



Master of Education Student Handbook

**School of Education
Shawnee State University
2017-18**

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INTRODUCTION

Shawnee State University (SSU), located in a beautiful tristate-joint area of Southern Ohio, Kentucky and West Virginia, is a student-focused public university, which offers a highly personalized, affordable, and accessible education dedicated to the exploration of emerging technologies and emerging ideas. *SSU is a place where professors know you by name, and where you can make a name for yourself.*

This student handbook will help you understand the unique structure of the Master of Education (M. Ed) programs housed in School of Education, the curricula that we offer, our expectations and requirements on your academic performances. Further, the handbook will provide you with references to the policies, rules, and regulations of the Programs.

This handbook will be available online on the Teacher Education website. You are expected to read the handbook, ask questions if you have any, and gain understanding of its content. You may need to refer to it from time to time throughout your program.

The following is a guide to Master of Education programs at SSU. SSU retains the right to change its course offerings, academic policies and requirements for master's degree programs. In the event that such changes occur while a student is enrolled in a degree program, the following policies are in effect:

- Students are governed by the policies of the most current edition of this manual.
- Students are governed by the degree requirements in the annual catalog in effect at the time of their initial matriculation in the major.
- Students may elect to complete a degree program under the most recent annual catalog. If this choice is made, the student must inform his/her graduate advisor and the Graduate Center, and complete all degree requirements specified in the selected annual catalog.

Word from M. Ed Director

Welcome to Master of Education program at Shawnee State University. Our MEd. program boasts of highly knowledgeable, competent faculty members, who are devoted to the success of our students. All members of the graduate faculty hold their terminal degree in target fields and graduate faculty status awarded by the University graduate committee; they demonstrate content knowledge, skills in how to teach content, and, most importantly, willingness to teach! Our M.Ed. program provides community where the faculty and students know each other, help each other and make each other successful.

Mission Statements

“Preparing learner-centered, independent and inquiring professionals with the abilities to think critically, act ethically, communicate effectively and work collaboratively to meet the diverse needs of all students.”
-- The Master of Education

“The ultimate commitment of education professionals is to the welfare of ALL students.”
– School of Education

“Graduate students with a competitive advantage for professional practice.”
– College of Professional Studies

We prepare today’s students to succeed in tomorrow’s world.
– Shawnee State University

Accreditation Statement

National Council for Accreditation of Teacher Education certifies that Shawnee State University has met rigorous professional standards for the preparation of teachers and other school specialists and is a nationally accredited institution.

NCATE the Standard of Excellence in Teacher Preparation, April 20, 2015

Goals of the M. Ed Program

The Master of Education program has been designed solidly on the Conceptual Framework of School of Education and is devoted to its five program goals:

- 1) Graduates apply their content/discipline area knowledge to create meaningful learning experiences;
- 2) Graduates apply their understanding of human development, learning, and diversity to inform their professional practices;
- 3) Graduates apply their knowledge of environmental influences to create learning environments that support the learning outcomes;
- 4) Graduates apply their knowledge of effective curriculum and instructions to ensure students’ learning outcomes; and
- 5) Graduates model ethical, reflective and inquiring professional practice.

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M. ED PROGRAM CURRICULUM DESIGN

The program curriculum reflects a well-balanced sequence of course work. That is, candidates may complete each concentration within four semesters. The Curriculum and Instruction program consists of 33 credit hours with 18 hours as Educational Core and 15 as content hours. The Interventional Specialist program contains 35 credits including the 18 educational core and 17 content. The Intervention Specialist: Visual Impairment Licensure Program includes 22 hours of graduate core coursework. Program length is one year long - summer to summer. The Teacher Leader Endorsement boasts three 3-hour courses with a total of 9 credits. Both programs and endorsements are well structured, that is, the courses are offered by the semester only, during which *taking summer courses is mandatory*.

At the beginning of the program, each graduate student will obtain an academic plan from the M.Ed. or Program Director, that has been developed for him/her (*please see the chart on next page for detailed information*). Every student is expected to observe the plan with **NO** exceptions; each student must take the courses at the time noted on the plan. If the candidate must take courses at another time due to unforeseen circumstances, the student will be required to take the courses as they are offered. The SSU graduate programs do not have an adequate number of faculty members to offer independent studies for students who have altered their course schedules. For example, If a student prefers to travel instead of taking the classes, then the student will have to wait until the following summer to take the required courses! All the courses are offered via face-to-face for international students and in a blended format for domestic students. Per immigration law and/or SACM regulations, no Saudi students may take any online/hybrid courses unless preapproved by the association. Additionally, per Shawnee State University's Course Credit by Arrangement (CCBA) regulations for graduate programs, each graduate student cannot take more than 15 % of the total credits via CCBA and, meanwhile, must meet the conditions as indicated in the School of Education's Graduate CCBA Amendment. See Course Credit by Arrangement policy and amendment for details on Page ____.

M.Ed. Cohort System

The Master of Education program at Shawnee State University enrolls students twice a year and engages students according to the cohort model. Specifically, the M.Ed. program will offer a fall and spring cohort every academic year with a maximum of 15 students in each concentration for each concentration cohort. See the application procedures and requirements at the following link.

<http://www.shawnee.edu/offices/graduate-center/graduate-admission.aspx>

M. Ed Program Majors

The Program at Shawnee State University offers two graduate-degree-seeking programs (Curriculum and Instruction, and Intervention Specialist with initial licensure), one licensure at graduate level (Intervention Specialist – Visual Impairments Licensure Program), and one post graduate-level certificate (Teacher Leader Endorsement). See the program Descriptions below.

Curriculum & Instructions

The C&I program provides graduate education opportunities to the a broad number of educators. The

program retains the mission of “preparing learner-centered, inquiring professionals.”

The goals of the program are to enable students to apply their content/discipline area knowledge to create meaningful learning experiences, apply their understanding of human development, learning, and diversity to inform their professional practice, apply their knowledge of environmental influences to create learning environments that support the learning outcomes, apply their knowledge of effective curriculum and instruction to ensure students’ learning outcomes, and model ethical, reflective and inquiring professional practice.

The program offers a total of 33 hours; all the courses are offered through evening, weekend, and summer classes, using a blend of traditional and online delivery approaches.

Intervention Specialist (K-12) with Initial Licensure

Upholding the same goals and learning outcomes, the Intervention Specialist program prepares its graduates to apply for an initial license in Special Education within sixty days after completing the program and passing the OAE 004, 043 and 090 tests. The program offers a total of 35 hours; all the courses are offered through evening, weekend, and summer classes, using a blend of traditional and online delivery approaches. To meet special needs of various students, the M.Ed. Intervention Specialist program is open to those who have a bachelor’s degree and a teaching license in intervention specialist, early childhood, middle childhood or adolescent young adult. It is also open to those who possess a degree outside education but engage in working with students. However, the pathways may require additional courses so that the candidate will meet all the pertinent licensure requirements. See Table 1 below for details.

