



School of Education

STUDENT HANDBOOK

Secondary & Multi-Age Education Program

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Welcome to the School of Education!

We are excited that you have selected education; it is a wonderful time to be in the field. At Xavier, the education programs are among the largest and most popular. Specifically, students in our programs have the opportunity to learning by doing, engaging in field experiences or internships throughout your program. The curriculum introduces you to the Jesuit emphasis on ethics, service and caring for others. In addition, you will be taught by outstanding faculty who are dedicated and experienced teachers, and care about you and your goals. It is our mission to help you become part of the next generation of highly qualified educators.

We hope that you will find this official handbook helpful. We have included information about our various programs, admission requirements, opportunities within your major or minor, and expectations for degree and licensure. The education programs are designed to meet the standards set by the Ohio Department of Education and Ohio Department of Higher Education as well as Xavier University's program outcomes. You should also consult the Xavier University Master Catalog for more information on policies and procedures. Additionally, updates on events and requirements may be found on your program's website.

Please feel free to contact me if you have any questions or concerns as you enter and progress through your educational program. Best wishes for a productive and enriching experience in the School of Education.

Sincerely,

Dr. Teresa Young
Director, School of Education
Xavier University
www.xavier.edu/education

School of Education Mission Statement

In keeping with the Jesuit tradition, our mission is to educate men and women to be articulate in work, critical in thought, and competent in the knowledge, skills, and dispositions of their academic disciplines and professional endeavors. As such, they excel in teaching, leading, and serving their respective communities. This educational mission is furthered by an effective staff and administration, and by a faculty of excellent teachers, scholars, and leaders who serve the needs of the university and its diverse stakeholders. Accordingly, we provide curricula, instruction, and assessment procedures designed to meet the expectations of the specialized professional associations and the respective appropriate related state and national accrediting bodies.

Opportunities for Education Majors

Education Club

The Xavier University Education Club provides continuing professional development for all education majors and minors and helps students achieve knowledge concerning resources necessary for effective professional practice. Students engage in service projects that reflect the mission and purpose of the organization.

The Exceptional Student Assembly (formerly SCEC) The purpose of this club is to support people with disabilities. Xavier members of this club are from all fields, e.g. nursing, OT, business, education. Currently most of the activities are focused around supporting the students with disabilities who are participating in Project Search right here on our Xavier campus. This club provides a great opportunity for special education students to get experience working with people with disabilities.

Community Engaged/ Service Learning

Xavier University offers service learning semesters in locations as close as Over the Rhine and as far reaching as Nepal. Students who wish to incorporate a service learning semester into their program should speak with their advisor early on in the planning stage to insure a feasible sequence of education courses. See the Community Partners Database for a listing of opportunities.

Study Abroad

Study abroad may be undertaken for a semester or during a summer term. Semester long programs may provide opportunities for completion of core courses. Advance planning is required. In some programs it is possible to meet one of the education requirements.

Scholarships and Awards

The sophomore early or middle childhood education major is eligible to apply for the **Mary Dahlstrom scholarship** for the junior year. It is “*granted for the junior year to an outstanding education major demonstrating active involvement in student activities.*” The Scholarship varies in amount but is approximately \$1,750 disbursed over two semesters.

The Raymond McCoy Award is a non-monetary recognition given during the Honors Day assembly during the spring semester. It is presented to a “*student teacher deemed outstanding in academic achievement, character and teaching potential.*” Nominations are made by faculty and supervisors to the Program Director.

Fifth Third Bank/Jacob G. Schmidlapp Scholarship was given to the Xavier University Montessori Teacher Education Program through the combined efforts of a grant from the Jacob G. Schmidlapp Fund and Fifth Third Bank. These two organizations share the common goal of supporting the education of young children. By supporting the education and development of future Montessori teachers, they further their resolve to give young children the opportunity to have a Montessori teacher whose education has been based on high standards and an ethical commitment to the advocacy of children.

Career Placement

The Career Development Office conducts mock interviews and provides information sessions for graduating seniors. Information is made available to students during the student teaching seminar and online.

Secondary Education Program

Students having questions concerning secondary education licensure may consult any of the following persons:

Director, Secondary and Multi Age Program Dr. Michael Flick	745-3225
Director, Academic Program Officer Dr. Laura Edwards	745-3702
Graduate School	745-3357
Registrar's Office	745-3941

The Adolescent to Young Adult (Secondary)/Multi Age (Pre K-12) Teacher Education Program, which is based on a foundation of liberal arts education, emphasizes the importance of the individual's effort in striving to achieve true educational growth and development. The idea of broad intellectual development is presented, regardless of the area(s) of licensure. The purpose of the Adolescent to Young Adult (Secondary)/Multi Age (Pre K-12) Teacher Education Program, is to prepare the student to become a competent, professional beginning secondary or pre K-12 school teacher while meeting State licensure requirements.

