School of Education

STUDENT HANDBOOK

Early and Middle Childhood Education

Educational Administration

Montessori Education

Reading & TESOL

Secondary & Multi-Age Education

Special Education
Table of Contents

Welcome to the School of Education ................................................................. 1
School of Education Mission Statement .......................................................... 2
Opportunities for Education Majors .................................................................. 3
Steps for Admission ......................................................................................... 4
Graduate Transfer Credit .................................................................................. 5
State of Ohio Assessments for Educators & Licensure Information ................ 6
Field-Based Experiences and Internship Principles ......................................... 7
Policies Regarding Field Experiences/Internships ............................................ 8-9
Official Notice to Students (TB Test, BCI/FBI) .................................................. 10-11
Requirements for the BCI/FBI and Moral Character Statement ...................... 11-12
Statement of Moral Character Form .................................................................. 12
Disposition Form .............................................................................................. 14-15
Field Experience Responsibilities ...................................................................... 16-18
Student Handbook Acknowledgement Form .................................................... 19
Educational Administration Student Handbook ............................................... 20
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. [Application](#)

**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.
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

See Individual Program Handbook for additional admission requirements and continuation in the program

Early Childhood Education

Middle Childhood Education

Montessori Education

Secondary & Multi-Age Education

Special Education

Educational Administration

Reading Endorsement

TESOL

Generalist Endorsement 4-5

Special Education Endorsements
School of Education, Graduate Transfer Credit

Guidelines for graduate transfer credit:

- The School of Education will follow the University’s policy regarding transfer credit (Office of the Registrar, under transfer work, [Graduate transfer policies](#)).
- 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.
- See specific guidelines for [Educational Administration](#).

_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._

1-8-17
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 coursework 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.

Please see the Licensure website for more information:
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. See disposition policy-page

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 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, 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 (program director) 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:

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

_________________________________________
_________________________________________
_________________________________________
_________________________________________
_________________________________________
_________________________________________
_________________________________________
_________________________________________
_________________________________________
_________________________________________
_________________________________________

Remediation Conference Date and Attendees: _____________________________________________

_________________________________________________________________________________

Outcome of Remediation conference:

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

For more information, Office for Professional Conduct http://education.ohio.gov/Topics/Teaching/Educator-Conduct

04/2017
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.
For specific program handbooks, please follow the links below:

**Early Childhood Education**

**Middle Childhood Education**

**Montessori Education**

**Secondary & Multi-Age Education**

**Special Education**

**Educational Administration**

**Reading Endorsement**

**TESOL**

**Generalist Endorsement 4-5**

**Special Education Endorsements**
Student Handbook Acknowledgement Form

The student handbook acknowledgement form can be found in your individual program handbooks.
This handbook provides information on the Masters of Education and licensure programs in Educational Administration.
Dear Educational Administration Student,

Welcome to Xavier University’s Degree and Licensure programs in educational administration/leadership. This booklet is designed to provide you with information about the program expectations for both a M.Ed. in educational administration and administrative licensure for the states of Ohio, Kentucky, and Indiana. You should regularly consult the Xavier website for updates on course offerings. Sometimes, to meet student needs, courses are added too late to appear in the published course offerings.

The Educational Administration Program Master of Education degree is designed for licensed teachers who would like to pursue an administrative role in education. We have views that underlie our programs.

First, we believe formal leadership in schools and school districts is a complex, multi-faceted task. Effective school leaders are strong educators, anchoring their work on central issues of learning, teaching and school improvement, while working towards improvements in quality of all school functions. In addition, leaders are moral agents and social advocates for the children and the communities they serve. We believe educational leaders make strong connections with other people, valuing and caring for others as individuals and as members of the educational community.

Second, we believe schools are currently influenced in profound ways by three factors. On one level, we are seeing a renewed struggle to redefine learning and teaching to more successfully challenge and engage all students in the educational process. Educators are rethinking long prevailing views about knowledge, intelligence, assessment, and instruction and the ways educational leadership can alter existing practices. We are also aware that community-focused and caring centered conceptions of schooling are increasingly competing for legitimacy with more traditional notions of how schools should be structured and administered. Finally, we realize external stakeholders are increasingly playing a significant role in determining the goals and direction schools are headed. Each of these new forces is altering the expectations placed on school leaders and requires careful rethinking of proper preparation programs for leaders in these new environments.

The Educational Administration Program at Xavier University is founded upon the above views about the nature of leadership and the current context of schooling. Therefore, we have chosen to take an activist view of school leadership as we believe is dictated by the environmental context in which schools find themselves and of emerging views of leadership itself. We employ an educational delivery system based on a scientist-practitioner model in which to impart the knowledge, dispositions and skills needed to effectively carry out leadership functions in school as they are currently constituted and schools of the future. There is a balanced emphasis on theory, research, and application skills within the program. The program faculty subscribe to a philosophy that the theory, research, and practice are interconnected and mutually influence each other. We have a personal commitment to discover new knowledge and improved administrative practices through our own research or the research of our colleagues and to infuse this knowledge into our teaching, scholarship, and advising.

