

Application for Graduate Early Childhood Cohort Program

The Early Childhood Cohort is designed for the student who wishes to receive an Ohio teaching license for preschool through third grade while working toward a Master of Education degree. The program is accelerated in both content and format. Courses begin in mid May each year and are completed at the same time the following year in this one year program. Students will be expected to register for one Praxis II exam in the fall and another during their student teaching semester. Admission decisions will be based upon information regarding academic background, test scores, field placement evaluations for EDEL 500, career goals statement, and date of M.Ed acceptance. Completion of the M.Ed is not a requirement for the Ohio teaching license in Early Childhood Education.

Please be sure that you can check all the following points before applying for the cohort program.

- I have seen an advisor and received an advising sheet that reflects required general education and professional foundation courses.*
- I have been accepted into the M.Ed program.*
- I will complete by the end of this spring semester, all general education and professional foundation courses as noted on my advising sheet.*
- I understand that my field placements under the classroom supervision of qualified teachers will be made by Xavier University personnel to insure that my experiences meet Ohio Department of Education specifications.*

Name _____ Phone _____

Address _____ Email _____

Xavier ID Number _____

Emergency contact (spouse or parent) _____

List most recent employment _____

Experience working with young children _____

Please attach a one page, typewritten essay on your career goals and your decision to become a teacher of young children.

Return completed application to April Thomas in the Education Office, 307 Hailstones Hall, no later than February 24th. Acceptances will be made in mid March after mid-term evaluations are received from EDEL 500 cooperating teachers.

Early Childhood Cohort Application Fact Sheet

Listed below are things you will need to consider as you make the decision to apply to the Early Childhood Cohort Program. I have tried to anticipate questions you may have based on ones received during the last few years of this program. Please save this document for future reference.

Registration

- We usually register students for the cohort during the initial information meeting after acceptances have been received. Remember that if you are in the Cohort you will never be closed out of a course that is required for your program.

Summer Schedule

- **Reading Methods for Early Childhood, EDRE 512, May 7-June 7, TR, 6-9:45**
- **Phonics and the Foundations of Literacy, EDRE 569, May 7-June 7, MW, 8:30-12:15**
- **Early Childhood Arts and Play, EDEC 558, May 7-June 7, M W, 1:30-5:15**
- The summer course, **Early Childhood Care and Practices, EDEC 555, June 11-July 12, MTWR, 9-12:45**, requires 20 hours of field observation in an inclusive child care setting. A number of hours are completed during class release time, but the majority must be accomplished outside of the scheduled class. Please consider this as you make plans for the use of your time.
- **Early Childhood Children's Literature, EDCH 524, MTWR, June 11-July 12, 2:10-4**
- Please do not ask to be excused for a week of classes in the summer due to a previously scheduled vacation. We simply cannot accommodate such a request during the short time frame of a summer course.

Fall

- **EDEC 336, Language Arts and Social Studies will meet on Tuesday from 8-12. EDEC 331, Math and Science will meet on Thursday from 8-12.**
- **EDEC 325 meets Wednesday 4:15-6:45. EDCH 671 meets Wednesday 7-9:30.**
- **EDEL 370, Field Placement is required two days a week. You may select from Monday, Wednesday and Friday for your 2 field days.**
- All field placements are made by our Field Coordinator, Mrs. Sally Barnhart.
- Placements are made to give you a range of experiences in terms of age of students and socially and culturally diverse settings. We take into account the area of town in which you live when making the spring student teaching placement. The fall field placement may be closer to Xavier University.
- Students who serve as long term substitute teachers or work on nontax licenses **may not** complete their field placement or student teaching in their own classrooms.
- During the fall semester you are required to complete field experiences two days a week. Please do not confuse the fall placement with the type of placement you experienced during EDEL 500, Classroom Culture. In that course it is our goal to provide an introductory field experience that is not disruptive to the employment of a person who is seeking to learn if teaching is a suitable field to enter. There is a difference in the goals of this placement. You may not complete all the hours early in the semester. The intent is to observe the development of children over the first months of the school year and to grow in your own ability to interact and teach specific lessons in the subjects you are learning in your methods and pedagogy courses here on campus, not to acquire a specific number of clock hours of observation. We understand that it might fit your personal schedule more efficiently if you finish all the hours early but it defeats the purpose of

the placement within our program design.

- On the same note, you will be assigned to your spring student teaching experience early enough to meet the teacher at the beginning of the school year, visit off and on, and learn of her/his teaching style and classroom procedures. It will not benefit you to wait until December to spend the required 15 hours in the classroom. The 15 hours are meant as a guideline, you can choose to spend more time in the classroom. You will receive a list of suggested activities/experiences for the 15 hours of pre-student teaching experience.

Spring

- Spring semester courses complete the requirements for licensure with **EDEC 454, Student Teaching, EDEC 455, EC Cohort Seminar Current Issues, and EDRE 678, Diagnosis and Remediation**
- The student teaching semester begins when Xavier University's spring semester commences and ends 16 weeks later. Student teachers take the school's spring break-not that of the University.
- Requirements during student teaching include the completion of the Teacher Performance Assessment Portfolio as mandated by the Ohio Department of Education.

Program Completion

Praxis II Exams

- Due to the accelerated nature of the cohort program, Praxis exam scheduling must be carefully considered. We recommend the **Education of Young Children, test number 0021**, be taken in November and **Principles of Learning and Teaching, test number 0521**, may be taken during student teaching. Xavier's website contains information on tests and links to the Praxis for registration and online study guides. Tests are offered on Xavier University's campus and at other local campuses.

Licensure

- All pertinent information regarding your Ohio early childhood license will be conveyed early in your student teaching semester, giving you adequate time to submit all required materials. If you plan to move to another state you may want to visit the website of that state to learn of their licensure requirements. You may also contact our Certification Director, Mrs. Virginia Hewan, and ask to see the current publication that she maintains on the subject of interstate reciprocity.
- When you have completed all courses in the licensure program (not in the M.Ed.), passed the two Praxis exams, and submitted necessary forms to Mrs. Hewan, she will send your application to Columbus for processing.

Master of Education

- If you have any questions about licensure or graduate credits in the M.Ed. please do not hesitate to contact Ms. Vertuca at 745-2981 or vertuca@xavier.edu. Your transcript review advising sheet should be retained in your personal files for reference regarding any waivers or substitutions.