



MUSKINGUM UNIVERSITY EDUCATION PROGRAM

UNDERGRADUATE STUDENT HANDBOOK

Updated August, 2026

*Developing educators who encourage, equip, and
empower all students*

PURPOSE AND ACKNOWLEDGEMENT OF MUSKINGUM UNIVERSITY EDUCATION PROGRAM STUDENT HANDBOOK

The purpose of the MU Education Program Student Handbook is to serve as an official guide outlining the program's rules, policies, academic expectations, and disciplinary procedures. It establishes clear boundaries to ensure a safe, fair, and productive learning environment while helping students understand their rights and responsibilities.

The baccalaureate teacher Education Program at Muskingum University requires students to not only meet Muskingum University's graduation requirements for a Bachelor of Arts degree, but also the state of Ohio's requirements for teacher licensure. As part of the licensure process, the MU Education Program must receive program approval from both the Ohio Department of Higher Education (ODHE) as well as national accreditation from the Association for the Advancing Quality in Educator Preparation (AAQEP). These licensure and accreditation requirements are in place because working with children and teenagers is an awesome responsibility. Teachers and teacher candidates must be caring, responsible, hard-working, and moral human beings. This student handbook helps ensure that students not only meet licensure requirements, but also behavioral expectations and professional dispositions.

This handbook stands in addition to the general policies and procedures contained in the current *Muskingum University Student Handbook and Muskingum University Undergraduate Course Catalog*.

Disclaimer: All information in this handbook is subject to change. The Department of Education reserves the right to make and implement changes to the policies as needed to meet licensure, accreditation, and school district requirements. Students will be notified by email anytime policy changes are made to the handbook. The most updated version of the handbook will always be available on the Education Department website. If you have any questions, please contact your advisor.

A complete and updated copy of the *MUEDUC Student Handbook* is available on the Education Department Hub:

[!\[\]\(a870788d6ed9b8fd294b7654a8c8526b_img.jpg\) Education Department Hub](#)

***Signing this page indicates that I have read the information contained in the handbook and agree to be responsible for the contents of this document.**

If at any point I have a concern about the current version of the document, I will be responsible for downloading and/or referring to the *MUEDUC Student Handbook* posted on the Education Department's website.

Print Student Name

Student Signature

Date

MUSKINGUM UNIVERSITY EDUCATION PROGRAM UNDERGRADUATE STUDENT HANDBOOK

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SECTION 1 - OHIO TEACHING PROFESSION

Licensure Standards: Ohio educator licenses are issued based on Ohio Teacher Education and Licensure Standards, which are the sections of the Ohio Administrative Code (OAC) and Ohio Revised Code (ORC) that establish requirements for educator licensing. The standards include requirements for obtaining and maintaining all available types of educator licenses, registrations, and permits issued by the State Board of Education of Ohio, including teaching, administration and pupil services areas, alternative and temporary licenses, and permits for educational aides and coaches. <https://sboe.ohio.gov/educator-licensure>

Administrative rules are reviewed on an ongoing basis. The State Board of Education may revise these rules periodically or create new ones in response to recommendations from the Educator Standards Board and other education stakeholders. The link to the State Board Standards can be found here:

<https://sboe.ohio.gov/educator-standards-and-programs/educator-standards/educator-standards>

These standards guide the licensure process and program assessments in the Muskingum University Education Program.

Professional Standards: The [Educator Standards Board](#) (ESB) was established by the Ohio General Assembly to bring standards-based reform to the educator level by defining standards for teachers and principals at all stages of their careers.

In 2004, Senate Bill (SB) 2 placed into law many of the recommendations made by the Governor's Commission on Teaching Success in the areas of standards, teacher preparation, recruitment and retention and professional development.

The State Board of Education adopted the new teacher, principal, and professional learning standards in October 2005. The Standards for Ohio Educators book details the standards and how they can be used.

<https://sboe.ohio.gov/educator-standards-and-programs/educator-standards/educator-standards>

Ohio Standards for the Teaching Profession (OSTP): Ohio outlines 7 elements for the teaching profession. These elements guide the MU Education Program's teacher preparation process. Click this link to read the overview:

<https://sboe.ohio.gov/educator-standards-and-programs/educator-standards/ohio-standards-teaching-profession>

Click this link to read the OSTP PDF:

<https://dam.assets.ohio.gov/image/upload/sboe.ohio.gov/Educator-Evaluations/TeacherEvaluations/TeachingProfessionStandards.pdf>

Statement of Good Moral Character: In Ohio, all educator license applicants and credentialed professionals must abide by the [Licensure Code of Professional Conduct for Ohio Educators](#) and legally attest to possessing good moral character. These interconnected requirements ensure educators maintain the public trust, safeguard student welfare, and practice ethically.

State Accreditation

The Chancellor of the Ohio Department of Higher Education is responsible for assuring the continued quality of educator preparation programs that lead to Ohio licensure or endorsement; verifying that educator preparation programs meet state mandates, standards and requirements; developing education program guidelines and enhancements that continuously increase quality and rigor; and reporting on the quality of Ohio educator preparation programs to the public.

Institutions that offer education licensure programs in Ohio must be nationally accredited as described in [OAC 3333-1-05](#).

Each licensure program has specific requirements and must align with specific Specialized Professional Association (SPA) or Ohio standards as delineated on ODHE website:

<https://highered.ohio.gov/educators/academic-programs-policies/academic-program-approval/educator-preparation/ed-prep-institutions>

Each licensure program has specific requirements and must align with the Science of Reading Metrics as delineated in ODHE website:

https://dam.assets.ohio.gov/image/upload/highered.ohio.gov/ed-prep/Literacy/ODHE_Science_of_Reading_Audit_Metrics.pdf

The Ohio Department of Higher Education (ODHE) requires the Muskingum University Educator Preparation Program (EPP) to submit its licensure programs for approval every 6 years, or every time more than 50% of a licensure program is changed.

National Accreditation

The Muskingum University Educator Preparation Program (EPP) is a member in good standing of the [Association for Advancing Quality in Educator Preparation \(AAQEP\)](#), a national accrediting organization recognized by the Council for Higher Education Accreditation. All programs have been awarded accreditation by AAQEP through June 30, 2033. Accreditation acknowledges that a program prepares effective educators who continue to grow as professionals and has demonstrated the commitment and capacity to maintain quality.

The MU Education Department's AAQEP accreditation letter can be found here:

<https://www.muskingum.edu/academics/education/accreditation>

SECTION 2 - MUSKINGUM UNIVERSITY EDUCATION PROGRAM

Vision: The vision of the Muskingum Educator Preparation Program is to offer quality programs in the context of a caring, professional community. Furthermore, and primarily, it is the Program's vision to develop educators who will serve a diverse and global society through leadership based on knowledge of human development, discipline-specific content, and pedagogy.

Mission Statement: The mission of the Muskingum University Educator Preparation Program is to develop educational leaders who encourage, equip, and empower all students.

Program Learning Goals:

- Help students develop intellectually, ethically, socially, and physically (Student Growth and Development)
- Set learning goals and plan and implement learning activities and assessments that ensure that all learners are both successful and challenged (Instruction and Assessment)
- Create learning environments that empower students by encouraging positive social interaction, active engagement in learning, self-motivation, democratic decision-making, equity, and social justice (Learning Environments)
- Reflect on instruction and assessment in order to improve student learning (Reflection)
- Actively seek opportunities to grow professionally (Professional Growth)
- Serve and lead in communities of learners, including classrooms, schools, and the wider communities (Leadership)
- Use knowledge of individuals, families, communities, and cultures to create communities of learners (Collaboration with Partners Outside the School Setting)
- Recognize the importance of working cooperatively with teachers, staff, and administrators to create positive school cultures (Collaboration with Partners Within the School Setting)

Educational Philosophy

At Muskingum, our goal is to prepare excellent educators within a supportive and professional environment. We aim to develop teacher-leaders who will serve our diverse world by understanding how people learn and grow, mastering their subject matter, and using effective teaching methods. We want to cultivate teachers who encourage, equip, and empower all students to reach their full potential. This “encourage, equip, and empower” idea guides us in all we do. To achieve this, our education department focuses on a student-centered approach. Our faculty and staff actively demonstrate respect, reflective teaching, and strong relationship-building every day. We want our future teachers to adopt these same dispositions in their own classrooms. We value building strong connections with our teacher candidates, offering them academic, emotional, and social support throughout their journey in the program.

We firmly believe in embracing students from all backgrounds, recognizing that a rich variety of perspectives strengthens our community and prepares future educators for the complex world they'll enter. As we develop teacher-leaders, we challenge our students to grow academically and personally, celebrating their successes every step of the way. We're committed to supporting students through their development, ensuring that they feel both challenged to reach new heights and celebrated for their achievements as they become impactful educators

Demographic Diversity

Muskingum University Education candidates are largely first-generation college students and predominantly from the Appalachian region. They bring a unique identity to the program and have contributed to the well-being of Appalachian children and their families. At Muskingum University, our philosophy of inclusion and belonging is defined by candidates that exhibit a variety of individual attributes such as national origin, language, racial identity, color, disability, ethnicity, age, gender, sexual orientation, gender identity, gender expression, Appalachian cultural region, geographic region, political affiliation, religion, socioeconomic background, veteran status, family structure, and

educational background. This definition also encompasses differences among people concerning where they are from, where they have lived, their differences of thought and life experiences, and their personalities, interests, and learning modalities.

Community Partnerships

Muskingum University's strength is significantly enhanced by its community partnerships. This strong connection is a hallmark of the institution, reflected in the proud tradition of the "long magenta line"—a collective term alumni use to describe themselves. These partnerships, particularly within the education program, have remained consistently robust despite faculty changes. For decades, local school districts have eagerly collaborated with Muskingum University, often due to strong ties formed by alumni or individuals who have otherwise been involved with the University. The education department actively cultivates these relationships, offering valuable resources such as professional development opportunities, assistance with state and district-wide testing, and engaging STEM activities. These enduring collaborations highlight the invaluable support and impact the community has on Muskingum University's continued success.

Communities Served and State Requirements

The school districts we partner with primarily for student placement (practicum and student teaching) are considered in our "network" and are located within an approximate 50 mile radius of campus. They are member districts of two major Educational Service Centers (Muskingum Valley Educational Service Center) and (Ohio Valley Educational Service Center) and include 9 counties and 17 districts. We operate within the state of Ohio's framework for field hours required, placement guidelines, and the completion of assessments. With clinical experience, we actively communicate with cooperating teachers to ensure that they feel prepared to work with our teacher candidates. Likewise, University supervisors who oversee student teaching placements attend a training session to prepare them for the observations and assessments they will complete for our candidates.

Transfer Credit and College Credit Plus Policies

- All transfer and CCP students must complete EDUC 101. This course is separate from EDUC 110: Introduction to Education and EDUC 112: Implications of Educational Diversity.
- All transfer and CCP students must apply for admission to the Education Program in their first semester at Muskingum and meet all admission requirements.
- All transfer students must complete at least two practicum Education courses in order to be eligible for student teaching at Muskingum University.
- All transfer EDUC courses must be approved by the department to ensure they meet licensure requirements.

MU Education GRADUATION OUTCOMES

- Bachelor of Arts in EDUCATION
- Ohio Teaching Licensure <https://sboe.ohio.gov/educator-licensure>
- Comprehensive training in the Science of Reading
- 90% pass rate over the past 5 years on Ohio Assessment for Educators teacher licensure exams
- 86% job placement among program completer survey respondents from 2021-Current

LICENSURE PROGRAMS

MU Major/Licensure Area	Grade Band	License(s) Obtained by ODE
Primary Education (P5)	Pre K- 5	Primary Education
Special Education (ISMM)	K-12	Intervention Specialist Mild/Moderate Needs
Inclusive Social Studies Education (INCSS)	7-12	AYA Social Studies and 7-12 Intervention Specialist
Inclusive Language Arts Education (INCLA)	7-12	AYA Language Arts and 7-12 Intervention Specialist
Inclusive Primary Education – Dual License Primary Education/Special Education (INCP5)	Pre K-5 and K-12 Intervention Specialist	Primary Education and Invention Specialist Mild/Moderate Needs
Middle Childhood Education Language Arts/Reading and Mathematics (MC LA/M)	4-9	Middle Childhood Language Arts and Math
Middle Childhood Education Language Arts/Reading and Science (MC LA/S)	4-9	Middle Childhood Language Arts and Science
Middle Childhood Education Language Arts/Reading and Social Studies (MC LA/SS)	4-9	Middle Childhood Language Arts and Social Studies
Middle Childhood Education Mathematics and Science (MC M/S)	4-9	Middle Childhood Math and Science
Middle Childhood Education Mathematics and Social Studies (MC M/SS)	4-9	Middle Childhood Math and Social Studies
Middle Childhood Education Science and Social Studies (MC S/SS)	4-9	Middle Childhood Science and Social Studies
Adolescent to Young Adult Integrated Language Arts (AYALA)	7-12	AYA Language Arts
Adolescent to Young Adult Integrated Mathematics (AYAM)	7-12	AYA Math
Adolescent to Young Adult Integrated Science - Biology (AYAS BIO)	7-12	AYA Science
Adolescent to Young Adult Integrated Science - Chemistry (AYAS CHEM)	7-12	AYA Science
Adolescent to Young Adult Integrated Social Studies (AYASS)	7-12	AYA Social Studies
Adolescent to Young Adult Life Sciences (AYALS)	7-12	AYA Life Sciences
Multi-Age Education, Music (Music)	PreK-12	Multi-Age Music
Multi-Age Education, Visual Arts (Art)	PreK-12	Multi-Age Visual Art

This link will take you to the Education Department Hub, where you will find a course of study sheet for each of the licensure areas listed above: [Education Department Hub](#)

Science of Reading Literacy Program

Preparing teachers and leaders in the science of reading is a key part of the MU Educator Preparation Program.

Definition: The science of reading is an approach to more effectively teach reading. It has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.

State of Ohio: In 2023, under the leadership of Governor Mike DeWine, lawmakers enacted provisions that required schools to implement the Science of Reading starting in the 2024—25 school year. To support the effort, Ohio dedicated \$168 million to help cover new curricula purchases, to fund teacher stipends for professional development, and to support literacy coaches. In 2025, the Ohio Department of Higher Education (ODHE) conducted an audit of all Education Preparation Programs in the state to verify that they're training teachers in the science of reading. In November 2025, the MU Education Program received its audit results. We were 100% aligned to all 73 audit-metrics with no areas for improvement. We received some of the highest scores in the state. Link to Governor Dewine's Official Press Release about the statewide science of reading results:

<https://governor.ohio.gov/media/news-and-media/governor-dewine-announces-science-of-reading-audit-results-for-ohio-colleges-and-universities>

MU EDUC Innovative Partnerships: Working with our K-12 school partners was essential to building our science of reading program. Beginning in 2024, the MU Education Program developed a partnership with Ridgewood Schools to provide MU students with an authentic, “real-world” experience using the principles of the science of reading in K-12 classrooms. This is part of our ongoing effort to create more authentic fieldwork experiences for our teacher candidates. At Ridgewood, MU teacher candidates work on reading assessment and intervention. Candidates taking EDUC 414: Reading Assessment and Intervention, engage with Dynamic Indicators of Basic Early Literacy (Dibels) and utilize data to support students. These candidates attend field practicum at Ridgewood two times per week. As a part of their field practicum, they assess students using the Amplify Dibels platform, analyze the data, and prescribe interventions based on identified needs. Candidates facilitate the interventions with fidelity for two weeks, then reassess student growth using DIBELS as a progress monitoring tool. Throughout their course, candidates regularly share redacted data and findings with colleagues, discussing successes and ongoing concerns. This innovative partnership not only benefits the students at Ridgewood, but also results in higher course grades and improved test scores on the Foundations of Reading OAE exam, which all teacher candidates must pass for licensure.