To achieve the M.Ed. in educational administration the student must complete thirty (30) hours of semester credit. Nine (9) of these semester hours are in foundations. The remaining twenty one (21) credit hours will come from administration courses. Additionally, the student must pass the comprehensive examination and apply for graduation.
In addition to the M.Ed. in educational administration, Xavier offers programs leading to the following licensures:

**State of Ohio**

- Principal (ages 3 – 12 and grades PK-6)
- Principal (ages 8 – 14 and grades 4 – 9)
- Principal (ages 10 – 21 and grades 5 – 12)
- Superintendent
- Research Specialist
- Curriculum, Instruction, Staff Development Specialist
- Staff Personnel Specialist
- Pupil Services Specialist
- Community Relations Specialist

**State of Kentucky**

- Principal (all grade levels)
- Supervisor of Instruction
- Superintendent
- Director of Pupil Personnel
- Director of Special Education

**State of Indiana**

- Principal
- Superintendent

For administrative licensure in Ohio, additional coursework in internships for six hours beyond the M.Ed. are required. Students seeking Kentucky certification will have to follow a different process including completion of the Ohio Licensure and thirty credit hours past a master’s degree. An advisor will assist with this process. More specific descriptions of the licensure programs are included in this handbook.

Ohio colleges and universities who offer degrees and licensure in educational administration are required to meet standards provided by the Ohio Department of Education. In addition, the Xavier programs in educational administration meet the standards established by the national organizations of Educational Leadership Constituent Council (ELLC) and Professional Standards for Educational Leaders from the National
Policy Board for Educational Administration. In addition, our program must include:

- Preparation on the Ohio Standards for Principals
- Preparation on the Ohio Standards for the Teaching Profession
- Preparation on the Ohio Standards for Professional Development
- Alignment to the Ohio Core Administrative Requirements
- Preparation on the Ohio School Operating Standards (OAC Chapter 3301-35)
- Preparation on the Ohio Value Added Progress Dimension

In regards to scope, sequence, or prerequisites, the student must enroll in Educational Research, EDAD 507 and Educational Research Paper, EDAD 508 within the first twenty (20) semester hours of the program. If a student has not enrolled in EDAD 507 and EDAD 508 within the first twenty (20) hours of the program, the registrar will put a hold on registration until the student has met with his/her advisor. Additionally, student must meet with an advisor when they begin to take classes and at least once each academic year to discuss progress relating to their degree and/or licensure.

Please consult this handbook so you will be able to progress smoothly through the degree and licensure programs. You should also consult the Xavier University Catalogue for additional information on policies and procedures. Feel free to contact me with any questions or concerns as you enter and progress through your degree and licensure programs.

Sincerely,

The Faculty and Staff of the Educational Administration Program
School of Education
College of Professional Sciences
Xavier University
Steps for Admission into the Master of Education Degree Program for Educational Administration and Continual Progress toward Degree and Licensure

Step One: Admission to Graduate Program for M.Ed.

- Apply online to the Office of Graduate Admission (Xavier.edu/grad), include undergraduate transcript
- Take the GRE or Miller’s Analogies Test (test requirement may be waived, see website for details)
- Declare educational administration as a major

Step Two: Complete Program

- Complete thirty (30) semester hours including all required courses
- Pass comprehensive exam (should student fail the exam it may only be repeated once)
- Apply for graduation

Step Three: Licensure for Ohio

- For Xavier M.Ed. graduates, complete internships for appropriate licensure.
- Pass Ohio Assessments for Educators (OAE) exam in Educational Leadership (Test 015)
- Apply for licensure through the Director of Licensure and Certification: follow university and state procedures for licensure via a safe account.

Please note: To obtain certification for Kentucky for Indiana, meet with an advisor to understand the process for specific state.

Additionally, the University is not obliged to recommend licensure of any type on the basis of the completion of a Master of Education degree or specific coursework in education. Students must also meet leadership, communication, and character requirements and pass the required OAE tests of the State Department of Education for each specific license.

Subject to Revision
10/2016
Xavier University 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.
CONCEPTUAL FRAMEWORK

EDUCATIONAL ADMINISTRATION

XAVIER UNIVERSITY

Vision

The School of Education, in keeping with Xavier University’s Academic Vision and Mission, embodies important educational principles and practices in the Jesuit tradition. As such, we strive to develop and maintain a critical awareness as a college community grounded in academic freedom and excellence, cross-disciplinary cooperation, and healthy, challenging learning environments. Throughout its curricula and programs, faculty and staff, the college seeks to lead and serve our students, clients, and community.

As a college community (faculty, students, staff, administration) within a Jesuit university, we believe in the dignity of individuals and attempt to collaboratively address our students’ needs, within the context of the complex world we live in. Thus, we strive to be diversified in culture, race, ethnicity, gender, religious and faith traditions, socio-economic status, exceptionalities, language, sexual orientation, and geographical areas. In such an environment, faculty are able to lead and serve our students, clients, and community. In such a spirit, we hold ourselves accountable to them.

Our School of Education aims to be nationally recognized as a leading comprehensive Jesuit school of education dedicated to outstanding teaching, scholarship, and service. We can envision such high standing because of challenging, analytical, and reflective learning environments where students are engaged academically and intellectually, physically, spiritually, morally and ethically. By definition, such teaching and learning are proactive and are open to diverse perspectives and thereby, are characterized by concern and respect for others, as well as service to the community.

Our school collaborates across disciplines within the university in teaching and scholarship. We reflect on intellectual and professional matters, and disseminate those findings to other members of academic, school, and professional communities. Our academic programs challenge men and women to think critically and to respond to issues of faith, social justice, diversity, and to values such as fairness, honesty, responsibility, and service to others.

