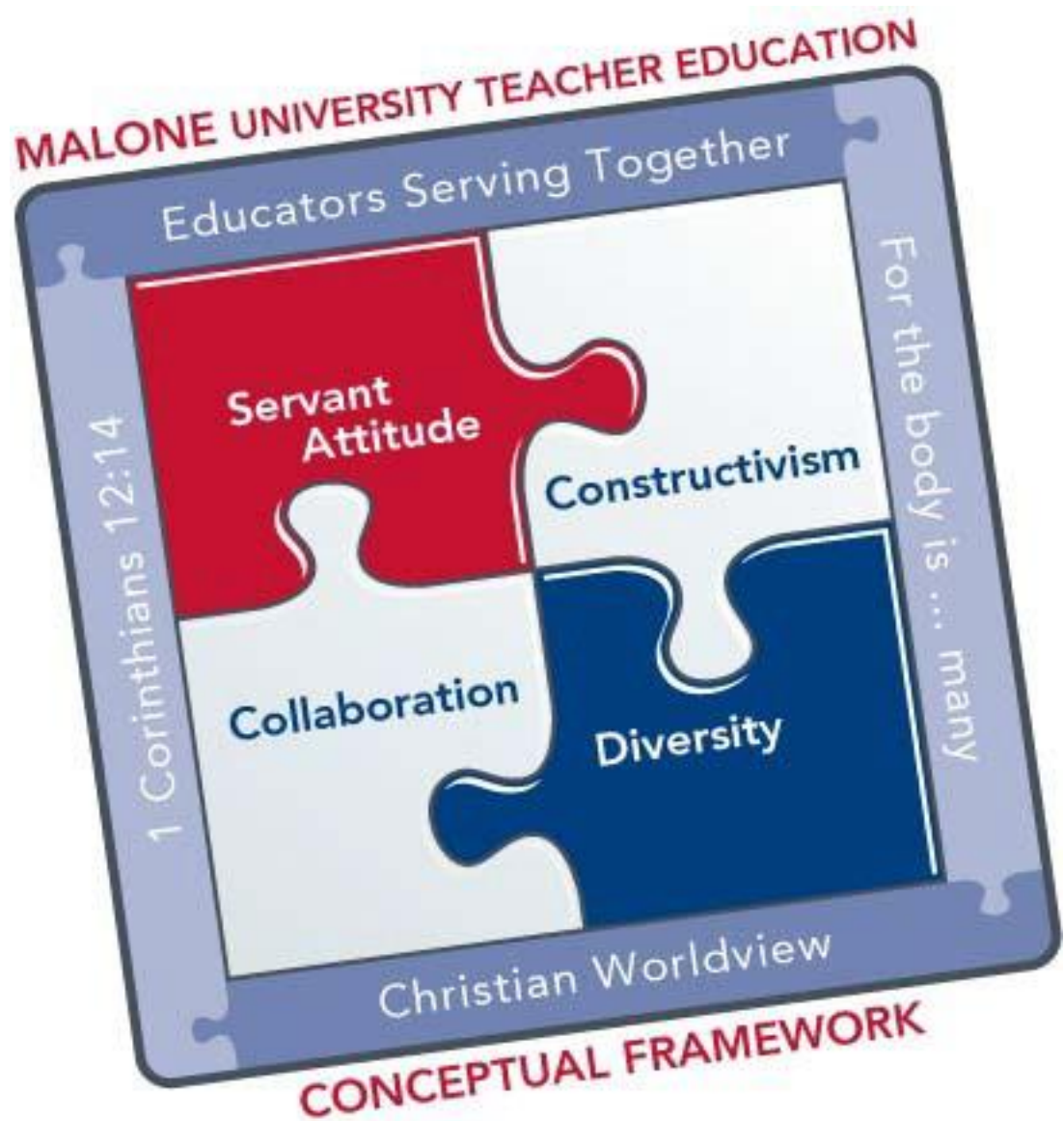


TEACHER EDUCATION HANDBOOK

2017-2018



Conceptual Framework: EDUCATORS SERVING TOGETHER

Mission of Malone University

The mission of Malone University is to provide students with an education based on biblical faith in order to develop men and women in intellectual maturity, wisdom, and Christian faith who are committed to serving the church, community, and world.

