

TEACHER EDUCATION HANDBOOK

Graduate Programs
2016-2017

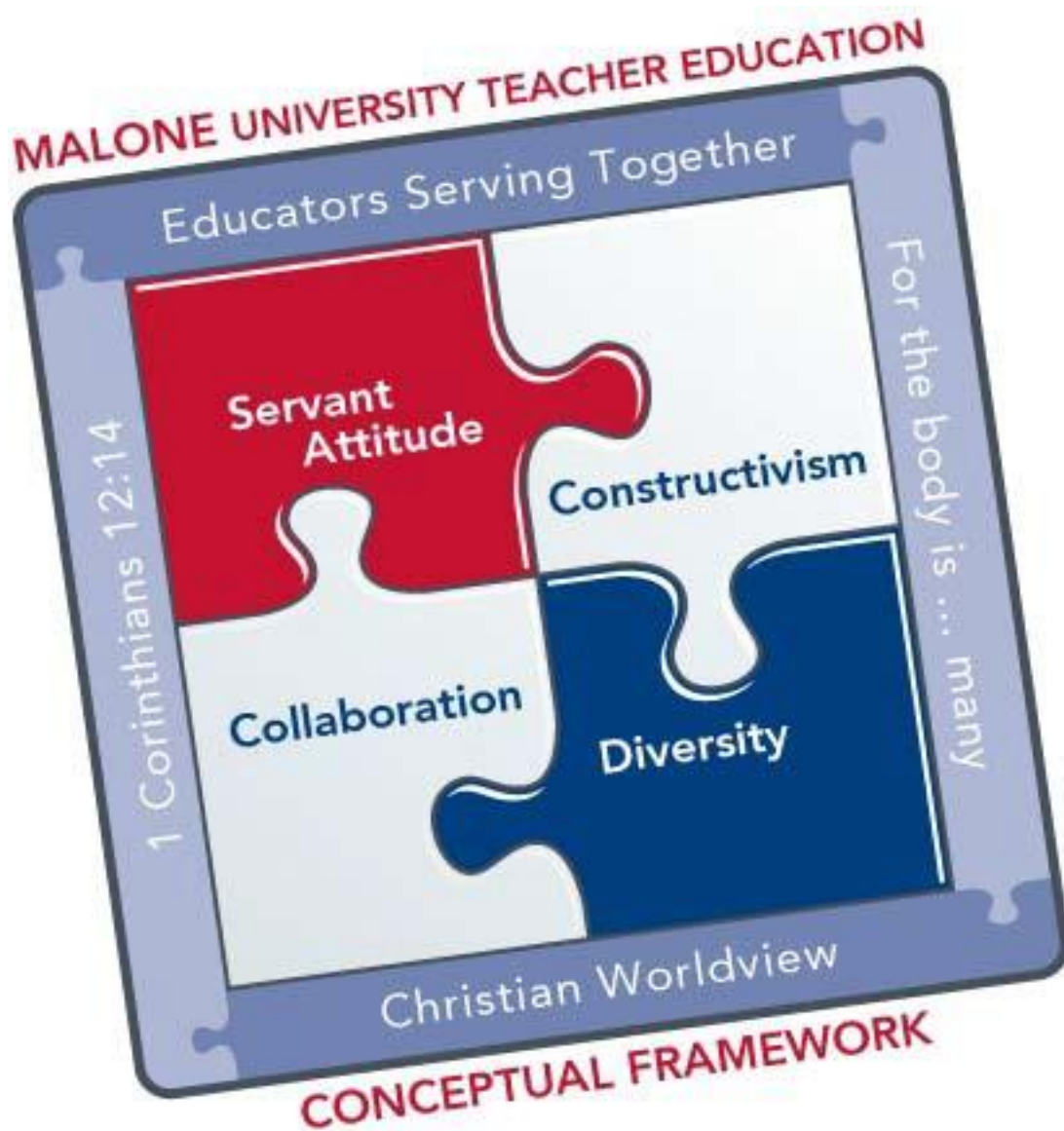


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Conceptual Framework: EDUCATORS SERVING TOGETHER

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.

