University of Cincinnati
Educator Preparation Programs

PreK- Third Grade Licensure Candidate Program Handbook

Early Childhood Education and Human Development

Transforming Lives, Schools, and Communities
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Introduction

The Early Childhood Education and Human Development (ECEHD) Program is a unified teacher preparation program that values diversity, inclusion, equity, and individual construction of knowledge. Candidate awareness, knowledge, skills, and values are guided through course lectures and discussion, reading, research, and field experiences. The program is designed to prepare candidates to become effective early childhood teachers who are capable of delivering quality instruction in a variety of settings to diverse student populations of grades PreK-3. Candidates in the ECEHD Program receive a B.S.Ed. at the end of their fourth year. After passing Ohio Assessment for Educators licensure exams, candidates are eligible to apply for an initial State of Ohio teaching license valid for teaching children who are typically developing, gifted, and at risk for and/or have mild/moderate educational needs in preschools, kindergartens, or the primary grades.

CECH Mission Statement

The mission of the Educator Preparation Programs at the University of Cincinnati is to prepare educators to transform lives, schools, and communities, and who are able to support learning and the development of efficacy in a variety of contexts. The primary activities through which this mission is implemented are teaching, research, and service.

The University of Cincinnati prepares educators who are able to support learning and the development of efficacy in a variety of contexts and who:

- are able to work in diverse educational environments;
- go beyond mere application of technical skills, engaging in inquiry and reflection so as to bring about changes in their practice;
- recognize and address a wide range of setting events, persistently supporting learners in the construction of knowledge and development of efficacy;
- engage in the development of new meanings about teaching and learning;
- provide supportive environments that enhance the development of resilience in students;
- are adequately resilient themselves, so as to be able to work in adverse situations;
- go beyond prevalent practice;
- are able to work and communicate appropriately with families and the community at large;
- use technology to strengthen their professional learning and pedagogical knowledge to enhance the learning of those with whom they work; and
- engage in practices that are likely to have positive outcomes for learning.
Conceptual Framework of UC Educator Preparation Programs

Effective educators demonstrate ways of knowing, ways of being, and ways of doing. We (administrators, faculty members, candidates, members of the professional community, and community members) are working together to transform lives, schools, and communities and to support learning and the development of efficacy in a variety of contexts. We are committed to providing the right conditions for learning: conditions most likely to generate positive outcomes for students. We are committed to engaging in practices that are likely to have positive outcomes for learners; practices which are research-based and empirically supported. We are committed to preparing students to work in high-needs, challenging schools.

Learners must be resilient, demonstrating a sense of competence and effectiveness as well as connectedness to the broader community. As educators, however, we recognize that there are both alterable and inalterable variables in our work. As educators, we support candidates in their efforts to expand their own learning and the learning of those with whom they work.

Performance Standards of UC Educator Preparation Programs

Candidates of the University of Cincinnati are committed to transforming the lives of P-12 students, their schools, and their communities, and

- Demonstrating foundation knowledge, including knowledge of how each individual learns and develops within a unique developmental context.
- Articulating the central concepts, tools of inquiry, and the structures of their discipline.
- Collaborating, leading, and engaging in positive systems change.
- Demonstrating the moral imperative to teach all students and address the responsibility to teach all students with tenacity.
- Addressing issues of diversity with equity and using skills unique to culturally and individually responsive practice.
- Using technology to support their practice.
- Using assessment and research to inform their efforts and improve outcomes.
- Demonstrating pedagogical content knowledge, grounded in evidence-based practices, committed to improving the academic and social outcomes of students.

Consistent with this framework, the ECEHD Program takes a constructivist perspective. We contend that a strong knowledge of child development is essential to support the learning of young children. Curriculum should be developmentally appropriate and responsive to individual needs. Our program philosophy is grounded in knowledge of child development, families, and developmentally appropriate practice (Institutional Standards I and II) and the commitment to
inclusive learning environments for young children (Institutional Standard VII). The Conceptual Framework is embedded in our program through our operationalization of the institutional standards for early childhood settings and our commitment to unit dispositions.

Professional Commitments and Dispositions

CAEP defines dispositions as “the values, commitments, and professional ethics that influence behaviors toward candidates, families, colleagues, and communities and affect candidate learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice” (NCATE, 2001, p. 53).

We have identified the dispositions that reflect our “Way of Being” – in other words, qualities we believe committed, caring, and competent educators should possess. Intrinsic to our dispositions are the notions of community and belonging. We appreciate each individual's fundamental need for acceptance and belonging, and we understand most candidates’ fundamental anxiety relates to being competent and successful. We appreciate that we are members of a community and that “none of us can find ourselves, know ourselves, or be ourselves, all by ourselves” (Binau, 2000).

The conceptual framework of the Educator Preparation Programs identifies the following dispositions for candidates. As committed, caring, competent educators we:

- are concerned about all aspects of a child’s well-being, assets, and needs;
- are willing to give and receive help, appreciating that none of us can be giving without first receiving;
- are dedicated to continuous learning, professional discourse, and an enthusiasm for the discipline each of us teaches;
- support each other in our efforts to be resourceful, creative, and ready to think on our feet;
- are sensitive that “context matters” in how we approach our craft;
- view ourselves as agents of social change through education;
- respect the diverse talents of all learners and recognize developmental differences;
- are sensitive to the historical, social, and cultural issues that affect each child’s ability and willingness to learn;
- share responsibility for establishing and sustaining a positive climate;
- respect and value students and community members in educational settings;
- expect students to learn;
• persist in supporting the development of competence, autonomy, and self-efficacy;

• are dedicated to making the classroom a safe community for inquiry, which presupposes civil discourse and responsible exchange of ideas;

• recognize that strategies that may be ultimately self-defeating (e.g., withholding effort, procrastination, passive and active aggression) may be efforts to protect self-worth;

• accept reasonable risks for learning, which require the ability to tolerate failed expectations;

• recognize the need for learning environments to be predictable and safe; and

• delight in exploration, inquiry, reflection, and self-evaluation.

These dispositions are assessed using the Candidate Dispositions Progress report in each field experience.

Accreditation

The Educator Preparation Programs at the University of Cincinnati are accredited by the Council for the Accreditation of Educator Preparation (CAEP). In addition, the ECEHD PreK-3 Program is accredited by the National Association for the Education of Young Children (NAEYC). The ECEHD PreK-3 Licensure Program is nationally recognized by NAEYC. This program has been determined to meet the Ohio reading mandate and is aligned with the Ohio standards for the teaching profession.

Urban Mission

Candidates in the Bachelor of Science degree program gain extensive experience in preschool, kindergarten, and primary grade classrooms. In that our college has an urban mission and prepares candidates to work in high needs schools, all candidates experience at least one urban field placement. Students take general education courses during the first two years of the program, followed by courses in early childhood theory and philosophy practices and methods courses in the professional cohort years three and four.

ECEHD Program Mission and Belief Statement

The mission of the ECEHD Program is to prepare educators who support each individual child’s learning and development through an ongoing process of information gathering and specific instruction that will result in a positive evaluation of the child’s accomplishments as seen by the teacher, the parent, and the child.

We believe that early childhood educators must:
• understand how young children develop intellectually, emotionally, physically, and socially;
• demonstrate pedagogical and philosophical knowledge of and commitment to early childhood education concepts, principles, and values;
• manage the social and physical environment of diverse learning environments;
• use and develop materials appropriate for young children;
• collaborate effectively with others;
• use technology to support their practice;
• use assessment to inform their classroom practices;
• exhibit responsible, caring, fair, and honest behavior;
• demonstrate leadership through family and community involvement;
• address issues of diversity with equity; and
• commit to social justice.

ECEHD PreK-3 Licensure Program Description

The four-year licensure program enables undergraduates to earn a baccalaureate degree. Candidates take general education and cohort prerequisite courses during the first two years of the program. During the third and fourth years (also known as the professional cohort years), candidates take courses in early childhood philosophy and practices along with methods courses and get extensive classroom experience in preschool, kindergarten, and the primary grades. All ECE cohort courses must be taken in sequence per the ECE curriculum grid. Candidates must maintain a GPA of 3.0 or higher and earn a C or better in all pre-cohort education courses and ECE Cohort courses.

Advancement in the program consists of a three-step process. The first step is admission to the college as an education candidate. The second step involves admission into the professional cohort, which occurs during the second year (i.e., sophomore status or its equivalent). During year two, education candidates who meet requirements for advancing in the program submit a completed application for admission to the ECEHD cohort in early spring semester. Application is for the ECE cohort that begins the following fall semester. Enrollment is limited; admission is competitive.

