



MOUNT ST. JOSEPH
UNIVERSITY

Graduate Program in Special Education 2018-2019



STUDENT HANDBOOK

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The 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.

Important Contact Information

Doyle, Kate
SED Program Director
E-mail: Kate.Doyle@msj.edu
Extension: 4932

Good, Carla
Student Services Coordinator
E-mail: Carla.good@msj.edu
Extension: 3258

Collier, Harrison
Field Director of Clinical Experiences and Assessment Coordinator
E-mail: Harrison.Collier@msj.edu
Extension: 4819

Saylor, Laura
Dean of the School of Education
E-mail: laura.saylor@msj.edu
Extension: 3263

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

Communications at The Mount

Once admitted and enrolled, the student has access to MyMount, which is an online location for your university announcements, calendars, e-mail account, academic schedules, departmental directory, and a wide range of important institutional resources.

Sign up for MountSafe, the system of emergency notification for closures and delays, by going to: https://mymount.msj.edu/ICS/Administrative_Services/MountSafe.jnz

Please check your Mount e-mail on a daily basis!

Additional Phone Numbers

MSJ College Switchboard	244-4200
MSJ Bookstore	244-4416
MSJ Career and Experiential Education Center	244-4721
MSJ Children's Center	244-4972
MSJ Computer Learning Center	244-4640
MSJ Education Division	244-4812
MSJ Education Division FAX	244-4867
MSJ Financial Aid Office	244-4418
MSJ Financial Aid FAX	244-4201
MSJ ISS Department	244-4204
MSJ The Learning Center	244-4202
MSJ Library	244-4307
MSJ Security	244-4226
MSJ Writing Center	244-4514
MSJ Wellness Center	244-4949
ISS Help Desk	244-4357

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 with a Major in Teaching, Ohio state license in specific teaching fields, and professional staff development opportunities. In federal rankings, the Mount's School of Education has been ranked in the top quartile for passage rate on the Praxis II exam and the newly required exams known as the Ohio Assessments for Educators (OAE).

The Curriculum

The SED (Special Education) Graduate Programs lead to a Master of Arts degree with a Major in Teaching and state licensure as an intervention specialist (K-12). Graduates who earn this Master's degree are prepared to teach students with disabilities K-12 in public or private schools as well as in other settings, such as educational assessment and tutoring clinics, residential facilities, camps, or community agencies.

Through a combination of course work and classroom mentoring, the Mount's SED programs immerse students in the experience of teaching. The program is built upon four major components:

- Core courses are required of all degree candidates and include 6 semester hours. This component provides the student with the fundamentals of statistics and research, and an integrated research project is also required.
- Courses in the concentration area of special education prepare the student to teach students K-12 who have disabilities, and to work with their families and community agencies serving them.
- A written presentation of the integrative research project will be formally reviewed by faculty and filed by the School.
- Fieldwork (via an apprenticeship or multiple practicums and student teaching) is supervised and evaluated by the mentor teacher and the university supervisor.

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, examine research, and present their findings in oral and written form. Students are expected to demonstrate a high level of scholarship and use the American Psychological Association (APA) writing style.

Academic Honesty

"All graduate students must adhere to the University's Academic Honesty policy. Please refer to the Graduate Catalog for more information at <http://registrar.msj.edu/graduate-catalog/rights-policies1/academic-policies1/academic-honesty1/>."

Accommodations

Students with documented disabilities are encouraged to speak to course faculty at the beginning of the semester. In compliance with Section 504 of the Rehabilitation Act of 1973, Mount St. Joseph University provides academic adjustments and auxiliary aids for students with physical or mental impairments that substantially limit or restrict one or more of such major life activities as walking, seeing, hearing, or learning. Students with disabilities should contact Meghann Littrell, Director of Academic Support, at 244- 4524, to present documentation and develop individualized accommodation plans (Meghann.Littrell@msj.edu or The Learning Center, Room 156 Seton). Additional information can be found at <http://www.msj.edu/view/academics/disability-services.aspx>.

Ohio License in Special Education

The SED graduate programs will culminate with an application for an Ohio license as an Intervention Specialist. Upon beginning your fieldwork (apprenticeship or practicum) you will need to open a SAFE Account with the Ohio Department of Education through which you will make your application for license. The four-year Resident Educator's License will qualify you to be a teacher in Ohio schools.

Licensure in Other States

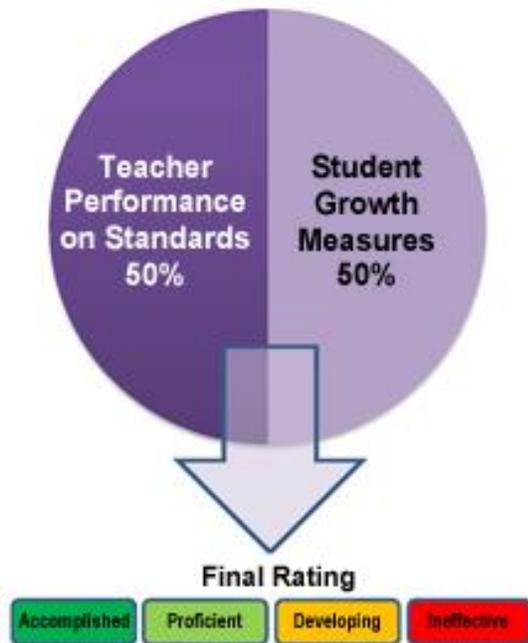
The State of Ohio has reciprocity agreements for teacher certification with more than thirty states. They have pursued the same relationships in regard to licensure. Students wishing to be eligible for licensure in states other than Ohio are responsible for meeting any special requirements of that state. Information on licensure may be obtained from the Division of Teacher Education and Licensure, Department of Education, of the state in question.

