



*Educational Leaders for
Constructive Social Change*

Undergraduate Teacher Education Handbook

Program Requirements
and Expectations

2009-2010

Prepared by the Wittenberg
Education Department

Wittenberg University

Educational Leaders for Constructive Social Change

Wittenberg's Teacher Education Program strives to integrate the ideals of moral responsibility, social consciousness, and vocational commitment into the lives of teachers in such a way that their character, competence, and community involvement establish them as leaders for constructive social change.

Wittenberg University does not discriminate on the basis of gender, race, religion, color, creed, disability, sexual orientation, national origin, veteran status, ancestry, or age.

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AREAS OF TEACHER LICENSURE OFFERED THROUGH WITTENBERG UNIVERSITY

Licenses Requiring a Major in Education

Early Childhood (P-3)

Middle Childhood (4-9)

(The Middle Childhood License requires preparation in two of the following teaching fields: math, science, social studies, and reading/language arts)

Dual License: Early Childhood (P-3) and

Intervention Specialist: Mild / Moderate Educational Needs (K-12)

Licenses Requiring a Major in the Teaching Field and a Minor in Education

Adolescence to Young Adult Licensure (7-12)

Earth Sciences (geology major)

Life Sciences (biology major)

Integrated Language Arts (English major)

Integrated Mathematics (math major)

Integrated Social Studies (history/social studies major)

Multi-Age Licensure (P-12)

Drama / Theater

French

German

Music

Spanish

Visual Art

Endorsements

Reading: Available for Early Childhood, Intervention Specialist, and Middle Childhood. (Note: May require an additional term.)

Note: Advising sheets specifying coursework requirements for the above-listed teaching licenses are available in the Education Department offices and on the department website:

<http://www4.wittenberg.edu/academics/educ/>

Wittenberg University

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Wittenberg University

Education Department

2009-2010

Organizations & Advisory Groups

Wittenberg University

Student Education Association (WUSEA)

Faculty Advisor: **Sara A. Brannan**

Wittenberg Education Honorary

Faculty Advisor: **Regina Post**

Student Advisory Board

Faculty Advisor: **Lowell Monke**

Institute for Educational Innovation

Director: **Robert Welker**

Teacher Education Advisory Committee

Conveners: **Lowell Monke and Robert Welker**

WUSEA Officers

President:

Pamela Geranios

Vice President:

Shelly Kaiser

Treasurer

Ashley Casto

Secretary

Kiara Heidenreich

Education Honorary Officers

President

Emily Nash

VP for Programming

Molly Shuman

VP for Membership

Mandy Crosser

Secretary

Cynthia Liefeld

Treasurer:

Jasmine Dearth

Student Advisory Board

Class of 2010

Joel Assenheimer

Mandy Crosser

Pamela Geranios

Emily Nash

Class of 2011

Brittany Baldrige

Kathryn Cammarn

Brice Lamb

Colleen Mullin

Alex Sitarkik

Rachel Wigton

Wittenberg University Education Dept. Website:

<http://www4.wittenberg.edu/academics/educ/>

Chapter 1 THE TEACHER EDUCATION PROGRAM

WELCOME to the Education Department at Wittenberg. Your interest in becoming a teacher is very important to us, and we are committed to providing you with a wealth of experiences and challenges that will support your confidence and competence as you prepare to become a professional educator.

Purpose of this Handbook

This handbook is intended to help you understand the various steps in becoming a licensed teacher. We hope the information in this handbook will make those steps clear. But if you have any questions about what you read here, please contact any one of the education faculty for additional help.

The teacher education program at Wittenberg University is designed to permit candidates to meet the licensure requirements for teaching in the State of Ohio. The information contained in this handbook represents the official and current policies and procedures for teacher licensure. However, you need to know that this handbook and the program advising sheets for the respective areas of licensure are revised on an annual basis to reflect any changes in program requirements. For this reason, you are expected to meet with your Education Department advisor each semester to keep informed of any changes in program requirements. Also, you can check the Education Department's website for the most current information about courses, program requirements, and teacher education policies and procedures.

Programs of Licensure Offered

Upon graduation from Wittenberg, candidates who have successfully completed the teacher education requirements are eligible to receive a 2-year Ohio Provisional License. Licensure is always based on a major field of study. Students who major in education may earn licensure in Early Childhood (P-3), Middle Childhood (4-9) or dual licensure in Early Childhood (P-3) + Intervention Specialist: Mild-Moderate Needs (K-12). Students majoring in areas other than education may seek licensure in secondary (7-12) areas such as life sciences or mathematics or P-12 areas like art, music, and foreign languages as teaching fields. (See page 4 for the full listing of licensure areas offered through Wittenberg.)

Mission of the Teacher Education Program

At Wittenberg University, we recognize that teaching is a moral enterprise. This moral purpose grows out of the University's mission to teach students "to discover their calling and to lead personal, professional and civic lives of creativity, service, compassion and integrity." It is upon that foundation that Wittenberg's Education Department has developed its own theme and mission statement for the teacher education program.

Program Theme: Educational Leaders for Constructive Social Change

Program Mission Statement: Wittenberg's Teacher Education Program strives to integrate the ideals of moral responsibility, social consciousness, and vocational commitment into the lives of teachers in such a way that their character, competence, and community involvement establish them as leaders for constructive social change.

This program theme and mission statement place teachers in the role of change agents in the educational enterprise — active decision makers in and beyond the classroom. In focusing on leadership for constructive social change, we emphasize that Wittenberg expects its teacher education candidates to understand that teaching has a social purpose—not only do teachers work to help students make a better life for themselves but also actively work to make the conditions of school, community, and society better places to live, learn and work.

For a complete text of the mission statement and the conceptual framework for Wittenberg's teacher education program, see the Education Department website:

<http://www4.wittenberg.edu/academics/educ/>

Performance Outcomes

The Wittenberg Teacher Education Program seeks to address three dimensions of candidate development. The first dimension entails the capacities for professional **competence** as it pertains to content knowledge, pedagogy and curriculum development. The second dimension, **community**, relates to the candidate's care in providing for classrooms, the community at large and issues of advocacy and collaboration. The third dimension deals with **character**, described in terms of personal character, professional character and service to the community. These three dimensions of candidate development provide the organizing structure for the performance outcomes we hold for all candidates in our undergraduate program. For a list of the performance outcomes required of all teacher education candidates, see Appendix A at the end of this handbook.

Assessment of Candidate Performance

Each semester, the Education Department reviews assessment information and makes decisions about candidate's admission, continuation in the program and/or permission to student teach. Decisions about status in the program are communicated to candidates by course instructors, advisors and/or the department chairperson. Assessment involves evaluating information about a candidate's GPA, as well as grades in education courses and courses in the teaching field being pursued. The Education Department consults with other academic departments regarding candidate content knowledge.