Mission of Malone Teacher Education

In concert with the University's mission, the mission of the Malone Teacher Education Program is to, in collaboration with liberal arts faculty and PreK - 12 educational partners, provide a biblically-based education which prepares knowledgeable, reflective, collaborative educators committed to serving others in order that all individuals may learn and develop to their fullest potential and interact with each other and their environment with respect, compassion, and fairness.



Motto of Malone Teacher Education: EDUCATORS SERVING TOGETHER

In light of this mission, the motto of the Malone Teacher Education (MTE) Program is “Educators Serving Together,” which is supported by our theme verse, I Corinthians 12:14, which says, “For the body is not one member, but many.” Educators must recognize that communities, including educational communities, are diverse and have unique values and needs.

Therefore, our purpose and goals are focused on preparing candidates committed to serving others collaboratively and who demonstrate through their knowledge, skills, and dispositions competencies which promote the growth of each learner.

Within the context of Christian faith, we endeavor to prepare teachers who are intellectually mature, reflective, collaborative, and wise. Teachers who are so equipped can then provide opportunities for all learners to develop to their fullest potential, enabling them to interact with others and their environment with respect, compassion, and fairness.

To this end we assess candidate performance outcomes (candidate proficiencies) through program admission criteria, assessment of candidate performance during the course of study, in field/preclinical experience, student teaching/clinical experience, at program completion, and through alumni surveys and feedback from PreK-12 educational partners.

CAEP Accreditation

The School of Education and Human Development at Malone University is accredited by the Council for the Accreditation of Educator Preparation (CAEP) through Spring 2024. Being CAEP accredited means that the teacher education programs meet rigorous standards set by the profession and members of the public. Institutions must demonstrate that their teacher candidates have in-depth knowledge of the subject matter that they plan to teach and the skills necessary to convey this content so that all students learn. As part of the accreditation process, the following Teacher Candidate Proficiencies were identified and are assessed.

Malone Teacher Education Candidate Proficiencies

We prepare candidates who:

1. Demonstrate ways in which a Christian worldview informs educational practice.
2. Apply sound principles of teaching, learning, and advocacy.
3. Master the content for which they have educational responsibility.
4. Demonstrate competence in the process of planning developmentally appropriate practices.
5. Honor each person as made in the image of God and therefore use understanding of individual differences and diverse cultures and communities to enable each learner to meet high standards.
6. Identify organizational and behavioral management strategies that create an educational environment conducive to effective learning and growth.
7. Evaluate and support student learning and growth by utilizing varied assessments to inform instruction and interventions.
8. Display professionalism and ownership of professional growth.
9. Use technology as a tool for assessment, instruction, communication, collaboration, and creativity.
10. Collaborate with teachers, families, community, and other stakeholders in student learning and growth.
11. Initiate and sustain all communication in an organized, clear, and confident manner, using Standard English.
12. Exhibit dispositions for educators committed to serving together by:
 - a. Providing service,
 - b. Practicing fairness,
 - c. Promoting stewardship,
 - d. Believing all students can learn and grow to their full potential.

Additionally, the Malone Teacher Education Candidate Proficiencies are intentionally aligned with the **Ohio Standards for the Teaching Profession (OSTP)**.