NOTE: Whenever changes in the Ohio Standards for Teacher Education and Licensure are recommended by the State Department of Education and the Ohio Department of Higher Education (ODHE) and passed into law by the Ohio State Legislature, requirements will necessarily be altered to comply with the new standards and regulations. The current programs offered in the School of Education have been developed in response to expectations enacted by

the Governor and Legislators of Ohio, guidelines by accrediting state agencies such as ODHE, and by national accrediting bodies such as the Council for the Accreditation of Educator Preparation (CAEP) and the National Association for the Education of the Young Child.

Ohio Teacher Evaluation System

The newly adopted criteria for the OHIO TEACHER EVALUATION SYSTEM (OTES) means you, as an educator, will be evaluated throughout your career with the combined data of Teacher Performance Standards and Student Growth Measures.



From the State of Ohio, we have the following performance standards that are the foundation of the Ohio Teacher Evaluation System (OTES):

Ohio Standards for the Teaching Profession (OSTP)

- Teachers understand student learning and development and respect the diversity of the students they teach.
- Teachers know and understand the content area for which they have instructional responsibility.
- Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
- Teachers plan and deliver effective instruction that advances the learning of each individual student.
- Teachers create learning environments that promote high levels of learning and achievement for all students.
- Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

- Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

These same standards are the basis for our evaluations of your field experiences, both the Apprenticeship and the Student Teaching phases. You will be evaluated by your Mentor Teacher, and a University Supervisor utilizing rubrics based upon these standards. Observations of your teaching will take place and will be followed up with consultations and written feedback to increase and refine the knowledge, skills, and dispositions needed for the profession. Documenting the consultations and observations will be the following two forms:

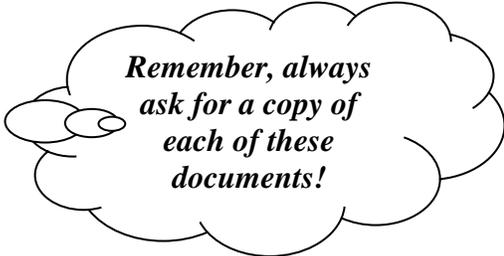
Mount St. Joseph University School of Education
Collaborative Conference Log Form (completed by candidate with supervisor/mentor teacher prior during conference)

Candidate Name: _____ Subject & Grade: _____ Semester/Year: _____ Course #: _____
 Observer: _____ Observation #: _____ Date: _____ License Program: REC MOC AYA SED ART MISC _____
 School: _____ Observer: _____ Mentor Teacher: _____ Colleague Name: _____

What Standards for the Learning Profession (LTP) Standard/Competency/Goal? _____
What is Candidate Strength? _____
What Standard is Observed? _____
What Skills to Use? _____

1. Teacher understands and demonstrates the importance of reflective practice and the role of the teacher as a learner.
2. Teacher collaborates and communicates with colleagues to understand the importance of reflective practice and the role of the teacher as a learner.
3. Teacher understands and demonstrates the importance of reflective practice and the role of the teacher as a learner.
4. Teacher understands and demonstrates the importance of reflective practice and the role of the teacher as a learner.
5. Teacher understands and demonstrates the importance of reflective practice and the role of the teacher as a learner.
6. Teacher understands and demonstrates the importance of reflective practice and the role of the teacher as a learner.
7. Teacher understands and demonstrates the importance of reflective practice and the role of the teacher as a learner.

Notes: (Please enter additional notes, if necessary, on the reverse side of this page.) _____
 Date: _____



Mount St. Joseph University School of Education
Lesson Observation Form

Candidate Name: _____ Subject: _____ Semester/Year: _____ Course #: _____
 Observer: _____ Observation #: _____ Date: _____ License Program: REC MOC AYA SED ART MISC COURSE #: _____
 School: _____ Observer: _____ Mentor Teacher: _____ Colleague Name: _____

What Standards for the Learning Profession (LTP) Standard/Competency/Goal? _____
What is Candidate Strength? _____
What Standard is Observed? _____
What Skills to Use? _____

1. Teacher understands and demonstrates the importance of reflective practice and the role of the teacher as a learner.
2. Teacher collaborates and communicates with colleagues to understand the importance of reflective practice and the role of the teacher as a learner.
3. Teacher understands and demonstrates the importance of reflective practice and the role of the teacher as a learner.
4. Teacher understands and demonstrates the importance of reflective practice and the role of the teacher as a learner.
5. Teacher understands and demonstrates the importance of reflective practice and the role of the teacher as a learner.
6. Teacher understands and demonstrates the importance of reflective practice and the role of the teacher as a learner.
7. Teacher understands and demonstrates the importance of reflective practice and the role of the teacher as a learner.