Table 1 - EDIS Pathway Courses and Tests

Course Names:	Hours	★
Tests to be taken OAE043, OAE 004, & OAE 090 (Reading) Note: OAE 043 will have to be passed before student teaching (EDIS6585).		
READING CORE		
EDRE 3287: Matching Books to Readers	3	
EDRE 2202: Foundation of Literacy	3	
EDRE 2204: Teaching Phonics (Summer online)	3	
EDRE 3305: Teaching Reading in the Content Area (Summer online)	3	
	12 Hours	
PSYCHOLOGY		
PSYC 1101: Intro to Psychology	3	
PSYC 2130: Child and Adolescents Psychology (Summer online)	3	
	6 Hours	
TAG COURSES		
EDUC 1115: Intro to the Teaching Profession (fall/spring)	3	
PSYC 2170: Educational Psychology (fall/spring/intersession)	3	
EDIS 2250: Exceptional Learning Needs (fall/Spring)	3	
EDUC 2230: Educational Media, Technology, & Computers	3	
EDUC2245: Education in a Multicultural Society	3	
EDUC3310 Curriculum and Assessment	3	

18 Hours

Intervention Specialist: Visual Impairment Licensure Program

Shawnee State University is the lead University in a multi-institution collaborative called the TVI Consortium. This collaborative program is designed to train new teachers of the visually impaired (TVIs). TVIs are uniquely equipped to provide specialized assessment and instruction to students with visual impairments, including but not limited to; braille reading and writing, assistive technology, tactile graphics, adaptation of core curriculum materials and instruction in the expanded core curriculum for students with visual impairments. The program includes 22 hours of graduate core coursework, delivered in an online format, with extensive field experiences and a summer practicum. The one-year program prepares students to take the Ohio Educator Assessment and the licensure requirements needed to become a licensed TVI in Ohio. This program is a licensure only program and does not lead to a Master's Degree. For detailed information, please contact Dr. Karen Koehler via email kkoehler@shawnee.edu. You can also go to the following link for detailed information.

<http://www.shawnee.edu/offices/graduate-center/isvi-licensure.aspx>

Table 2 - EDVI Pathway Courses and Tests

Course Names:	Hours	★
Tests to be taken OAE 045		
OAE 090 (Reading) **For those not previously licensed as an Intervention Specialist		
READING CORE		
EDRE 3287: Matching Books to Readers	3	
EDRE 2202: Foundations of Literacy	3	
EDRE 2204: Teaching Phonics (Summer online)	3	
EDRE 3305: Teaching Reading in the Content Area (Summer online)	3	
**previous university transcripts will be evaluated for required reading core courses		
		12 Hours
CORE COURSES		
EDVI 6201 Overview of Visual Impairment within Special Education (Summer)	3	
EDVI 6202 The Eye, Brain, and Sensory Connections; Impact of Visual Impairment (Fall)	3	
EDVI 6205 Low Vision and Low Vision Supports for the child with VI (Fall)	2	
EDVI 6203 Braille Instructional Practices and Procedures (Spring)	4	
EDVI 6206 The Expanded Core Curriculum & Literacy (Spring)	3	
EDVI 6204 Braille Competency Check (Summer)	1	
EDVI 6207 Guidelines for Teaching Children with Visual Impairments who are Deafblind (Summer)	4	
EDVI 6208 Practicum in Visual Impairment (Summer)	2	
		22 Hours

Teacher Leader Endorsement

In addition to the above three graduate programs, the School of Education offers a post-graduate program or Teacher Leader Endorsement. The endorsement program consists of 9 hours in three courses, which are listed below.

Course #	Title	Semester Offered
EDTL 6801	Advanced Teacher Leadership	Spring
EDTL 6802	Collaboration/Teacher Leader Development	Summer
EDTL 6803	Coaching and Mentoring Teacher Leader	Fall

M.Ed. Course Sequence and Cohort Academic Plan

The curricula offered by Curriculum and Instruction, and Intervention Specialist Master's programs are presented in the tables below.

Table 3 The C&I, and IS Curriculum

C&I Strand	C&I and IS	IS Strand
	← EDUC 5501 →	
	← EDUC 5502 →	
	← EDUC 5503 →	
	← EDUC 5504 →	
	← EDUC 5505 →	
	← EDUC 5506 →	
	← EDUC 5508 →	
	← EDUC5509* →	
EDCI 6601		EDIS 6250
EDIC 6602 or 6603		EDIS 6252
EDCI 6604		EDIS 6283
EDCI 6605		EDIS 6314
EDCI 6606		EDIS 6425
		EDIS 6585
		EDCI 6311

Note: EDUC5509 is needed only when a graduate failed EDUC5508.

Course Sequencing Timeline

All the courses for the two Master's programs are offered in a tight sequence that is semester related. For detailed information, please see Tables 4 and 5 below.

Table 4 Course Offering Schedule for Fall Cohorts

C&I Fall Cohort	1 st 8	2 nd 8	15	IS Fall Cohort	1 st 8	2 nd 8	15
<u>Fall 1 (9 hours)</u>				<u>Fall 1 (9 hours)</u>			
EDUC5501 Cognitive & Motivational Theory 3		x		EDUC5501 Cognitive & Motivational Theory 3		x	
EDUC5502 Technology Integration for Learning 3	x			EDUC5502 Technology Integration for Learning 3	x		
EDCI6602/6603 Curric Planning 3	x			EDIS6250 Nature & Needs 3	x		
<u>Spring (9 hours)</u>				<u>Spring (9 hours)</u>			
EDUC5504 Educ. Data Analysis 3	x			EDUC5504 Educ. Data Analysis 3	x		
EDCI6605 Critical Studies in Multicultural Educ. 3		x		EDIS6252 Adaptive & Assis. Technology 2		x	
EDCI6606 Teacher as Leaders 3	x			EDIS6283 Collaboration in Spec Educ. 3		x	
				EDIS6425 IS Methods 2			x
<u>Summer (9 hours)</u>				<u>Summer (9 hours)</u>			
EDUC5503 Philosophy of Educ 3			x	EDUC5503 Philosophy of Educ. 3			x
EDUC5505 Educ Research 3			x	EDUC5505 Educational Research 3			x
EDCI6601 Principles of Curriculum Theory 3			x	EDIS6314 Behavior Management & Intervention 3			x
<u>Fall 2 (6 hours)</u>				<u>Fall 2 (6 hours)</u>			
EDUC5506 Capstone Seminar 1		x		EDUC5506 Capstone Seminar 1	x		
EDUC5508 Capstone Research 2	x	x		EDUC5508 Capstone Research 2	x	x	
EDCI6604 Advanced Assessment 3	x			EDIS6311 Assessment in IS Edu 2	x		
				EDIS 6585 Instructional Practicum 2			x
EDTL 6801 -- Spring			EDTL 6802 – Summer			EDTL 6803 – fall	

Notes: 1) EDIS6586 will be offered to International students for eight weeks.

2) Occasionally, certain course(s) may be changed due to the enrollment.