Our vision of the teaching/learning environment is that our students in the school acquire intellectual mastery and professional job-related skills; learn to value community service; develop self-knowledge, tolerance and respect as a means of achieving equity, social responsibility and action; develop ethical and moral judgments; and, demonstrate creativity and imagination.
Mission

In keeping with the Jesuit tradition, the Mission of the School of Education is to educate men and women to be articulate in word, 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.
Core Beliefs

Xavier University’s Education programs are based on the foundations of education, current research, effective practice, and collaborative relationships with various members of the learning community. Programs are implemented in diverse classroom, field, and clinical settings, blending theoretical and practical experiences with an accent on the individual. The Xavier education faculty believe that education and human service professionals are reflective decision makers who merge theory and practice; value the individual and unity; embrace tradition and change; and implement the service nature of educating in the following ways:

1. Promotes collegiality and works cooperatively and collaboratively with all stakeholders of the learning community (faculty members, students, school personnel, human services professionals, and members of the global community) to improve the condition of the local and larger community.
2. Listens, interprets, and communicates effectively.
3. Understands how human development, cultural diversity, socio-economic conditions and individual differences affect the opportunities of all individuals to learn and contribute to their full potential.
4. Uses and participates ethically in research and leadership studies.
5. Employs a variety of appropriate and ethical assessment techniques to enhance learning and teaching.
6. Exhibits leadership in the integration of technology in teaching, the learning process and assessment.
7. Commits to the lifelong responsibility of academic, ethical, professional, spiritual growth and reflection, and be engaged in and contribute to the professional and global community.
8. Demonstrates a commitment to service which articulates the school’s mission and builds community support for school programs and student welfare.
9. Understands the relationship between schools and community which facilitates effective communications.
10. Provides professional and ethical leadership to ensure compliance with legal, statutory and regulatory standards.
11. Values and promotes individual character and ethical development.
12. Understands the principles of organizational and fiscal management and resource allocation.
13. Understands the concepts of organizational dynamics, redesign, and renewal and their linkage with transformation leadership.
Conceptual Framework Educational Leadership

The leadership program at Xavier University is designed to prepare students to be able to achieve the following goals.

1. Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure that management of the organization, operations, and resources are conducive toward a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural contest.

Each of these student outcome goals is accompanied by sets of sub-goals in three areas (knowledge, dispositions, and performances) that add conceptual clarity and provide specific direction. Student learning objectives for each course in the educational leadership program are directly linked to these six broad student outcome goals.

Multicultural and Global Perspective

Examining the larger society that envelops schooling, there appear to be a handful of powerful dynamics that will likely shape the future of education and the types of leadership required for tomorrow’s schools. Our vision of effective leadership is influenced by the knowledge that the social fabric of society is changing. In particular, we are becoming a more diverse society and in many cases the social fabric is unraveling for many children and their families. Poverty is increasing while many indexes of physical, mental, and moral well-being are declining. Our perspective is also colored by the knowledge that the economic foundations of society are being recast as well. The shift to a post-industrial society, the advance of the global marketplace, the increasing reliance on technology, and a growing infatuation with market-based solutions to social needs poise significant new challenges for education. We believe these challenges will require new types of leadership in schools.

The educational leadership program at Xavier University is cognizant of these trends and, therefore, places a high value on preparing our graduates to be aware and sensitive to individual and group differences within the large context of schooling. We try to ensure that our graduates leave the program with an appreciation of individual diversity in its many forms. All courses in the various degree programs include some student outcome objectives focusing specifically on issues of multiculturalism and national individuals with physical and mental disabilities. A sampling of some of the student outcome objectives from our various courses illustrates the extent to which these issues are seriously addressed.
The following sub-objectives are derived from course syllabi that are linked to the six primary student outcome goals previously listed.

- Knowledge of the conditions and dynamics of the diverse school community.
- Knowledge of the values of the diverse school community.
- Belief in, values, and commitment to the schools operating as an integral part of the larger community.
- Belief in, values, and commitment to collaboration and communication with families.
- Belief in, values, and commitment to the proposition that diversity enriches the school.
- Belief in, values, and commitment to recognizing a variety of ideas, values, and cultures.
- Facilitates processes and engages in activities ensuring that credence is given to individuals and groups whose values and opinions may conflict.
- Facilitates processes and engages in activities ensuring that community stakeholders are treated equitably.
- Facilitates processes and engages in activities ensuring that diversity is recognized and valued.
- Facilitates processes and engages in activities ensuring that treats people fairly, equitably, and with dignity and respect.
- Facilitates processes and engages in activities ensuring that demonstrates appreciation for and sensitivity to the diversity in the school community.
- Facilitates processes and engages in activities that examines and considers the prevailing values of the diverse community school.
- Facilitates processes and engages in activities that there is ongoing dialogue with representatives of diverse community groups.

**Aims**

The Educational Leadership Program seeks to inspire, educate, and prepare administrators of active learning for service in diverse and inclusive communities. To that end, certain shared aims form the foundation of our education program. Xavier University requires students to attain and demonstrate professional competency through knowledge, skills, and dispositions.