Communication
 1. Uses verbal and non-verbal communication to establish rapport and build trust.
 2. Uses verbal and non-verbal communication to establish rapport and build trust.
 3. Uses verbal and non-verbal communication to establish rapport and build trust.

Adaptability
 4. Adapts to unexpected changes without being defensive.
 5. Adapts to unexpected changes without being defensive.
 6. Adapts to unexpected changes without being defensive.

Effective Instruction
 7. Uses a variety of instructional strategies to meet the needs of all learners.
 8. Uses a variety of instructional strategies to meet the needs of all learners.
 9. Uses a variety of instructional strategies to meet the needs of all learners.

Professionalism
 10. Displays a professional appearance and demeanor.
 11. Displays a professional appearance and demeanor.
 12. Displays a professional appearance and demeanor.

Responsibility
 13. Takes responsibility for the learning and well-being of all students.
 14. Takes responsibility for the learning and well-being of all students.
 15. Takes responsibility for the learning and well-being of all students.

Notes: _____

The Collaborative Conference Log is a handwritten, interactive document whereby both the candidate and the observer note strengths and challenges of the observed lesson.

The Lesson Observation Form is formally accomplished by the observer (Mentor or University Supervisor). At the end of each semester there is a rubric the University Supervisor and Mentor will complete in consultation with one another.

Candidate Competencies

Based on the School of Education mission and core values, it claims that its graduates meet the following standards which are derived from the Ohio Standards for the Teaching Profession (OSTP) and Teacher Education Accreditation Council (TEAC)/ (CAEP) principles.

- Content knowledge - The candidate articulates accurate subject matter and applies that knowledge in planning and presenting lessons aligned with content standards.
- Learner characteristics - The candidate incorporates knowledge of how students learn and how diverse experiences affect learning when planning and presenting lessons aligned with content standards.
- Instructional strategies - The candidate applies a variety of scientifically-based, data-driven instructional strategies based on learning goals, assesses student's progress toward these goals, and differentiates instruction based on student needs and assessment results.
- Learning environment - The candidate creates and manages a learning environment that encourages active, engaged learning and respect for others.
- Professional responsibilities - The candidate engages in reflective practice, promotes collaboration among peers, families and communities, and takes on opportunities for professional development.

Graduate Academic Course Descriptions for SED Graduate Programs

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.

RDG 540 Fluency and Comprehension (3)

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.

SED 611 Curriculum and Methods Mild/Moderate (3)

This course examines curriculum options and evidence practices available for teaching students who are in need of specialized instruction.

SED 522 Formal and Informal Assessment (3) This course involves the intensified study of educational assessment and diagnosis of school-age students. The course includes the study and use of standardized and non-standardized assessment instruments to diagnose academic, behavior and other learning problems. It emphasizes the ability to evaluate reading, spelling, arithmetic, written language, and spoken language problems as well as social and motor disabilities.

EDU 500 Statistics & Research (3)

This course entails problem definition, hypothesis construction, variables, literature review, research designs, statistical methods, and collecting, analyzing, and interpreting data. The course will culminate in a research proposal.

EDU 600 Master's Integrative Project (3)

The development of the Master's Project is a thorough search of literature on an educational topic of interest and is guided by an advisor throughout the project.

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 530 Phonics and Linguistics (3)

This course is designed to teach the teacher candidate the fundamental principles and concepts of the phonological structure of language. The teacher candidate will learn the sound symbol correspondences of language and understand the relationship of phonemic awareness and

phonological system of language to the reading process. The teacher candidate will also learn about the linguistic and cognitive bases of reading.

RDG 538 Diagnosis and Remediation of Reading Problems (3)

The purpose of this course is to provide instruction to preservice or inservice teachers concerning the diagnosis of reading difficulties in students. The assessment instruments to use when determining the causes of reading difficulties will be stressed. Specific tests for these purposes will be introduced, explained and later administered to students who have been identified as having reading disabilities. Specific needs of a diverse population and/or cultural needs will be included.

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. A 20-hour field component is included.

SED 521 Communication Development and Theory (3)

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 631 Collaborative Practices Special Education (3)

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.

Special Education Graduate Field Experiences

SED 533 Special Education Practicum (I)

This practicum entails supervised teaching in a setting with students with disabilities to facilitate the college student's ability to instruct students with disabilities in the skills and processes of listening, speaking, reading, and writing for the promotion of literacy. Student will teach 4 lessons. Two will be observed by a university supervisor and two will be observed by your mentor teacher.

SED 534 Special Education Practicum (II)

Prerequisite(s): Acceptance into Graduate Education Program Concurrent. One of two Special Education Practicums of 50 hours each. This practicum entails supervised teaching in an SED setting to promote teaching skills related to Integrating the Curriculum. Student will teach 4 lessons. Two will be observed by a university supervisor and two will be observed by your mentor teacher.