ODHE Commendations for Muskingum University:

1. Courses within the 12-Hour Reading and Literacy Core integrate each audit metric, ensuring that preservice candidates receive instruction grounded in evidence-based literacy instruction. All audit metrics are addressed in 12-Hour Reading and Literacy Core courses, with clear evidence from course materials demonstrating alignment with each audit metric.
2. The curriculum reflects vertical alignment, with a sequenced progression of concepts related to evidence-based literacy instruction across the 12-Hour Reading and Literacy Core courses and a clear progression from foundational knowledge to application and mastery. All course sequences ensure that preservice candidates receive robust preparation. Courses begin with introductory information, move to comprehensive knowledge of instructional strategies, then use assessments to implement purposeful intervention, and finally provide opportunities for application through planning and delivering lessons in field work.
3. Preservice candidates have multiple opportunities to apply evidence-based instructional practices in field settings with structured guidance, timely feedback, and meaningful reflection. Preservice candidates are provided with extended field work experiences. Preservice candidates begin by working with a classroom teacher and then progress from observing lessons to planning and delivering instruction.

FACULTY/STAFF INFORMATION

EDUCATION DEPARTMENT FULL TIME FACULTY/ADVISORS

Dr. Keith Eberly

Director of Education Studies

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Email: keberly@muskingum.edu

Office: LIB 229

Dr. Keith R. Eberly is the Director of Education Studies at Muskingum University. He oversees accreditation, licensure, student teaching, and advising, among other things. He previously taught in the Education department as well as the History department. In Education, he taught courses on social studies methods as well as Educational Diversity and Educational Technology. In the History department, he taught the U.S. History Survey and courses on American Conspiracy Theory and American Militarization. His research focuses on the evolution of American liberalism through the lives and memories of Franklin and Eleanor Roosevelt. He also studies how student preconceptions impact learning in the social studies classroom. When not at work, Dr. Eberly loves to play basketball, tennis, and golf.

Dr. Jessica Grubaugh

Director, Graduate Teacher Education

Phone: 740-826-8470

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Office: LIB 226

Dr. Jessica Grubaugh is the Director of Graduate Teacher Education and an Associate Professor of Education at Muskingum University. She oversees all graduate teacher education programs and online education courses. With a career primarily dedicated to higher education, Dr. Grubaugh is passionate about preparing future educators, supporting the professional growth of practicing teachers, and improving educational outcomes for students across Ohio. She holds a Bachelor of Arts in Integrated Social Studies Education, a Master of Arts in Education with a specialization in Intervention Specialist, and a Doctor of Education in Organizational Leadership with a concentration in Higher Education Leadership. She has taught undergraduate and graduate courses in various areas, including educational research, instructional methods, curriculum development, and ethical practices. Dr. Grubaugh is an active member of the Ohio Deans Compact for Exceptional Children and currently serves as co-chair of its Policy Committee, helping to shape educational policies and practices that support student success throughout Ohio. She lives in Fredericktown, Ohio, with her husband, Terry, their two children, Tyler and Bailey, and their pets, Winston, Bo, and Cricket.

Meri Linn McCollum

Assistant Professor of Education, Multi-Cultural Education, Diversity and TESOL

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Meri Linn McCollum earned her BA in English from the University of West Florida, her MA in Applied Linguistics from the University of Massachusetts Boston, her MEd in Bilingual Education from the University of Texas at El Paso, and is currently in the dissertation phase of her EdD in Diversity and Equity in Education from the University of Illinois Urbana-Champaign. Meri Linn's research focus has been centered on indigenous language and culture loss and revitalization movements. She teaches courses in cultural diversity, multicultural education, English as a Second Language, and Teaching English to Speakers of Other Languages at the graduate level at Muskingum University.

Sharon Price

Assistant Professor of Education

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Email: sprice@muskingum.edu

Office: LIB 213

Sharon Price has worked in the Early Childhood field for nearly 40 years. Her position, Professor of Education, includes instructing numerous early childhood courses. She works closely with students who need to complete lab hours in the early childhood setting. In her spare time, she enjoys spending time with her family, quilting, bird watching and crafting.

Lisa Trigg***Assistant Professor of Education*****Phone:** 740-826-8027**Email:** ltrigg@muskingum.edu**Office:** LIB 223

Lisa Weisgarber-Trigg is a professor in the Education Department at Muskingum University, specializing in literacy, teacher preparation, and the Science of Reading. In her role as an academic advisor and instructor, she prepares student teachers to navigate real-world classroom challenges through data-driven instruction and evidence-based reading frameworks. Her professional focus includes utilizing quantitative metrics like DIBELS to inform interventions, as well as developing culturally and linguistically responsive teaching practices that support diverse student populations and regional dialects. She is actively involved in statewide literacy advancement and community educational advocacy.

Dr. Ashley Williams***Assistant Professor of Education, Math and Science*****Phone:** 740-826-8251**Email:** awill@muskingum.edu**Office:** LIB 225

Dr. Williams received her Bachelor's Degree in mathematics with a minor in secondary education and chemistry at Texas State University. She then went on to earn her Master's and Ph.D in Curriculum and Instruction with an emphasis in Mathematics Education at Texas A&M University. Dr. Williams was a public-school classroom teacher of Algebra 1, Geometry, and Geometry Pre-AP for three years. In addition, she taught various STEM PBL courses (i.e., Design & Engineering, Advanced Chemistry, Robotics, & 3D Printing) for Aggie STEM summer camps over 6 summers. She has taught several mathematics education courses at Texas A&M University and earned a Graduate Student Teaching Excellence Award for the 2020-2021 academic year.

Dr. Ashley Zehner***Assistant Professor of Education, Special Education*****Phone:** 740-826-8290**Email:** azehner@muskingum.edu**Office:** LIB 216

Dr. Ashley Zehner is an Assistant Professor of Special Education, specializing in classroom behavior management and restorative practices. With a deep commitment to creating inclusive, supportive learning environments, Dr. Zehner brings five years of experience teaching K-12 students in alternative school settings.

Dr. Zehner holds professional certifications in TESOL (Teaching English to Speakers of Other Languages) and Special Education, alongside an Autism endorsement. In her current role preparing preservice teachers, she focuses on bridging theory and practice. She actively models effective classroom management, strategic differentiation, and high-leverage, evidence-based practices to empower preservice teachers with the practical tools they need to support diverse learners from day one.

Your Education Advisor can help with:

- Scheduling classes, four year planning, career planning
- Concerns with classes/professors or deviations for classes
- Grade and GPA challenges
- Questions about admittance and licensure test requirements
- Student teaching procedures and audits
- Field work questions for specific classes
- Advise on other sources to resolve problems

EDUCATION DEPARTMENT STAFF

Dr. Keith Eberly, Director, Department of Education Studies

Office: LIB 229

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Dr. Keith R. Eberly is the Director of Education Studies at Muskingum University. He oversees accreditation, licensure, student teaching, and advising, among other things. He previously taught in the Education department as well as the History department. In Education, he taught courses on social studies methods as well as Educational Diversity and Educational Technology. In the History department, he taught the U.S. History Survey and courses on American Conspiracy Theory and American Militarization. His research focuses on the evolution of American liberalism through the lives and memories of Franklin and Eleanor Roosevelt. He also studies how student preconceptions impact learning in the social studies classroom. When not at work, Dr. Eberly loves to play basketball, tennis, and golf.

How he can help:

- Assigning education advisors for all licensure areas
- Unresolved issues regarding program or advising
- Professional conduct concerns

Tanya Biggins, Education Operations Coordinator

Office: LIB 227

Phone: 740-826-8246

Email: tbiggins@muskingum.edu

After graduating from Ohio University with a degree in Music Education, Tanya taught general and choral music at a local school district for 14 years. She came to Muskingum in 2013, and served as an administrative assistant to the Business, Education, and Social Sciences division before moving over to the Education Department in 2022. Tanya is still active in the world of music education, accompanying students in surrounding school districts at concerts and other events, and serving as the musician at Christ Lutheran Church in Cambridge. When not at work or playing piano, Tanya enjoys cooking, reading, sketching, crocheting and spending time outside with her family and friends.

How she can help:

- Answer any questions you may have
- Background checks and pre-service teaching permits, and procedures for applying to the department
- Provide all education forms and documents necessary to complete the program
- Information on testing requirements, course of studies, professional semester applications/procedures
- Use of materials/resources from the education office

Stacy Welch, Assessment Specialist/Licensure Officer

Office: LIB 234

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Stacy Welch is the Assessment Specialist/Licensure Officer for the Education Department. She monitors student compliance of education requirements which include unit assessments, licensure assessments aligned to the content area the teacher candidate is seeking, and state testing for licensure. Before arriving at Muskingum, she was a probation officer at a Community Based Correctional Facility for seventeen years, working with adult male offenders. Stacy serves as the newsletter/membership officer for the local Harley Owners Group (Y-City HOG), and in her spare time enjoys reading and taking trips on her Harley Davidson Tri-Glide with her husband and friends.

How she can help:

- Gateways and progression through the program
- Key program and licensure completion/passing
- Licensure procedures
- Pre-service teaching permit

Leigh Ann Atkins, Coordinator, Practicum and Clinical Experiences**Office: LIB 210****Phone: 740-826-8039****Email: latkins@muskingum.edu**

Leigh Ann graduated from Ohio Northern University with a degree in Elementary Education. She earned her Master's Degree in Curriculum from Ashland University and later went on to receive her Administrative/Principal License. Leigh Ann spent her entire career in the East Muskingum Local School District. She taught first, second and third grades (most teaching her favorite grade- first) at Perry Elementary School. After leaving the classroom, Leigh Ann was the Reading Specialist and then had the pleasure of becoming the Principal at Perry Elementary and Pike Elementary Schools for 9 years. Her last year at East Muskingum she served as the District Literacy Coordinator. Leigh Ann retired with 34 years in Education. Her love of teaching and working with students led her to Muskingum University after retirement, where she is currently the Coordinator for Practicum and Clinical Experiences for both Undergraduate and Graduate students in the Education Department. Leigh Ann and her husband Steve have three children, a son-in-law, daughter-in-law and three (soon to be four) grandchildren. Her favorite thing is spending time with her grandbabies.

How she can help:

- Requests and processing for field for field experiences and student teaching
- Works with area schools districts to promote partnerships with Muskingum University in order to provide authentic field placements and support of students when they are in district classrooms for Practicum and Student Teaching
- Works with Undergrad, Grad and MAP students and faculty to place students in schools for Practicum experiences
- Answers questions regarding all field, practicum and student teaching for all students
- Works with University Supervisors to coordinate all supervisor assignments during student teaching, and maintains supervisor training requirements to assure quality assessment, coaching and support of our students
- Supervises Jumpstart candidates during summer camp

Lisa Mentzer, Adult and Graduate Education Advisor**Office: LIB 214****Phone: 740-826-8462****Email: lmentzer@muskingum.edu**

Lisa Mentzer is the Adult and Graduate Education Advisor at Muskingum University, where she is dedicated to helping adult and graduate students achieve their academic and career goals. She specializes in supporting nontraditional learners, offering personalized guidance and helping individuals successfully balance their educational pursuits with professional and personal responsibilities. Prior to joining Muskingum University, Lisa held a variety of roles across higher education, healthcare, and banking, bringing a diverse perspective to her advising work. She has been deeply committed to her community and has been actively involved in volunteer leadership, including serving on the United Way Board, the Family and Children First Council, and as a 4-H advisor. Outside of her professional life, Lisa is an avid gardener who enjoys spending time outdoors camping, hiking, and biking with her husband and son. She also loves reading and values opportunities to connect with nature and her family.

How she can help:

- Advising prospective and current students
- Assist students through the admission process
- Assist students in aligning program selection with Ohio Licensure requirements and long-term career goals

Dr. Barb Hansen, Professor Emeritus**Office: LIB 224****Phone: 740-826-8032****Email: bhansen@muskingum.edu**

Barb Hansen's love for teaching began when she was in kindergarten, and it never faded. She has taught middle school, high school, adult literacy, undergraduate and graduate students. Beyond teaching she has had the privilege or serving as a principal, assistant superintendent and superintendent. She earned Bachelor of Science and Master of Arts degrees from OSU and a Ph.D. from Ohio University.

How she can help:

- Answer questions about the principal and superintendent licensure

SECTION 3 - PROFESSIONALISM & PROFESSIONAL DISPOSITIONS

IMPORTANCE OF PROFESSIONAL DISPOSITIONS FOR TEACHERS

A disposition is a propensity to think or act in a certain way. Teachers are expected to be responsible, diligent, hardworking, flexible, positive, engaged, fair, and honest. They also need strong communication, collaboration, presentation, and personal reflection skills. While just beginning the journey to becoming a teacher, new students need to understand the importance of these dispositions and begin building them from the get-go.

Maintaining high professional standards is crucial for several key reasons:

- **Builds Trust and Respect:** Consistently demonstrating integrity, punctuality, and appropriate communication fosters strong relationships with students, parents, and colleagues.
- **Creates a Positive Learning Environment:** A professional teacher maintains clear boundaries and classroom rules without favoritism. This consistency makes students feel secure, valued, and ready to learn.
- **Serves as a Role Model:** Students absorb both explicit lessons and implicit behaviors. By acting as a respectful, responsible, and positive authority figure, teachers model the soft skills and character traits students need for their own futures.

KEY DISPOSITIONS

Course Attendance: Students are expected to attend every class and arrive on time. Teaching is a profession of presence. To ensure you are prepared for the rigors of licensure and classroom management, the Department of Education requires consistent attendance in all education courses. Attendance is not only vital to academic success, but also a key disposition for future teachers. Future teachers should attend their own classes just as they will expect regular attendance from their own students. Communication is also a critical teacher disposition. Managing your busy schedule and communicating with professors is excellent practice for what you will do daily as a certified educator. That is, the work of a teacher involves a great deal of communicating with students, parents, and building administrators. Now is the time to practice these important professional behaviors.

Meeting Deadlines: Students are expected to complete classroom assignments by the designated due date. As a teacher, you will be modeling responsibility, time management, and accountability. Consistently meeting deadlines also demonstrates reliability and professionalism. Practicing that behavior now will help you to stay organized and will only help you to be successful in the program and beyond.

Professional Communication:

Email: Students are expected to consistently check and respond to email in a professional manner, and should always use appropriate language and formatting in both written and oral communication. Although we live in a world with many modes of communication, email remains the primary mode of professional communication. Just as your future principal and superintendent will convey key information and updates via email, so too will the Education Department faculty, staff, and chair. Learning to document and track important information via email is not only vital to your success in the Education Program, but also good practice for your future as a teaching professional. If you ignore your principal or superintendent's email communication, there's a good chance you won't be working in their school district for long. Now is the time to begin building good habits.

Communication with Cooperating Teachers: No place is communication more important than in field experience. Your communication with your cooperating teacher (both in email and in person) is key to making a good first impression. Consider field work as the beginning of a 4-year job interview process. The teachers and

principals you work with in your field placements are taking notes. They'll remember which students were engaged, enthusiastic, and skilled, and they'll certainly remember the students who were lackluster. And don't think teachers and principals don't talk. Even if you don't end up working in one school district, your reputation as a field student can follow you to the next one. Field work is a great opportunity for you to begin building an excellent reputation as an educator. Take advantage of the opportunity.

Finding Answers: Take responsibility for your Education. It's your future, take charge. Utilize the EDUC Hub! It contains a wealth of well-organized information on nearly every topic related to the MU EDUC program. Talk to Tanya! She can help answer many questions and/or steer you in the right direction. Talk to your advisor! They can provide so many different kinds of support and guidance. Communicate early and often. Don't wait until it's too late! Too many times students wait until the end of the semester, or until the situation has completely deteriorated to ask for help. The sooner you communicate with us, the sooner we can start helping.