Table 5 Course Offering Schedule for Spring Cohort

C&I Spring Cohort	1 st 8	2 nd 8	15	IS Spring Cohort	1 st 8	2 nd 8	15
<u>Spring (9 hours)</u>				<u>Spring 1 (9 hours)</u>			
EDUC5504 Educ Data Analysis 3	x			EDUC5504 Educ. Data Analysis 3	x		
EDCI6605 Critical Studies in Multi-cultural Educ. 3		x		EDIS6252 Adapt. & Assis. Tech. 2	x		
EDCI6606 Teachers as Leaders 3			x	EDIS6283 Collaboration in Spec. Education 3		x	
<u>Summer (9 hours)</u>				<u>Summer (9 hours)</u>			
EDUC5503 Philosophy of Educ. 3			x	EDUC5503 Philosophy of Educ. 3			x
EDUC5505 Educational Research 3			x	EDUC5505 Educ. Research 3			x
EDCI6601 Principles of Curriculum Theory 3			x	EDIS 6314 Behavior Management & Intervention 3			x
<u>Fall 1 (9 hours)</u>				<u>Fall 1 (11 hours)</u>			
EDUC5501 Cognitive & Motivational Theory 3		x		EDUC5501 Cognitive & Motivational Theory 3		x	
EDUC5502 Technology Integration for Learning 3	x			EDUC5502 Technology Integration for Learning 3	x		
EDCI6602/6603 Curriculum Planning & Implementation 3				EDIS6311 Assessment in Special Education 2			
EDCI6604 Advanced Assessment for Curriculum & Instruction 3	x			EDIS6250 Nature & Needs 3	x	x	
		x					
<u>Spring (3 hours)</u>				<u>Spring 2 (3 hours)</u>			
EDUC5506 Capstone Seminar 1				EDUC5506 Capstone Seminar 1			
EDUC5508 Capstone Project 2	x			EDUC5508 Capstone Project 2	x		
	x	x		EDIS6425 Methods 2	x	x	
				EDIS 6585 Instructional Strategies Practicum 2			x
							x
EDTL 6801 – Spring			EDTL 6802 – Summer			EDTL 6803 – Fall	

Notes: 1) EDIS6586 will be offered to International students for eight weeks.

2) Occasionally, certain course(s) may be changed due to the enrollment.

Academic Plan by the Cohort

Table 5 - Academic Plan for Curriculum and Instruction Spring Cohort

Spring 2018 (9 hours)

EDUC5501 Cognitive & Motivational Theory	3 hours
EDUC5502 Technology Integration for learning	3 hours
EDCI 6606 Teacher as Leaders	3 hours

Summer 2018 (9 hours)

EDUC5503 Philosophy of Education	3 hours
EDUC5505 Educational Research	3 hours
EDCI6601 Principles of Curriculum Theory	3 hours

Fall 2018 (9 hours)

EDUC 5504 Data Analysis	3 hours
EDCI 6602 or 6603 Curriculum Planning	3 hours
EDCI6604 Advanced Assessment for C&I	3 hours

Spring 2019 (6 hours)

EDCI 6605 Multicultural Education	3 hours
EDUC5506 Capstone Seminar	1 hour
EDUC5508 Capstone Research Proposal	2 hours

(Note: All the courses will be offered via face-to-face format)

Table 6 - Academic Plan for Intervention Specialist Spring Cohort**Spring 2018 (11 hours)**

EDUC5501 Cognitive & Motivational Theory	3 hours
EDUC5502 Technology Integration for Learning	3 hours
EDIS6252 Adaptive & Assistive Technology	2 hours
EDIS6283 Collaboration in Special Education	3 hours

Summer 2018 (9 hours)

EDUC5503 Philosophy of Education	3 hours
EDUC5505 Educational Research	3 hours
EDIS6314 Behavior Management & Intervention	3 hours

Fall 2018 (8 hours)

EDUC5504 Data Analysis	3 hours
EDIS6311 Assessment in Special Education	2 hours
EDIS6250 Nature & Needs	3 hours

Spring 2019 (7 hours)

EDUC5506 Capstone Seminar	1 hour
EDUC5508 Capstone Project	2 hours
EDIS6425 IS Methods	2 hours
EDIS 6585 Instructional Strategies Practicum	2 hours

(Note: All the courses will be offered via face-to-face format)

M. ED Education Core Course Descriptions

EDUC 5501 – Cognitive/Motivational Theories

Provides an overview of childhood, adolescent and young adult cognitive development and motivation theory in the context of current research. Prepares teachers to understand the relationships between human brain function and all aspects of human behavior and development and to create developmentally appropriate teaching practices that support the learning of each individual, typical and atypical. **Pre-req:** Admission in the program **Lecture hours:** 3 **Course/Lab Fee:** \$

EDUC 5502 – Technology Integration Learning

This course examines antecedents, foundations, issues, trends and practices associated with the theory and practice of computer-based instructional technologies; project-based approach. **Prereq:** Admission in the program. **Lecture hours** 3 **Course/Lab Fee** \$

EDUC 5503 – Philosophy of Educational Professional Ethics

This course examines classic ethical approaches to problem-solving in conjunction with the knowledge, skills and dispositions needed to make professional decisions in the modern educational environment. Includes analysis and discussion of ethical case studies related to education. **Prereq:** Admission in the program. **Lecture hours** 3 **Course/Lab Fee** \$

EDUC 5504 – Educational Data Analysis

Examines measurement techniques, quantitative and qualitative data collection methods, and statistical and qualitative data analysis techniques. Emphasis is on the understanding and application of descriptive and inferential statistics in educational research and K-12 classrooms. **Prereq:** Admission in the program. **Lecture hours** 3 **Course/Lab Fee** \$

EDUC 5505 – Educational Research

Introduces research terminology, methods, purposes, and procedures, along with critical evaluation of research. Formal methods for writing research reports in APA style are introduced. Development of a proposal for the capstone course begins in this class. **Prereq:** EDUC 5504 and Admission to the program **lecture hours** 3 **Course/Lab Fee** \$

EDUC 5506 – Capstone Seminar

Provides instruction and supervision for the continued development of the capstone project, with a focus on style, technical aspects, and research methodology. **Prereq:** EDUC 5504 and Admission in the M.Ed program. **Course/Lab Fee** \$

EDUC5508 – Capstone Project

This is the culminating experience in which students complete the research proposal begun in EDUC 5505 or they complete the National Board of Certification Application process. **Prereq:** EDUC 5504 and Admission in the program. **Coreq:** EDUC 5506 or EDUC 5507 **Course/Lab Fee** \$

The M.Ed. Curriculum and Instruction Strand Course Descriptions

EDCI 6601 – Principles of Curriculum Theory

Introduces the fundamental and historical concepts and principles of curriculum design and development, with a wide range of curriculum models in different theoretical frameworks to serve the needs of all students, both typical and atypical. **Lecture hours 3 Course/Lab Fee \$**

EDCI 6602 – Curriculum Planning and Implementation PreK-6

Focuses on research-based curricular and instructional models that are associated with effective and standards-based instruction and learning for both typical and atypical students in PreK-6 classrooms. Emphasis on purposes, materials and practices associated with effective secondary schools. **MUST HAVE CURRENT OR EXPIRED TEACHING LICENSE/CERTIFICATE OR BE IN A SCHOOL-RELATED SUPPLEMENTAL SERVICES POSITION, SUCH AS SPEECH THERAPIST OR LIBRARIAN. Prereq: Instructor Permission required lecture hours 3 Course/Lab Fee \$**

