

SCHOOL OF EDUCATION, HEALTH AND SOCIETY

Licensure Handbook

Rev. 10/2007

I. ACCREDITATION

Introduction

All educator licensure programs of Miami University's School of Education, Health and Society are proud to be accredited by the appropriate professional accrediting agencies. Accreditation is a peer review process that involves a comprehensive evaluation of the professional education unit. Being accredited ensures that our educator preparation programs have met institutional, state, and professional standards of educational quality.

Accreditation

The School of Education, Health and Society has been accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1954. For further information, visit http://www.ncate.org/accred/m_accreditation.htm

The following educator preparation programs in The School of Education are accredited by NCATE:

Adolescent/Young Adult Education

English/Language Arts

Math

Science

Social Studies

Early Childhood Education

Educational Leadership

Curriculum and Instruction

Principal

Superintendent

Foreign Language Education:

French

German

Latin

Spanish

Health Education

Intervention Specialist

Early Childhood Intervention Specialist

Mild/Moderate

Moderate/Intensive

Gifted

Middle Childhood Education

Physical Education

School Psychologist

The following educator preparation programs in the School of Education, Health and Society are accredited by their respective professional organizations:

Art Education Program

The Art Education Program leads to the Bachelor of Science of Education degree and licenses graduates to teach in K-12 schools. The curriculum is accredited by the National Association of Schools of Art and Design (NASAD). The Art Education Program has been accredited by NASAD since 1989. For further information, visit <http://nasad.arts-accredit.org/index.jsp>

Music Education Program

The Music Education Program leads to the Bachelor of Music in Music Education degree and licenses graduates to teach in K-12 school. The Music Education Program has been accredited by the National

Association of Schools of Music (NASM) since 1960. For further information, visit <http://nasm.arts-accredit.org/index.jsp?page=Why+Membership+Is+Important>

School Nursing Program

The School Nursing Program is a post-baccalaureate licensure program offered by the Department of Nursing and the School of Education. In pursuing a license, candidates must first obtain a Bachelor of Science in Nursing and then go on to complete post-baccalaureate work to obtain the license which is granted by the State of Ohio. Miami University's Department of Nursing BSN program is accredited by the National League for Nursing Accrediting Commission (MLNAC) and has received continuing accreditation since 1981. For further information, visit <http://www.nlnac.org/home.htm>

Speech Pathology and Audiology Program

Licensure as a speech and hearing pathologist is achieved at the graduate level once students complete a four-year undergraduate program and a master's program. The Speech Pathology and Audiology Program is accredited by the American Speech-Language-Hearing Association (ASHA). Accreditation by ASHA ensures that our students meet the strict guidelines set forth in the standards adopted by ASHA. Our Speech Pathology and Audiology Program has been accredited since 1993. For further information, visit <http://www.asha.org/about/ethics/accredited-provider>.

II. EDUCATOR PREPARATION PROGRAMS

Introduction

Upon completion of requirements for individual programs, candidates apply for licensure to work as an educator in a school district. Each license identifies a grade band for which it is effective. Miami University's School of Education, Health and Society offers the following educator preparation programs:

- Art Education (PK-12 licensure)
- Music Education (PK-12 licensure)
- Speech Pathology and Audiology (PK-12 licensure)
- Health Education (PK-12 licensure)
- Physical Education (PK-12 licensure)
- Foreign Language (K-12 licensure)
- Early Childhood Education (PK-3 licensure)
- Middle Childhood Education (4-9 licensure)
- Adolescent Young Adult (7-12 licensure)
- Special Education (K-12 licensure, except ECIS PK-3)
- School Nursing
- School Psychology
- School Principal (grade band tied to teaching license)
- School Superintendent
- Curriculum and Instruction
- Reading Endorsement (K-12 licensure)

Middle Childhood Generalist Endorsement (4-6 licensure)

More Info

ART EDUCATION (PK-12)

This program prepares you for licensure as an art teacher in Ohio Public Schools. It leads to the Bachelor of Science in Art with Multi-Age Visual Arts License (pre-kindergarten through grade 12, ages 3-21). Accredited by the National Association of Schools of Art and Design (NASAD), and the State of Ohio Department of Education Teacher Licensure Standards, it is in compliance with guidelines from Ohio's Academic Content Standards PK-12 Fine Arts, and the National Art Education Association.