**Professional Knowledge**

The aims of the first component of the education program, professional knowledge, are developed through:

- acquiring an academic foundation in the liberal arts
- mastering the knowledge base of the approved program
- understanding pedagogy
- understanding and integrating technology
- acquiring knowledge of the psycho-social component of learning
- understanding individual differences affecting learning
- identifying environmental influences affecting learning
- understanding the complex and changing nature of the teaching profession
**Professional Skills**

The aims of the second component of the education program, professional skills, are developed through:

- designing and creating learning environments for diverse populations
- aligning instruction with learning characteristics
- accommodating individual differences
- using technology to enhance teaching and learning
- identifying and responding critically and analytically to new paradigms for teaching, learning, and assessment
- using current research to develop ways to assess and evaluate the teaching process used with clients as well as the teaching product resulting from these processes
- developing and organizing learning experiences consistent with the academic disciplines
- communicating and cooperating with all educational clients

**Professional Dispositions**

The aims of the third component of the education program, professional dispositions, are developed through preparing effective educators who are:

- caring individuals
- committed to life-long learning
- reflective, self-reliant, and responsible professionals
- articulate and demonstrate personal and professional ethics
- committed advocates for those they serve
- respectful and responsive to diversity
- professionals that value school-community collaboration
- professionals that utilize research to improve professional practice
- professionals that work in a collegial and cooperative manner
- professionals involved with professional organizations and networks

**Outcomes**

The Educational Leadership Program inspires, educates, and prepares facilitators of active learning for diverse and inclusive communities of learners. To that end, certain shared learning outcomes form the foundation of our education program. The program requires candidates to attain and demonstrate professional competency through knowledge, skills, and dispositions.
**Professional Knowledge**

The learning outcomes of the first component of the education program, professional knowledge, are developed by the candidates through:

- acquiring a comprehensive foundation in various areas of the liberal arts
- mastering the content base and/or processes of the approved program
- understanding research-based educational pedagogy
- understanding and integrating technology
- acquiring knowledge of the psycho-social components of learning
- understanding individual differences and the needs of diverse populations
- using environmental influences affecting learning
- understanding the complex and changing nature of the teaching profession
- acquiring knowledge of different methods of assessment
- acquiring knowledge in methods of research

**Professional Skills**

The learning outcomes of the second component of the education program, professional skills, are developed by the candidates through:

- designing and creating learning environments for diverse populations
- aligning instruction with learning goals, accommodating individual differences
- using technology skills needed to be successful in their professional responsibilities
- demonstrating the skills necessary to provide formal and informal assessment strategies needed in their professional environments
- identifying and responding critically and analytically to new paradigms in their professional areas
- developing and organizing learning experiences consistent with their academic discipline
- using effective communication skills: verbal, nonverbal, and written
- communicating and cooperating with educational clients
- demonstrating skills in educational research

**Professional Dispositions** – The learning outcomes of the third component of the education program, professional dispositions, are developed by preparing effective candidates who, as facilitators of learning, are:

- caring and honest individuals
- committed to scholarship including current and relevant research
- reflective, self-reliant, and responsible professionals
- articulate and demonstrate personal and professional ethics
- committed advocates for those they serve
- respectful of diverse populations
- concerned about the promotion of social justice
- committed to school-family-community collaboration
**Knowledge Base**

The following leadership and instructional strands will permeate the course offerings and the activities that lead to the degrees and licensure. Each syllabus is keyed to the leadership strands that will receive emphasis in that particular course.

**Leadership Strands**

**Ethical Leadership**
As schools, both public and private, move closer and closer to being thrown into a competitive market arena, the temptation to succumb to leadership based on economic and political pressures is great. The ethical leader concentrates instead on the needs of students and how they can best be served. He is driven in leadership by the desire to do what is right despite the political consequences.

**Reflective Leadership**
Leaders must be visionaries. To be a visionary, one must take the time to reflect on every aspect of the school organization, from philosophical underpinnings to day-to-day operations. Effective schools cannot operate on a “monkey see monkey do” mentality. Effective leaders must develop the knowledge and skills needed to pioneer school improvement.

**Scholarly Leadership**
The commitment needed to complete terminal degrees indicates an interest and aptitude for scholarly activities. More important is the commitment to continue as a life-long scholar after the student career is completed. This leadership strand has as its ultimate goal the transformation of the doctoral cohorts from students to learners with a life-long commitment to the use of scholarship in leadership. Central to scholarly leadership is the ability to access and utilize research in planning and development.

**Instructional Leadership**
The mission of schools is to educate. All the processes should support this basic mission. Educational leaders must have the skills and knowledge to give instruction its rightful priority. To accomplish this, leaders must overcome the organizational tenancy to give immediacy priority with regard to time resources. Curriculum, instruction, and staff development seldom possess the level of immediacy that other administrative functions possess. That only increases the importance of the instructional leader in schools.

**Change Leadership**
Schools, like all organizations, are in constant transformation. The only constant is change. The leader must develop the knowledge of the theories of why and how change occurs, and develop the skills necessary to anticipate paradigm shifts, and be a pioneer in leading organizational change. Most significantly, the leader must have the fortitude to base change on research data and information, and not deviate from the research base or best practice which the change was based.
**Political Leadership**

Schools have always been a player in the political arena. In recent times, education has become a major issue in national politics. Central to this political attention are funding, and accountability through student achievement testing, the erosion of the separation of church and state, parental choice, and partnerships with other social agencies in the service to students, and the emergence of social systems theory. Current theories of educational leadership are based on the assumption that school leaders of the future will need to be skilled in collaborating with multiple stakeholders. Also, it is safe to assume that no educational entity will be a monopoly exempt from the political expectations and influence. Educational leaders of the future must be able to function within the local, state, and national political structure.

**Professional Leadership**

The professional leader is one who has an effective knowledge base, and connects this knowledge base to their work, in order to create a more effective organizational performance, especially student learning outcomes. The professional leader is a participant in maintaining the highest performance standards, and is willing to assist in the policing of all individuals who interact with the students under his/her jurisdiction.

