



MOUNT ST. JOSEPH
UNIVERSITY

Graduate Student Handbook School of Education

2018-2019

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Mount St. Joseph University Mission Statement

Mount St. Joseph University is a Catholic academic community grounded in the spiritual values and vision of its founders, the Sisters of Charity. The university educates its students through interdisciplinary liberal arts and professional curricula emphasizing values, integrity and social responsibility.

Members of the Mount community embrace:

- excellence in academic endeavors;
- the integration of life and learning;
- respect and concern for all persons;
- diversity of cultures and beliefs;
- service to others.

School of Education Mission Statement

The School of Education at Mount St. Joseph University educates teacher candidates to develop the knowledge, skills, and dispositions to be competent and caring teachers.

Core Values:

- We promote critical thinking and reflective practices with all students.
- We teach students to have respect for themselves and others through collaboration and service.
- We encourage students to participate in professional development and scholarship.
- We value and model ethical conduct.
- We value a knowledge and appreciation of diversity.



School of Education Faculty and Staff



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*Note: All phone numbers are area code
513 and have a 244 prefix*

Additional Phone Numbers

College Switchboard	244-4200
Bookstore	244-4416
Career and Experiential Education Center	244-4721
Children’s Center	244-4972
Computer Learning Center.....	244-4640
Education Department.....	244-4812
Education Department FAX.....	244-4867
Financial Aid Office	244-4418
Financial Aid FAX	244-4201
ISS Department.....	244-4204
The Learning Center	244-4202
Library.....	244-4307
Security.....	244-4226
Writing Center	244-4514
Wellness Center	244-4949
ISS Help Desk.....	244-4357
- Help with email, Blackboard, and computer passwords	

Introduction

The School of Education at Mount St. Joseph University carries out the mission of the University through its undergraduate and graduate programs. The graduate programs provide on-going education and professional development for teachers and also prepare individuals for initial entry into the teaching profession. Through its programs, the School of Education strives to provide individuals with learning experiences, which foster the knowledge, skills, attitudes, and values required to meet the needs of students in a dynamic society.

The graduate education program responds to the needs of a diverse student population through the relevance of its concentrations by offering a variety of courses designed for three distinct purposes: a Master of Arts degree; Ohio state license in specific teaching fields; and professional staff development opportunities.

The Curriculum.

All graduate degrees are comprised of a professional core that includes 7 semester hours. This component provides the student with the fundamentals of statistics, research, and educational ethics. An integrative project is also required.

Graduate degree programs that include licensure will have classroom experiences through practicum and student teaching placements.

Whenever changes in Ohio Standards for Teacher Education and Licensure are recommended by the Ohio Department of Education and the Ohio Department of Higher Education and passed into law by the Ohio State Legislature, requirements will necessarily be altered to comply with the new standards and regulations.

Course Format. In order to meet the diverse needs of our student population the School of Education offers a variety of course delivery formats. Most of the classes in the graduate program are offered in an accelerated 7-week format with a few following a traditional 15 week semester format. Courses are also offered in a blended format, which is a combination of online class work and face to face class meetings.

Expectations for Students Taking Graduate Level Courses. Graduate students enrolled in courses must demonstrate an advanced knowledge of course content and terminology and be able to articulate the pros and cons of issues pertaining to each class. Students will summarize and analyze articles from appropriate professional journals, conduct research and present their findings in written form. Students are expected to demonstrate a high level of scholarship and use the American Psychological Association writing style.



Section II

Field Placement

Guidelines, Policies and Procedures

PROFESSIONAL CONDUCT

As explained in Section I of this Student Handbook, the School of Education promotes the development of professional conduct and active involvement in the broader profession. The expectations for professional conduct are of significant importance during the practicum and student teaching experiences, given responsibility for directly working with children. The following are expectations specifically related to fieldwork.

1. Adhere to all the policies of the cooperating school. The student is required to comply with all applicable policies, procedures and regulations of the school/district and the Code of Ethics of the Ohio Department of Education. This includes, but is not limited to, protecting the confidentiality of teacher/student information appropriate to the environment of the school/district.
2. The student is responsible for demonstrating professional conduct as defined by the Ohio Teacher Standards and the aligned practicum and student teaching rubrics. An emphasis will be placed on demonstrating respect and encouragement of academic success for all K-12 students involved in the practicum or student teaching experience.
3. Regular attendance and participation as arranged with the cooperating teacher are essential. Candidates are expected to attend and participate in all required activities. Absences for any reason other than personal illness and/or emergencies are considered unexcused absences and will significantly affect the final grade. In the event of an unavoidable absence, the candidate is required to contact his/her cooperating teacher, college supervisor and Director of Clinical Experience as far in advance as possible. Candidates are responsible for arranging to make up missing time with the college supervisor and cooperating teacher. More than two (2) occurrences of absence, and/or excessive tardiness, and/or leaving early may result in removal from the field assignment.
4. Candidates enrolled in practicum must attend their assigned school for a minimum of 1-2 times per week for the entire semester. Failure to comply may result in failure in the course. If this occurs, the candidate will be required to re-enroll in order to continue in the program.
5. When teaching in the schools, candidates are expected to dress and act professionally. Professional attire is mandatory.

6. Candidates are expected to model appropriate language usage, spelling, mechanics, and handwriting in the classroom.
7. Candidates will adhere to the college's academic honesty policy as outlined in the Mount St. Joseph University catalog.
8. Practicum students requiring lesson plan development must present the college supervisor and cooperating teacher with a copy of the lesson prior to teaching. Candidates will be instructed on format by the instructor of the methods course. The college supervisor will critique the plan and the lesson.
9. The student teacher is expected to maintain appropriate interpersonal relationships with the cooperating teacher and college supervisor.
10. Candidates enrolled in clinical experiences must complete all documentation as outlined in related course syllabi.

I understand and agree to meet the expectations for professional conduct, as stated in this document.

_____ Date: _____
Student Signature

_____ Date: _____
Print Student Last/First Name

_____ Date: _____
Instructor Signature

_____ Date: _____
Course #

Graduate Course Descriptions

AYA 533 Adol/Young Adult Practicum (2-3)

Prerequisite(s): AYA 550, AYA 670 and Admission to Graduate Program

The 120 hour field experience is the central component of this three credit hour course. The student will be assigned to a specific school in grades 7-12 where he/she will participate in flexible field hours Monday through Friday, with seminars back on campus. Teaching activities as designated by the instructor and/or content area methods specialist will be assigned in order to apply theory learned in prior course work. Students will teach a minimum of six lessons in the classroom, with scheduled mentor teacher and Mount supervisor evaluations. The overall goal of the course is to prepare students for student teaching.