These **Ohio Standards for the Teaching Profession** include:

1. Teachers understand student learning and development and respect the diversity of the students they teach. (Malone CP 2, CP 4, CP 5, CP 12)
2. Teachers know and understand the content area for which they have instructional responsibility. (Malone CP 3)
3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning. (Malone CP 7, CP 9)
4. Teachers plan and deliver effective instruction that advances the learning of each individual student. (Malone CP 2, CP 4, CP 5, CP 9, CP 11)
5. Teachers create learning environments that promote high levels of learning and achievement for all students. (Malone CP 6, CP 12)
6. Teachers collaborate and communicate with students, parents, other educators, administrators, and the community to support student learning. (Malone CP 9, CP 10)
7. Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community. (Malone CP 1, CP 8)
(Ohio Department of Education, 2007, p. 12)

Teacher Licensure Programs

Malone University is approved by the Ohio Department of Higher Education to offer Teacher Education Programs in the following licensure areas:

Early Childhood Education (ECE): The Early Childhood Education (PreK - 3) major is designed for teacher candidates who wish to receive the Early Childhood License, valid for teaching children in prekindergarten through grade 3 and ages 3 through 8 who are typically developing, at-risk, gifted, and who have mild/moderate educational needs. Candidates selecting this licensure program must take 12 semester hours of reading, including a phonics course. Candidates are required to earn a minimum grade of C (2.0) for all EDUC and SPED courses and may repeat a course only once. In addition to required coursework, successful completion of field experience hours and a full semester of student teaching are required to meet program requirements.

Intervention Specialist: Mild/Moderate Educational Needs (IS): The Intervention Specialist: Mild/Moderate Educational Needs (K - 12) major is designed for teacher candidates who wish to receive the Intervention Specialist: Mild/Moderate License, valid for teaching children from ages 5 - 21 and grades K - 12 who have mild or moderate educational needs. Candidates selecting this licensure program must take 12 semester hours of reading, including a phonics course. Candidates are required to earn a minimum grade of C (2.0) for all EDUC and SPED courses and may repeat a course only once. In addition to required coursework, successful completion of field experience hours and a full semester of student teaching are required to meet program requirements. The Early Childhood Education License can be added to the Intervention Specialist: Mild/Moderate License with the completion of the following additional courses: EDUC 245, EDUC 270, and SPED 280.

Middle Childhood Education (MCE): The Middle Childhood Education (4 - 9) major is designed for teacher candidates who wish to receive the Middle Childhood License, valid for teaching children from ages 8 - 14 and grades 4 - 9 in the curriculum areas named in such license. This program includes preparation in at least two (2) of the following concentration areas: Mathematics, Science, Social Studies, and Reading/Language Arts. The teacher is licensed to teach in only the selected areas. Candidates selecting this licensure program must take 12 semester hours of reading, including a phonics course. Candidates are required to earn a minimum grade of C (2.0) for all EDUC and SPED courses and may repeat a course only once. In addition to required coursework, successful completion of field experience hours and a full semester of student teaching are required to meet program requirements. The total number of semester hours required for each of the four concentrations is as follows: **Mathematics**—21 hours, **Science**—26 hours, **Social Studies**—24 hours, **Reading/Language Arts**—21 hours.

Adolescence to Young Adult (AYA): The Adolescence to Young Adult Education program (7 -12) is designed for teacher candidates who wish to receive a license valid for teaching students from ages 12-21 and grades 7 - 12 in the curriculum area(s) named on the license. Malone University does not have a major called “Adolescence to Young Adult Education.” The major will be the chosen curriculum area. Candidates are required to earn a minimum grade of C (2.0) for all EDUC and SPED courses and may repeat a course only once. In addition to required coursework, successful completion of field experience hours and a full semester of student teaching are required to meet program requirements. Candidates selecting this licensure program are required to take a minimum of one reading course and one special education course, along with other professional education coursework. Curriculum areas that constitute a major for grades 7 - 12 are:

Integrated Language Arts: The Integrated Language Arts major is designed to prepare candidates for teaching grades 7 - 12 in such subject areas as English, speech, journalism, and communications.

Integrated Mathematics: The Integrated Mathematics major is designed to prepare candidates for teaching grades 7 - 12 in mathematics subject areas typically found in the 7 - 12 curriculum.