Once admitted into the cohort, candidates take their professional education courses. During the third year, candidates also complete a preschool and kindergarten practicum. The third step of the cohort process occurs during this year. In early spring semester, candidates must submit a completed packet for admission to the Internship that begins the following August. The Internship takes place in the final year of cohort in a 1-3 grade classroom.
Upon successful completion of the undergraduate program requirements, candidates earn a bachelor's degree from the UC College of Education, Criminal Justice, and Human Services (CECH). After passing state required OAE tests, candidates are eligible to apply for a State of Ohio Early Childhood License.

Diversity

All candidates in educator preparation programs at the University of Cincinnati have experiences with male and female P-12 students, based on their licensure program of choice, from different socioeconomic groups and varying ethnic racial groups (ethnic/racial groups for this element are those reported in the United States Census -Hispanics of any race and for non-Hispanics only: American Indians/Alaskan Aleuts; Asian, Black or African American; Native Hawaiians/Other Pacific Islands; Whites; Mixed Race). Candidates may also work with English language learners and students with disabilities during some of their field experiences and/or clinical practice.

Other Degrees Offered in the ECEHD Program

Early Childhood Education Online Program

The Early Childhood Education (ECE) Online program offers accredited online degrees from the University of Cincinnati. The main goal of the program is to provide each student with an ethical and thorough understanding of early childhood theory and its application to the educational setting. The program is based on constructivist philosophy, and the appropriate knowledge and skill base in standards presented by the National Association for the Education of Young Children. The associate degree requires a combination of general education courses along with early childhood courses. All degree requirements may be met online; no on-campus visit is necessary.

Almost all courses have at least one fieldwork assignment that requires access to children. For that reason, this degree option is highly desirable for working practitioners who can complete most fieldwork assignments as a part of their job duties. Likewise, the student teaching practicum and internship may be completed in the teacher’s own classroom, subject to approval by UC faculty, and requires an on-site mentor who has been approved by program faculty. Students must log significant time in a preschool classroom during the practicum and internship experiences. A video camera is necessary because video assignments must be submitted to Blackboard for faculty review.

The successful completion of student teaching and all degree requirements may lead to faculty’s recommendation for Ohio's PreK License. The minimum GPA for recommendation for an Ohio PreK teaching license is 2.5 with grades of “C” or higher in all early childhood education courses. Out-of-state students should consult with their own state’s department of education to determine reciprocity, if out-of-state licensure is desirable.

Students may begin the program at any semester during the academic year. Each student is assigned an advisor who can assist with an academic plan based on the student’s transfer credit and career goals. Completion of the program will vary depending on each student’s course load.
and work schedule; most students are employed full-time and enroll in two courses per semester. Significant student support is offered through the ECE Online Advisors within the College of Education, Criminal Justice, and Human Services.

Master of Art in Educational Studies

Our Master of Art in Educational Studies is a multi-disciplinary graduate degree program designed to provide you with greater understanding of the foundations of education, learning, development, and research in education and social change. Choose between three concentrations: Educational Psychology and Child Study, Applied Research Methods, and Foundations of Education and Social Change.

The program, with the choice of a concentration, will help you:

- Gain expertise in developmental learning sciences (human learning and development as well as cognitive and developmental psychology) and the developmental study of children in the Educational Psychology and Child Study concentration.
- Learn the understanding, application, and development of quantitative methodologies and/or mixed research as tools to gather evidence in the field of education and other social and behavioral sciences in the Applied Research Methods concentration.
- Expand your knowledge in the cultural, historical, and social foundations of education and educational and community-based action research in the Foundations of Education and Social Change concentration. Focus on practitioner inquiry in educational and organizational settings or community-based action research and take courses that reflect the broad interdisciplinary nature of action research.

Developmental and Learning Sciences

The Developmental and Learning Sciences area of concentration focuses on an interdisciplinary approach to understanding development and learning that includes theory and research from the fields of developmental psychology, cognitive science, neuroscience, and education. Students may choose courses in life span human development, cognitive development, and early childhood education. The courses in this area of study provide graduates with a broad-based foundation for understanding human development specific to phases of the human life span and a deeper appreciation of the diversity and similarity of human behaviors. Course work in the Developmental and Learning Sciences offers an overall theoretical and practical examination of age-related and individual differences that emerge in factors affecting physical, behavioral, social-emotional, cross-cultural, biological, cognitive, and personality development and learning. The influences of family, community, and social environments are also examined.

Examples of research opportunities for students available through the Developmental and Learning Sciences Research Lab and The Center for Education, Research, and Sustainability include working with faculty on projects investigating math cognition and learning difficulties, motivation, nature play and science learning, and early childhood education.
Work in the discipline of Developmental and Learning Sciences is geared toward improving developmental and learning for individuals. Graduates are prepared to assume a myriad of responsibilities but, most commonly, work as faculty members in higher education teaching or administrative settings, and in community service agencies, or in positions where they conduct research related to development and learning.

All course work decisions are made in concert between the student, his or her mentor, and the committee and will be individualized depending on previous graduate course work, areas of interest, and professional goals.

**Human Development and Community Engagement**

The Bachelor of Science in Human Development and Community Engagement (HDCE) equips students to act as effective agents of change in today's society. Students will collaborate with community programs and non-profit agencies in urban city centers that initiate social change and actions for communities, families, and individuals. Through strong theoretical foundations as well as practical and authentic learning experiences, students gain the skills needed to serve communities, including underrepresented populations. By examining physical, neural, cognitive, and social-emotional growth, students will learn to serve populations ranging from birth through adulthood. With the embedded minor, students have the flexibility of focusing their skills in a specific area of interest.

This program seeks to engage students in a progressive and flexible course of study that allows for specialization and meets individual needs. There are rigorous research components embedded in the program that will prepare students to tackle real-life problems with confidence, allowing them to empower themselves and the populations they will work with in the community.

Students will be prepared to work in a variety of diverse settings that can include:

- advocacy and non-profit agencies
- government institutions
- community outreach programs
- health and wellness programs
- educational and family services
- community organization and leadership
- research and grant-writing
- director positions in various organizations

**The Arlitt Center for Education, Research, & Sustainability**

**Mission:**
To research, demonstrate, and promote best practices in early childhood care and education.

The Arlitt Center for Education, Research, & Sustainability houses one of the oldest early childhood education laboratory schools in the country. Founded in 1925, the Arlitt Child Development Center is sustained by an endowment from Dr. Ada Hart Arlitt, who was the first
director and teacher at the school, tuition fees, Head Start funding, and CECH. It is an award-winning, diverse, and inclusive preschool with rich opportunities for research. The Arlitt Center serves as an early childhood education practicum site for students from many programs at the University of Cincinnati, a research center for faculty and students, and an observation and teacher training resource center for the community.

Research conducted at the Arlitt Center must be approved by the center’s research team which is led by Dr. Victoria Carr, Arlitt Center Executive Director. She also chairs the Arlitt Research Fellows, a multidisciplinary faculty from across the University, Cincinnati Children’s Hospital and Medical Center, and several community members who meet annually to network, form liaisons, and generate new research ideas that have resulted in numerous grant proposals. The Arlitt Research Fellows are continually seeking funding to support initiatives to study effective educational and caregiving practices and other matters related to families and their young children.

The Arlitt Center has several community partnerships, including the Nature Playscape Initiative with the Cincinnati Nature Center and Arlitt Instructional Media with Purdy Productions, and an affiliate center within the college, the Developmental and Learning Sciences Research Laboratory.

To read about current and past initiatives, research projects, grant activities, and/or to find information about the highly regarded preschool program, visit: the Arlitt homepage. To inquire about graduate assistantships, discuss research ideas, or potentially participate in current research endeavors, contact Dr. Carr at victoria.carr@uc.edu or 513-556-3805.