ADOLESCENT TO YOUNG ADULT (AYA) FIELDS OF LICENSURE - grades 7-12

1. Integrated Language Arts (English)
2. Integrated Mathematics
3. Integrated Social Studies
4. Physical Sciences
5. Life Science
6. Chemistry
7. Physics
8. Life Science/Physics
9. Life Science/Chemistry
10. Integrated Science

MULTI-AGE (MA) FIELDS OF LICENSURE - grades pre K-12

1. Music
2. Visual Art
3. French
4. German
5. Greek
6. Latin
7. Spanish
8. Theater

ENDORSEMENT PROGRAM: Computer Technology

Steps for Admission

Xavier University candidates for initial licensure must meet specific standards for entrance into the University, the major, student teaching, and the provisional license for the teaching profession. Steps must be successfully completed sequentially for licensure recommendation by the School of Education.

Admission to Xavier University

- Student is accepted into the University: Grade point average and ACT or SAT scores considered.
- Student declares major/minor

Entry and Continuance

Adolescent to Young Adult (Secondary)/Multi Age (Pre K-12)

ADMISSION

Undergraduate candidates for the Adolescent to Young Adult (Secondary)/Multi Age (Pre K-12) Education Program come from the academic departments of the College of Arts and Sciences and the College of Social Sciences. Students may also matriculate into the licensure program through graduate studies.

Below is the admission procedure for an **undergraduate** student wishing to pursue Adolescent to Young Adult (Secondary)/Multi Age (Pre K-12) licensure preparation:

- 1) Must be accepted into the University.
- 2) Have SAT verbal and math scores of at least 500 or ACT verbal and math scores of at least 21.
- 3) Except for Music Education Majors, declare a Minor in Professional Education or Major in Teaching Sciences.
- 4) Have a GPA of at least 2.5 during the first year at Xavier with a final grade of
 - a) 'B' or higher in English composition;
 - b) 'C' or higher in a Math course;
 - c) 'B' or higher in EDMS 131.
- 5) Complete the admission process to the Adolescent to Young Adult (Secondary) /Multi Age (Pre K-12) Education Program. This process includes:
 - a) Meeting with an advisor in the Adolescent to Young Adult (Secondary)/Multi Age (Pre K-12) Education Program;
 - b) Completion of the Application/Questionnaire form;
 - c) Completion of the Notarized *Statement of Moral Character** form.

An undergraduate transfer student wishing to pursue teacher licensure must fulfill Xavier University requirements for the major, provided the major is to be the licensed teaching field. This means that 50% of the semester hours in the major must be completed at Xavier University. If the field is not the major, a minimum of six (6) semester hours in the teaching field must be completed at Xavier University.

For nontraditional undergraduate candidates, PRAXIS I scores may be required if no ACT or SAT scores are available. Courses required for licensure that are more than 15 years old must be repeated unless the candidate passes the content area Ohio Assessment for Educators (OAE) test(s).

A **graduate** student wishing to pursue Adolescent to Young Adult (Secondary)/Multi Age (Pre K-12) licensure preparation:

- 1) Must be accepted into the University.
- 2) Have a Miller's Analogy Test score of at least 390 or an acceptable score on another approved graduate admissions test.
- 3) Have a cumulative undergraduate grade point average of no less than 2.70 on a 4.00 scale from a regionally accredited college or university.
- 4) Complete an application for admission to the Adolescent to Young Adult (Secondary) /Multi Age (Pre K-12) Education Program. This process includes:
 - a) Meeting with an advisor in the Adolescent to Young Adult (Secondary)/Multi Age (Pre K-12) Education Program;
 - b) Completion of the Application/Questionnaire form.

If the student matriculates after receiving his/her baccalaureate degree from any regionally accredited institution other than Xavier University, a minimum of six (6) semester hours of course work in the teaching field must be completed at Xavier University. In addition, no student will be placed for Internship (Student Teaching) without having successfully completed six (6) semester hours of professional education courses at Xavier University. If the course work from Xavier University or any other institution is ten years old or older, six (6) additional semester hours of refresher courses in the teaching field may be required. Courses required for licensure that are more than 15 years old must be repeated unless the candidate passes the content area OAE/ACTFL test(s).

Students are expected to abide by the regulations as established by the College Leadership Committee.

RETENTION

In order to continue in the program, a 2.70 minimum grade point average (GPA) must be maintained in the professional sequence, the major teaching field(s) content sequence, and the overall cumulative course sequence. At the end of each semester the grades for each of the above sequences of courses are reviewed and, if any GPA falls below the required 2.70, a letter is sent indicating the deficiency. The student is required to meet with the Director for Secondary

Education to determine the most appropriate course of action. Secondly, the student may be advised in the letter that he/she may continue taking relevant courses, but will not be eligible for Internship (Student Teaching) until all criteria are met. This may result in the student repeating specific course or taking additional courses to meet the GPA standard.