Integrated Social Studies: The Integrated Social Studies major is designed to prepare candidates for teaching grades 7 - 12 in such subject areas as history, economics, political science, and sociology. Candidates selecting this major will take the social studies core and one of the following concentrations: History, Political Science, or Sociology.

Life Science/Chemistry: The Life Science/Chemistry major is designed to prepare candidates for teaching grades 7 - 12 in life science (biology) and chemistry.

Life Science: The Life Science major is designed to prepare candidates for teaching grades 7 - 12 in biological science (biology).

Multi-Age License (MA): The Multi-Age License (PreK - 12) program is designed for teacher candidates who wish to receive the Multi-Age License in the curriculum area named on the license and is valid for teaching students from ages 3 - 21 and grades PreK - 12. Malone University does not have a major called “Multi-Age Education.” The major will be the chosen curriculum area. Candidates selecting this licensure program are required to take a minimum of one reading course and one special education course, along with other professional education coursework. Candidates are required to earn a minimum grade of C (2.0) for all EDUC and SPED courses and may repeat a course only once. In addition to required coursework, successful completion of field experience hours and a full semester of student teaching are required to meet program requirements. Curriculum area that constitute a major for a multi-age license: **Music Education**

Passing Through The Gateways

NCATE accreditation standards require that candidates are reviewed at specific points in their programs and meet certain predetermined criteria before they continue their preparation in teacher education. These specific points are called **Gateways**. The Malone University Teacher Education Program has identified three Gateways: **I. Admission to Teacher Education, II. Candidacy for Clinical Experience, and III. Recommendation for Licensure and Professional Practice.**

I. Admission to Teacher Education: The application for Teacher Education is typically completed during the semester in which EDUC 232 is taken. To be admitted to Teacher Education a candidate must:

- have completed at least 45 semester hours,
- earn a minimum grade of C (2.0) for all EDUC and SPED courses (*Students may repeat a course only once*)
- have a minimum cumulative GPA of 2.75,
- have a minimum grade of B- in COMM 110,
- have completed EDUC 112 (114 for transfer students), EDUC 232 and EDUC 122,
- have demonstrated proficiency in reading, writing, and mathematics (see below),
- have satisfactory Disposition Assessments (see below),
- have two “Yes” recommendations from faculty, and
- have no outstanding Professional Concerns (see below)

No 300 level education courses (EDUC or SPED) may be taken until a candidate has been admitted to Teacher Education.

Proficiency in Reading, Writing and Mathematics may be demonstrated by:

1. ACT score of 20 for specific subtests in English, Math, and Reading
(or SAT score of 500 in equivalent subtests),
or
2. Core Academic Skills for Educators: Mathematics score of 150.
Core Academic Skills for Educators: Reading score of 156.
Core Academic Skills for Educators: Writing scores of 162.

Dispositional Evaluations: Candidate Proficiency #12 includes four dispositions that have been identified as requisites for Malone University teacher candidates: providing service, practicing fairness, promoting stewardship, and a belief that all students can learn.

- *Providing service* implies that one is a servant, and one who serves seeks to make sure that others' needs are met.

- *Practicing fairness* begins with empathy and a concern for others. Empathy for others includes valuing each individual's diverse background and gifts.

- *Promoting stewardship* includes accountability, and educators are indeed accountable to society for the well-being of our future. From a Christian worldview, not only are educators accountable to society, but they are also responsible to use their talents, abilities, resources, and intellectual capabilities in such a way that they bring glory to God.

- *A belief that all students can learn* is reflected by educators who nurture their students and let these students know they genuinely care about them. It also includes a commitment to helping each student learn and grow regardless of students' backgrounds, abilities, cultural traditions, religious practices, and patterns of interaction.

Candidates are evaluated using a dispositions rubric at the beginning, middle, and end of their teacher education program. It is expected that a candidate achieve scores indicating a *sensitivity* to said dispositions during exploratory field experiences, *inclination* during preclinical field experiences, and *application* during the clinical field experiences. (See the chart below for satisfactory Assessment of Dispositions scores.)