EDCI 6603 – Curriculum Planning and Implementation Grades 7-12

Focuses on research-based curricular and instructional models that are associated with effective and standards-based instruction and learning for both typical and atypical students in 6-12 classrooms. Emphasis on purposes, materials and practices associated with effective secondary schools. **MUST HAVE CURRENT OR EXPIRED TEACHING LICENSE/CERTIFICATE OR BE IN A SCHOOL-RELATED SUPPLEMENTAL SERVICES POSITION, SUCH AS SPEECH THERAPIST OR LIBRARIAN. Prereq: Instructor Permission Required lecture hours 3 Course/Lab Fee \$**

EDCI 6604 – Advanced Assessment in Curriculum and Instruction

Examines teachers' use of formal and informal assessments in measuring student performance and in developing appropriate instruction for all students, both typical and atypical. Focuses on the design, implementation, and evaluation of strategies for assessing student learning for diagnostic purposes as well as for measuring achievement (including high-stakes testing). **MUST HAVE CURRENT OR EXPIRED TEACHING LICENSE/CERTIFICATE OR BE IN A SCHOOL-RELATED SUPPLEMENTAL SERVICES POSITION SUCH AS SPEECH THERAPIST OR LIBRARIAN. Prereq: Instructor Permission Required lecture hours 3 Course/Lab Fee \$**

EDCI 6605 – Critical Studies in Multicultural Education

Assists students to acquire the critical pedagogy framework with which to examine strengths and issues in education in the American pluralistic society and around the world, with an emphasis on anti-oppression and social justice to maximize learning for all students in a just and caring environment. **Lecture hours 3 Course/Lab Fee \$**

EDCI 6606 – Teachers as Leaders

Explores ways of transforming teachers to instructional leaders through understanding various leadership roles and skills for supporting effective student learning and development for all students. **MUST HAVE CURRENT OR EXPIRED TEACHING LICENSE/CERTIFICATE OR BE IN A SCHOOL-RELATED SUPPLEMENTAL SERVICES POSITION SUCH AS SPEECH THERAPIST OR LIBRARIAN. Prereq: Instructor Permission Required. Lecture**

hours 3 Course/Lab Fee \$

The M.Ed. Intervention Specialist Course Descriptions

EDIS 6250 – Nature & Needs of Students with Mild/Moderate Disabilities

An in-depth examination of characteristics, similarities and differences among children, with mild/moderate disabilities focusing on providing an overview of physical, mental, emotional and behavioral exceptionalities in children ages 5-21 and the educational and social implications of each. Field experience required. **Prereq:** Admission to the program. **Lecture hours 3 Course/Lab Fee \$**

EDIS 6252 – Accommodations & Technologies for Students w/ Mild/Moderate Disabilities

Designed to prepare the Intervention Specialist for meeting the technology needs of students with exceptional learner needs in the school setting. Focus on adaptation and modification of both WINDOWS and MAC platforms to accommodate individuals who need graphic, sound and environmental interface support to access technology to support meeting IEP goals and objectives as part of accessing school curriculum. Also covers use of adaptive devices. **Prereq:** Admission to the program. **Lecture hours 2 Course/Lab Fee \$**

EDIS 6283 – Collaboration & Transition Models – Diverse Families, Schools & Communities

Focus is on development of oral and written collaboration and consultation skills. In-depth examination of collaboration/consultation and teaming approaches for working with teachers, parents and other professional individuals within school and community concerning needs of students with mild/moderate disabilities. Focus on issues and practices designed to accommodate developmental patterns of secondary level students with mild/moderate disabilities. Focus placed on school to work and school to community transitions. **Prereq:** Admission to program. **Lecture hours 3 Course/Lab Fee \$**

EDIS 6311 – Assessments & Instructional Planning for Individuals with Mild/Moderate Disabilities

Delineates federal, state and local laws, procedures, policies and standards related to the assessment, eligibility, identity process, Individualized Education Programs and placement of students into special education programs. Legal history, provisions, rights, current research and issues concerning parents, teachers and other school and community professionals in relation to students with disabilities. Ethical issues related to assessment, placement, medication, orientation and gender biases. Importance of teacher serving as a role model for students with exceptional needs while maintaining and promoting a high level of competency and integrity in professional practices. **Prereq:** Admission to program. **Lecture hours 2 Course/Lab Fee \$**

EDIS 6314 – Classroom Management & Behavioral Interventions

Create and facilitate physically and emotionally safe environments that promote understanding, diversity, critical thinking and problem solving. Development, maintenance and generalization of knowledge and skills across environments, settings and the life span. Use direct motivational and instructional interventions and use an effective and least intrusive manner of intervening with students with ELN in a crisis. Teacher candidates complete both a Management Philosophy and a Personal Management System. **Prereq:** Admission to the program. **lecture hours 3 Course/Lab Fee \$**

EDIS 6245 – Curriculum & Instruction for K-12 Children with Exceptional Needs

Evidence-based instructional strategies to individualize instruction and assessment for individuals with mild/moderate ELN to promote challenging learning in both the general and special curricula and to appropriately modify learning environments with said modifications and positive behavioral supports. Maximize engagement and social interactions—students with students, adults, texts, technology in an effort to enhance academic and social learning through the application of critical thinking skills and performance-based assessment. Consideration of Developmentally Appropriate Practices and materials and the characteristics of the ELN are reflected in selection of materials and activities to engender self-motivation, self-efficacy, and self-monitoring. Particular attention is given to transition plans and the content needed for high stakes testing and State Academic Content Standards. **Prereq:** Admission to the program **lecture hours 2 Course/Lab Fee \$**

EDIS 6585 – Instructional Strategies Internship

Culmination of the graduate program with a concentration in Intervention Specialist Mild/Moderate. Candidates must complete a minimum 12-week, supervised, clinical internship in a school-based classroom instructional setting. The classroom must be serving students with identified Exceptional Learner Needs. **Prereq:** Admission to the program. **Lecture hours 2 Course/Lab Fee \$**

Teacher Leader Endorsement Course Descriptions

EDTL 6801-- Advanced Teacher Leadership

This course will offer Teacher Leaders the chance to examine their own leadership styles and beliefs, while learning more about leadership in general, and school leadership, specifically. The culminating project is to use developed skills and knowledge to develop a team approach to address real solutions to real world issues in the schools. Lecture hours: 3

EDTL 6802 -- Collaboration: Leading and Facilitating Teacher Development

This course will aid in the understanding and knowledge of how one can use collaboration and facilitation skills with groups: including consensus building and team building strategies along with problem-solving skills that work in school settings. The culminating project is the leading of a school team or group, to experience and understand the development of that group, with the support of the instructional team. Lecture hours: 3

EDTL 6803 -- Coaching and Mentoring for Improved Results

This course focuses on developing the knowledge, skills, and dispositions necessary for Teacher Leaders to provide high levels of effective coaching and mentoring focused on improving teaching practices and learning for all students. The culminating project is mentoring and coaching teachers in your district, in a safe “practice field” and within guidelines set per school and district policies. Lecture hours: 3