### ECEHD Program Faculty

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UC Role: Graduate Director
Danielle Bond, Field Service Assistant Professor (MS, Ohio State University)
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UC Role: Teaching, Online Preschool Practicum Coordination, Practicum Supervision

Rhonda Douglas Brown, Associate Professor (Ph.D., Florida Atlantic University)
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Scholarly Interests: Cognitive Development; Neural Correlates of Memory Development and Mathematics Cognition in Childhood; Math Difficulties
UC Role: Coordinator, Developmental & Learning Sciences Graduate Certificate

Kathleen Bryan, Assistant Professor, Educator (M.Ed., Miami University, Oxford, Ohio)
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UC Role: ECE Online Program Coordinator, Teaching, Administration

Victoria Carr, Professor (Ed.D., University of Cincinnati)
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UC Role: Executive Director of Arlitt Child Development Center, ECEHD Graduate Degree Coordinator

Marcus L. Johnson, Assistant Professor (Ph.D., University of Nevada)
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UC Role: Teaching, Research, Service

Michael Malone, Professor (Ph.D., University of Georgia)
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UC Role: Teaching, Research, Service

Amy Mayfield, Professor FS, (M.Ed., Xavier University)
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UC Role: ECEHD Program Coordinator, Senior Year Field Coordinator
Sally Moomaw, Associate Professor (Ed.D., University of Cincinnati)
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UC Role: Teaching, Research, Service

Tina Stanton, Professor (Ph.D., Vanderbilt University)
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UC Role: ECEHD Associate Director, Teaching, Research, Service

Annual Adjuncts & Visiting Professors

Christine Barlow, Annual Adjunct Assistant Professor (M.Ed., Washington State University)
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UC Role: Teaching, edTPA Coordinator

Carrie Biales, Visiting Professor (Ph.D., University of Cincinnati)
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Scholarly Interests: Early childhood education, literacy instruction, preschool classroom quality
UC Role: CAEP, Teaching

Beth Kouche, Visiting Professor (MS, Ohio State University)
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UC Role: Teaching, Supervision

Julie Walson, Annual Adjunct Assistant Professor (M.Ed., University of Cincinnati)
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Scholarly interests: Literacy
UC Role: Junior Year Field Coordinator, Teaching, Supervision

Criteria for Admission: The Professional Cohort

Praxis Core Requirement

The Praxis Core exams test basic skills (reading, writing, math). It is designed to provide information regarding basic proficiency in communication or computational skills. It is required for all cohort applicants who do not have an ACT composite of 22 or higher or a total SAT score of 1080 (math and verbal combined). The Praxis Core requirement is waived for candidates with a
score of 22 (or higher) on the ACT or 1080 (or higher) on math and verbal combined on the SAT. The following website has information available on both the Praxis Core and OAE exams:

UC's Testing Services web site

Select ‘Standardized Tests’ and then the appropriate test for your needs.

Praxis Core is designed to measure proficiency in the basic skills of reading, writing, and mathematics – skills that are vital to your success as an educator. The tests, developed by Educational Testing Service (ETS), are taken as part of your program of study to assess your skills in these three basic areas. Praxis Core tests are available only in a computer-based format.

Study guides and a computer software program are available to help you prepare for these tests. The ETS free test preparation materials give you an overview of the three tests and some sample questions in each of the areas (on the ETS.org website).

The tests assess your basic academic skills in reading, writing, and mathematics and are designed to be taken early in your college career. We recommend you take the tests during your freshmen year or the first semester of sophomore year. All candidates must achieve an acceptable score (specified below) prior to admission to a professional cohort. If you have any questions about when to take the Praxis Core, please talk with your academic advisor or program coordinator/chair.

Acceptable Praxis Core passing scores (subject to change) are:

- Reading = 156
- Writing = 162
- Mathematics = 150

**Frequently Asked Questions about the Praxis**

**Q:** If I have the required ACT or SAT scores, how do I waive the Praxis Core requirement?

**A:** Documentation of the required ACT or SAT score must be included in your supplemental information packet that is submitted to the CECH Student Services Center in 360 Teachers-Dyer Complex.

**Q:** Where can I get a copy of my ACT/SAT scores?

**A:** If you took the test while in high school, a copy of your scores will be in your high school record; otherwise you can request a copy of your scores at the ACT web site or the College Board's web site.

**Q:** Where do I take the Praxis Core?

**A:** Students may take the test at any valid testing site that offers the Praxis Core exam. Two local testing centers include:
Q: Is there a practice exam available?

A: Sample Praxis Core exams are available at ETS' web site.

Changing Major Requirements

Students changing majors from other programs or colleges within UC will be considered based on the same criteria as outside transfers.

Transfer Requirements

- All transfer students must have completed the high school course requirements.
- All transfer students must apply and be admitted to the college and, separately, to the professional cohort.
- All transfer students must meet the GPA requirement of 3.0.
- All transfer students who have accumulated more than 60 credit hours and who meet the transfer requirements must also apply to the professional cohort. Students apply during the winter prior to their cohort year.

Graduation Requirements

In order to graduate from the College of Education, Criminal Justice, and Human Services a candidate must:

- Complete all required course work and program requirements.
- Attain at least a 3.0 grade point average.
- Be in good academic standing; that is, not on academic or disciplinary probation or suspension.
- File formal application for the degree to the registrar’s office by the posted semester of graduation deadline.

Applying for the Professional Cohort

Late in the fall semester of the year before they wish to enter cohort, potential candidates should stay in contact with their academic advisor, who will inform them of the time frame for applying to ECE Cohort through TK20. Before entering cohort, potential candidates need to have completed or be registered in the prerequisite courses for admission. Students must complete their general education content courses by the end of the semester prior to entering cohort. Application
deadlines are early in the spring semester of the school year before entering cohort the following fall. Typically, candidates are notified of their acceptance into cohort by mid-April.

**Time Commitment**

The ECE PreK-3 licensure degree is a full-time program. Candidates need to be available between 8 and 4. Candidates can also expect a few late afternoon/evening classes and evening teacher hours during internship.

**Candidates should check with advisors in the CECH Student Services Center in the College of Education, Criminal Justice, and Human Services to verify due dates and requirements for application to the Professional Cohort.**

**CECH Student Services Advisors**

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360 Teachers-Dyer Complex  
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**Procedures for BCI/FBI Background Checks**

Professional cohort members must complete four field experiences that allow them to assume an active role in the instruction of students over a period of several months. Candidates are required to assume the roles of committed, competent, and caring educators, serving diverse communities of learners, and reflecting on their own practice. In addition to the cognitive and pedagogical knowledge required, candidates must possess the physical stamina and dispositions required of an educator.

Candidates will participate in their first field experience placement during the fall semester of their first year in the cohort. Candidates are expected to complete an urban field placement. The ECEHD Program provides on-site contact with schools. These experiences are intended to give candidates the professional point of view and practical understanding that is essential to the preparation of effective teachers. In cooperation with area school systems, practica are arranged in area classrooms, ensuring candidates of relevant opportunities for observation and
participation. All placements are made by the Field Placement Coordinator. Candidates may not attempt to coordinate their own placements, nor may they attempt to change their assignment with another candidate. Each candidate must be placed in a variety of settings in order to provide them with differing experiences that address grade level, licensure area, content area, and diversity. Candidates need to be aware that field placements will involve travel to different areas of the region in order to meet these requirements.

The ECEHD Program requires candidates to spend a significant amount of time working with adults and children in schools. Consistent with professional obligations, the college must take reasonable care to protect the welfare of those with whom students come in contact. All CECH Licensure Programs require that any candidate who is involved in field placements (of any length or purpose) involving children or youths, must complete a background check from the Bureau of Criminal Identification and Investigation (BCI) and the Federal Bureau of Investigation (FBI), prior to entering a school setting. All documents are submitted to the Office of Field Experiences. We have a commitment to the schools to send them candidates with approved reports. For more information about the background check process, please visit the School of Education’s Office of Field Experiences.

When evidence emerges that a candidate threatens the physical, mental, or legal well-being of children or adults with whom he or she may interact, the college reserves the right to refuse to make field placement assignments for that candidate and/or to recommend favorably for licensure. If necessary, the college may terminate the candidate’s association with the program with appropriate efforts at counseling for alternate career goals. Decisions of this kind are made by the program coordinator in consultation with the field placement coordinator.

In addition, candidates cannot be placed:

- in a building in which their children are attending school;
- in a building in which a spouse or other relative is employed;
- in a building in which they have a relative attending school;
- in a building in which they have worked; and/or
- with a cooperating teacher/mentor who is a relative, neighbor, or acquaintance.

All field experiences will be approved by the building principal, the appropriate district contact, and the field coordinator prior to notification of candidates or cooperating teachers/mentors. Candidates may be denied enrollment in a field experience if there are concerns/reservations expressed by faculty regarding the candidate’s preparedness to enroll in a field experience, or because of an evaluation that is unfavorable regarding the candidate’s disposition or negative evaluation in course work.