**Organizational Leadership**

Research and best practice suggest the organizational focus is a prerequisite for peak performance from both the organization and the people who work for it. Organizational focus is achieved by consensus decision-making through visioning, mission development, strategic planning and assessment. The organizational leader has the knowledge and skills to make these complex and sometimes abstract concepts a nexis to the functioning and operations of the school.

**Technology Leadership**

Although it is difficult to predict the next paradigm shift in technology, it is increasingly clear that the effective schools of the present and future will be those who utilize the capabilities and opportunities that technology offers in administrative functions, research, communication, teaching, and learning. Due to its scientific nature, the school leader will often find that other people in the school organization will have more technical knowledge and skill. Therefore, a servitor leadership position will often be called for. However, the school leader must have the knowledge and skill to establish technology as a priority through continuous improvement planning, staff development, and student learning outcomes.

**Diversity Leadership**

The Declaration of Independence, the Constitution, and the Bill of Rights clearly define that, regardless of the diverse nature of the population, there will be equal opportunity and protection for all. The more diverse the population becomes with regard to participation in the vital processes of the society, the more it becomes apparent that cultural, language, and racial diversity create obstacles to effective organizational functioning. Thus, the school leader of the present and future must gain knowledge in diversity issues and skills in learning the school so that diversity is a strength that adds synergy to the school organization.
**Internship**

The internship is designed as the process and product that results from the application in a workplace environment of the strategic, instructional, organizational and contextual leadership guidelines. When coupled with integrating experiences through related clinics or cohort seminars, the outcome should be a powerful synthesis of knowledge and skills useful to practicing school leaders.

The internship includes a variety of substantial concurrent or capstone experiences in diverse settings planned and guided cooperatively by university and school district personnel for credit hours and conducted in schools and school districts over an extended period of time. The experiences need to provide interns with substantial responsibilities which increase over time in amount and complexity, and which involve direct interaction and involvement with students, staff, parents, and community leaders. Ideally, an internship should include some work with social service organizations involved with inter-agency activities affecting schools.

An acceptable internship would be a six month, full-time mentored experience (or the equivalent), preferably involving two or more settings and multiple levels (elementary, secondary, etc.). An optimum internship would be a year-long, full-time mentored experience.

Universities and school districts should collaborate to achieve state policies that support these guidelines for the internship. School district, university and state policies and practices which encourage and facilitate paid internship positions allow interns to engage in a rich variety of mentored leadership activities and decision making responsibilities. These opportunities raise the level of professional preparation and provide evidence of a serious commitment to developing quality leadership for the nation’s schools.

The internship provides significant opportunities in the workplace to synthesize and apply the knowledge, and to practice and develop the skills, identified in the eleven guideline areas. Therefore, the preparation program:

12.1 Requires a variety of substantial in-school/district experiences over an extended period of time in diverse settings, planned cooperatively and supervised by university and school district personnel.
12.2 Establishes relationships with school leaders acting as trained mentors/clinical professors who guide individuals preparing for school leadership in appropriate in-school/district experiences.
12.3 Includes experiences with social service, private, and/or community organizations.
NOTE, As a Prerequisite for admission to the Program:
  • CANDIDATES MUST HAVE A RESIDENT EDUCATOR OR PROFESSIONAL TEACHING LICENSE

Course Curriculum for MEd in Administration

Foundations Core Courses (9 semester hours):

<table>
<thead>
<tr>
<th>#</th>
<th>Title</th>
<th>Cr</th>
<th>Sem</th>
<th>Grade</th>
<th>Misc (Transfer/Sub)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFD 500</td>
<td>History and Philosophy of American Education</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFD 505</td>
<td>Organization of Education Systems in U.S.</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFD 507</td>
<td>Educational Research</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFD 508</td>
<td>Educational Research Paper</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SUB-TOTAL</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MEd Administration Courses (21 semester hours) (Note: Up to 6 semester hours may be elective credits at 500 Level or above. However, elective credits are not applicable for licensure)

<table>
<thead>
<tr>
<th>#</th>
<th>Title</th>
<th>Cr</th>
<th>Sem</th>
<th>Grade</th>
<th>Misc (Transfer/Sub)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 543</td>
<td>Supervision of Instruction and Staff Personnel</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 548 or EDAD 561</td>
<td>Principalship Administration of Pupil Personnel (for nonPrincipals)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 562</td>
<td>Political Structures &amp; School/Comm Relations</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 563</td>
<td>School Finance, Bus. Affairs &amp; Physical Facilities</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 565</td>
<td>School Law</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 570</td>
<td>Policy, Planning, Evaluation, and Assessment</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 660</td>
<td>Curriculum Design &amp; Teach Strategies</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SUB-TOTAL</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Advisor Signature at Initial Advising Appt: _______________________________ Date: ______

Student Signature at Initial Advising Appt: _______________________________ Date: ______
To add Principal Licensure upon Completion of MEd Candidates must complete the following Internships

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 771</td>
<td>Principal Internship I</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 781</td>
<td>Principal Internship II</td>
<td>3</td>
</tr>
</tbody>
</table>

Program Director Signature: ____________________________ Date: __________

Effective Summer, 2016
MEd in Administration Check Sheet

Student: ___________________________________________ ID: ____________________
Advisor: ___________________________________________ DATE: ____________________

IN ORDER TO BE RECOMMENDED FOR GRADUATION:
• CANDIDATES MUST HAVE SUCCESSFULLY COMPLETED ALL REQUIRED COURSEWORK.
• CANDIDATES MUST SUCCESSFULLY COMPLETED THE MASTER OF EDUCATION COMPREHENSIVE EXAM