Intervention Specialist: Visual Impairments Licensure Program

EDVI 6201 - Overview of Visual Impairment within Special Education

This course provides a foundation of Visual Impairment Education; past and current practices and philosophy within the scope of current VI education practices and expectations. Beginning with a brief history of visual impairment education, legislation and philosophy, the course will address inclusion, Accessible Materials, (AIM/AEM), use of APH funds, The Common Core Curriculum and iCanConnect (for Deaf-Blind communication including technology). An overview of key definitions and legal aspects regarding VI Education in IDEA and Ohio Revised Code related to Visual Impairment education will be addressed, as will an overview of the Expanded Core Curriculum (ECC) focusing on specific VI components. Legislation parts B & C for provision of related services in Ohio Revised Code and IDEA will be covered. Early Intervention Services Plan (ECIS & Birth to 3) and working with paraprofessionals for support of the VI child will be components of the course. Candidates will learn the requirements for a good IEP for VI or DB children, including the development of Braille Goal(s). Priority will also be given to involving parents in the education/IEP process of their child along with the staffing and effective planning of an effective IEP for the VI or DB child. **Lecture hours 3 Course/Lab Fee \$**

EDVI 6202 - The Eye, Brain, and Sensory Connections: Impact of Visual Impairment

The main focus of this course is the anatomy and physiology of the eye, major eye diseases and conditions leading to blindness or various levels of low vision, and basic terminology involved in clinical and functional eye evaluations. Eye conditions, etiology of eye diseases and the sensory system of the brain will be addressed for incorporation into a portfolio resource folder (Section 2 of Professional Portfolio). Key content of this course will focus on understanding and interpreting clinical and medical assessments and records and how this impacts the educational needs of the child who is visually impaired and the IFSP/IEP. The ORC requirements for eye reports and other legislative requirements for the education of children who are visually impaired and their implications will be addressed. This course will provide an overview of the senses of hearing, touch, taste, smell, as well as the vestibular and proprioceptive senses. It will also contain a component on functional (residual) vision and determining/understanding how a child is using this vision. Sensory integration and its role with the child who is visually impaired along with the role of touch, listening, and other senses will be addressed in terms of their importance in supporting and educating the child who is visually impaired. **Lecture hours 3 Course/Lab Fee \$**

EDVI 6203 - Braille Instructional Practices and Procedures

Instructional practices for developing and supporting Braille usage and mastery in children who are visually impaired will be the focus of this course. This includes, but is not limited to, UAB and EBAE codes, the Nemeth Code, braille graphics (maps, charts, etc.), and an overview of other braille codes (e.g., music, other languages). The course will also look at alternate communication and literacy for children who are blind/visually impaired, but who have additional disabilities that do not allow them to use conventional braille or braille methods. Determining whether braille is viable for a child will

be included in IEP statements, as well as the development braille goals. Candidates will learn how to estimate time needed per child - depending on individual needs and supporting a child's IFSP/IEP. Current braille technology will be demonstrated and explained (e.g., refreshable braille), and how to teach the use of braille equipment. This will include use of the basic Perkins brailler, slate and stylus, computerized and other sophisticated braille equipment, the abacus, calculators, GPS and its uses, daily living equipment (braille watches and alarms, labels, etc.), and other relevant tactile equipment. **Lecture hours 4 Course/Lab Fee \$**

EDVI 6204 - Braille Competency Check

This course will be a competency check of the skills and practices developed in EDVI Course 3. Specific Braille measures of practices and demonstration of candidate braille instructional competencies, with supportive feedback and guidance will occur to support the candidate's growth as a teacher of Braille to VI students in P-12 instructional settings. **lecture hours 1 Course/Lab Fee \$**

EDVI 6205 - Low Vision and Low Vision Supports for the VI Child

The focus of this course will be on supporting the needs of the large majority of the population of children who are visually impaired - children who have low vision. Visual and sensory efficiency techniques to support the LV child along with other instructional supports will be emphasized. These include, but are not limited to, appropriate-sized large print, current technology supports, instructional supports, modifications and accommodations, and information from optometrists and/or ophthalmologists, therapists and orientation and mobility instructors. Against the background of information on eye anatomy and physiology from course two, this course will emphasize the physics of optics and how it relates to various parts of the eye and eye conditions. It will also include information on the optics of various types of corrective lenses, magnifiers, a variety of other visual equipment, and how to determine what functions for a specific child. Information on magnification will also include determination of print size, lighting, book surfaces, and other related information. **Lecture hours 2 Course/Lab Fee \$**

EDVI 6206 - The Expanded Core Curriculum & Literacy

Course content will focus on literacy and the expanded core curriculum in the education of the VI Child, along with life skills including independent living skills, guide dogs, technology, PE/Adaptive PE and movement, social interaction skills, and career skills. Transition skills from school to post-school will be included in the course along transitions at all education levels Preschool to Post-School. The expanded core curriculum impacts all through the child's life, and is the foundation of VI Educational practice. Building the collaboration skills and contacts to work with the O&M specialist, and other related services (i.e. OT, PT), will be a focus of the course and the critical role of these professionals in the education of the VI Child. Compensatory and functional skills needed by the TVI include such learning experiences as concept development, spatial understanding, study and organizational skills, speaking and listening skills, and adaptations necessary for accessing all areas of the existing core curriculum will be addressed in the course. The course will emphasize that among children with VI, communication needs will vary, depending on degree of functional vision, effects of

additional disabilities, and the task to be done. In-depth knowledge of Braille, large print, print with the use of optical devices, regular print, tactile symbols, a calendar system, sign language, and/or recorded materials to communicate. In-depth instruction to support instruction for the child with visual impairment in all areas will be addressed. Candidates will know how to modify and/or alter materials for children who are visually impaired so they can use compensatory and functional skills to learn. **Lecture hours 3 Course/Lab Fee \$**

EDVI 6207 - Guidelines for Teaching Children with Visual Impairments Who Are Deaf/Blind

This course will focus on meeting the needs and understanding the P-12 child's educational needs and personal implication of multiple conditions in addition to vision impairment. This course will strongly target the needs of the child who has Deaf blindness/dual sensory impaired. The needs of the child with Deaf Blindness or the VI Concomitant child will be addressed. The additional concomitant conditions may also include Autism, Traumatic Brain Injury, Intellectual Disability, Orthopedic Impairments, or the Impact of Various Syndromes—Usher's Syndrome, Charge Syndrome, CMV, etc. Use of multi-modal communication systems, development and maintenance of alternative literacy skills, and alternative assessments will be addressed along with the implementation of the extended standards as a basis for instructional planning. Functional life skills assessment and the impact on family/caregivers will be covered. Professional collaboration with interveners, para-professionals, related service professionals, and Braille Specialists involved in providing support to the child will be addressed. Adaptation of assessments to accurately address the child's skills and knowledge will be a core component of the course. **Lecture hours 4 Course/Lab Fee \$**

EDVI 6208 - Practicum in Visual Impairment

This course represents the clinical practice/practicum portion of the **EDVI** program. Candidates are required by ORC to complete 12 weeks of experience with VI children, four weeks of which must include planning and leading instruction with VI children. Each candidate will be evaluated on 4 occasions by the IHE faculty as part of this experience. Candidates will also receive feedback from their VI mentor over the course of the experience. At the end of the practicum experience/VI licensure program, candidates will complete a self-evaluation using the same instrument utilized by their university supervisor and will develop and present their philosophy of education for the VI Child. **Credit hours 2 Course/Lab Fee \$**

Estimated Budget for 2017-18 Academic Year

Full-Time (9 - 15 credit hours)	AY 2017-18 (per semester)
<i>In-State Tuition</i>	
Instructional Fee	\$4,515.39
General Fee	\$134.19
Technology Fee	\$46.44
Total In-State Tuition	\$4,696.02
<i>Out-of-State Surcharge</i>	
(does not apply to students from counties included in reciprocal agreements)	\$6,521.71
<i>University Center Bond Fee</i>	
(applies to Fall and Spring semesters only)	\$150.00

FIELD EXPERINCE AND CLINICAL PRACTICUM

The complexities of the teaching profession are unrivaled. Teachers are decision-makers and change agents in the lives of students and schools. As such, they have the tremendous responsibility to influence what students learn, how students learn, and how students think about themselves.