AYA 550 Nature and Needs of Adolescents (3)

In this course, students will examine the unique nature and needs of young adolescents in relation to effective secondary teaching practices. Major trends and issues facing secondary classroom teachers will be investigated through evaluation of current educational research. Such trends include human development, classroom management, school organization, funding, curriculum, and assessment. Specific secondary instructional strategies will be discussed and applied through peer teaching. Reflection of personal beliefs, educational theory, and practice is promoted in the course.

AYA 670 AYA Curriculum Methods: Teaching to Standards (3)

The purpose of this course is to integrate theories of teaching and learning with actual practices of standards based education. The focus of the course is on the improvement of teaching and learning by putting standards at the forefront of the instructional program. The graduate student will analyze Ohio's Learning Standards and National Standards (NCTM, NSTA, NCTE, NCSS, etc.). Interpretation of the standards in order to develop approaches to teaching while maintaining grade level rigor in lieu of adapting instruction to the average or low achiever will also be addressed. The course will also include approaches to standards-based assessment, especially through the use of technology and web-based learning activities.

ECE 510 Assess/Diag of Young Child (3)

Use of formal and informal assessment instruments and strategies to diagnose and assess young children's learning and development.

ECE 530 Integrating Science and Social Studies through Content Reading (3)

This course provides the preservice educator with the strategies and methods to promote learning experiences in which young children develop key concepts and knowledge in social studies and science through content reading. Content of the disciplines is addressed through critical reading of both literary and informational text. Meaningful activities to develop and enhance reading comprehension, as related to each discipline, will support the reading experiences by addressing and strategizing ways to help young students (prekindergarten - 3rd grade) solve concrete, real life problems in developmentally and culturally appropriate ways. The course will emphasize and enhance the instruction of thinking skills related to inquiry, reasoning, context, and problem solving.

ECE 533 Early Childhood Literacy Practicum (1)

Prerequisite(s): Acceptance into Graduate Education Program

One of two Early Childhood Practica of 50 hours each. This practicum entails supervised teaching in an ECE setting to facilitate the college student's ability to instruct young students in the skills and processes of listening, speaking, reading, writing for the promotion of literacy.

ECE 534 Early Childhood Integrating Curriculum Practicum (1)

Prerequisite(s): Acceptance into Graduate Education Program

Concurrent requisite(s): ECE 530

One of two Early Childhood Practica of 50 hours each. This practicum entails supervised teaching in an ECE setting to promote teaching skills related to Integrating the Curriculum.

ECE 552 Math Curriculum and Methods for Early Childhood (3)

This graduate course is designed to prepare a teacher candidate with the background necessary to integrate theory and practice of mathematics pedagogy within the context of early childhood environment. Major mathematical concepts for grades Pre-K - 3 will be interlaced throughout the term to provide students with the necessary background for this endeavor. Methods endorsed by the National Council of Teachers of Mathematics (NCTM), the National Association for the Education of Young Children (NAEYC), and the Ohio Department of Education (ODE) for teaching mathematics will be taught and modeled.

ECE 630 Promote Young Child Development (3)

Specialized study of the physical, social, emotional, cognitive, moral/ethical, and aesthetic development of typical and atypical children from birth to age 8 and the application of developmental theories to providing a learning environment and learning experiences which support and enhance the development of all young children.

EDU 500 Statistics and Research (3)

This course explores the components of the research process: problem definition, hypothesis construction, variables, literature review, research designs, statistical methods, collecting, analyzing, and interpreting data.

EDU 501 Educational Psychology (3)

A study of the teaching/learning process, what learning is and how it occurs according to three major classifications of theories and the correlates of learning - theories of intelligence, cognitive styles, thinking processes, thinking skills, motivation and creativity. Emphasis will be placed on applications to the teaching craft, including classroom dynamics and management, teaching/learning styles, including individual differences of students, the teacher and the classroom environment and measurements.

EDU 502 Measurement & Evaluation (3)

Materials and techniques used to assess and evaluate students. Administration and interpretation of standardized instruments. Construction of various types of teacher-made tests and pupil evaluation. Methods of classroom test construction.

EDU 504 Behav Mgmt/Classroom Org (3)

Principles and practices in behavioral management in the classroom. Basic concepts of behavior modification, learning theory and operant conditioning. Models and strategies that influence and can be used for behavioral management in educational and other settings.

EDU 517 Technology in the Instructional Process (3)

This is an introductory course on the use of technology in K-12 classrooms. Using a combination of lecture and hands-on instruction, it will address issues surrounding the use of instructional technology, including, but not limited to: instructional software; the Internet; PowerPoint and other presentations program; hypermedia; SmartBoards; and technology in the instructional process. One main emphasis of the course will be the development of technology-based projects to be used in the classroom. The course will also address assistive technology and the ethical and responsible use of technology in the classroom. The theoretical underpinnings of instructional technology will also be covered.

EDU 533A Art Education Practicum (1-3)

Prerequisite(s): Web Approval of Instructor

The field experience is the central component of this course which ranges from 1-3 credits, depending upon the needs and experience of the learner as determined by the student's advisor. The student will be assigned to two or three placements with individuals between the ages of 3 to 21. The student will participate in the various placements practicing skills and completing application assignments from associated major courses. The instructor will supervise the students in placement at least two times and meet with the students on a regular basis. Each credit requires at least 50 hours of fieldwork.

EDU 533M Music Education Practicum (2-3)

Prerequisite(s): Web Approval of Instructor

The field experience is the central component of this course which ranges from 1-3 credits, depending upon the needs and experience of the learner as determined by the student's advisor. The student will be assigned to two or three placements with individuals between the ages of 3-21. The student will participate in the various placements practicing skills and completing application assignments from associated major courses. The instructor will supervise the students in placement at least two times and meet with the students on a regular basis. Each credit requires at least 50 hours of fieldwork.

EDU 556 Methods of Teaching Language Arts (3)

Prerequisite(s): Admission to the School

This course is designed to introduce the teacher candidate to the principles, practices, and guidelines necessary to teach language arts to a diverse population of middle level students and secondary level students. The teacher candidate will prepare language arts lessons that ensure success for all learners enabling them to construct a meaningful understanding of language arts concepts. Lessons and language arts curricula projects will be aligned to the ODE content standards and to the learning outcomes for the Ohio Reading and Writing Proficiency Tests. Integration in other content areas will be explored and encouraged.

EDU 558 Methods of Teaching Social Studies (3)

Prerequisite(s): Admission to the School

This course is designed to prepare the teacher candidate to teach social studies and the social sciences to children in the middle and secondary grades. Students will become familiar with the curriculum framework as well as the

philosophies behind various teaching approaches as outlined by the NCSS Standards and the Ohio K-12 Content Standards for the Social Studies. The teacher candidate will investigate and practice using various teaching techniques and materials.