SED 644 Student Teaching and Seminar (6)

Fifteen weeks of supervised teaching in a setting with students with disabilities where the FTA-SED student has been placed for the semester. The student teacher plans, develops, and provides a variety of learning experiences for students with disabilities; and gradually takes responsibility for the entire program. The student teacher will be evaluated by the mentor teacher and a University supervisor. This will be followed by four weeks of fieldwork until the school year's completion.

Choose (2) 50-hour practicums and 1 student teaching placement:

Target: Grades K-3

Students will plan and implement differentiated curriculum and instructional strategies with students who have mild/moderate needs in a variety of settings, across different age levels, and under the supervision of a cooperating teacher(s) and university supervisor.

Target: Grades 4-8

Students will plan and implement differentiated curriculum and instructional strategies with students who have mild/moderate needs in a variety of settings, across different age levels, and under the supervision of a cooperating teacher(s) and university supervisor.

Target: High School 9-12

Students will develop and implement differentiated instruction and supports for students with mild/moderate education needs in inclusive settings across different age levels and under the supervision of a cooperating teacher(s) and university supervisor.

Field Experiences

Prior to placement in the schools you will need to meet the following expectations:

- Go through the BCII/FBI checks.
- Qualify for First Aid/CPR certification.
- Obtain an Identification Badge/Card Key from District Administrative Offices.

There are Professional Dispositions and Skills that will be expected of students at all time in the field setting. They will be evaluated in the following manner, with documentation as needed:

Communication	Adaptability
1. Proper use of grammar when speaking.	7. Listens to constructive feedback without being defensive.
2. Correct written language/grammar/spelling.	8. Demonstrates ability to improve using feedback from mentor teacher, supervisor, or colleagues.
Effective Interpersonal Relations	Responsibility
3. Builds rapport with students, mentor teacher, and college supervisor.	9. Professional appearance.
4. Demonstrates enthusiasm towards one's work as well as students and colleagues' work.	10. Acts ethically towards students, colleagues and parents.
Dependability	Diversity
5. Meets deadlines.	11. Shows respect for cultural diversity.
6. Punctual for meetings and keeps appointments.	12. Persists in efforts to help all students learn.

Ohio Assessment for Educators

The School of Education requires preservice candidates to pass the Ohio Assessments for Educators (OAE) Assessments prior to graduation.

The site will be updated periodically with additional information related to locations, dates, and fees related to the assessments, as well as resources to support the candidate's preparations.

Exit Requirements

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

- Complete all required courses
- Maintain an overall 3.0 GPA
- Pass the OAEs
- Pass student teaching

- Complete application for Ohio licensure including background check
- Graduation Requirements

Degree seeking students must satisfy the following minimum requirements:

- Complete all courses including the Integrative Project
- Maintain an overall 3.0 GPA
- Complete the application for Graduation within the time frame set by the University
- Complete an exit advising session with the student's advisor
- Satisfy Professional Organizations Requirement

Graduation

Time Limit on Degree

Degree programs are designed to serve both full-time and part-time students. Students admitted to a degree program are expected to work with continuity in their program until all requirements are completed. Consequently, a student who does not register for graduate course work during two consecutive years is considered to have withdrawn and is required to submit a revised application. All degree requirements must be completed within five years of enrollment in the graduate program. An exception may be made at the discretion of the department chairperson and the Provost.

Degree Applications/Graduation Commencement Ceremonies

A degree-seeking student who has completed the general requirements and the specific program requirements with a cumulative 3.0 GPA is eligible to be awarded a graduate degree. Application deadline dates for graduate graduation candidates completing their degree requirements are within one month of the posted deadline dates of: December - April 15, May - September 15, and August - November 15 prior to the graduation session each year. Graduation candidates will be eligible to participate in the ceremony corresponding to their application deadline and degree requirements completion (i.e., December graduation application participates in December ceremony, May graduation application participates in May). An August candidate with 12 or fewer credit hours to complete their degree will be given a one-time choice to participate in the May ceremony prior to the summer session in which they complete their requirements or the December ceremony after they have completed their requirements.

Applying for Graduation

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 graduation application fee is assessed to all graduation candidates. The graduation application fee is a one-time charge for each degree application. 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. December, May, and August degrees are conferred by Mount St. Joseph University at the annual 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.

Additional Goals to Consider

As you go through your program you may want to research and consider recent options that may be advantageous for your consideration as you seek to make yourself marketable in the days following your acquisition of the Early Childhood teaching license.

Endorsements

Endorsements may be added to a current Ohio teaching license or earned concurrently with an initial license. An endorsement is issued after a student has successfully completed an approved endorsement program, passed the Ohio Assessment for Educators (OAE) examination required by the Ohio Department of Education, and has the recommendation of the School of Education which is an approved institution.

