

# **Xavier School of Education**

## **Student Handbook**



**XAVIER UNIVERSITY**  
SCHOOL OF  
EDUCATION

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## **SCHOOL OF EDUCATION HANDBOOK PURPOSE**

The School of Education follows the policies and procedures contained in the Xavier University Student Handbook which applies to all XU students, including graduate students. Xavier University School of Education students/candidates are also provided with this School of Education specific Handbook as a way to learn about the SOE's Mission and about additional policies and procedures specific to the School of Education and its students.

In addition to the two Handbooks noted above, SOE candidates should also read, understand, and follow the College of Professional Sciences Handbook and the School of Education's Policies and Procedures Manual for Student Teaching, which also apply to SOE students.

Links to the other three documents may be found here:

[Xavier University Student Handbook](#)

[School of Education's Policies and Procedures Manual for Student Teaching](#)

## **SCHOOL OF EDUCATION MISSION STATEMENT:**

We are the School of Education, rooted in the Jesuit values of Xavier University, preparing educational leaders to intentionally and reflectively engage in the changing global communities of education by using evidence-based pedagogies. Our mission is furthered by empowering educators to critically examine a wide variety of theories, methods, and curricula in order to implement inclusive, equitable, and culturally relevant instructional practices for a diverse community of learners.

## **SCHOOL OF EDUCATION BELONGING STATEMENT:**

The School of Education is committed to creating a learning environment grounded in the Jesuit traditions of cura personalis—care for the whole person—and the pursuit of solidarity and social justice. We honor and celebrate the inherent dignity of every individual, recognizing that our diverse background, identities, perspectives, and lived experiences enrich our academic community and foster deeper mutual understanding. Our individual differences can deepen our understanding of one another and the world around us, rather than divide us.

In our shared journey of learning and growth, we strive to walk with those on the margins, challenge injustice and systemic barriers, and promote equity, respect, and belonging for all. We are dedicated to cultivating a welcoming, collaborative classroom where every student is supported, valued, and empowered to engage in meaningful dialogue free from bias, discrimination, and unlawful harassment.

For the purpose of this Manual, the terms "SOE student," "teacher candidate," and "candidate" refer to students pursuing any degree, minor, license, endorsement, or individual course in the School of Education.

## **CANVAS PAGE**

CANVAS is the online learning management system used by the Xavier faculty to post and share information with their respective classes. CANVAS is the medium through which all online classes are delivered. CANVAS offers a 24/7 support line at 855-778-9967. Live chat and email options are also available on the site at <HTTPS://CANVAS.XAVIER.EDU/> You will be prompted to log on using your username and password.

### **What?**

A single location for candidates' convenience to locate important information, documents, and links to resources (such as employment opportunities).

### **Who?**

All School of Education candidates, including undergraduate and graduate education majors, and education minors in any SOE program should use the SOE Canvas page.

### **When?**

The SOE Canvas page will be updated as needed and should be checked by candidates on a regular basis (at least weekly) to view updates, announcements, opportunities, etc.

### **Where?**

The SOE Canvas page site is <https://canvas.xavier.edu/courses/87068> . If you are new to the School of Education, you will be added to the Canvas course and receive an invitation via your Xavier University email account. If you are already enrolled in the SOE Canvas page, you will remain in the course until you graduate.

### **Why?**

The School of Education has many documents and materials to which you will need access on a regular basis, and the SOE Canvas page houses those documents in a single location. The School of Education will endeavor to keep the information contained on the site up to date with announcements, resources, opportunities, etc. for the candidates in the School of Education.

### **How?**

As a new candidate to the School of Education, you will receive an invitation in your Xavier University email account to join the Canvas page. You will need to accept the invitation to join the course. If for some reason you do not receive this invitation within the first week of starting courses in the Xavier University School of Education, please contact the School of Education administrative assistant and ask to be sent an invitation to join the SOE Canvas page.

## **SOE PROGRAMS**

To be directed to a page with program specific information, click on the name of a program title.

### **Undergraduate Programs**

[Primary Education](#)

[Middle Childhood Education](#)

[Secondary & Multi-Age Education](#)

[Special Education](#)

[Montessori Education](#)

### **Graduate Programs**

To be directed to a page with program specific information, click on the name of a program title.

[Educational Administration \(MEd\)](#)

[Elementary Education \(MEd\)](#)

[Montessori Education \(MEd\)](#)

[Secondary Education \(MEd\)](#)

[Special Education MEd](#)

[Reading Specialist \(MEd\)](#)

[Teaching English to Speakers of Other Languages \(MEd in TESOL\)](#)

### **School of Education Teacher Endorsement Options**

To be directed to a page with program specific information, click on the name of a program title.

[TESOL – Teaching English to Speakers of Other Languages](#)

[Ohio Reading K-12](#)

[Pre-Kindergarten Special Needs](#)

### **School of Education Certificate Programs**

To be directed to a page with program specific information, click on the name of the program title.

[Post-Master's Certificates and Licenses](#)

## **ACADEMIC ADVISING**

It is imperative that candidates meet with their advisor(s) on a regular basis. For undergraduates, it is imperative that they meet with their advisor *each semester*. For graduate students, advising is offered regularly and is on an as-needed basis. We strongly encourage regular communication with advisors. Ensuring that these advising meetings occur is the responsibility of each candidate. In many cases, a candidate will have one academic advisor who will advise them in their program of study within the School of Education. Some candidates, including candidates who are minoring in education, candidates with more than one major, and candidates minoring in programs outside of the School of Education will have an advisor for *each program* and should meet with each of their advisors on a semester basis.

Candidates should consult their advisor(s) before deciding to add an additional major or minor, drop a major or minor, or decide not to follow their advisor(s)' course recommendations, in order to fully understand how changes may impact the timeline of completing a program and/or graduating.

## **SOE ACADEMIC POLICIES**

### **Academic Standing for Education Majors (both Undergraduate and Graduate)**

- **All Teacher Candidates in the SOE**, which includes students, undergraduate and graduate, pursuing any degree, minor, license, or endorsement in the School of Education **must earn a B- or higher in all courses beginning with ED to receive credit for the course.**
- **Minimum GPA to remain in the major:** Candidates must maintain a **2.50 cumulative GPA** and a **3.00 major GPA** to remain in good standing in all School of Education programs.
- **Probation:** If a candidate's **cumulative GPA** falls below **2.50** at the end of any semester or summer term, the candidate is placed on **academic probation** for the next enrolled semester.
  - While on probation, the candidate remains declared in the major and **may continue the planned coursework schedule** for that probation semester.
  - The School of Education will notify candidates of probation status by university email, and candidates are required to meet with their academic advisor to create a GPA recovery plan.
- **End of probation review:** At the conclusion of the probation semester, the School of Education will review the candidate's cumulative GPA.
  - **If the cumulative GPA is 2.50 or higher:** probation is removed and the candidate returns to good standing.
  - **If the cumulative GPA remains below 2.50:** the candidate loses eligibility to enroll in education coursework beyond the Educational Foundations set and may register **only** for the following foundations courses and non-education coursework until good standing is restored.