EDU 559 Methods of Teaching Sciences (3)

Prerequisite(s): Admission to the School

An exploration of methods used in teaching biology/science, chemistry/physical sciences, and earth/space/environmental sciences. Students will plan instruction for a wide range of learner abilities, backgrounds and goals based on learners' prior knowledge and conceptualizations. Laboratory and field based experiences require use of current resources in the field. Students will use appropriate electronic technologies which have application in the learning environment. Safety issues and the ethical use of living materials are emphasized.

EDU 600 Integrative Project (1)

Prerequisite(s): EDU 500

The development of the Integrative Project is the culmination of the School of Education's Master of Arts Degree programs. Students apply content learned in the EDU 500 Statistics and Research course and integrate content from courses throughout their Graduate Program. Students critically analyze peer-reviewed literature surrounding a selected educational issue and propose a feasible solution based upon current research.

EDU 600 is a repeatable course.

EDU 601 Differentiated Instruction for Inclusive Settings Mild to Moderate (3)

This course will analyze the concept of differentiated instruction strategies, including CAT (Computer Assistive Technology), to better meet the individual and diverse needs of children in inclusive settings. This course will also focus on managing change in the professional learning community.

EDU 602 Ethics for Educators (3)

Prerequisite(s): Admission to the Graduate Education Program or Permission of Dean

This course is a study of major ethical theories and their application to educational issues. Ethical case studies will be examined. Reflection on personal beliefs concerning correct behavior and the development of a professional code of ethics are important components of this graduate course.

EDU 604 Integrative Research Project (3)

Prerequisite(s): EDU 500

The development of the Integrated Research Project is the culmination of The School of Education's Master of Arts Degree programs. Students apply content learned in the EDU 500 Statistics and Research course and integrate content from courses throughout each Graduate Program. Students critically analyze peer reviewed literature surrounding a selected educational issue and propose a feasible solution based upon current research.

EDU 644 Graduate Student Teaching (6)

Prerequisite(s): Admission to student teaching and completion of practicum hours

An intensive full-day experience in teaching and related professional development. Student teaching allows the student to synthesize the theory and practice under the guidance of an experienced master teacher. This is an all-day experience in the relevant grade levels, lasting a minimum of twelve weeks.

EDU 699 Professional Development Workshop (1-4)

Independent study under the guidance of a School of Education faculty member to meet stated objectives.

This course is designed to enrich the learning of Education graduate students and practicing teachers. Students develop a proposal with desired goals for the experience. Written permission of Graduate Chairperson and the School of Education faculty member required.

MCE 533 School Practicum: Education Content (2)

Concurrent requisite(s): EDU 556 or EDU 558 or EDU 559 or MTH 555

A field based experience that is designed to give the student the opportunity to work in the classroom with students in grades 4-9. The student will be placed with a practicing teacher in the preservice teacher's area(s) of concentration(s) for an extended field experience. The preservice teacher will be expected to not only observe, but to also plan for and teach one-on-one, small group, and whole class lessons as directed and supervised by the cooperating teacher and the college supervisor. Placements will be coordinated through the School of Education. Each credit hour is equivalent to 50 classroom hours. This field experience is a prerequisite for student teaching and as such students are not expected to assume total responsibility for the classroom.

MCE 533A MCE Content Practicum (1-2)

A field based experience that is designed to give the student the opportunity to work in the classroom with students in grades 4-9. The student will be placed with a practicing teacher in the preservice teacher's area(s) of concentration(s) for an extended field experience. The preservice teacher will be expected to not only observe, but to also plan for and teach one-on-one, small group, and whole class lessons as directed and supervised by the

cooperating teacher and the college supervisor. Placements will be coordinated through the School of Education. Each credit hour is equivalent to 50 classroom hours. This field experience is a prerequisite for student teaching and as such students are not expected to assume total responsibility for the classroom.

MCE 540 Introduction to Middle Childhood Education (3)

In this course, students will examine the unique nature and needs of middle childhood students (grades 4-9) in relation to effective middle childhood teaching practices. Major trends and issues facing MCE classroom teachers will be investigated through evaluation of current educational research. Such trends include human development, lesson plan development, classroom management, school organization, funding, curriculum and assessment. Specific MCE instructional strategies will be discussed and applied through peer teaching. Reflection of personal beliefs, educational theory, and practice is promoted in the course.

MCE 599 Seminar in Teaching Ohio History Culture and Society (2)

Prerequisite(s): Student must either hold a bachelor's degree or be of senior status as an undergraduate.

The seminar will analyze and interpret significant historical events, perspectives, patterns and themes in the history of Ohio. The customs, traditions, and needs of Ohio's various cultural groups will be examined.

MCE 616 Global Connections (3)

Prerequisite(s): Student must either hold a bachelor's degree or be of senior status as an undergraduate.

The course will survey the major regions of the world focusing on people, places and environments. Interrelationships between the physical environment and human activity will be emphasized. The realities of global interdependence will also be explored.

RDG 504 Children's Literature (3)

This course will explore how to utilize new and outstanding texts in literature and informational text for children and adolescents in preschool through high school. The focus of the class will be on how to use robust texts to strengthen language development, enhance academic language, increase motivation to read, and to build knowledge. Topics include teaching complex texts; principles of selection and evaluation of texts; teaching academic language; and using non-fiction and fiction to purposefully build knowledge.

RDG 505 Psychology of Reading (3)

This course will examine the psychological substructure of reading. Neural, perceptual, cognitive, and linguistic processes involved in reading development and disorders will be addressed. Emphasis is placed on understanding how readers extract information from the printed page and how they comprehend text. Current research findings are discussed and considered in the context of evidence-based practice in reading instruction.

RDG 511 Content Area Reading (3)

Prerequisite(s): Students seeking an initial license must be admitted to the Graduate Education Program.

The purpose of this course is to provide methods and strategies for teaching reading skills to be used in the content reading subjects, particularly math, science and social studies. This reading course includes skills and strategies, which can be used to assist students' comprehension in these subjects. Teaching emphasis will be placed on comprehension, readability formulas, vocabulary development, and study strategies. Techniques and curricula for developing the interdisciplinary aspects of these subjects will be included. This course will also include adaptations of strategies to meet the needs.

RDG 530 Phonics/Linguistics (3)

To teach preprofessional teachers fundamental principles and concepts of the phonological structure of language. Preprofessional teachers will learn the sound-symbol correspondences of language and understand the relationship of phonemic awareness and phonological system of language to the reading process. Preprofessional teachers will also learn about the linguistic and cognitive bases of reading.

RDG 532 Advanced Phonics and Linguistics (3)

Prerequisite(s): RDG 530

This course is designed to build on the content in the Phonics and Linguistics course. It will include a brief review of the fundamental principles and concepts of the phonological structure of language. Instruction in English orthography, morphology and word etymology, prefixes and suffixes, Latin roots and Greek combining forms, syntax (grammar), and semantics will be examined. Students will learn why each of these skills is important to become competent in reading, spelling, and writing.