The mission of the teacher education program at Shawnee State University is that of a reflective and inquiring professional. Assuming that teachers continue to develop cognitively, technically and professionally over time, the program emphasizes dispositions of life-long learning in addition to the acquisition of specific knowledge and skills.

The Shawnee State University's Master of Education Programs seek to lead teacher candidates to a greater mastery of teaching specialization, an increased understanding of the liberal arts perspective, a wider context within which to make good choices, a research-based professional education core, and a greater sense of the need to contribute to the present community through their service and to future communities through their students' lives.

General Requirements for Field Experience

All the graduate students in the two concentration programs at Shawnee State University will be provided opportunities to engage in field experiences with PreK-12 children through observation and participation in area schools. The Curriculum & Instruction program offers mini-internships by integrating field experiences into the program strands and courses. In addition to the 100 hours of field experiences integrated into each individual EDIS courses, the Intervention Specialist program offers an intense internship in EDIS6585, which the candidates will take in their last semester of completing the program. Throughout the internship, each intern will be supervised by cooperating

teacher or master teacher, and a university supervisor. To be eligible for the internship experience, all the IS graduate students must:

- Apply for internship one semester in advance
 - On the application complete a Statement of Good Moral Character
- Complete all the pre-requisites for their educational core courses and content courses maintaining an overall GPA of 3.0
- Earn a B or better in all courses
- Have a current BCI & FBI background check on file
- Complete the SSU Domains of Teacher Capacity on the application
- Take and pass the Ohio Assessment for Educators exam(s) for their licensure area(s)

General Requirements for Clinical Practice

In Master of Education program, we integrate field experiences into core courses to. The experiences begin by exploring learning environments and progresses to engaging learners in content knowledge, assessment and instruction, continually developing the necessary communication and professional skills to be an effective educator. Almost every semester includes a field experience. Clinical Practice (student teaching) is a critical element in the development of qualified teachers. It provides teacher candidates with a cumulative, integrative experience that enables them to apply their previous course work and professional experiences under the guidance of a qualified classroom teacher and a university supervisor. Clinical practice is a collaborative experience between Shawnee State University and our partner schools. The clinical faculty, university supervisor, and teacher candidates are the core of the clinical experience. The clinical school administrators and staffs, along with the SSU School of Education, provide the necessary support to insure a successful clinical teaching experience.

The M.Ed. programs' clinical practice will abide by the program policies regarding licensure and assignment requirements. For detailed information, please see the documents on next two pages. All the placements will be made by Mr. Tim Davis, Field and Clinical Coordinator of School of Education. Mr. Davis can be reached via Phone: (740) 351-3297 and e-mail: tdavis@shawnee.edu, his office is Room 108, School of Education building.

Note: In addition to the above requirements on field experiences, each field practitioner must abide by School of Education Student Teaching Handbook which is available on the website below:

<http://www.shawnee.edu/academics/teacher-education/media/student-teaching-handbook.pdf>

Requirements for Licensure-Seeking Clinical Practitioners

Note: this document consists of three parts: the first part is for clinical practitioner or student teacher, the second one for university supervisor and the third for on-site faculty or cooperating teacher.

Part I - Clinical Practitioner's Responsibilities:

- a) *Duration of Internship for the License-Seeking Clinical Practitioners:*** License-Seeking Clinical Practitioners refer to those who have been enrolled in the Intervention Specialist Education program to seek for 1) add-on license, 2) initial IS license, or 3) alternative license, and will be conducting clinical practicum in the current semester. This internship is a full day, 15-week field experience. During the 15-week experience, the clinical practitioners will be responsible for following the field school and teacher's schedule including duties, teacher meetings, professional development sessions, parent meetings etc. They are also expected by the 3rd week of the placement to have assumed full instructional responsibilities, continue doing so for 9 more weeks, and then gradually release responsibility to the cooperating teachers. (Note: if the practitioner is teaching in his/her own classroom, then, he/she will take the full responsibility throughout the semester under the supervision of master teachers).
- b) *Evaluation:*** The license-seeking practitioner will be evaluated a minimum of 7 times during the experience with two 3-ways (mid-term and final), between the practitioner, cooperating teacher (if having one) and university supervisor. The evaluations will be spread over the entire experience. All the practitioners need to have lesson plans in the SSU format available in 3-ring binder for each evaluation. They will also complete a self-evaluation of their teaching performance using the SSU clinical practice evaluation. The self-evaluation, university faculty evaluation and, cooperating teacher's evaluation (if having one) should be compared, shared and discussed at the final 3-way conference.
- c) *Attendance:*** The practitioner will start his/her student teaching no later than the date listed in the course syllabus; the license-seeking field experience is so structured that any days a practitioner has to miss due to illnesses or other reasons must be made up before the end of the semester. The practitioner will need to follow the field school's calendar for spring break, holidays, etc. These days will not need to be made up. The total hours will be **450**.
- d) *Assignments:*** The following assignments will be due at the end of the experience. Make sure you turn them in to your university supervisor a week before you complete your internship.
- 1) Two self-reflective papers are due at the end of the experience.
 - 2) Professional Growth and Development Plan: This should be considered long term, a minimum of 5 years, plan of your own professional goals and how you will work to meet them.
Professional Reflection: This should be a personal reflection of your growth in the graduate IS program at SSU. Reflect on how your program has helped you. You may want to revisit your Philosophy of Special Education (EDIS6250) and address how your philosophy has changed or evolved over the course of your graduate program.

Part II- University Supervisor's Responsibilities:

- a) ***Supervision and Evaluation:*** You are expected to observe/evaluate each of your license-seeking clinical practitioners a minimum of 7 times plus a mid-term and final 3-way conferences with teacher candidate and cooperating teacher (when appropriate). You can schedule the 3-way conference for the same day you plan to observe your student teacher. All the evaluations must be submitted to TK20 before the semester ends.
- b) ***Assignments:*** You are responsible for reading and grading your clinical practitioner's assignments as listed in Part I, and submitted the graded assignments to the Director of the program before the semester ends. All assignments will be graded as acceptable or unacceptable.
- c) ***Final Grade Submission:*** You are also responsible for submitting the final grade to the Director of the program so that he/she can submit the final grade into the system before its due date. Please note that the final grade must be a letter grade e.g., A, A-, B+, B or B-, etc. You will receive a reminder towards the end of the semester.

