

Directions for completing submission forms:

Please note that this document is for use as a resource as you complete the Educator Preparation Program Review submission forms. The text on the submission forms uses the font Calibri and when you see that font here it is a transfer of the submission form to help guide you. Times New Roman font is used for direction and sample text. **Pay careful attention to text in bold.** There is a table of contents below to help guide you to the pages relevant to the form you are completing.

1. Common Elements submission form – one submission for all programs being reviewed
  - a. Section 1 – Programs offered, pages 2-3
  - b. Section 2 – Ohio Specific requirements, pages 4-10
2. Licensure Program submission form – submission for each program cluster
  - a. Section 3 – Licensure programs, pages 11-22
3. Endorsements submission form
  - a. Section 4 – Endorsement programs, pages 23-27


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*If you are submitting a new program or have programs that need reviewed to stay in compliance outside of your state scheduled review, please contact ODHE using the [EdPrep@highered.ohio.gov](mailto:EdPrep@highered.ohio.gov) email and we will provide direction at that time.*

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## EPP Common Elements Report (All Programs, combined)

To start fill out a primary contact for the EPP in the table provided as seen below:



**Department of  
Higher Education**

Mike DeWine, Governor  
Randy Gardner, Chancellor

**PROGRAM REVIEW – COMMON ELEMENTS FOR LICENSURE AND ENDORSEMENT PROGRAMS**

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*This form should only be used for review of licensure programs (endorsements and additional licenses are outside of the scope of CAEP). The manual [\[LINK\]](#) will contain more in-depth instructions, and materials will be available online (including crosswalk documentation and example tables). Sections 1 is focused on the entire EPP, focusing on the common elements. Section 2 is to be completed for all licensure programs except associate and alternate licenses (again, focusing on common elements).*

*The “professional administrator” designation includes principal, superintendent, and administrative specialist licenses.*

*The individual licenses and endorsements will be submitted in clusters, using specific forms.*

Questions about the form and/or your request as well form submissions should be directed to [EdPrep@highered.ohio.gov](mailto:EdPrep@highered.ohio.gov).

**EPP Common Elements Report (All Programs, combined)**

Institution	Submission Date
Primary Contact Info	
Name	Phone
Title	Email

### Section 1: Submission Details

The purpose of this section is to clarify the programs offered at the institution. The spreadsheet listing the programs will also be used to support the tracking of reviews.

**1.1: Licensure and Endorsement Programs offered including level of offering and class format:** ODHE will send the EPP a spreadsheet listing the programs currently listed in their data set. Please correct spreadsheet and insert a hyperlink to that spreadsheet **or** indicate it is attached and provide the appendix file name below.

[Appendix file name or insert hyperlink to open-access document here](#)

During the year prior to the scheduled state review of the EPP, ODHE will send a spreadsheet that looks like the one shown below. Please correct the spreadsheet, save it, and provide a hyperlink to access it. Please ensure the spreadsheet is housed in an accessible shared drive or location for reviewers to access.

	A	B	C	D	E	F
	Institution Name	Program Level	License	Teaching Field Code	Teaching Field Name	Delivery Mode
1						
2	Ohio Department example	Baccalaureate	Primary (PK-5)	1001	Primary (PK-5)	online
3	Ohio Department example	Post-Baccalaureate	Primary IS (PK-5)	1002	Primary Interv. Spec. (PK-5)	oncampus
4	Ohio Department example	Baccalaureate	Middle Child. (4-9)	050150	Language Arts and Reading (4-9)	oncampus
5	Ohio Department example	Master's	Middle Child. (4-9)	050150	Language Arts and Reading (4-9)	oncampus
6	Ohio Department example	Baccalaureate	Middle Child. (4-9)	110100	Mathematics (4-9)	oncampus
7	Ohio Department example	Master's	Middle Child. (4-9)	110100	Mathematics (4-9)	oncampus

Columns include:

- the name of the Institution,
- Program level (Associate, Baccalaureate, Post-Baccalaureate, and Master's level),
- Type of license (e.g. Primary (Pk-5), AYA (7-12)
- Teaching field code (see Appendix A for codes),
- Teaching field name, (please ensure a match to the names listed in Appendix A)
- Delivery mode (online or not).

For information on inserting hyperlinks please see: <https://support.microsoft.com/en-us/office/create-or-edit-a-hyperlink-5d8c0804-f998-4143-86b1-1199735e07bf>.

If you are unable to save to an accessible location, please attach as an appendix and name the file:

*Appendix 1.1 – Programs*

**1.2: SPA and Accredited programs:** Please list all programs you are submitting that are accredited (such as School Counselor) or nationally recognized without conditions.

Text response or "N/A" if the EPP does not have any such programs submitted

1.2A: SPA and Accredited program letters: Please insert a hyperlink to letters of accreditation or national recognition or indicate the file of letters documenting accreditation or national recognition are attached.

Appendix file name or insert hyperlink to open-access document here

If you are unable to save to an accessible location, please attach as an appendix and name the file:

*Appendix 1.2 – SPA and Accredited Programs*

## Section 2: Common Elements Report: Common Curricular Elements

The purpose of this section is to verify compliance with Ohio Specific requirements. This section represents the common elements associated with all Educator Preparation programs and is submitted only once.

**2.1: TAG Courses (at public EPPs, only):** If your EPP offers undergraduate licensure programs, provide the information required below. See manual for example. *If this report is being completed for a cluster containing only non-teaching licensure programs, endorsements, or additional-license programs (without offering the license as an initial license), skip this element.*

Private institutions and graduate programs do not complete section 2.1, nor do endorsement programs.

2.1A: Please contact [transfer@highered.ohio.gov](mailto:transfer@highered.ohio.gov) to request the **chart of approved TAG courses** to attach here.

[Appendix file name or insert hyperlink to open-access document here](#)

Indicate "N/A" if the EPP does not have any programs that are subject to the requirement

Sample				
TAG Discipline	Ohio Articulation Number	OAN Name	Matching Course(s)	Approval Status
Education	OED007	Intro to Education	EDUC 1115	Approved
	OED008	Educational Psychology	PSYC 2170	Approved
	OED009	Individuals with Exceptionalities	EDIS 2250	Submitted
	OED010	Early Childhood Development	EDEC 1150	Submitted
	OED011	Families, Communities, & Schools	EDEC 2283	Submitted

You may create a table to present this information (as evidenced above). If you prefer to attach a file rather than save one to an accessible location and hyperlink, please attach as an appendix and name the file: [Appendix 2.1 - TAG Course Table](#)

2.1B: Please provide a recent **syllabus** for each listed TAG course.

[Appendix file name or insert hyperlink to open-access document here](#)

Indicate "N/A" if the EPP does not have any programs that are subject to the requirement

Please provide one recent copy of a syllabus for each TAG course listed in 2.1A. If you are unable to save to an accessible location, please attach as an appendix and name the file: [Appendix 2.1 - TAG Syllabus - LLLL #####](#) (use your institution's department/number conventions instead of the example provided, for example EDEC 1150). Use this convention for each syllabus document you upload. (Attaching multiple Appendix 2.1 documents is fine; the file names will still differ because of the department/number portion.)

**2.2: Ohio-Mandated Content:** Please complete the [template](#) to indicate which courses ensure candidates are prepared on Ohio-mandated content, adding rows as necessary to match the licensure programs listed in section 1.

Please note: Primary, Middle, and Special Education/Intervention Specialist programs are required to have 12 hours of reading coursework, and all other programs have a 3-hour requirement.

Please include the level (undergraduate, post-baccalaureate, graduate) in the program designation.

[Appendix file name or insert hyperlink to open-access document here](#)

For this section, you are asked to complete the provided table (see example below), with a separate row for each license area you are submitting in this review cycle, to account for the required content components in [Ohio code](#). Please see the following [document](#) for list of specific Ohio requirements for each program.