Social Media: Clean up your social media. Use a professional email address. One of the first things cooperating teachers and principals will do is a search of your social media accounts. Think about how you're representing yourself. Think about how the parents of students would view your images and comments. The principal considering you for a position will absolutely check these accounts. If you're unprofessional on social media, they will not hire you. And remember: the Internet has a long memory.

Professional Appearance: Students are expected to follow professional appearance guidelines during field experiences. **Business casual** is a common form of dress worn in many schools and businesses. While many classic business staples are used in business casual wear, there are casual elements included, such as khakis. **This type of clothing is what you should wear to fieldwork, in-class teaching demonstrations, and events with alumni and prospective students.**



Image description

Examples of business casual attire: Examples of business casual clothing include pencil skirts, slacks, khakis, trousers, blouses, collared shirts, button-down shirts, sport coats, blazers and sweaters. Accessorize with jackets, ties, simple jewelry and belts. Shoes can include flats, lifestyle sneakers (with leather or canvas), Oxfords, loafers, mules, boots or heels.

Read more: [What Does "Business Casual" Mean? \(With Example Outfits\)](#)

Business professional is a traditional form of attire used in more conservative settings with strict dress codes.



Image description

Examples of business professional attire: *When dressing business professional, you can wear tidy dresses, slacks, skirts, slacks, dark-colored suits and ties. Business professional tops include neat button-down shirts or blouses with a blazer. Business professional shoes include heels, loafers or flats. You can accessorize with minimal jewelry and belts. These types of clothes would be appropriate in a job interview or mock interview situation.*

Professional Attitude: Students are expected to consistently show respect for professors, staff, cooperating teachers, peers, and K-12 students.

Collaboration Skills: Understanding the importance of collaboration and flexibility in the teaching profession is very important. Students are expected to consistently demonstrate an ability to work with others and contribute to group work.

Presentation Skills: Students are expected to demonstrate an ability to deliver clear, well-organized presentations.

Personal Reflection Skills: Students are expected to demonstrate an ability to understand themselves and their role as a future teacher in academic and fieldwork assignments, and to use this knowledge to grow as educators.

Positive Engagement: Students are expected to display behavior that projects enthusiasm and engagement with the academic courses and fieldwork experiences. Consistent and active participation in class and field are of the utmost importance. Students should demonstrate a passion for the teaching profession.

The assessment of these professional dispositions are described in more detail in Section IV of the handbook under **Program Gateways**.

WHAT STUDENTS CAN EXPECT FROM THE MU EDUCATOR PREPARATION PROGRAM (EPP)

While the MU EPP has high expectations for its teacher candidates, students should also have high expectations of the MU faculty and staff. Our goal is to always model professionalism to our students. If there are issues, we have several avenues for students to share their concerns and/or provide feedback on how we can improve the Education program. They include the following:

Course Evaluations: Every semester students have an opportunity to complete course evaluations on their learning experience in EDUC courses. These evaluations are anonymous. The EDUC Department welcomes constructive feedback on how we can improve communication, organization, assessment, and course materials. Student feedback is essential to our improvement process. At the end of each semester, the department chair reviews course evaluations and discusses any issues with individual faculty members.

MESAG: Muskingum Education Student Advisory Group (MESAG) is a formal body of student representatives with whom the department shares information and updates, while asking for student feedback and perspectives on a variety of issues. The group meets roughly once per month and is composed of 10 to 15 student representatives. Any student can share concerns with their MESAG representatives. MESAG representatives will review the feedback and share it anonymously with the department chair at MESAG meetings.

Conversation with the Department Chair: The door to the Department Chair's office is open 90% of the time. He welcomes any student to share concerns and/or feedback. It's important for him to hear directly from students so he can take prompt action as necessary. Maintaining a consistent, stable, and healthy learning environment for everyone is a top priority.

Learning to Express Concerns in a Professional Way: Learning how to constructively share concerns is also a key element in a future teacher's professional development. As a student, you might have concerns about a peer, professor, or cooperating teacher. That's okay. But it's not okay to "talk trash" about someone to anyone who will listen. This is especially true in a K-12 environment. The same rules apply once you begin your teaching career. You may not get along with everyone, but you don't want to be the person talking about people behind their backs. That's unprofessional and it will earn you a reputation that could impede your career. In the MU Education program, we want to begin helping you develop the right ways to share feedback.

Grade Appeals: Faculty members are responsible for outlining grading policies to students at the beginning of each course. If students believe they have received a wrong grade on an examination or for a course, the initial step is to discuss the grade directly with the faculty member teaching the course. If that step does not result in a satisfactory explanation or resolution of the perceived problem, the student may bring the matter to the attention of the department chair. The next person in the line of appeal, should the student continue to contest the grade and wish to pursue an appeal, is the division chair. Should the person to whom the student would bring the appeal in this process also be the faculty member in whose course the grade is being questioned, that person has no jurisdiction over the appeal. In the latter case, the Provost will call on an appropriate faculty member from the department or related department in the division to review the circumstances and make a recommendation to the Provost, who will be the final arbitrator in any such appeal.

<https://www.muskingum.edu/registrar/grade-appeal>

SECTION 4 - PROGRAM GATEWAYS

Program Gateways are designed to ensure that students are on track to earn their Ohio teaching license. The gateways help the department maintain the high expectations necessary for licensure. They also help students realize if teaching is the right path for them. In this way, the gateways are “pause” moments when both the department and student can assess their progress and reflect on their future prospects. This is an important and necessary part of the process. We want every student to find the right path at Muskingum, even if that path isn’t teacher education. We are also fully committed to supporting students if a transition to another program is necessary. We pride ourselves in supporting all our students to the best of our ability.

There are 4 gateways or “checkpoints” that students move through while in the Education Program:

1. Admission Gateway
2. Practicum 201 Gateway
3. Practicum 301 Gateway
4. Student Teaching Gateway

The specific requirements of these gateways are outlined below. But the core expectations that guide all 3 gateways and are necessary for students to remain in good standing in the program are as follows:

1. B- in all EDUC courses
2. Successful completion of all practicum expectations
3. Successful completion of all dispositions assessments
4. No more than 2 Disposition Intervention Reports on file

Failure to meet any of these core expectations will result in some or all of the following:

1. Conversation with Department Chair
2. Probation, which will include an improvement plan with deadline
3. Dismissal from the program

To view the Gateways Overview Document, see Appendix 1

To view the Program Admission Checklist, see appendix 2

To view the Background Check Form, see Appendix 3

To view the Application for Admission, see Appendix 4

To view the Admission Dispositions Assessment, see Appendix 5

To view the Advisor Sign Off for Student Teaching, see Appendix 6

To view the CCAST Assessments for Student Teaching, see Appendix 10

SECTION 5 - PRACTICUM

PRACTICUM OVERVIEW

Introduction: Fieldwork practicum is a fundamental component of teacher preparation. The Ohio Department of Higher Education requires field hours for teacher licensure. Practicum is the place where academic learning is put into action with K-12 students, teachers, and administrators. Through fieldwork practicum, teacher candidates will practice writing lesson plans, developing assessments, employing classroom management strategies, and utilizing a variety of teaching methods. Fieldwork is also a key place where the department as well as the cooperating teachers complete disposition evaluations. This is the place to demonstrate that you have the right attitude and behavior to become an effective educator. We believe that education students should have fieldwork experiences throughout their time in the Education Program, even in their first year. We've created two developmentally appropriate levels of practicum to provide a scaffolded experience as our students learn to be teachers. Below is a brief description of the Practicums:

Practicum 201: Muskingum students will assist teachers, tutor/remediate students (at the discretion of the cooperating teacher)

Practicum 301: Muskingum students will teach individuals, small and large groups, using DoK and Bloom's Taxonomy (at the discretion of the cooperating teacher)

Partnerships: The MU Education Program has cultivated several important partnerships with local school districts that we utilize for practicum placements. Ridgewood Local Schools is a partner we use for literacy assessment and intervention. At Ridgewood, students are introduced and taught the various assessment and intervention components during their EDUC 414 course. Students are then able to go into the elementary school and assess students in the area of literacy. Students use assessment data to develop and implement intervention strategies with the students. This partnership was developed based on the needs of Ridgewood Schools and the ability to provide real life classroom experience for Muskingum students. Cambridge City Schools is another partner in which MU students provide assistance in the area of literacy. Students in EDUC 371 and EDUC 413 are paired with Cambridge classrooms to provide additional scaffolding during literacy instruction blocks and are engaged in small group and individual instruction with Cambridge students. For EDUC 330, students pursuing P5 licensure will complete their practicum at Bishop Fenwyck. They're paired with a variety of classroom teachers and observe how special education supports are scaffolded in P5 classrooms.

Field Hours Requirement: ODHE requires at least 100 hours for teacher licensure. (Multiple licensure areas may require additional hours.) Additionally, many of our programs require hours beyond the 100 number because our academic courses are interwoven with practicum courses. This means that you can't successfully complete an EDUC course without completing the corresponding field hours. This will likely mean that you'll exceed the 100 hour requirement. We believe it only makes sense that students would put into practice what they're learning in the classroom. Thus completing field hours beyond the 100 hour requirement outlined by ODHE is a fundamental part of how we believe effective educators are trained.

Oversight: During a semester, faculty members who teach courses with a field practicum conduct three point checks with the cooperating teacher. These checks allow professors to have a better understanding of the strengths and growth opportunities each candidate is displaying within the classroom. They also give the cooperating teacher an opportunity to share concerns and praise. Candidates then meet with faculty members to receive their feedback and set goals for any areas needing improvement. Subsequent checks allow faculty members to address mastery of the set goals as well as provide support and resources for continued growth.

Evaluation: A variety of practicum assessments are completed by the cooperating teacher, university faculty member, and/or the student. These include assessments on Lesson Planning, Teaching Pedagogy, and Behavioral Dispositions. As outlined in the Program Gateways, these assessments must be successfully completed to move

forward in the program. Failure to meet expectations may require repeating practicum. If this failure results in unmet prerequisites, then the student may need to withdraw from upcoming courses until those prerequisites are completed. This may alter the student's graduation plan.

PRACTICUM PROCEDURES EACH SEMESTER

1. Read and sign the **practicum expectations agreement**. You will receive this in whatever class you are in that requires practicum, and will be asked to sign and turn it in to your instructor. You may also turn it in to the office, LIB 227.

To view the Education Department Student Practicum Agreement, see Appendix 8

2. Once you receive your placement, contact your cooperating teacher via email within 48 hours
3. Share paperwork with your cooperating teacher during your first week (**log sheet, assessments**)

To view the Practicum Attendance Log, see Appendix 9

To view the Practicum Assessments, see Appendix 10

4. There will be a 3-point check between your course instructor and your cooperating teacher throughout the semester
5. Turn your log sheet and assessment forms in to your course instructor at the end of the semester
6. Fill out the practicum survey you receive via email towards the end of the semester. This allows the department to plan for your practicum placement for the next semester

PRACTICUM POLICIES AND GUIDELINES

1. Students are required to arrange their own transportation to and from the school site. The MU Education Department can help arrange car pooling, but this is not a guarantee. Transportation to fieldwork is the student's responsibility. While there are some schools within walking distance of Muskingum's campus, those placements are limited. There is no guarantee that a walking placement will be an option.
2. Practicum students are guests in the school buildings in which they are placed. A cooperating teacher or building administrator can end that placement at any time for any reason. If a student is removed from practicum, they will not be placed in another school district in that same semester. They will need to complete the entire practicum in a later semester. They will not be given partial credit for the placement that they were removed from.
3. Students in Practicum 201 and 301 will select a day (Tuesday or Thursday) and a block of time, (8-12 AM or 11:30-3:30 PM) to visit a mentor classroom each week of the semester. Some students may have to attend practicum on Monday, Wednesday or Friday, if they have a class conflict, and those arrangements can be made. Students must communicate this scheduling conflict to the Practicum Coordinator when completing the practicum survey or as soon as the conflict becomes known. It is realized that the time blocks will vary slightly as schools all have different start and end times.
4. During the first two weeks of each semester, the Practicum Coordinator will visit each education class with required practicum hours to share information and expectations regarding field placements. At the end of this informative session, all students are required to sign the Practicum Student Agreement, indicating their understanding of this information.

5. Students are expected to begin in their Practicum placement on the date set by the Education or Department or (within 1 week of receiving a confirmed placement and the Cooperating Teacher's email). Students are to be in communication via email with the Cooperating Teacher within 48 hours of receiving the placement email from the Practicum/Clinical Experiences Coordinator. Students will continue to attend Practicum through Friday before finals week (even if they have completed the practicum course assignments). This is a great time for Muskingum students to continue being an extra set of helpful hands to the mentor teachers.
6. Students are to give any paperwork regarding their course(s) to the mentor teacher on their first day of visiting the classroom.
7. Students are expected to attend Practicum placements each week for the entire block. If a student must be absent for an assigned time, the student must contact the mentor teacher as soon as possible, as well as emailing their instructor and the Practicum/Clinical Experiences Coordinator. Students are expected to state the reason in detail for their absence. If requested, a doctor's excuse must be provided.
8. Students will complete an attendance log each time they visit the mentor classroom. This form is to be signed during each visit (do not wait until the end of Practicum for your mentor teacher to sign) and returned to the Course Instructor(s) at the completion of the semester. If you have any questions, please contact the Practicum/Clinical Experiences Coordinator.
9. While fieldwork for some EDUC courses can be combined into one practicum placement, that is not guaranteed. Students enrolled in multiple practicum courses may be required to complete practicum in multiple placements, including at different schools.
10. For students needing to take more than 3 practicum courses in one semester, they will need to receive permission from the Department Chair. These situations will be evaluated on a case-by-case basis between the advisor and the Department Chair; there is no guarantee of approval.

SECTION 6 - STUDENT TEACHING

STUDENT TEACHING OVERVIEW

Student teaching at Muskingum University is a program of guided teaching under the supervision of a qualified cooperating teacher (one who possesses the appropriate standard license or certificate and has a minimum of three years of classroom teaching, including one year in the field for which the service is being provided). The student teaching experience is a gradual induction process in which the student teacher assumes increasing responsibility for leading the school experiences of given groups of learners for varying lengths of time depending upon grade level of placement. The model for student teaching can be varied for different placements including co-teaching. During this capstone experience the student teacher follows the cooperating teacher's regular schedule and engages in activities which comprise a wide range of the teacher's assigned responsibilities.

The successful completion of student teaching (as well as any other program requirements and university graduation requirements) enables the MU Education program to recommend the candidate to the Ohio Department of Education for teacher licensure. Success in student teaching is an essential factor in the teacher education and licensure process.

STUDENT TEACHING PROCEDURES

1. Attend OAE Info Session in January and/or review recording of OAE Info Session
2. Meet with advisor to review Student Teaching Sign-Off Sheet
3. Schedule OAE content exam
 - ALL content exams must be attempted prior to the student teaching semester and the exam results on file in the Education office. (See appendix 6 for details on which OAEs are required for each licensure area.)
 - Students must have their OAE content registration confirmed in the Education office by February 28 for fall student teachers and September 30 for spring student teachers. The student teaching placement coordinator will not begin working on a placement for a student until the OAE content exam attempt(s) are on file. This may impact your placement preferences.
4. Complete student teaching placement survey
5. Meet with Student Teaching Coordinator about placement options
6. Submit ST application to the office, LIB 227 (February 28 for fall student teachers; September 30 for spring student teachers)
7. Receive placement information (May-June for fall student teachers; November-December for spring student teachers)

STUDENT TEACHING TIMELINE

1. Boot camp info session (first week of May for Fall STs and first week of December for Spring STs)
2. First week of ST semester (2 days of Boot camp and three days in ST placement)
3. Second week of ST semester (2 days in ST placement and 3 days on the EDUC 418: Diversity Field Trip)
4. Third week of ST semester continue in your placement until you hit 65 total days (including the 5 days you completed in weeks 1 and 2)
5. Throughout the ST semester, student teachers participate in weekly seminars, course meetings, mock interviews, etc. Prior to the end of the semester, student teachers must also complete all course assignments and CPAST/instructional plan assessments.