MUSIC EDUCATION (PK-12)

Two programs, both with licensure for age 3 through grade 12, are offered: choral/general program and instrumental music program. Both programs include 100 hours of field experiences in urban, suburban, and rural schools prior to student teaching. Admission to upper class standing is contingent upon these requirements: (1) minimum GPA of 2.7 in all music courses; (2) advanced standing in major applied area; (3) admission to teacher licensure. Music teacher licensure requires 30 semester hours of course work in areas other than music and education.

Majors are assigned full-time supervised teaching during first or second semester of the senior year. During this semester, you cannot participate in any ensembles or carry any other academic work except with special permission of the faculty.

SPEECH PATHOLOGY AND AUDIOLOGY (PK-12)

The College of Arts and Sciences offers a program in speech pathology and audiology, leading to the Bachelor of Science. This degree requires a foreign language. This program prepares students for licensure in speech pathology by the State of Ohio and / or licensure by the American Speech-Language-Hearing Association. The training program in speech pathology and audiology is accredited by the Educational Standards Board of the American Speech-Language-Hearing Association.

This program prepares candidates for licensure as a speech pathologist or audiologist in Ohio public schools. Licensure requires an additional 38 semester hours of graduate work.

HEALTH EDUCATION (PK-12)

The Health Education major leads to a Bachelor of Science Degree in Health Education. Successful completion of the degree and licensure requirements will result in an Ohio Teaching Licensure in Health Education, Pre-kindergarten – Grade 12.

PHYSICAL EDUCATION LICENSURE (PK-12)

The Physical Education major leads to a Bachelor of Science in Education degree. Successful completion of the degree and licensure requirements will result in Ohio Teaching Licensure in Physical Education for Pre-Kindergarten through Grade 12. This licensure provides the opportunity to teach in Ohio schools.

FOREIGN LANGUAGE (K-12)

The Foreign Languages Education major leads to Bachelor of Science Degree in Education. Upon satisfactory completion of the requirements, students are eligible to apply for licensure in French, German, Latin, or Spanish. Approved by the Ohio Department of Education, this program prepares its graduates to teach the aforementioned languages in grades K-12. Students are encouraged to seek a double major in Arts and Sciences in the language of their licensure program. During their undergraduate program, students with a Foreign Language Education major are required to study abroad for a minimum of six weeks. All students will complete classroom observations in urban, suburban/rural classrooms. The semester long student teaching experience allows students to work closely with mentor teachers in grades K-8 and in grades 9-12. Student teachers eventually assume instructional responsibility for all courses.

EARLY CHILDHOOD EDUCATION (PK-3)

foundations of education, research, assessment, and leadership. Coursework emphasizes solving educational problems through reflective practice, communication, collaboration, and team building among various stakeholders in the educational process. Unique to the program is a nine-hour concentration, which allows students to create focused learning plans of their own interests in areas across the department and university. Some concentrations can lead to professional licensure in Curriculum, Instruction, and Professional Development. The program is designed for K-12 practicing teachers but is open to students who are engaged in teaching or curriculum development in other professions. There is a rolling admission for this program, so you may apply at any time.

SCHOOL PSYCHOLOGY PROGRAM

This program leads to the Specialist in Education Degree as well as to licensure as a professional school psychologist. A Master's Degree is also earned during the course of study. Assessment, intervention, and consultation training within a problem-solving model; school-based practicum experiences; and a full-time supervised nine-to-ten-month internship are included in this three-year program. Your program of study must be approved by the department; minor substitutions can be approved. After you complete 39 hours in the foundation component and pass a comprehensive examination, you are awarded an M.S. degree and admitted to candidacy for the EdS degree. After completing requirements for the professional practice component, which includes a thesis research project, you receive an EdS degree.

SCHOOL NURSING PROGRAM

The School Nurse Licensure Program is designed to prepare practitioners who deliver health services including direct nursing care and health education to school clients, their families, and the school community. Admission to the program is selective and is for registered nurses who have a BSN or who are in the process of completing the BSN degree at Miami University. Applicants must have a 3.0 GPA.