Program and Level (UG, PB, GR)	Reading Req. Type	Reading Req. Courses (12 hour or 3 hour)	Dyslexia	Resident Educator	Ohio School Operating Standards	Value Added & OTES	Ohio Standards for PD	Substance Addiction	PBIS & SEL	Ohio Standards for the Teaching Profession/Principals/Superintendents
Primary (PK-5) (UG)	12	ECED 3012, ECED 4015, ECED 4016, ECED 4017	ECED 4020	ECED 4020	ECED 40092	ECED 4017	ECED 4015	ECED 4020	ECED 4020	ECED 4010
AYA LA (UG)	3	ADED 4315, Module in ADED 4925	ADED 4925	ADED 4925	ADED 4925	ADED 4925	ADED 4925	ADED 4925	ADED 4925	ADED 4025

When completing the table, create a row for each licensure area, and indicate the *relevant* course(s) in which instruction occurs. For the reading courses, these are designated as reading-focused courses; for the others, this can refer to instruction or the placement of a module or other learning experience to ensure candidates are prepared in these areas.

The table has multiple columns:

- reading requirement type (please indicate 12 hours or 3 hours, [see requirement chart](#)),
- the course(s) that meet the [Ohio reading requirement](#),
- instruction in dyslexia, (please indicate the course where instruction in dyslexia occurs)
- [Resident Educator program](#), (please indicate the course(s) where students learn about the Resident Educator program)
- [Ohio School Operating Standards](#), (please indicate the course(s) where students learn about Ohio School Operating Standards)
- [Value Added and Ohio Teacher Evaluation System](#), (please indicate the course(s) where students learn about Value added and OTES)
- [Standards for Professional Development](#) (please indicate the course(s) where students learn about Ohio Standards for Professional Development)
- [Instruction in opioid and other substance abuse prevention](#) (please indicate the course(s) where students learn about substance addiction)
- [Instruction in Computer Science and Computational Thinking](#) (please indicate the course(s) where students learn about Computer Science and Computational Thinking)
  - CS & CT standard will become a reviewed element of programs in Spring 2023

- [PBIS & SEL](#) required for all programs that are valid for teaching in grades Prekindergarten through fifth grade. (please indicate the course(s) where students learn about positive behavior intervention, social-emotional development, and trauma-informed instruction)
- [OSTP/OSP/OSS](#) - The Ohio standards for the teaching profession, the Ohio standards for principals, or the Ohio standards for superintendents, and the Ohio standards for educator professional development adopted by the state board of education, as applicable.
- Computer Science – TBD

If you are unable to save to an accessible location, please attach as an appendix and name the file:

[Appendix 2.2 - ODHE Mandated Contents Table](#)

FYI, a sample table from ODHE listing the requirements is presented below:

License	Teaching Field Code	Teaching Field Name	Cluster	Reading Requirement	Dyslexia	Resident Educator	Ohio School Operating Standards	Value Added & OTES/OPES	Ohio Standards for PD	Substance Addition	PBIS & SEL	Ohio Standards for the Teaching Profession/Principals /Superintendents	Computer Science (effective fall 2022)	NOTES
Multi-Age (PK-12)	060235	World Language - German	World Languages	3 hours	X	X	X	X	X	X	X	X	X	
Multi-Age (PK-12)	060245	World Language - Italian	World Languages	3 hours	X	X	X	X	X	X	X	X	X	
Multi-Age (PK-12)	060250	World Language - Japanese	World Languages	3 hours	X	X	X	X	X	X	X	X	X	
Multi-Age (PK-12)	060265	World Language - Spanish	World Languages	3 hours	X	X	X	X	X	X	X	X	X	
Multi-Age (PK-12)	060625	World Language - Russian	World Languages	3 hours	X	X	X	X	X	X	X	X	X	
Multi-Age (PK-12)	080115	Health	Health & Phys Ed	3 hours	X	X	X	X	X	X	X	X	X	
Multi-Age (PK-12)	080302	Dance	Visual/Performing Art	3 hours	X	X	X	X	X	X	X	X	X	
Multi-Age (PK-12)	080305	Physical Education	Health & Phys Ed	3 hours	X	X	X	X	X	X	X	X	X	
Multi-Age (PK-12)	111780	Computer Information Science	Computer Science	3 hours	X	X	X	X	X	X	X	X	X	
Multi-Age (PK-12)	120650	Music	Visual/Performing Art	3 hours	X	X	X	X	X	X	X	X	X	
Intervention Specialist	196109	Visually Impaired (PK-12)	Special Education	12 hours	X	X	X	X	X	X	X	X	X	
Intervention Specialist	196116	Hearing Impaired (PK-12)	Special Education	12 hours	X	X	X	X	X	X	X	X	X	
Intervention Specialist	196140	Mild/Moderate Ed. Needs (K-12)	Special Education	12 hours	X	X	X	X	X	X	X	X	X	
Intervention Specialist	196142	Moderate/Intensive Ed. Needs (K-12)	Special Education	12 hours	X	X	X	X	X	X	X	X	X	
Intervention Specialist	196212	Gifted (K-12)	Special Education	12 hours	X	X	X	X	X	X	X	X	X	
Career-Technical	10100	Agriscience (4-12)	Career Tech	3 hours	X	X	X	X	X	X	X	X	X	
Career-Technical	40800	Marketing	Career Tech	3 hours	X	X	X	X	X	X	X	X	X	
Career-Technical	90120	Family and Consumer Sciences	Career Tech	3 hours	X	X	X	X	X	X	X	X	X	
Career-Technical	140550	Integrated Business	Career Tech	3 hours	X	X	X	X	X	X	X	X	X	
Career-Technical	160610	Technology Education	Career Tech	3 hours	X	X	X	X	X	X	X	X	X	(GR Only)
Professional Administrator	280100	Principal (grades PK-6)	Administration	N/A	N/A	X	X	X	X	X	N/A	X	X	(GR Only)
Professional Administrator	280200	Principal (grades 4-9)	Administration	N/A	N/A	X	X	X	X	X	N/A	X	X	(GR Only)
Professional Administrator	280300	Principal (grades 5-12)	Administration	N/A	N/A	X	X	X	X	X	N/A	X	X	(GR Only)
Professional Administrator	47	Principal (grades PK-12)	Administration	N/A	N/A	X	X	X	X	X	N/A	X	X	(GR Only)/pupil service lic.
Professional Administrator	22	Administrative Specialist	Administration	N/A	N/A	X	X	X	X	X	N/A	N/A	X	(GR Only)
Professional Administrator	000068	Superintendent	Administration	N/A	N/A	X	X	X	X	X	N/A	N/A	X	(GR Only)
Pupil Services	270100	School Audiologist	Accreditor/SPA**	N/A	N/A	N/A	X	N/A	X	X	N/A	N/A	X	(GR Only)
Pupil Services	270200	School Counselor	Accreditor/SPA**	N/A	N/A	N/A	X	N/A	X	X	N/A	N/A	X	(GR Only)
Pupil Services	270300	School Social Worker	Accreditor/SPA**	N/A	N/A	N/A	X	N/A	X	X	N/A	N/A	X	(GR Only)

## Sample Narratives

Following the table, you are asked to provide a short narrative summarizing how the corresponding Ohio specific requirements are addressed in the courses listed in the chart.

Important: If the content is covered in a module or special curricular experience outside of a course, please explain in each narrative how you ensure every candidate both learns the material and cannot complete the program without doing so. In these cases, instead of uploading a course syllabus, include documentation on the learning experience.

*Sample narratives* are provided below.