STUDENT TEACHING GUIDELINES AND POLICIES

1. MU Education students must complete student teaching in an Ohio School District. Our program is built around teacher licensure in the State of Ohio. Requests to student teach out of state or in an international setting will only be approved in rare circumstances. You've entered an Ohio Educator Preparation Program, you're pursuing an Ohio teaching license, 99.9% of the time you'll need to student teach in the state of Ohio.
2. Completing student teaching does not automatically result in a teaching license. All assessments, courses, and assignments related to the student teaching experience, as well as passing OAE tests, must be successfully completed to earn licensure.
3. Student Teachers may be removed from student teaching for violating the State Code of Conduct policies or violating any policies outlined in this handbook. Furthermore, student teachers are guests in the school building where they've been placed for their student teaching assignment. A cooperating teacher or building principal can end the placement at any time for any reason. If a student teacher is removed, another placement will not be secured that semester. The student will need to reapply to student teach the following semester. If the offense is severe enough, he or she may not be allowed to repeat student teaching. As we do for all student teachers, the department will vote to approve or deny any application to repeat student teaching.
4. Student Teaching Fee: All students pay an additional \$300 student teaching fee in the semester during which they student teach. This fee helps defray the cost of the payment to the cooperating teacher, university supervisor, diversity field trip in EDUC 418.
5. Student teachers are required to arrange their own transportation to and from their student teaching placement.
6. The prospective student teacher must be admitted to the Teacher Education Program and satisfy the admission and retention standards articulated in the Program Gateways (section 4 of this handbook) prior to being given a student teaching assignment.
7. The prospective student teacher must complete the "Application for Professional Semester", possess a current pre-service teaching permit, and attempt the OAE content test required for licensure. Note: school districts may require an updated background check.
8. Student teachers will be placed within our network of partner schools (**see list of "in-network schools" at the end of this section**).
9. Students may not:
 - a) Student teach in a building in which a family member works or attends.
 - b) Student teach in a school outside our network of partner schools (for exceptions, see Out of Network policy)
 - c) Student teach in their home district (for exceptions see Home District policy)
 - d) Student teach while working as a full-time substitute teacher or other school employee (for exceptions see Subbing while Student Teaching policy)
10. All student teaching placements are a 65-school day experience. Personal days should be minimal. Furthermore, all absences should be cleared with the cooperating teacher and student teaching coordinator. Missing a student teaching day for a funeral, OAE test, sick day, or some other personal matter is okay. But the missed days do not count toward the 65 day requirement. Muskingum University events (athletic, social, or academic) do not fall under the category of personal days and are not permitted absences from student teaching.
11. **Primary Education, Middle Level, and Secondary School** student teaching for undergraduate students is a 65-school day supervised experience.
12. **Multi-Age** student teaching involves two placements. Both placements are 30-35 days (65 total days) of full-day teaching with one at the primary/middle level and the other at the secondary level.

13. Student teaching as an **Intervention Specialist** will consist of a 65-day co-teaching placement in a K-12 setting that provides services to students with identified mild/moderate disabilities, or two placements (both placements are 30-35 days (65 total days) of full-day teaching with one at the primary/middle level and the other at the secondary level.
14. Student teaching for **Inclusive Education** (INC LA, INC SS, INC P5) involves two placements. Both placements are 30-35 days (65 total days) of full-day teaching with one at the primary/middle level and the other at the secondary level.
15. The student teaching assignments must be officially approved by the Practicum & Clinical Experiences Coordinator before the school principal or assistant principal makes arrangements for the initial classroom visit with the cooperating teacher.
16. The cooperating teacher is legally responsible for the instruction of the class, the conduct of the class, and the assignment of the grades given to pupils. Student teaching is a privilege that is granted by the school district, and the student teacher must conform to school policies as they apply to regular staff. This includes school arrival and departure times, parking, use of school-owned equipment and supplies, and use of the teachers' workroom.
17. The student teacher will not accept university courses or activity related or work responsibilities that may infringe upon the time needed for successful completion of student teaching responsibilities. Under extenuating circumstances, students may appeal. The student teacher accepts the responsibility for ensuring that he or she can meet all scheduled obligations of the student teaching courses.
18. The student teacher will **not** be excused for early dismissal from student teaching for any extracurricular or work-related events.
19. The student teacher will follow the standards of dress, personal appearance, as well as, ethical and professional behavior expected of the school staff.
20. The student teacher is required to be present at school-related functions which his/her cooperating teacher is expected to attend (i.e. faculty meetings, parent-teacher meetings, concerts and other musical functions, school assemblies, field trips, and professional conferences).
21. From time to time, cooperating teachers are absent from the student teacher's classroom. On these occasions, the student teacher can be paid by the district as a sub. If necessary, the district will make arrangements with the student teacher. These are the Muskingum University guidelines for a potential subbing arrangement between the district and student teacher:
 - a) Student teachers are permitted to be substitute teachers **ONLY** in their placement classrooms.
 - b) Student teachers may substitute teach for a total of ten (10) days during the semester, with a maximum of two (2) days per week.
 - c) Student teachers must inform their Practicum and Clinical Experiences Coordinator of their intent to substitute teach (each time they sub).
 - d) The school district must agree to cover the student teacher under their district liability insurance policy.
22. Student teaching course grades are the product of the triangulated scores on the CCAST Dispositions Assessment, the CCAST Pedagogy Assessment, and the Instructional Plan Assessment. ***For details on the grading system, please see the Student Teaching Course Grade Chart in Appendix 14.***
23. After completing all course, practicum, and student teaching requirements, as well as passing all relevant OAE Licensing Exams, the graduate needs to apply for their initial 2-year Resident Educator License. For details on how to apply for the initial license, click on this link: ***[Applying for Initial Licensure](#)***

OHIO ASSESSMENT FOR EDUCATORS (OAE)

Every teacher licensure program in the state of Ohio requires students to pass a licensure exam. You can find information about supports for the licensure exams here:

<https://www.muskingum.edu/academics/education/oae-resources>

You can also sign out a study guide in the office (LIB 227)

***OAE Pearson Testing Site:** www.oh.nesinc.com

****Ohio Department of Education Current Testing Requirements:**

<https://education.ohio.gov/Topics/Teaching/Licensure/Prepare-for-Certificate-License/Educator-Licensure-Examinations>

BEFORE TESTING, BE SURE TO CHECK CURRENT TEST REQUIREMENTS USING THE LINK ABOVE, OR CHECK WITH YOUR ADVISOR.

To view the OAE Testing Timeline and Requirements, see Appendix 7

PROFESSIONAL SEMESTER BY LICENSURE AREA

The Primary Education P5 professional development semester consists of one student teaching term that will be 65 days in length. During the semester, the students are also enrolled in courses that are infused into the teaching term: Student Teaching Seminar (1 credit hr), Co-Teaching and Collaboration in Education (2 credit hrs), Proactive Approaches to Classroom Management and Support (2 credit hrs), and Professional Practices in Teacher Education (2 credit hrs), which includes a diverse teaching experience as determined by the department.

The Middle Childhood Education professional development semester will consist of one student teaching term that will be 65 days in length. During the semester, the students are also enrolled in courses that are infused into the teaching term: Student Teaching Seminar (1 credit hr), Co-Teaching and Collaboration in Education (2 credit hrs), Proactive Approaches to Classroom Management and Support (2 credit hrs), and Professional Practices in Teacher Education (2 credit hrs), which includes a diverse teaching experience as determined by the department.

The Adolescent/Young Adult (AYA) professional development semester will consist of one student teaching term that will be 65 days in length. During the semester, the students are also enrolled in courses that are infused into the teaching term: Student Teaching Seminar (1 credit hr), Co-Teaching and Collaboration in Education (2 credit hrs), Proactive Approaches to Classroom Management and Support (2 credit hrs), and Professional Practices in Teacher Education (2 credit hrs), which includes a diverse teaching experience as determined by the department.

The Multi-Age Licensure Area professional development semester consists of two student teaching terms, one in a primary/middle placement and the other in a secondary placement, for a total of 65 days. During the semester, the students are also enrolled in courses that are infused into the teaching term: Student Teaching Seminar (1 credit hr), Co-Teaching and Collaboration in Education (2 credit hrs), Proactive Approaches to Classroom Management and Support (2 credit hrs), and Professional Practices in Teacher Education (2 credit hrs), which includes a diverse teaching experience as determined by the department.

The Intervention Specialist licensure sequence requires a 65-day placement in a K-12 setting that provides direct service to students with identified mild/moderate disabilities. During the semester, the students are also enrolled in courses that are infused into the teaching term: Student Teaching Seminar (1 credit hr), Co-teaching and Collaboration in Education (2 credit hrs), Proactive Approaches to Classroom Management and Support (2 credit hrs), Professional Practices in Special Education (2 credit hrs), and Professional Practices in Teacher Education (2 credit hrs), which includes a diverse teaching experience as determined by the department.

The Dual License – Inclusive Education professional development semester consists of one student teaching term with two placements: one in an AYA or P5 setting, and the other in an ISMM setting, for a total of 65 days. During the semester, the students are also enrolled in courses that are infused into the teaching term: Student Teaching Seminar (1 credit hr), Co-Teaching and Collaboration in Education (2 credit hrs), Proactive Approaches to Classroom Management and Support (2 credit hrs), and Professional Practices in Teacher Education (2 credit hrs), which includes a diverse teaching experience as determined by the department.

To view the professional semester application, see Appendix 11.

PETITION TO STUDENT TEACH IN HOME DISTRICT

Students who wish to student teach in their home school district (defined as a district in which you attended school) are required to meet the following criteria. These procedures apply to a student making the request within our network of partner schools or outside our network. If applying to a school outside of our network, then all requirements for the “Petition to Student Teach Outside of Network” must also be met. *There is no guarantee of approval.*

Minimum Requirements

- The student must successfully meet all dispositional expectations
- The student must have a cumulative GPA of 3.2 or higher
- The student cannot have a disposition intervention report on file
- The student must verify that a member of the immediate family (defined as a parent, sibling, grandparent, aunt, or uncle) does not work as a teacher or administrator in the building in which they wish to student teach.
- The student must communicate their interest in student teaching in their home district to their advisor and discuss the minimum requirements listed above.
- If the advisor determines that these minimum requirements are met, then the following procedures must be followed in their entirety.

Procedures

Step 1: The student should communicate their interest to the Department Chair (keberly@muskingum.edu) and to the Student Teaching Coordinator (latkins@muskingum.edu)

Step 2: The student must submit a letter of interest addressed to the Education Department. This letter must be submitted by September 30 (for spring student teachers) or February 28 (for fall student teachers). This letter must include:

- Explain why you believe this placement would uniquely benefit you as a student teacher.
- Explain the positive impact your placement would have on the school district and community.
- Explain why you believe you’ll receive fair and objective feedback and evaluations in this placement.
- If you are requesting to both student teach out-of-network and in your home school district, you will need to submit two letters.

Step 3: The Department Chair, Student Teaching Coordinator, and the student’s advisor will meet to determine if the student is a possible candidate to student teach in your home district, we will then ask you to provide us with the name of the school district, the superintendent of that district, and the building principal, along with their contact information (both email and phone number).

Step 4: The Education Department will reach out to the school district to inquire about their interest in supporting your desire to student teach in their district. The building principal/superintendent must express a strong interest in having you complete student teaching in their building.

Step 5: Based on all these factors, the Education Department will then vote to approve or deny this petition.

Conclusion: *The final decision rests with the Education Department. There is NO guarantee of approval.*

PETITION TO STUDENT TEACH OUT OF NETWORK

It is the policy of the Education Department to place our student teachers in a school district in which there is collaboration and partnership with Muskingum University. During the professional semester, students are supported by faculty and university supervisors. Students participate in on-campus weekly seminars, build professional portfolios, and engage in mock interviews with area administrators. Placements outside of partnership schools are *not* encouraged and must meet the approval of the faculty. Deviations from our standard protocol will be considered on an individual basis and must be approved by the department. *There is no guarantee of approval.*

Minimum Requirements:

- The student must successfully meet all dispositional expectations
- The student must have a cumulative GPA of 3.2 or higher
- The student cannot have a disposition intervention report on file
- The student must demonstrate the ability to work independently
- OAE Content Test must be *passed prior* by the application deadline: September 30 for spring student teachers and February 28 for fall student teachers. If the exam is not passed by the application deadline, the application will not be considered.
- The student understands that attendance is mandatory for all student teaching courses, seminars, and field trips.
- The student must communicate their interest in student teaching outside of our partnership schools to their advisor and discuss the minimum requirements listed above
- If the advisor determines that these minimum requirements are met, then the following procedures must be followed in their entirety.

Procedures:

Step 1: The student should communicate their interest to Department Chair Dr. Keith Eberly (keberly@muskingum.edu) and to Student Teaching Coordinator, Leigh Ann Atkins (latkins@muskingum.edu)

Step 2: The student must submit a letter of interest addressed to the Education Department. This letter must be submitted by September 30 (for spring student teachers) or February 28 (for fall student teachers). This letter must include the following:

- Explain why you believe this placement would have a positive impact on your development as a teacher.
- Explain the positive impact you feel it would have on the school district and community where you're requesting placement.
- Explain why you feel you are a strong candidate for this independent practice opportunity.

Step 3: The Department Chair, Student Teaching Coordinator, and the student's advisor will meet to determine if the student is a possible candidate. We will then ask you to provide us with the name of the school district, the superintendent of that district, and the building principal, along with their contact information (both email and phone number).

Step 4: The Education Department will reach out to the school district to inquire about their interest in supporting you as a student teacher in their district. The building principal/superintendent must express a strong interest in having you complete student teaching in their building. We must also confirm the availability of a university supervisor. Without a supervisor, the placement cannot be approved.

Step 5: Based on all these factors, the Education Department will then vote to approve or deny this petition.

Conclusion: *The final decision rests with the Education Department. There is NO guarantee of approval.*

FULL-TIME SUBBING WHILE STUDENT TEACHING

Overview:

The Muskingum University Education Department has crafted a developmentally appropriate student teaching experience for its students. The goal, always, is to put our students in a position in which they have the best chance to succeed. The grade level, subject area, school district, cooperating teacher, and university supervisor are all selected because they are a good fit for the individual student and because they will be able to provide the support the student needs to succeed.

Working as a full-time sub may or may not be a good fit for every student. While the idea of “getting paid to student teach” sounds appealing, it comes with major pitfalls, precisely because the level of support within a “subbing placement” can vary considerably. Additionally, the responsibilities and expectations of a student teacher, who is also the instructor-of-record in a classroom, increase considerably, a situation that has overwhelmed some student teachers in the past. Adding to the burden, all licensure requirements must be met, including course assignments, student teaching assessments, and any other Muskingum University requirements. Failure to meet licensure expectations for any reason can jeopardize the student’s ability to earn an Ohio teaching license.

In short, student teaching while subbing is a big challenge. It’s the responsibility of the Education Department to evaluate not only the capabilities of the student teacher, but also the ability of the school district to provide an adequate support system. Consequently, students interested in pursuing a subbing position while student teaching must submit this petition and earn departmental approval. The petitions will be considered on a case-by-case basis.

There is no guarantee of approval.