Comprehensive Exam: Date Taken: ______ Pass/Fail: _______ Retake: ______ P/F: ______
Overall GPA: ___________________________

Certified for Graduation by Program Director: ______________________________ Date: _____

IN ORDER TO BE RECOMMENDED FOR LICENSURE:
• CANDIDATES MUST HAVE COMPLETED ALL REQUIRED COURSEWORK.
• CANDIDATES MUST HAVE PASSED THE OHIO ASSESSMENT FOR EDUCATORS (OATE) EXAM #015: EDUCATIONAL LEADERSHIP*
• CANDIDATES MUST HAVE TWO YEARS OF SUCCESSFUL TEACHING EXPERIENCE UNDER A RESIDENT EDUCATOR OR PROFESSIONAL TEACHING LICENSE WITH STUDENTS OF THE AGES AND GRADE LEVELS FOR WHICH THE PRINCIPAL LICENSURE IS SOUGHT.

Certified for Licensure by Program Director: ______________________________ Date: _____

*Beginning September 1, 2013, all individuals seeking an Ohio Administrative License must successfully complete the Ohio Assessment for Educators (OAE) Exam #015: Educational Leadership to be eligible for an Ohio administrative license. Individuals who successfully completed the appropriate Praxis exam prior to September 1, 2013, may use the test results to satisfy the licensure testing requirements at the time the licensure is sought. This other state requirements are subject to change, for more information, regarding the exam or Principal licensure, please visit the Ohio Department of Education website at http://education.ohio.gov/.

Effective Summer, 2016
NOTE, As a Prerequisite for admission to the Program:

- CANDIDATES MUST HAVE COMPLETED A MASTER’S DEGREE.
- CANDIDATES MUST HAVE A RESIDENT EDUCATOR OR PROFESSIONAL TEACHING LICENSE
- CANDIDATES WHO HAVE NOT HAD COURSES ANALOGOUS TO EDFD 500, 505 AND EDFD 507/08 WILL BE REQUIRED TO SUCCESSFULLY COMPLETE THEM. Foundations Core Courses (9 semester hours):

<table>
<thead>
<tr>
<th>#</th>
<th>Title</th>
<th>Cr</th>
<th>Sem</th>
<th>Grade</th>
<th>Misc (Transfer/Sub)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFD 500</td>
<td>History and Philosophy of American Education</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFD 505</td>
<td>Organization of Education Systems in U.S.</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFD 507</td>
<td>Educational Research</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDFD 508</td>
<td>Educational Research Paper</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>SUB-TOTAL</strong></td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Administration Courses (21 semester hours)

<table>
<thead>
<tr>
<th>#</th>
<th>Title</th>
<th>Cr</th>
<th>Sem</th>
<th>Grade</th>
<th>Misc (Transfer/Sub)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 543</td>
<td>Supervision of Instruction and Staff Personnel</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 548 or EDAD 561</td>
<td>Principalship Administration of Pupil Personnel (for nonPrincipals)</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 562</td>
<td>Political Structures &amp; School/Comm Relations</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 563</td>
<td>School Finance, Bus. Affairs &amp; Physical Facilities</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 565</td>
<td>School Law</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 570</td>
<td>Policy, Planning, Evaluation, and Assessment</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD 660</td>
<td>Curriculum Design &amp; Teach Strategies</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>SUB-TOTAL</strong></td>
<td>21</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Internship Courses (6 hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 771</td>
<td>Principal Internship I</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 781</td>
<td>Principal Internship II</td>
<td>3</td>
</tr>
</tbody>
</table>

*Please note:*  
Internship I (EDAD 771) should be taken during the first six hours of licensure program.  
Internship II (EDAD 781) should be taken during the last six hours of licensure program.

Advisor Signature at Initial Advising Appt: ____________________________ Date: ______

Student Signature at Initial Advising Appt: _______________________________ Date: ______

Program Director Signature: _______________________________ Date: ______

Effective Summer, 2016
Principal Licensure Check Sheet

Student: ______________________________________________ ID: ________________________
Advisor: ____________________________________________ DATE: ________________________

IN ORDER TO BE RECOMMENDED FOR LICENSURE:
• CANDIDATES MUST HAVE SUCCESSFULLY COMPLETED ALL REQUIRED COURSEWORK.
• CANDIDATES MUST HAVE PASSED THE OHIO ASSESSMENT FOR EDUCATORS (OATE) EXAM #015:
  EDUCATIONAL LEADERSHIP*
• CANDIDATES MUST HAVE TWO YEARS OF SUCCESSFUL TEACHING EXPERIENCE UNDER A RESIDENT
  EDUCATOR OR PROFESSIONAL TEACHING LICENSE WITH STUDENTS OF THE AGES AND GRADE LEVELS FOR
  WHICH THE PRINCIPAL LICENSURE IS SOUGHT.

Certified for Licensure by Program Director: ________________________________ Date: ______

*Beginning September 1, 2013, all individuals seeking an Ohio Administrative License must successfully complete
the Ohio Assessment for Educators (OAE) Exam #015: Educational Leadership to be eligible for an Ohio
administrative license. Individuals who successfully completed the appropriate Praxis exam prior to September 1,
2013, may use the test results to satisfy the licensure testing requirements at the time the licensure is sought. This
other state requirements are subject to change, for more information, regarding the exam or Principal licensure, please
visit the Ohio Department of Education website at http://education.ohio.gov/.