READING ENDORSEMENT (K-12)

A Reading Endorsement can be added to a valid Ohio teaching license upon (a) successful completion of required graduate-level reading education courses, and (b) passing the PRAXIS II "Teaching of Reading" test. Such an endorsement enables a teacher to teach reading in grades K-12 in the State of Ohio.

MIDDLE CHILDHOOD GENERALIST ENDORSEMENT (4-6)

The Middle Childhood Generalist Endorsement can be added to any existing Middle Childhood license and for any combination of the four areas of concentration. It will require taking two additional courses in each of the subject areas to be added to the license. The generalist endorsement will allow teachers to teach those subjects in grades 4-6 only.

III. PROGRAM COORDINATORS

Each program has a program coordinator. If you have any questions, you should contact your program coordinator. Please contact the appropriate department for coordinator contact information. If you are unsure of which department to contact, the EHS Office of the Dean (529-6317) will be able to assist you.

IV. PROGRAM ENTRANCE/RETENTION/EXIT

Intro

Each licensure program within the School of Education, Health and Society has a multi-criteria application process that allows for the most qualified candidates to be selected. Traditional measures (e.g., GPA, test scores) along with performance-based requirements (e.g., writing samples, interviews, work review, etc.) are utilized in the selection process. Once admitted into the program, each program documents what their candidates have learned and can demonstrate in the form of professional competencies through multiple performance indicators as outlined in four benchmarks. Within these benchmarks, each licensure program has developed up to eight assessments. Candidates must meet the indicators (Praxis requirements, Benchmark Assessments [lesson/unit plan, Project Learning Curve, etc.], Student Teaching etc.) of the four benchmarks to continue in the program. These benchmarks serve as major instructional “milestones” in the lives of the candidates. Once all four benchmarks are completely met, a candidate is eligible for licensure.

Benchmarks

Within these benchmarks, each licensure program has developed up to eight assessments. Five of these key assessments are required and common to all programs; three additional assessments can be required by the Specialized Professional Association (SPA) for a program.

All candidates must meet the indicators of the four unit benchmarks. These serve as major instructional “milestones” in the lives of the candidates in the unit. The unit’s benchmarks for undergraduate teacher education candidate are provided as an example:

Benchmark 1: Candidates must meet specified indicators including GPA of 2.5 or higher, successful completion of certain courses, written essay, etc. before they are admitted into a program cohort. This competitive selection typically takes place at the end of the second semester of the freshman year. Successful candidates are placed in a cohort and move as a group through their program of study. Unsuccessful candidates are asked to review their application and reapply the following year.

Benchmark 2: Once admitted into a program, candidates must meet the indicators for this benchmark by completing their early field experiences, successfully passing specific content courses, finishing up Miami Plan requirements, maintaining a minimum 2.5 GPA within the licensure area and across all university courses in addition to other specified performance-based indicators. This benchmark usually occurs during the second semester of the sophomore year. If candidates do not successfully meet the indicators for this benchmark, they cannot proceed to the methods block. Intervention procedures such as the retaking of classes, study skills review, etc. would be implemented at this time.

Benchmark 3: Candidates must meet the indicators for this benchmark by completing clinical courses, successfully passing all content course requirements including methods block, and maintaining the minimum 2.5 GPA in addition to other specified performance-based indicators. This benchmark usually occurs during the second semester of the junior year. Candidates are required to pass the Praxis II Content Test before student teaching. Candidates who do not successfully meet the indicators for this benchmark cannot proceed to student teaching during their senior year. If necessary, intervention procedures could include retaking the Praxis II Content Test for candidates who fail to meet the benchmark criteria.

Benchmark 4: Candidates must successfully complete their student teaching, maintain a minimum GPA of 2.5, and successfully meet specified performance-based indicators for this benchmark. This benchmark usually occurs during the second semester of the senior year. If successful, candidates receive a “program completer status” with a divisional sign-off by the EHS office. Candidates who do not successfully meet the criteria for this benchmark can technically graduate but would not receive licensure and could not teach. If necessary, intervention procedures could include additional student teaching placements.