2.2A: Please provide a description of how the **12-Hour Reading Requirement** is addressed within courses or module(s) in the teacher licensure programs it applies to. *(Suggested maximum length: 300 words)*

Text response or “N/A” if the EPP does not have any programs that are subject to the requirement

**Sample:** The undergraduate curricula for early childhood, middle childhood, and intervention specialist programs include four, three-hour courses that address literacy standards. One of these foundational courses, EDP 150, is devoted entirely to phonology and phonics and the roles these



topics play in the reading process. EDP 250 is another foundational course that focuses on learning about language development, reading, spelling, and writing and how the brain acquires these skills. EDP 350 addresses reading in the content areas. This course teaches candidates how to maximize student outcomes while reading content area texts. Research related to academic language, discipline-specific vocabulary, morphology, schema, and the roles experience and motivation play in reading is explored. EDP 450 is a field-placed assessment in reading course that requires teacher candidates to tutor a K-12 learner in reading. This course allows students to learn about the different types of assessments and when it is appropriate to use each type. Students also learn how to assess the subskills required for reading comprehension, how to properly assess these skills, and how to use data to make informed instructional decisions for individual students. The content of these courses emphasizes the topics of language comprehension and word recognition and how those work together to support reading comprehension. Students learn to design instruction compatible with how human beings learn to connect speech to print and how to deliver that instruction in a comprehensive, explicit, and systematic way to learners based on their individual strengths and weaknesses. The syllabi for these courses are included in this submission.

2.2B: Please provide a description of how the **3-Hour Reading Requirement** is addressed within courses or module(s) in the teacher licensure programs it applies to. *(Suggested maximum length: 300 words)*

[Text response or "N/A" if the EPP does not have any programs that are subject to the requirement](#)

**Sample:** The three-hour reading requirement is addressed in EDU 350, Reading in the Content Areas. This course is required for all AYA and multi-age candidates (as well as all early childhood, middle childhood, intervention specialist candidates). This course teaches candidates how to maximize student outcomes while reading content area texts. Research related to academic language and text structure, discipline-specific vocabulary development, morphology, schema, and the roles experience and motivation play in reading is explored. Since all teacher candidates take this course, it serves as the space to teach our candidates about dyslexia, its definition, prevalence, complications it can present, and ways to support students who experience the difficulties associated with this learning disability. The syllabus is included in this submission.

2.2C: Please provide a description of how **Dyslexia** is addressed within courses or module(s) in your teacher licensure programs. *(Suggested maximum length: 300 words)*

[Text response or "N/A" if the EPP does not have any programs that are subject to the requirement](#)

**Sample:** In the Methods 2 course, EDP 591, a two-week module on dyslexia has been developed. This module includes research-based readings on the strengths/challenges for students with dyslexia and evidence-based practices for supporting learners with dyslexia in schools. Further aspects of the module include videos that address common myths and misconceptions about dyslexia. Student assignments in the module provide opportunities for students to further explore multisensory programs developed to support students with dyslexia across the grades.

2.2D: Please provide a general description of how **Resident Educator, Ohio School Operating Standards, Value Added & OTES, and Ohio Standards for Professional Development** are addressed within courses or module(s) in your teacher licensure programs. *(Suggested maximum length: 300 words)*

Text response or "N/A" if the EPP does not have any programs that are subject to the requirement

**Sample:** The Resident Educator program, licensing requirements, Value Added, the Ohio Teacher Evaluation System, the Ohio Standards for Professional Development are each embedded as modules developed by the Ohio State University within specific courses (identified in the crosswalk). Candidates use our learning management system to engage with materials and respond to quiz questions to demonstrate they understand the material.

2.2E: Please provide a brief description of how **positive behavior intervention, social-emotional development, and trauma-informed instruction** are addressed within courses or module(s) in your teacher licensure programs. *This requirement applies all licensure areas that include any grade levels between pre-kindergarten and grade five. (Suggested maximum length: 300 words):*

Text response or "N/A" if the EPP does not have any programs that are subject to the requirement

**Sample:** All of our courses are developed to consider the social/emotional development of students but specific courses address developing trauma-informed classrooms and developing social skills and school-wide support systems such as PBIS. Two specific texts, "Fostering Resilient Learners" and "Better than Carrots or Sticks" are used to facilitate book studies in EDP 586 to promote an understanding of how to create trauma-sensitive spaces and to develop restorative teaching practices that address behavior in the classroom. Additionally, EDP 596 (renamed 587) addresses PBIS and tier 2 and 3 interventions for students with behavior challenges. This course also examines how to use Functional Behavior Assessments and allows candidates to demonstrate their ability to develop Behavior Intervention Plans. Additionally, this course address specific interventions that address social skill development.

2.2F: Please provide a brief description of how **Resident Educator, Ohio School Operating Standards, Value Added & OTES, Ohio Standards for Professional Development, and Ohio Standards for the Teaching Profession/ Principals/Superintendents** is addressed within courses or module(s) in your professional administrator program(s). If you do not offer this program, indicate "N/A." *(Suggested maximum length: 300 words):*

Text response or "N/A" if the EPP does not have any programs that are subject to the requirement

2.2G: Please provide a general description of how **Ohio School Operating Standards and Ohio Standards for Professional Development** are addressed within courses or module(s) in your pupil services program(s). If you do not offer this program, indicate "N/A." *(Suggested maximum length: 300 words):*

Text response or "N/A" if the EPP does not have any programs that are subject to the requirement

**Sample:** We offer a Principal's License as part of the administrative specialist licenses at our EPP. In order to meet these Ohio-specific requirements, we integrate each mandate in our two-course internship, EL 650 and EL 651. Candidates are required to log at least two hours in each of the following five areas: Value Added, Resident Educator Program, Operating Standards, OSPD, and OSTP. Candidates include a written narrative describing activities they did to earn



the minimum ten hours related to these topics. Prior to the internship, Ohio's Value-Added requirement is also addressed in a discussion forum in our data course, EL 505. Also prior to the internship, the Resident Educator Program, OSPD, and OSTP are additionally addressed in our professional development and supervision course, EL 506. Here, candidates integrate components of these topics into their professional development plans. Our human resources course, EL 610, also incorporates the Resident Educator Program. Here, candidates research best practices related to onboarding new teachers, and part of this project includes understanding the RE program, including the Resident Educator Summative Assessment, and any new updates to the mentoring program.

2.2H: Please provide a brief description of how **Substance Addiction** is addressed within courses or module(s) in your teacher licensure, professional administrator, and pupil services program(s). *(Suggested maximum length: 300 words)*

[Text response or "N/A" if the EPP does not have any programs that are subject to the requirement](#)

**Sample:** The Opioid Module developed by the college is completed by our students in ADED 49525 Inquiry into Professional Practice. The opioid module contains:

- An overview of the Ohio House Bill 367 on Opioid Use Prevention
- Information about prescription opioids, heroin, fentanyl
- National and state data on the opioid epidemic
- How opioid use affects families
- How to recognize when an overdose occurs and the treatment available for opioid overdose
- How to talk to school-aged children about opioids
- Resources

2.2I: Please provide a brief description of how **Computer Science and Computational Thinking** is addressed within courses or module(s) in your teacher licensure, professional administrator, and pupil services program(s). *(Suggested maximum length: 300 words)*

[Text response](#)

**Sample:** The Computer Science & Computational Thinking Module developed by the college is completed by our students in ADED 49525 Inquiry into Professional Practice. The computer science and computational thinking module contains:

- Instruction in computer science and computational thinking, as applied to student learning and classroom instruction, as appropriate for the grade level and subject area
- Resources

2.2J: Please provide one recent **syllabus** for each course listed for the Ohio Requirements spreadsheet referenced in item 2.2.

[Appendix file names or insert hyperlinks to open-access documents here](#)

Please provide one recent copy of a syllabus for each course listed in the spreadsheet uploaded for item 2.2.

If the course syllabus does not appropriately document the Ohio requirements, please upload the corresponding evidence that demonstrates meeting the requirement, such as the module outline or assignment given.

If you are unable to save to an accessible location, please attach as an appendix and name the file: *Appendix 2.2 - Syllabus – LLLL #####* (use your institution's department/number conventions instead of the example provided, for example EDEC 1150). Use this convention for each syllabus you upload.