Any doubt regarding an applicant's admission or retention in the program will be considered by a committee composed of the Director for of Secondary Education and one other faculty member who can contribute to the decision. The student is invited to meet with the committee. Any decision by the committee may be appealed to the Chairperson of the Department of Secondary and Special Education.

ADVISING

Undergraduate candidates in the Adolescent to Young Adult (Secondary)/Multi Age (Pre K-12) Teacher Education Program, work jointly with two advisors: a faculty member in the student's major field of study and the Director for Secondary Education. For the undergraduate student, class schedules must be approved by both advisors at the time of registration each semester. Graduate candidates are advised by the Director for Secondary Education. A record file is established by the Director for Secondary Education to accumulate the on-going grades, field experiences and other material which provides information pertaining to the growth and development of the candidate. This file remains active until the candidate completes the licensure program or withdraws from the teacher licensure program.

Each student in the Secondary/K-12 program is required to meet with the Director for Secondary Education at least once each semester during the pre-registration period. **Adherence to the requirements and standards for teacher licensure outlined in this booklet is ultimately the responsibility of the student.**

FIELD/CLINICAL PLACEMENTS

The student is required to complete at least 300 hours of field/clinical placement in a variety of school settings. If, according to the student's cooperating teacher, the University supervisor and the Director for the particular program of licensure at the University, a student's classroom performance or overall professional competence becomes unsatisfactory, (e.g., if the student displays unprofessional attitudes and/or conduct, lack of skill in performing required activities, or personal immaturity to work professionally with children and/or peers, etc.), the student will be removed.

INTERNSHIP (Student Teaching)

The student is advised that 3 steps must be accomplished during the semester prior to the Internship (Student Teaching) semester.

Make application to the Director for Secondary Education to student teach during the first month of the semester prior to Internship (Student Teaching).

Pass the required state tests (ACTFL for foreign language content, OAE content assessment for all other content areas) and the OAE Assessment for Professional Knowledge, for all licensure areas. Educator licensure tests and qualifying scores are subject to change by the Ohio State Board of Education

Submit to the BCII (Bureau of Criminal Identification and Investigation) and the FBI (Federal Bureau of Investigation) criminal background checks. This process may be initiated with Xavier Campus Security, located in Flynn Hall.

Internship (Student Teaching) is part of the experience provided in the professional semester and may be done in either the fall or spring semester of the final year. All preparatory course work and field experiences must be complete prior to the Internship (Student Teaching) semester.

A student desiring to student teach during the fall semester of the year must apply early in the Spring semester before student teaching. A student desiring to student teach during the spring semester must apply early in the fall semester before student teaching. Application forms are available from the Director for Secondary Education.

The process of assigning each candidate to the best school setting and cooperating teacher is complex and time-consuming. Therefore, deadlines must be met. Every effort will be made to place the student during the requested semester. However, placement cannot be guaranteed during that semester.

At the time the request for Internship (Student Teaching) is made, the student must possess a minimum 2.70 cumulative GPA, a minimum 2.70 GPA in his/her teaching field and a minimum 2.70 GPA in the professional education sequence. In addition, all required courses must be successfully completed along with field experiences as required. Placement will be cancelled if the student has not passed all tests required by the State of Ohio. A tentative school site is mutually agreed upon only after the student has visited the school, met the prospective cooperating teacher, and agreed to work with the prospective cooperating teacher. This is completed before placement for Internship (Student Teaching) is finalized. Individual school districts and/or schools may have additional requirements for placement which will be respected by the University and followed by the candidate.

The professional semester, consisting of a minimum of fifteen (15) weeks in-school experiences, begins on the host school's first calendar day in August or January and terminates at the end of Xavier University's academic semester. During this semester, the student teacher normally teaches a minimum of five (5) class periods of a typical seven or eight period school day in an assigned school and attend a weekly seminar at the University. The student begins this full time experience on the first day of school (or teacher in service) and concludes on Xavier's last day of classes for that semester unless otherwise required. The student teacher may be required to make up school days missed during the Internship (Student Teaching) experience. While many factors may influence the necessity of outside employment during the professional semester, it should be remembered that Internship (Student Teaching) is greater than the equivalent of full-time employment. Therefore, outside commitments must be limited so that it will not interfere with or jeopardize the success of this experience.

If necessary, with the approval of the Director for Secondary Education, one additional course may be taken during the professional semester. However, commitment to the obligation of Internship (Student Teaching) must be the first priority of the student teacher.

Before Internship (Student Teaching) formally begins the following must be completed by the student: contact the cooperating teacher; sign the student teacher agreement form; submit three copies of his/her resume to the Office of Teacher Education. The student teacher normally teaches a minimum of ten (10) consecutive weeks of the 15-week semester and the student teacher's duties must approximate a teacher's normal day.

The cooperating teacher will be helpful in suggesting ways in which the student might use any non-teaching time. Planning, attending counseling sessions and observing other classes and teachers are some suggestions.