- **Reading Endorsement** - This endorsement is designed to help educators teach reading according to best practice. It provides an in-depth knowledge base related to theories, practice and technology in the field of reading education.
- **Pre-Kindergarten Special Needs Endorsement (Ages 3-5)** - This endorsement is designed for K-12 intervention specialists and K-3 early childhood teachers. It allows these educators to work with pre-K special needs students and meet a critical shortage in Ohio and the nation.

Requirements for Student Participation in Professional Organizations

Students are required to (1) join at least one professional organization and (2) attend one professional conference while they are declared education majors.

Graduate licensure 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 Education Department via Orientation sessions, in newsletters, bulletin boards, and our website.

Professional Organizations:

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

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

Kappa Delta Pi: 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 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 Council for Elem./Middle School Science Educators: <http://members.aol.com/OCESS/>
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 Valley Philosophy of Education: <http://www.ovpes.org/>
Science Educational Council of Ohio: <http://www.secoonline.org/>

General Information

Advising

Once a student is formally accepted into the Graduate Education Department, the student is assigned an advisor. The advisor monitors the student's progress in the planned courses. A copy of this plan is filed in the student's file in the education offices. The advisor registers apprentices for their MSJ coursework.

Advisors in the School of Education have office hours posted on their office doors. Their mailboxes are located in the Education Faculty hallway in the rear. All faculty members have voice mail and e-mail addresses for contact information.

Transportation

SED Graduate students are responsible for their own transportation to schools.

Professional Dress

Students' dress and grooming should reflect personal care and professionalism and be consistent with standards established in the assigned school.

Liability Insurance

Students are covered by the College Teachers' Professional Liability Insurance when acting in the capacity of an apprentice/student teacher in a school.

Substitute Teaching (Full-time Accelerated (FTA) Students)

During the first month in the school, students may not be used as substitute teachers unless an emergency situation should arise and a substitute is not available.

Work Stoppage

In the event of any work stoppage in the school district, the Program Director will determine the appropriate action. A Graduate SED student may not join actively with those bringing about the work stoppage, nor be assigned to teach classes for teachers involved in such.

Attendance/Absence Policy

Graduate SED students follow the calendar of the school to which they have been assigned. They are required to attend faculty meetings, parent-conference days, in-service days, and open houses.

The Graduate SED student is expected to follow the arrival and dismissal times established by the school district for its regular faculty. The Graduate SED student is expected to be in regular attendance each scheduled day. In case of absence, the Graduate SED student must notify the mentor teacher and the SED Program Director at least one hour prior to reporting time. Should the student be absent longer than one day, all parties listed above should be notified on each day of the continued absence. The Graduate SED student may not be excused from his/her assignment without official college approval. Forms for absence due to illness or death in the family or for personal leave are in the appendix. These forms must be filled out and submitted to the SED Program Director according to the directions provided. Should absence be excessive or extend beyond three class days in succession, the SED Program Director, after consultation with the clinical placement director, will determine the extension of the Graduate SED student's teaching period.

Time Limit on Degree

FTA SED students move through their program of studies as a cohort. Any variance from that must have the approval of the FTA-SED Program Director.

PT SED students must complete their program within 5 years.

Conditions for Dismissal

A student who fails to meet the grade point standard of 3.0 in a graduate program for two consecutive grading periods will be dismissed from the graduate program. Graduate SED students must enroll in all courses as outlined by the Graduate Department. Failure to complete courses in the accelerated format and/or regular attendance in the assigned apprentice will result in dismissal from the program.

The academic department reserves the right to recommend dismissal for reasons of poor scholarship, academic fraud or misconduct. Such recommendation is made to the chair of the department. When dismissed, students are ineligible to continue taking graduate courses.

Appeals for Reinstatement

Appeals for reinstatement must be submitted within one month of the date of dismissal. Reinstatement may be granted if there is a correction in factual information upon which the original decision was made. Appeals must be in writing and addressed to the Provost of the University.

A written appeal or petition must include a self-assessment of factors that contributed to poor academic performance and a plan for improving that performance.

The student's academic as well as personal record while at Mount St. Joseph University will be reviewed to determine whether to grant reinstatement. The Provost decides whether to grant or deny appeals and determines conditions of reinstatement.

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 University 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.

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.

Dropping a course or courses during a session

Drops before the course begins: (Does not include non-refundable tuition deposit)	100% credit
Drops during the first eighth of a course:	75% credit
Drops between the first eighth and first quarter of a course:	50% credit
Drops after the first quarter of a course:	0% credit

Withdrawing from the program between sessions

Withdrawing between sessions will result in a tuition credit based on the number of hours remaining in the program. Based on a proration, students will be refunded 100% for sessions that have not yet begun. Tuition will be prorated from the withdrawal date if the full amount has been prepaid.

Graduate Grading System

The following grading system is used in graduate level courses:

Grade		Quality Points
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	0.00
	(Incomplete grades, if not changed by the instructor, convert to an F at the end of the following semester).	
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	0.00

(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)

U	Unsatisfactory	0.00
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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.