### Section 3: Program Information (Teacher, Professional Administrator, and Pupil Services)

Programs that hold disciplinary accreditation from a CHEA- or USDE- recognized accreditor without conditions OR are nationally recognized from their CAEP-approved SPA organization ONLY complete section 1 and 2. Do not complete a Section 3 for these programs; instead, submit documentation of accreditation and/or SPA recognition in Section 1.2. For example, a School Counselor program accredited by CACREP would only complete section 1 and 2 for this program and provide the letter from CACREP documenting accreditation status. A Middle Childhood program that holds recognition (without conditions) from AMLE would not complete section 3, and instead submit their recognition report.

The purpose of this section is for the submission and review of your programs that lead to licensure.



Department of  
Higher Education

Mike DeWine, Governor  
Randy Gardner, Chancellor

#### PROGRAM REVIEW – TEACHER, PROFESSIONAL ADMINISTRATOR, AND PUPIL SERVICES LICENSES

*This form should only be used for review of teacher, professional administrator, and pupil services licensure programs. The manual [\[LINK\]](#) will contain more in-depth instructions, and materials will be available online (including crosswalk documentation and example tables). EPPs completing this form should also compile a single Common Elements report to be submitted with all reviews. The “professional administrator” designation includes principal, superintendent, and administrative specialist licenses.*

**This form starts with Section 3, because Sections 1 and 2 are submitted as common elements (one submission per institution). You will submit a Section 3 for each cluster area [\[LINK\]](#) (see manual for explanation). Endorsements, Associate Licenses, and Alternate Licenses are submitted on a separate form.**

Questions about the form and/or your request as well form submissions should be directed to [EdPrep@highered.ohio.gov](mailto:EdPrep@highered.ohio.gov).

Section 3.1 is designed to provide a list of all the programs being submitted for review by cluster (see [attached](#)). Your first selection will indicate which cluster you are reporting on Section 3 (you will complete one for each cluster).

#### 3.1: Licenses for Review

3.1A: Please indicate which **cluster** this submission represents. See [\[link\]](#) for cluster contents.

[Choose an item.](#)

3.1B: Please indicate the **license** code, field name, and levels you are **submitting for review** in this cluster; add additional rows as necessary (for license codes see [attached](#))

License Code	Field Name	Bacc. (UG)	Post- Bacc*	Graduat e (GR)	Additional License <i>only</i> **	New or Continuing
<i>e.g., 1001</i>	<i>Primary (PK-5)</i>	<i>X</i>	<i>UG or GR</i>	<i>X</i>		

\*Post-baccalaureate programs should be listed at which level the courses are offered (UG or GR program). Materials should be submitted as a complete review.

\*\*A program is only designated as additional license if a candidate must have a teaching license before pursuing it, it does not overlap the initial program requirements and the courses are not the same. These are outside of scope of CAEP, like endorsements.

Please see an example of submitting middle childhood and principal programs below.

<b>Sample</b>				
License Code	Field Name	Baccalaureate (UG)	*Post-Bacc.	Graduate (GR)
050150	Middle Childhood Language Arts and Reading (4-9)	X		X
110100	Middle Childhood Mathematics (4-9)	X		X
130102	Middle Childhood Science (4-9)	X		X
150003	Middle Childhood Social Studies (4-9)	X		X

3.1C: **Coursework Progression:** Please upload a program of study/plan of study/course checklist/sequence sheet for each licensure program, including post-baccalaureate programs. A four-year plan should also be included, for all undergraduate programs to help determine the content classes taken outside the education department.

[Appendix file name or insert hyperlink to open-access document here](#)

If you are unable to save to an accessible location, please attach as an appendix and name the file: [Appendix 3.1 - Progression - LLLL LL](#) (use your institution's department/level conventions instead of the example provided, for example *MCED UG for Middle Childhood Undergraduate*). Use this convention for each progression document you upload.

A program plan for each program submitted under the cluster should be provided. An example of what a Middle Childhood and Principal Licensure checklist might look like are shown on the next page:

<b>Sample 1</b>		
Middle Childhood Education (Grades 4 – 9) Select Two Concentration Areas		
Concentration Areas	Credit Hrs	Field/Clinical Hours
<b>Language Arts Concentration (30 hours)</b>		
Writing 101 English Composition	3	
English 203 or 204 Literary Culture of the U.S.	3	
English 380 Applications of English for Teaching	3	
Theater 307 World Dramatic Literature (or multicultural lit. alternative)	3	
Comm 101 Fundamentals of Speech	3	
Comm 201 Fundamentals of Interpretation	3	
Mass 207 Writing for Media (prereq: Mass 101)	3	
Education 219 Children's Literature	3	
Education 220 Adolescent Literature	3	
Education 463* Middle Childhood Language Arts Methods	3	40
<b>Social Studies Concentration (26 hours)</b>		
History 101 United States History – 1 <sup>st</sup> Century	3	
History 102 United States History – 2 <sup>nd</sup> Century	3	
History 120 History of World Civilizations I	3	
History 121 History of World Civilizations II	3	
History 202, Professional Historian	3	
Hist 220 Introduction to Human Geography	3	
Poli Sci 103 American National Government	3	
Education 250, Ohio History	2	
Education 464* Middle Childhood Social Studies Methods	3	40
<b>Science Concentration (27 hours)</b>		
Biology 101 Modern Biology	3	
Biology 105 or 107 Biology Lab I or Inquiry Lab	1	
Energy 101/102 Energy Resources /Lab	4	
Chemistry 101 Modern Chemistry	4	
Geology 101/101L Environmental Geology	4	
Physics 101 Explorations in Physics	4	
Astronomy 105 Introduction to Astronomy	4	
Education 466* Middle Childhood Science Methods	3	40
<b>Mathematics Concentration (26 hours)</b>		
Math 113 Math for Elementary Teachers	3	
Math 114 Geometry for Education Majors	3	
Math 118 Excursions in Math	3	
Math 121 Pre-calculus	4	
Math 123 Statistics	3	
Math 125 Calculus I	4	
Math course at 100 level or above	3	
Education 465* Middle Child Mathematics Methods	3	40
<b>Professional Education Courses</b>		
Educ 120/191 Initial Practice Seminar/ Integrated Practice I	1/0	50
Educ 130 Technology in the Classroom	3	
Educ 202 Educational Psychology	3	

Psyc 207 Adolescence (prereq: Psyc 101)	3	10
Educ 253/231 Diverse Learners/ Field Experience	3/0	30
Educ 312 Trauma Informed Schools and Classrooms	3	
Educ 321/331* Foundations of Reading/ Field Exp	3/0	30
Educ 322* Principles of Phonics Instruction	3	
Educ 350 Assessment	3	20
Educ 363* Content Area Reading in the Middle Grades	3	20
Educ 361* Diagnosis and Correction of Reading Difficulties	3	10
Educ 430* Middle School Concepts/ Field Exp	3/0	50
Educ 440* Education Capstone Seminar	3	
Educ 452* Culture and Gender Issues in the Classroom	3	40
Educ 470** Internship – Middle Childhood	9	14 weeks

Sample 2
<p align="center"><b>Ohio Principal Licensure Concentration Coursework Checklist</b></p> <p><b>M.Ed. Core Courses:</b>  EL 501: Leadership and Organizational Change, 3 hours  EL 504: Ethical and Moral Leadership, 3 hours  EL 601: Technology for Educational Leaders, 3 hours  EL 602: Leadership for School Culture and Community Engagement, 3 hours  CI 503: Culturally Conscientious Educational Communities, 3 hours</p> <p><b>Principal Licensure Concentration Core:</b>  EL 502: School Finance, 3 hours  EL 505: Using Data for School Improvement, 3 hours  EL 506: Supervision, Evaluation, and Professional Development, 3 hours  EL 603: School Law, 3 hours  PL 610: School Operations and Human Resource Management, 3 hours  PL 650: Principal Internship I, 3 hours  PL 651: Principal Internship II, 3 hours</p> <p><b>Total Program Credits: 36 Credit Hours</b></p>

Note the column referring to field/clinical hours in the first coursework progression example is optional.