### **Educational Foundations courses**

EDFD 101 / EDFD 501

EDFD 110 / EDFD 510

EDFD 251 / EDFD 551

EDSP 205 / EDSP 505

EDEL 352 / EDEL 652

### **Coursework restriction while below 2.50 after probation**

Candidates who do not raise the cumulative GPA to at least 2.50 after the probation semester:

- **May enroll** in the Educational Foundations courses listed above and in **University Core** or other non-education courses that fulfill degree requirements to improve the cumulative GPA.
- **May not enroll** in methods courses, field experiences, clinical placements, student teaching, or any upper-division education coursework outside the Educational Foundations set.
- Seats are not held in restricted courses during this period.

### **Return to the major after restriction**

Once the cumulative GPA is **2.50 or higher**, the restriction will be removed. The candidate may proceed with the major sequence subject to course prerequisites, space availability, and any program progression policies that

are in effect at the time of return. The **3.00 major GPA** requirement remains in effect for progression and graduation.

- If a restriction remains in place after two semesters, the candidate is subject to dismissal from the program.

**Notes:**

- GPA checks occur at the end of fall, spring, and summer terms.
- Financial aid, athletic eligibility, and visa status are governed by university and external policies. Candidates should consult the appropriate offices for guidance.

**Graduate Students: Academic Warning Policy**

A graduate candidate whose cumulative GPA falls below 2.800 in courses taken for graduate credit will be “WARNED.” The Dean will send this warning to the candidate and will also send a statement of dismissal policy. Such notification will be sent at the end of each semester so long as the candidate remains in this status.

**Undergraduate and Graduate Students: Withdrawals, Fs, In Progress (IPs), Incompletes (Is), and Graduate Extensions (Es)**

- Any candidate who withdraws from the same course more than two times is disallowed from taking that course again and is subject to dismissal from the program.
- Any candidate who receives more than two Fs in any/all coursework is subject to dismissal from the program.
- Any candidate who receives more than two IPs, Is, and/or Es in the same course is disallowed from taking that course again and is subject to dismissal from the program.
- \*Any unresolved IPs, Is, and/or Es will be changed to an F following the end of the semester immediately following the semester the IP/I/E was assigned.

## **SOE STUDENT SUCCESS POLICIES**

We, at the School of Education, are committed to your success. The University offers a variety of student support services, and we encourage all SOE students to familiarize themselves with these Offices and seek advice and assistance when needs arise.

[Student Support Resources | Xavier University](#)

[Graduate Student Success | Xavier University](#)

### **Academic Integrity**

SOE Students are expected to exhibit academic integrity at all times and to be aware of the University's policies and expectations regarding academic integrity:

<https://www.xavier.edu/academic-integrity/index>

### **Substance Use and Abuse**

SOE students are responsible for adhering to the University's alcohol and other drug policies which can be found here:

<https://www.xavier.edu/student-involvement/documents-2021/xavier-university-alcohol--other-drug-policy-final.pdf>

### **Students Seeking Disability Accommodations**

The Office of Accessibility & Disability Resources can assist SOE students with documented disabilities in obtaining academic accommodation and support services to ensure equal access to educational opportunities at Xavier. For additional information, please visit the website at: [Register for Accommodations - Xavier Accessibility | Xavier University](#)

### **Professional Conduct Policy for SOE Students**

When behavioral or conduct issues arise in a field placement, including a student teaching placement, SOE students should consult *the School of Education Policies and Procedures Manual for Student Teaching* for detailed information concerning their rights, responsibilities, and process used to address them.

When behavioral and conduct issues **arise outside of the field or student teaching placement or context**, the procedure below should be followed:

1. When a concern arises, the faculty member will discuss the concerns with the student and with appropriate administrators, reiterating applicable SOE expectations, and taking appropriate action, which may include documentation of the discussion, a copy of which is shared with the student.
2. If the behavioral/conduct concern(s) are not promptly addressed by the student and/or resolved after the discussion, a written warning may be issued by the faculty member or Program Director in conjunction with a meeting with the student to reiterate expectations. The written warning will be placed in the student's advising records.
3. If the behavioral/conduct concern(s) are not resolved after receipt of the first written warning, a second and final warning will be issued to the student. The second written warning shall be placed in the student's advising records.
4. If the behavioral/conduct concern(s) are not fully resolved, or if the behavior/conduct rises above the level of concern identified in the second warning, an SOE student may be placed on probation. The length, terms and

conditions of such probation shall be determined at the discretion of the SOE Director(s) and shall conform with applicable University policy.

### **Immediate Suspensions or Terminations from SOE**

An SOE student may be immediately suspended or terminated from his/her program by the Dean of the College of Professional Sciences (or his/her designee) in response to a serious breach of professional conduct. Not all behaviors in courses, student teaching, and field placements entitle SOE students to one or more warnings or an opportunity to correct the behavior.

### **Other Kinds of Misconduct**

SOE Students, like all Xavier students, are held accountable for inappropriate behavior both on-campus and off-campus, and there are consequences to unwise decisions and choices if a student is found to be responsible for violations.

<https://www.xavier.edu/handbook/conduct-process/hearings-on-alleged-violations-of-the-standards-of-student-conduct/index>

### **Recurrent Misconduct**

An SOE student who was given a warning for a specified behavior or occurrence in one course or in one field placement will be immediately placed on probation if that same or similar behavior occurs at a later date. If previously placed on probation, the student may be suspended or dismissed from the program.

### **Maintaining Confidentiality**

SOE students are expected to monitor themselves and others when speaking about children, administrators, and staff who they encounter during their field placements and student teaching experiences in their classes. When outside of their field placements or student teaching, SOE students must continue to protect information by not talking about children or field placement employees. SOE students should be mindful not to: include a child's name in written assignments; discuss a child by name in classroom discussions; or include a child's name when reporting research or data.

### **Student Illness or Injury in Classroom or Field Placement**

The SOE follows the University's policy on student illness or injury in classroom, laboratory, or clinical setting which can be found here:

<https://www.xavier.edu/handbook/student-issues/student-injury-or-illness>

### **Leave of Absence**

SOE students are expected to pursue their studies according to the designed curriculum whether they have elected to enroll as a full-time or part-time student. When a student finds it necessary to interrupt their course of study before completion of the program, the student should notify their academic advisor and program chair.