Effective Summer, 2016
Xavier University
Educational Administration
Ohio Licensure Course Requirements
MEd. / OHIO SPECIALIST LICENSURE
Advising Sheet

Student Name ___________________________ Banner ID# ______________ Date ____________

Course Curriculum for MEd in Administration
The core education courses are required for the Masters of Education in Administration and all of the licensure options.

Core Education Courses (9 semester hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
<th>Need</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFD 500</td>
<td>History and Philosophy of American Education</td>
<td>3 hours</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>EDFD 505</td>
<td>Organization of Education Systems in U.S.</td>
<td>3 hours</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>EDFD 507</td>
<td>Educational Research</td>
<td>2 hours</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>EDFD 508</td>
<td>Educational Research Paper</td>
<td>1 hour</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

SUBTOTAL - CORE EDUCATION CREDIT HOURS Earned __________

All educational administration students must successfully complete the Master of Education (MEd) Comprehensive Examination upon completion of required coursework and apply for graduation to earn the MEd degree.

Beginning September 1, 2013 all individuals seeking an Ohio Administration License must successfully complete the Ohio Assessments for Educators (OAE) exam "Educational Leadership" #015, to be eligible for an Ohio administration license. Individuals who successfully completed the appropriate Praxis Exam prior to September 1, 2013 may use the test results to satisfy the licensure testing requirements at the time the licensure is sought. For additional information regarding the exam and to register, please visit the Ohio Assessments for Educators website at http://www.oh.nesinc.com/.

_________________________________________          _______________________________________
STUDENT SIGNATURE                              FACULTY ADVISOR SIGNATURE

_____________________________________________
CHAIR SIGNATURE

Please see back of page for additional requirements.
Any combination of the following courses that total 21 semester hours will, when combined with the 9 core hours, equal 30 semester hours and thus qualify the candidate for a MEd in Educational Administration. Total semester hours needed for the Administration Ohio Specialist License is 36 hours. To obtain your MEd in Educational Administration you must also pass the comprehensive examination and apply for graduation. Of the following 21 semester hours for the degree, 6 semester hours may be elective credits at 500 level or above. However, elective credits are not applicable for licensure.

**Licensure Core Courses** (21 semester hours for MEd, all licensure courses and internships listed below, except electives, are required to complete licensure course requirements):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Incomplete</th>
<th>Completed for MEd Only</th>
<th>Completed for Licensure Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD543</td>
<td>Supervision of Instruction/Staff Personnel</td>
<td>3 hrs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD561</td>
<td>Admin. of Pupil Personnel Services</td>
<td>3 hrs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD562</td>
<td>Political Structures &amp; School/Comm Relate</td>
<td>3 hrs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD563</td>
<td>School Finance. Bus. Affairs &amp; Physical Facilities</td>
<td>3 hrs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD565</td>
<td>School Law</td>
<td>3 hrs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD570</td>
<td>Policy, Planning, Evaluation and Assessment</td>
<td>3 hrs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD660</td>
<td>Curriculum Design &amp; Teach Strategies</td>
<td>3 hrs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Elective (not required and may not exceed 6 semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Incomplete</th>
<th>Completed for MEd Only</th>
<th>Completed for Licensure Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD548</td>
<td>Principalship</td>
<td>3 hrs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD564</td>
<td>Administration of Staff Personnel</td>
<td>3 hrs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDAD566</td>
<td>School Finance</td>
<td>3 hrs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
INTERNSHIPS: Specialist licensure candidates must complete six (6) semester hours in their specialty area. Internships I should be completed in the first six (6) hours of licensure beyond the MEd. Internships II should be taken in the last six (6) hours of licensure.

**Specialist Internship(s) I**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD772</td>
<td>Research</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDAD773</td>
<td>Staff Personnel</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDAD774</td>
<td>Curriculum, Instruction, Staff Development</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDAD775</td>
<td>Pupil Services</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDAD776</td>
<td>School/Community Relations</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

**Specialist Internship(s) II**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD782</td>
<td>Research</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDAD783</td>
<td>Staff Personnel</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDAD784</td>
<td>Curriculum, Instruction, Staff Development</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDAD785</td>
<td>Pupil Services</td>
<td>3 hrs</td>
</tr>
<tr>
<td>EDAD786</td>
<td>School/Community Relations</td>
<td>3 hrs</td>
</tr>
</tbody>
</table>

Subject to Revision

04/23/2017

*Please see front of page.*
Xavier University  
Educational Administration  
Ohio Licensure Course Requirements  
MEd. / OHIO SUPERINTENDENT LICENSURE  
Advising Sheet

Student Name ____________________________ Banner ID# ___________ Date ___________

Course Curriculum for MEd in Administration
The core education courses are required for the Masters of Education in Administration and all of the licensure options.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>Need</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFD 500</td>
<td>History and Philosophy of American Education</td>
<td>3 hours</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>EDFD 505</td>
<td>Organization of Education Systems in U.S.</td>
<td>3 hours</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>EDFD 507</td>
<td>Educational Research</td>
<td>2 hours</td>
<td>____</td>
<td>____</td>
</tr>
<tr>
<td>EDFD 508</td>
<td>Educational Research Paper</td>
<td>1 hour</td>
<td>____</td>
<td>____</td>
</tr>
</tbody>
</table>

SUBTOTAL - CORE EDUCATION CREDIT HOURS EARNED __________

All educational administration students must successfully complete the Master of Education (MEd) Comprehensive Examination upon completion of required coursework and apply for graduation to earn the MEd degree.