### 3.2: Program Faculty Information

Section 3.2 is where faculty qualifications are demonstrated. Providing this information is to ensure that faculty have been reviewed using institutional processes to meet the guidelines and procedures described in the [Ohio Department of Higher Education Guidelines and Procedures for Academic Program Review](#). To address faculty that may not have a terminal degree but have the appropriate knowledge and experience we ask that you provide a summary of your faculty qualification policy.

3.2A: Please provide a summary of your faculty qualification policy. (Suggested maximum length: 300 words):

Text



**Sample:** Faculty qualifications are evaluated by review of transcripts, Curriculum Vitae, and documented applicable experience. The faculty listed on the attached spreadsheet are confirmed as meeting HLC qualifications by review of program coordinators, department chairs, and the college dean. Any faculty member who doesn't have the appropriate degree (e.g., teaching in a master's level program without a terminal degree) is reviewed by the Provost and Vice-President for Academic Affairs. A letter outlining the faculty member's Tested Experience must follow ODHE's and the HLC's guidelines and must be approved prior to teaching the course(s).

3.2B: Please list the faculty that teach in each program cluster; for most programs this will be any full-time or part-time faculty teaching courses specific to the educator preparation component of the program (methods, field, professional courses, clinical experience). These data may be maintained in AIMS (CAEP), downloaded from that system, and provided for this report, or the institution can download and use this spreadsheet [template](#):

- Faculty Member Name
- Highest Degree, Field, & University
- Assignment: Indicate the role of the faculty member; courses taught and qualifications for teaching those courses
- Faculty Rank
- Tenure Track
- Scholarship, Leadership in Professional Associations, and Service (List up to 3 major contributions in the past 3 years)
- Teaching or other professional experience in P-12 schools (include current certifications, if held)

[Appendix file name or insert hyperlink to open-access document here](#)

Sample							
Faculty Member Name	Highest Degree, Field	University, Year	Teaching Assignment	Faculty Rank	Tenure Track	Scholarship, Leadership, Service	Teaching/Professional Experience in P-12 Schools/Licensure
Paul Taylor	Ed.D., Early Childhood Special Education	University of Cincinnati, 2001	EDEC 210: Child Development	Professor	No - obtained full professorship	Extensive leadership and scholarship since 2005	Ohio elementary education and special education licenses
			EDEC 325: Methods of Observation				
			EDEC 555: Early Childhood Care/Practices				15 years of teaching experience
Kim Johnson	M.Ed., Reading	Edinboro University, 2010	EDRE 478/678: Diagnosis & Correction of Reading Disabilities	Adjunct faculty	No		Ohio Early Childhood license; reading endorsement; TESOL endorsement
							12 years of teaching experience
							Ohio elementary education

If you are unable to save to an accessible location, please attach as an appendix and name the file: [Appendix 3.2 - Faculty Qualifications](#)

### 3.3: Program-Specific Curricular Elements and Assessments

Programs must provide curriculum and assessment crosswalks to applicable standards for the programs in this cluster (as indicated <https://www.ohiohighered.org/educator-preparation/institutions>). For consistency, please use the crosswalks provided. [Link] One Excel workbook will be submitted for each licensure program; programs must complete all tabs within the specified workbook. They may contain some or all the following:

- 1) Curriculum (courses) to Ohio standards
- 2) Curriculum to SPA standards (or state content standards, if applicable)
- 3) Assessments to Ohio standards

Section 3.3 is designed to demonstrate curriculum and assessments align to the appropriate standards. Crosswalks are available for each program [here](#). If you have any questions about what is required, please reach out to ODHE staff at [EdPrep@highered.ohio.gov](mailto:EdPrep@highered.ohio.gov). Please note, InTASC is not a requirement for state review and is provided in the crosswalks with the Ohio Standards for the Teaching Profession as a resource to use in the CAEP self-study. Programs are not required to complete a crosswalk of assessments to content standards—only curriculum to content standards. Both curriculum and assessment must be aligned to Ohio standards in crosswalks. Please see sample crosswalks below:

Provide a list of the attachments (or insert hyperlinks to the documentation and ensure the security will enable reviewer access), and name them as follows:

3.3A: **Programs Crosswalk(s):** Attach the appropriate crosswalks for the cluster (e.g., “Appendix 3.3 - Crosswalk – IMTH GR”)

[Appendix file name or insert hyperlink to open-access document here](#)

If you are unable to save to an accessible location, please attach as an appendix and name the file: [Appendix 3.3 - Crosswalk - LLLL LL](#) (use your institution’s department/level conventions instead of the example provided, for example IMTH GR for Integrated Math Graduate). Use this convention for each crosswalk you upload.

#### Sample Tab 1) Initial Level Program Crosswalk for Courses Aligned to OSTP:

- Most of the Initial licensure programs will use this tab and it is anticipated that many of courses will be consistent among Educator Preparation Programs.

<a href="#">Interstate Teacher Assessment and Support Consortium (InTASC) Standards (2013)</a>		<a href="#">Ohio Standards for the Teaching Profession (OSTP, 2005)</a> <a href="#">Teachers...</a>		EDU 150 Introduction to the Teaching Professions	EDU 230: Planning for Diverse Learners	ISP 220: Typical and Atypical Learners
#1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	1.1	...display knowledge of how students learn and of the developmental characteristics of age groups.			X	
	1.2	...understand what students know and are able to do and use this knowledge to meet the needs of all students.		X		X
	1.5	...recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.				X
	4.2	...use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.		X	X	X
	4.5	...differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.				X
		...display knowledge of how students learn and of the developmental characteristics of age				

### Sample Tab 2) Initial Level Program Crosswalk for Assessments Aligned to OSTP:

- Most of the initial licensure programs will use this tab and it is anticipated that many of the assessments will be consistent among Educator Preparation Programs.

Interstate Teacher Assessment and Support Consortium (InTASC) Standards (2013)		Ohio Standards for the Teaching Profession (OSTP, 2005) Teachers...		Admission to the Teacher Education Program Interview	Evaluation of Dispositions	Lesson Plan: 200-Level Courses	Pre-CPAST	Senior Exit Interview & Portfolio Review
#1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	1.1	...display knowledge of how students learn and of the developmental characteristics of age groups.		X		X	X	X
	1.2	...understand what students know and are able to do and use this knowledge to meet the needs of all students.		X			X	X
	1.5	...recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.		X		X	X	X
	4.2	...use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.				X	X	X
	4.5	...differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.			X		X	X
		...display knowledge of how students learn and of the developmental characteristics of age						

### Sample Tab 3) Initial Level Program Crosswalk for Courses Aligned to NCTM:

- This is the tab where the appropriate program standards will be paired with the courses that ensure alignment to them. Some initial programs will have more than three tabs, such as our dual-licensure programs and AYA science.