Instructions for Fingerprinting for BCI and FBI Civilian Background Checks

The State of Ohio requires affirmation of the moral character and conduct of education students. Self-disclosure of criminal offenses on the Good Moral Character and Conduct Form is a requirement for admission to cohort. Once accepted into cohort, a criminal background check is a required part of the application process for field experiences and licensure. The College of
Education, Criminal Justice, and Human Services (CECH), therefore, is informing you of this requirement.

As part of the field placement process, all students in the Early Childhood, Secondary, and Special Education programs must have FBI and BCI background checks completed during the month of June (June 1 - June 30) prior to each year in cohort.

Cohort Students must show their ID at the University of Cincinnati Public Safety office located in Four Edwards Center, Monday-Friday between the hours of 8 a.m. and 4 p.m. They will be asked to complete and sign a release form. **There are other offices throughout the state that can process these background checks, but their use is discouraged. The UC Public Safety Office works cooperatively with the field service office and is knowledgeable about the state licensure requirements. If you choose to use another office, it is your responsibility to make sure all requirements are met and paperwork deadlines are adhered to. NO EXCEPTIONS!**

The cost for a BCI check (State of Ohio) and an FBI check (national) at the University of Cincinnati Public Safety office is $66 (subject to change). Students may pay in cash or by personal check, made payable to the University of Cincinnati or by credit card (Visa, Master Card, and Discover). Paper reports are usually available from the Public Safety office in three to five days. However, demand may be high at times and completion of documents may take up to several weeks at peak periods. Please do not wait to take care of this procedure. It is the responsibility of the student to submit electronic copies of their BCI and FBI report to the Office of Field Experiences. Electronic copies of all reports should be submitted to the Coordinator of Office of Field Experiences by August 1st by 4:00 PM. **NO EXCEPTIONS!** Failure to turn in these required documents may jeopardize your ability to complete a field placement and meet program requirements. Make extra copies of all these documents to present to the school(s) and for your personal records.

When requesting your BCI & FBI reports, students entering their final year of field placements must indicate to have the reports sent electronically to the Ohio Department of Education. Please notify the employee in the Public Safety Office if you will be applying for Ohio licensure within the next 12 months. Completing this form properly will eliminate the need to apply for another set of background check reports when applying for licensure. The University of Cincinnati Public Safety Office or Diana Greivenkamp, Coordinator of Office of Field Experiences, can help you with any questions you have about the BCI/FBI process.

**CECH School of Education Licensure Council BCI & FBI Review Policy and Procedures**

All licensure candidates working in field placements (of any length or purpose) involving children or youth, must complete a background check from the BCI and the FBI prior to entering a school setting. The appropriate field coordinator must have the following documents before a candidate may enter a school site: (a) Candidate Field Experience or Internship Application Form, (b) a photocopy of a current BCI Report, and (c) a photocopy of a current FBI Report.

The Licensure Council serves as a “screening committee” to examine BCI and FBI reports that note a conviction, guilty plea, or no contest plea. The Licensure Council, made up of
representatives from each licensure program, using information gained from an outside assessment of criminal activity (FBI and BCI Reports), follows the same system used by the Ohio Department of Education for licensure approval.

- If the BCI and FBI reports reveal no convictions, guilty pleas, or no contest pleas, the licensure candidate has passed the BCI and FBI criteria for field placement or internship approval.

- If a candidate submits either a BCI or FBI report with evidence of convictions, guilty pleas, or no contest pleas, the Licensure Council will use the screening process provided by the Administrator of Investigations at the Ohio Department of Education described below to determine whether the candidate meets the criteria for field placement approval.

Three-Tiered Screening Process:

I. First Screen (Conviction/guilty plea/no contest plea results in no approval for field placement). A district cannot employ and the state board cannot issue an initial teaching license to any applicant if an applicant has been convicted of, found guilty of, pled guilty to, or pled no contest to any offenses as listed in First Screen for Initial Licensure and Initial Employment (Standards for Licensure and Employment of Individuals with Criminal Convictions; Ohio Administrative Code Rule 3301-20-01, p. 3-5). Therefore, any candidate who has been convicted of, found guilty of, pled guilty to, or pled no contest to any of the offenses listed in the “first screen” shall not be approved for a field placement.

II. Second Screen (Conviction/guilty plea/no contest plea results in approval for field placement if all rehabilitation criteria are met). Conviction of, found guilty of, a guilty plea, or a no contest plea to any one of the offenses listed in The Second Screen for Initial Licensure and Initial Employment (See Standards doc., p. 5-7) disqualifies the applicant for initial licensure or employment unless the applicant meets the rehabilitation criteria listed in OAC 3301-20-01. All rehabilitation criteria must be met by an applicant to be eligible for initial licensure and employment, therefore all rehabilitation criteria must be met before any field placement can be approved.

III. Third Screen (Rehabilitation Criteria). Rehabilitation criteria can be found in the Standards for Licensure and Employment of Individuals with Criminal Convictions; Ohio Administrative Code Rule 3301-20-01, p. 8 (See Standards doc.). All rehabilitation criteria must be met by an applicant to be eligible for initial licensure and employment, therefore all rehabilitation criteria must be met before any field placement can be approved. Written evidence of rehabilitation is provided via completion of the “Third Screen” of the Standards for Licensure and Employment of Individuals with Criminal Convictions; Ohio Administrative Code Rule 3301-20-01. If an answer to the rehabilitation criteria is “no”, the applicant has not demonstrated sufficient evidence and will not be approved for a field placement. (When seeking employment, a district still maintains the discretion whether to offer employment to an applicant who has met the required rehabilitation criteria.)

The Licensure Council encourages candidates to hire lawyers to have the noted offense removed from the BCI or FBI record.
Candidates approved to enter field sites are required to disclose to the field placement school administrators that he or she has a BCI or FBI with a noted conviction, guilty plea, or no contest plea. The field coordinator for the candidate’s program should be consulted about the disclosure process. Failure to disclose will constitute a failure to meet this requirement and make the candidate ineligible to participate in the field placement.

Please be aware that a school district may be unwilling to place a candidate with a BCI or FBI report with a noted conviction, guilty plea, or no contest plea. In addition, this may be a barrier for obtaining a job as a licensed teacher.

**Field Experience Placement Overview**

The ECEHD Program is a unified teacher preparation program that values diversity, inclusion, equity, and individual construction of knowledge. Student awareness, knowledge, skills, and values are guided through course lectures and discussion, reading, research, and field experiences. The program is designed to prepare students to become effective early childhood teachers who are capable of delivering quality instruction in a variety of settings to diverse student populations of grades PreK-3. By the end of their fourth year, students will earn a B.S. in Education and upon recommendation by the college, may begin their entry year.

To complete state licensure requirements, an internship in a public school classroom is required. Students must also receive passing scores on the state-mandated Ohio Assessment for Educators (OAE) tests and in appropriate course work. Students must receive at least a C or better in all cohort class work to be considered passing. Students must also maintain a GPA of 3.0 while in the cohort. Upon successful completion of these requirements and passing the internship, candidates are eligible to receive an Ohio teaching license for grades PreK-3.

**Overview of the Major Field Components of the ECEHD Program**

What follows is a brief description of the major field components in the ECEHD Program.

**Preschool Practicum (ECE-3012)**

The Preschool Practicum introduces students to young children: their developmental levels, interactions, and learning styles. Students have opportunities to observe as well as share teaching responsibilities through planning and implementing activities and learning centers generated in association with methods coursework. The practicum meets five half-days per week during fall semester of the junior year for three credit hours.

**Kindergarten Practicum (ECE-3022)**

The Kindergarten Practicum experience provides students with opportunities to observe, share teaching responsibilities, and implement activities and lessons generated through methods coursework. Students learn to plan, prepare appropriately, and work effectively as teachers of kindergarten children. Students report to their practicum sites five half days per week during
spring semester of the junior year for three credit hours.

**Primary Practicum (ECE-4010)**

The Primary Practicum experience begins with an opening school component of the field experience. Opening school portion of Primary Practicum begins when the mentor teacher returns to set up the classroom for the new school year and is the beginning of the consecutive senior year field experiences. Interns report to the building, check in at the school office, and go to their assigned classroom as coordinated with the mentor teacher in approximately mid-August. This provides the intern with the opportunity to greet the students as they arrive for the new school year and set the tone that they are teachers. The opening school portion of Primary Practicum extends five days a week full time through the third week of fall semester.