Professional Concerns Related to Candidate Performance: Professional Concern Conferences (PCCs) are held for candidates whose dispositional or pedagogical performance warrants intervention. These conferences are attended by the candidate and appropriate faculty members.

Occurrences that would activate a professional concern conference include, but are not limited to:

- A "Do not recommend" designation on an Admission to Teacher Education recommendation.
- Any score of 0 or unacceptable in any area of the field evaluation form.
- An "Unacceptable" designation on any item of the clinical field evaluation form.
- Demonstration of inappropriate behavior in a Malone course.
- Demonstration of inappropriate behavior in a Malone field experience.
- Low score on a dispositional evaluation. (See the chart below for satisfactory Assessment of Dispositions scores.)

Teacher Education Committee reviews and acts on all applications to Teacher Education.

II. Candidacy for Clinical Experience: The required Clinical Experience is accomplished through a full semester of Student Teaching. The Application for Student Teaching is completed during the fall semester of the year before the student teaching is to be completed. The Teacher Education Committee reviews all applications to Candidacy for Clinical Experience and acts on acceptance to the clinical experience. See the chart below for specific criteria.

III. Recommendation for Licensure and Professional Practice: The application for teacher licensure is submitted to the Ohio Department of Education (ODE) upon completion of the Teacher Education Program, graduation, and passage of the required *Ohio Assessments for Educators* Examinations. The Dean of Education signs the approval of all applications before they are sent to ODE. See the chart below for specific criteria.

Malone University Teacher Education Undergraduate Gateways

Gateways		Candidate Assessment	Criteria	Gatekeeper
One	Admission to Teacher Education	<ol style="list-style-type: none"> 1. Academic achievement 2. 45 semester hours 3. COMM 110 4. EDUC/SPED Course Grades 5. EDUC 112 (114 for transfer students), 232, and EDUC 122 6. Reading, writing, and mathematics proficiency 7. Dispositions 8. Faculty recommendations 9. Professional concerns 	<ol style="list-style-type: none"> 1. Cumulative 2.75 GPA 2. Completed: Yes or No 3. B- grade or better in COMM 110 4. Earn a minimum grade of C (2.0) for all EDUC and SPED courses (Students may repeat a course only once) 5. Completed: Yes or No 6. ACT score of 20 for specific subtests in English, Math and Reading (or SAT equivalent) or <i>Core Academic Skills for Educators</i> scores of Math 150; Reading 156; Writing 162 7. Satisfactory disposition assessment (scores of 1 or higher in all categories) or resolved via PCC* 8. Two “recommended” designations: Yes or No (No=Must be resolved via PCC*) 9. None or resolved via PCC*: Yes or No 	Teacher Education Committee
Two	Candidacy for Clinical Experience	<ol style="list-style-type: none"> 1. Admission to teacher education 2. Academic achievement 3. Academic achievement in major 4. EDUC/SPED Course Grades 5. Field experience 6. Dispositions 7. Faculty Recommendations 8. Professional concerns 	<ol style="list-style-type: none"> 1. Accepted: Yes or No 2. Cumulative 2.75 GPA 3. Major 2.75 GPA 4. Earn a minimum grade of C (2.0) for all EDUC and SPED courses (Students may repeat a course only once) 5. Satisfactory evaluations (no scores of 0 or unacceptable in any area): Yes or No (No=Must be resolved via PCC*) 6. Satisfactory disposition assessment (scores of 2 or higher in 10/12 categories; no score of 0) or resolved via PCC* 7. Two “recommended” designations: Yes or No (No=Must be resolved via PCC*) 8. None or resolved via PCC*: Yes or No 	Teacher Education Committee
Three	Recommendation for Licensure & Professional Practice	<ol style="list-style-type: none"> 1. Admission to clinical experience 2. Academic achievement 3. Academic achievement in major 4. Clinical Evaluation 5. Dispositions 6. All <i>Ohio Assessments for Educators</i> required examinations 7. Degree Requirements 8. Professional concerns 	<ol style="list-style-type: none"> 1. Accepted: Yes or No 2. Cumulative 2.75 GPA 3. Major 2.75 GPA 4. Satisfactory (no scores of 0 or unacceptable in any area): Yes or No (No=Must be resolved via PCC*) 5. Satisfactory disposition assessment (scores of 3 in 8/12 categories; no scores of 0 or 1) or resolved via PCC* 6. Pass: Yes or No 7. All completed: Yes or No 8. None or resolved via PCC*: Yes or No 	Director of Teacher Education