Part III - Cooperating Teacher's Responsibilities:

- a) ***Supervision:*** Please help your clinical practitioner become familiar with your classroom, curriculum schedule and other responsibilities they need to accomplish during the day. Supervise him/her when performing teaching responsibilities; provide ongoing feedback on lesson plans and/or other activity plans.
- b) ***Evaluation:*** You are responsible for observing/evaluating your student teacher's teaching 4 times throughout the duration of the student teacher's field experience in your classroom. You are also expected to fill out a mid-term and a final 3-way evaluation form and conduct the 3-way conference with the student teacher and university supervisor toward the end of the field experience. The evaluation forms and 3-way conference forms are in TK20. Thank you for working with SSU students.

Requirements for Non-Licensure-Seeking Clinical Practitioners

Note: this document consists of three parts: the first part is for clinical practitioner or student teacher, the second one is for the university supervisor and the third is for the on-site faculty or cooperating teacher.

Part I – Non-Licensure Clinical Practitioner’s Responsibilities:

- a) ***Duration of Internship for Non-License-Seeking Clinical Practitioners:*** The non-license seeking clinical practitioners refer to all the international students who hold an IS license from their home country and have been enrolled in Intervention Specialist Education program and will be doing their field practicum in the semester. The internship will begin no later than the 3rd week of the semester, and last for eight weeks. This internship is a full day, 8-week field experience. During the 8-week experience, the clinical practitioners will be responsible for following the school and their cooperating teacher’s schedule including duties, teacher meetings, professional development sessions, parent conferences, etc. The clinical practitioners are also expected, by the 3rd week of their placement, to assume full instructional responsibilities under the cooperating teacher’s supervision, continue doing so for 3-4 more weeks, and then gradually release responsibility back to the cooperating teacher.
- b) ***Evaluation:*** The non-licensure seeking practitioners will be evaluated four times during the experience with one final evaluation (3-way conference) among the practitioner, the cooperating teacher and university supervisor. The evaluations will be spread over the entire experience. All the practitioners need to have a lesson plan in the SSU format available for each evaluation. They will also complete a self-evaluation of their teaching using the SSU clinical practice evaluation. The self-evaluation, university faculty evaluation and, cooperating teacher’s evaluation should be shared and discussed at the final 3-way conference.
- c) ***Attendance:*** The non-license seeking practitioner must be present at the field school on the date as indicated in the syllabus, which is the third Monday on SSU calendar. The field experience is structured in such a way that any days a practitioner has to miss due to illnesses or other reasons must be made up before the end of the semester. The practitioner will need to follow the field school’s calendar for spring break, holidays, etc. The required field hours will be **225**.
- d) ***Assignments:*** The following assignments will be due at the end of the experience. Make sure you turn them in to your university supervisor a week before you complete your internship.
 - a. Two self-reflective papers are due at the end of the experience.
 - b. Professional Growth and Development Plan: This should be considered long term, a minimum of 5 years, plan of your own professional goals and how you will work to meet them.
 - c. Professional Reflection: This should be a personal reflection of your growth in the graduate IS program at SSU. Reflect on how your program has helped you. You should also revisit your Philosophy of Special Education (EDIS6250) and address how your philosophy has changed or evolved over the course of your graduate program.

Part II- University Supervisor's Responsibilities:

- a) ***Supervision and Evaluation:*** The University supervisor is expected to evaluate his/her clinical practitioner **four** times plus one final 3-way conference among the supervisor, the practitioner, and the cooperating teacher. The supervisor can schedule the 3-way the same day he/she is observing the student teacher. All evaluations must be submitted to TK20 before or immediately after the field experience ends.
- b) ***Assignments:*** The University supervisors will be responsible for reading the clinical practitioner's assignments as listed in Part I, and submit them with a grade of acceptable or not acceptable, to the Director of the program before the semester ends.
- c) ***Final Grade Submission:*** The University supervisor is also responsible for passing on the final grade to the Director of the program so that the Director can submit the final grade into the system before its due date. Please note that the final grade must be a letter grade, e.g., A, A-, B+, B or B-, etc. The supervisor will be reminded towards the end of the semester.

Part III - Cooperating Teacher's Responsibilities:

- a) ***Supervision:*** Help your clinical practitioner become familiar with your classroom, curriculum schedule and other duties they need to accomplish during the day. Supervise him/her performing his/her responsibilities; provide ongoing feedback on lesson plans and/or other activity plans.
- b) ***Evaluation:*** You are responsible for observing/evaluating his/her teaching twice throughout the duration of the student teacher's field experience in your classroom. You are also expected to fill out a final 3-way form and conduct the 3-way conference among the student teacher and university supervisor toward the end of the field experience. Both the evaluation forms and 3-way conference form can be found in TK20.
- c) ** Field and practicum requirements are different for the Intervention Specialist: Visual Impairments Program. For more information please contact Dr. Karen Koehler
kkkoehler@shawnee.edu.

M. ED PROGRAM POLICIES

The M. Ed. programs in School of Education at Shawnee State University will abide by all of the following policies set up by the university, as well as the amendments set up by the program.

Disability Services

ADA Compliance Committee ADA STATEMENT:

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended in 2008 requires Shawnee State University to provide reasonable accommodations for students with documented disabilities which would not compromise the integrity of the academic program.

University ADA Statement for Course Syllabi:

Any student who believes s/he may need an accommodation based on the impact of a documented disability should first contact a Coordinator in the Office of Accessibility Services, Student Success Center, Massie Hall, 740-351-3276 to schedule a meeting to identify potential reasonable accommodation(s). Students are strongly encouraged to initiate the accommodation process in the early part of the semester or as soon as the need is recognized. After meeting with the Coordinator, students are then required to meet with their instructors to discuss the student's specific needs related to their disability. If a student does not make a timely request for disability accommodations and/or fails to meet with the Coordinator of Accessibility Services and the instructor, a reasonable accommodation may not be provided.

Academic Integrity

"Plagiarism is the act of presenting another's words or ideas as your own writing without acknowledging your debt to the original source," per the definition used by the SSU English & Humanities Department and by Senior Seminar faculty. Plagiarism is considered academic misconduct "...whether it occurs in the classroom (i.e., through the use of term papers or laboratory reports from any source other than the student's own work) or anywhere else within the Shawnee State community" according to the [Shawnee State University Student Handbook](#). A paper or project with words that you downloaded, cut-and-pasted, bought, or borrowed **without giving** proper acknowledgements is plagiarism. In the case of plagiarism an automatic academic hearing will be held.

Tips on Avoiding Plagiarism

- ✓ When in doubt, cite it. If you found out something and are passing it along in your paper, document it.
- ✓ Whether you are quoting word for word or only just summarizing what you learned, make a reference. If you are quoting verbatim, in addition to providing a citation, either put the words in quotation marks or set them off as an indented block of text.
- ✓ It doesn't matter where it came from -- an article, a TV show, the Internet, an email, a cartoon, a textbook, a table, a webpage -- must be cited.

