student Council for Exceptional Children
Student Early Childhood Organization (SECO)
Student Personnel Association
Student Senate

College of Education E-News

What is the E-News and how do I access it?

The E-News is an electronic newsletter published weekly during the fall, winter, and spring academic quarters by the College of Education Unit of Student Affairs. Students receive an e-mail weekly with a link to the COE webpage; you can access current and past issues by going to <http://www.coe.ohiou.edu/> and clicking on “This week’s E-News.”

Credential Review and Candidate Progress Board

What if I run into problems on my BCI or FBI background check, or have been referred to the University Judiciaries or Residence Life?

We have a process to systematically determine whether teacher education candidates are able to continue in the College of Education. This process is outlined in the Credential Review and Candidate Progress Board policy outlined here: http://www.ohiou.edu/resources/documents/credent_review_cand_prog_board.pdf

Helpful University Resources

Office of the Bursar
www.ohio.edu/finance/bursar
740.593.4130

Counseling & Psychological Services
www.ohio.edu/counseling
740.593.1616

Office for Disability Services
in the Office of Institutional Equity
www.ohio.edu/equity/disabilityservices
740.593.2620

Financial Aid & Scholarships
www-sfa.chubb.ohiou.edu
740.593.4141

Hudson Health Center
www.ohio.edu/hudson
740.593.1660

International Student Services
www.ohiou.edu/isfs
740.593.4330

Office for Multicultural Student
Access and Retention
www.ohio.edu/diversity
740.593.9376

Registrar
www.ohio.edu/registrar
740.593.4191

University Police Department
www.ohio.edu/police
740.593.1911

Office of Education Abroad
www.ohio.edu/educationabroad
740.593.4583

Office of Institutional Equity
www.ohio.edu/equity
740.593.2620

Where can I find forms related to my major, special concerns, or college information?

We have an extensive forms section on the College of Education website at www.coe.ohiou.edu/resources/forms.htm.