*PCC = Professional Concern Conference

State of Ohio Department of Education (ODE) Testing Requirements

The State of Ohio has adopted tests developed by Pearson Evaluation Systems entitled the *Ohio Assessments for Educators* as the program exit tests for teacher candidates in the state. All *Ohio Assessments for Educators* tests required by the State of Ohio must be passed before the application for teacher licensure is submitted to the State of Ohio by Malone University. The *Ohio Assessments for Educators* exams are very challenging and require that candidates prepare thoroughly before taking the tests. Candidates can obtain helpful test information including test preparation materials from the Ohio Department of Education (ODE) website:

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

Exploratory Field and Preclinical Experiences

CAEP accredited teacher education programs are required to include field experiences that are logical, sequential, planned, supervised, and evaluated. They must begin early in the program and take place in a variety of school settings. Field experiences are attached to several courses in the program and are designed to facilitate the application of course content in real life educational settings. Some field experiences are completed in public school partnership settings. The intent of each partnership is to intentionally connect specific course content with actual practice in settings where it is being practiced. An evaluation is completed at the end of each field experience by the cooperating teacher(s) at the assigned school.

Before beginning a field experience, a candidate must receive a negative (meaning no evidence of criminal misconduct) Bureau of Criminal Investigation & Identification (BCII) fingerprint report. The BCII fingerprints are taken at the Administrative Services Office of Founders Hall (FH 20). BCII fingerprint reports are valid for one year. Failure to complete this requirement in a timely manner will jeopardize the field placement. For more information refer to the Field Handbook.

Student Teaching/Clinical Experience

The student teaching/clinical experience is usually done during the senior year. **Teacher candidates must complete all courses in their selected major and all professional education courses before the student teaching/clinical experience begins.** The candidate registers for the 12 week (minimum of 450 clock hours) student teaching/clinical experience (10 semester hours), EDUC 465 Differentiation through Data-Driven Decisions, and EDUC 460 Student Teaching Seminar (1 semester hour) during the student teaching semester. **No other coursework is to be taken during the student teaching semester.** All student teaching applications are due in the fall semester preceding the school year in which the student teaching will take place.

Student Teaching Overseas: It may be possible to arrange a student teaching assignment in a location outside the United States. In particular, Malone University has a working relationship with schools through the Christian College Teacher Education Coordinating Council (CCTECC). If interested in this possibility, candidates should contact the Director of Field and Clinical Experiences.

Evaluation of Student Teaching/Clinical Experience:

Student teaching/clinical experience observation and evaluation forms focus on assessment criteria that Resident Educators (teachers in first two years of teaching) must be able to demonstrate to trained observers during the first two years of a full-time teaching position. This includes written observation forms, formative Mid-term and Final (summative) evaluation forms that include knowledge, skills, and dispositions expected of teacher candidates, and narrative evaluations from both the cooperating and supervising teachers.

Teacher Performance Assessment: The Teacher Performance Assessment (edTPA) is an assessment of teacher candidates which is required by the State of Ohio. It is a performance-based assessment done during student teaching that is focused on student learning and requires three basic tasks: (1) Planning for Instruction and Assessment, (2) Instructing and Engaging Students in Learning, and (3) Assessing Learning. The edTPA includes a written report and a video of the candidate's teaching. It is submitted electronically through Tk20 and is assessed by trained scorers through Pearson Education Inc. Each student teacher has access to an appropriate handbook which serves as a guide in completing the tasks and includes the scoring rubrics.