This experience occurs in the fall semester of the senior year and connects seamlessly with Internship in spring semester. After the opening school portion, the intern will spend all day Monday and Tuesday in the field placement classroom each week. Interns will follow this schedule (all day/full time Monday and Tuesday) from the week of Labor Day until the field school begins winter break. During fall semester, they are expected to become aware of procedures, curriculum and standards, student needs, and other important aspects of the daily classroom operation. The interns are to work closely with the mentor teacher to maximize their own personal growth and development as a classroom teacher. This will be done, in part, through reflection, teaching and evaluation within each content area, unit planning, and by following the informal assessment and reflection timeline for the mentor teacher that focuses on different aspects of the classroom. Planning of lessons must be coordinated with the mentor teacher. All lessons must be submitted in advance to the mentor teacher for approval. Interns are expected to demonstrate their commitment to the profession by being at their assigned schools and in their classroom every day, well prepared to teach. The Primary Practicum is three credit hours.

**Internship (ECE-4020)**

The Internship experience is a continuation of the field experience that began with Primary Practicum. The intern remains in the same field placement classroom during spring semester of the senior year. The intern reports to the classroom for the entire teaching day on the day that the school opens following winter break. This means they follow the daily schedule of their mentor teacher for the entire fourteen weeks of this placement. During this time, the intern will gradually assume the role of lead teacher. This includes the responsibilities for planning, instruction, classroom management, materials, parental communication, team meetings, building duties and committees, and any other responsibilities that would normally fall within the role of lead teacher in this setting. This experience builds on the relationships, growth, and development that are acquired in the Primary Practicum. The intern is required to implement the unit that was planned in the fall during the Primary Practicum experience, teach six weeks full time which should equal thirty days, have satisfactory evaluations and dispositions, and complete all assignments as well as the Internship successfully. As in the Primary Practicum, the intern is expected to demonstrate the highest level of professionalism by fulfilling his/her responsibilities, planning in advance, and being in the classroom on time every day. The Internship is eight credit hours.
Rules and Responsibilities for All Candidates

Educational Accommodations

The Early Childhood Education and Human Development program supports teacher candidates with disabilities who will be participating in both field experiences and face-to-face college coursework. In order to support and address the concerns and needs of candidates with disabilities, the Early Childhood Education Program Coordinator and the University of Cincinnati Director of Disability Services request communications from candidates well in advance of the beginning of the Junior year to allow adequate time for planning, including the involvement of program professors, the internship supervisor, the mentor teacher, and the administrators at the host school as appropriate.

It is important to note that field-based practicums and internships may require consideration of accommodations other than those deemed appropriate for a typical University classroom setting. In such instances, reasonable and appropriate accommodations will satisfactorily support the candidate’s disability to insure that the candidate can independently maintain the appropriate supervision and adequate instruction of all PreK-3rd grade students affected by the relevant field experience.

Absences

Attendance and full participation in ECE classes and field experiences is expected, and are required by the program for licensure. In particular, students must complete all hours required in field experiences. Please be aware that within any semester, time is very limited for making up missed hours. Thus, repeated absences from classes and field experiences will jeopardize a candidate’s ECE program completion and licensure. The professional disposition of future teachers include; punctuality, attendance, and engagement. Faculty and University supervisors may write a Brief Disposition of Concern or an action plan when repeated absences become a concern.

Transportation

The candidate is responsible for his/her own transportation to/from the field school. The University of Cincinnati does not provide transportation between the main campus in Clifton to UC East/Clermont or the UC Blue Ash Campus. It is possible that you will have class at one, two, or even all three of these campuses during your Junior and/or Senior year.

Confidentiality

Under no circumstances may the candidate discuss his/her students outside of the field school. If the candidate uses classroom-related material in a University course, he/she must carefully disguise the student’s name to protect the individual’s privacy.
Legal Considerations

Candidates may not be unsupervised at any time. A candidate may continue learning experiences under the supervision of a substitute teacher, but legal constraints require the presence of a district-approved substitute teacher in the classroom. Although a candidate is encouraged to assist the cooperating teacher/mentor with extracurricular responsibilities and “playground duty”, because of legal and insurance constraints, a candidate cannot replace the teacher in these duties.

Problems and Conflicts

If a candidate encounters a conflict in his/her field experience, it is the candidate’s responsibility to discuss the matter first with the mentor teacher. If, after notifying the mentor of the problem, the conflict cannot be resolved between the candidate and the mentor teacher, the candidate should contact the University supervisor.

Liability Insurance

Professional liability insurance is provided for all candidates involved in University sanctioned activities. Teacher candidates are required to maintain contact with their University supervisors on a regular basis. Contact should include communication and documentation required by each program. In case of incidents or issues that arise in a placement, candidates need to contact their supervisor immediately.

Termination

Field experiences may be terminated by the candidate, field school, or program. Any termination must be carried out in a planned manner with appropriate and timely evidence to support the termination. The candidate, mentor, and University supervisor are expected to be involved in the termination process. When a field experience is terminated, the candidate may be required to drop all cohort coursework and graduate without licensure.

Licensure and Graduation

ECEHD Program candidates who satisfactorily meet all program requirements are recommended by the University for Licensure in the State of Ohio. The University of Cincinnati does not issue teaching licenses or certificates.

Ohio Department of Education Early Childhood License

Rule 3301-24-05 (Licensure); Section (D)(1) of the Ohio Department of Education Teacher Education and Licensure Standards defines the Early Childhood License as:

valid for teaching children who are typically developing, at-risk, gifted, and who have mild/moderate educational needs. Licenses shall be issued for prekindergarten through grade three. A minimum of twelve cumulative semester hours in the teaching of reading as
described in section 3319.24 of the Revised Code shall be required for the provisional or professional early childhood license.

Please review the licensure requirements using the following links:

**UC Licensure information:**

[UC's Licensure Application Information]

**ODE Licensure information:**

[Ohio Department of Education Educator Licensure Information]

**Frequently Asked Questions**

**Q.** Will the University of Cincinnati award me a teaching license when I finish my program?

**A.** No, the University of Cincinnati does not issue the license to teach. That is done by the Ohio State Department of Education. When you successfully complete your program, including the final field experience, and you apply for your license, the licensing agent for the Dean of the College of Education, Criminal Justice, and Human Services will recommend you to the State Department of Education, which then reviews your materials and issues the license.

**Q.** How do I become licensed to teach?

**A.** You must apply for licensure through the CECH Licensure Office. The application is available [here](#). Leah Chamberlain is the administrator to speak with if you have any questions about the process.

**Q.** What tests do I need to take for my license?

**A.** Each program has specific tests that must be completed satisfactorily in order for you to receive an Ohio teaching license. Information about the tests is available in the Student Services Center.

**Q.** When should I take these tests?

**A.** You should take the tests early in spring semester as you prepare to complete the program. If you have no more content coursework to take, you should take the test as soon as possible. A passing score, which is determined by the state, must be on file in order for a candidate to receive a license.

**Q.** When should I apply for my licensure?

**A.** It is important to take the required Ohio licensure tests and apply for your license soon after graduation. Even if you choose not to teach right away, getting your license upon graduation
keeps you from having to take extra courses or tests that may be required if applying for a license at a later date. There are specific time limits for when the School of Education will accept/allow licenses to be processed. The School of Education policy on recommending students for a teaching license is below:

**Application for Licensure:** Students completing a teacher or principal preparation program who successfully complete all licensure requirements are guaranteed recommendation for licensure if they apply to the Ohio Department of Education within 12 months of program completion. The University of Cincinnati will consider applications for licensure for up to 5 years past the program completion date, but after 12 months, candidates will be required to meet any new or modified state licensure and/or program-level requirements. This may include coursework, testing, and/or additional field work. Candidates who are applying more than 12 months past their program completion date should contact the licensure officer who will work with the appropriate program coordinator to determine what additional requirements must be met before a recommendation can be made.

**Q.** How do I communicate with my University supervisor, program faculty, and the field coordinator?

**A.** The ECEHD Program follows the University email policy. The University of Cincinnati uses electronic mail (e-mail,) as a means of communicating official University information to students; it is convenient, rapid, environmentally aware, and cost effective. The University of Cincinnati issues a UC e-mail address, a Bearcat Online e-mail account to all students, at no cost to the student. Be aware that this is the only e-mail address that program faculty will use. Students are responsible for reading their e-mail on a frequent and regular basis, since some official communications may be time-sensitive. The University suggests that students access their Bearcat Online e-mail accounts daily.

**Q.** Is it ok that I have a Facebook page?

**A.** Be aware that the pictures, groups, pages, and posts on Myspace, Facebook, Twitter, or any social networking website can be viewed by others. The audience can include potential employers, parents, and fellow teachers. Be very careful as to the privacy settings, groups, and posts on your account.