More information about leaves of absences can be found here:

<https://www.xavier.edu/handbook/conduct-process/leave-of-absence/voluntary-leave-of-absence>

### **Grade Grievance Procedure**

SOE students may appeal final grades if they believe that the grade was awarded unfairly. Information on the process and standards for a grade grievance can be found here:

[https://catalog.xavier.edu/content.php?catoid=42&navoid=3259#Grade\\_Grievance\\_Procedure](https://catalog.xavier.edu/content.php?catoid=42&navoid=3259#Grade_Grievance_Procedure)

### **Graduation**

All students submit the “Application for Graduation” required by the University, along with the graduation fee. Students are responsible for filing the application by the deadline posted by the Office of the Registrar and are subject to a late fee if the deadline is missed. Consult the semester schedule for deadlines and information for graduation application. Calendars, deadlines, graduation fees, and graduation information are at <https://www.xavier.edu/registrar/index>

## **SOE Generative AI Philosophy Statement**

As a community of educators formed in the global Jesuit tradition of Xavier University, we recognize the growing presence and potential of Artificial Intelligence (AI) in education. Together—faculty, staff, teacher candidates, and teachers—we commit to approaching AI not only as a tool for efficiency but as a subject for ethical reflection, critical inquiry, and inclusive practice.

We believe AI should be used in ways that uphold and promote human dignity, equity, and learning integrity in ways that integrate Ignatius Loyola’s vision of education. Within our programs and classrooms, this means using AI to enhance, not replace, deep learning, authentic engagement, creativity, and critical thinking. We acknowledge the risks of overreliance, misinformation, and bias in AI systems, and we seek to understand and mitigate these risks through discernment, dialogue, and ongoing education.

As a learning community, we strive to:

- Use AI tools transparently and ethically in teaching, learning, and professional preparation.
- Model and encourage responsible, critical AI use that reflects discernment, curiosity, and digital citizenship.
- Prioritize accessibility, inclusion, and culturally responsive pedagogy in all AI-supported practices.
- Stay informed about the broader social, ethical, educational, and environmental impacts of AI on those who are marginalized or others who may suffer negative consequences

Guided by Xavier’s mission of *cura personalis*—care for the whole person—we commit to using AI in ways that honor the human dimensions of teaching and learning. Our shared goal is to prepare educators who not only use AI responsibly and critically but also understand, question, and shape its role in creating a more just, compassionate, and reflective educational future.

***“Concern for social problems should never be absent; we should challenge all of our students to use the option for the poor as a criterion, making no significant decision without first thinking of how it would impact the least in society.” - Fr. Peter-Hans Kolvenback***

## **INTELLECTUAL PROPERTY**

### **Doxing/Doxxing**

As a result of individuals' strong feelings both politically and personally, doxxing has become more and more common. Doxing or doxxing is the act of publicly providing personally identifiable information about an individual or organization, usually via the Internet and without their consent. Historically, the term has been used to refer to both the aggregation of this information from public databases and social media websites, and the publication of previously private information obtained through criminal or otherwise fraudulent means (such as hacking and social engineering). While the aggregation and provision of previously published material is generally legal, it may be subject to laws concerning stalking and intimidation.

All course materials, including all items in Canvas, the course syllabus, and/or distributed or referenced in class, are considered intellectual property and are not publishable by any individuals outside of the creator of the content and the university for which content is created. It is important to understand and to illustrate how educational content can often be taken out of context, and, in isolation, might not be presented accurately, fairly, or with full understanding of learning objectives. To clarify, all work by professors is considered intellectual property and is legally protected; it cannot be shared publicly.

For more information, please see Section 1.1.5 of the Xavier Student Handbook which states:

[Additional policies, guidelines and procedures may be utilized by offices, colleges, departments or programs within Xavier consistent with the policies in the Student Handbook. In the event of a conflict between those policies, guidelines or procedures and the Student Handbook, the Student Handbook will apply unless otherwise noted herein.](#)

## **LICENSURE AND FIELD POLICIES**

### **Licensure**

Xavier University's School of Education recommends that all licensure candidates obtain the Ohio license or endorsement immediately following completion of all licensure requirements. The State of Ohio and/or Xavier University may change requirements at any time. These changes could include, but are not limited to, changes in coursework, testing, field experiences, or other requirements. Therefore, obtaining the license or endorsement as soon as requirements are met is recommended to avoid possible issues obtaining the license or endorsement in the future. Xavier University candidates seeking an educator license out of state are required to obtain the Ohio license prior to applying in another state. The state professional licensing boards make the ultimate decision as to whether an individual will be eligible for licensure based on the rules and regulations in place at the time the individual submits their application for licensure. Additional information regarding out-of-state licensure is found on the [Professional Licensure webpage](#).

Contact your academic advisor to discuss Ohio licensure requirements, which may include coursework, state licensure exams, field experiences, and additional obligations. For all other licensure questions, please email [XUlicense@xavier.edu](mailto:XUlicense@xavier.edu).

### **Ohio Assessments for Educators (See Appendix A)**

Most Ohio licensure and endorsement programs require [Ohio Assessments for Educators \(OAE\) exam\(s\)](#). Multi-Age language licenses typically require [ACTFL/LTI exams](#). Contact your academic advisor to determine which exam(s) you are required to complete for Ohio licensure. Candidates are responsible for completing examinations as directed by the academic advisor. **Candidates cannot begin student teaching until official passing exam scores are received.** In the event of a failed content area OAE, the advancement process detailed in this document, as well as in Student Teaching Policies and Procedures Manual, will be followed.

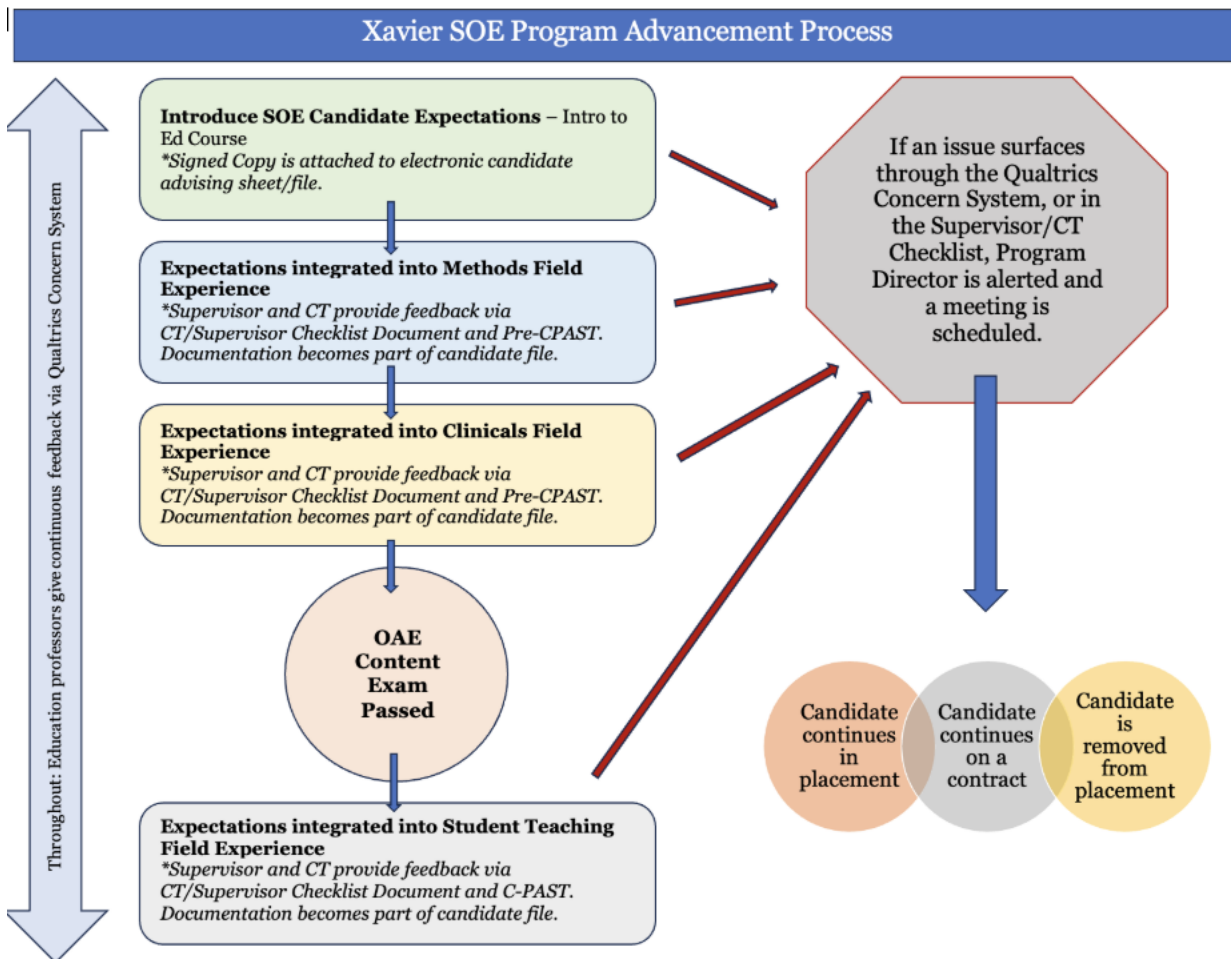
Candidates cannot be recommended for an Ohio Educator license until official passing exam scores are received for all areas required by licensure.