Assessment also includes analyzing information about candidate performance on the performance outcomes listed in Appendix A. While any instructor can provide feedback on any performance outcome, instructors also focus on the particular outcomes most in accord with their course objectives. Students can consult the particular course syllabus to see how activities and course assessments and program outcomes are aligned.

Declaration of a Major

Students pursuing a major in education are encouraged to declare their major by the end of spring semester of their freshman year. The benefit of declaring a major is that the candidate will be assigned a faculty advisor in the Education Department and will more likely receive advising that assures proper course selection concerning education-related career planning.

Declaration of a Minor

Students majoring in a field other than education who wish to pursue licensure to teach should declare a minor in education. Students pursuing an education minor should begin education

coursework no later than first semester of the sophomore year to assure timely completion of program requirements. Students should fill out a declaration of minor form as soon as they decide on their intention to pursue a teaching license.

Advising

Because program requirements are extensive for obtaining licensure to teach, it is important that candidates (majors and minors) meet with their Education Department advisors as soon as possible to plan a tentative four-year schedule of courses. This four-year plan should be completed as early as possible but no later than the end of the freshman year to assure that program requirements are appropriately scheduled within the four years of undergraduate study.

Program advising sheets which specify the required coursework for each area of licensure are available from any Education Department faculty member or from the main offices of the Education Department.

For advice about how best to accomplish your program in the timeliest manner, see Appendices C, D, and E at the end of this handbook for suggested timelines and a decision flowchart for the various licensure areas.

Policy on Coursework Prior to Admission to the Teacher Education Program

In order to help applicants clarify their decision to become a teacher, the Education Department requires that prospective teachers enroll in the following introductory courses:

Educ 103 - Sociological Perspectives in Education,
or
Educ 104 - Philosophical Perspectives in Education

Plus, one of the following courses in Human Development (depending on grade level of licensure being pursued):

Educ 111 - Human Development & Learning Theory: Birth thru Middle Childhood,
or
Educ 112 - Human Development & Learning Theory: Middle Childhood thru Young Adult

(Note: Students pursuing a multi-age license [K-12 or P-12] should enroll in Educ 111 plus Educ 113 - Human Development & Learning Theory: Adolescence thru Young Adult)

Plus,
Educ 120 - Introduction to Students with Special Needs

These courses represent the first courses in any program leading to licensure. The courses provide information on the concepts related to teaching and learning and provide applicants with an orientation to the different licensure programs available. (For a full listing of courses required for each licensure area, pick up an advising sheet for the desired area of teacher licensure from the Education Department Offices. Advising sheets may also be viewed or downloaded from the Education Department website.)

Criteria & Procedures for Admission to the Teacher Education Program

Admission to the teacher education program is selective. All applicants who wish to complete licensure requirements must apply for and be admitted to the program. To be considered for admission applicants must:

1. Have a cumulative GPA of at least 2.5 at the time of application,
2. Demonstrate writing proficiency by earning a grade of C- or higher in English 101 or by placing out of the course,
3. Demonstrate mathematics competency by earning a grade of C- or higher in Mathematics 118 (majors) or *beginning with the class of 2011* by earning a grade of C- or higher in a four semester hour course that fulfills the general education math requirement, course designated by a "Q" (minors). *Note: In special circumstances, the Department will accept petitions to the math requirement for minors, using a passing score of 175 on the Praxis I test as an alternative.*
4. Earn grades of C- or higher in the following entry-level education courses:
 - Education 103 - *Sociological Perspectives in Education* or, Education 104 - *Philosophical Perspectives in Education*;
 - Education 111 - *Human Development & Learning Theory: Birth through Middle Childhood* or, Education 112 - *Human Development & Learning Theory: Middle Childhood through Young Adult*;
 - Education 120 - *Introduction to Students with Special Needs*;

And, for applicants pursuing a major in education:

 - Education 150 - *Phonics for Reading and Writing*;
 - Education 275 - *Integrating Literature, Art, Drama, Dance, and Music throughout the Early Childhood Curriculum* or, Education 276 – *Integrating Literature, Art, Drama, Dance, and Music throughout the Middle Childhood Curriculum*.
5. Display knowledge, skills, and dispositions appropriate for teaching, including a satisfactory level of competence on the 18 performance outcomes assessed in the education program (see Appendix A on page 23).

Applicants may apply for admission during the semester they are completing the last coursework requirements required for admission. Applications for admission are due in the Education Department office by the end of the third week of the semester and are acted upon by the Department before advising week.

Applicants will be informed prior to advising week of their status concerning admission to the program and whether they have approval to proceed in registering for advanced coursework in education. Prior to admission to the Teacher Education Program, applicants may enroll only in 100- and 200-level education courses. Applicants denied admission may reapply once, provided that the circumstances contributing to the initial denial have been addressed. Applicants denied a second time are not permitted to reapply.

Criteria & Procedures for Continuation in the Teacher Education Program

Students admitted to the Teacher Education Program who are making satisfactory progress in the program shall be permitted to continue until they have completed all requirements. To be continued in the program, candidates must:

1. Earn at least a C- in all education courses and those in related areas, and make progress in attaining a GPA of 2.75 in education coursework prior to student teaching.
2. Maintain an overall GPA of at least 2.50.
3. Display a positive attitude concerning teaching and working with students and practitioners as displayed during the field experience components of the program.
4. Display knowledge, skills, and dispositions appropriate for teaching, including a satisfactory level of competence on the 18 performance outcomes assessed in the education program. (See Appendix A on page 23.)

At least once each semester the Education Department reviews the status of each candidate in the program. If the review indicates a need for remedial action or termination from the program, specific reasons for the decision are provided and, if appropriate, options for remediation are suggested. The decision is communicated to the candidate in writing, and the candidate is encouraged to meet with his/her Education Department advisor or the Education Department chairperson to discuss the decision and any plans for remediation or career redirection.

Criteria and Procedures for Permission to Student Teach

Only applicants who have been admitted to the Teacher Education Program may be approved to student teach. According to its mission and goals, the Education Department considers each candidate's ability to take on the challenge and honor of serving students in our schools. To make decisions on who is ready to student teach, we use the following criteria.

All candidates must:

1. Complete 100% of all required licensure and content courses offered prior to the student teaching term and/or receive the approval of the Education Department. Minors must also receive the endorsement of the major Department. *Note: Candidates should consult Department advising sheets for a full listing of all required education methods and content courses.*
2. Complete all program licensure courses with at least a grade of C- and with a total education GPA of at least 2.75.
3. Attain a cumulative GPA of at least 2.50 at the time of student teaching.
4. Display knowledge, skills, and dispositions appropriate for teaching, including a satisfactory level of competence on the performance outcomes assessed in the education program. (See Appendix A on page 23.)