**Q.** I want to teach in another state – how can I become eligible to do that?

**A.** You must first receive your Ohio license, and then you may apply to the state in which you wish to teach. In most cases, only your Ohio license is needed to receive a license from another state. The CECH Licensure Office has information on applying to other states. In general, the following steps should be followed when seeking a teaching certificate outside the state of Ohio:

- Find out whether the state(s) in which you are seeking licensure requires any form of competency testing for initial certification or licensure. If so, it is best to register to take these tests as early as possible.
• Secure an application for certification from the Department of Education in the state(s) in which you may want to teach. This should be done at the beginning of your senior year. This can be found through the internet typically.

Appendices

• Required Courses and Field Experiences for PreK-3 Licensure Program
• Referenced to National and State Standards
• NAEYC Professional Standards
• Ohio Standards for the Teaching Profession
• Critical Performances
• Special Programs
• School of Education Social Media Statement
• School of Education Technical Standards
## Required Courses and Field Experiences

### Early Childhood Education Undergraduate PreK-3 Licensure Program

**(2017-2018 Academic Year -- Semesters)**

<table>
<thead>
<tr>
<th>Fall Freshman Year</th>
<th>Spring Freshman Year</th>
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<tbody>
<tr>
<td>• EDST 1001 Introduction to Education <em>(TAG / Historical Perspectives)</em> (3)</td>
<td>• ECE 1001 Foundations of Early Care and Education w/field experience <em>(First Year Experience)</em> (3)</td>
</tr>
<tr>
<td>• CI 1001 Educational Technology <em>(Technology and Innovation)</em> (3)</td>
<td>• SPED 1001 Individuals with Exceptionalities <em>(TAG)</em> (3)</td>
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<tr>
<td>• English 1001 (3)</td>
<td>• EDST 1002 Ed. Psychology <em>(TAG / Social Science)</em> (3)</td>
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<tr>
<td>• Math (3)</td>
<td>• Science <em>(Geology)</em> (3)</td>
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<td>• Science <em>(Biology)</em> (3)</td>
<td>• Math (3)</td>
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<tbody>
<tr>
<td>• ECE 2000 Introductory Child Development <em>(TAG / Social Science)</em> (3)</td>
<td>• English 2089 (3)</td>
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<tr>
<td>• ECE 2025 Families, Communities, and Schools <em>(TAG / Div &amp; Culture)</em> (3)</td>
<td>• ECE 2022 Child Guidance in Play-based Contexts <em>(Mid-collegiate experience)</em> (3)</td>
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<tr>
<td>• Science <em>(physics)</em> (3)</td>
<td>LSLS 2005 Phonics Theory and Practice: ECE (3)</td>
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<tr>
<td>• English or literature (from English Dept. not Humanities) (3)</td>
<td>• Math <em>(Statistics)</em> (3)</td>
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<td>• Elective <em>(History)</em> (3)</td>
<td>• BOK <em>(Fine Arts)</em> (3)</td>
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<tr>
<td>• ECE 3010 Foundations of Math and Science (3)</td>
<td>• ECE 3020 Reading Through Children’s Literature (3)</td>
</tr>
<tr>
<td>• ECE 3012 Preschool Practicum (3 credits) (5 half days)</td>
<td>• ECE 3022 Kindergarten Practicum (3 credits) (5 half days)</td>
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<tr>
<td>• ECE 3016 Foundations of Creative Expressions (3)</td>
<td>• ECE 3024 Social Studies for Young Children (3)</td>
</tr>
<tr>
<td>• ECE 3018 Foundations of Reading and Writing (3)</td>
<td>• ECE 3026 Assessment for Young Children (3)</td>
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<tr>
<td>• ECE 3014 Developmental Concerns and Family Partnerships (3)</td>
<td>• ECE 3028 Classroom Mgmt. and Learning Communities (3)</td>
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### Fall Senior Year

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<tbody>
<tr>
<td>• ECE 4010 Primary Practicum with an Opening School Experience (3) (2 full days)</td>
<td>• ECE 4020 Internship (8/9) (full days)</td>
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<tr>
<td>• ECE 4018 Primary Math Methods (3)</td>
<td>• ECE 4026 Stories of Teaching (3) <em>(ECE Senior Capstone)</em></td>
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<td>• ECE 4014 Primary Science Methods (3)</td>
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# Referenced to National and State Standards

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<td>ECE 2025 Families, Communities, and Schools</td>
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<td>ECE 2022 Child Guidance in Play-based Contexts</td>
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<td>ECE 3026 Assessment for Young Children</td>
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<td>ECE 4010 Primary Practicum and Opening School</td>
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<td>LSLS 2005 Phonics and Theory in Practice in ECE</td>
<td>Reading Mandate</td>
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NAEYC Professional Standards

Standard 1: Promoting Child Development and Learning

Students prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs and of the multiple interacting influences on children’s development and learning to create environments that are healthy, respectful, supportive, and challenging for each child.

Key Elements of Standard 1:

- 1a: Knowing and understanding young children’s characteristics and needs.
- 1b: Knowing and understanding the multiple influences on development and learning.
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

Standard 2: Building Family and Community Relationships

Students prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children’s development and learning.

Key Elements of Standard 2:

- 2a: Knowing about and understanding diverse family and community characteristics.
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships.
- 2c: Involving families and communities in their children’s development and learning.

Standard 3:
Observing, Documenting, and Assessing to Support Young Children and Families

Students prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key Elements of Standard 3:

- 3a: Understanding the goals, benefits, and uses of assessment.
- 3b: Knowing about assessment partnerships with families and with professional colleagues.
- 3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.
• 3d: Understanding and practicing responsible assessment to promote positive outcomes for each child.

**Standard 4:**
**Using Developmentally Effective Approaches to Connect with Children and Families**

Students prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Students know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

**Key Elements of Standard 4:**

• 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children.
• 4b: Knowing and understanding effective strategies and tools for early education.
• 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches.
• 4d: Reflecting on their own practice to promote positive outcomes for each child.

**Standard 5: Using Content Knowledge to Build Meaningful Curriculum**

Students prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Students understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Students use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.

**Key Elements of Standard 5:**

• 5a: Understanding content knowledge and resources in academic disciplines.
• 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.
• 5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.
Standard 6: Becoming a Professional

Students prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key Elements of Standard 6:

• 6a: Identifying and involving oneself with the early childhood field.
• 6b: Knowing about and upholding ethical standards and other professional guidelines.
• 6c: Engaging in continuous, collaborative learning to inform practice.
• 6d: Integrating knowledgeable, reflective, and critical perspectives on early education.
• 6e: Engaging in informed advocacy for children and the profession.

Ohio Standards for the Teaching Profession

Standard 1. Teachers understand student learning and development and respect the diversity of the students they teach.

• Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
• Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
• Teachers expect that all students will achieve to their full potential.
• Teachers model respect for students’ diverse cultures, language skills, and experiences.
• Teachers recognize characteristics of gifted students, students with disabilities, and at-risk students in order to assist in appropriate identification, instruction, and intervention.

Standard 2. Teachers know and understand the content area for which they have instructional responsibility.

• Teachers know the content they teach and use their knowledge of content-area concepts, assumptions, and skills to plan instruction.
• Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
• Teachers understand school and district curriculum priorities and the Ohio academic content standards.
• Teachers understand the relationship of knowledge within the discipline to other content areas.
• Teachers connect content to relevant life experiences and career opportunities.

**Standard 3.** Teachers understand and use varied assessments to inform instruction, evaluate, and ensure student learning.

• Teachers are knowledgeable about assessment types, their purposes, and the data they generate.
• Teachers select, develop, and use a variety of diagnostic, formative, and summative assessments.
• Teachers analyze data to monitor student progress and learning, and to plan, differentiate, and modify instruction.
• Teachers collaborate and communicate student progress with students, parents, and colleagues.
• Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

**Standard 4.** Teachers plan and deliver effective instruction that advances the learning of each individual student.

• Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
• Teachers use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.
• Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
• Teachers apply knowledge of how students think and learn to instructional design and delivery.
• Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students.
• Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
• Teachers use resources effectively, including technology, to enhance student learning.

**Standard 5.** Teachers create learning environments that promote high levels of learning and achievement for all students.

• Teachers treat all students fairly and establish an environment that is respectful, supportive, and caring.
• Teachers create an environment that is physically and emotionally safe.
• Teachers motivate students to work productively and assume responsibility for their own learning.

• Teachers create learning situations in which students work independently, collaboratively, and/or as a whole class.