### **Field Experiences and Internships**

Candidates completing field-based experiences are expected to exhibit professional conduct. Xavier University has established policies and a dispositions process, which are to be followed for all field experiences and internships. If unprofessional behavior is witnessed in field placements, we reserve the right to remove a candidate from the placement at any time. Detailed information concerning the Advancement Process and related topics can be found in the *School of Education Policies and Procedures Manual for Student Teaching*.

## SCHOOL OF EDUCATION ADVANCEMENT PROCESS:

This advancement process is aligned with the Professional Dispositions Contract that all candidates sign when entering the program (see Appendix B). The expectation is that candidates will advance through the outlined process; however, when issues surface through the Qualtrics concern System, through Supervisor/CT feedback or the checklist, or instructor feedback or the checklist, the decision to remove the candidate from the program will be decided.



### **Explanation of SOE Advancement Process: Applying to All Xavier Education Programs and Classes**

SOE candidates are encouraged to become familiar with the flow chart above to understand the SOE Program Advancement Process. Below is a summary of how the process works. Any candidates with questions about the SOE Advancement Process should discuss them with their Program Director or the School of Education Director(s).

- ◆ In Introduction to Education (EDFD 101/EDFD 501), teacher candidates are introduced to SOE Expectations for candidates, the SOE Program Advancement Process, and the SOE Dispositions Process.
  - Candidates sign a Dispositions Contract, and it is placed in the candidate's electronic file/folder.
- ◆ SOE Candidate Expectations are integrated into **Methods Experience**, and the Cooperating Teacher (CT) and Supervisor provide feedback via the Student CT/Supervisor Checklist Document and **Pre-CPAST**. This documentation then becomes part of the candidate's file.
  - Candidates must earn a minimum score of 18/28 on the pre-CPAST form to pass Methods Field

Placements. If a candidate does not earn this score, or the Checklist Document has negative feedback, the Program Director will create an Action Plan, the steps of which can be found below.

- ◆ SOE Candidate Expectations are integrated into **Clinical Field Experience**, and the Cooperating Teacher (CT) and Supervisor provide feedback via the CT/Supervisor Checklist Document and **Pre-CPAST**. This documentation then becomes part of the candidate's file.
  - Candidates must earn a minimum score of 18/28 on the pre-CPAST form to pass Methods Field Placements. If a candidate does not earn this score, or the Checklist Document has negative feedback, the Program Director will create an Action Plan, the steps of which can be found below.
- ◆ Ohio Assessment for Educators Exam is passed.
- ◆ SOE Candidate Expectations are integrated into **Student Teaching Field Experience**, and the Cooperating Teacher (CT) and Supervisor provide feedback via the Student Dispositions Checklist and the **C-PAST** document which then becomes part of the candidate's file.

### When Issues Arise in the Advancement Process

- ◆ **The Purpose of the Qualtrics Concern System:** From time to time in the Advancement Process, issues may arise. When they do, they will often (but not exclusively) be documented in the SOE **Qualtrics Concern System** (or “the System” or the “QCS”) – an information system that is in effect throughout a candidate's enrollment in the SOE. This System is used to notify SOE Program Directors of a concern about a candidate and to create a written record of that concern.
- ◆ **Who uses the Qualtrics Concern System:** The QCS is used by the SOE Field Coordinator, Instructors, Supervisors, Cooperating Teachers (CTs) and SOE faculty/staff. But only the Program Director will receive information raising a concern about an individual SOE candidate. Here is how the System is intended to work:  
**Note:** *The SOE Qualtrics link does not replace the Xavier University Concern System accessed through the Employee Hub, and which also applies to SOE candidates/students. Information about the University Concern System can be found here:* <https://www.xavier.edu/care-support-services/student-concern-report/index>
  - ◆ **Instructors:** Instructors click on and complete a Qualtrics link to report a concern about a candidate's academic performance, dispositions, and/or other issue(s) that has come to their attention concerning the candidate's performance or advancement.
  - ◆ **Supervisors and Cooperating Teachers:** During field experiences in Intro, Methods, Clinicals, and Student Teaching, Supervisors and Cooperating Teachers click on a Qualtrics link to report a concern about a candidate's academic performance, dispositions, and/or other issue(s) that has come to their attention concerning the candidate's performance or advancement.
  - ◆ **SOE Faculty/Staff:** If any member of the SOE faculty or staff has a concern about a candidate, the Qualtrics link can be used by them to notify the Program Director and document the concern that has come to their attention.
- ◆ **When an issue is documented in the QCS:** When an issue appears in the Qualtrics Concern System, the Program Director is alerted. Additionally, when feedback is provided through the CT/Supervisor Checklist that raises concern, the Program Director is alerted, who may consult with relevant SOE personnel or with Xavier University faculty/staff for input, advice, or direction. Upon receipt of the electronic form and/or the Checklist, the Field Coordinator, in consultation with the Program Director, SOE Director(s), and/or Dean's Office (following appropriate chain of command depending on situation), will determine what, if any, action should be taken with the SOE candidate.
- ◆ **When an Action Plan is needed:** If the Field Coordinator or Program Director determines that an Action