Minimum Requirements:

- The student must successfully meet all Gateway requirements
- The student must have a cumulative GPA of 3.2 or higher
- The student cannot have a disposition intervention report on file
- The student must demonstrate the ability to work independently
- OAE Content Test must be *passed prior* to student teaching. If the OAE content exam is not passed, the student will not be allowed to student teach while working as a full-time sub.
- The student understands that attendance is mandatory for all student teaching courses, seminars, and field trips. They will have to work out the schedule with the school district. Full-time employment as a sub is not a valid excuse for missing mandatory student teaching requirements.
- The student must communicate their interest in subbing to their advisor and discuss the minimum requirements listed above
- If the advisor determines that these minimum requirements are met, then the following procedures must be followed in their entirety.

Procedures:

Timeline: Any potential student teaching while full-time subbing must be decided by June 30 for Fall student teachers and November 30 for Spring student teachers. If you’re looking at full-time sub positions, you need to let us know immediately because if the Education Department has already confirmed a placement, we will not approve a subbing position. We will not renege on our school partners as they’ve already begun planning to host the student teacher. We will not look for a placement while you are pursuing a full-time sub position. Please note: If we’re waiting and waiting to hear about your full-time sub position, this might impact your other placement options. If the subbing position doesn’t work out, it could mean a placement further away and/or not in one of your preferred districts. This is a risk you’ll be taking.

Step 1: As soon as the student is considering a full-time subbing position, he or she should immediately contact Department Chair Dr. Keith Eberly (keberly@muskingum.edu) and Student Teaching Coordinator, Leigh Ann Atkins (latkins@muskingum.edu).

Step 2: The student must submit a petition (letter of interest) addressed to the Education Department as soon as the full-time subbing position is a consideration. This letter should include the following:

- How will the school support you in your student teaching placement (supervision, mentorship, resources, etc.)?
- Explain why you feel you're a strong candidate for this challenging independent practice opportunity.

Step 3: The Department Chair, Student Teaching Coordinator, and the student's advisor will meet to determine if the student is a possible candidate. We will then ask you to provide us with the name of the school district, the superintendent of that district, and the building principal, along with their contact information (both email and phone number).

Step 4: If the Department approves you as a student teacher subbing candidate, then Leigh Ann Atkins will reach out to the building principal/superintendent to determine if the school district can provide adequate support to the student teacher.

Step 5: Based on all these factors, the Education Department will then vote to approve or deny this petition. Final note: Getting "hired" as a full-time sub before getting approval from the Education Department will have no bearing on whether we allow you to complete student teaching while subbing. We will make our decision based on the student's best interests and best chance to successfully complete student teaching. If a student is not approved to student teach while subbing, they can still accept the sub position, but they will have to pursue alternative licensure or return to Muskingum at a later date to complete student teaching. While potentially disappointing, the MU Education program's role is to foster a developmentally appropriate learning experience for our student teachers. Our priority is always maintaining the integrity of this system to best ensure our students' ability to earn an Ohio teaching license.

Conclusion: *The final decision rests with the Education Department. There is NO guarantee of approval.*

List of In-Network Schools

Barnesville Schools

Barnesville High School

Barnesville Middle School

Barnesville Elementary

Caldwell Exempted Village

Caldwell High School

Caldwell Middle School

Caldwell Elementary

Cambridge City Schools

Cambridge Preschool

Cambridge Primary

Cambridge Intermediate

Cambridge Middle School

Cambridge High School

Coshocton City Schools

Coshocton Elementary

Coshocton High School

Coshocton County Career Center

Coshocton Career Center

Crooksville Exempted Village Schools

Crooksville Elementary/Middle

Crooksville High School

East Guernsey Local Schools

Buckeye Trail Elementary

Buckeye Trail Middle School

Buckeye Trail High School

Columbus Diocese Catholic Schools

Bishop Fenwick

Bishop Rosecrans

East Muskingum Local Schools

New Concord Elementary

Perry Elementary

Larry Miller Intermediate

East Muskingum Middle School

John Glenn High School

Foxfire Schools

Foxfire Intermediate

Foxfire High School

Franklin Local Schools

Duncan Falls Elementary

Philo High School

Philo Junior High

Roseville Elementary

Maysville Local Schools

Maysville Elementary

Maysville Middle School

Maysville High School

MidEast Career and Tech Center

Buffalo Campus

Zanesville Campus

Morgan Local Schools

Morgan East Elementary

Morgan South Elementary

Morgan West Elementary

Morgan Jr. High

Morgan High School

MVESC

Preschool

MD Program

New Lexington City Schools

Junction City Elementary

New Lexington Elementary

New Lexington Middle School

New Lexington High School

Newcomerstown Exempted

Newcomerstown East Elementary

Newcomerstown West Elementary

Newcomerstown Middle School

Newcomerstown High School

Noble Local Schools

Shenandoah Elementary

Shenandoah High

Northern Local Schools

Glenford Elementary

Somerset Elementary

Thornville Elementary

Sheridan Middle School

Sheridan High School

Ridgewood Local Schools

Ridgewood Elementary

Ridgewood Middle School

Ridgewood High School

Riverview Local Schools

Riverview Elementary

Riverview Intermediate

Riverview High School

Rolling Hills Local Schools

Meadowbrook Elementary

Meadowbrook Middle School

Meadowbrook High School

Starlight School

Zanesville

TUSCBDD

Tri-Valley Local Schools

Tri-Valley High School

Tri-Valley Middle School

Dresden Elementary

Nashport Elementary

Frazesburg Elementary

Adamsville Elementary

West Muskingum Local Schools

West Muskingum Elementary

West Muskingum Middle

West Muskingum High

Zanesville City Schools

Zanesville High School

Zanesville Middle School

John McIntire Elementary School

National Road Elementary School

Zane Grey Elementary

Zanesville Preschool

SECTION 7 - DEPARTMENTAL COURSE POLICIES

ATTENDANCE AND LATE WORK

Course Level	Meeting Frequency	Allowed Unexcused Absences	Automatic Failure (F)
100-Level	3 days / week	5	6th absence
	1 day / week	2	3rd absence
200-400 Level	3 days / week	5	6th absence
	2 days / week (T/Th)	3	4th absence
	1 day / week (Night)	1	2nd absence

Attendance Policy Overview: The MU Education Program has adopted a uniform attendance policy to enhance consistency and clarity across all EDUC courses. Students are expected to attend every class and arrive on time. Teaching is a profession of presence. To ensure you are prepared for the rigors of licensure and classroom management, the Department of Education requires consistent attendance in all education courses.

Professional Attendance & Disposition Policy: Attendance is not only vital to academic success, but also a key disposition for future teachers. Future teachers should attend their own classes just as they'll expect regular attendance from their own students.

Communication is also a critical teacher disposition. Managing your busy schedule and communicating with professors is excellent practice for what you will do daily as a certified educator: communicate with your students, parents, and building administrators. Now is the time to practice these important professional behaviors.

A. The Attendance Threshold

This is a [Insert Level] course meeting [Insert Frequency]. You are permitted a maximum of [Insert #] unexcused absences. Upon your [Insert Fail #] unexcused absence, you will automatically receive a grade of "F" for the course.

B. In-Class Work & Makeups

- While the department provides a set number of allotted unexcused absences to account for personal emergencies, these are not waived instructional days.
- The ability to make up in-class assignments, quizzes, labs, or participation points missed during an unexcused absence is at the sole discretion of the professor.
- Students should not assume that missed work can be submitted for credit if the absence is unexcused, even if the student is still within their permitted absence limit.

C. Excused vs. Unexcused

- Excused: Absences are only excused with official documentation (e.g., medical professional's note, university-sanctioned travel, or legal documentation). Makeup work is generally permitted for documented, excused absences.
- Unexcused: Any absence without official documentation (including minor illness, family travel, or personal conflicts) is unexcused. These count toward your strict attendance limit and may result in a zero for any in-class work per the instructor's discretion.

AI USAGE

Please click the link below to read about Muskingum University's principles for AI use in the academic program.

[PRINCIPLES FOR AI USE IN THE ACADEMIC PROGRAM](#)

INSTRUCTIONAL DESIGN TEMPLATE

To view the instructional design template, see Appendix 12.

Taking Graduate Courses as an Undergraduate student

 GTE Course Options for TUG.docx

Earn Graduate Credit as an Undergraduate

Undergraduate students may take up to nine (9) credit hours of graduate coursework while completing their degree. These courses can help build toward additional teaching licenses or endorsements after graduation. You **MUST** be enrolled in at least 12 semester hours of undergraduate credit before adding graduate courses.

Key Considerations When Selecting Course

- Interests - Choose courses that align with personal teaching goals or areas of interest. Many options build toward additional licenses or endorsements.
- Time Commitment - Graduate courses are offered in five (5) and eight (8) week sessions. These accelerated formats require consistent effort and time management.
- Field Work - Some courses include field work as part of licensure or endorsement requirements. Ensure adequate time is available to complete field hours in a school setting. Coordination with Leigh Ann Atkins is required for placement details.
- Student Teaching Semester - Graduate coursework is not permitted during the student teaching semester.

Program and Course Options

Gifted Intervention Specialist Endorsement (K–12)

- Eligibility: May be added to any teaching license after graduation
- Focus: Instructional, assessment, and support strategies for gifted learners
- Format: All courses online, five weeks long
- Field Work: Only one course includes additional field work

Reading Endorsement (K–12)

- Eligibility: May be added to any teaching license after graduation
- Focus: Instructional, assessment, and intervention strategies in literacy
- Format: All courses online, five weeks long
- Field Work: Each course includes 25 clock hours of field work
- Prerequisite: All undergraduate reading coursework must be completed before enrollment

PreK Special Needs Endorsement (Ages 3-5)

- Eligibility: May be added to a K–12 Intervention Specialist teaching license after graduation
- Focus: Instructional, assessment, and support strategies for preschool students with disabilities
- Format: All courses online, five weeks long
- Field Work: Each course includes 10–12 hours of field work

Intervention Specialist Moderate/Intensive License (K-12)

- Eligibility: May be added to any teaching license after graduation
- Focus: Instructional, assessment, and support strategies for students with moderate to intensive disabilities
- Format: All courses online, eight weeks long
- Field Work: Each course includes 10–12 hours of field work

More Information and Registration Eligibility:

- Must be enrolled in at least 12 semester hours of undergraduate credit
- 2.67 cumulative GPA
- No disposition or practicum flags
- Advisor approval

Questions and Registration: Dr. Jessica Grubaugh, Director of Graduate Teacher Education (grubaugh@muskingum.edu)

SECTION 8 - UNIVERSITY POLICIES

TITLE IX

Statement on Title IX Compliance: Muskingum University is committed to maintaining a diverse community that respects human dignity through positive action and ethical sensitivity. The University shall foster an atmosphere of mutual respect and appreciation of differences and seeks to maintain an environment free of conduct that unreasonably interferes with the academic and professional experience of any member of the University community. Gender-based and sexual misconduct on the University's campus or in other settings related to the University's educational or employment activities is a form of sex discrimination that is unlawful, unethical, and prohibited by the University. Under the Gender-Based and Sexual Misconduct Policy, the University will promptly respond to reports of gender-based and sexual misconduct and, where it is determined that such misconduct has occurred, will take measures to eliminate the conduct, prevent its reoccurrence, and address its effects. To make a report, please contact the Title IX Coordinator, Holly Gleason, at 740-826-8116 or hgleason@muskingum.edu. To see the full policy, including other ways to report misconduct, visit [Title IX & Gender-Based and Sexual Misconduct | Muskingum University](#).

ACADEMIC DISHONESTY

Academic Dishonesty/Plagiarism Policy as noted in Undergraduate Course Catalog: Plagiarism, cheating, and other forms of academic dishonesty are serious offenses at Muskingum University, and the faculty member has the prerogative of invoking the severest penalty for an initial offense. Each department is responsible for developing its definition of plagiarism, but in general, plagiarism is the verbal, written, graphic, or three-dimensional presentation of borrowed material without citing its source. Students must cite the source for quotations, paraphrases, or borrowed ideas, models, information, or organization of material. Students who are uncertain about the need for citation should consult the faculty member for whom the work is being prepared. For a first offense, the minimum penalty for plagiarism and/or cheating is a failing grade on the assignment, paper, or examination; the maximum penalty in this instance is a failing grade in the course. In either case, the faculty member should submit a written report of the offense to the Office of the Vice President for Provost; the incident will be recorded in the student's file. The student guilty a second time may be suspended or expelled from the University. Plagiarized work is filed in the Office of the Provost. A grade given for academic dishonesty shall supersede any withdrawal.

ACCESSIBILITY

ADA and Student Accessibility Services: Muskingum University aims to create a learning environment that is accessible for all students. In accordance with the Americans with Disabilities Act, any student with a need for accommodations based on a temporary or long-term disability is encouraged to contact Student Accessibility Services to determine the reasonable accommodations that may be available. Students requesting accommodations will need to schedule a meeting with Student Accessibility Services and provide documentation supporting the need for the requested accommodations. Accommodations are not retroactive; therefore, students should contact Student Accessibility Services as soon as possible when accommodations are needed. Student Accessibility Services is located in Walter Hall, Office 26 and can be reached by phone at 740-826-8280 or by email at accessibility@muskingum.edu. Additional information about services and supports can be found at www.muskingum.edu/accessibility.

SECTION 9 - DISCIPLINARY PROCEDURES

Overview: Failure to meet Gateway (1,2,3) requirements, more than two disposition intervention reports, and/or any violations of Ohio Code of Conduct are grounds for dismissal from the program.

There are 4 gateways or “checkpoints” that students move through while in the Education Program:

1. Admission Gateway
2. Practicum 201 Gateway
3. Practicum 301 Gateway
4. Student Teaching Gateway

The specific requirements of these gateways are outlined in section 4 of the handbook. But the core expectations that guide all 4 gateways and are necessary for students to remain in good standing in the program are as follows:

1. B- in all EDUC courses
2. Successful completion of all practicum expectations
3. Successful completion of all dispositions assessments
4. No more than 2 Disposition Intervention Reports on file

More than two disposition intervention reports on file will result in a conversation with the department chair and may be grounds for:

1. Probation, which will include an improvement plan with deadline
2. Dismissal from the program

OHIO CODE OF CONDUCT

Educators are entrusted by the public with the responsibility of providing a high-quality education to each student. Through various roles, these professionals devote themselves to providing a safe and nurturing environment in which all students can learn. In alignment with the Standards for Ohio Educators and Ohio's Learning Standards, Ohio's educators strive for excellence through the high expectations they hold for themselves and their students. The professional conduct of every educator affects attitudes toward the profession. Educators are trustees of the profession and share with the broader community the responsibility of providing high-quality public education. Educators recognize the need to balance the demands of the profession by caring for their own physical and emotional well-being in order to successfully carry out their professional responsibilities.

Aware of the importance of maintaining the confidence and trust of students, parents, colleagues and the public, Ohio educators maintain the highest degree of professional conduct for themselves and their peers. Ohio educators are all individuals applying for a credential or individuals credentialed by the State Board of Education, and the Licensure Code of Professional Conduct for Ohio Educators serves as the basis for decisions on issues pertaining to licensure that are consistent with applicable law. It provides a guide for conduct in situations that have professional implications for all individuals, such as teachers, principals, superintendents, educational aides, coaches, substitute teachers and others credentialed by the State Board of Education.

Ohio is nationally known as a state that produces high-quality educators and recognizes that its 250,000 practicing educators hold the fundamental beliefs defined in the following nine principles:

1. Educators behave in a professional manner, realizing that one's actions reflect directly on the status and substance of the profession.
2. Educators maintain a professional relationship with all students at all times, both in and out of the classroom.
3. Educators accurately report information required by the local board of education or governing board, state education agency, federal agency or state or federal law.
4. Educators adhere to federal, state and local laws and statutes regarding criminal activity.
5. Educators comply with state and federal laws related to maintaining confidential information.
6. Educators serve as positive role models and do not use, possess or unlawfully distribute illegal or unauthorized drugs.
7. Educators ensure school property, public funds or fees paid by students or the community are used in the best interest of students and not for personal gain.
8. Educators fulfill all the terms and obligations in their employment contracts.
9. Educators use technology in a responsible manner and safeguard the electronic devices and data entrusted to them.