For the specific Benchmarks and Indicators for each program please visit:

[http://www.units.muohio.edu/eap/eapdocs/LicensureHandbook/Benchmarks/.](http://www.units.muohio.edu/eap/eapdocs/LicensureHandbook/Benchmarks/)

V. AUDIT SHEETS

An audit sheet is a listing of all courses that must be completed to be eligible for graduation/licensure. Currently, these sheets are only available for EDT and PHS students on the web.

The Department of Teacher Education (EDT) administers undergraduate teacher licensure programs approved by the Ohio Division of Teacher Education and Licensure. Each program, when combined with a baccalaureate degree, makes the candidate eligible for Provisional Ohio teaching licensure in a selected teaching field. EDT offers majors and licensure programs in Early Childhood Education (ages 3-8 and pre-kindergarten-grade 3), Middle Childhood Education (ages 8-14 and grades 4-9), Adolescent to Young Adult Education (ages 12-21 and grades 7-12), and Foreign Language Education (ages 3-21 and grades prekindergarten-12).

For a complete listing of audit sheets, please visit: <http://www.units.muohio.edu/eap/eapdocs/LicensureHandbook/audits/>.

VI. COHORTS

Each undergraduate in the Department of Teacher Education will be assigned to a cohort. Cohorts are determined upon admission.

Each undergraduate in the Department of Teacher Education begins as a pre-major and applies for admission to a program i.e. early childhood, middle childhood, etc. Upon acceptance, candidates are assigned to a cohort. This happens preferably during the first year as a pre-major. The cohort simply refers to the group of students who take certain courses together. In some programs, those cohort classes are full-semester blocks of methods or instructional procedures classes. In other programs, a cohort class could be a single, stand-alone course. Students must be admitted to their program cohorts to be allowed to take their cohort classes.

Admission to a program cohort is based on several factors:

- Passing scores on Praxis I (reading: 173; math: 172; writing: 172) or ACT score of 21 or SAT score of 980
- Miami Plan grade point average (2.5) after a minimum of 12 Miami Plan hours taken for a grade
- Cumulative grade point average (2.5)
- Essay
- Dossier of experiences with children or youth comparable in age to the ages covered by the program.

Applications for program cohorts are typically available each year in late October in the outer office of 404 McGuffey Hall on the Oxford campus or in the academic advising offices on the regional campuses. Early childhood and middle childhood pre-majors are notified by e-mail when the applications are available. Adolescent/young adult and foreign language education majors apply for cohorts during their introductory course EDT 190.

Cohorts are filled a year in advance. This helps students prepare their academic plans of study and it helps the Department of Teacher Education plan and schedule courses. For example, students will be selected for the 2008-09 program cohorts during 2006-07. Early childhood and middle childhood education programs have two cohort application deadlines in early February and early May. Adolescent/young adult and foreign language education programs just have one cohort application deadline in early May. Specific deadline dates are on the program cohort applications.

VII. CODE OF ETHICS

The Code of Ethics created by the Association of American Educators was developed in 2003. It contains four basic principles relating to the rights of students and educators. This Code of Ethics was used as a foundation in the development of the Dispositions Process for the School of Education, Health and Society.

A Code of Ethics for the Association of American Educators

This code of ethics was developed by the Association of American Educators. It contains four basic principles relating to the rights of students and educators.

OVERVIEW

The professional educator strives to create a learning environment that nurtures to fulfillment the potential of all students. The professional educator acts with conscientious effort to exemplify the highest ethical standards. The professional educator responsibly accepts that every child has a right to an uninterrupted education free from strikes or any other work stoppage tactics.

PRINCIPLE I: Ethical Conduct toward Students

The professional educator accepts personal responsibility for teaching students character qualities that will help them evaluate the consequences of and accept the responsibility for their actions and choices. We strongly affirm parents as the primary moral educators of their children. Nevertheless, we believe all educators are obligated to help foster civic virtues such as integrity, diligence, responsibility, cooperation, loyalty, fidelity and respect—for the law, for human life, for others, and for self.