Plan is needed, the following shall occur:

- **Schedule a Meeting:** Participants in the meeting will include appropriate parties – *e.g.* if the concern is from a professor, the meeting will likely consist of the candidate, professor, Field Coordinator, and Program Director. If the concern originates from a Cooperating Teacher, the meeting will consist of the candidate, Field Coordinator, and Program Director. If the concern being raised is considered serious, the meeting may include additional persons, such as SOE Director(s) and a representative from the Dean's Office. Participants for the meeting will be determined in consultation with the Program Director.
- **Action Plan:** During the meeting, the concern will be discussed, and an Action Plan will be developed for the candidate to follow. A follow-up meeting will be scheduled within 2 weeks to determine if the candidate is making sufficient progress towards addressing the concern(s) in the Action Plan and/or fulfilling requirements outlined in the Action Plan. Candidates must demonstrate **immediate and sustained improvement** in their performance. If the candidate does so, the matter will be considered closed.
- **Failure to Fulfill Action Plan:** If the Candidate does not demonstrate **immediate and sustained improvement** in addressing the concern(s) raised in the Action Plan within the agreed upon timeframe, further action by the Program Director and/or others will be taken. This can include but is not limited to:
  - A second meeting for further discussion and action
  - The assignment of a grade of *Failure* or *Incomplete* in the assignment or course
  - Removal from field placement which may result in the candidate receiving a failing grade in the course
  - Suspension from the SOE program for a minimum of a full semester
  - Removal from SOE program

### Removal from an SOE Program

SOE candidates may be removed from an SOE program for reasons and through the process outlined above. But removal via the Dispositions Process is not the only way that a candidate can be involuntarily dismissed from an SOE program.

SOE candidates, like all Xavier students, are held accountable for inappropriate behavior both on-campus and off-campus, and there are consequences to unwise decisions and choices if a candidate is found to be responsible for violations. The Xavier Student Handbook applies to all SOE candidates, including graduate candidates, and a copy of this Handbook can be found here: <https://www.xavier.edu/handbook/>. Specific information about the University's hearing process can be found here:

<https://www.xavier.edu/handbook/conduct-process/hearings-on-alleged-violations-of-the-standards-of-student-conduct/index>

### Immediate Suspensions or Terminations from SOE

Not all behaviors in courses, student teaching, and/or field placements entitle SOE candidates to one or more warnings, a temporary suspension from their SOE program, or an opportunity to correct their behavior prior to dismissal.

An SOE candidate may be immediately suspended or terminated from his/her program by the Dean of the College of Professional Sciences (or his/her designee) upon the recommendation of School of Education Director(s) in response to a serious breach of conduct particularly, but not limited to, incidents or behaviors occurring in field placements.

Immediate suspension or termination of an SOE candidate from his/her program may also occur when there is a recurrence of a past behavior in a classroom or field placement which has been addressed by the SOE before.

### **Policies on Placements**

Because of the complexity of locating and securing field placements, placements are the sole responsibility of the field coordinator, Director, and the cooperating school districts. Candidates will have the opportunity to suggest preferred placements for student teaching, and transportation needs will be considered, but the final decision on placements will be made by the field coordinator, with input from school district representatives, and Director. All reasonable effort will be made to place the candidate in various settings throughout their field placements to provide urban, suburban, and private school environments. However, if, because of the complexity of locating and securing placements, a candidate does not experience one of the three suggested environments, they will be placed in the available setting.

### **Non-Student Teaching Field Placement Policy**

A Xavier University teacher candidate can expect to be placed within 30 miles of Xavier's campus for non-student teaching placements (such as methods, clinicals, blocks, etc.). Teacher candidates must arrange their own transportation to and from field sites. Reasonable accommodation will be made upon written request and conversation with course instructor(s). If a candidate disputes their placement after consultation with the instructor, they should contact the Program Director in writing. If the candidate disputes their placement after meeting with the Program Director, they should contact the Director(s) of the School of Education in writing. If the candidate disputes their placement after meeting with the Director(s) of the School of Education, they should contact the Dean's office in writing.

The above is for the non-student teaching placements – all programs have an application process for student teachers to complete, and the field coordinator will work on finding placements that provide a preferred match.

### **Policies Regarding Field Experiences/Internships**

Candidates 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 candidate's dress and grooming must be consistent with the standard established for the professional staff in the host school and the professional expectations of the SOE. Candidates must comply with all host school regulations.

### **Policy on Absences**

A candidate 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. An outside activity or personal business is NOT considered a valid excuse. The candidate must notify the school and the University of any absence. Response to this obligation is considered an index of professional attitude and responsibility. Unexplained absences should be reported immediately to the University supervisor or the Program Director.

### **Policy on Candidate/Student Evaluation**

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

**If the Teacher Candidate would like to request a change of placement** for whatever reason, they must meet with the Course Instructor and Field Coordinator within the first four weeks so that approval for a new placement plan can be decided. Done in rare circumstances, a change in placement is a rare and complex decision and will not occur without prior problem solving and communication between Xavier, the Cooperating Teacher, and the Teacher Candidate.

**If the District, School Building Principal, or Cooperating Teacher(s)**, at any point in the Candidate's teaching semester, requests that the Teacher Candidate be removed in response to Xavier's Disposition Process, or because of the Teacher Candidate's teaching performance or inappropriate behavior, the Student Teacher will NOT receive another placement and will be required to withdraw from the course voluntarily or receive a failing grade. Candidates will also not be allowed to repeat the field experience. Permission to repeat a field placement after a voluntary withdrawal or failing grade may only be granted in writing by the Dean of CPS and the Director(s) of the School of Education.

### **Roles and Responsibilities**

It is the responsibility of candidates to acquire a Pre-Teacher Service Permit (unless they already hold a teaching license) in order to observe in schools or work with students for their courses.

Prior to Student Teaching, the candidate must obtain passing OAE scores.

In addition to these important pieces, there are documents which must be read, understood, and signed by School of Education candidates including an Assumption of Risks document, Moral Character Statement Form, and the Dispositions Advancement Process.

### **Background Checks for Ohio State Board of Education [Rapback](#) System Bureau of Criminal Identification and Investigation (BCI)/ FBI Background Checks**

Electronic fingerprinting can be done at many locations in Ohio, including Xavier University. If the candidate prefer to have fingerprinting completed at Xavier University, the candidate may visit Xavier University's Campus Police website at <http://www.xavier.edu/police/webcheck-fingerprinting-services/index> for more information.

The charge will be added to the candidate's Bursar's account. The candidate will need to show their State ID and Xavier University All Card.

The candidate **should have the results sent to the Ohio State Board of Education and a copy to her/him**. In the event that the school district also requests a copy sent directly to them, you may request an additional copy be sent within one year after a completed background check via the following webpage:  
<https://www.ohioattorneygeneral.gov/FAQ/Background-Check-FAQs.aspx#FAQ92>

Please verify that they will complete a BCI and FBI check. **Additionally, use code 3319.291 (School Employees – Licensure with Ohio State Board of Education) for the type of background check required.** Both checks are necessary.