RDG 538 Diagnosis & Remediation of Reading Problems (3)

Prerequisite(s): RDG 505 or 530 or RDG 617

This course will address the use of formal and informal assessment procedures used to design robust reading instruction/intervention for children in preschool through high school. This course is intended to serve as a specialized, advanced training in assessment, diagnosis and the remediation of reading problems.

RDG 540 Fluency and Comprehension Development in Reading (3)**Prerequisite(s): RDG 505**

This course is designed to teach how to implement research-based instructional practices to build children's fluency and comprehension skills. Participants will learn the key research findings for teaching fluency, vocabulary, and comprehension; understand how to evaluate and improve current instructional practices; and learn specific research based instructional strategies and interventions to develop fluency, vocabulary, and comprehension skills.

RDG 542 The Integration of Reading Comprehension and Writing Instruction (3)

This course will explore how students learn to read and write and why some students fail to do these essential tasks effectively. Research-based instructional strategies will be illustrated, discussed, and practiced.

RDG 591 Practicum in Evidence-Based Reading Instruction I (3)**Prerequisite(s): RDG 505, RDG 530, RDG 538**

This course requires the student to implement a research based intervention program to an individual student and/or small groups of students who are struggling with reading skills. Emphasis is placed on the instructional strategies appropriate for use in effective intervention design and implementation. This practicum course includes three components: 1) learning the Orton-Gillingham method of reading intervention, 2) teaching hours and 3) supervision.

RDG 592 Practicum in Evidence-Based Reading Instruction II (3)**Prerequisite(s): RDG 540**

This practicum course is a sequel to RDG 540. In this course students will deepen our understanding and knowledge base of reading research in the areas of fluency, vocabulary and comprehension skill development. Students will engage in readings and practicum work. This practicum course is a sequel to RDG 540. In this course students will deepen our understanding and knowledge base of reading research in the areas of fluency, vocabulary and comprehension skill development. Students will engage in readings and practicum work aimed at designing classroom instruction and interventions to increase struggling reader's skills in these areas. Instructional techniques will be implemented and discussed in class.

RDG 593 Dyslexia Certificate Advanced Reading Practicum (0)**Prerequisite(s): RDG 591****Corequisite(s): RDG 532, RDG 592**

The purpose of this field experience is to support students implementing Orton Gillingham into their classroom settings. Students will work with K-12 students within a classroom setting in their current school positions. This practicum is a requirement for the Dyslexia Certificate.

SED 515 Human Exceptionalities Across the Lifespan (3)

This course is a survey of human exceptionalities, exploring historical and legal aspects in the field of special education, the nature and needs of individuals with special needs, and the roles of schools, parents and society in supporting individuals with special needs. An overview of the federal and state laws governing the education of students with disabilities is presented. Lifelong issues in living with a disability are explored.

SED 521 Communication Develop & Theories for Multicultural Environments (3)**Prerequisite(s): SED 515 and EDU 501 or Equivalent**

This course explores theories of first and second language acquisition. Emphasis is on affective, cultural, linguistic, and cognitive factors that influence the language acquisition process with application to classroom practice. An overview of the nature and needs of children with communication disorders will also be included. A clinical experience is required with this course.

SED 522 Formal & Informal Assessment for Multicultural Spec Edu (3)**Prerequisite(s): SED 515, EDU 501, SED 521 and Admission to the TEAM MSE**

This course examines the evaluation process from referral to placement in special education and the challenge for assessing students who come from culturally and/or linguistically diverse backgrounds. Emphases on formative and summative assessment measures are included. A clinical experience is required with this course.

SED 524 School, Home Support and Intervention Pre-Kindergarten Special Needs (3)**Prerequisite(s): SED 521, SED 534**

This introductory course covers the educational and emotional needs of young children with disabilities and the techniques for implement a "whole child" and inclusive educational approach. The course promotes an understanding of stressors, transitions, and issues that families of children with disabilities may encounter during their child's early intervention. Approaches such as transdisciplinary teaming, family-centered intervention and cross cultural competencies will be covered. Multicultural research findings on roles of families in education and uses of language and literacy in the community will be examined. Federal and state regulations pertaining to early response will be included. A cross cultural perspective on how families view disabilities and interventions will be included. 10 Field Hours Required.

SED 531 Curriculum & Methods for Multicultural Special Ed Moderate & Intense (3)**Prerequisite(s): SED 515, SED 532, EDU 501 and Admission to TEAM-MSE**

This course provides a study of curriculum programming, instructional environments and strategies, and assessment techniques for use with multicultural students with moderate to intense needs. The areas of social skills, behavior, functional academics, technology, communication, and transition are covered. Curriculum adaptations and support in the general education curriculum are addressed. Best practices in community-based instruction, authentic assessment, and ecological evaluations are emphasized. Students must participate in a practicum along with this course. Failure to complete the practicum will result in failure of the course.

SED 532 Nature & Needs of MSE (M/I) (3)**Prerequisite(s): SED 515, EDU 501, and Admission to TEAM-MSE**

This course surveys the areas of moderate to intense disabilities. The course will present an overview of causes, characteristics, and theories of individuals who are served in moderate to intense programs. Emphasis is placed on the educational implications of medical and health issues of multicultural learners. The course also addresses the topic of quality of life issues for multicultural learners with moderate to intense disabilities. A field experience is required for this course.

SED 533 I Special Education Practicum Level I (1)**Prerequisite(s): Admission to TEAM MSE**

This introductory field experience provides the intervention specialist teacher candidate with hands-on experience in designing, implementing and evaluating lessons designed to address the unique needs of students with disabilities in secondary environments.

SED 533 II Special Education Practicum Level II (1)**Prerequisite(s): Admission to TEAM MSE, SED 533 I**

This field experience provides the intervention specialist teacher candidate with hands-on experience in designing, implementing and evaluating lessons designed to address the unique needs of students with disabilities in middle environments.

SED 533 III MSE Practicum Level III (1)**Prerequisite(s): Admission to TEAM MSE and in the final semester of coursework leading to the Master's**

Degree This advanced field experience provides the intervention specialist teacher candidate with hands-on experience in designing, implementing and evaluating lessons designed to address the unique needs of students with disabilities in early childhood grades K-3 environments.

SED 533 IV MSE Practicum Level IV (1)**Prerequisite(s): Admission to TEAM MSE and in the final semester of coursework**

This advanced field experience provides the intervention specialist teacher candidate with hands-on experience in designing, implementing and evaluating lessons designed to address the unique needs of students with disabilities in online environments.