Middle School candidates must:

- Attain a 2.50 GPA in *each* teaching/licensure field and a grade of C- or above for each course in each teaching/licensure field.

Adolescent Young Adult and Multi-Age Candidates must:

- Have a GPA of 2.50 in the teaching field and a grade of C- or above for each course in the teaching field. The teaching field includes all courses in the student's major plus subject content courses required for licensure.
- Have recommendation of the candidate's major department affirming a competent level of preparation in the teaching field according to the approved Ohio Academic Content Standards.

No courses required for licensure can be taken pass/fail without the permission of the Education Department Chair and the Director of Teacher Licensure.

Student teaching is scheduled during spring semester. Candidates enroll in education coursework the first five weeks of the semester and then proceed on to eleven to twelve weeks of full-time student teaching. Since student teaching is a full-time load, no other coursework may be scheduled during the weeks of student teaching unless permission is granted by the Director of Student Teaching. In planning for spring vacation, candidates must follow the calendar of the school system in which they are assigned to student teach and plan their Spring break in line with the school's vacation schedule. Travel to and from the student teaching site is the responsibility of the candidate.

Criteria and Procedures for Recommendation for Licensure

To be recommended for licensure candidates must have met all program requirements listed for their respective area of licensure (see respective program advising sheets), must have satisfactorily completed the required student teaching experience, and must have passed all state-required licensure examinations.

Passing student teaching requires that the candidate be rated as "competent" by the university supervisor on all four domains reported on the final evaluation report for student teaching. The four domains are planning, educational environment, instruction, and professionalism. The domains contain the performance outcomes established by Wittenberg's Education Department as essential for all candidates to demonstrate. The university supervisor makes the determination of the candidate's final performance ratings after consulting with the candidate's cooperating teacher(s). (See *The Wittenberg University Student Teaching Handbook* for additional information about procedures and responsibilities for student teaching.)

In addition to satisfactorily passing student teaching, candidates must also successfully pass state-required examinations in order to be recommended for licensure. The State of Ohio requires the Praxis II series of tests which measure levels of professional knowledge (e.g. general teaching techniques, educational issues and the use of student knowledge in planning and teaching) and curriculum content and teaching techniques for specific licensure areas (e.g. special education, social studies, early childhood and middle childhood mathematics).

While passing the licensure examinations is required for recommendation for licensure, they are not a program requirement for graduation. Candidates who do not meet the minimum score established by the State of Ohio for purposes of licensure may still graduate. Candidates may retake the examinations an unlimited number of times. Several administrations of the examinations are offered each year. Information about licensure examinations is made available to teacher candidates during the spring semester of their junior year. The examinations are typically completed during the senior year.

Policy for Transfer and Adult Non-traditional Students

Transfer and adult non-traditional candidates must meet the university and teacher licensure requirements that are in effect when they enter the university. University policy states that at least half of a candidate's program of study in the major be completed at Wittenberg. As a general policy, all education methods courses should be taken at Wittenberg.

Chapter 2 LICENSURE PROCEDURES & REQUIREMENTS

Licensure to teach indicates the holder has displayed the knowledge, skills and dispositions identified by the Wittenberg teacher education program and by the State of Ohio as requisite for effective teaching. Holding a teaching license means that teachers are competent and can be entrusted to act in a professional manner with the students they teach, the colleagues with whom they work and the communities in which they live and serve.

Ohio Licensure

The authority to license teachers is a responsibility entrusted to the State. When candidates graduate from Wittenberg University's teacher education program, they are eligible to earn an Ohio 2-Year Provisional License. This license is effective July 1 of the year of graduation and is valid for 2 years. Should candidates complete their studies at the end of Fall Semester, they may request that licenses be backdated to July 1 so they can teach on the license the remainder of the school year. Beginning teachers holding an Ohio 2-Year Provisional License have two years to either renew the license or have it upgraded to a 5-Year Professional License. Upgrading the provisional license to a professional license in Ohio requires an individual to successfully complete an Entry Year Program with a school district and a performance-based assessment of teaching within the first two years of teaching.

Procedure for Applying for Ohio Licensure

Application for the Ohio 2-Year Provisional License is made during Spring Semester of the senior year. A meeting is scheduled early each Fall Semester for purposes of explaining procedures for applying for teacher licenses.

All candidates who anticipate completing requirements for teacher licensure are encouraged to apply for that license upon completion of their senior year, even if they are not sure they will pursue a teaching position upon graduation. Delay in applying for teaching licensure may result in additional coursework if licensure requirements change after candidates graduate.

Procedure for Applying for Teacher Licensure from Other States

Teacher education graduates who plan to seek a teaching position in a state other than Ohio should first apply for and receive Ohio's license, then apply to the Department of Education in the sought-after State. If the State has a reciprocity arrangement with Ohio, a teaching license will likely be issued after the appropriate paperwork is completed. If the state does not have reciprocity arrangements, the teacher's transcripts may be reviewed to see if any additional coursework or requirements need to be met to satisfy licensure in that state.

Students who are interested in seeking teaching positions outside Ohio should:

1. Apply for an Ohio teaching license. (Application for another state's license is based on holding a valid teaching license.)
2. Contact the State Department of Education in the state in which licensure is being sought to request an application for teacher licensure (or check their website for instructions).
3. Complete the teacher licensure application and, if necessary, send the application form to the Wittenberg Teacher Licensure Office for any required documentation by our office.

- States may require different competency tests and/or different passing scores on the Praxis tests than Ohio. Students should plan to take these tests if they feel they will be seeking licensure in that state.

Note that a number of states have additional requirements or procedures that are explained in greater detail at the websites of the different state departments of education. Wittenberg offers a number of computer lab sites for our candidates' convenience; one of which is located in the Education Department Offices. Supplemental information is available in the Teacher Licensure and Placement Office within the Education Department.

It is the candidate's responsibility to check these resources and be aware of any additional requirements for licensure in states in which they intend to teach. Reciprocity and licensure policies are subject to change and final determination of eligibility is determined by the state at the time of application.

Interstate Reciprocity / NASDTEC Agreement

The National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement is a collection of over 50 individual agreements by states and Canadian provinces. This Agreement facilitates the movement of educators among the states and other jurisdictions that are members of NASDTEC and have signed the Agreement. Each individual "agreement" is a statement by that state or jurisdiction outlining which other states' educator certificates will be accepted by that state. Ohio has signed this Agreement with many other jurisdictions (see table below).