1. The professional educator, in accepting their position of public trust, measures success not only by the progress of each student toward realization of his or her personal potential, but also as a citizen of the greater community of the republic.
2. The professional educator deals considerately and justly with each student and seeks to resolve problems, including discipline, according to law and school policy.
3. The professional educator does not intentionally expose the student to disparagement.
4. The professional educator does not reveal confidential information concerning students, unless required by law.
5. The professional educator makes a constructive effort to protect the student from conditions detrimental to learning, health, or safety.
6. The professional educator endeavors to present facts without distortion, bias or personal prejudice.

PRINCIPLE II: Ethical Conduct toward Practices and Performance

The professional educator assumes responsibility and accountability for his or her performance and continually strives to demonstrate competence.

The professional educator endeavors to maintain the dignity of the profession by respecting and obeying the law and demonstrating personal integrity.

1. The professional educator applies for, accepts, or assigns a position or a responsibility on the basis of professional qualifications and adheres to the terms of a contract or appointment.
2. The professional educator maintains sound mental health, physical stamina, and social prudence necessary to perform the duties of any professional assignment.
3. The professional educator continues professional growth.
4. The professional educator complies with written local school policies and applicable laws and regulations that are not in conflict with this code of ethics.
5. The professional educator does not intentionally misrepresent official policies of the school or educational organizations and clearly distinguishes those views from one's own personal opinions.
6. The professional educator honestly accounts for all funds committed to one's charge.
7. The professional educator does not use institutional or professional privileges for personal or partisan advantage.

PRINCIPLE III: Ethical Conduct toward Professional Colleagues

The professional educator, in exemplifying ethical relations with colleagues, accords just and equitable treatment to all members of the profession.

1. The professional educator does not reveal confidential information concerning colleagues unless required by law.
2. The professional educator does not willfully make false statements about a colleague or the school system.

3. The professional educator does not interfere with a colleague's freedom of choice and works to eliminate coercion that forces educators to support actions and ideologies that violate individual professional integrity.

PRINCIPLE IV: Ethical Conduct toward Parents and Community

The professional educator pledges to protect public sovereignty over public education and private control of private education.

The professional educator recognizes that quality education is the common goal of the public, boards of education and educators, and that a cooperative effort is essential among these groups to attain that goal.

1. The professional educator makes concerted efforts to communicate to parents all information that should be revealed in the interest of the student.
2. The professional educator endeavors to understand and respect the values and traditions of the diverse cultures represented in the community and in his or her classroom.
3. The professional educator manifests a positive and active role in school/community relations.

VIII. STANDARDS FOR EDUCATOR PREPARATION OF THE SCHOOL OF EDUCATION, HEALTH AND SOCIETY

The standards listed are the foundation of all educator preparation programs at Miami University. By the time candidates have completed the requirements of their individual programs, they will have met these standards. The standards, based on INTASC principles, describe the skills and competencies that define a caring, competent, and transformative practitioner.

Standard 1: Is Well-Grounded in General Studies and Content Knowledge

- 1a. Evidences depth of academic knowledge and skills [Embedded Domain A]
- 1b. Demonstrates an understanding of the connections between content previously learned, current content, and the disposition to integrate future content [Praxis III-A3]
- 1c. Makes content knowledge comprehensible to students [Praxis III-C2]
- 1d. Demonstrates strong written and oral communication skills (e.g. correct grammar, legible writing, and clear speech) [Embedded Domain D]

Standard 2: Appreciates and Understands Diverse Learners, Mentors, Peers, and Learning Processes

- 2a. Shows a sensitivity to cultural and individual differences [Embedded Domain B]
- 2b. Demonstrates an appreciation and understanding of exceptionalities [Embedded Domain B]
- 2c. Utilizes multiple instructional strategies that are appropriate to students' needs [Praxis III-C4]
- 2d. Demonstrates familiarity with relevant aspects of students' background knowledge and experiences and varies instruction based on students' interests, aspirations, personal and curriculum dispositions, and needs [Praxis III-A1]