Every student is required to attend all student teaching seminars during the professional semester. Assignments required in the seminar must be fulfilled. In addition, Internship (Student Teaching) is evaluated on a satisfactory/unsatisfactory basis supported by written statements from the cooperating teacher and the University supervisor. Final evaluations become part of the permanent record file kept in the Office of Teacher Education. Additional evaluation as mandated by the state may also be required.

ADDITIONAL LICENSURE REQUIREMENTS

As part of the licensure process, courses, grades, field experiences and Internship (Student Teaching) documentation are reviewed. Applicants for licensure must satisfy University requirements for graduation and/or requirements of the State Department of Education to attain licensure. To qualify for licensure in Ohio, an applicant must meet the educational requirements and successfully complete all required teaching examinations prescribed by the Ohio Department of Education for the desired field(s) of licensure.

In addition, a criminal background check is required for state licensure. The student is required to submit fingerprints to the Bureau of Criminal Investigation and Identification and to the Federal Bureau of Investigation. For more details contact the Director for Secondary Education. This process may be initiated with Xavier Campus Security, located in Flynn Hall.

Following successful completion of the Internship (Student Teaching) experience, as well as all other University requirements for licensure, the University will approve the student for licensure to the State of Ohio for a 4-year Resident Educator Teaching License. The student must find full-time employment as a teacher in his or her field in an accredited Ohio school. Upon completion of additional evaluation by the State of Ohio during this period, the State of Ohio will issue a Professional license in the teaching field which must be renewed every five years. A Master's Degree may be completed as part of the renewal of the Professional (5 year) license or as part of a graduate teacher licensure program. Official transcripts from all institutions are required before Xavier can recommend a student for licensure.

RECIPROCITY

Ohio has entered into implementation contracts with the following:

Alabama	Hawaii	Mississippi	South Carolina	
Alaska	Idaho	Montana	South Dakota	
Arkansas	Illinois	Nebraska	Tennessee	
Arizona	Indiana	New Hampshire	Utah	
California	Kansas	New Jersey	Vermont	
Colorado	Kentucky	New York	Virginia	
Connecticut	Maine	North Carolina	Washington	
Delaware	Maryland	Oklahoma	West Virginia	
District of Columbia	Massachusetts	Oregon	Wisconsin	
Florida	Michigan	Pennsylvania	Georgia	Rhode Island

*Although this booklet emphasizes the requirements of the State of Ohio, a reciprocal agreement does exist between Ohio and other states (as of the date of this printing) which enables the student who has fulfilled Ohio's requirements to obtain more easily a teacher certificate in these other states.

School of Education, Graduate Transfer Credit

Guidelines for graduate transfer credit:

- The School of Education will follow the University's policy regarding transfer credit
- Six credit hours of graduate credit completed at another accredited graduate school may be transferred with the permission of program directors. If additional hours are accepted, the reasons for these additional hours must be documented and a transfer credit form completed.
- When reviewing transfer credit, the advisors in the School of Education will follow a ten- year timeframe for accepting credits. However, if exceptions are made, a valid rationale for accepting courses that are ten years or older will be provided.
- For students seeking initial licensure, such as the early childhood cohort or middle childhood program, the School of Education will accept undergraduate credit for general education requirements that extends past the ten year date. Standard guidelines of a grade of C or better and a B in English (specific program requirements) will be followed.
- If a student is upgrading or adding an additional licensure area to a valid, Ohio teaching license and the student is currently teaching, the methods course is not required. However, if the student is changing his/her area of concentration or grade band, the methods course will be required. A student will not be required to repeat student teaching. New Ohio Department of Higher Education field hour requirements will be followed for adding another licensure area or endorsement.

Transferring Graduate Credit is different than waiving requirements. For accreditation purposes, the rationale for waiving a course must be included in the student's file.

State of Ohio Assessments for Educators & Licensure Information

Xavier students are expected to register for and take the electronic Ohio Assessments for Educators (OAE) exams. Visit OAE for information, test names, links for registration and requirements. Also, verify this information with your program advisor. Be sure you request that your test scores be sent to Xavier University. The student teacher is responsible for taking the appropriate state examinations in a timely manner. Placement as a student teacher and recommendation for licensure cannot be made without receipt of official passing scores.

Foundations of Reading

In accordance with Ohio's new educator licensure requirements, beginning July 1, 2017, new educator licenses **issued** in several licensing areas shall require the applicant to attain a passing score on an examination of the principles of scientifically research-based reading instruction that is aligned with the reading competencies adopted by the State Board of Education of Ohio. Educator candidates in Ohio will successfully complete the Foundations of Reading test to satisfy this new requirement. Candidates in the below licensure areas whose license are **issued prior** to July 1, 2017, are not subject to this new requirement. The State Board of Education of Ohio has approved the Foundations of Reading test as a requirement for the following licensing areas, effective July 1, 2017:

- Early childhood
- Middle childhood
- Gifted
- Mild/moderate educational needs
- Moderate/intensive educational needs
- Visually impaired
- Hearing impaired
- Early childhood intervention specialist

Licensure

Immediately after completing all program requirements for licensure, it is strongly suggested the candidate apply for the license. State requirements for licensure can change at any time. Changes could include: state testing requirements, required hours for clinical experiences, additional coursework and/or other changes/requirements. Candidates will be required to meet any new mandated licensure requirements based on date of application and issue date.