As education is a public trust, the Ohio Department of Education pursues allegations of unprofessional conduct. The Department recognizes that an accusation of misconduct is not conclusive proof that the educator engaged in conduct unbecoming. By law, educators are entitled to all due process rights, with each circumstance considered on a case-by-case basis to determine appropriate action. Not all referrals or investigations result in disciplinary action. The Licensure Code of Professional Conduct for Ohio Educators includes the presumptive range of applicable disciplinary actions involving any individual credentialed by the State Board of Education [For full Ohio Code of CONduct guidelines, click here:

<https://dam.assets.ohio.gov/image/upload/sboe.ohio.gov/Professional-Conduct/Licensure-Code-of-Professional-Conduct.pdf>

The purpose of the **Dispositional and Academic Performance Intervention Report** is to identify candidates who are encountering difficulties in their development of professional dispositions, high standards of academic performance, and high standards of field work in area schools.

To view the Dispositional and Academic Performance Intervention Report, please see Appendix 13.

MUSKINGUM UNIVERSITY EDUCATION PROGRAM

UNDERGRADUATE STUDENT HANDBOOK

APPENDICES

APPENDIX 1 - GATEWAYS OVERVIEW DOCUMENT

Admission Gateway

Professional Conduct and Dispositions

- Pre-service teaching permit
- Admission Dispositions Assessment (EDUC 101) with a score of 16 or higher and no zeroes

Content Knowledge and Skills for Licensure

- MU GPA of 2.67 during the semester in which they apply to the program.
- A candidate must earn a B- or higher in both EDUC 110 and EDUC 112, regardless of where the course is completed
- A candidate must earn a Satisfactory in EDUC 101 and the course must be completed at Muskingum University

Professional Knowledge and Skills for Licensure

- Candidates must provide a copy of the certificate for Computer Science and Computational Thinking

Failure to meet any of the gateway requirements will either require remediation or be grounds for denied admission to the program.

EDUC 201 Gateway

Professional Conduct and Dispositions

- Must possess current pre-service teaching permit
- 201 Dispositions Assessment (EDUC 201) with a minimum score of 11 points and no score of (0) ineffective

Content Knowledge and Skills for Licensure

- Maintain a **cumulative** MU GPA of 2.67.
- Maintain a **content area** GPA of 2.67.
- Candidates must earn a B- or higher in **content knowledge courses** required for licensure. Any grades lower than a B- will result in a Disposition Intervention Report and require further discussion with your advisor and/or the Department Chair.
- Candidates must meet all Specialized Professional Association (SPA) standards as aligned to the assignments in their respective EDUC courses.

Professional Knowledge and Skills for Licensure

- 201 Practicum Evaluation: NO "0" Ineffective scores
- 201 Teach Assessment minimum score of 15 points with NO "0" Ineffective scores
- 201 Instructional Plan Assessment minimum of 27 points with NO score at (0) Ineffective

Failure to meet any of the gateway requirements will either require remediation or be grounds for dismissal from the program.

EDUC 301 Gateway to Student Teaching

Professional Conduct and Dispositions

- Must possess current pre-service teaching permit
- 301 Pre-CPAST Assessment (Dispositions): NO "0" Ineffective scores

Content Knowledge and Skills for Licensure

- Maintain a **cumulative** MU GPA of 2.67.
- Maintain a **content area** GPA of 2.67.
- Candidates must earn a B- or higher in **content knowledge courses** required for licensure. Any grades lower than a B- will result in a Disposition Intervention Report and require further discussion with your advisor and/or the Department Chair.
- Candidates must attempt the respective licensure area content knowledge OAE, as set forth by the State Board of Education, to be eligible for the student teaching semester.
- Candidates must meet all Specialized Professional Association (SPA) standards as aligned to the assignments in their respective EDUC courses.

Professional Knowledge and Skills for Licensure

- 301 Practicum Evaluation: NO "0" Ineffective scores
- 301 Pre-CPAST (Cooperating Teacher): NO "0" Ineffective scores
- 301 Pre-CPAST (University Instructor): NO "0" Ineffective scores
- 301 Pre-CPAST (Student Self-Assessment): NO "0" Ineffective scores
- 301 Instructional Plan Assessment: minimum score of 40 and NO score at (0) Ineffective

Failure to meet any of the gateway requirements will either require remediation or be grounds for dismissal from the program.

Student Teaching Gateway to Teacher Licensure

Professional Conduct and Dispositions

- Must possess current pre-service teaching permit
- CPAST Assessment (Dispositions): NO "0" Ineffective scores

Content Knowledge and Skills for Licensure

- Completers must hold a **cumulative** MU GPA of 2.67
- Must have completed all content area and all EDUC course requirements with a GPA of 2.67
- Baccalaureate degree must be confirmed by the University.
- Candidates must meet all Specialized Professional Association (SPA) standards as aligned to the assignments in their respective EDUC courses.

Professional Knowledge and Skills for Licensure

- Must have completed all EDUC course requirements with grades of B- or above.
- 301 CPAST (Cooperating Teacher): NO "0" Ineffective scores
- 301 CPAST (University Instructor): NO "0" Ineffective scores
- 301 CPAST (Student Self-Assessment): NO "0" Ineffective scores
- **Student Teaching Instructional Plan Assessment:** All items scored at a minimum of 51 points and no score at (0) ineffective
- Must pass the respective Assessment of Professional Knowledge (APK)* licensure exam and any additional exam(s) as set forth by the State Board of Education.

Failure to meet any of the gateway requirements will either require remediation or be grounds for dismissal from the program.

APPENDIX 2 - PROGRAM ADMISSION CHECKLIST

Education Program Admission Checklist

Part I: Program Admission

The below items must be submitted by October 31 for fall semester, or March 31 for spring semester, to be considered for program admission. You will not be allowed to register for EDUC classes for the upcoming semester until physical copies of these items are turned into Tanya Biggins, Library 227.

If these items are not submitted by the deadline, you will not be considered for program admission, and you should not register for EDUC classes for the upcoming semester.

- ☐ Program Application
- ☐ BCI/FBI Background Check (double-check that this is on file)
- ☐ Preservice Teacher Permit (double-check that this is on file)
- ☐ Computer Modules Certificate
- ☐ Completion form for Urban Experience Field Trip
- ☐ Completion form for practicum observations
- ☐ Review the Education Department Handbook, **sign and turn in the acknowledgement form to the office, LIB 227**

Part II: Program Admission

In addition to the above items, the requirements below must also be met to be admitted to the Education Program. In December or May, the Education Department will vote to approve the admission of all candidates who have met all requirements.

- ☐ B- or better in EDUC 110
- ☐ B- or better in EDUC 112
- ☐ Overall GPA of 2.67 in the semester you apply to the program
- ☐ Passing score on the Admissions Dispositions Assessment
 - Attendance Expectations
 - Meeting Assignment Deadlines
 - Professionalism

APPENDIX 3 - BCI/FBI BACKGROUND CHECK FORM

Request for a Background Check via Electronic Fingerprinting

☐ BCI

☐ FBI

☒ BCI and FBI

Personal Information (please print)

Name _____

Type of Photo ID and ID # _____

Date of Birth _____ SSN _____

State/Province _____

Zip/Postal Code _____

Address _____

Email Address _____

City _____

Phone # _____

Complete this portion only if an FBI background check is needed:

Sex Race Height Weight Eyes Hair

Reason for background check: 3319.291

Direct Copy to (circle only one):

STATE BOARD OF EDUCATION
Ohio Department of Education

BMV Dealer Licensing

Address for results to be mailed to:

Ohio Board of Nursing

BMV Deputy Registrar

Muskingum University

Ohio Department of Public Safety

Child Care Ctr – Type A – ODJFS

Department of Education Studies

Ohio Department of Liquor Control

Dietetic Board

ATTN: Tanya Biggins

Ohio State Racing Commission

Lottery Commission

260 Stadium Dr.

Ohio Department of Insurance

Respiratory Care Board

New Concord, OH 43762

OPOTA

NONE

I certify that the personal identifiers provided on this form are accurate and I voluntarily and knowingly authorize the Ohio Bureau of Criminal Identification & Investigation to conduct a criminal records check for the information relating to me. I also voluntarily and knowingly authorize BCI&I to disseminate criminal arrest, conviction and juvenile delinquency adjudication records to _____. I voluntarily and knowingly release and discharge the Ohio Attorney General's Office, BCI&I and their employees from all claims and liability related to this authorized criminal record review and dissemination.

Applicant's Name (please print)

Witness Name (please print)

Applicant's Signature (date)

Witness Signature

Parent/Guardian Name

By signing this form the applicant acknowledges that all information on this form is accurate. Any mistakes or errors on this form are the responsibility of the applicant.

Parent/Guardian signature (Minor Applicants only)

APPENDIX 4 - PROGRAM ADMISSION APPLICATION

MUSKINGUM UNIVERSITY APPLICATION FOR ADMISSION TO TEACHER EDUCATION

Please complete the information on this application in BLUE or BLACK ink.

Name (print) _____ Date: _____
First Middle Initial Last

First Semester at MU: _____ Student ID #: _____ Circle One: FR SO JR SR

On Campus Housing Residence _____ Email: _____@muskingum.edu

Home Address: _____ County of Residence: _____
Address City State Zip

Home Phone: _____ Cell Phone: _____ DOB: _____

Last **FIVE (5)** numbers of SS#: _____ Gender: _____ Male _____ Female _____ Other

Check all that apply: _____ African American _____ Asian American _____ White Non-Hispanic _____ Pacific Islander _____ American Indian
_____ Alaskan Native _____ Hispanic _____ Latino _____ Other/Multiracial

Licensure I wish to pursue (choose one of the options below):

____ Primary Education Preschool to 5th grade

____ Dual Licensure: Inclusive Primary Education: Primary (Preschool to 5th) and Special Education (K-12)

____ Special Education Kindergarten to 12th grade

____ Dual Licensure: Inclusive Social Studies Education: AYA SS (7-12) and Special Education (7-12)

____ Dual Licensure: Inclusive English/Language Arts: AYA ELA (7-12) and Special Education (7-12)

____ Middle Childhood (4-9) – Choose two content areas

____ English Language Arts _____ Mathematics _____ Science _____ Social Studies

____ Adolescent to Young Adult (7-12) (choose one content area)

____ Integrated Language Arts

____ Integrated Mathematics

____ Life Science

____ Integrated Social Studies

Major Options: _____ Economics _____ History _____ Political Science _____ Sociology _____ Psychology

____ Integrated Science

Major Options: _____ Biology _____ Chemistry

____ Multi-Age (K-12) (choose one content area)

____ Music

____ Visual Arts

By signing below you acknowledge that admission to the Muskingum University Education program is not guaranteed and that you must meet all admission requirements as outlined in the student handbook. The Education Department votes to admit new students at the end of each semester. Admission to the Education program is required to take upper level education courses. Students registered for upper level EDUC courses who are not admitted to the program will be removed from those courses prior to the start of the new semester.

Applicant's Signature _____ Date _____

TO BE FILLED IN BY THE EDUCATION DEPARTMENT OFFICE – Gateway One Pre-Candidacy Requirements:

Grade Point Average: _____ EDUC 110/MUSC 181 Grade _____ EDUC 112 Grade _____

FBI/BCI background check _____ Pre-service Teaching Permit/Exp. Date _____ COMP SCI/COMP THINKING CERT _____

Completion of Diversity Field Trip and Practicum Observations: _____

Passings Score on Admissions Dispositions Assessment _____ Signed Acknowledgment of Student Handbook _____

Assigned Education Advisor _____

Date received by education office _____ Initials _____

APPENDIX 5 - ADMISSION DISPOSITIONS ASSESSMENT



Teacher Education

Candidate Name: _____ Department Chair: _____

Admission Dispositions Assessment

DESCRIPTION AND PURPOSE

A disposition is a propensity to think or act in a certain way. Teachers are expected to be responsible, diligent, hardworking, flexible, positive, engaged, fair, and honest. They also need strong communication, collaboration, presentation, and personal reflection skills. While just beginning the journey to becoming a teacher, new students need to understand the importance of these dispositions and begin building them from the get-go. This assessment of dispositions is key to determining if a student has the right attributes to become an educator and a passing score is a requirement for admission into the Education Program.

EVALUATION

The Admissions Dispositions Assessment is completed in EDUC 101 by the Chair of the Education Department in consultation with EDUC faculty. The assessment measures dispositions in both classroom and fieldwork experiences in EDUC 101 as well as in any other EDUC courses taken during the semester in which the student applies to the program. Each EDUC 101 student will receive a mid-term report on his/her dispositions assessment. Any shortcomings will need to be addressed in the second half of the semester to pass the assessment and be admitted to the Education program.

SCORING REQUIREMENTS

To meet the admission requirement, candidates must score of 16 or higher and no scores of 0 on any disposition. Less than 16 and/or any zeroes will disqualify a candidate from admission to the Education Program. If the candidate is still interested in being admitted to the Education program, they will need to retake EDUC 101 and any other EDUC courses in which expectations were not met. During the retake semester, a new admission dispositions assessment will be administered.

ALIGNMENT TO STANDARDS

The Admission Dispositions Assessment aligns to the following InTASC/OSTP standards: Professional Learning and Ethical Practice -6.1-Communicate clearly and effectively and 7.1-understand, uphold, and follow professional ethics, policies and legal codes of professional conduct.

Scoring Scale: 3=Accomplished, 2= Competent, 1=Developing, 0=Ineffective

#	Dispositions	3-Accomplished	2-Competent	Score 1-Developing	0-Ineffective
1	Course Attendance and Punctuality				
2	Completion of Diversity Field Trip and School Observations				
3	Completion of Classroom Assignments				
4	Professional Appearance during Diversity Field Trip and School Observations				
5	Professional Communication				
6	Professional Attitude				
7	Collaboration Skills				
8	Presentation Skills				
9	Personal Reflection Skills				
10	Positive Engagement				

Admission Assessment of Dispositions Rubric

Overview/Scoring Guide					
#	Candidate Proficiency	Well Prepared (3)	Prepared (2)	Developing (1)	Ineffective (0)
1	Course Attendance & Punctuality	Missed one class during the semester. Arrives on time for each class. [See EDUC course attendance policy for full details.]	Missed two to three classes during the semester and/or has been tardy for one to two classes. [See EDUC course attendance policy for full details.]	Missed four to five classes during the semester and/or has been tardy for three to four classes. [See EDUC course attendance policy for full details.]	Missed six or more classes during the semester and/or has been tardy for 5 classes or more. [See EDUC course attendance policy for full details.]
2	Completion of Diversity Field Trip and School Observations	Arrived on time and attended both days of field trip, with signatures from classroom teachers; arrived on time and completed all school observations	NA	NA	Arrived late and/or missed 1 or both days of field trip; arrived late and/or missed one or more school observations
3	Completing Classroom Assignments	Completed all classroom assignments by the designated due date.	Missed one to two classroom assignments by the designated due date.	Missed three to four classroom assignments by the designated due date.	Missed five or more classroom assignments by the designated due date.
4	Professional Appearance during Field Trip & School Observations (7.1)	Recognizes the importance of and follows professional appearance guidelines during field experiences.	NA	NA	Fails to meet professional appearance guidelines.
5	Professional Communication (6.1)	Always checks and responds to email; Always uses appropriate language and formatting in written and oral communication	Usually checks and responds to email; Usually uses appropriate language and formatting in written and oral communication	Sometimes checks and responds to email; Sometimes uses appropriate language and formatting in written and oral communication	Does not check or respond to email; Fails to use appropriate language and formatting in written and oral communication
6	Professional Attitude	Consistently shows respect for professors, cooperating teachers, peers, and K-12 students.	Usually shows respect for professors, cooperating teachers, peers, and K-12 students.	Sometimes shows respect for professors, cooperating teachers, peers, and K-12 students.	Fails to display respect for professors, cooperating teachers, peers, and K-12 students.
7	Collaborations and Adaptability Skills	Consistently demonstrates an ability to work with others, not only contributing to the group work, but also understanding the importance of collaboration and flexibility to the teaching profession.	Usually demonstrates an ability to work with others, not only contributing to the group work, but also understanding the importance of collaboration and flexibility to the teaching profession.	Sometimes demonstrates an ability to work with others, not only contributing to the group work, but also understanding the importance of collaboration and flexibility to the teaching profession.	Fails to demonstrate an ability to work with others; does not only contribute to the group work; fails to understand the importance of collaboration and flexibility to the teaching profession.
8	Presentation Skills	Consistently demonstrates an ability to deliver clear, well-organized presentations.	Usually demonstrates an ability to deliver clear, well-organized presentations.	Sometimes demonstrates an ability to deliver clear, well-organized presentations.	Fails to demonstrate an ability to deliver clear, well-organized presentations.
9	Personal Reflection Skills	Consistently demonstrates an ability to understand themselves and their role as a future teacher in academic and fieldwork assignments; uses this self-knowledge to grow as an educator.	Usually demonstrates an ability to understand themselves and their role as a future teacher in academic and fieldwork assignments; uses this self-knowledge to grow as an educator.	Sometimes demonstrate an ability to understand themselves and their role as a future teacher in academic and fieldwork assignments; uses this self-knowledge to grow as an educator.	Fails to demonstrate an ability to understand themselves and their role as a future teacher in academic and fieldwork assignments; fails to use self-knowledge to grow as an educator.
10	Positive Engagement	Consistently displays behavior that projects enthusiasm and engagement with the Academic courses and Fieldwork Experiences. Consistent and active participant in class and field. Demonstrates passion for teaching profession.	Usually displays behavior that projects enthusiasm and engagement with the Academic courses and Fieldwork Experiences Participates in class and field.	Sometimes displays behavior that projects enthusiasm and engagement with the Academic courses and Fieldwork Experiences. Sometimes participate in class and field.	Fails to display behavior that projects enthusiasm and engagement with the Academic courses and Fieldwork Experiences. Fails to participate in class and field. Lacks a passion for teaching profession.