SED 534 Methods/Materials for Pre-Kindergarten Special Needs (3)**Prerequisite(s): SED 521**

Theories of early childhood development as they relate to all aspects of the classroom will be examined. Focus on creating developmentally appropriate learning environments that are culturally responsive to the needs of young children ages 3-5 with special needs; utilizing an integrated, hands-on approach to curriculum; and developing classroom management strategies that foster development of preschool to kindergarten behavior. The early intervention specialist's role as facilitator in the learning process is stressed, with emphasis on understanding physical, cognitive, social, emotional and cultural needs as they relate to the learning process. Special emphasis on understanding risk and resiliency factors; how to create protective environments that foster healthy development; partnerships with other professionals and families on early intervention will be examined. Case studies and on-site observations of learning facilities and planning of educational experiences appropriate for early intervention are included. 10 Field Hours Required.

SED 595 Independent Study (1-3)

Independent study under the guidance of a faculty member to meet stated objectives. Permission of the department chair and faculty member are required.

SED 610 Reading Literature Development for Multicultural Special Education (3)**Prerequisite(s): SED 515, EDU 501, SED 521 and Admission to the TEAM MSE Program**

This course examines current and emerging philosophies and methods on teaching literacy to children who come from culturally and/or linguistically diverse backgrounds and who have been identified as having a disability.

SED 611 Curriculum & Methods for Multicultural Special Education (3)**Prerequisite(s): SED 515, EDU 501, SED 521 and Admission to the TEAM MSE Program**

This course examines curriculum options and evidence practices available for teaching students who comes from a culturally and/or linguistically diverse background and are in need of specialized instruction.

SED 612 Culturally Appropriate Practices for Managing Classroom & Challenging Behaviors (3)**Prerequisite(s): SED 515, EDU 501, SED 521 and Admission to the TEAM MSE Program**

This course examines the basic principles of human behavior; the application of those principles to teaching, positive behavior supports and the design of effective inclusive classrooms for students with disabilities who come from culturally and/or linguistically diverse backgrounds. Special emphasis is on the nature, assessment, planning and management of challenging behaviors for students with severe and multiple disabilities. A clinical experience is required with this course.

SED 617 Multisensory Explicit Phonics Instruction (3)**Prerequisite(s): Admission into TEAM-MSE Program and SED 515**

This course focuses on multisensory strategies to teach reading and writing to school age children who have struggled with acquiring literacy. Emphasis is on phonological training as well as direct, multisensory instruction and the structure of the English language. Graduate students will participate in a field experience, which is required with this course.

SED 630 Teaching in an Inclusive Setting (3)

This course focuses on the skills teachers need to fully integrate students with special needs into general education settings. Models of teacher consultation and collaboration for instructional purposes and methods to modify teaching techniques, course content, materials, and grading procedures to accommodate students with special needs in inclusive classrooms are covered. A 25-hour field component in an inclusive education setting is included.

SED 631 Collaborative Practices in Multicultural Special Education (3)**Prerequisite(s): SED 515, EDU 501, and Admission to the TEAM MSE or ECE Program**

This course examines effective communication and collaborative practices when working with colleagues, administrators, support personnel, community members, parents, and significant others who impact the lives of students with disabilities who come from culturally and/or linguistically diverse background. Special emphasis is on the teaming process necessary for the development of Individualized Education Program. A clinical experience is required with this course.

SED 642 SED Apprenticeship I (1)**Prerequisite(s): SED 515, RDG 505, EDU 501**

The first apprenticeship provides an in-depth field experience in a special education setting throughout the first academic quarter. Students collaborate with a mentor teacher 28-30 hours per week in a partner school. The apprenticeship entails supervised teaching in a special education setting to facilitate the teacher candidate's ability to instruct students in the skills related to all subject areas of the curriculum, including literacy, mathematics, science, and social studies. Issues especially related to fluency, reading comprehension, and behavioral issues are embedded with apprenticeship assignments.

SED 643 SED Second Apprenticeship II (1)**Prerequisite(s): SED 515, RDG 505, EDU 501, SED 642, and SED 521**

The second apprenticeship provides an in-depth field experience in a special education setting throughout the second academic quarter. Students collaborate with a mentor teacher 28-30 hours per week in a partner school. The apprenticeship entails supervised teaching in a special education setting to facilitate the teacher candidate's ability to instruct students in the skills related to all subject areas of the curriculum, including literacy, mathematics, science, and social studies. Issues especially related to fluency, reading comprehension, and behavioral issues are embedded with apprenticeship assignments.

SED 650 Integrative Project Multicultural Special Education (3)**Prerequisite(s): EDU 500 Statistics and Research and completion of a minimum of 30 hours in major The development of the Integrative Project is the culmination of the TEAM-MSE Master's Degree Program.**

This course affords the graduate student practical experience in the review, critique, and conceptualization of research for multicultural special education. Students critically analyze peer-reviewed literature surrounding a selected special education issue and propose a feasible solution based upon current research. Students also develop a comprehensive program portfolio. SED 650 is a repeatable course.

SED 662 Pre-Kindergarten Special Needs Practicum (1)**Prerequisite(s): SED 521, SED 534, SED 665**

Guided observation and practice teaching, plus meeting with college mentor; graduate students learn to apply developmentally appropriate strategies that are culturally responsive to early intervention special education environments. Students will complete a 55 hour practicum for a full semester

SED 665 Medical Issues & Learning Process for Pre-Kindergarten Special Needs (3)

Prerequisite(s): SED 521

This course examines the medical aspects of specific health conditions associated with learners with special needs for ages 3 - 5. The integration of health care plans into classroom instruction is covered. Medical emergencies, physical management and training techniques for teaching personal care are covered. Issues in participating on transdisciplinary teams and the roles of community medical personnel are included. Intervention strategies for managing medical and educational needs for children with severe behavior problems will be covered. 10 Field Hours required.

Exit Requirements

Students who are pursuing both licensure and the Master's degree must satisfy both the State of Ohio's teaching licensure requirements and Mount St. Joseph University's degree seeking requirements.

Students who are not pursuing licensure must satisfy Mount St. Joseph University's graduation requirements.

Teacher Licensure Exit Requirements

Students seeking an initial license must satisfy the following minimum requirements:

1. Complete all required courses
2. Maintain an overall 3.0 GPA
3. Pass student teaching
4. Complete application for Ohio licensure including background check
5. Pass state designated assessment tests as outlined by the Ohio Department of Education.

Graduation Requirements

Degree seeking students must satisfy the following minimum requirements:

1. Complete all courses including the Integrative Project.
2. Maintain an overall 3.0 GPA
3. Complete the application for Graduation within the time frame set by the College
4. Complete an exit advising session with the student's advisor
5. Satisfy Professional Organizations Requirement

Application for Degree

Graduation candidates are required to complete the application paperwork with their program directors or department chairperson. The completed application for graduation is submitted to the Registrar's Office. The degree application must be on file in the Registrar's Office by the posted deadline dates.