National Council of Teachers of Mathematics (NCTM): 2020 Standards		Components	MTH 141: Calculus I	MTH 142: Calculus II	MTH 241: Calculus III	MTH 333: Differential Equations & Linear Algebra
Understanding Mathematics	Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and	*1a) Essential Concepts in Number. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of number including flexibly applying procedures, using real and rational numbers in contexts, developing solution strategies, and evaluating the correctness of conclusions. Major mathematical concepts in Number include number theory; ratio, rate, and proportion; and structure, relationships, operations, and representations.	X	X	X	
		*1b) Essential Concepts in Algebra and Functions. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of algebra and functions including how mathematics can be used systematically to represent patterns and relationships including proportional reasoning, to analyze change, and to model everyday events and problems of life and society. Essential Concepts in Algebra and Functions include algebra that connects mathematical structure to symbolic, graphical, and tabular descriptions; connecting algebra to functions; and developing families of functions as a fundamental concept of mathematics. Additional Concepts should include algebra from a more theoretical approach, including relationships between structures (e.g. groups, rings, and fields) as well as formal structures for number systems and numerical and symbolic calculations.				X
		*1c) Essential Concepts in Calculus. Candidates demonstrate and apply understandings of major mathematics concepts, procedures, knowledge, and applications of calculus, including				

### Advanced Programs Sample: Crosswalk for Courses Aligned to OSP:

OHIO STANDARDS for PRINCIPALS DOMAIN, 2018	OHIO STANDARD	INDICATOR	EL 501: Leadership and Organizational Change	EL 504: Ethical and Moral Leadership	EL 601: Technology for Educational Leaders
DOMAIN I: LEADERSHIP	<b>Standard 1: Mission, Vision and Core Values</b>	1.1 The effective educational leader works in collaboration with students, staff and other stakeholders to develop, enact and evaluate a data-informed shared mission, vision and core values.	X	X	
		1.2 The effective educational leader will model, communicate and advocate for the school's mission, vision and core values in all aspects of leadership.	X	X	
	<b>Standard 2: Ethics and Professional Norms</b>	2.1 The effective educational leader understands, upholds and models professional ethics, policies and legal codes of professional conduct.	X	X	
		2.2 The effective educational leader models and sets high expectations for conduct that promotes professional norms for students, staff, other stakeholders and self.	X	X	
	<b>Standard 3: School</b>	3.1 The effective educational leader develops the capacity of staff as leaders by establishing structures for collaboration that promote the analysis of data to identify areas of greatest need.			
		3.2 The effective educational leader develops a focused plan with processes and procedures for implementation.			

### Advanced Program Sample: Crosswalk for Assessments Aligned to NELP:

<a href="#">NELP BUILDING LEVEL STANDARDS, 2018</a>	COMPONENT	Admission Interview	Leadership Platform	Comprehensive Technology Analysis	Budget Reduction Proposal	Equity Audit	OTES 2.0
<b>Standard 1: Mission, Vision and Improvement</b>	1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.	X		X		X	X
	1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.	X	X	X		X	X
<b>Standard 2: Ethics and Professional Norms</b>	2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.	X	X	X			
	2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.	X	X	X			
	2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.		X				
	3.1 Program completers understand and demonstrate the capacity to use data						

3.3B: **Syllabi:** Attach one syllabus for each course listed in your crosswalks above. If general education course(s) are used to meet licensure program requirements, a syllabus should be included. (e.g., “Appendix 3.3 - Syllabus - ADED 42267”)

[Appendix file name or insert hyperlink to open-access document here](#)

Every course listed in the crosswalk must have a syllabus included in this report. If general education course(s) are used to meet licensure program requirements, a syllabus should be included.

If you are unable to save to an accessible location, please attach as an appendix and name the file: [Appendix 3.3 - Syllabus - LLLL #####](#) (use your institution’s department/number conventions instead of the example provided, for example ADED 42267). Use this convention for each syllabus you upload.

While the copy of the syllabus does not have to be from a semester within the last year, it should be recent (based on the frequency of offering) and represent the actual syllabus of the course as taught, not a template or generic syllabus.

3.3C: **Programs Assessment Narrative:** Please provide a brief narrative describing the progression of assessments candidates complete during the program to provide context for the crosswalks. Please provide a copy of assessments used other than state testing, edTPA and C-PAST. (Suggested maximum length: 300 words)

Text

[Appendix file name or insert hyperlink to open-access document here](#)

#### Sample 1: Program Narrative for Assessments Aligned to OSTP:

In our AYA integrated mathematics licensure program, candidates’ pedagogical work is reviewed in a number of places to ensure that they are meeting our minimum threshold. Candidates begin the program with an Interview for Admission to the Teacher Education Program. Candidates are interviewed by two trained faculty members; this typically occurs near the end of the sophomore year. Candidates are also scored by faculty in each 200-level or above education course with our Evaluation of Dispositions. Any score of 0 is reported to our

School of Education Review Board. Candidates regularly submit Lesson Plans in key courses in the program, and the threshold for proficiency increases as candidates' progress throughout the program.

In preclinical practice, typically taken during fall of the senior year, candidates are evaluated on Ohio's Pre-CPAST (Candidate Preservice Assessment of Student Teaching), and they complete the CPAST in clinical practice (typically spring of the senior year). At the end of clinical practice, candidates complete the Exit Interview and Portfolio Review. Here, candidates are evaluated by two faculty in an interview, and they share their portfolios. Any candidates not meeting our threshold for proficiency must complete a remediation project before officially completing the program. Finally, candidates must pass appropriate Ohio Assessment for Educators (OAE) licensure exam for pedagogy.

### **Sample 2: Program Narrative for Assessments Aligned to NELP:**

Candidates begin with an Admission to the Principal Licensure Program Interview. Conducted just prior to their first course, a team of two faculty interview and independently score each candidate on a scale from 0 = Ineffective to 3 = Accomplished, and candidates respond to six questions aligned to CAEP A.1.1 (data, research, technology, ethics/dispositions, and collaboration). Candidates must score a minimum of 10 points (ranging from 0-18 points) to be admitted. This same instrument is utilized again at the end of the program during PL 651 Internship II: Exit Interview. The process is the same, though candidates now must score a minimum of 16 points; candidates scoring less than 16 complete an Individual Professional Development Plan for remediation which must be complete prior to earning their license.

During the program, candidates complete various course-embedded assessments. Each is aligned to Ohio Standards for Principals (OSP, 2018), National Educational Leadership Preparation (NELP, 2018), and various other standards (OSPD, Operating Standards, etc.).

The following articulates some examples:

- Leadership Platform in EL 501: Leadership and Organizational Change
- Comprehensive Technology Analysis in EL 601: Technology for Educational Leaders
- Budget Reduction Proposal in EL 502: School Finance
- Equity Audit in EL 505: Using Data for School Improvement
- OTES 2.0 & Professional Development Plan in EL 506: Supervision, Evaluation, & Professional Development

During PL 650 and PL 651 (Internship I and II), candidates finalize their ePortfolios and provide artifacts indicating their ability to meet the OSP and NELP Standards, and they select artifacts that have been developed throughout the program. The final ePortfolio is scored by a minimum of two trained faculty. Candidates must earn a minimum of 30 points low scores must remediate their work in conjunction with the internship professor.

**3.3D: Content Knowledge:** Please provide a brief narrative of the assessments used to ensure candidates gain appropriate content knowledge in relation to applicable content-area standards. A crosswalk and copies of the assessments are not required for content knowledge. *(Suggested maximum length: 300 words)*

Text



### Sample: Program Narrative for Alignment to Content Standards

In our AYA integrated mathematics licensure program, candidates must earn a minimum 3.0 cumulative GPA. They must also maintain a minimum 2.5 cumulative GPA in their major, mathematics. Within each course, faculty monitor candidates' progress through quizzes, exams, and projects. Near the end of the program, candidates must pass the OAE content exam in mathematics. Finally, mentor teachers and university supervisors monitor content knowledge in the field in all clinical placements through review of lesson plans and through teaching lessons to students.

**3.3E: Licensure Test Results:** Programs undergoing review must provide Ohio Assessment of Educators (OAE) pass rates for the appropriate exams.