• Teachers maintain an environment that is conducive to learning for all students.

Standard 6. Teachers collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning.

• Teachers communicate clearly and effectively.

• Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development, and mental health.

• Teachers collaborate effectively with other teachers, administrators, and school and district staff.

• Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

Standard 7. Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

• Teachers understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.

• Teachers take responsibility for engaging in continuous, purposeful professional development.

• Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvement, and student achievement.
Practice and Demonstration of Critical Performances

Classroom Management Plan

<table>
<thead>
<tr>
<th>Standard</th>
<th>Course</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Formal Assessment (CP/CAEP)</td>
<td>Classroom Management and Learning Com</td>
<td>Juniors, Spring</td>
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Lesson Planning

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<tr>
<th>Standard</th>
<th>Course</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Instruction/Practice (PreK)</td>
<td>Foundations of Creative Expression</td>
<td>Juniors, Autumn</td>
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<tr>
<td>Instruction/Practice (PreK)</td>
<td>Foundations of Reading and Writing</td>
<td>Juniors, Autumn</td>
</tr>
<tr>
<td>Instruction/Practice (PreK)</td>
<td>Foundations of Math and Science</td>
<td>Juniors, Autumn</td>
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<tr>
<td>Instruction/Practice (PreK)</td>
<td>Preschool Practicum</td>
<td>Juniors, Autumn</td>
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<tr>
<td>Instruction/Practice (Prim.)</td>
<td>Social Studies for Young Children</td>
<td>Juniors, Spring</td>
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<tr>
<td>Instruction/Practice (Prim.)</td>
<td>Children’s Literature</td>
<td>Juniors, Spring</td>
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<tr>
<td>Instruction/Practice (Prim.-Sig. Assign.)</td>
<td>Kindergarten Practicum</td>
<td>Juniors, Spring</td>
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<tr>
<td>Instruction/Practice (Prim.)</td>
<td>Primary Math Methods</td>
<td>Seniors, Autumn</td>
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<tr>
<td>Instruction/Practice (Prim.)</td>
<td>Primary Science Methods</td>
<td>Seniors, Autumn</td>
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<tr>
<td>Formal Assessment (CP/CAEP)</td>
<td>Primary Reading and Writing Methods</td>
<td>Seniors, Autumn</td>
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Learning Segment Planning

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<thead>
<tr>
<th>Standard</th>
<th>Course</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Formal Assessment (edTPA Task 1)</td>
<td>Primary Practicum/Internship</td>
<td>Seniors, Autumn &amp; Spring</td>
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Engaging Students and Supporting Learning

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<thead>
<tr>
<th>Standard</th>
<th>Course</th>
<th>Semester</th>
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<tr>
<td>Practice Video and Response (Sig. Assign)</td>
<td>Kindergarten Practicum</td>
<td>Juniors, Spring</td>
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<tr>
<td>Formal Assessment (edTPA Task 2)</td>
<td>Internship</td>
<td>Seniors, Spring</td>
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<tr>
<td>Functional Behavioral Analysis Behavior Support Plan (CP/CAEP)</td>
<td>Learning Strategies</td>
<td>Seniors, Fall</td>
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Assessment:

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<tr>
<th>Standard</th>
<th>Course</th>
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<tr>
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<td>Kindergarten Practicum</td>
<td>Juniors, Spring</td>
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<tr>
<td>Formal Assessment (CP/CAEP/Sig. Assign.)</td>
<td>Assessment for Young Children</td>
<td>Juniors, Spring</td>
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<tr>
<td>Formal Assessment (edTPA Task 3)</td>
<td>Internship</td>
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Comprehensive Performance Evaluation:

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<tr>
<th>Standard</th>
<th>Course</th>
<th>Semester</th>
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<tr>
<td>Practice/ Formal (CAEP)</td>
<td>PreK Practicum</td>
<td>Juniors, Autumn</td>
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<tr>
<td>Practice/ Formal (CAEP)</td>
<td>Kindergarten Practicum</td>
<td>Juniors, Spring</td>
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<tr>
<td>Practice/ Formal (CAEP)</td>
<td>Primary Practicum</td>
<td>Seniors, Autumn</td>
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<tr>
<td>Formal (CAEP)</td>
<td>Internship</td>
<td>Seniors, Spring</td>
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Candidate Dispositions:

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<tr>
<th>Standard</th>
<th>Course</th>
<th>Semester</th>
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<tbody>
<tr>
<td>Formal (CAEP)</td>
<td>PreK Practicum, Kindergarten Practicum, Primary Practicum, Internship</td>
<td>During Cohort Field Experiences</td>
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Notebook/TK20 Binder Review

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<tr>
<th>Notebook/TK20 Binder Review</th>
<th>All Field Experiences</th>
<th>Junior and Senior Years</th>
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CP-ECE Critical Performance
NAEYC-National Association for the Education of Young Children
Sig. Assign.-Practice for edTPA
edTPA-Teacher Performance Assessment

Special Programs

Future Educators of America (FEA)

UC’s FEA chapter is dedicated to fostering the love of teaching, examining the reality of teaching and promoting the rewards of teaching. FEA is open to all UC students; however, our focus is to offer a path for teacher education students to stay connected to their college and to their future profession. Members have the opportunity to work with children and young adults in local schools and FEA chapters.

Kappa Delta Pi (KDP)

Kappa Delta Pi is a prestigious international honor society that recognizes scholarship and excellence in the field of education. Members must have a college GPA of at least 3.0 for undergraduate students or 3.25 for graduate students. KDP members work on several volunteer activities that focus on education. Some of the benefits of being a member of KDP include annual scholarships, professional development, a nationwide job database, and access to the ideas, research, insights, and expertise of internationally renowned educators.
Student Council for Exceptional Children (SCEC)

SCEC is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, gifted children, as well as those typically developing. If you are committed to children, focused on becoming the best educator, and want to meet new people, then SCEC is for you! Membership dues permit you to receive professional development opportunities, journals and newsletters with new research and classroom practices, and the opportunity to attend conventions and conferences.

CECH Tribunal

The purposes of the CECH Tribunal are to ensure that the interests of the students of the college are voiced and to provide student representation on behalf of all undergraduate students in CECH where representation is warranted. In addition, the Tribunal organizes programs and social events for students of the college.

Student Ambassador Program

The Student Ambassador program represents CECH at the University of Cincinnati by assisting with the recruitment and retention of students in the college. CECH Student Ambassadors provide a valuable service by representing the student perspective of University life to prospective and new students. Ambassadors also represent the college at numerous collegiate functions, professional events, and key promotional events. Being selected as a CECH Student Ambassador is an honor that reflects academic rigor and a commitment to the fields of education, health promotion, and education and criminal justice.

Students for the Education of Young Children (SEYC)

SEYC helps students prepare to enter the teaching profession as early childhood educators. It provides opportunities to network with other professionals and members of the Cincinnati Association for the Education of Young Children (CAEYC) and its state and national affiliated groups. Students provide outreach to centers/schools (preschool through grade 3), participate in service projects, and contribute to CAEYC activities such as Week of the Young Child. Past members welcome and mentor all new students.

School of Education Social Media Statement

Please be aware of photos, comments, or group memberships on Facebook or other internet sites that could be embarrassing to the school or employer in which you are to be placed and may be grounds for removal from that placement. These include photos of you or others pictured on your site engaged in drinking, doing drugs, acting in a manner that might be considered lewd or sexually suggestive, or acting in a way that the school, district, or students' parents would find objectionable. Please recognize that this is true even if your friends have posted and labeled photos of you on their sites. Parents, students, and district personnel frequently look at Facebook
pages and search for names of teachers. You are considered a role model for students, and your behavior must be exemplary at all times. Granting access to any PreK-12 students to your personal social media pages is not advisable in any instance. Pictures and posts on such social networking sites are available to the public, regardless of how you may set your privacy settings. Your position in cohort and in your student teaching placements may be in jeopardy if the college or the school determines misconduct is present due to posts or pictures available through the web.

Internet Acceptable Use Policy Statement

During school based field experiences, all candidates are expected to conduct themselves in a professional and responsible manner. This includes adhering to the Internet Acceptable Use Policy (IAUP) that is in place at the school site. In most cases, schools will require teacher candidates to read and sign a statement agreeing to the school’s IAUP in order to gain access to the internet. Candidates must keep in mind that the primary use of the internet while on school grounds is for educational purposes. Inappropriate use of the internet at the school site can expose the school to risks, such as virus attacks, compromises of network systems, and legal issues. If a teacher candidate violates the school’s IAUP, he or she is personally responsible for any consequences of these actions, including fines. Violation of a school’s IAUP could be cause for dismissal from the school site and/or from the Early Childhood Program.