Visit the Ohio Attorney General's website to find other fingerprinting locations:  
<http://www.ohioattorneygeneral.gov/Business/Services-for-Business/WebCheck/Webcheck-Community-Listing>  
or contact the BCI in London, Ohio at (740) 845-2375 for information regarding fingerprinting.

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

**Out of State Residents** who will complete field experiences in Ohio or obtain an Ohio educator license but are not currently in Ohio may obtain fingerprint cards directly from the Bureau of Criminal Identification and Investigation (BCI). The candidate can call BCI toll-free at (877) 224-0043 to request they mail you an Ohio fingerprint card and instructions. The candidate may also go to the AGO website at <https://www.ohioattorneygeneral.gov/Files/Forms> and under BCI Criminal Records and Background Checks, print the fingerprint card you need. Fingerprints can be rolled onto the card by any agency that performs this service in the candidate's area. This will take some time to complete. Therefore, the candidate should plan ahead.

### **Additional information**

The candidate is required to maintain the Pre-Service Teacher Permit or an Ohio educator license, which require background checks, to be eligible for 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 either background check, or from the Ohio State Board of Education, the candidate must provide immediate written notification of this information to the Program Director, Director(s) 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(s) 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.

### **Pre-Service Teacher Permit Application Instructions**

#### **1. Create an OH|ID Account (if the candidate does not already have an account).**

- Go to <https://ohid.ohio.gov/wps/portal/gov/ohid/>.
- Click on "Create OH|ID Account."
- Enter your personal email address (personal email that you will always be able to access – do not use your XU or work email) and click **Send PIN** to have a one-time only PIN sent to the email you provided for verification.
- Enter the PIN and select "verify."
- Select "next."
- Enter your personal information and click "next."
- Create a username for your OH|ID account and click "next."
- Create a password and click "next."
- Enter your mobile phone number to set up your mobile/text account recovery method for your OH|ID account and click "next."
- Enter the PIN received in your text message. Enter the PIN in the next OH|ID Account Recovery screen and click "verify." Once it is verified, click "next."
- Agree to terms and conditions of your OH|ID account and answer the prompt to verify you are not a robot. Click "verify, then click "Create Account."

#### **2. Set Up New User Profile.**

- Go to <https://ohid.ohio.gov/wps/portal/gov/ohid/>

- Log into OH|ID account using username and profile used while creating your OH|ID account above.
- Click on “App Store.”
- Search for the Educator Licensure and Records (CORE) app and click the “Open App.”
- Click the “next” button.
- Complete the “Add Basic Information” page and click “next.”
- Once your identity is verified by the system, you will be prompted to agree to the Department’s data policy. Click “I agree to the Department’s data privacy policy,” click “next.”
- Review your information on the Review and Submit screen, click “Submit.”
- Once your user profile is approved you may request an Educator State ID.

### **3. Request Educator State ID (if you do not already have an educator ID).**

- Go to <https://ohid.ohio.gov/wps/portal/gov/ohid/>
  - Log into OH|ID account using username and profile used while creating your OH|ID account above.
  - Open the “Educator Licensure and Records (CORE)” app under “My Apps.”
  - Click “My Profile” in the red ribbon at the top of the CORE Dashboard.
  - Click “Obtain Educator State ID” and answer questions in the pop-up box.
- (Once you have answered all the questions correctly, your Educator State ID will be assigned automatically and appear on your CORE Dashboard under “My Educator State ID.”)

### **4. Apply for Pre-Service Teacher Permit.**

- Be prepared to use E-Check, American Express, Discover, Visa, or Mastercard that **does not require a PIN**. If a PIN is required, the system will not accept payment. The cost is currently \$75 for a 3-year permit and \$25 for a 1-year permit.
- Go to <https://ohid.ohio.gov/wps/portal/gov/ohid/>
- Log into OH|ID account using username and profile used while creating your OH|ID account above.
- Open the “Educator Licensure and Records (CORE)” app under “My Apps.”
- Select “Apply for New Credential” button under “My Credentials” section.
- Click “Teachers.”
- Select **“1-Year Pre-Service Teacher Permit”** or **“3-Year Pre-Service Teacher Permit.”**
- Effective date of license is always July 1. Select the available year needed for your first Ohio school field experience. (EXAMPLE: If it is May 2025, select July 1, 2024 effective date if you plan to participate in **any** field experience *before* July 1, 2025. If you plan to participate in field experience *after* July 1, 2025, select July 1, 2025 effective date.)
- Select “State of Ohio Approved Licensure Program.”
- Xavier University’s IRN is 064030.
- You should not need to upload additional materials. If the BCI/FBI Background Check was not already received by the Ohio State Board of Education, please see the BCI/FBI Background Check FAQ. You will need to have reports sent directly from BCI and FBI to the Ohio State Board of Education using the code provided on the instruction sheet.
- Click “yes” in the applicant signature section to electronically sign your application.
- Click “Pay and Submit Application”

### **5. Contact April Thomas at [thomasa7@xavier.edu](mailto:thomasa7@xavier.edu) or 513-745-3701 with questions. Xavier University’s IRN # is 064030.**

### **Assumption of Risk - AOR Form 105 - Student Internship (AOR 105)**

Candidates must sign this form for all off-campus internships, field experiences, and observations. This form needs to be completed each semester and for all field placements and school locations. The candidate can list multiple locations on one form. To obtain the form click here: <https://www.xavier.edu/insurance/docs/waivers/AOR105.pdf>.

The candidate may contact April Thomas at 513-745-3701 or [thomasa7@xavier.edu](mailto:thomasa7@xavier.edu) with any questions.

### **Moral Character and BCI/FBI Policy**

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 candidate’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(s) 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.

All candidates in the School of Education are expected to abide by the SOE Student Disposition Contract, follow the SOE Advancement Process, and will be assessed using the Cooperating Teacher and Supervisor Checklist. Each of these documents should be carefully read and understood since following expectations is a requirement. The candidate should use the links below to each of the aforementioned documents and view the video explaining the SOE Disposition Contract. These documents and the video are also accessible on the School of Education Canvas Page for the candidate’s reference and convenience.

All candidates should review the School of Education Canvas Page resources at the following link, <https://canvas.xavier.edu/courses/87068>, paying careful attention to the **Cooperating Teacher and Supervisor Checklist**, **SOE Program Advancement Process**, and **SOE Student Disposition Contract**.

## **Appendix A**

### **Ohio Assessments for Educators (OAE) Timeline Requirements**

Passing the Ohio Assessments for Educators (<https://www.oh.nesinc.com/>) is required to progress in the program and to apply for educator licensure. Use the chart below to determine when the OAEs should be completed. Allow additional time in case you need to retake the assessment. All OAEs must be passed before a student can apply for licensure.