*For programs with more than one test, please disaggregate the data by test. Please add as many as necessary to provide the OAE data for each pedagogy and content-area test for each licensure program represented on this report. Three years of data should be provided (on separate lines for each program). If the cluster has no associated OAE tests, please delete the table and mark "N/A".*

Licensure Program	Academic Year	OAE Number and Name	Passed Exam	Failed Exam	Pass Rate	Average Score

[https://www.oh.nesinc.com/PageView.aspx?f=GEN\\_WhatTestsDoINeedToTake.html](https://www.oh.nesinc.com/PageView.aspx?f=GEN_WhatTestsDoINeedToTake.html)

Programs undergoing review must provide Ohio Assessment of Educators (OAE) pass rates for each completer cohort from the past 3 years for the appropriate exam, **if applicable**. For each candidate, report their last, best attempt on whatever test you're reporting. A candidate should only be counted one time for each test. Report data even if you only have one candidate taking the examination(s).

Sample:						
Licensure Program	Academic Year	OAE Number and Name	Passed Exam	Failed Exam	Pass Rate	Average Score
Integrated Math	18-19	OAE 003 – APK:AYA	10	1	90.9%	240.1
Integrated Math	19-20	OAE 003 – APK:AYA	11	0	100%	245.6
Integrated Math	20-21	OAE 003 – APK:AYA	8	0	100%	244.0
Integrated Math	20-21	EdTPA	2	N/A	N/A	42
Integrated Math	18-19	OAE 027 – Mathematics	11	0	100%	250.0
Integrated Math	19-20	OAE 027 – Mathematics	10	1	90.9%	240.0
Integrated Math	20-21	OAE 027 – Mathematics	9	1	90%	238.6

*Note: In this table, only the edTPA scores reaching the threshold for OAE exemption are reported, which means the average score reported is an average of the scores sufficiently high for exemption.*



### 3.4: Program-Specific Field Experience

The purpose of this section is to address field requirements. A minimum of 100 clock hours of field experience is required prior to student teaching (300 hours are required for PreK Associate). If your program includes field experience prior to the final clinical/internship experience, please include it here.

**3.4A: Field Hours:** Complete the chart below or attach a chart depicting field experiences for the programs in this cluster. A minimum of 100 clock hours of field experience is required prior to student teaching in teacher licensure programs. Professional administrator and pupil services programs do not have a specific requirement; please note requirements if they are part of the program.

*Example (Your chart does not have to match this format exactly; be sure to include number of hours, observation by university supervisor, nature of field experience (teaching, tutoring, observing, etc.)*

Course Name and Number	Required Number of Field Hours	Nature of Field Experience	Supervised (Yes/No)

[Appendix file name or insert hyperlink to open-access document if not using the table above](#)

#### Sample

Course Name and Number	Required Number of Field Hours	Nature of Field Experience	Supervised (Yes/No)
EDUC 1115 Intro to Education	18	Tutoring	No
EDUC 2245 Understanding Cultural Diversity	20	Observation	No
EDAE 2285 Foundations of AYA	51	Observation	Yes
SOCI 4435 Methods of Teaching Social Studies	126	Teaching	Yes

If you are unable to save to an accessible location, please attach as an appendix and name the file: [Appendix 3.4 – Field Experience - LLLL LL](#) (use your institution's department/level conventions instead of the example provided, for example MCED UG).

**3.4B: Field Placement Description:** Please describe the kinds of placements required in the program, addressing how the institution ensures a diversity of experiences. (Suggested maximum length: 300 words)

[Text](#)

#### Sample

Our university is committed to providing students with the opportunity to acquire the necessary knowledge, skills, and dispositions in order that they may provide developmentally appropriate, inclusive and responsive education to all learners. The curriculum and clinical/field experiences provide students with diverse opportunities for learning. The education program collaborates with private schools, public schools, and charter schools in Northwest Ohio.

Classroom assignments are in a public or non-public school that meets the respective accrediting/licensing body's requirements. It is always the goal to provide placements in rural, urban, and suburban settings utilizing diverse field sites when and where they are available. A site is considered diverse if, as outlined by the United States Census Bureau, its population is a minimum of at least 15% minority, has two recognizable cultures, a range of socioeconomic levels, and a minimum of 15% of students diagnosed with special needs.

Experiences are organized sequentially to provide teacher candidates with classroom opportunities to observe and apply their knowledge.

### 3.5: Program-Specific Clinical Experience (or Student Teaching, Internship, etc.)

Teacher, professional administrator, and pupil services licensure programs require a **final clinical experience** which may go by a variety of names (student teaching, internship, etc.). *A minimum of 12 weeks of student teaching is required for teacher licensure candidates pursuing first-time licensure; a minimum of 200 hours of internship are required for principal and superintendent candidates (no specific requirement for administrative specialist). For the requirements, please see <https://www.ohiohighered.org/educator-preparation/institutions>.*

In the space below, please indicate the number of weeks of the final clinical experience for the programs in this cluster, along with the number of hours. Please also briefly describe the final clinical experience and the process for selecting mentors. *(Suggested maximum length: 300 words)*

Text

#### Sample 1: Teacher Licensure Programs


All students seeking teacher licensure engage in student teaching over a period of sixteen weeks. Student teaching occurs in partner schools that provide practical learning experiences, authentic teaching conditions, and professional guidance. Student teaching applications are due during the November prior to the school year you will be student teaching in.

#### Sample 2: Principal Licensure

A one-year internship is integral to the program. Each student identifies a school principal mentor to observe and test the application of theory to a field site. The internship provides professional networks as well as leadership mentors.

## Section 4: Program Information (Endorsements)

The purpose of this section is for the submission and review of your programs that lead to Endorsement (sample below).



**Department of  
Higher Education**  
  
Mike DeWine, Governor  
Randy Gardner, Chancellor

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### PROGRAM REVIEW - ENDORSEMENTS

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*This form should only be used for review of endorsements (note: endorsements are outside of the scope of CAEP). The manual [\[LINK\]](#) will contain more in-depth instructions, and materials will be available online (including crosswalk documentation and example tables). EPPs completing this form should also compile a single Common Elements report to be submitted with all reviews.*

**This form starts with Section 4, because Sections 1 and 2 are submitted as common elements (one submission per institution). Section 3 (separate form) is for teacher, professional administrator, and pupil services licenses. If your institution offers endorsements, it will submit a Section 4 for each cluster area [\[link\]](#).**

Questions about the form and/or your request as well form submissions should be directed to [EdPrep@highered.ohio.gov](mailto:EdPrep@highered.ohio.gov).

Section 4.1 is designed to provide a list of all the endorsement programs being submitted for review by cluster.

4.1A: Please indicate which **cluster** this submission represents. See [\[link\]](#) for cluster contents.  
  
[Choose an item.](#)

While endorsements are in clusters with licensure programs, they are submitted on this form, rather than with the licenses. Please select the appropriate cluster.

4.1B: Please indicate the code, **endorsement name**, and levels you are **submitting for review** in this cluster; add additional rows as necessary (endorsement codes see [\[link\]](#)):

License Code	Field Name	Baccalaureate (UG)	*Post-Baccalaureate	Graduate (GR)	New or <a href="#">Continuing</a>
<i>e.g., 050275</i>	<i>TESOL</i>	<i>X</i>	<i>UG or GR</i>	<i>X</i>	

\*Post-baccalaureate programs should be listed at which level the courses are offered (UG or GR program). Materials should be submitted as a complete review.

4.1C: **Coursework Progression:** Please upload a program of study/plan of study/course checklist/sequence sheet for each licensure program.

[Appendix file name or insert hyperlink to open-access document here](#)

If you are unable to save to an accessible location, please attach as an appendix and name the file: *Appendix 4.1 - Progression - LLLL LL* (use your institution's department/level conventions instead of the example provided, for example TESOL UG). Use this convention for each progression document you upload.

