

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 early 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 OAE exam in the fall and during their student teaching semester. Admission decisions will be based upon field placement evaluations for EDEL 500, career goals statement, and 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, or have discussed completion with cohort director.*
- ┆ *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 the Childhood Education Office, care of Erica Gehring, 307 Hailstones Hall, no later than February 15th. Acceptances will be made in mid-March after mid-term evaluations are received from EDEL 500 cooperating teachers.

Early Childhood Cohort Application Fact Sheet

***Please read carefully, as there is new information regarding the transition to the P-5 license.**

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 Semester Schedule *Please note that there may be changes to course times during the first summer session. Session dates/weeks will remain the same. Times shown below reflect the schedule as it currently reads online, but courses may be rearranged within the times shown below.

May 11-June 13

- **Reading Methods for Early Childhood, EDRE 512, TR, 12:30 to 4:15**
- **Phonics and the Foundations of Literacy, EDRE 569, MW 4:30-8:15**
- **Early Childhood Arts and Play, EDEC 558, TR, 5 to 8:45**

June 15-July 18

- **Early Childhood Care and Practices, EDEC 555, MTWR, 9-12:45**, requires 20 hours of field observation in an inclusive child care setting. Course blends online work with on campus attendance.
- **Early Childhood Children's Literature, EDCH 524, MW, 1:30-5:15**
- 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 Semester Schedule

- **EDEC 336, Language Arts and Social Studies**
- **EDEC 331, Math and Science**
- **EDEC 325, Methods of Observation**
- **EDRE 678, Diagnosis and Remediation,**
- **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.

The purpose of EDEL370 is to observe the development of children over the first four 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. 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 Semester Schedule

- Spring semester courses complete the requirements for licensure with **EDEC 454, Student Teaching, EDEC 455, EC Cohort Seminar Current Issues, and EDRE 671, Content Area Literacy**
- 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 edTPA portfolio, and meet the score designated by the School of Education.
- Prior to student teaching, students must pass the OAE #012 Early Childhood Education.

***Additional coursework required for the P-5 license**

The Ohio Department of Education has made a change to the early childhood grade band, moving from P-3 to P-5. We are in the process of making the necessary changes to our programs. We have concluded that we can best provide the 4-5 course content (11 credit hours) for our students by offering a block of courses and field experience focused on the content and specific teaching strategies for grades 4 and 5. We will offer these courses in May, immediately following the student teaching experience. Additional testing may be required by the ODE.

Exams - Please Note:

The Ohio Educator Assessment testing by Pearson is required for licensure. For more information on the OAEs visit www.oh.nesinc.com or the Childhood Education website. As noted above, #012 is required prior to student teaching and #001 and #090 may be taken during student teaching.

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 Licensure Director, Renee Gosney, 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.) and passed the three OAE exams, you will be able to submit your licensure application online.
- For more information regarding the process: <http://education.ohio.gov/Topics/Teaching/Educator-Licensure>

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. You should also maintain copies of all field experience hours and any teaching evaluations you receive.