Unprofessional activity including sharing confidential or negative comments regarding your students, mentor teacher, or placement site via social networking may also be cause for dismissal from the Early Childhood Education Program.

Technical Standards
School of Education
University of Cincinnati

Teacher education programs at the University of Cincinnati (UC) require that each candidate demonstrate the physical, cognitive, behavioral, social, and sensory/motor capacity to engage in all aspects of the professional education program, including course and field work, and to develop communication skills and dispositions required for educational professionals. The essential abilities required by UC’s School of Education are in the areas of cognitive/intellectual reasoning, communication, behavioral and social, physical capacity, motor coordination and sensory aspects of education. In the process of program completion, candidates will be required to learn, integrate, and apply large amounts of material and to interact with colleagues as well as students and their families on campus and in the field. These expectations are based on the School of Education’s Conceptual Framework, the Common Core Standards and/or Ohio State Content Standards, Ohio Standards for the Teaching Profession, licensure program standards and requirements, and Council for the Accreditation of Educator Preparation (CAEP). The
candidate’s ability to meet these requirements will be monitored throughout the professional education program.

The purpose of this document is to ensure that potential candidates, at the point of admission to cohort (last 2 years in a licensure program) and throughout the program, understand that they must have the necessary capacity to develop appropriate professional teaching abilities and dispositions in order to successfully complete a licensure degree program and be recommended for licensure.

Criteria

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

Cognitive and Intellectual Reasoning Ability

The candidate must demonstrate the ability to assimilate large amounts of detailed information, integrate that information and be capable of utilizing it for designing, planning, implementing, and evaluating instruction as well as problem solving that addresses children’s academic and behavioral needs. He/she must be able to process information and demonstrate the ability to reason, comprehend, measure, calculate, analyze, memorize, organize, and synthesize complex information. In order to be successful during experiences in the field and clinical settings, the candidate must perceive, understand, and demonstrate the ability to act upon the complex interrelationship between educational theory taught in licensure courses and its practical applications in the field.

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

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

• Assimilate and apply complex information in the form of lectures, small group work, written materials, and field experiences.

Communication Skills

The candidate must be able to demonstrate and use (in English) the knowledge acquired during the preservice education process to elicit, convey, clarify, and transmit information (both in oral and written form) effectively, accurately, efficiently, and sensitively to children, their families, and other members of the instructional team. Candidates must be able to communicate with learners and the instructional team in order to elicit information regarding cognitive/academic ability, address behavioral issues through verbal and nonverbal communication, and communicate with colleagues at the level consistent with the expectations of a professional educator.

Communication and transmission of information includes reading, writing, hearing, and speech. For example, candidates must be able to present legible, accurate, and skillful information in oral and written form to a child, teacher, professor, family, and other members of the instructional team. Candidates must also be able to effectively and efficiently participate in sometimes fast-paced large and small group discussions/interactions and in instructional settings where instructional/educational decisions may depend on rapid communication.

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

• Present lessons with clearly defined structure, clarity, and sequence in a manner that engages all students.

• Communicate with, understand, and observe colleagues, students, and their families in order to conduct conferences and interviews.

• Explain important principles and concepts delineated in professional, state, and institutional standards (e.g. school district policies and standards, school policies, and practice).

• Communicate with people to make assessment and plans known to others including colleagues, and students and their families.

• Provide timely feedback to students to support their learning in whole group, small group, and one-to-one settings.

• Communicate concepts, assignments, evaluations, and expectations with students and members of the instructional team.
• Read, write, speak, and understand English for all business communication at a level consistent with successful course completion and expectations for a professional educator. Use of other languages on breaks or personal time is perfectly acceptable.

• Maintain a command presence in the classroom, including the ability to observe student conduct throughout the classroom, even while working in one-on-one or in small group settings.

Behavioral and Social Skills

The candidate must possess the emotional stability and the maturity necessary to interact with others in a responsible manner, to use sound judgment, and to use ethical and clinical reasoning. The ability to make decisions appropriate to the instruction of all learners, to function in a stressful and demanding environment, to adapt to new and changing situations, and to cope with ambiguity is essential to the development and performance of future teachers. The candidate must be prompt in completion of all responsibilities attendant to the instruction of all learners.

The possession of dispositional skills is equally important. The candidate should demonstrate compassion, empathy, a caring attitude, tolerance, an acceptance of differences, personal generosity toward others, thoughtfulness, and a general concern and respect for other individuals.

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

• Fully utilize intellectual abilities; exercise good judgment and show emotional stability; candidate must be of sound mind and in stable health.

• Organize time and materials, prioritize tasks, perform several tasks at once (multi-tasking), and adapt to changing situations at a level appropriate to the field of teaching.

• Provide high quality instruction with appropriate pacing, so that all students are consistently on task.

• Work calmly and demonstrate flexibility under stress (e.g. work under time constraints, concentrate in distracting situations, make sound subjective judgments, ensure safety in emergencies, and accept constructive review of work from supervisors/faculty in a professional manner).

• Develop positive and mature relationships with colleagues and with students and their families, treating all individuals with respect, using tact and discretion, and setting a positive and respectful tone in interactions with others.

• Display compassion, justice, empathy, integrity, responsibility, and the emotional capacity to handle the varying demands of the teacher’s job.
• Accurately perceive a wide range of interpersonal cues from others and respond appropriately.

• Exercise self-awareness and self-insight in relation to candidate’s own health, stress level, distraction, and emotional state.

• Attend classes, field experiences, and other related events and be punctual.

• Communicate effectively, efficiently, and sensitively with colleagues and with students and families regardless of their race, gender, life-style, sexual orientation, and cultural or social backgrounds.

Physical Capability

The preservice education process is both demanding and challenging. The candidate must have sufficient emotional and physical stamina to acquire the knowledge and skills required in the classroom, to perform the duties in field settings, to participate in activities associated with working with children and their families, to tolerate physically and mentally taxing workloads, and function independently, competently, and effectively under stress. The candidate must be able to complete the licensure program curriculum within the maximum time period specified by the faculty.

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

• Observe/participate in activities associated with teacher education, including but not limited to classroom demonstrations, lessons, classroom interactions, student assessment, classroom and student management, lesson planning, and lesson implementation.

• Observe students accurately at a distance and close at hand; observation necessitates the functional use of senses of vision and hearing and is enhanced by senses of touch and smell.

• Observe students and all subtleties of students’ oral, written, and non-verbal communications, in order to assess and develop communication and academic skills of students.

• Implement multiple teaching strategies/techniques used during instruction; analyze student work and engagement through multiple methods of appropriate assessment (e.g. written, oral, auditory, hands-on, kinesthetic, formal, informal, authentic, standardized, etc.) and manage a safe, predictable, positive classroom environment where all students are engaged in meaningful learning.

• Work a teacher’s contracted day and perform extended and additional duties of the classroom teacher such as parent conferences, open houses, and other assigned duties.

• Make use of the classroom space to facilitate different learning experiences.
Motor Coordination and Sensory Skills

Sufficient motor function, tactile ability, and sensory abilities are required to attend and participate effectively in all classroom, field and clinical settings, and activities that are part of the licensure program curriculum. Candidates must be able to respond to emergencies in a timely manner.

The candidate is also expected to execute both gross and fine muscular movements, equilibrium, and assume reasonable bodily postures required to implement/provide high quality instruction and demonstrate the ability to independently manage a positive dynamic classroom environment.

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

- Demonstrate computer and technological skills at a level consistent with successful course completion and expectations for a professional educator.
- Plan and implement instruction using a wide array of instructional materials and teaching resources (e.g. math manipulatives, science instruments, art materials, audio-visual equipment, etc.).

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

Candidates can be accommodated by mean of auxiliary aids and services and academic adjustments, but a candidate should be able to perform in a reasonably independent manner. A candidate does not perform in a reasonably independent manner if reliance on an intermediary by a candidate is so extensive that a candidate’s own judgment must be mediated by someone else’s power of selection, observation, perception, or cognitive support. For instance, relying on an intermediary to observe developmental milestones of students’ oral, written, or non-verbal communication is not acceptable and would alter the fundamental nature of the licensure programs.

Accommodation may involve an auxiliary aid or service, or academic adjustment but none that substitute for an essential technical skill or supplement pedagogical judgment. Candidate must be free of and not dependent on illicit drugs.