Field experience forms/introductory practicum 101 Checklist created: 5/2/23, revised 4/23/26

APPENDIX 6 - ADVISOR SIGN OFF SHEET FOR STUDENT TEACHING

STUDENT TEACHING SIGN-OFF SHEET

STUDENTS: Turn in by September 30 for Spring student teachers, February 28 for Fall student teachers

Student's Name _____ Advisor _____ Licensure _____

You must complete the following before your professional semester: _____ Cumulative GPA _____

EDUCATION MAJOR

- ___ Education course requirements with a B- or higher and no WIP/I
- ___ Successful completion of all practicum assessments and no WIP/I
- ___ Level 1 Unit assessments met Level 1 interventions required? ___ Yes ___ No
- ___ Level 2 Unit assessments met Level 2 interventions required? ___ Yes ___ No
- ___ Disposition Intervention/Red Flags ___ No ___ Yes ___ # Submitted

If not, please explain the plan to complete:

MU MAJOR and GEN ED Requirements

- ___ Content major courses completed (for AYA and MA) with a B- or higher and no WIP/I
- ___ General Education course audit

If not, please explain the plan to complete:

LICENSURE

- ___ Current Pre-Service Teaching Permit (see Tanya if you're unsure)
- ___ Discuss with your advisor which OAE content test you need to take and how you will prepare
- ___ Indicate your anticipated testing timeline below

Anticipated testing timeline:

- ___ Email screenshot confirmation of OAE test registration to your advisor (by Sept. 30 for spring; Feb. 28 for fall)
- ___ Advising hold removed after confirmation of OAE registration received
- ___ OAE content test attempt completed

I, _____, understand that if these requirements are not met, I will not be
(student's name)

able to move forward with student teaching until the issues are resolved. Also, I am responsible for working with my advisor and/or course instructors to resolve any issues ASAP.

Student's Signature _____

For the Advisor: Once you have met with your advisee please initial here: _____

***STUDENTS: BRING THIS FORM TO TANYA IN THE OFFICE TO RECEIVE YOUR PROFESSIONAL SEMESTER APPLICATION (Tanya will return the form to the advisor for final approval after grades are submitted.)**

Office Use Only

Advisor's final sign-off _____
(to be signed and turned in after semester grades are posted and OAE registration confirmed)

APPENDIX 7 - OAE TESTING TIMELINE

OAE Testing Timeline and Requirements			
Licensure Area	Test Code	Test Name	Pre-Requisite Timeline
Primary Ed (P5)	055	Primary Education	After all methods courses & prior to student teaching
	190	Foundations of Reading	After EDUC 414
	057	APK -Primary Education	End of or after student teaching
Primary Ed P5 and Intervention Specialist Mild/Moderate K-12 (P5/IS) Dual license or Dual Major	055	Primary Education	After all methods courses & prior to student teaching
	043	Special Education	After EDUC 340 & prior to student teaching
	190	Foundations of Reading	After EDUC 414
	057	APK -Primary Education OR	End of or after student teaching
	004	APK – Multi Age	
Intervention Specialist Mild/Moderate (ISMM)	043	Special Education	After EDUC 340 & prior to student teaching
	190	Foundations of Reading	After EDUC 414
	004	APK – Multi-Age	End of or after student teaching
Inclusive Social Studies 7-12 AYASS/IS (INCSS)	025	Social Studies	After content courses & prior to student teaching
	061	Dual Adolescence to Young Adult Special Ed 7-12	After EDUC 340 & prior to student teaching
	190	Foundations of Reading	After EDUC 414
	003	APK -Adolescent to Young Adult	End of or after student teaching
Inclusive Language Arts 7-12 AYALA/IS (INCLA)	020	English Language Arts	After content courses & prior to student teaching
	061	Dual Adolescence to Young Adult Special Ed 7-12	After EDUC 340 & prior to student teaching
	190	Foundations of Reading	After EDUC 414
	003	APK -Adolescent to Young Adult	End of or after student teaching
AYA Integrated Language Arts 7-12 (AYALA)	020	English Language Arts	After content courses & prior to student teaching
	003	APK -Adolescent to Young Adult	End of or after student teaching
AYA Integrated Mathematics 7-12 (AYAM)	027	Mathematics	After content courses & prior to student teaching
	003	APK -Adolescent to Young Adult	End of or after student teaching
AYA Integrated Science 7-12 (AYAS)	024	Integrated Science	After content courses & prior to student teaching
	003	APK -Adolescent to Young Adult	End of or after student teaching
AYA Life Science 7-12 (AYALS)	007	Biology	After content courses & prior to student teaching
	003	APK -Adolescent to Young Adult	End of or after student teaching
AYA Integrated Social Studies 7-12 (AYASS)	025	Integrated Social Studies	After content courses & prior to student teaching
	003	APK -Adolescent to Young Adult	End of or after student teaching
Multi-Age Music K-12	032	Music	After content courses & prior to student teaching
	004	APK – Multi-Age	End of or after student teaching

Multi-Age Visual Arts K-12	006	Art	After content courses & prior to student teaching
	004	APK – Multi-Age	End of or after student teaching
Middle Childhood Education			
Language Arts	028	Middle Grades English Language Arts	After content courses & prior to student teaching
Mathematics	030	Middle Grades Mathematics	After content courses & prior to student teaching
Science	029	Middle Grades Science	After content courses & prior to student teaching
Social Studies	031	Middle Grades Social Studies	After content courses & prior to student teaching
All middle childhood candidates additionally take	190	Foundations of Reading	After EDUC 414
	002	APK Middle Childhood	End of or after student teaching

*APK – Assessment of Professional Knowledge

*OAE Pearson Testing Site: www.oh.nesinc.com

**Ohio Department of Education Current Testing Requirements:

<https://sboe.ohio.gov/educator-licensure/information-and-resources/licensure-testing-requirements>

BEFORE TESTING, BE SURE TO CHECK CURRENT TEST REQUIREMENTS USING THE LINK ABOVE, OR CHECK WITH YOUR ADVISOR.

EDUCATION DEPARTMENT PRACTICUM STUDENT AGREEMENT

The Education Department of Muskingum is continuously developing partnerships with area school districts. These partnership schools provide students with classroom experience during Practicum work. We are more than grateful for the excellent experiences our future teachers have received under the mentorship of teachers from area schools. Without the gracious partnership and cooperation from local schools, Muskingum could not prepare our students for ODE licensure.

Practicum levels and their expectations are as follows:

Practicum 201: Muskingum students will assist teachers, tutor/remediate students, at the discretion of the cooperating teacher.

Practicum 301: Muskingum students will teach individuals, small and large groups, using DoK and Bloom's Taxonomy, at the discretion of the cooperating teacher.

For a complete explanation of policies, procedures and guidelines, see the Education Department Handbook, Section 5, pages 20-22).

Students must have a valid pre-service teaching permit prior to beginning their field placement.

Practicum attendance and expectations will be embedded into the correlating Education course and are part of the course grade.

Students in Practicum 201 and 301 will select a day (Tuesday or Thursday) and a block of time, (8-12 AM or 11:30-3:30 PM) to visit a mentor classroom each week of the semester. It is realized that the time blocks will vary slightly as schools all have different start and end times. If you have a conflict because of classes on Tuesday or Thursday, arrangements can be made for you to attend practicum on Monday, Wednesday or Friday. Students must communicate this scheduling conflict to the Practicum Coordinator when completing the practicum survey or as soon as the conflict becomes known.

During the first two weeks of each semester, the Practicum Coordinator will visit each education class with required practicum hours to share information and expectations regarding field placements. At the end of this informative session, all students are required to sign this document, indicating their understanding of this information.

Placements are made through the Coordinator of Practicum and Clinical Experiences office. Students are responsible for providing their own transportation and/or making carpooling arrangements. Placements within walking distance of Muskingum University are very limited and should not be expected.

Students are expected to begin their Practicum placement on the date set by the Education Department (within 1 week of receiving a confirmed placement and the Cooperating Teacher's email). Students are to be in communication via email with the Cooperating Teacher within 48 hours of receiving the placement email from Leigh Ann Atkins. Students will continue to attend Practicum through Friday before finals week (even if they have completed the practicum course assignments). This is a great time for Muskingum students to continue being an extra set of helpful hands to the mentor teachers.

Students are to give any paperwork regarding their course(s) to the mentor teacher on their FIRST DAY of visiting the classroom.

Students are expected to attend Practicum placements each week for the entire block. If a student must be absent for an assigned time, the student must contact the mentor teacher as soon as possible, as well as emailing their course instructor and the Coordinator of Practicum Placements (Leigh Ann Atkins). Students are expected to state the reason in detail for their absence. If requested, a Dr.'s excuse must be provided.

Students will complete an attendance log each time they visit the mentor classroom. This form is to be signed during each visit (do not wait until the end of Practicum for your mentor teacher to sign) and returned to the Course Instructor(s) at the completion of the semester. If you have any questions, please contact me.

Sincerely,
Leigh Ann Atkins
Coordinator, Practicum and Clinical Experiences at Muskingum University
latkins@muskingum.edu
740-826-8039

I have read the Practicum Expectations and understand I must follow the set procedures to complete Practicums successfully.

Student's Name PRINTED

Student's Signature

Date

APPENDIX 9 - PRACTICUM ATTENDANCE LOG

Practicum Attendance Log **Fall/Spring Semester:** 202__ **Total Hours:** _____
 Student's Name: _____ School: _____
 Cooperating Teacher: _____ Course #'s: _____

Date	Activity	Times	Cooperating Teacher's Initials/Signature

EDUC 201

Level I: Practicum 201 Field Evaluation

[W](#) Practicum Evaluation 313.docx

[W](#) Practicum Evaluation 314.docx

[W](#) Practicum Evaluation 371.docx

[W](#) Practicum Evaluation 309 & 330.docx

Level I: Dispositions Assessment by completed Cooperating Teacher [W](#) I_DISP-CT_Intermediate_FA25.docx

Level I: Teach Assessment completed by University Instructor [W](#) IT-CI_Intermediate_FA25.docx

Level I: Instructional Plan Assessment completed by University Instructor [W](#) I-LPEffectonSTLearning_FA25.docx

EDUC 301

Level II: Practicum 301 Field Evaluation

[W](#) Practicum Evaluation 340.docx

[W](#) Practicum Evaluation 362.docx

[W](#) Practicum Evaluation 366

[W](#) Practicum Evaluation 367

[W](#) Practicum Evaluation 382.docx

[W](#) Practicum Evaluation 383.docx

[W](#) Practicum Evaluation 384.docx

[W](#) Practicum Evaluation 385.docx

[W](#) Practicum Evaluation 396.docx

[W](#) Practicum Evaluation 413

[W](#) Practicum Evaluation 414

[W](#) Practicum Evaluation 434.docx

Pre-CPAST Assessment (EDUC 340, 362, 382, 383, 384, 385, 396) [W](#) Pre-CPAST Assessment.docx

Level II: Instructional Plan Assessment completed by University Instructor [W](#) II-LPEffectonSTLearning_FA25.docx

Student Teaching

CPAST Assessment by completed Cooperating Teacher

[W](#) CPAST Look Fors - Ohio Version.Updated.docx

[W](#) CPAST Form with Ohio Standards.Updated.docx

CPAST Assessment completed by University Supervisor

[W](#) CPAST Look Fors - Ohio Version.Updated.docx

[W](#) CPAST Form with Ohio Standards.Updated.docx

[W](#) CPAST Three-way Conference Consensus Form .docx

CPAST Assessment completed by teacher candidate

[W](#) CPAST Look Fors - Ohio Version.Updated.docx

[W](#) CPAST Form with Ohio Standards.Updated.docx

Level III: Instructional Plan Assessment completed by University Instructor

[W](#) III-LPEffectonSTLearning _sp25.docx

APPENDIX 11 - PROFESSIONAL SEMESTER APPLICATION

MUSKINGUM UNIVERSITY APPLICATION FOR PROFESSIONAL SEMESTER

Application due dates: Fall Student Teachers: February 28; Spring Student Teachers: September 30

Please complete the information on this application in BLUE or BLACK ink.

Name (print) _____ **Student ID #:** _____

First Middle Initial Last

Home Address: _____

Address City State Zip

Phone #: _____ **Email:** _____@muskingum.edu

Professional Semester _____ Academic Year _____ Cumulative GPA _____

Check all that apply: ___ African American ___ Asian American ___ White Non-Hispanic ___ Pacific Islander ___ American Indian
___ Alaskan Native ___ Hispanic ___ Latino ___ Other/Multiracial

Check and complete the appropriate licensure content section.

___ **Primary Education P5**

___ **Dual License: Inclusive Primary Major: Primary (preschool to 5th) and Special Education (K-12)**

___ **Dual License: Inclusive Social Studies Education Major: AYA SS (7-12) and Special Education (7-12)**

___ **Dual License: Inclusive English/Language Arts Education Major: AYA ELA (7-12) and Special Education (7-12)**

___ **Middle Childhood (4-9)**

___ Language Arts and Mathematics ___ Language Arts and Science
___ Language Arts and Social Studies ___ Mathematics and Science
___ Mathematics and Social Studies ___ Science and Social Studies

___ **Adolescent to Young Adult (7-12)**

___ Integrated Language Arts
___ Integrated Mathematics
___ Life Science
___ Integrated Social Studies
Major Option: ___ Economics ___ History ___ Political Science ___ Sociology ___ Psychology
___ Integrated Science
Major Option: ___ Biology ___ Chemistry

___ **Multi-Age (K-12)**

___ Music
___ Special Education Major
___ Visual Arts

List any minors here: _____

Applicant's Signature _____ **Date:** _____

PROFESSIONAL SEMESTER REGULATIONS

The following are intended to assist student teacher candidates in preparation for and during the professional semester.