Standard 3: Demonstrates Sensitivities to Learning Contexts and Environments

- 3a. Creates a climate that promotes fairness [Praxis III-B1]
- 3b. Establishes and maintains rapport with students [Praxis III-B2]
- 3c. Communicates challenging learning expectations to each student [Praxis III-B3]
- 3d. Establishes and maintains consistent standards of classroom behavior [Praxis III-B4]
- 3e. Makes the physical environment safe and conducive to learning [Praxis III-B5]
- 3f. Facilitates students' integration of understanding, competence, confidence, and emerging self efficacy [Embedded Domain C]

Standard 4: Demonstrates Planning, Implementation, and Evaluation by Utilizing Varied Instructional Strategies

Planning

- _____ b. does not willfully make false statements about a colleague or the school system
- _____ c. respects each colleague's freedom of choice and expression and does not attempt to violate any individual's professional integrity

1. Professional Conduct Toward Parents and the General Community: Candidates support the school system and community by:

- _____ a. making every effort to fully inform parents about their children and to assist families in their educational endeavors
- _____ b. making every effort to understand and respect the values and traditions of diverse cultures and groups represented in the educational community
- _____ c. maintaining a positive and active role in the educational process and working for the betterment of all children

X. FIELD EXPERIENCES

All students in the teacher education program must successfully complete a variety of field experiences in pre-kindergarten - 12th grade classrooms, according to their licensure area. Candidates are placed in settings that will enable them to fulfill course objectives and required activities. During the teacher education program, candidates have a variety of placements that allow them to gain experience in working with students in different settings. The field experience coordinator requests placements for university students in the local schools each semester. Placements are made according to licensure area and description of the field experience. In collaboration with the university field experience coordinator, local school personnel confirm the placement of candidates. The cooperating teacher is provided with information about field experience assignments and expectations.

For more information and policies regarding Field Experiences, please visit their webpage.

XI. STUDENT TEACHING

Student teaching has been an integral part of the teacher education program at Miami University since its inception in 1951. All students seeking teacher licensure engage in student teaching over a period ranging from ten to sixteen weeks, depending on the nature of the degree and/or preparation program. Student teaching occurs in cooperating schools that provide practical learning experiences, actual teaching conditions, and professional guidance.

The student teaching program is founded on an expanding knowledge base about teaching, learning, and school improvement. Graduates of the Miami program report that their student teaching experience is challenging, intellectually demanding, and instrumental in preparing them for the real world of teaching. Everyone involved in this program develops personally and professionally.

For more information and policies regarding Student Teaching, please visit their webpage.

XII. FINGERPRINTING AND BACKGROUND CHECKS

Prior to both field placements and student teaching, a fingerprint and background check must be completed. This procedure will also be used when it is time to apply for a teaching license.

MU Police Department Fingerprinting and Background Check Service

If you have lived in Ohio for the last five years, you will need the following:

- Ohio Driver's License

- Payment: \$25, payable by a check made out to Miami University Police. Your bursar account can also be charged if you know your Social Security number.

The results are faxed to the Student Teaching office and mailed electronically to the Ohio Department of Education's Teacher Certification Office. You may also request one mailed copy to the address of your choice.

If you do not live in Ohio, or have not lived in Ohio for the last five years, you will also need to be black inked. You will need the following:

- Valid State Driver's License
- Payment: \$49.00, payable by a check made out to Miami University Police. Your bursar account can also be charged if you know your Social Security number. This \$49.00 covers both the Ohio BCI & I and FBI checks.

Please phone Amanda Rose at 529-8363 with further background check questions.

TB Tests:

State law requires all school personnel, including student teachers, to have a Tuberculosis test. Tests may be done at the Student Health Services Center or you may have your family physician perform the test. Please turn in your TB test results to the Office of Student Teaching as soon as possible. The Office of Student Teaching and Field Experiences will forward your results to the school district in which you have been placed. If you do not provide proof of your test results, you may not be allowed to enter the school building you are assigned to. TB tests should be done within 90 days of the beginning of your student teaching.