A four-year Resident Educator, non-renewable teaching license will be issued by the state of Ohio to the holder of a bachelor's degree upon the recommendation of Xavier University provided the university requirements and the requirements of the State Department of Education for licensure have been met. Successful completion of the state prescribed assessment period is required for the five-year professional teaching license.

If you wish to teach in another state upon graduation from Xavier University, it would be wise to investigate requirements early in your educational career. You can contact a state department of education by phone or in most cases, by websites. Ohio's website maintains a listing of certification requirements for states other than Ohio. Even if you plan to teach in another state, you must first complete all course work specified in the Xavier University program. It is wise to learn of required educator assessment exams required by the state of your choice, especially if you plan to apply immediately after graduation. Before you can apply for another state, you must receive your Ohio license first.

Field-Based Experiences and Internship Principles

It is the belief of Xavier University that the preparation of teachers is a mutual responsibility of the institutions of higher education and local elementary and secondary schools. In this cooperative enterprise, the university should provide the basic preparation and instruction in the general education phases of the candidate's program and in the areas of specialization and professional theory. It should provide also for supervisory and coordinating services related to field-based experiences, including internship.

It is the responsibility of the local schools to provide the laboratory facilities for observations, participation, and internship together with the services of the cooperating teachers. Mutual understanding and respect are key factors in a cooperative program of this nature. To secure such, it is important that there be a clear understanding of roles and responsibilities for all participants: the university student, the cooperating teacher, and the university supervisor.

School systems that are utilized for field-based experiences should offer their facilities with full knowledge and approval of the chief administrative officer and the board of education. Xavier University is responsible for the communication of all expectations it holds for field-based candidates and their cooperating teachers.

Policies Regarding Field Experiences/Internships

Students completing field-based experiences and/or internship are expected to exhibit professional conduct. Xavier University has established policies, which are to be followed for all field experiences and internships.

Policies on dress and grooming. A Xavier student's dress and grooming must be consistent with the standard established for the professional staff in the host school. Students must comply with all host school regulations.

Policy on absences. A Xavier student is to be present in the classroom for the assigned dates of the field experience or for the internship, except in cases of illness or extreme emergency. The student teacher is to be present in the school each day for the length of a full school day and follow the time schedule of the school and the cooperating teacher, including arrival and departure times. If the host school's calendar differs from the University's, the student teacher adheres to the host school's calendar. The student must notify the cooperating teacher, the school principal, and the University supervisor as soon as possible concerning absence and tardiness. Any planned deviation from the host school's calendar should be reported to the University supervisor by the student teacher. An outside activity or personal business is NOT considered a valid excuse. Response to this obligation is considered an index of professional attitude and responsibility. Unexplained absences should be reported immediately to the University supervisor and the Program Director.

Policy on corporal punishment. A Xavier student is NEVER to administer corporal punishment as a means of discipline; nor, should a Xavier student be asked to witness such an act.

Policy on teacher absence and substitute teaching. Since a Xavier student is not yet licensed, it is against state law and University policy to use a student as a substitute. A certified teacher MUST be present with or within calling distance of an *intern*. A certified teacher MUST be present in the classroom with a *field experience student* at ALL times.

Policy on student evaluation. A cooperating teacher is expected to complete an evaluation of a student for a field experience. This evaluation should be reviewed with the student before it is sent to the university for placement in the student's file. In addition, the University supervisor conferences with the cooperating teacher and the student. The evaluation form completed during this conference is also placed in the student's file.

During the field experience/internship, an on-going evaluation will be made by the cooperating teacher and the Xavier supervisor. The Xavier student must also evaluate her/himself constantly and seek help in areas that need improvement. Formal conferences will be held between the participants during the semester-see program for specific guidelines.

If a Xavier student's performance becomes unsatisfactory, a conference should be immediately arranged with the supervisor. If at any time a student menaces the program by unprofessional attitudes and/or conduct, by lack of skill in performing required activities, or in personal immaturity to work professionally with children and prompt removal from the field or internship experience seems advisable, the Xavier student will be apprised of that decision.

A Xavier student is advised to withdraw from the program or from the internship only after a careful review of all factors and personnel at the university and school levels have been consulted and have concurred in the findings and decision. The Xavier student does, in such cases, have the right to appeal.

Policy on strikes, study days, boycotts, work stoppages, and sanctions. Since Xavier students do not have the legal status of certified personnel, Xavier University believes the best interest of the total profession will be served when they are not exploited, when their neutrality is maintained and when their field experiences aid them in resisting premature and hasty action. Therefore, in the case of any of these events, the Xavier student should not report for duty or be in or near the building of assignment. If the problem appears to be one of long duration, another assignment will be arranged.