**Candidates must score a minimum score of 206 on the appropriate OAE content exam (except Multi-Age language licensure candidates who must earn “intermediate high” on appropriate ACTFL or LTI) to student teach. \*However, eligibility for full licensure requires a passing score of 220 on all OAE exams.\***

| <b>Program</b>                       | <b>OAE</b>                                                                                                                                                                 | <b>Timeframe</b>                                                                                                                                                                       |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Primary Education Licensure          | 190 – Foundations of Reading*                                                                                                                                              | Pass once Language Arts Methods (EDEL 405) and all reading courses are complete (EDRE 269/569, EDRE 312/512, EDRE 471/671, EDRE 478/678), ideally before student teaching.             |
|                                      | 055 – Primary Education (PK-5)                                                                                                                                             | If student teaching in fall semester, take and pass by May 1 before student teaching.<br>If student teaching in spring semester, take and pass by September 1 before student teaching. |
|                                      | 057 – Assessment of Professional Knowledge: Primary Education (PK-5)                                                                                                       | Pass during student teaching semester.                                                                                                                                                 |
| Middle Childhood Education Licensure | 190 – Foundations of Reading*                                                                                                                                              | Pass once all reading courses are complete (EDRE 269/569, EDRE 312/512, EDRE 471/671, EDRE 478/678), ideally before student teaching.                                                  |
|                                      | Two of the following:<br>028 – Middle Grades English Language Arts<br>030 – Middle Grades Mathematics<br>029 – Middle Grades Science<br>031 – Middle Grades Social Studies | If student teaching in fall semester, take and pass by May 1 before student teaching.<br>If student teaching in spring semester, take and pass by September 1 before student teaching. |
|                                      | 002 – Assessment of Professional Knowledge: Middle Childhood (4-9)                                                                                                         | Pass during student teaching semester.                                                                                                                                                 |
|                                      | Content area OAE (see advising sheet)                                                                                                                                      | If student teaching in fall semester, take and pass by May 1 before student teaching.                                                                                                  |

|                                                                                         |                                                                              |                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Secondary Education<br>(Adolescence to Young Adult licenses)                            |                                                                              | If student teaching in spring semester, take and pass by September 1 before student teaching.                                                                                          |
|                                                                                         | 003 – Assessment of Professional Knowledge: Adolescent to Young Adult (7-12) | Pass during student teaching semester.                                                                                                                                                 |
| Secondary Education<br>(Multi-Age licenses)                                             | Content area OAE or ACTFL (see advising sheet)                               | If student teaching in fall semester, take and pass by May 1 before student teaching.<br>If student teaching in spring semester, take and pass by September 1 before student teaching. |
|                                                                                         | 004 – Assessment of Professional Knowledge: Multi-Age (P-12)                 | Pass during student teaching semester.                                                                                                                                                 |
| Special Education<br>(Intervention Specialist K-12 Mild/Moderate or Moderate/Intensive) | 190 Foundations of Reading*                                                  | Pass once Language Arts Methods (EDEL 405) and all reading courses are complete (EDRE 269/569, EDRE 312/512, EDRE 471/671, EDRE 478/678), ideally before student teaching.             |
|                                                                                         | 043 Special Education K-12                                                   | If student teaching in fall semester, take and pass by May 1 before student teaching.<br>If student teaching in spring semester, take and pass by October 1 before student teaching.   |
|                                                                                         | 004 Assessment of Professional Knowledge Multi-age (P-12)                    | Pass during student teaching semester.                                                                                                                                                 |
| Special Education<br>(Primary Intervention Specialist)                                  | 190 Foundations of Reading*                                                  | Pass once Language Arts Methods (EDEL 405) and all reading courses are complete (EDRE 269/569, EDRE 312/512, EDRE 471/671, EDRE 478/678), ideally before student teaching.             |
|                                                                                         | 058 Primary Special Education                                                | If student teaching in fall semester, take and pass by May 1 before student teaching.<br>If student teaching in spring semester, take and pass by October 1 before student teaching.   |
|                                                                                         | 057 Assessment of Professional Knowledge: Primary Education (Pk-5)           | Pass during student teaching semester.                                                                                                                                                 |

### OAE Study Materials

\*OAE 190: Foundations of Reading recommended study materials may be found on the Xavier University reading module in CANVAS (contact Gillian Garcia at [garciag6@xavier.edu](mailto:garciag6@xavier.edu) for access) and [Ohio Assessments](#)

[for Educators study materials on their website.](#) (This study material is also highly recommended before taking the OAE 055 to support the ELA components.

\*\*The [Ohio Assessments for Educators study materials](#) are available for all assessments.

\*\*\*The library offers free study materials in [LibGuides](#). Library staff will be happy to assist you in locating them.

\*\*\*\*240 Tutoring is available for assessments. [Xavier School of Education students can receive a discount on a monthly subscription.](#) The cost for 240 Tutoring is \$25 a month for XU students (\$50 a month is the normal rate).

## **Appendix B**

### **Student Disposition Contract**

#### **For Use In: all Xavier Education Classes**

Dear Teacher Candidates,

In keeping with the Jesuit tradition, Xavier University School of Education's (SOE) mission is to educate teacher candidates to be articulate in work, critical in thought, and competent in the knowledge, skills, dispositions of their academic disciplines, and professional endeavors. Xavier University's SOE strives to prepare leaders who are intellectually, spiritually, and ethically prepared for the challenges of a career in education.

One way we accomplish this is through Xavier's Ignatian values.

1. **The Gift of Reflection** invites us to pause and consider the world around us and our place within it. It calls us to infuse a culture of attention, reflection, and reverence.
2. **The Gift of Discernment** invites us to consider our feelings and rational thought in order to make decisions and take action that will contribute to the greater good of all.
3. **The Gift of Solidarity and Kinship** invites us to walk along side and learn from our companions as we journey through life, fostering a spirit of community.
4. **The Gift of Service Rooted in Justice and Love** invites us to invest our lives into the well-being of our neighbors, particularly those who suffer injustice. This encourages and develops a culture of mutually beneficial community engagement as an expression of faith that promotes justice.

In addition to Xavier's Ignatian values, the Xavier University SOE adheres to both the Council for the Accreditation of Educator Preparation ([CAEP](#)) standards and the Ohio Standards for the Teaching Profession ([OSTP](#)) to develop guidelines to prepare teacher candidates for professional dispositions.