M.Ed. Amendment of Course Credit by Arrangement

Per the University policy, M.Ed. graduate students have the opportunity to fulfill requirements for selected courses being offered at the University. To ensure the quality of the educational programs and student learning experiences, the Master of Education Program have passed an amendment for course credit by arrangement in addition to the SSU policy. The amendment is to be in effect from 2017-18 academic year. The amendment requires that any graduate student in the program requesting a course credit by arrangement meet at least one of the following criteria:

- 1) A self-emergent/critical medical situation, which prevents the student from taking the course when it is being offered (must have doctor's diagnosis or document);
- 2) Family emergency, which requires that the student has to be away from the university in the semester when the course is being offered;
- 3) Military call or service, which makes the student unable to take the course during the semester when the course is being offered;
- 4) Full time in-service commitment, which prevent the student from taking the course in the semester when the course is being offered;
- 5) An unsatisfactorily low letter grade earned (C- or lower), which prevents the student from completing the program.

In addition to the above criteria, the student requesting course by arrangement must meet, meanwhile, all of the following conditions:

- 1) It is the student's last semester at the University, that is, the student will complete the program and graduate at the end of the semester;
- 2) The course is not offered in the semester when the student needs it to complete the program; and
- 3) The course has to be taken throughout the entire semester rather than the eight-week format per the University policy.

Procedures:

- 1) Student seeking for course credit by arrangement must first meet with the academic advisor to discuss the appropriateness and possibility;
- 2) Upon the course credit by arrangement request received, the course instructor will be the first person to be contacted by the Chairperson of the Department to seek the availability of teaching the course. Only when the instructor is unavailable, other graduate faculty can be contacted. No students will be allowed to contact faculty members on their own.
- 3) The instructor of the course credit by arrangement must develop and submit to the Department a copy of the course syllabus, similar to that being used in regular semester classroom.

THE PROGRAM KEY ASSESSMENT

The graduate program in School of Education is devoted to the student success by providing programs of high quality. It boasts a set of effective key assessments for its graduate students. Capstone Research Project serves as one formal learning outcome.

Capstone Research Project

The capstone research project is one of the key assessments in the Master of Education program, the intention of which is to further the student's ability to become professional academic researchers. Building upon both the Educational Data Analysis and Educational Research courses, this key assessment allows for the completion of a Master's Capstone Project. The required readings, guiding outlines and professor-student interactions are designed to explore and, maybe, expand upon student's previous work to develop and complete a Master's capstone research project, which includes *Introduction*, *Literature Review*, and *Methodology* sections. Even if students have completed research papers and projects for previous classes, it is expected that they will rework, enhance, and expand the scope of these papers – or write a new one- into a fully feasible and professionally crafted Master's Capstone Project.

This key assessment provides students with an intensive eight-week plan to develop their research and writing skills and guarantee their ability to be competitive in the academic career field. The research is a deeply personal experience, and must be connected to relevant and important topics. Professional academics at the Master's level are expected to be able to propose and conduct research, and this assessment sets students up with the skills needed to propose research that draws on their passions and interests in education, and connects them to significant academic issues and needs.

Students will use the Manuscript Self-Checklist next paper to monitor his/her completion of the paper while the form of manuscript review signatures on the page after is for the faculty advisor as he/she approves the student's paper and pass it on to the second faculty reader.

M.Ed. Program

Manuscript Self-Checklist

Candidate Name: _____

- ____ Title Page Completed
- ____ Full title of project
- ____ Candidate's Name
- ____ Degree Statement
- ____ Abstract completed
- ____ Table of Contents Completed
- ____ List of Tables (If Applicable)
- ____ List of Figures (If Applicable)

BODY

- ____ Chapter 1, introduction
 - ____ overview
 - ____ Statement of the Problem
 - ____ research questions
 - ____ significance
 - ____ limitations
 - ____ Definitions of Terms (if applicable)
- ____ Chapter 2, Review of Literature (organized by topics and findings)
- ____ Chapter 3, Research Methodology
 - ____ Research Design clearly explained
 - ____ Population & Sample
 - ____ Instrumentation
 - ____ Data Collection & Analysis
 - ____ Time Schedule of research
 - ____ Validity, Reliability & Confidentiality
- ____ References (15 well-selected peer-reviewed articles, in APA Format)
- ____ Appendices of Major Instruments
- ____ Final copy to advisor by the end of the 4th week of the second-8-week session.
- ____ Well written showing clarity of language
- ____ Flowery Language avoided
- ____ Contractions only used in direct quotes
- ____ Language that implies bias is avoided
- ____ Consistent use of tense
- ____ Use active voice whenever possible
- ____ Avoidance of using first person EXCEPT in the qualitative research
- ____ Electronic copy completed in Microsoft Word (1" margins, 12pt font, Arial or Times New Roman)
- ____ Correct use of APA five level headings

M.Ed. Program

Manuscript Review Signatures

Manuscript submitted to advisor

 Advisor signature

Date

Advisor approves and forwards to 2nd reader

 Advisor signature

Date

 2nd Reader signature

Date

2nd Reader approves and forwards advisor rejects for student to re-write

 Advisor signature

Date

 2nd Reader signature

Date

2nd Reader approves and returns to advisor

 Advisor signature

Date

 2nd Reader signature

Date

Graduate Assistantship

The M. Ed program has a limited amount of financial assistance available for graduate students in the form of 10-hour graduate assistantships. Applications for assistantships are competitive and must be made directly to the M. Ed programs and/or School of Education. Graduate Assistantships are intended for full-time students granted regular admission to a graduate degree program. For the detailed information regarding the GA application and/or procedures, please go to http://www.shawnee.edu/offices/graduate-center/media/Graduate_Programs_Manual_Revised_and_Approved_2-25-13.pdf through pages 9 to 11.

SSU Graduate Center

“The Graduate Center is your starting point for information about graduate education at Shawnee State University. Whether you are interested in the Master of Education, the Master of Science in Mathematics, or the Master of Occupational Therapy, Shawnee State University provides OUTSTANDING opportunities for you to consider.”

Graduate Center is the first step where you can start your application. Ms. Penny Merritt is the graduate center administration representative. She can be reached via phone (740) 351-3177, email pmerritt@shawnee.edu. The graduate center is located in Massie Hall, room 124.

Please go to the Graduate Center website for detailed information as its link listed below.

<http://www.shawnee.edu/offices/graduate-center/index.aspx>

SSU Graduate Programs Manual

The SSU Graduate Programs manual serves as legal documentation governing the graduate programs to be offered at Shawnee State University. This document contains detailed, thorough and comprehensive information/including admission, status, requirements and procedures for admission, petition for readmission, application, approval to register classes, withdrawal from the University, payments of fees and refunds, procedures for graduation, graduate assistantships, etc. To see more information, please go to <http://www.shawnee.edu/offices/graduate-center/index.aspx>

Center for International Programs and Activities (CIPA)

CIPA is designed to help our international students fully participate in their college experience. The CIPA Director Ryan Warner coordinates campus services and programming which enhance our international students' social and academic success. Working in conjunction with various campus offices, CIPA assures that our international students find individual attention specific to their concerns and to their own life, education, and career goals. Mr. Ryan Warner can be reached via phone (740) 351-3127, email rwagner@shawnee.edu CIPA is located on the east side of campus on Second Street one block from Shawnee State University's West Parking Lot

on the corner of Second and Union streets, next door to The Children's Learning Center.

For detailed information, please go to

<http://www.shawnee.edu/offices/international-students/index.aspx>

Graduate Student Housing

<http://www.shawnee.edu/offices/housing-and-residence-life/graduate-housing.aspx>