For more information on Student Teaching placements, requirements, and evaluations go to:

<https://www.malone.edu/academics/colleges-schools/education-human-development/student-teaching/>

Taskstream-Tk20: To ensure that our programs align with critical state and national standards, the Teacher Education Program at Malone University uses Taskstream-Tk20's Campus Tools for Higher Education to monitor and assess the progress of our candidates. In some courses, key assessments are submitted and graded through Taskstream-Tk20. All field experience evaluations, student teaching evaluations, Dispositions assessments, and many other forms are completed through Taskstream-Tk20. There is a one-time charge per student for this assessment system. For more information go to: <https://www.malone.edu/academics/colleges-schools/education-human-development/resources/tk20-information/>



Policies

Malone University Integrity Policy

Personal integrity is a behavioral expectation for all members of the Malone University community: faculty, staff, and students. We are called to personal integrity by the desire and obligation to model our lives after that of Jesus Christ. As noted in the biblical Principles underlying the statement of Malone University Community Responsibilities, “Love for and accountability to God are the primary motivation for Christian conduct.” Christ calls us in John 14:15 to keep his commandments and in Ephesians 5:8-9 we are reminded to walk as children of the light showing truth as a fruit of the Spirit. Academic integrity is that part of personal integrity which encompasses all activities in the learning process. It is the consistent demonstration of honorable behavior in all academic endeavors. For the complete academic integrity policy, see the current Malone University undergraduate catalog – Academic Policies and Procedures section.

Malone University Academic Grievance Policy

The purpose of this grievance procedure is to provide undergraduate Malone students an opportunity to process grievances regarding academic issues (e.g., course grades, class procedures, or academic integrity). A student wishing to pursue an academic grievance should follow the procedure described in the Malone University Undergraduate Catalog – Academic Policies and Procedures section.

Malone Teacher Education Student Code of Conduct Policy

The teacher candidate serves as a representative of Malone University during field/preclinical, and student teaching/clinical experiences and will be expected to uphold the philosophical tenets upon which Malone University is based. The Student Code of Conduct Policy found in the Malone University Student Handbook has established the standard of conduct expected of those who attend Malone. In addition, the School of Education and Human Development at Malone University desires to make clear a code of conduct particularly relevant to all those in teacher education.

A. Definitions:

“**Teacher candidate**” has been defined as a university student enrolled in a program leading to a teaching license in the State of Ohio.

“**Field/Preclinical and Student Teaching Experiences/Clinical**” have been defined as course requirements that place the teacher candidate in an educational environment that includes a certified teacher and children assigned to the respective teacher by a school or district chartered by the State of Ohio. The teacher candidate will perform in the role of the classroom teacher and should exhibit professional behaviors expected of a practicing teacher.

B. The teacher candidate serves as a representative of Malone University and will be expected to uphold the philosophical tenets upon which the University is based.

C. All relationships and interactions between teacher candidates and those in the field/preclinical and student teaching/clinical experiences, including both candidates and staff members, must always be of a strictly professional nature and appearance. When the teacher candidate is participating in field/preclinical and student teaching/clinical experiences, he/she will not

engage in inappropriate fraternization with classroom students which may include, but is not limited to the following:

1. inappropriate covert or overt behaviors
2. romantic involvement with a minor (under age 18)
3. non-school sponsored casual or social contact (e.g. party at a student's home)
4. inappropriate physical contact: (e.g. holding the hand of a four-year-old child is different from holding the hand of a middle or high school student)
5. inappropriate nonverbal, verbal, or written communications
6. contact with a classroom student on school grounds in an area not observable by others is prohibited
7. the transportation of students under the age of 18 is prohibited