NCATE Accreditation

The School of Education and Human Development at Malone University is accredited by the National Council for the Accreditation of Teacher Education (NCATE) through Spring 2017. Being NCATE 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. Exhibit effective techniques which promote learning for all students regardless of race, culture, gender, creed, or ability.
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 instruction, communication, collaboration, and creativity.
10. Collaborate with family, teachers, community, and other stakeholders in student learning and growth.
11. Initiate and sustain conversation in an organized, clear, and confident manner, using standard English, in written and oral form.
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.

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.

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

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)

These **Ohio Standards for Principals** include:

1. Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.
2. Principals support the implementation of high-quality standards based instruction that results in higher levels of achievement for all students.
3. Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.
4. Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.
5. Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement, and well-being.

Graduate Programs of Study

Master of Arts in Education, M.A.Ed.

- [Curriculum and Instruction](#)
- [Curriculum, Instruction, and Professional Development](#)
- [Educational Leadership/Principal License](#)
- [Intervention Specialist: Mild/Moderate](#)
- [School Counseling](#)

Graduate Education Licensure

- [Adolescence to Young Adult License; Multi-age License](#)
- [Intervention Specialist](#)

Educational Endorsements

- [Early Childhood Generalist Endorsement](#)
- [Reading Endorsement](#)

(On-line access [here](#))

(Please note the “**Print Degree Planner**” Icon  at the bottom of each degree-specific page.)

[Support Services](#)

Financial Aid

Access more information about cost and financial aid [here](#).

Contact Help Desk

- Help is only a click away when you need it. If there are components of the system that you are unsure of, you can find help in the Moodle Tutorials or by pressing the Help button in your course. You can also contact the Distance Learning Help Desk by phone, email or clicking on the "Tech Support" button in your class.

Distance Learning Technical Help Desk (issues related to the online learning system)

- Toll Free: 800-985-9781
- Email: support@learninghouse.com
- Hours: 24/7

Malone University Help Desk (issues related to enrollment, email, and log in)

- Phone: 330-471-8428
- Email: helpdesk@malone.edu
- Hours: Monday - Friday, 8 a.m. - 5 p.m.

Center for Student Success

- Founders Hall, #68
- Phone: 330-471-8250 | Fax: 330-471-8390 | Email: css@malone.edu
- Office Hours: Monday - Friday, 8 a.m. to 4:30 p.m.
 - The mission of the Center for Student Success at Malone University is to implement a variety of intentionally designed programs, resources, and services which guide students in fulfilling their individual academic and career goals. Ultimately, the office supports students in their pursuit of life-long learning, personal/spiritual growth, and career readiness as they prepare to serve their communities and the world upon graduation.
 - The Center for Student Success coordinates campus-wide efforts to promote learning, and encourages success and retention through graduation. The office continually looks for ways to improve student satisfaction and connection with the Malone community.
 - Malone provides students with disabilities equal opportunity to participate in all programs, services, and activities. Our goal is to provide reasonable accommodations and a supportive, well-resourced environment to students with disabilities in order to promote student success.

Student Counseling Center

- Tim Morber, LPCC-S
- Director of the Counseling Center
- 330.471.8439
- tmorber@malone.edu
- Location: Randall Campus Center (“The Barn”), top floor
- Hours: Monday - Friday during the academic year—*Hours by appointment only.*

Initial Teacher Licensure Programs

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

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 must have 2.0 or higher in all courses and may only retake courses one time. Candidates selecting this licensure program must take 12 semester hours of reading, including a phonics course. In addition to required coursework, successful completion of field experience hours and a full semester of student teaching are required to meet program requirements.

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. 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 must have 2.0 or higher in all courses and may only retake courses one time. 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).
- **Physical Science Biology**
- **Integrated Science**

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. 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 must have 2.0 or higher in all courses and may only retake courses one time. 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 areas that constitute a major for a multi-age license are: **Spanish**

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.**

Gateways for Teacher Licensure Programs (Intervention Specialist, Adolescence to Young Adult, Multi-Age)