Unless specified otherwise in the student handbook, candidates must meet all requirements for student teaching by August 1 for Fall student teachers and January 1 for Spring student teachers. This means all components listed on the student teaching application, including content and education coursework must be completed and on file in the Education office by that date. It is the student's responsibility to confirm that all documents are received by the Education office prior to the deadline.

1. The student teacher candidate must apply for the Professional Semester during the semester prior to their intended student teaching semester. The deadline for Fall student teachers: February 28 and the deadline for Spring student teachers: September 30.
2. The student teacher candidate must have a cumulative GPA of 2.67 or higher. The student teacher must have completed all education coursework with a grade of B- or above, or coursework required outside of education courses for licensure and obtain the required grade.
3. The Application for Professional Semester must have the signatures of the candidate, the candidate's advisor(s), content licensure(s) department chair, and the Education Department chair.
4. The student teacher candidate must be formally admitted to and approved for the Professional Semester by the Education Department faculty.
5. **Student teaching assignments will be made by the Coordinator of Practicum and Clinical Experiences with the approval of local school systems. Student teacher candidates ARE NOT to contact local school officials or teachers for preapproval. Student teachers ARE NOT permitted to student teach in any school building in which a family member attends or is employed.**
6. A student teacher MUST NOT accept university or personal commitments that will interfere with any student teaching course requirements (including "boot camp" in the first week of the semester) or full-day teaching responsibilities throughout the semester.
7. A student teacher is responsible for transportation to and from the school site.
8. Student teaching assignments are full day. **Indicate the appropriate student teaching assignment(s) below (circle 1):**
 - a. **Primary Education P5: 65 days in a PreK, K, or grades 1-5 placement**
 - b. **Inclusive Primary Dual License: P5/Intervention Specialist: Co-teaching (2 teachers) in approved site for 65 days divided into two placements for each licensure content.**
 - c. **Inclusive SS: 65 days divided into two placements for each licensure content**
 - d. **Inclusive ELA: 65 days divided into two placements for each licensure content**
 - e. **Middle Childhood: 65 days divided into two placements for each licensure content.**
 - f. **Intervention Specialist: 65 days in an intervention specialist setting**
 - g. **Adolescent/Young Adult: 65 days in licensure content.**
 - h. **Multi-Age:**
 - i. 65 days divided into two placements with one at a primary/middle level and one at a secondary level for music and visual arts.
9. A student teacher is required to abide by all regulations established in the Student Teacher Handbook.
10. Upon approval to student teach, the Education Department will register a student teacher candidate for all Professional Semester courses required for their major.

APPENDIX 12 - INSTRUCTIONAL DESIGN TEMPLATE

Muskingum University Teacher Education Programs Instructional Design Plan

Teacher: _____

Grade: _____

Subject: _____

Part I Instructional Design Preparation:

Professional Teaching Standard 1 (*Teachers understand student learning and development and respect the diversity of the students they teach.*) and 4 (*Teachers plan and deliver effective instruction that advances the learning of each individual student.*)

Understanding Student Learning and Development:

Number of students you anticipate participating in the lesson _____

Number of ELL students _____

Number of students with IEPs or 504s _____

Number of students that have not reached proficiency in reading: _____

Number of students that have not reached proficiency in Math: _____

Number of students that require alternative communication (AAC or AT): _____

Number of students that need support during instruction (include behavior, preferential seating, communication support, lesson adjustments, reading, AAC, AT, etc) _____

Pre Assessment:

Description of Assessment	Evaluation Criteria	Exemplar Attached (each portion of the standard is identified)
		

Student Self Assessment:

Description of Assessment

Summative Assessment:

Description of Assessment	Evaluation Criteria	Exemplar Attached (each portion of the standard is identified)
		

Part 2 Lesson Planning:

Professional Teaching Standard 1 (*Teachers understand student learning and development and respect the diversity of the students they teach.*), 2 (*Teachers know and understand the content area for which they have instructional responsibility*), and 4 (*Teachers plan and deliver effective instruction that advances the learning of each individual student.*)

Lesson Title:

Lesson Tier (Circle One): Tier I Tier II Tier III

Learning Goals

Content Standard(s):

Know of the Standard(s) (what do students need to know to show mastery?):

Show of the Standard(s) (What do students need to show to show mastery?):

Learning Target(s):

Interdisciplinary Connections (2):

--

Student Background Knowledge and Experience

Necessary Prior Knowledge and Skills:

--

Anticipated Errors and Misunderstandings:

--

Preassessment of Knowledge and Skills (Analysis of Pretest Data):

--

Academic Language (content vocabulary AND general academic vocabulary used across the discipline e.g., Bloom's Taxonomy, key words, phrases, and symbols: Note: address each of these specifically listing the academic language students are expected to learn and use.)

Content Vocabulary:

--

General Academic Vocabulary:

--

Accommodations for Diverse Experiences (Cultural & Linguistic):

Cultural:

--

Linguistic:

--

Accommodations for Diverse Communication Needs:

Alternative and Augmentative Communication (AAC):

Assistive Technology (AT):

Classroom Environment

Professional Teaching Standard 5 (Teachers create learning environments that promote high levels of learning and achievement for all students)

Room arrangement (*with rationale provided*):

Grouping patterns (*with rationale provided*):

Visual Supports (anchor charts, maps, etc):

Lesson Preparation

Materials:

Student Needs:

Teacher Needs:

Resources (links, videos, etc):

Instructional Activities

Lesson sequence (explicitly state the questions and prompts you are using within the lesson), time allotted, **thorough** description of each. Lesson sequence should demonstrate gradual release of responsibility (I Do, We Do, You Do,), 5 E model, or inquiry based. This plan should also make purposeful connections with the learning target and assessments.

Opening (minutes):

During (minutes):

Closing (minutes):

Differentiation/ Universal Design (UDL):

Strategies for Multiple Means of Engagement-(Engaging them with the material) (anticipatory sets, flexible groups, whole group/small group/individual instruction, etc.):

Strategies for Multiple Means of Representation (Input) (presentations, graphic organizers, audiobooks, videos, concept maps, varied texts, demonstrations, presentations, guided notes, etc.):

Strategies for Multiple Means of Action and Expression (Output) (oral presentation, poster summary, readers' theater, role play, video, paper, models, etc.):

Adaptations (e.g., IEP, 504 plans, WEP)

Modifications: If lesson objective and/or significant content learning goals need to be changed to alter the expectations for a student (e.g., reduced number of problems, or lower-level Bloom's or for gifted student(s) extensions to advance progress). Accommodations: If other components such as method, activity or materials of lesson are changed to help students meet the learning goal (e.g., extended time, scribe, reader, spell checker, electronic device, or guided notes).

	ELL	SLD (Dyslexia, Dyscalculia, Dysgraphia, etc)	Behavior	Gifted
Teaching Materials (anything extra the students will receive/need to access the lesson)				
Teaching Methods (adjustments you will make for the student to your lesson to ensure they have access)				
Paraeducator Co-teacher Support (Describe the co-teacher's role in the lesson for each student.)				
Assessment/Evaluation (Allows for student demonstration of learning)				

Evaluating Lesson Effectiveness/ Data Driven Instruction

Professional Teaching Standard 3 (Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning)

Assessment/Evaluation

How will you know if **each** student has met the learning goals and the standard? Include assessments and evaluation criteria.

Formative Assessment(s):

Description of Assessment	Evaluation Criteria	Exemplar Attached
		
		

Pretests/Summative Data Assessment and Analysis *(include both post-test assessment table and narrative analysis)*

Were there any surprises in the data?

Part 3 Reflecting on Instruction Design

Professional Teaching Standard 3 (Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning)

Reflecting on Instruction:

What instructional strategies did you find particularly beneficial to your students? How do you know?

What instructional strategies did you use that you felt did not have the impact you hoped for? How do you know?

If you had the opportunity to teach this lesson again, what would you change and why?

Next Steps:

What corrective instruction will you provide to the students whose data indicated they did not master the standard?

What enrichment will you provide?

Muskingum University Education Department Dispositional and Academic Performance Intervention Report

Purpose: To identify candidates who are encountering difficulties in their development of professional dispositions, high standards of academic performance, and high standards of field work in area schools.

Instructors: Upon identifying difficulties in a candidate that may require intervention, complete this report form detailing concerns about knowledge, skills, and dispositions. This form is distributed to the candidate, the education department chair, the academic advisor, and is filed in the Education Office. Each report prompts an interview with the department chair, and after three reports, the department votes on the candidate's retention or dismissal. Immediate dismissal may occur for certain "Safe School Violations," as outlined in this document.

"All teacher candidates are to serve as a positive role model to both students and adults and are responsible for preserving the dignity and integrity of the teaching profession and for practicing the profession according to the highest ethical standards." *Licensure Code of Professional Conduct for Ohio Educators adopted September 19, 2019.*

A. Teacher candidates who violate dispositions, the professional attitude, appearance, and behavior disposition, are subject to receiving a Disposition Intervention Report.

B. "Safe School Violations"

- Illegal Behavior: Committing any violation of state or federal laws, statutes, or rules, although conduct may not result in a criminal charge, indictment or prosecution or conviction (this excludes traffic violations). This is defined in Ohio Administrative Rule 3301-20-01 and includes crimes of violence, theft, drug abuse, or sexually oriented offenses.
- Using technology to intentionally host or post improper or inappropriate material that could reasonably be accessed by the school community or using technology to promote inappropriate communications with students.
- Use of illegal substances.
- Being under the influence of, possessing, or consuming alcoholic beverages at any school activity involving students.
- Promoting the use of or giving access to illegal substances for minors including steroids, stimulants, alcohol, tobacco, or other drugs.
- Using tobacco at any school activity involving students.
- Engaging in any inappropriate or unprofessional relationships with students, including but not limited to physical or sexual conduct or abuse, inappropriate written, verbal, or technological correspondence, or inappropriate use of language, physical altercation, or harassment.

DESCRIPTION AND PURPOSE

As outlined in the student handbook, a disposition is a propensity to think or act in a certain way. Teachers are expected to be responsible, diligent, hardworking, flexible, positive, engaged, fair, and honest. They also need strong communication, collaboration, presentation, and personal reflection skills. While just beginning the journey to becoming a teacher, new students need to understand the importance of these dispositions and begin building them from the get-go.

ALIGNMENT TO STANDARDS

These dispositions align to the following InTASC/OSTP standards: Professional Learning and Ethical Practice -6.1-Communicate clearly and effectively and 7.1-understand, uphold, and follow professional ethics, policies and legal codes of professional conduct.

STUDENT HANDBOOK

Please refer to Section III – Program Gateways - in the student handbook for more information.

Dispositions Intervention Rubric

A zero in any of the 13 dispositional categories is grounds for an intervention report.

#	Candidate Proficiency	Ineffective (0)	Score
1	Course Attendance & Punctuality	Failed to meet attendance and/or tardiness as outlined in course syllabus	
2	Fieldwork and Practicum Performance	Poor attendance, communication, attitude, and engagement in field work and/or student teaching placements.	
3	Completing Classroom Assignments	Missed five or more classroom assignments by the designated due date.	
4	Professional Appearance in Fieldwork (7.1)	Fails to meet professional appearance guidelines.	
5	Professional Communication (6.1)	Does not check or respond to email; Fails to use appropriate language and formatting in written and oral communication	
6	Professional Attitude (7.1)	Fails to display respect for professors, cooperating teachers, peers, and K-12 students.	
7	Collaborations and Adaptability Skills (6.1)	Fails to demonstrate an ability to work with others; does not contribute to group work; fails to understand the importance of collaboration and flexibility to the teaching profession.	
8	Presentation Skills (6.1)	Fails to demonstrate an ability to deliver clear, well-organized presentations.	
9	Personal Reflection Skills (6.1)	Fails to demonstrate an ability to understand themselves and their role as a future teacher in academic and fieldwork assignments; fails to use self-knowledge to grow as an educator.	
10	Positive Engagement (7.1)	Fails to display behavior that projects enthusiasm and engagement with the Academic courses and Fieldwork Experiences. Fails to participate in class and field. Lacks a passion for teaching profession.	
11	Sub B- grade in EDUC Course	Failure to earn at least a B- in an EDUC course	
12	Plagiarism, Misuse of AI, and/or Academic Dishonesty (7.1)	Per Muskingum University Academic Dishonesty policy, violations are grounds for dismissal from Education Program	
13	Integrity and Honesty	Fails to represent practicum performance and academic coursework, with integrity and/or fails to communicate with faculty, staff, and school district representatives in an honest way.	
14	Safe School Violation (7.1)	Per Ohio Administrative Rule 3301-20-01, safe school violations are grounds for immediate dismissal from Education Program.	

Comments:

Attach additional paperwork as necessary

By signing this document, the candidate acknowledges that they've reviewed this disposition report and that they understand improvement must be made to meet dispositional expectations. Furthermore, the candidate acknowledges that more than two disposition intervention reports on file with the Education Office is grounds for dismissal from the Education Program.

Candidate: _____

Date: _____

Advisor: _____

Date: _____

Department Chair: _____

Date: _____

APPENDIX 14 - STUDENT TEACHING COURSE GRADE CHART

Clinical Practice CCAST and Lesson Plan III Assessment Scoring Outline

Student Teaching Grade Determination							
CPAST – Lesson Plan Assessment (<i>InTASC, OSTP, AAQEP</i>)	Assessment Scorer	Total # of Proficiencies	Final Score Requirements for Passing Assessments	Point Total Requirement	Points for B+	Points for A-	Points for A
CPAST Dispositions (items N-U)	Consensus Score between CT-US-ST	8	A minimum of 14 points and NO score of “0” ineffective	14 min to 24max	88-106	107-129	130-150
CPAST Teaching Skills (items A-M)	Consensus Score between CT-US-ST	13	A minimum of 23 points and NO score of “0” ineffective	23 min to 39 max			
Level III Lesson Plan/Effect on Student Learning*	Faculty	29	A minimum of 51 points and NO score of “0” ineffective	51 min to 87 max			

The CCAST was implemented as the student teaching assessment to score dispositions and teaching skills in fall 2026. In reviewing the scoring items and associated points with the assessment, it was decided to have a clear-cut score for passing the assessment. A minimum point score was established by determining 75% of the dispositions (8 items) at 2-meets expectations. This would mean 6 items would have a score of 2 meets expectations, leaving 2 item with a score of 1 emerging =14 points minimum passing score. The maximum points for the disposition assessment items is 24 points. The min, med, max range was established from this initial range 14-24 points. Min range: 14-16 points, Med range: 17-20 points, Max range: 21-24 points.

The same process was used with the remaining scoring items on the CCAST for the teaching score of the assessment. With this assessment a minimum point score was established by determining 76% of the teaching skill assessment (13 items) at 2-meets expectations. This would mean 10 items would require a score of 2 meets expectations, leaving 3 items with a score of 1 emerging =23 points minimum passing score. The maximum points for the teaching skills assessment is 39 points. The min, med, max range was established from this initial range of 23-39 points. Min range: 23-27 points, Med range: 28-33 points, Max range:34-39 points.

For the whole assessment a minimum of 37 points is required for passing with no item scored at 0 and a maximum of 63 points is available on the assessment. At the end of AY26-27 the scoring requirements will be reviewed to ensure they are meeting the needs of the students. Fall 2026 is a pilot semester for the assessment

*The LP is graded in the seminar course. These points as listed above are combined with the other assessments to provide your grade for student teaching. To alleviate confusion on how well you did on the lesson plan, a point range for the **LP ONLY** is as follows: **B+**=51-63 points, **A-**=64-76 points, and **A**=77-87 points.