D. Teacher candidate's use of Internet activities and fair use of copyright materials.

1. Viewing Internet activities: Teacher candidates should be vigilant and responsible during the viewing and use of Internet materials while supervising classroom students of all ages. Viewing or accessing inappropriate Internet materials by classroom students under the supervision of teacher candidates would have a detrimental effect on the teacher candidate and Malone University. Any inappropriate activity related to the above would be cause for disciplinary action by the University and could result in legal action by the State of Ohio.
2. Using copyrighted materials: Teacher candidates should view their position as a role model to classroom students of all ages as to the "Fair Use" of printed and electronic materials. Even though educators enjoy a certain degree of latitude regarding the use of printed and electronic materials, they must be always mindful that they are constantly viewed by our classroom students as a benchmark for using copyrighted materials. Any inappropriate activity could be cause for disciplinary action by the University and/or result in legal action taken by the State of Ohio.
3. For additional information regarding "Fair Use" of copyrighted materials, visit the NEA Office of Education website here: <http://www.nea.org/home/827.htm>

E. Consequences for Code of Conduct violations:

1. Code of Conduct infractions could be career ending. One or more of the following actions by the Malone School of Education and Human Development may result:
 - a. Prohibit acceptance into the academic major.
 - b. Prohibit acceptance into teacher education.
 - c. Prohibit acceptance into student teaching/clinical.
 - d. Removal from field/preclinical and student teaching/clinical experiences.
 - e. Prohibit the State of Ohio from issuing a teaching license.
2. Action taken by Malone University for Code of Conduct violations could include withdrawal, suspension, or expulsion.

Use of Social Media

Candidates are urged to use extreme caution when using social media such as Facebook, Instagram, Spapchat, Twitter, etc. It is becoming more common for employers to search websites such as Google to get more information about potential employees. Even if one does not post pictures of oneself on Facebook, others may do so and “tag” them (put their name on the picture) for others on the network to see. Here are some strong suggestions when it comes to social media:

- Candidates should conduct themselves with integrity in all situations since one does not know when someone is taking a picture of them with a cell phone.
- Realize that someone can take screenshots of chat conversations and send them to Malone or an employer (this HAS happened).
- Never “friend” a student in field experiences and student teaching on any other social media sites.
- Never give out a personal phone number to a student in field experiences and student teaching.

Endorsements Offered at the Graduate Level

For Early Childhood Education Majors: The Early Childhood Education (ECE) License is valid for teaching children grades PreK - 3 and ages 3 through 8. The Early Childhood Generalist Endorsement may be added to the ECE license to add grades 4 and 5 to the teaching credential. The endorsement requires candidates to complete three courses (offered at the graduate level) and pass the appropriate *Ohio Assessments for Educators* test. Candidates wishing to pursue the endorsement can apply for early admission to the Graduate Program in Education. The three graduate courses can be used as electives in the Curriculum and Instruction graduate program. The complete Program of Study is available in the Education Department Office in Mitchell Hall 300 or on the Malone University Catalog: <http://catalog.malone.edu/>

Reading Endorsement

For All Licensure Areas: Individuals who hold a valid Ohio teaching license can add the Reading Endorsement (PreK-12) to their credential by taking the required endorsement coursework at the graduate level. The Program of Study includes 15 hours of graduate courses in reading. One three hour undergraduate course may be substituted for one three hour graduate course. In addition to successful completion of the required coursework, candidates must complete field experience and must pass the appropriate *Ohio Assessment for Educators* exam. The complete Program of Study is available in the Education Department Office in Mitchell Hall 300 or on the Malone University Catalog: <http://catalog.malone.edu/>

Gifted Endorsement

For All Licensure Areas: Individuals who hold a valid Ohio teaching license can add the Gifted Endorsement (K-12) to their credential by taking the required endorsement coursework at the graduate level.

The Program of Study includes 18 hours of graduate courses. In addition to successful completion of the required coursework, candidates must complete field experience and must pass the appropriate *Ohio Assessment for Educators* exam. The complete Program of Study is available in the Education Department Office in Mitchell Hall 300.