Mount St. Joseph University's 2018-2019 Academic Calendar

First Semester 2018 (S1 19)		
August 27	Monday	Classes Begin (Day & Evening)
September 3	Monday	Labor Day - Holiday
October 12	Friday	Mid-Semester Holiday
November 21-25	Wednesday-Sunday	Thanksgiving Recess - University Closed
November 26	Monday	Classes Resume
December 10-13	Monday-Thursday	Semester Examinations
December 13	Thursday	Semester Ends
December 15	Thursday	December Graduation Ceremony (7:00 p.m.)
Second Semester 2019 (S2 19)		
January 14	Monday	Martin Luther King Holiday
January 21	Tuesday	Classes Begin (Day & Evening)
February 22	Friday	Mid-Semester Holiday
March 11-16	Monday-Saturday	Spring Break
March 18	Monday	Classes Resume
April 19-22	Friday-Monday	Easter Break (Good Friday thru Easter Monday)
April 23	Tuesday	Classes Resume
May 6-9	Monday-Thursday	Semester Examinations
May 9	Thursday	Semester Ends
May 11	Saturday	Commencement
Summer Semester 2019 (S4 19)		
May 20 – August 16	All Summer Session	
May 20 – June 28	Summer Session I	
July 8 – August 16	Summer Session II	

Sick Leave Request

Name: _____ Date: _____

School Where You are Assigned: _____
(Include Room #)

Dates Absent: _____

Briefly state reason for absence:

If medical attention was required, please furnish the following information:

Name of attending physician: _____

Address: _____

Dates of consultation: _____

Apprentice Teacher _____ Date Filed _____

Mentor Teacher Signature _____ Date Approved _____

FTA Coordinator Signature _____ Date Approved _____

Signed Forms must be in the MSJ Education office within 3 working days of the absence.



MOUNT ST. JOSEPH
UNIVERSITY

School Of Education Graduate Program Advisement Sheet

Master of Arts degree, Major in Teaching
Full Time Accelerated (FTA) Special Education (SED)
Intervention Specialist K-12

Catalog 2018-2019

REFER TO THE STUDENT myMOUNT WEB SITE FOR ALL THE LATEST DIVISION AND PROGRAM INFORMATION

GENERAL INFORMATION

- A current BCII and FBI background check report is required to be on file with the Program Director within 6 weeks of the start of coursework . The Ohio Department of Education’s background check requirement for teacher licensure is available at <http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Additional-Information/Background-Check-FAQs>
- A maximum of 9 credits may be taken prior to matriculation (formal admission) to the School, while a student is completing the admission process and admission status is pending.
- Whenever changes in the Ohio Standards for Teacher Education and Licensure are recommended by the Ohio Department of Education (ODE) and the Ohio Department of Higher Education (ODHE) and passed into law by the Ohio State Legislature, requirements will necessarily be altered to comply with Ohio standards and regulations.
- Students are responsible for knowing & complying with the University’s Graduate Catalog and the School of Education’s Graduate Student Handbook information. See student myMOUNT web site to download handbook.
- All students seeking initial licensure must student teach. Eligibility for student teaching placement requires that the candidate:
 - Have an overall GPA of 3.0 or higher
 - Obtain advisor’s approval
 - Earn a grade of “C” or better in all licensure courses and a grade of “B” or higher in methods courses.
 - Verify CPR & first aid certification, and fingerprinting (BCII & FBI background checks)
 - VIRTUS Child abuse recognition & reporting training (Catholic School Placement)
 - Complete all required clinical experience hours
 - The State of Ohio requires that four year Resident Educator licensure candidates pass current assessment examinations. The Ohio Assessment for Educators (OAE) tests must be taken and passed before Student Teaching. Check the Ohio Department of Education web site for current information on required tests and qualifying scores.
- *Since courses are offered on a rotating basis, students are encouraged to develop an individualized long-range plan with their advisor to ensure proper sequencing of courses and timely completion of program.*
- Graduate students are required to join at least one professional organization and document attendance for at least one local, state, regional, or national conference during their graduate program. The organization must be approved by an advisor, and evidence of current membership must be submitted each year.

Name: _____ **ID #:** _____

SPECIAL EDUCATION REQUIRED LICENSURE COURSES CHECKLIST:

- Undergraduate courses taken to satisfy licensure requirements may not be used for graduate credits towards the MA degree. Appropriate substitute courses approved by your advisor may be used instead. (A limit of 6 hours of workshops and independent studies may be accepted as approved by the advisor.)

Course No.	Course Name	Cr Hrs	Semester Taken	Grade	Subst/ Transfer Course	Pre Req	Concurrent/ CoReq
Graduate level courses required for licensure (6 credits):							
EDU 644	Student Teaching	6				* See pg. 1	
Graduate level courses required for licensure & MA degree (35 credits):							
EDU 501	Educational Psychology	3					
EDU 504	Classroom Management	3					
RDG 540	Fluency and Comprehension	3					
SED 611	Curriculum and Methods M/M	3					
SED 522	Formal and Informal Assessment	3					
SED 642	Apprenticeship I	1				50	
SED 643	Apprenticeship II	1				50	
RDG 505	Psychology of Reading	3					
RDG 530	Phonics & Linguistics	3					
RDG 538	Diagnosis & Remediation of Reading	3				RDG 530	
SED 515	Human Exceptionalities Across the Lifespan	3					
SED 521	Communication Development & Theory	3				SED 515 EDU 501	
SED 631	Collaborative Practices in Multicultural Special Education	3				SED 515 EDU 501	
6 credits student teaching + 35 credits graduate level course work and passing scores on required assessment exams to complete Ohio licensure as an Intervention Specialist.							