Gateway One: Admission to Teacher Education -Apply via Tk20 while in EDUC 530

1. Cumulative 3.0 GPA in graduate work
2. Candidates must have 2.0 or higher in all courses and may only retake courses one time.
3. Completion of 505/530
4. Satisfactory disposition assessment (scores of 1 or higher in all categories) or resolved via PCC*
5. Two faculty "recommended" designations: Yes or No (No=Must be resolved via PCC*)
6. Professional concerns- None or resolved via PCC*: Yes or No
7. Competencies checklist completed by advisor
8. Satisfactory field evaluations (no scores of 0 or unacceptable in any area): Yes or No (No=Must be resolved via PCC*)

Gateway Two: Candidacy for Clinical Experience -Apply after completion of first year in program

1. Admission to teacher education—Accepted: Yes or No
2. Cumulative 3.0 GPA in graduate work
3. Candidates must have 2.0 or higher in all courses and may only retake courses one time.
4. Satisfactory field evaluations (no scores of 0 or unacceptable in any area): Yes or No (No=Must be resolved via PCC*)
5. Satisfactory disposition assessment (scores of 2 or higher in 10/12 categories; no score of 0) or resolved via PCC*
6. Two faculty "recommended" designations: Yes or No (No=Must be resolved via PCC*)
7. Professional concerns- None or resolved via PCC*: Yes or No
8. Completion of course for student teaching
9. Completion of the OAE (Ohio Assessments for Educators) in the content area of student teaching

Gateway Three: Recommendation for Licensure & Professional Practice -Apply after completion of clinical experience

1. Admission to clinical experience—Accepted: Yes or No
2. Cumulative 3.0 GPA in graduate work
3. Satisfactory clinical evaluation (no scores of 0 or unacceptable in any area) Yes or No (No=Must be resolved via PCC*)
4. Satisfactory disposition assessment (scores of 3 in 8/12 categories; no scores of 0 or 1) or

resolved via PCC*

5. All OAE (Ohio Assessments for Educators) required examinations—Pass: Yes or No
6. Degree Requirements- All completed: Yes or No
7. Professional concerns- None or resolved via PCC*: Yes or No

Candidacy for Clinical Experience/Practicum/Internship: A culminating clinical, practicum, or internship is required for all programs which span at minimum a full semester. The Application for Student Teaching or Acceptance into Internship or Practicum is completed during the fall semester of the year before the experience is to be completed. The Teacher Education Committee reviews all applications and acts on acceptance to the clinical experience.

➤ **Student Teaching for those seeking Initial Licensure**

- *Clinical Experience Overseas (Initial Licensure Programs only):* It may be possible to arrange a clinical 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 Clinical Experience:* 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 year of a full-time teaching position. This includes written observation forms, Mid-term and Final Formative Evaluation Forms, Dispositions rubric, and narrative evaluations from 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 clinical 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 Clinical placements, requirements, and evaluations go to: <http://www.malone.edu/academics/sehd/student-teaching.php>

Recommendation for Licensure and Professional Practice: The application for 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 Director of Teacher Education signs the approval of all applications before they are sent to ODE.

➤ **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: www.oh.nesinc.com.

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 following chart for satisfactory Assessment of Dispositions scores.)

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

Additional Licensure Programs

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

Educational Leadership/ Principal Licensure: Program content includes strategic planning and management, communication and collaboration skills, and data-driven decision making; advocacy and ethical leadership are emphasized. Upon completion of the program and 10 additional hours of coursework including a two-semester internship, candidates may add the Principal License to their original licensure/s. A specialty exam in the area of educational leadership is required by the Ohio Department of Education for the license. To qualify for the principal license, a candidate must hold the Master's degree, pass the prescribed examination, have a valid Ohio teaching certificate/license, and have two years of successful teaching at the age level for which the principal license is sought.

Administrative Specialist License: The Curriculum, Instruction, and Professional Development program is designed to provide preparation for teachers who desire to serve as administrative specialists in curriculum supervision and staff development positions in school districts. The course work is planned to enhance one's teaching skills and attitudes essential for helping other teachers transform their classroom experiences. To qualify for the administrative specialist license, the candidate must hold the Master's degree, pass the examination prescribed by the Ohio Department of Education, have two years of successful teaching, and a valid Ohio teaching certificate/license.

Gateways for Non-teaching track Graduate Degrees: Educational Leadership; Curriculum and Instruction (CI); Curriculum, Instruction, and Professional Development (CIPD).