These standards have contributed to the creation of Xavier University School of Education's Dispositions:

#### **Xavier University School of Education Dispositions Explanation**

##### **Professional Commitment and Responsibility**

The candidate demonstrates a commitment to the profession and adheres to the legal and ethical standards set forth by it. The Candidate:

##### **1. Maintains appropriate confidentiality**

Candidate respects the privacy of students and colleagues (e.g., grades, personal issues, social media), adhering to the Federal Family Educational Rights and Privacy Act ([FERPA](#)) in all matters. (OSTP 7)

##### **2. Demonstrates compliance with laws/regulations/policies/standards**

Candidate possesses critical knowledge of rules/guidelines, applying them in a just, **compassionate** manner that supports student/professional growth in varied contexts ([U.S. Dept of Ed](#)). (CAEP R1.4, OSTP 7)

##### **3. Maintains professional appearance**

Candidate is respectful of dress code expectations in varied contexts—including field placements, community, and other professional settings. Whereas professional appearance is subjective, when in the schools, follow the school dress code. Candidates are always representing Xavier University when in the field. (OSTP 7)

#### **4. Is prepared for class or appointments**

Candidate seeks out expectations of courses and field placements to contribute fully and generously in all activities, including lesson planning. (CAEP R1.3, CAEP R2.1, OSTP 7)

#### **5. Is punctual for class or appointments**

Candidate is respectful of established course and field schedules and arrives on time and communicates with the course instructor, cooperating teacher, and supervisor prior to the absence or late arrival time. Arrangements should be made in conjunction with the cooperating teacher to accommodate for missed time. (CAEP R1.3, CAEP R2.1, OSTP 7)

#### **6. Demonstrates honesty/academic integrity**

Candidate exhibits the highest standards of personal and social responsibility according to [Xavier University's Academic Integrity Policy](#). (CAEP R1.4, OSTP 7)

#### **7. Completes yearly FBI/BCI background check**

Candidate maintains a standard of behavior through choices both inside and outside the classroom. This is verified by completing a yearly FBI/BCI background check before entering a classroom environment. (CAEP R1.4, CAEP R4.2, OSTP 7)

### **Professional Relationships**

The candidate develops, maintains, and models appropriate relationships within the workplace, community, and larger diverse society. The Candidate:

#### **7. Demonstrates high expectations for others**

Candidate identifies ways to help all students, peers, and oneself to establish and achieve challenging yet attainable goals. (CAEP R1.1, OSTP 5)

#### **8. Demonstrates respect for the beliefs of others**

Candidate demonstrates respect for a multiplicity of beliefs (e.g., political, religious) and challenges beliefs that oppress marginalized individuals or groups, adhering to [Xavier University's Student Policies](#) and [Xavier University's Standards of Conduct](#) in all contexts. (CAEP R1.1, CAEP R1.2, CAEP R1.3, CAEP R1.4, OSTP 1, OSTP 4)

#### **9. Demonstrates respect for cultural differences**

Candidate demonstrates respect for cultural differences (e.g., race, class, gender, nationality, language, disability status, sexual orientation, etc.). (CAEP R1.1, CAEP R1.2, CAEP R1.3, CAEP R1.4, OSTP 1, OSTP 5)

The School of Education supports an inclusive learning environment in which diversity and individual differences are understood, respected, and appreciated. Our diversity may be reflected by differences in race, culture, age, gender, religion, sexual orientation, socioeconomic status, ability, and other social identities and life experiences. Our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In our courses, we will work together to dismantle systemic racism while building a learning community that is inclusive and respectful, and actively anti-

racist. We are committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment, in the classroom and in the broader university community.

**10. Demonstrates and/or promotes effective collaboration skills (e.g., with colleagues, instructors, students)**

Candidate creates opportunities for students to engage in cooperative tasks that leads to deepening and extending content knowledge. Candidate facilitates interactions among students and colleagues, and works towards equitable resolutions if conflicts arise. (CAEP R2.1, CAEP R2.2, CAEP R2.3, OSTP 6)

**11. Demonstrates patience with/and compassion for those experiencing difficulty in the learning process**

Candidate teaches and communicates using a variety of approaches, embracing questions from peers, s, and caregivers. Candidate's instruction provides opportunities for students to demonstrate an understanding of content. Candidate demonstrates willingness to grow personally and professionally to improve the experiences of peers, students, and their families. (CAEP R1.1, CAEP R1.4, OSTP 3)

**12. Demonstrates flexibility during the learning process**

Candidate is open to diverse learning experiences and opportunities (e.g., readings, assignments, placements, discussions, conversations, teaching pedagogies and strategies) in order to grow and challenge personal beliefs and understandings. Candidate consistently puts individual student needs first, adjusting curriculum, methods, and pacing to best facilitate the learning process. (CAEP R1.1, CAEP R1.2, CAEP R1.3, CAEP R1.4, OSTP 4).

**Critical Thinking and Reflective Practice**

The candidate demonstrates a commitment to continuous development within the profession. The Candidate:

**13. Demonstrates critical thinking in written or verbal form**

Candidate follows where evidence and reason lead, and thoughtfully analyzes and evaluates alternative points of view. Candidate questions dominant forms of knowing and respectfully pushes back against the status quo as appropriate. (OSTP 7)

**14. Addresses issues of concerns professionally (with instructors/colleagues/students)**

Candidate recognizes our shared responsibility to confront oppression and engage in reflective practice about personal actions and perspectives based on interactions with others. Candidate asks critical questions, listens, hears, and communicates issues of concerns. (OSTP 7)

**15. Responds positively to constructive feedback**

Candidate exhibits a willingness to listen with intention, hear, learn, self-critique, and grow by considering ways to implement/follow-through on feedback and constructive criticism. (CAEP R1.4, CAEP R2.1, CAEP R2.2, CAEP R2.3, OSTP 6)

**16. Takes responsibility for his or her learning by actively seeking out new information**

Candidate is curious, engages intellectually and socially, exhibits deep inquiry, and seeks knowledge outside of the class-required materials making connections to place, people, and topics. Candidate is willing to be vulnerable, self-aware, and act courageously, take initiative, and accept help. (CAEP R1.4, OSTP 7)

**17. Demonstrates personal progress through professional development to improve content and pedagogical knowledge**

Candidate shows a willingness to grow, wonder, and recognize that learning is an ongoing process. Candidate is willing to have assumptions disrupted and challenged and seeks out opportunities to professionally grow and develop. (CAEP R1.1, CAEP R1.2, CAEP R1.3, CAEP R1.4, OSTP 2, OSTP 7)

**18. Demonstrates reflective practice in written and verbal form**

Candidate takes opportunities to reflect on teaching and learning and is willing to engage in self-critique in order to improve engagement with students/peers/colleagues/professors. (CAEP R1.4, OSTP 7)

I have read the dispositions and indicators above. I believe that dispositions are integral to being an effective, professional educator. I understand the professional conduct and dispositions listed here and in the Xavier University School of Education Student Handbook. I am committed to growing and demonstrating excellence in these dispositions. I understand that in addition to academic performance, my success and progress in the teacher preparation program depends upon successful demonstration of these dispositions.

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Student Name

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Signature

---

Date

**Xavier School of Education  
Student Handbook  
Acknowledgment Form**

Please sign and submit this form to your EDFD 101/EDFD 501, Introduction to Education, instructor indicating that you reviewed a copy and understand the SOE Student Handbook. You will additionally be asked to acknowledge policies in future education courses.

I have reviewed the Xavier University Student Handbook and understand that I am expected to follow it in conjunction with the Xavier University Student Handbook

**Print Name:** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Date:** \_\_\_\_\_