If degree requirements are not completed by the date (month/year) specified on the student's degree application, the application will be moved to the next graduation cycle. If the requirements are not completed by the next official graduation date, i.e. December, May or August, the application will be canceled. If a student completes his/her degree requirements after being notified his/her application has been canceled, the student will be required to submit a Petition to Review completed degree requirements for degree certification on the next official graduation date.

A \$50.00 graduation application fee is assessed to all graduation candidates. The graduation application fee is a one-time charge for each degree and/or certificate application. Graduation applications turned in past the posted deadline dates will be charged a late fee of \$25.

If a student applies for one degree during one academic year and another degree during a future academic year, the graduation application fee is charged twice. A student applying for an undergraduate and a graduate degree during the same academic year will be charged the full graduation application fee twice. A student earning a certificate will be charged half of the full graduation application fee. A certificate seeking student does not participate in graduation.

December, May and August degrees are conferred by Mount St. Joseph University at the winter and spring commencement ceremonies. The commencement ceremonies are held before final semester grades are submitted by instructors. Therefore, official diplomas for all graduates are mailed within four weeks after grades have been submitted, degree certifications are completed based on the final semester's grades and all financial obligations to the University have been met.

Requirements for Student Participation in Professional Organizations

Undergraduate and graduate students, in the School of Education are required to (1) join at least one professional organization and (2) attend one professional conference while they are declared education majors.

- ✓ Graduate students need to document attendance for at least one local, state, regional or national professional conference during their graduate program at MSJ.
- ✓ Professional membership and conference opportunities will be publicized regularly by education faculty in advising sessions and in major courses, and by the School of Education via Orientation sessions, bulletin boards, and our website.

Professional Organizations:

American Federation of Teachers: <http://www.aft.org>

Association for Childhood Education International: <http://www.acei.org>

Association for Middle Level Education <http://www.amle.org>

Council for Exceptional Children: <http://www.cec.sped.org/>

Geography Educator's Network of Indiana: <http://www.iupui.edu/~geni/>

Greater Cincinnati Council of Teachers of Mathematics: <http://www.gcctm.net>

Hoosier Association of Science Teachers: <http://www.hasti.org/>

Indiana Teachers of Writing: http://english.uindy.edu/itw/itw_home.htm

International Dyslexia Association: <http://www.interdys.org>

International Reading Association: <http://www.reading.org>

Kappa Delta Pi: <http://www.kdp.org>

Kentucky Council of Teachers of English: <http://www.kcte.org/>

Kentucky Science Teachers Association: <http://www.ksta.org/>

National Association for the Education of Young Children: <http://www.naeyc.org>

National Catholic Education Association: <http://www.ncea.org>

National Council for the Social Studies: <http://www.ncss.org/about/>

National Council of Teachers of English: <http://www.ncte.org>

National Council of Teachers of Mathematics: <http://www.nctm.org>

National Education Association: <http://www.nea.org/>

National Science Teachers Association: <http://www.nsta.org/chapters>

Ohio Academy of Science: <http://www.ohiosci.org/>

Ohio Art Education Association: <http://www.oaea.org>

Ohio Association for the Education of Young Children: <http://www.oaeyc.org>

Ohio Council for Elem./Middle School Science Educators: <http://ocess.wordpress.com>

Ohio Council for the Social Studies: <http://www.ocss.org>

Ohio Council of Teachers of English Language Arts: <http://www.octela.org/>

Ohio Council of Teachers of Mathematics: <http://www.ohioctm.org>

Ohio Education Association: <http://www.ohea.org/>

Ohio Federation of Teachers: <http://www.oft-aft.org/>

Ohio Middle School Association & Annual Conference: <http://www.ohiomla.org>

Ohio Valley Philosophy of Education: <http://www.ovpes.org/>

Science Educational Council of Ohio: <http://www.secoonline.org/>

Kappa Delta Pi

Kappa Delta Pi, an International Honor Society in Education, was founded March 8, 1911 at the University of Illinois. Organized to recognize excellence in education, Kappa Delta Pi elects those to membership who exhibit the ideals of scholarship, high personal standards, and promise in teaching and related professions. It encourages improvement, distinction in achievement, and contributions to education. Students are selected for this honor in the fall and spring of each year and are invited to join.

General Information

Advising

Once a student is formally accepted into the School of Education, the student is assigned an academic advisor. The advisor monitors the student's progress in the planned courses and assists the student in course registration. A copy of this plan is filed in the student's file in the School of Education. It is the student's responsibility to contact the advisor each semester to register for courses and to meet with the advisor when there is a change in the planned course of study.

Advisors in the School of Education have office hours posted on their office doors. All faculty members have voice mail and e-mail addresses for contact information.

Time Limit on Degree

Students have 5 years from the semester they begin their coursework to complete all course requirements for the Master's degree.

Field Placement Conduct

Failure in a practicum, student teaching or apprenticeship course is grounds for dismissal from an Education program. Students will be required to meet with their advisor and/or the Dean of the School of Education.

Graduate Financial Aid

The Mount offers graduate students several options for paying for their education:

- Educational loans are available at low interest rates and are repaid after graduation. In addition to loan programs that are based on financial need, there are also some other long-term financing options that are not based on need. Contact the Student Administrative Services Office at (513) 244-4418 or online at www.msj.edu for details.
- The College offers convenient interest-free monthly payment plans through Tuition Management Systems (TMS). For more information and an enrollment form, call (800) 356-8329 or visit the TMS Web site www.afford.com.

Academic Standards

Good Academic Standing

A graduate student in good academic standing must maintain a minimum 3.0 cumulative grade point average. The grade-point average is obtained by dividing the total number of quality points earned by the total number of semester hours attempted for credit.

Academic Probation

A graduate student whose cumulative grade point average falls below 3.0 (excluding incomplete grades) will be placed on academic probation. The academic status will be noted on the graduate academic record. Once on probation students will have up to one semester if full-time or nine semester hours if part-time to achieve a GPA of at least 3.0 to remove their probationary status. A graduate student on academic probation will be returned to good standing when at least a 3.0 cumulative GPA is achieved. A student cannot be placed on probationary status more than once. If a student successfully removes him/herself from probationary status and subsequently has a cumulative GPA that falls below a 3.0 on the 4.0 scale, that student will be dismissed from the program. Some programs have additional requirements to be in good academic standing. See individual program requirements.

For the college wide policy on these academic policies, please refer to the current graduate catalog Academic Standards section, or use the following web link:
https://www.msjs.edu/uploads/related_files/1819GradCatalog.pdf

Academic Dismissal

A student who fails to meet the cumulative grade point average of 3.0 in a graduate program for two semesters, or nine additional hours, will be dismissed from the program. When dismissed, the student becomes ineligible to register for additional graduate level courses in that program. Some programs have additional factors that can lead to academic dismissal. See individual program requirements. The academic dismissal will be noted on the graduate academic record.