Gateway One: Admission to Graduate Education –Apply via Tk20 at entrance to program

1. Cumulative 3.0 GPA in graduate work
2. Candidates must have 2.0 or higher in all courses and may only retake courses one time.
3. Two "recommended" designations: Yes or No

Gateway Two: Candidacy for Graduate Practicum/ Internship - Prior to practicum/internship

1. Admission to graduate education—Accepted: Yes or No
2. Cumulative 3.0 GPA in graduate work
3. Candidates must have 2.0 or higher in all courses and may only retake courses one time.
4. Satisfactory disposition assessment (from EDUC 503)
5. Two faculty "recommended" designations: Yes or No (No=Must be resolved via PCC*)
6. Professional concerns- None or resolved via PCC*: Yes or No

Gateway Three: Recommendation for Licensure & Professional Practice -Apply after completion of practicum/internship

1. Admission to graduate practicum/internship—Accepted: Yes or No
2. Cumulative 3.0 GPA in graduate work
3. Satisfactory practicum/internship evaluation (no scores of 0 or “unacceptable” in any area) Yes or No (No=Must be resolved via PCC*)
4. Satisfactory disposition assessment
5. All OAE (Ohio Assessments for Educators) required examinations—Pass: Yes or No
6. Degree Requirements- All completed: Yes or No

7. Professional concerns- None or resolved via PCC*: Yes or No

Candidacy for Clinical Experience/Practicum/Internship: A culminating clinical, practicum, or internship is required for all programs which span at minimum a full semester. The Application for Student Teaching or Acceptance into Internship or Practicum is completed during the fall semester of the year before the experience is to be completed. The Teacher Education Committee reviews all applications and acts on acceptance to the clinical experience.

- **Practicum and Internship for those seeking Additional Licensure**
 - These experiences are arranged by your practicum or internship professors and often take place within the building or district where you are currently employed.

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

➤ **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: www.oh.nesinc.com.

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 following chart for satisfactory Assessment of Dispositions scores.)



Procedures

Tk20: To ensure that our programs align with critical state and national standards, the Teacher Education Program at Malone University uses 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 Tk20. All teacher education applications, field experience evaluations, student teaching evaluations, Dispositions assessments, and many other forms are completed through Tk20. There is a one-time charge per student for this assessment system. For more information go to: <http://www.malone.edu/academics/sehd/education/tk20.php>

Use of Social Media

Candidates are urged to use extreme caution when using social media such as Facebook, Myspace, 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 on Facebook or any other social media sites.
- Never give out a personal phone number to a student in field experiences.

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:

“**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 Clinical Experiences**” have been defined as course requirements that place the 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 candidate will perform in the role of the classroom teacher and should exhibit professional behaviors expected of a practicing teacher.

B. The 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 candidates and those in the field, preclinical, and clinical experiences, including both candidates and staff members, must always be of a strictly professional nature and appearance. When the candidate is participating in field, preclinical, and 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. transportation of students under the age of 18 is prohibited unless an emergency situation would dictate otherwise.

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

1. Viewing Internet activities: 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 candidates would have a detrimental effect on the 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: 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, please write to: NEA's Office of Higher Education: 1201 16th Street, NW, Washington, DC 20036 or NEAcgr8@aol.com

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 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

Endorsements Offered at the Graduate Level

Early Childhood Generalist Endorsement

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. For admission requirements and procedures go to <http://catalog.mmalone.edu> (select the Graduate Catalog from the drop down menu). The required courses are offered during Summer Session I ([EDUC 533 - Characteristics of Young Adolescents in the Intermediate Grades](#)) and Summer II ([EDUC 535 - Language Arts & Social Studies for the Intermediate Grades](#) and [EDUC 537 - Mathematics & Science for the Intermediate Grades](#)). The three graduate courses can be used as electives in the Curriculum and Instruction graduate program.

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. Pre-requisites for those with an AYA or MA license include 9 undergraduate hours of reading coursework including a course in phonics and a course in reading in the content areas. For ECE, MC, and IS licensed individuals the prerequisites are 12 undergraduate hours of reading coursework including a course in phonics and a course in reading in the content areas. 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.

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.