NASDTEC 2005 – 2010 Agreement Jurisdiction Status – OHIO

TEACHER			
Alabama	Alaska	Arizona	Arkansas
California	Colorado	Connecticut	Delaware
District of Columbia	Florida	Georgia	Hawaii
Idaho	Illinois	Indiana	Iowa
Kansas	Kentucky	Maine	Maryland
Massachusetts	Michigan	Mississippi	Montana
Nebraska	New Hampshire	New Jersey	New York
North Carolina	Oklahoma	Oregon	Pennsylvania
Rhode Island	South Carolina	South Dakota	Tennessee
Utah	Vermont	Virginia	Washington
West Virginia	Wisconsin		

Such an "acceptance" agreement means that the "receiving" state will issue some form of authorization allowing the inbound certificate holder to legally teach or provide service in the receiving state, provided the license issued by the "sending" state is acceptable under the agreement. This authorization may be limited in time by the receiving state, and the receiving state may impose additional requirements which need to be accomplished before the educator can teach or practice after the end of the time limit.

For more information, visit the NASDTEC website: <http://www.nasdtec.org/>

Chapter 3

FIELD EXPERIENCE AND STUDENT TEACHING

Field Experience Prior to Student Teaching

Prior to student teaching, all teacher education candidates participate in extensive field-based experiences in which they have opportunities to apply the knowledge and skills gained from education courses taken. Field experiences begin early in the program and continue as an integral part of each methods course. The integration of field experience into every methods course enhances the problem-solving focus of the program of study. The meaningful opportunities for applying and testing newly acquired learning is extremely valuable in bridging the gap between theory and practice.

Placement of candidates in field experiences is arranged collaboratively with the schools. Over the course of the field experience placements, candidates will have exposure to students at different grade levels and from diverse backgrounds and abilities.

Student Teaching

The student teaching experience is the culminating experience for teacher education candidates. During the required period of student teaching, the candidate has the opportunity to assume all major teaching responsibilities on a full-time basis. Student teaching earns at least ten semester hours of credit.

Application for permission to student teach must be made early in the Spring Semester of the junior year. Applications for student teaching are distributed to junior candidates at an annual Spring meeting, or may be secured from our website, the Director of Student Teaching or picked up in the Education Department main office. Criteria for permission to student teach are cited in Chapter 1 of this booklet.

All education methods courses must be completed prior to student teaching and must be passed with a grade of C- or higher. Refer to program advising sheets for methods courses required for each teaching field.

General Policies for the Placement of Student Teachers

As a general policy, all candidates seeking licensure to teach from Wittenberg University must student teach under the direct instruction and supervision of the Wittenberg Education Department in the Springfield/Clark County area. Placing student teachers in easily accessible schools allow the Education Department maximum opportunity to meet the following responsibilities:

1. Provide all student teachers an integral, coherent total program of teacher preparation in which courses and clinical/field experiences are consistent with and related with each other.
2. Provide student teachers a university supervisor who knows the total program well enough to be able to extend, focus, or otherwise supplement what is learned in other education courses.
3. Provide a student teaching placement most likely to be congruent with the candidate's needs, interests and qualifications.
4. Cultivate good placements in the schools by working with cooperating teachers, developing in them an understanding of the total Wittenberg program of pre-service teacher education and an awareness of how they can be a part of it.

5. Re-evaluate and re-develop continually the Teacher Education Program by having department members in constant contact with the concerns of the schools, which provide field experiences for Wittenberg candidates.
6. Allow entry into the teaching profession of only those pre-service teachers whom it knows to be truly competent, as assessed through a series of direct contacts in all courses but particularly in student teaching.
7. Support the university supervisor who must act as interpreter and implementer of the total program.
8. Maintain accountability to the State of Ohio for implementing and maintaining the program of teacher education, characterized by planned field experiences under the direct supervision of the Education Department, which the State has approved.

Policy for Placement of Student Teachers in International or Other-Cultural Settings

Wittenberg's Education Department encourages student teaching in international and/or other-cultural settings. Candidates should consult with departmental advisors, the Director of Student Teaching and the Director of Teacher Licensure.

The following placement criteria are based on the premise that teaching in an international setting requires an additional amount of professional and personal competence beyond that customarily required in the traditional student teaching experience. The following criteria have been established with the goal of assuring that candidates selected for student teaching in international settings display strong professional competence and personal maturity.

Candidates will demonstrate evidence of global and regional understanding by completing:

1. Foreign language at the 112 level of competence;
2. Research, course study or travel to indicate awareness of other cultures, societies and histories.

Candidates will demonstrate evidence of professional and personal competence through the following:

1. Completion of the same course requirements and procedures as specified for approval for on-campus student teaching;
2. GPA of 3.0 in methods courses and 2.75 in all university work; and,
3. Approval by the Education Department and recommendation by the candidate's major department for those candidates whose teaching field is a major other than education.

NOTE: Approval for placement does not guarantee that a student teaching experience can be arranged. Final placement arrangements are contingent on the approval of the host school and availability of placement sites.

Procedures for Requesting an Exception to Student Teaching Placement Policies

Candidates wishing to seek an exception to the policies for placement of student teachers must submit a written petition (see **Petition Form** on Page 24/Appendix B at the back of this book) that includes the following:

1. Reasons why an exception is being requested.
2. A description of the alternative placement desired.
3. A statement setting forth how the Education Department might fulfill its responsibilities (see General Policies section in this chapter) for the proposed alternative.

The petition should be prepared and submitted to the Director of Student Teaching prior to or at the time that applications for permission to student teach are due (i.e. early in the Spring Semester preceding the academic year in which the candidate plans to student teach.)

The Education Department will notify the candidate, in writing, within one week following the next regularly scheduled Education Department meeting regarding the approval or denial of the petition.

Chapter 4

OFFICE OF TEACHER LICENSURE AND PLACEMENT SERVICES

Wittenberg's Office of Teacher Licensure and Placement Services, located in the Education Department, processes applications for licensure and assists candidates in securing employment.

Credentials

The Teacher Placement Office maintains credentials for all teacher candidates. Candidates should establish a credential file during the Fall Semester of their senior year. Credentials consist of:

1. A resume of personal information, educational training and experience, and special abilities.
2. Statements of reference completed by at least three individuals or faculty members requested by the candidate.
3. Evaluations of student teaching experiences as completed both by the university supervisor and the cooperating teacher.

Candidates must attend a scheduled meeting Fall Semester of their senior year to receive materials and instructions for preparing their credential file.

Listing of Vacancies

As part of its service, the Teacher Placement Office posts letters received from school districts indicating vacancies. Job postings are also distributed by way of E-mail, newsletters, phone calls, etc.