ADDITIONAL PROFESSIONAL CORE COURSES REQUIRED TO COMPLETE MA DEGREE

* Transfer credits are not accepted for the professional core for MA degree

Course No.	Course Name	Cr Hrs	Semester Taken	Grade	Subst/ Transfer Course		Pre Req	Concurrent/ CoReq
EDU 500*	Research & Statistics	3			None			
EDU 600*	Integrative Project	3			None	EDU 500		
47 credits required to complete MA degree and Ohio licensure: 35 credits graduate level course work + 6 credits student teaching taken for licensure + 6 credits Professional Core								

PROFESSIONAL ORGANIZATION PARTICIPATION

- Students are required to join at least one professional organization and attend professional development while a declared School of Education major. The organization must be approved by advisor.
- Graduate students must document attendance per advisor's instructions for at least one local, state, regional, or national conference during their graduate program.
- Go to the myMOUNT website for a list of approved organizations and conferences.

Year

Membership

Conference

*** REFER to myMOUNT WEB SITE FOR ALL THE LATEST SCHOOL OF EDUCATION AND PROGRAM INFORMATION**

Clinical Forms, Handbooks, Professional Development opportunities and other pertinent information can be accessed from the Education Licensure page in MyMount (under the Mount Community tab).

https://mymount.msj.edu/ICS/Mount_Community/Mount_Groups/Education_Licensure_Students_and_Majors/



School of Education Graduate Program Advisement Sheet
Master of Arts, Major in Teaching
 Part Time (PT) Special Education (SED)
Intervention Specialist K-12
 Catalog 2018-2019

REFER TO THE STUDENT myMOUNT WEB SITE FOR ALL THE LATEST DIVISION AND PROGRAM INFORMATION

General Information

- A current BCII and FBI background check report is required to be on file with the Program Director within 6 weeks of admission. The Ohio Department of Education's background check requirement for teacher licensure is available at <http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Additional-Information/Background-Check-FAQs>
- A maximum of 9 credits may be taken prior to matriculation (formal admission) to the School, while a student is completing the admission process and admission status is pending.
- Whenever changes in the Ohio Standards for Teacher Education and Licensure are recommended by the Ohio Department of Education (ODE) and the Ohio Department of Higher Education (ODHE) and passed into law by the Ohio State Legislature, requirements will necessarily be altered to comply with Ohio standards and regulations.
- Students are responsible for knowing & complying with the University's Graduate Catalog and the School of Education's Graduate Student Handbook information. See student myMOUNT web site to download handbook.
- All students seeking initial licensure must student teach. Eligibility for student teaching placement requires that the candidate:
 - Have an overall GPA of 3.0 or higher.
 - Obtain advisor's approval
 - Earn a grade of "C" or better in all licensure courses and a grade of "B" or better in all methods courses.
 - Verify CPR & first aid certification, and fingerprinting (BCII & FBI background checks)
 - VIRTUS Child abuse recognition & reporting training (Catholic School Placement)
 - Successfully complete and pass all required clinical experience hours
 - The State of Ohio requires that four year Resident Educator licensure candidates pass current assessment examinations. The Ohio Assessment for Educators (OAE) tests must be taken and passed before Student Teaching. Check the Ohio Department of Education web site for current information on required tests and qualifying scores.
- *Since courses are offered on a rotating basis, students are encouraged to develop an individualized long-range plan with their advisor to ensure proper sequencing of courses and timely completion of program.*
- Graduate students are required to join at least one professional organization and document attendance for at least one local, state, regional, or national conference during their graduate program. The organization must be approved by an advisor, and evidence of current membership must be submitted each year.

Name: _____ **ID #:** _____

PART II: RECOMMENDED FOUR-YEAR COURSE SEQUENCING

- Undergraduate courses taken to satisfy licensure requirements may not be used for graduate credits towards the MA degree. Appropriate substitute courses approved by your advisor may be used instead. (A limit of 6 hours of workshops and independent studies may be accepted as approved by the advisor.)