### Sample

#### TESOL Plan of Study

14 credit hours:

- LING 5500: Introduction to Linguistics (4 credit hours)
- LING 5750: Language Learning (4 credit hours)
- LING 5800: TESOL Methods and Materials (4 credit hours)
- \*LING 5920: Language Teaching Practicum (2 credit hours)

\*The Language Teaching Practicum includes 50 clock hours of field experience. Students choose their own field experience location. The field experience must involve at least some engagement with English Language Learners, such as tutoring or teaching. The location can be in a school, or in an after-school program or club. All field experience locations and activities will need to be pre-approved by the Language Teaching Practicum professor. No video recording or observations by the Language Teaching Practicum professor are required for this endorsement. The field work hours can be completed during the next Fall Semester at no extra cost (pre-approval necessary).

### 4.2: Program Faculty Information

Please list the faculty that teach in each endorsement in this cluster; for most programs this will be any full-time or part-time faculty teaching courses specific to the educator preparation component of the program (methods, field, professional courses, clinical experience). These data may be maintained in AIMS (CAEP), downloaded from that system, and provided for this report, or the institution can download and use this spreadsheet [template](#):

- Faculty Member Name
- Highest Degree, Field, & University
- Assignment: Indicate the role of the faculty member; courses taught and qualifications for teaching those courses
- Faculty Rank
- Tenure Track
- Scholarship, Leadership in Professional Associations, and Service (List up to 3 major contributions in the past 3 years)
- Teaching or other professional experience in P-12 schools (include current certifications, if held)

[Appendix file name or insert hyperlink to open-access document](#)

Please see section 3.2B (section instructions are identical, but faculty policy is not required for Endorsements).

#### 4.3: Program-Specific Curricular Elements (Endorsements)

Programs must provide curriculum crosswalks to applicable standards for the endorsements in this cluster (as indicated <https://www.ohiohighered.org/educator-preparation/institutions>). For consistency, please use the crosswalks provided [\[link\]](#). One Excel workbook will be submitted for each endorsement; programs must complete all tabs within the specified workbook.

Section 4.3 is designed to demonstrate curriculum aligns to the appropriate standards. Crosswalks are available for each program [here](#). If you have any questions about what is required, please reach out to ODHE staff at [EdPrep@highered.ohio.gov](mailto:EdPrep@highered.ohio.gov). The instructions for this section are the same as those for Section 3.3. Programs are not required to complete a crosswalk of assessments to content standards—only curriculum to content standards.

**4.3A: Programs Crosswalk(s):** Attach the appropriate crosswalks for the cluster (e.g., “Appendix 4.3 - Crosswalk - APE GR”)

[Appendix file name or insert hyperlink to open-access document here](#)

If you are unable to save to an accessible location, please attach as an appendix and name the file: *Appendix 4.3 - Crosswalk - LLLL LL* (use your institution’s department/level conventions instead of the example provided, for example APE GR for Adapted Physical Education). Use this convention for each crosswalk you upload.

**4.3B: Syllabi:** Attach one syllabus for each course listed in your crosswalks above. (e.g., “Appendix 4.3 - Syllabus – PE 60185”)

[Appendix file name or insert hyperlink to open-access document here](#)

If a course is listed in the crosswalk submitted for 4.3A, a syllabus should be included in 4.3B. Provide a link to a shared drive or attach file as appendix with all syllabi listed in the crosswalks above.

If you are unable to save to an accessible location, please attach as an appendix and name the file: *Appendix 4.3 - Syllabus - LLLL LL* (use your institution’s department/level conventions instead of the example provided, for example PE 60185). Use this convention for each syllabus you upload.

While the copy of the syllabus does not have to be from a semester within the last year, it should be recent (based on the frequency of offering) and represent the actual syllabus of the course as taught, not a template or generic syllabus.

**4.3C: Programs Assessment Narrative:** Please provide a brief narrative describing the assessments candidates complete for each endorsement included in this cluster. Please provide a copy of assessments used other than state testing, edTPA and C-PAST. (Suggested maximum length: 300 words)

[Text](#)

**Sample:** Candidates completing the Adapted Physical Education Endorsement progress through four assessment points across the required courses. The four assessments are: Assessment Report (APE 3.1, 3.2, 3.3, 3.4 and 3.5), IEP Writing Practice (APE 1.1, 1.2, 2.2, 4.1, 4.2, and 4.3), Instructional Strategy Report (APE 5.1, 5.2, 5.3, and 5.4), and Student Profile Report (APE 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4). Through these assessments, candidates use field experience to apply emerging understandings.

**4.3D: Licensure Test Results:** Programs undergoing review must provide Ohio Assessment of Educators (OAE) pass rates for the appropriate exams.

*For programs with more than one test, please disaggregate the data by test. Please add as many as necessary to provide the OAE data for each test for each endorsement program represented in this cluster. Three years of data should be provided (on separate lines for each program). If the cluster has no associated OAE tests, please delete the table and mark "N/A".*

Endorsement Program	Academic Year	OAE Number and Name	Passed Exam	Failed Exam	Pass Rate	Average Score

[https://www.oh.nesinc.com/PageView.aspx?f=GEN\\_WhatTestsDoINeedToTake.html](https://www.oh.nesinc.com/PageView.aspx?f=GEN_WhatTestsDoINeedToTake.html)

Programs undergoing review must provide Ohio Assessment of Educators (OAE) pass rates from the past 3 years for the appropriate exam, **if applicable**. Report data even if you only have one candidate taking the examination(s) in a given academic year.

Sample						
Endorsement Program	Academic Year	Test	Passed Exam	Failed Exam	Pass Rate	Average Score
Computer/Technology	17-18	OAE Computer/Technology (Subtest I - 016)	8	1	88%	227.1
Computer/Technology	18-19	OAE Computer/Technology (Subtest I - 016)	7	0	100%	242.2
Computer/Technology	19-20	OAE Computer/Technology (Subtest I - 016)	10	1	90%	247.3
Computer/Technology	17-18	OAE Computer/Technology (Subtest II - 016)	7	0	100%	242.1
Computer/Technology	18-19	OAE Computer/Technology (Subtest II - 016)	10	1	90%	232.3
Computer/Technology	19-20	OAE Computer/Technology (Subtest II - 016)	8	0	100%	245.6



#### 4.4: Program-Specific Field Experience

**4.4A: Field Hours:** Complete the chart below or attach a chart depicting field experiences for the endorsements in this cluster. (*Endorsements require 50 hours of field experience.*)

*Example (Your chart does not have to match this format exactly; be sure to include number of hours, observation by university supervisor, nature of field experience (teaching, tutoring, observing, etc.)*

Course Name and Number	Required Number of Field Hours	Nature of Field Experience	Supervised (Yes/No)

[Appendix file name or insert hyperlink to open-access document if not using the table above](#)

If you choose not to include a chart, create a hyperlink to an accessible location or attach as an appendix and name the file: [Appendix 3.4 – Field Experience - LLLL LL](#) (use your institution's department/level conventions instead of the example provided, for example MCED UG).

**4.4B: Field Placement Description:** Please describe the kinds of placements required in the programs in this cluster, addressing how the institution ensures a diversity of experiences for the endorsements in this cluster. (*Suggested maximum length: 300 words*)

[Text](#)

#### Sample

Students are required to conduct their practicums in a school setting with an appropriate professional supervising them. The practicum students are involved in different types of tasks/activities in diverse settings and with diverse groups. For example, they are required to collaborate with the classroom teacher(s) and their students on the use of technology in teaching and learning. They should participate in a technology-related committee for the school/district or in staff development activities. They need to conduct a training, workshop, or in-service session for teachers/staff. They are required to do some type of project related to adaptive and assistive technology. They also need to conduct some type of data analysis. The types of schools where practicums are completed vary in terms of their racial composition, socio-economic standing, and level of urbanization. The anticipated tasks/activities should be discussed with the university practicum advisor and on-site supervisor and outlined in a practicum contract before starting the practicum. Besides the contract, a log and journal should be written on a regular basis throughout the practicum and shared with the university advisor for feedback and suggestions.

### Section 5: Program Information (Associate Licenses)

The instructions for the associate license form mirror that of Section 3, although there may be a few prompts missing as the requirements are fewer in number.