Non-Academic Dismissal

The School of Education reserves the right to recommend dismissal for reasons of poor scholarship, academic fraud or misconduct. Such recommendations are made to the Chairperson. When dismissed, students are ineligible to continue taking graduate courses. Some programs may have additional requirements for professional behaviors.

Emergency Medical Leave of Absence

If a medical condition prohibits a student from attending class for an extended period, the documentation and circumstances must be reviewed on a case-by-case basis by the Provost or designee. The Provost or designee may approve an Emergency Medical Leave of Absence in order to maintain the student's academic standing with Mount St. Joseph University. A student who is awarded a medical leave remains an active student for a period of time deemed appropriate by the Provost or designee. Students are not able to register themselves for additional courses while they are on medical leave, and must petition to the Provost or designee to be reinstated when ready to return to classes.

Remediation of Professional Conduct

Counseling and Remediation of Professional Conduct

All students completing fieldwork in a preK-12 school are required to adhere to the Division's professional conduct standards, as outlined in the handbook. Failure to meet these professional standards or failure in a practicum, student teaching, or apprenticeship course is grounds for an evaluation of a student's status in the education program. Counseling will be provided to develop a remediation plan which addresses the student's professional conduct. To continue as a student in the School of Education, the following steps must be completed:

- 1) Students will be required to meet with their education and content advisors, the Graduate or Undergraduate Chair, and/or the Dean of the School of Education.
- 2) A Professional Performance Report for remediation must be completed before a student may return to a new field experience.
- 3) A faculty review panel will determine an appropriate remediation plan if a student receives more than two Professional Performance Reports prior to graduation or if any single incident is of a serious nature.
- 4) If deficiencies are not satisfactorily addressed according to the remediation plan, the teacher candidate may/will be dismissed from the education program.
- 5) A student may appeal this decision by registering a formal complaint to the School of Education Dean and the Vice President for Academic Affairs (See the College's Undergraduate catalog under the "*Student Rights & Responsibilities*" section on formal complaints.

Appeals for Reinstatement

Appeals for reinstatement must be submitted within 10 business days from the date of dismissal. Appeals must be in writing and addressed to the Provost. The appeal will be reviewed by the Provost's Office to determine whether to grant reinstatement.

A written appeal or petition must include the student's self-assessment of factors that contributed to poor academic performance and a statement indicating what will be or has been done differently to positively alter the situation.

The Provost or designee will solicit input appropriate to the appeal. The Provost or designee decides whether to grant or deny appeals and determines conditions of reinstatement in consultation with the Program Director/Chair, if granted.

Reimbursement Policy

Tuition reduction for dropped courses is based on the date that the drop/add form is received in the Student Administrative Services Office. The postmark date is used if the form is mailed to Student Administrative Services. The reduction rate is valid through the last business day of each reduction period. Please remember that reducing the number of credit hours in a session may also reduce financial aid eligibility.

Course Withdrawal Policy

Each semester is divided into two withdrawal periods. Classes officially dropped during the first withdrawal period are removed from the student's academic record. A grade of "W", for withdrawal, will be assigned to any classes dropped during the second withdrawal period. The "W" grade is not calculated in the student's grade point average. The class remains on the student's academic record. No drops are accepted after the second withdrawal period. Instructors will assign grades for any classes not dropped that the student has stopped attending after the second withdrawal period.

First/Second Semesters and All Summer Sessions

Week 1-5 No record of dropped class

Week 6-10 Grade of "W" for dropped class

Week 11+ No drops accepted

Alternative Evening/Saturday (7-8 meetings)

Drops before first meeting	100% credit
Drops before 2 nd meeting	75% credit
Drops before 4 th meeting	50% credit
Drops on or after 4 th meeting	0% credit

For the first week of classes, including the first weekend session, a drop of any course which has not begun (e.g., dropping a Thursday class on the first Wednesday of the session) will be reduced 100%. This will include any applicable course fees. Even exchanges of courses with the same number of credit hours will continue to be accepted as in the past. Course fees are not reduced/refunded once the class begins.

One Campus Online/Blended Online Course-Tuition Reduction Policy

Please note that Mount online and blended online courses do NOT follow the regular tuition reduction schedule. Online tuition is refunded based on the number of days the course has been in session. The schedule is listed below:

Days 1-5	100% refund
Days 6-10	75% refund
Days 11-15	50% refund
Day 16 or after	No refund

Logging in to an online/blended course is considered attendance in the class even if the student has not submitted any assignments or participated in any other aspect of the course.

Please check the Mount's Web site for course withdrawal policy on courses that follow other formats.

Specific dates for each term are published on the Mount's Web site at www.msj.edu.

Withdrawals and Reduced Charges

All students complying with established procedures for withdrawal from the University or credit hour reduction are entitled to have charges reduced. Please see the tuition reduction schedule which is published in the *Semester Policies and Procedures* and can be found online at myMount/Academics tab/Course Schedules.

Graduate Grading System

The following grading system is used in graduate level courses:

<u>Grade</u>		<u>Quality Points</u>
A	Excellent	4.00
B	Acceptable	3.00
C	Below Standard	2.00
F	Failure	0.00
FA	Failure due to Absence	0.00
I	Incomplete (Incomplete grades, if not changed by the instructor, convert to an F at the end of the following semester).	0.00
IP	Current term in progress	0.00
NC	No credit	0.00
NR	Grade not reported by instructor	0.00
W	Withdrawal (Not calculated in GPA)	0.00
AU	Audit (Not calculated in GPA)	0.00
P	Pass (Not calculated in GPA)	0.00
SP	Satisfactory Progress (Grade option for thesis, research and internship courses no credit awarded-needs to be converted to a final grade upon completion of the course requirements)	0.00
U	Unsatisfactory	0.00

Refer to the appropriate graduate program description in this catalog for special academic policies specified within individual programs.

Graduate Programs Grade Point Average (GPA)

The grade-point average is obtained by dividing the total number of quality points earned by the total number of semester hours attempted for credit. All graduate programs require that students have a minimum cumulative GPA of 3.00.

Technical Standards

School of Education

Mount St. Joseph University

Teacher education programs at Mount St. Joseph University (MSJ) require that each candidate demonstrate the ability to engage in all aspects of the professional education program, including course and field work, and to develop communication skills and dispositions required for educational professionals. The essential abilities required by MSJ's School of Education are in the areas of cognitive/intellectual reasoning, communication, behavioral and social, physical capacity, motor coordination and sensory aspects of education. In the process of program completion, candidates will be required to learn, integrate, and apply large amounts of material and to interact with colleagues as well as students and their families on campus and in the field. These expectations are based on the School of Education's Competencies, the College and Career-Ready Standards and/or Ohio State Content Standards, Ohio Standards for the Teaching Profession, licensure program standards and requirements, and Council for the Accreditation of Educator Preparation (CAEP). The candidate's ability to meet these requirements will be monitored throughout the professional education program. The purpose of this document is to ensure that potential candidates, at the point of admission to The School of Education and throughout the school's licensure programs, understand that they must have the necessary capacity to develop appropriate professional teaching abilities and dispositions in order to successfully complete a licensure degree program and be recommended for licensure.