When a school system is formally placed under SANCTION, an in-progress field or internship will be completed. Assignments to schools within systems under sanction will be made only if the student wishes assignment after having been informed of the facts of the situation.

Official Notice to Students

Early, Middle, Montessori, Elementary, Reading, TESOL, Secondary, Special Education AND Educational Administration Programs

As of fall 2007, all students participating in all school field experiences and observations are required to have a Tuberculosis Skin Test (PPD Skin Test) and a background check by the Bureau of Criminal Investigations. The School of Education is responding to school districts' mandates with regard to these items.

Acquiring this documentation is your responsibility. You must be able to provide documentation to the school to which you are assigned. It may take several weeks to receive the results, so please be proactive in obtaining them before your field placement begins. **Please also note that you must inform the program director, Director of the School of Education, and the Associate Dean of the College of Professional Sciences if your moral character statement or FBI/BCI status changes.*

Tuberculosis Skin Test (PPD Skin Test)

TB tests are administered at Xavier University's McGrath Health Center or at your own physician's office. **You will need to ask for documentation** that indicates the date of the tests, the results, your signature, and the signature of the facility/person administering the test. Physicians have this form at their offices. We do not have these forms, and **do not collect the results.**

BCI/Bureau of Criminal Identification and Investigation/ FBI Fingerprinting (completed on a yearly basis)

Electronic fingerprinting can be done at many locations in Ohio, including Xavier University. If you prefer to have the fingerprinting completed at Xavier University, you may visit Xavier University's Campus Police website for more information.

The cost is \$60 (subject to change), billed to your Bursar's account. You will need to supply your State ID and your Xavier University All Card. Visit the Ohio Attorney General's website to find fingerprinting locations or contact the BCI in London, Ohio at (740) 845-2375 for information regarding fingerprinting.

You should have the results of your BCI/FBI fingerprinting sent to your program (if you have a question, please ask for assistance at the police station). Please review the procedure for FBI/BCI requirements.

If you have fingerprinting completed at a location other than Xavier University, please verify that they will complete a BCI and FBI check. Both checks are now necessary. Send results to:

**ATTN: School of Education
Xavier University
3800 Victory Parkway
Cincinnati, OH 45207-3231**

The Ohio Department of Education will only accept electronic submissions of the results from the reporting agency.

Due to the confidentiality of these documents, the results can be picked up in person, with a state or XU ID with your program director's administrative assistant in Hailstones Hall.

REQUIREMENTS FOR THE BCI/FBI AND MORAL CHARACTER STATEMENT

- The candidate is required to undergo **annual** fingerprinting (FBI and BCI background checks) prior to all field observations and experiences, to continue in the program, and as part of the state licensing application process. In the event the candidate receives a report that indicates “may not be eligible or ineligible” on the background checks, the candidate must provide immediate written notification of this information to the program director, Director of the School of Education, and the Associate Dean of the College of Professional Sciences. In addition, the candidate should note that failure to disclose an act or event, failure to provide truthful and complete answers or failure to inform the program of any changes may result in revocation of admission to the program, disciplinary action by the program or refusal to grant a license by the State of Ohio. It is the candidate’s responsibility to provide immediate written notification to the university addressed to the program director, the Director of the School of Education, the Associate Dean of the College of Professional sciences, and the state of Ohio regarding his/her report and/or any changes in the status.
- In addition, upon entrance into the university and program, candidates in the School of Education are required to sign a “Statement of Moral Character” and submit the form to their programs. The “Statement of Moral Character” will be placed in the student’s file in the program’s office. The official form is required for admission into the program, all field observations and experiences, and state licensure. Candidates should note that failure to disclose an act or event, failure to provide truthful and complete answers or failure to inform the program of any changes may result in revocation of admission to the program, disciplinary action by the program or refusal to grant a license by the State of Ohio. It is the candidate’s responsibility to provide immediate written notification to the university addressed to the program director, Director of the School of Education, and the Associate Dean of the College of Professional Sciences and the state of Ohio regarding his/her report and/or any changes in the status.

Requirements for ALL Candidates for Field Observations and Experiences
Moral Character Statement

State of Ohio requirements for admission to Teacher Education Preparation program, initial Certification by the State of Ohio, and completion of courses in the School of Education

Standards for licensure require that an individual must possess “good moral character” to be admitted to a teacher preparation program, remain in the program, and to be recommended for initial licensure. Candidates taking courses in the School of Education must also adhere to this requirement and possess good moral character as outlined in State of Ohio. "Good moral character" means a person that has not pled guilty to, been found guilty of, or been convicted of any offense listed in division (B)(2) or (C) of section 3319.31 of the Revised Code or any substantively comparable ordinance of a municipal corporation or another state. An individual who has pled guilty to, been found guilty of, or has been convicted of any such offense may have an application for licensure considered by the state board of education provided said individual meets the conditions specified in Chapters 3301-20 and 3301-73 of the Administrative Code. (please review the Ohio Department of Education website for more information, <http://education.ohio.gov/>)