Additionally, educational administration students seeking their Ohio Superintendent’s License are required to have already earned their Med. in Education and their Ohio Principal or Administration Specialist’s License prior to beginning Ohio Superintendent’s Licensure Program. Please meet with an Educational Administration Academic Advisor for additional details. You may set up an appointment by calling 513-745-4210.

Beginning September 1, 2013 all individuals seeking an Ohio Administration License must successfully complete the Ohio Assessments for Educators (OAE) exam “Educational Leadership” #015, to be eligible for an Ohio administration license. Individuals who successfully completed the appropriate Praxis Exam prior to September 1, 2013 may use the test results to satisfy the licensure testing requirements at the time the licensure is sought. For additional information regarding the exam and to register, please visit the Ohio Assessments for Educators website at [http://www.oh.nesinc.com/](http://www.oh.nesinc.com/)

STUDENT SIGNATURE ___________________________________  
FACULTY ADVISOR SIGNATURE _____________________________  
CHAIR SIGNATURE ___________________________________  

Please see back of page for additional requirements.
Any combination of the following courses that total 21 semester hours will, when combined with the 9 core hours, equal 30 semester hours and thus qualify the candidate for a MEd in Educational Administration. Total semester hours needed for the Ohio Superintendents License is 48 hours. To obtain your MEd in Educational Administration you must also pass the comprehensive examination and apply for graduation. Of the following 21 semester hours for the degree, 6 semester hours may be elective credits at 500 level or above. However, elective credits may not be applicable for licensure.

**Licensure Core Courses** (21 semester hours for MEd, all licensure courses and internships listed below, except electives, are required to complete licensure course requirements):

<table>
<thead>
<tr>
<th>#</th>
<th>Title</th>
<th>Incomplete</th>
<th>Completed For M.Ed.</th>
<th>Completed for Licensure</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 543</td>
<td>Supervision of Instruction and Staff Personnel</td>
<td>3 hrs</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>EDAD 548 or EDAD 561</td>
<td>Principalship or Administration of Pupil Personnel (for non-Principals)</td>
<td>3 hrs</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>EDAD 562</td>
<td>Political Structures &amp; School/Community Relations</td>
<td>3 hrs</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>EDAD 563</td>
<td>School Finance, Business Affairs &amp; Physical Facilities</td>
<td>3 hrs</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>EDAD 565</td>
<td>School Law</td>
<td>3 hrs</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>EDAD 570</td>
<td>Policy, Planning, Evaluation, and Assessment</td>
<td>3 hrs</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>EDAD 660</td>
<td>Curriculum Design &amp; Teach Strategies</td>
<td>3 hrs</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>Electives</td>
<td>School Finance</td>
<td>3 hrs</td>
<td>_______</td>
<td>_______</td>
</tr>
<tr>
<td>EDAD 566</td>
<td>Administration of Staff Personnel</td>
<td>3 hrs</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

**INTERNSHIPS:** Candidates must complete six (6) semester hours in their specialty area. Internships I should be completed in the first six (6) hours of licensure beyond the MEd. Internships II should be taken in the last six (6) hours of licensure.

**Internship(s) I**

| EDAD771 | Principal | 3 hrs | _______ | _______ | _______ |
| EDAD772 | Research  | 3 hrs | _______ | _______ | _______ |
| EDAD773 | Staff Personnel | 3 hrs | _______ | _______ | _______ |
| EDAD774 | Curriculum, Instruction, Staff Development | 3 hrs | _______ | _______ | _______ |
| EDAD775 | Pupil Services | 3 hrs | _______ | _______ | _______ |
| EDAD776 | School/Community Relations | 3 hrs | _______ | _______ | _______ |

**Internship(s) II**

| EDAD781 | Principal | 3 hrs | _______ | _______ | _______ |
| EDAD782 | Research  | 3 hrs | _______ | _______ | _______ |
| EDAD783 | Staff Personnel | 3 hrs | _______ | _______ | _______ |
| EDAD784 | Curriculum, Instruction, Staff Development | 3 hrs | _______ | _______ | _______ |
| EDAD785 | Pupil Services | 3 hrs | _______ | _______ | _______ |
| EDAD786 | School/Community Relations | 3 hrs | _______ | _______ | _______ |

**Superintendent Licensure Level Courses** (12 credit hours) (Required for Ohio Superintendent Licensure)

<p>| EDAD 548 or EDAD 561 (Whichever not taken Previously) | 3 hrs | _______ | _______ | _______ |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD710</td>
<td>Superintendent Seminar</td>
<td>3 hrs</td>
<td></td>
</tr>
<tr>
<td>EDAD779</td>
<td>Internship Superintendent I</td>
<td>3 hrs</td>
<td></td>
</tr>
<tr>
<td>EDAD789</td>
<td>Internship Superintendent II</td>
<td>3 hrs</td>
<td></td>
</tr>
</tbody>
</table>

Subject to Revision
04/23/2017

*Please see front of page.*
Educational Administration Student Handbook
Acknowledgement Form

I have read the Student Handbook as it pertains to the Educational Administration Program as well as the School of Education.

I have received a copy of this handbook and I understand that if I have questions, at any time, I will consult an advisor and/or Program Director.

Please read the Student Handbook carefully to ensure that you understand it before signing this document.

Student Signature: __________________________________________________________

Student Printed Name: _______________________________________________________

Date: ___________________