Criteria:

Candidates entering a licensure program cohort and graduating with recommendation for licensure must be able to meet the requirements of the licensure program and must not pose an unreasonable risk to the safety and well-being of their students and their families, colleagues, staff, faculty or themselves. Therefore, candidates must have the ability to perform and demonstrate the essential skills, functions and dispositions of a professional educator. In addition to the acquisition of the appropriate knowledge in the sciences and the humanities, the School of Education faculty agree that the successful preservice education candidate should demonstrate the following skills.

Cognitive and Intellectual Reasoning Ability

With or without reasonable accommodations, a candidate must have sufficient conceptual, integrative, and quantitative abilities and skills to:

- Master relevant content necessary to teach subjects commonly offered in PreK-12 schools and pedagogical principles and their application in the field settings at a level deemed appropriate by licensure program faculty.
- Comprehend, memorize, calculate, analyze, integrate, and synthesize, material in a timely manner appropriate to the practice of teaching.
- Develop reasoning, problem-solving, and decision-making skills in a timely manner appropriate to the practice of teaching.
- Understand the concepts, tools of inquiry, (e.g. observations, documentation, interpretation), and structures of the discipline and create learning experiences that make these aspects of subjects or content-knowledge meaningful to students.
- Assimilate and apply complex information in the form of lectures, small group work, written materials, and field experiences.

Behavioral and Social Skills

With or without reasonable accommodations, a candidate must possess the behavioral and social abilities and dispositions to:

- Fully utilize intellectual abilities; exercise good judgment and show emotional stability; candidate must be of sound mind and in stable health.
- Organize time and materials, prioritize tasks, perform several tasks at once (multi-tasking), and adapt to changing situations at a level appropriate to the field of teaching.
- Provide high quality instruction with appropriate pacing, so that all students are consistently on task.
- Work calmly and demonstrate flexibility under stress (e.g. work under time constraints, concentrate in distracting situations, make sound subjective judgments, ensure safety, in emergencies, and accept constructive review of work from supervisors/faculty in a professional manner).
- Develop positive and mature relationships with colleagues and with students and their families, treating all individuals with respect, using tact and discretion and setting a positive and respectful tone in interactions with others.
- Display compassion, justice, empathy, integrity, responsibility, and the emotional capacity to handle the varying demands of the teacher's job.
- Accurately perceive a wide range of interpersonal cues from others and respond appropriately.
- Exercise self-awareness and self-insight in relation to candidate's own health, stress level, distraction and emotional state.
- Attend classes, field experiences, and other related events and be punctual.
- Communicate effectively, efficiently, and sensitively with colleagues and with students and families regardless of their race, gender, life-style, sexual orientation, and cultural or social backgrounds.

Physical Capability

With or without reasonable accommodations, a candidate must have sufficient physical ability, stamina, sense of vision and hearing to:

- Observe/participate in activities associated with teacher education, including but not limited to classroom demonstrations, lessons, classroom interactions, student assessment, classroom and student management, lesson planning and lesson implementation.
- Observe students accurately at a distance and close at hand; observation necessitates the functional use of senses of vision and hearing and is enhanced by senses of touch and smell.
- Observe students and all subtleties of students' oral, written and non-verbal communications, in order to assess and develop communication and academic skills of students.
- Implement multiple teaching strategies/techniques used during instruction; analyze student work and engagement through multiple methods of appropriate assessment (e.g. written, oral, auditory, hands-on, kinesthetic, formal, informal, authentic, standardized, etc.) and manage a safe, predictable, positive classroom environment where all students are engaged in meaningful learning.
- Work a teacher's contracted day and perform extended and additional duties of the classroom teacher such as parent conferences, open houses, and other assigned duties.
- Make use of the classroom space to facilitate different learning experiences.

Motor Coordination and Sensory Skills

With or without reasonable accommodations, a candidate must have sufficient fine and gross motor as well as sensory abilities to:

- Demonstrate computer and technological skills at a level consistent with successful course completion and expectations for a professional educator.
- Plan and implement instruction using a wide array of instructional materials and teaching resources (e.g. math manipulatives, science instruments, art materials, audio-visual equipment etc.).
- Respond to emergency situations in a timely manner.
- Execute both gross and fine muscular movements, equilibrium and assume reasonable bodily postures required to implement/provide high quality instruction and demonstrate the ability to independently manage a positive dynamic classroom environment.

Communication Skills

With or without reasonable accommodations, a candidate must have sufficient verbal, nonverbal and written skills to:

- Present lessons with clearly defined structure, clarity, and sequence in a manner that engages all students.
- Communicate with, understand, and observe colleagues and students and their families in order to conduct conferences and interviews.
- Explain important principles and concepts delineated in professional, state and institutional standards (e.g. school district policies and standards, school policies and practice).
- Communicate with people so as to make assessment and plans known to others including colleagues, and students and their families.
- Provide timely feedback to students to support their learning in whole group, small group, and one-to-one settings.
- Communicate concepts, assignments, evaluations and expectations with students and members of the instructional team.
- Read, write, speak and understand English for all business communication at a level consistent with successful course completion and expectations for a professional educator. Use of other languages on breaks or personal time is perfectly acceptable.
- Maintain a command presence in the classroom, including the ability to observe student conduct throughout the classroom, even while working in one-on-one or in small group settings.
- Present legible, accurate and skillful information in oral and written form to a child, teacher, professor, families and other members of the instructional team.

Qualified candidates with documented disabilities are provided with reasonable accommodations and the determination of whether an applicant or current candidate meets the technical standards will be done on an individual, case-by-case basis utilizing the existing School of Education Licensure Review procedures and individual licensure program evaluations.

Candidates can be accommodated by means of auxiliary aids and services and academic adjustments, but a candidate should be able to perform in a reasonably independent manner.

A candidate does not perform in a reasonably independent manner if reliance on an intermediary by a candidate is so extensive that a candidate's own judgment must be mediated by someone else's power of selection, observation, perception, or cognitive support. For, instance, relying on an intermediary to observe developmental milestones of students' oral, written, or non-verbal communication is not acceptable and would alter the fundamental nature of the licensure programs. Accommodation may involve an auxiliary aid or service, or academic adjustment but none that substitute for an essential technical skill or supplement pedagogical judgment.

I have read and I understand *Mount St. Joseph University School of Education's Technical Standards*. I understand that I must be able to perform the aforementioned skills in a reasonably independent manner as defined above in order to be recommended by the School of Education for licensure.

Candidate Name Printed

Candidate Signature

Date