Interviews

The Teacher Placement Office makes arrangements for school systems to visit Wittenberg to interview teacher candidates. Appointments with visiting school representatives are made through the Placement Office in the Education Department. The Teacher Placement Office occasionally offers mock interviews as "practice" – see the Director of Student Teaching and Teacher Placement.

Resumes

The Teacher Placement Office provides assistance to candidates to help them prepare effective resumes and cover letters. Sample resumes and cover letters are made available for candidates' use in the Teacher Placement Office.

School Addresses

Directories containing addresses of all public school systems in the U.S., private schools, and foreign schools are available for candidate use.

Access to Credential File and Other Student Records

Any letters of recommendation or reference written for admission to graduate school, employment, or other purposes (after January 1, 1975) are available for inspection by the candidate concerned unless the candidate has signed a waiver to inspect such records. Access to placement files and other candidate records are governed by the Family Educational Rights and Privacy Act of 1974. (See Appendix E for a more detailed description of the Act.)

Policy on Sending Credentials

1. Candidate credential files will be sent to the school districts, at no charge to the candidate, when school districts contact us to request the file. There is no limit and no charge for sending files when school districts request to have them sent. (Be sure to indicate that your credential file is available from us and give the telephone number/email address of our Teacher Placement Office.)
2. In addition, senior teacher education students will be allowed ten free requests for having credential files sent out. After ten files have been sent for a student, the charge will be \$2.00 per request. (Requests should be made through the Teacher Placement Office and accompanied with a check payable to Wittenberg University.)
3. Unless there are special circumstances, credential files will not be sent to prospective employers until the evaluations for student teaching have been entered into the file. (The student teaching evaluation is an essential part of the file; most employers do not want your file until it is complete.)

Chapter 5

RELATED INFORMATION

WUSEA

The Wittenberg University Student Education Association (WUSEA) provides a link and insight to schools and school culture through programming and presentations on current topics and issues in education. WUSEA is open to all students interested in education and teaching. Officers of WUSEA are Education major and minor students at Wittenberg. Nominal dues (\$10 per semester) are expected each year and support the many activities in which members are involved. Students interested in joining WUSEA may contact any of the officers (see page 6 for current officers), the faculty advisor (page 6), or Education Department faculty.

Education Honorary

The Education Department is committed to producing the finest teachers possible for the nation's youth. We feel responsible, furthermore, for identifying those pre-service teachers who possess unusually strong affective and intellectual characteristics, which are desirable in teachers. The faculty commits itself to interact with such students to promote their development in a manner more personalized and intense than is possible through regular course structures.

The Education Honorary consists of students who apply and meet the requirements for membership. Students majoring or minoring in education are eligible for membership in the

Education Honorary if they have earned a GPA of 3.50 or higher in education courses and an overall GPA of 3.30. Honorary members must be of at least junior standing and have been admitted to the Teacher Education Program. In addition, they need to have exhibited qualities of leadership, commitment to teaching, critical analysis, etc. that distinguish them as scholars and potential leaders. The applicant demonstrates these qualities by submitting a list of extracurricular activities and an essay. These materials are considered by current members through a blind review process. Current members selected for Fall and Spring, are listed under "Organizations and Advisory Groups" on page 6.

Student Advisory Board

Because the quality of their teacher education program at Wittenberg will determine, to a large degree, the success of their teaching careers, students have a legitimate right to be involved in decisions affecting their professional training. Therefore, an Advisory Board composed of students pursuing licensure in the Teacher Education Program was established in 1968.

The purposes of the Advisory Board are:

1. To have voice and vote in curriculum and policy decisions of the Department.
2. To communicate the concerns of students to the Department.
3. To provide a communication link between faculty and students.
4. To help the Education Department strengthen the Teacher Education Program.

The Advisory Board shall consist of junior and senior elementary and secondary education students distributed as follows:

1. One delegate representing the Wittenberg University Education Association (WUSEA).
2. One delegate representing the Education Honorary.
3. Three student delegates appointed by the faculty of the Education Department.
4. Three seniors and three juniors elected from a list of interested applicants by junior and senior teacher education students. One senior and one junior of these six delegates must be secondary majors.

The Board members shall be elected in the Spring of each school year and serve for one academic year. Meetings of the Board are held monthly and are open to all students. Students are notified in early Spring that if they are interested in serving, to contact the Education Department main office. Current members can be found under "Organizations and Advisory Groups" on page 6.

Barbara Steel Kane Memorial Award

The Barbara Steel Kane Memorial Award was established in 1979 in memory of Barbara Steel Kane, a 1978 Wittenberg graduate who majored in elementary education and psychology and who died in September, 1978 in an airplane crash.

This monetary award is given annually to a graduating education major and minor who have demonstrated excellence in the teacher education program and service to the teaching profession. Eligible for nomination is any senior who:

1. will graduate in May of the award year;
2. at the time of graduation will have completed a major or minor in education;
3. has a cumulative GPA of at least 3.50 at the conclusion of Fall semester of the award year.
4. has actively participated in at least one of the following organizations: WUSEA, Student Advisory Board, or Education Honorary.

Award nominations will be accepted from the Education Department faculty and from education majors or minors. The winner will be announced at Wittenberg University's Honors Convocation, held each Spring semester and the recipient's name will be added to a plaque displayed in the Department.

The Virginia Lucas Silver Apple Award

The Wittenberg University Student Education Association (WUSEA) sponsors an award to honor a junior education major or minor who displays the following qualities, modeled by Emeriti faculty member, Virginia Lucas.

1. is enthusiastic about teaching
2. is involved with Wittenberg within and outside of the Education Department
3. builds rapport easily
4. has a great sense of humor
5. is hardworking and productive
6. is service-oriented

Selection of the recipient of the Silver Apple Award will be made by a committee of WUSEA members, their advisor, and education faculty. The Silver Apple Award is announced at Wittenberg University's Honors Convocation held Spring semester each year.

Departmental Honors in Education

Departmental Honors Program in Education is intended to provide qualified students who are majoring in education with an opportunity for in-depth, focused scholarship and/or creative, substantive materials design. Students may qualify for and complete the criteria for Departmental Honors whether or not they are members of the University Honors Program. Students who are completing University Honors as well as Departmental Honors, must fulfill the requirements for Departmental Honors in addition to any University Honors requirements. Upon completion of the program's requirements, "Departmental Honors in Education" will be recorded on the student's official university transcript.