Step One: Upon entrance into the university and program, candidates in the School of Education are required to sign this “Statement of Moral Character” and submit the form to their programs. The “Statement of Moral Character” will be placed in the student’s file in the program’s office. The official form is required for admissions into the program, all field observations and experiences, and state licensure. Candidates should note that failure to disclose an act or event, failure to provide truthful and complete answers or failure to inform the program of any changes may result in revocation of admission to the program, disciplinary action by the program or refusal to grant a license by the State of Ohio. It is the candidate’s responsibility to provide immediate written notification to the university addressed to the program director, Director of the School of Education, and the Associate Dean of the College of Professional Sciences and the state of Ohio regarding his/her report and/or any changes in the status.

Step Two: The candidate is also required to undergo annual fingerprinting (FBI and BCI background checks) prior to all field observations and experiences, to continue in the program, and as part of the state licensing application process. In the event the candidate receives a report that indicates “may not be eligible or ineligible” on the background checks, the candidate must provide immediate written notification of this information to the program director, Director of the School of Education, and the Associate Dean of the College of Professional Sciences. In addition, the candidate should note that failure to disclose an act or event, failure to provide truthful and complete answers or failure to inform the program of any changes may result in revocation of admission to the program, disciplinary action by the program or refusal to grant a license by the State of Ohio. It is the candidate’s responsibility to provide immediate written notification to the university addressed to the program director, the Director of the School of Education, the Associate Dean of the College of Professional sciences, and the state of Ohio regarding his/her report and/or any changes in the status.

I _____ (print name) have reviewed the above provisions (state code), and certify that I possess good moral character, and agree to annual FBI/BCI background checks. I will provide immediate written notification to the Associate Dean in the College of Professional Sciences, the Director of the School of Education, and the program director if any changes occur in my status of eligibility for licensure or completing coursework in the School of Education.

Signature and date

FBI/BCI Procedure

Candidates in the School of Education are required to undergo **annual** fingerprinting (FBI and BCI/state level assessment background checks) prior to all field observations and experiences, to continue in the program, and as part of the state licensing application process. In the event the candidate receives a report that indicates “may not be eligible or ineligible” on the background checks, the candidate must provide immediate written notification of this information to the program director, Director of the School of Education, and the Associate Dean of the College of Professional Sciences. In addition, reports received in the School of Education will be forwarded to the program director who will notify the student and complete the following steps:

1. Email and contact the student by telephone informing him/her of the report and next steps. You may use the following statement:

“We received your FBI/BCI report yesterday and the FBI section indicated that you “may not meet” qualifications. Please make an appointment to see Michael Flick, Director for Secondary and Teresa Young, SOE director regarding this matter. It is imperative that you not complete any field work of any sort, such as observation, at this time. To schedule an appointment I look forward to speaking with you

2. The Xavier student obtains the report from the program’s office
3. The Xavier student contacts Lori Kelly, Director, The Office for Professional Conduct at (614) 995-3845
4. The student faxes (not scans) the required documents to the Office for Professional Conduct as per Lori Kelly’s directions. Additionally, the student, program director, director of the School of Education, and the associate dean’s email information should be included with the documents.
5. Lori Kelly will respond to all parties regarding the outcome. This information will be placed in the student’s file.

These directions will be copied and put in the FBI/BCI binders.

The Office for Professional Conduct administers the ethical standards for educators. The office investigates allegations involving criminal or ethical violations to ensure that all Ohio students receive instruction from educators committed to a safe, supportive and healthy school community. The office is open Monday through Friday from 8 a.m. to 5 p.m. EST.

Lori Kelly, Director – contact information (614) 995-3845.

Contact information on the website:

(P) 614-466-5638

(P) 877-644-6338 (Toll-free)

<http://education.ohio.gov/Topics/Teaching/Educator-Conduct>

Please note that the student **cannot** continue with field observations or in their field placement until the situation is adequately explained and documentation verified. This policy is for all of our programs at both the undergraduate and graduate levels.

***If you live in a state other than Ohio, please follow the appeal process for your state. Contact the state department of education, Office for Professional Conduct.**

XAVIER UNIVERSITY SCHOOL OF EDUCATION PROFESSIONAL DISPOSITION PROGRESS REPORT

Candidate's Name (please print) _____

Signature of Candidate _____ Date _____

(Candidate's signature only indicates that she/he has reviewed this report; it does not imply agreement.)