Course No.	Course Name	Cr Hrs	Semester Taken	Grade	Subst/ Transfer Course		Pre Req	Concurrent/ CoReq
Graduate level courses required for licensure (6 credits):								
EDU 644	Student Teaching and Seminar	6			15 weeks, full days,		* See pg. 1	Attend seminar meetings as scheduled
Graduate level courses required for licensure & MA degree (35 credits):								
EDU 501	Educational Psychology	3			None			
EDU 504	Classroom Management	3						
SED 522	Formal and Informal Assessment	3						
SED 611	Curriculum and Methods Mild/Moderate	3						
SED 533 I	Special Education Practicum (Mild/Moderate)	1				50		
SED 533 II	Special Education Practicum (Mild/Moderate)	1				50		
RDG 505	Psychology of Reading	3						
RDG 530	Phonics & Linguistics	3						
RDG 538	Diagnosis & Remediation of Reading	3					RDG 530	
RDG 540	Fluency and Comprehension							
SED 515	Human Exceptionalities Across the Lifespan	3						
SED 521	Communication Development & Theory	3					SED 515 EDU 501	

Course No.	Course Name	Cr Hrs	Semester Taken	Grade	Subst/Transfer Course	Pre Req	Concurrent/CoReq
SED 631	Collaborative Practices in Multicultural Special Education	3				SED 515 EDU 501	
6 credits student teaching + 32 credits graduate level course work and passing scores on required assessment exams to complete Ohio licensure in Early Childhood Education							

ADDITIONAL PROFESSIONAL CORE COURSES REQUIRED TO COMPLETE MA DEGREE

* Transfer credits are not accepted for the professional core for MA degree

Course No.	Course Name	Cr Hrs	Semester Taken	Grade	Subst/Transfer Course	Pre Req	Concurrent/CoReq
EDU 500*	Research & Statistics	3			None		
EDU 600*	Integrative Project	3			None	EDU 500	
47 credits required to complete MA degree and Ohio licensure: 35 credits graduate level course work + 6 credits student teaching taken for licensure + 6 credits Professional Core							

PROFESSIONAL ORGANIZATION PARTICIPATION

- Students are required to join at least one professional organization and attend professional development while a declared Education major. The organization must be approved by advisor.
- Graduate students must document attendance for at least one local, state, regional, or national conference during their graduate program.
- Go to the myMOUNT website for a list of approved organizations and conferences.

Year

Membership

Conference

*** REFER to myMOUNT WEB SITE FOR ALL THE LATEST SCHOOL OF EDUCATION AND PROGRAM INFORMATION:**

Clinical Forms, Handbooks, Professional Development opportunities and other pertinent information can be accessed from the Education Licensure page in myMount (under the Mount Community tab).

https://mymount.msjeu/ICS/Mount_Community/Mount_Groups/Education_Licensure_Students_and_Majors/

**Mandatory Orientation:
COMPLETE Online Modules/ Pre-Assignments**

Summer 2019 (S419)

Summer 1 (5/13 – 6/30)	Summer 2 (7/1 – 8/18)
SED 515_Human Exceptionalities Across the Lifespan (3) BLENDED (Cassidy Wodke)	RDG 515 Foundations of Effective Reading Instruction (3) ONLINE
EDU 501_Educational Psychology (3) BLENDED (Wendy Biederman)	EDU 504_Classroom Management (3) (R, 5-8:30)

**BCI/ FBI plus CPR/ 1st AID certification due before July 31st
Register for Pearson Ohio Assessment of Educators 004 Assessment of Professional Knowledge: Multi-Age (PK-12) by September 1st**

Fall 2019 (SI 20) (8/26 – 12/7)

Fall 1 8/26 – 10/12	Fall 2 10/21 – 12/7
RDG 531 Comprehension Instruction (3) ONLINE	RDG 530_ Phonics/Linguistics (3) ONLINE
SED 522_Formal and Informal Assessment (3) BLENDED	SED 611_Curriculum and Methods M/M (3) BLENDED (Cassidy Wodke)
Practicum 1 SED 642 (1) 7 week practicum	Practicum 2 SED 643 (1) 7 week practicum

SPRING 2020 (S2 20)

Spring 1	Spring 2
RDG 535 Assessment & Intervention of Reading (3) BLENDED	SED 521_Communication Development and Theories (3) (R 5:00 – 8:30) IN PERSON (Tanya Davis)
SED 631_Collaborative Practices for Working with Home, School, and Community Agencies BLENDED (3)	

EDU 644 _ Student Teaching (300 hours) *Complete ED TPA* (6)
(T, 4:30 – 5:45) (Harrison Collier)

Register and take Pearson Ohio Assessment of Educators 043 Special Education & 090 Foundations of Reading by 3/1/19

****Apply for Licensure**

Summer 2020

Summer I	Summer 2
EDU 500 Statistics and Research (3) ONLINE (Michael Bindis)	EDU 600 Integrative Project (3)
SED Moderate/ Intense Instructional Strategies*	Practicum: Moderate/ Intense Instructional Strategies *

Masters Completed

*** OPTIONAL ***

** Reading Endorsement and Dyslexia Certificate	
Summer 1 5/13 – 6/30	Summer 2 7/1 – 8/18
<i>RDG 504 Child and Adolescent Literature RDG 542 Writing Instruction</i>	<i>RDG 591 – Orton Gillingham</i>
<u>Fall 2019</u>	
<i>RDG 532 Advanced Phonics and Linguistics RDG 592 Evidence Based Practicum II (Vocab & Comp) RDG 593 Advanced Practicum</i>	