Criteria for Applying for Departmental Honors

Application for Departmental Honors in Education will be reviewed based on the following criteria:

1. Education Department GPA of 3.50
2. Cumulative GPA of 3.50
3. Demonstrated personal and professional attributes of self-discipline, integrity, initiative, and commitment.
4. Admission to the Teacher Education Program

Procedures for Selecting and Working with an Honors Committee

After consultation with their department advisor, students should meet with a department faculty member who will agree to chair the student's Departmental Honors Committee. With the guidance of this faculty member, the student should prepare a project proposal (see guidelines below) and submit the application for the honors project on or before April 10 of their Junior Year. Students interested in Departmental Honors in Education should consult with their advisor and secure a faculty member to chair their committee as early as possible in order to meet this deadline.

The student, with the guidance of the chair of the student's Honors Committee, will identify two additional faculty to evaluate the project proposal, oversee the project's progress, evaluate the completed project, and make the final determination that all program requirements have

been fulfilled. Usually the committee will include three faculty — two from the Education Department and one additional faculty member who may be outside the department. The proposal will require approval from the chair of the Education Department as a final signature for registration for the honors project.

Criteria for the Project

The project must include both written and oral components. The project should represent approximately 8-10 semester credit hours work during the senior year. Students may elect to receive 0-10 semester credits for the project.

Satisfactory Completion of Departmental Honors

Candidates for Departmental Honors must maintain admission criteria 1 through 4 (above) throughout their involvement in the Program.

The student's Honors Committee will do final evaluation of the project. If the student is also in the University Honors Program, the committee will forward its evaluation results to the University Honors Program Director. Notification of successful completion of Departmental Honors in Education will be forwarded to the Registrar for notation on the student's official Wittenberg transcript. In the event that the Honors Committee evaluates the project as having merit but not having the high quality required for honors work, the student may receive credit for the project without receiving Departmental Honors.

Excellence in Pre-Service Teaching

This is an honor awarded by the department to those candidates (majors and minors) who have achieved and performed at consistently high levels throughout their teacher education program. To honor this achievement, the notation "Excellence in Pre-Service Teaching" will be stamped on the qualifying candidates credential file that is sent to prospective employers.

Criteria for Selection:

1. 3.50 GPA in education course work.
2. 3.30 cumulative Wittenberg GPA (approximate)
3. Pass Praxis II tests
4. Superior student teaching and field experiences
5. Leadership or significant involvement in education activities or organizations
6. Enthusiasm for teaching
7. Personal regard for learners and colleagues
8. 2/3 vote of education faculty

Transfer Credit

Students who enroll at other institutions with the intent of transferring credits to meet licensure requirements of the Wittenberg Teacher Education Program should receive approval from the Chairperson of the Education Department, as well as the Director of Teacher Licensure, prior to enrollment. University policy requires that at least half of a student's program of study in the major be completed at Wittenberg. As a general policy, all methods courses should be taken through the Wittenberg program.

Courses intended to meet general education requirements require the approval of the Registrar and courses intended to meet requirements that satisfy departmental majors require the approval of the respective department chairperson.

Curriculum Resource Center / Barbara Steel Kane Room

A Curriculum Resource Center of elementary and secondary school materials containing textbooks, courses of study, units of work, curriculum guides, media, and other library materials used by students preparing to teach is located on the third floor of Wittenberg's library.

Located by the Curriculum Resource Center (CRC) is the Barbara Steel Kane Room. Barbara Steel Kane graduated from Wittenberg in 1978 as an elementary education and psychology major. She died tragically in an airplane crash in 1979. Barbara's parents, Mr. and Mrs. George B. Steel, Jr. funded an award in her memory (see page 19). Over the years they continued to contribute to the fund and made their final gift to it as a bequest in 2003, the result of which became the Barbara Steel Kane Center. This valuable resource has also been endowed by other generous donors and contains many of the tools and supplies that students need to create educational materials, such as die cut machines (Ellison and Accu-cut), a comb book binder, laminator, paper cutter, shredder, scissors, three hole punch, etc.

Appeals Procedure

An appeals procedure is established for seeking exceptions to Education Department policies or decisions. (See also pp. 16-17 for appeals to policies and decisions regarding student teaching.) Students should submit a written petition stating the cause for the appeal by using the petition form established by the department (Appendix A). The form is meant to help the student to direct the petition to the proper person or persons and to help the department faculty consider a case carefully. For this purpose, students should carefully provide evidence and reasons.

The Education Department will notify the student, in writing, within one week following the next regularly scheduled Department meeting regarding the approval or denial of the petition.

Suggestion / Recommendation / Complaint Procedure

When students wish to provide a suggestion or file a formal complaint concerning the teacher education program, we recommend the following:

- Discuss the matter first with the person most involved. Direct communication many times will resolve an issue and more quickly help secure the desired changes. It may help to put the suggestion in writing and share it before the meeting. Quick e-mail communications are not recommended because they may hide tone and emphasis.
- Discuss the matter with your education advisor. He or she might be able to provide a context and suggest how to best direct your concern(s).
- Discuss the matter with a member of the Student Advisory Board. Especially when the issue or suggestion affects and might help other students, this can be a good option. Advisory Board members meet regularly with the Department Chair. (See page 6 for a current list of members.)
- Compose a letter to the Chair of the Education Department and request a meeting.
- In all cases, act with due promptness and thoughtful consideration.

The Education Department deeply appreciates comments and suggestions from teacher candidates because it helps improve teaching and learning for all of us. It models the care for a supportive environment expected of all educational professionals.

Appendix A

Performance Outcomes for the Teacher Education Program

The Wittenberg teacher education program seeks to address three dimensions of candidate development. The first dimension entails the capacities for professional **competence** as it pertains to content knowledge, pedagogy and curriculum development. The second dimension, **community**, relates to the candidate's care in providing for classrooms, the community at large and issues of advocacy and collaboration. The third dimension deals with **character**, described in terms of personal character, professional character, and service to the community. These three dimensions of candidate development provide the organizing structure for the performance outcomes we hold for all candidates in our undergraduate program.

Competence

1. Thoroughly understands the content to be taught.
2. Knows how to present and organize content so that it is clear and understandable.
3. Understands student learning and development.
4. Attends to the cultural, social, institutional or personal factors that affect learning.
5. Integrates curriculum in ways that enrich student learning.
6. Communicates clearly and effectively.
7. Facilitates high levels of productive student engagement.
8. Uses appropriate assessments to plan instruction, monitor progress, evaluate student learning, and adjust instruction.
9. Makes instruction meaningful for all students.
10. Develops students' creative and critical thinking abilities.
11. Demonstrates appropriate and effective use of resources, media, and technology.

Community

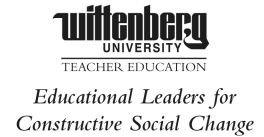
12. Creates caring, respectful, and supportive learning environments.
13. Manages classroom routines, transitions, and physical environments effectively.
14. Guides students towards self-regulation in positive and effective ways.