Name & Signature of Person Completing the Form _____

Check one: Faculty/Instructor _____ University Supervisor _____ Cooperating Teacher _____

COURSE NAME/NUMBER _____ SEMESTER _____

A candidate may receive a professional disposition report with a remediation conference for any one of the following reasons:

Professionalism in Courses and Field Experiences	Documentation with details – provide interventions implemented to date
Lack of Attendance	
Candidate does not take responsibility for requirements of the course.	
Candidate lacks engagement and participation in classroom setting.	
Candidate displays behavior not recognized as socially appropriate and acceptable in educational and professional settings	
Candidate fails to demonstrate professionalism in actions, appearance, and demeanor.	
Candidate does not work effectively with all students' academic needs.	
Candidate does not work effectively with all students' behavioral needs.	
Candidate does not collaborate with school professionals during field experience including student teaching and interns.	
Candidate does not react positively to constructive criticism.	
Candidate is not professional in remarks to mentor teacher.	

Field Experience Responsibilities

At All Levels: From Observation through Internship

Students

Xavier students eligible to participate in field-based experiences, observations and internship must assume certain responsibilities to derive full benefit from the experiences. Their role is two-fold in nature: they are studying the teaching/learning process, and they are co-teachers whose instructional duties increase as they gain competence and experience in the classroom setting.

The students are to exhibit the high quality and standards expected of all who are associated with Xavier University.

Xavier students should maintain a courteous, cooperative, and professional attitude and manner, approach the learning/teaching experience with a positive attitude, and demonstrate interest through active participation in classroom/school activities. Examples of professional manner include: appropriate dress and conduct, attendance and holding in confidence any observations that pertain to the children, their families, and the teachers of the school.

The Xavier students must comply and cooperate with the school district's rules, regulations, and procedures, and building policies specific to the usage of equipment and facilities.

The students must complete all field assignments and expectations satisfactorily to the standards required by the Xavier University Programs.

Students are to report all absent days to the University supervisor and reschedule time to fulfill required hours. Students are responsible for contacting their cooperating teacher regarding an absence and providing him/her with any lesson plans or materials.

Students must comply with all requirements mandated by ODE and the Ohio Department of Higher Education in regards to licensure.

Cooperating Teachers

Cooperating Teachers are regularly employed teachers or a cooperating school faculty who have at least three years of teaching experience, and possess a current license. They have full responsibility for a group of learners and willingly accept the additional responsibility for daily guidance of the university student, although they recognize their first responsibility is to the welfare and growth of the children entrusted to their care. They occupy the key role in making the field-based and internship experiences productive ones for the university students.

Cooperating teachers provide an atmosphere of acceptance of the students as co-workers on the teaching staff, and assist them in completing all activities. The cooperating teacher should assist the student by introducing the student teacher to the proper administrative personnel, fellow teacher, building personnel, parents, etc.

Cooperating teachers must plan with the university student and guide and supervise their field experience. Observations and evaluations must be completed by the cooperating teachers. Record keeping and documentation are required. Forms are provided.

Regularly occurring, open and honest communication needs to be utilized to facilitate a successful experience. Become familiar with the student teacher's personal and educational background.

Cooperating teachers commit to a regularly scheduled planning period and can, in turn, expect the student teacher to show written preparation of lessons prior to instruction. Make certain that good preparation has been made for class instruction and reviewing the lesson plans before presentation of material.

Provide the student teacher with information concerning the school, its policies, regulations, available teaching materials, sources of school supplies, etc.;

Cooperating teachers guide the student into teaching responsibilities gradually and recognize the fact that they should relinquish their classes to capable student teachers so that they may develop the art of teaching. Supply the student with essential data concerning the student groups with which he or she will be working. Assign some activities to the student teacher as soon as possible: e.g. checking attendance, assisting in the preparation and setting up of teaching materials, helping individual students, etc.;

Cooperating teachers allow the student teacher to develop individualized teaching abilities while recognizing at all times their legal responsibility as the certified teacher.

Cooperating teachers must comply with the standards and requirements of Xavier University Programs and with all state mandated requirements for student teachers such as the edTPA.

University Supervisors

University Supervisors are members of the teacher education faculty who assume responsibility for the supervision of the activities of students in the field. They work as a liaison between the university and public and private schools through visitation to the schools. The visitation of students is only one aspect of the role of supervisors. They also have the obligation of working directly with the cooperating teacher personnel to provide realistic, relevant experiences for university students.

University supervisors must assist and counsel the student through site visits, scheduled conferences, and telephone conversations. Documentation is required. The supervisor is supportive of all state mandated requirements for student teachers, such as edTPA.

University supervisors make at least one conference visit for field-based students and based on your program typically four observations for student teachers. Two of these visits include three-way conferences with the cooperating teacher, student teacher, and supervisor. See program for specific observation and conference requests.

Written observation reports and evaluations are to be completed by the university supervisor either cooperatively with the student teacher and cooperating teacher, or separately as the situation requires. Record keeping and the documentation are required.

The supervisor acts as a public relations emissary between the university and cooperating schools; as an intermediary between the student teacher and cooperating teacher; as an individual counselor and teacher for the student teacher; as an assessor and evaluator of student competency; and as a participant in planning. The supervisor must be a resource person for all participants during the field experience.