XIII. PRAXIS TESTS

Many programs require the Praxis I test for admission to their educator preparation program. Praxis I is a basic skills test. Passing scores for Praxis I are 173 for reading and 172 for both math and writing. In order to become a licensed educator in the state of Ohio, all candidates must pass the Praxis II content specialty test and a Principles of Learning and Teaching test. Every semester, workshops are held to prepare students for the Principles of Learning and Teaching test. Information about these workshops can be found at www.muohio.edu/EHS. Additionally, the Educational Testing Service website (ets.org) can be accessed to download Tests at a Glance for both specialty area tests and Principles of Learning and Teaching tests. Check with your program coordinator for Praxis II content review workshops.

PRAXIS I

Praxis I is required for admittance into some of Miami's Teacher Preparation or Other School Personnel Programs. See program advisor for more information. It is a test of basic competency in reading (minimum score 173), writing (minimum score 172), and math (minimum score 172).

PRAXIS II

The Praxis II Series consists of two or more assessments depending on the licensure area of each candidate. Students will need to refer to [click here](#) or go to the ETS website to find out the specific name and code number of each required test. All students will take a Praxis test that measures their content knowledge and a Praxis PLT (Practices of Learning and Teaching).

The Praxis II PLT assessment measures a pre-service teacher's knowledge of classroom practices and working with children. Many resources for test preparation are available on the Internet. A few of these are listed below. Check the School of Education, Health and Society website below for Praxis workshops that are offered throughout the school year. A study guide for the PLT test is also available at [this website](#).

It is also recommended that you obtain an Ohio teaching license even if you do not plan on teaching in Ohio. This should make it easier for you to obtain a license in the state where you plan to teach.

XV. CHECKLIST FOR GRADUATION AND LICENSURE

There are certain procedures that must be followed when it is time to apply for graduation and licensure. If you have further questions, contact Kathy Salmon at 529-6421.

1. Register to take the Praxis II Examinations

Contact your department advisor for program requirements as to when to take the test.

Register on line at <http://www.ets.org/praxis>

- Principles of Learning and Teaching

Register for the appropriate test for your licensure level.

- Content Area Test

Register for appropriate test for your licensure area.

- i.e. Early Childhood Education, Math Education, Physical Education etc.

Note: Praxis requirements are subject to change by the action of the Ohio Department of Education.

2. Fingerprints: Current fingerprints completed within the past year need to be on file with the Ohio Department of Education before license will be issued. You may use the electronic fingerprinting option instead of the fingerprint cards, available from Miami's Police Services Center, Rt. 73 (4945 Oxford Trenton Road), 529-2222.

Final Semester before Graduation:

1. Apply for Graduation

Information available in Room 106, Campus Avenue Building, 529-8703 or www.units.muohio.edu/reg

Apply the first few weeks of your last semester.

Application dates are noted on your degree audit report (DAR)

- Complete graduation application and pay graduation fee.

2. Office of Career Services Registration

Information available in 241 Hoyt Hall, 529-3831

- Register for on-campus interviewing and referral. Visit web site at <http://www.muohio.edu/careers>
- Set-up Credential File. Obtain the following pamphlet "Employment Guide for Teacher Candidates"

3. Apply for Teacher License

Application forms are available from the Student Service's Office, 202 McGuffey Hall OR on line at: www.ode.state.oh.us

- Complete 2 Year Provisional License application

AND

- Return completed application, check for \$24.00 payable to “Ohio, T.E.C.” (\$10.00 for each additional license type) and a Xerox copy of each page (front and back) of your passing Praxis II test results to Student Services, School of Education, Health and Society, 202 McGuffey Hall, Miami University, Oxford, OH 45056.

Your application will be on file in our office and will be forwarded to the Ohio Department of Education for processing once your degree is awarded by the Office of the Registrar. The license will be mailed to you directly from the Ohio Department of Education. (Allow at least four to six weeks.) You can check the status of your license application and fingerprints on their web site at: <http://www.ode.state.oh.us>. If you have any questions regarding your license, you can reach the Office of Licensure at (614) 466-3593.

4. Print DAR (Degree Audit Report)

At the end of your final semester before graduation, print a copy of your DAR.

Once you graduate your DAR will no longer be available.

The DAR provides your major hours, major GPA, etc. which you may need for job applications.