Character

15. Reflects critically and creatively on teaching and learning.
16. Takes responsibility for professional growth.
17. Demonstrates strong moral character and professionalism.
18. Advocates and collaborates to support the needs of students, families, schools, and communities.

Appendix B

Department of Education Petition Form



Student's Name _____ Date _____

Major _____ Advisor _____

Minor _____ Advisor _____

Year and semester of planned program completion _____

Directions. Please fill out the entire petition form, and attach any supplemental documents. Submit the completed petition to the appropriate person(s) outlined below under section 1. Petitions will be discussed by the education faculty and a determination of the petition will be communicated to you in a timely manner.

1. To whom are you directing your petition? (Circle all that are appropriate)

To the Education Department Faculty

Admission to the Program

Permission to Student Teach

Removal from the Program

To the Department Chair

Coursework sequence

Instructor Ratings

Other

To the Director of Licensure

Licensure issues

Transfer credits

Coursework regarding licensure

To the Director of Student Teaching and Teacher Placement

Student Teaching

Field Experiences

2. Please describe below the specific item of concern. List possible solutions, possible consequences, hardships, and other considerations. Use additional paper if necessary.

FOR EDUCATION DEPARTMENT USE ONLY

Result of petition _____

Signed _____

Date _____

Appendix C

Suggested Timeline of Program Requirements for an Education Major

Note: A major in education is required for the following areas of licensure:

- Early Childhood (P-3)
- Middle Childhood (4-9)
- Dual licensure in Early Childhood (P-3) & Intervention Specialist: Mild-Moderate Educational Needs (K-12)

Freshman Year

- Enroll in entry-level courses.
- Access appropriate program advising sheet and Teacher Education Handbook, either in Education Department office or online.
- Meet with an Education Department advisor. Discuss career goals & prepare 4-yr plan.
- Declare education major.

Sophomore Year

- Complete entry-level courses.
- Apply for admission to the teacher education program.

Junior Year

- Enroll in 300-level methodology courses.
- Complete application and interview procedure (middle of Spring Semester) for permission to student teach.

Senior Year

- Complete methodology courses.
- Make arrangements to take State Board of Education Tests (Praxis II).
- Prepare credential file.
- Complete application for licensure.
- Complete student teaching (Spring Semester).

Appendix D

Suggested Timeline of Program Requirements for an Education Minor

Note: A minor in education is required for the following areas of licensure:

- Adolescence to Young Adult (7-12)
- Multi-Age (P-12)

Freshman and/or Sophomore Year

- Enroll in entry-level courses.
- Access appropriate program advising sheet and Teacher Education Handbook, either in Education Department office or online.
- Declare education minor.
- Meet with an Education Department advisor. Discuss career goals & prepare 4-yr plan.
- Complete entry-level courses and apply for admission to the teacher education program.

Junior Year

- Complete first methodology course.
- Complete application and interview procedure (middle of Spring Semester) for permission to student teach.

Senior Year

- Complete methodology courses.
- Make arrangements to take State Board of Education Tests (Praxis II).
- Prepare credential file.
- Complete application for licensure.
- Complete student teaching (Spring Semester).

Questions about requirements for graduation or teacher licensure should be addressed to your Education Department advisor. If your advisor is unavailable, check with the Chairperson of the Education Department or with the Director of Teacher Licensure.

Appendix E

Family Educational Rights and Privacy Act of 1974

Recommendations and letters of reference: Any letter of recommendation or reference for graduate school, employment, or other purpose written after January 1, 1975, will be available for inspection by the student concerned, and faculty and administrators should understand this clearly. Forms used by the Career Services and Admissions Offices and the Teacher Placement Office now state that student access will be granted, unless a waiver form has been signed by the student. Letters written before January 1, 1975, will still be honored as confidential, since that was the understanding at the time of writing.

The revised Family Educational Rights and Privacy Act (FERPA II) exposes educational institutions to loss of funds administered by the U.S. Commissioner of Education if they do not comply with the records-access, records-protection policies mandated by Congress. The new law, as enacted on November 19, 1974, and amended on December 31, 1974, transfers to college students of any age whatever rights the legislation may confer on parents of younger students. The following analysis is presented in terms of direct effect and implications for Wittenberg University.

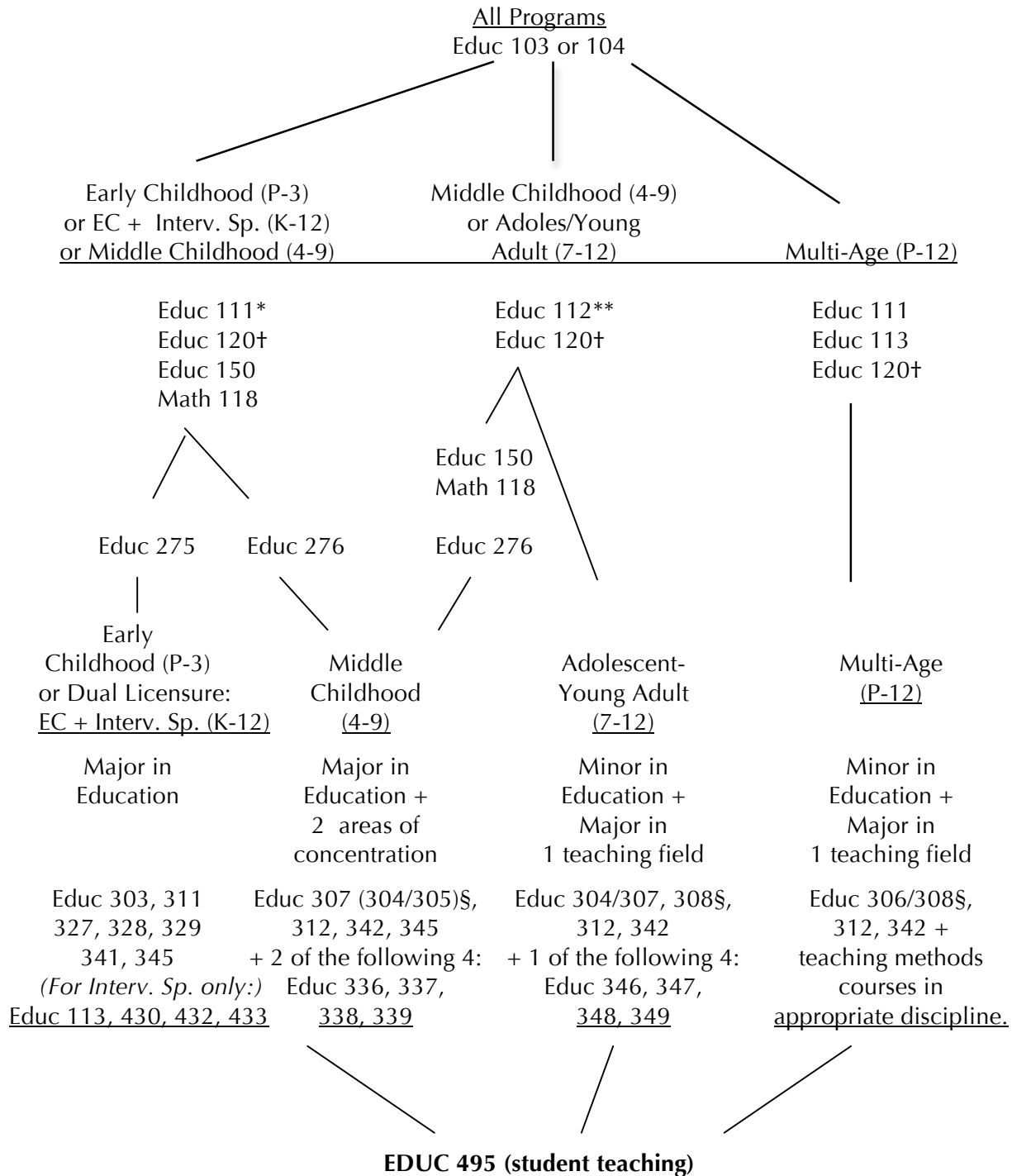
A. Highlights of the Act:

1. Definition of student: Any person who is now attending or has attended Wittenberg University, but not individuals who have applied for admission and have been rejected.
2. Definition of record: Within 45 days of receiving a request, Wittenberg University must allow students to inspect their "education records" which are defined as records, files, documents, and other materials which contain information directly related to a student, and are maintained by Wittenberg or by a person acting for Wittenberg. Procedures for this inspection have been established by the respective administrative offices.
3. Records unavailable to students (materials not available to student access are):
 - (a) financial records of parents, such as Financial Aid Forms (FAF), and certified copies of income tax returns;
 - (b) confidential letters of evaluation and recommendations placed in education records prior to January 1, 1975, if such letters or statements are not used for purposes other than those for which they were specifically intended; and
 - (c) after January 1, 1975, confidential recommendations concerning admission to Wittenberg, applications for employment, or receipt of an honor or recognition if the student has signed a waiver of access.
4. What is not an education record:
 - (a) Personal notes of faculty and administrators, provided they are not available to any third party except a faculty member's substitute;
 - (b) law enforcement records (including Campus Security records) provided they are kept separate from education records, are for law enforcement purposes only, and are only available to other law enforcement officials at Wittenberg;
 - (c) Employment records of people who are employed but not enrolled at Wittenberg;
 - (d) Records of professional staff, such as physicians, psychologists, or other professionals, Student Services staff, or para-professionals used in treatment of a student, are not available to anyone except those providing the treatment. Those records may be reviewed by a physician or other professional of the student's choice. Access to each student's personal file in Student Services will continue to be restricted to the Student Services Staff, and a student may review his file upon request.

5. Challenge hearings: A student has the right for an opportunity to challenge the content of his educational records and to secure correction of inaccurate or misleading entries. A student may insert into his records a written explanation respecting the content of such records, but may challenge a course grade only on the ground that it was inaccurately recorded, not that it was lower than the faculty member ought to have awarded. Procedures for a hearing have been established.
6. Directory information may be unconditionally released to any person without a student's prior consent, unless the student has notified the Registrar in writing that he/she does not wish this information to be released. This information includes a student's name, current enrollment status, date of graduation, degree awarded, address, telephone number, email address, date and place of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, and awards received. Notice of information being released is published in the Student Handbook.
7. Access to records without student consent is available to faculty and administrators, with legitimate educational interest as defined by Wittenberg. Information may be transferred by Wittenberg to another institution in which the student seeks to enroll, and in connection with a student's application for or receipt of financial aid. Parents of students who are dependents for income tax purposes are eligible to inspect their dependent student's records.

For more information about these issues, see the Student Handbook, available through the Wittenberg University website: <http://www4.wittenberg.edu/academics/educ/>

Appendix F Decision Flowchart for Licensure Programs



* Students in the Early Childhood + Intervention Specialist program must take both Educ 111 and Educ 113.

**Note that students in the Middle Childhood program may take either Educ 111 or Educ 112.

† Students must take Educ 120 concurrently with either Educ 111 or 112.

§ Starting Spring 2010, EDUC 304 (Responsive Schools for the Middle Grades, 2 cr) and EDUC 305 (Teaching and Learning in the Middle Grades, 2 cr), replaces EDUC 307; and EDUC 308 becomes EDUC 306.

Program advising sheets that give details of the courses required for each licensure area are available from the Education Department website: <http://www4.wittenberg.edu/academics/educ/>

Appendix G

Matrix for Education Courses Required by Licensure Areas
(Updated August, 2009)

Licensure Area	Entry-Level Courses	Advanced-Methods Courses	5 Week Special-Methods Courses (during Stu Tch term)	Student Teaching
Early Childhood (P-3)	103 or 104 111 120 150 275	303 341 311 328 345	327 329	495 (K-3)
Dual License: Early Childhood (P-3) + Sp. Ed: Mild/Mod (K-12)	103 or 104 111 120 150 275 113	303 341 311 328 345 430 432, 433	327 329	495 (K-3 plus K-12 Sp Ed)
Middle Childhood (4-9)	103 or 104 111 or 112 120 150 276	307 (304/305)* 312 345	342 plus 2 courses: 336, 337, 338, 339	495 (4-9 two fields)
Adolescent/Young Adult (7-12)	103 or 104 112 120	307/304* 308/306* 312	342 plus 1 course: 346, 347, 348, 349	495 (7-12)
Art (P-12)	103 or 104 111 113 120 275	308/306* 312 plus Art 490	342	495 (Elem + HS)
Drama/Theater (P-12)	103 or 104 111 113 120	308/306* 312 plus Thdn 492	342	495 (HS)
Music (P-12)	103 or 104 111 113 120	308/306* 312 plus the following: Mus 165, 463, 464, 465, 466	342	495 (Elem + HS)
Fr/Ger/Span (P-12)	103 or 104 111 113 120	308/306* 312 plus Lang 380 and Fr/Grm 491/ Span 494	342	495 (HS)
Reading Endorsement (Depending on program, may require an additional term. Please see advisor.)	150 275 or 276	311 312 plus the following: 345 400 450		No additional stu. tch. req

* Starting Spring 2010, EDUC 304 (Responsive Schools for the Middle Grades, 2 cr) and EDUC 305 (Teaching and Learning in the Middle Grades, 2 cr.), replace EDUC 307; and EDUC 308 becomes EDUC 306.