



School of Education

STUDENT HANDBOOK

Early and Middle Childhood Education

Educational Administration

Montessori Education

Reading & TESOL

Secondary & Multi-Age Education

Special Education

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Welcome to the School of Education!

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

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

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

Sincerely,

Dr. Teresa Young

Director, School of Education

Xavier University

www.xavier.edu/education

School of Education Mission Statement

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

Opportunities for Education Majors

Education Club

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

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

Community Engaged/ Service Learning

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

Study Abroad

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

Scholarships and Awards

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

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

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

State of Ohio Assessments for Educators & Licensure Information

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

Foundations of Reading

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

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

Licensure

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

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

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

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 be picked up in person, with a state or XU ID with your program director's administrative assistant in Hailstones Hall.

REQUIREMENTS FOR THE BCI/FBI AND MORAL CHARACTER STATEMENT

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

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

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

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

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

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

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

Signature and date

FBI/BCI Procedure

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

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

*“We received your FBI/BCI report yesterday and the FBI section indicated that you “may not meet” qualifications. Please make an appointment to see (**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:

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

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.

Special Education Programs

Program Handbook

College of Professional Sciences

IT IS THE CANDIDATE’S RESPONSIBILITY TO REFER TO THE *XAVIER UNIVERSITY CATALOG* FOR SPECIFIC INFORMATION CONCERNING ALL UNIVERSITY PROCEDURES AND REQUIREMENTS THAT ARE NOT DETAILED IN THIS SUPPLEMENTAL RESOURCE BOOK FOR SPECIAL EDUCATION PROGRAM CANDIDATES

PURPOSE OF THIS PUBLICATION

The purpose of this handbook is to provide the basic information that candidates most often request concerning the procedures and requirements of the Special Education Programs. It is intended to be a supplemental resource to the *Xavier University Catalog*, which details information specific to Special Education Programs. This is not designed to eliminate candidate advising or consultations with the advisors in the Special Education Programs. It is the responsibility of the candidate to schedule advising sessions each semester with the candidate’s assigned advisor for compliance to program requirements and procedures.

The following is a list of frequently requested resources and their telephone numbers at Xavier University:

Special Education Program Office	745-3485
Director: Financial Aid.....	745-3142
Director: Licensure	745-3521
Registrar.....	745-3941
Graduate Services.....745-3360

CONCEPTUAL FRAMEWORK

The professional education programs of Xavier University have the University’s mission as their foundation. The mission is a major component for teacher and professional education preparation programs. It establishes significant values, dispositions and a philosophy of Xavier’s programs. Excerpts of the mission statement follow:

Xavier is a Jesuit Catholic university rooted in the liberal arts tradition. Our mission is to educate each student intellectually, morally, and spiritually. We create learning opportunities through rigorous academic and professional programs integrated with co-curricular engagement. In an inclusive environment of open and free inquiry, we prepare students for a world that is increasingly diverse, complex and interdependent. Driven by our commitment to the common good and to the education of the whole person, the Xavier community challenges and supports students as they cultivate lives of reflection, compassion and informed action.

THE SPECIAL EDUCATION PROGRAMS

MISSION STATEMENT

Our teacher preparation program, rooted in the Catholic, Jesuit mission of the University, is designed to:

- Prepare ethically, morally, intellectually and socially responsible educators;
- Prepare candidate educators to meet and exceed professional teaching standards while emphasizing the value of all individuals
- Engage candidate educators in a life-long learning process that incorporates high academic standards;
- Encourage candidate educators in research-based scholarship and innovation;
- Develop candidate educators to be highly qualified in content areas and intervention; and,
- Provide candidate educators with authentic, diverse, collaborative experiences grounded in evidence-based instructional and intervention practices.

Special Education Professional Ethical Principles

Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

- A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
- B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- D. Practicing collegially with others who are providing services to individuals with exceptionalities.
- E. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
- F. Using evidence, instructional data, research, and professional knowledge to inform practice.
- G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.
- J. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.

K. Engaging in the improvement of the profession through active participation in professional organizations.

L. Participating in the growth and dissemination of professional knowledge and skills.

Adopted by the CEC Board of Directors, January 2010

Council on Exceptional Children Initial Level Special Educator Preparation Standards

1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination

3.0 Beginning special education professionals use knowledge of general³ and specialized curricula⁴ to individualize learning for individuals with exceptionalities.

4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies⁶ to advance learning of individuals with exceptionalities.

6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with

Exceptionalities and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

PROGRAM PROCEDURES AND REQUIREMENTS

UNDERGRADUATE PROGRAM

The Special Education undergraduate teacher preparation programs are theory based with continual field application experiences. Candidates complete the degree with competencies in candidate-centered learning and developmentally appropriate interventions. The undergraduate core curriculum for the Bachelor of Science with a major in Special Education. During the first year with the assistance of an advisor, the candidate declares the licensure area.

There are four licensure areas available to undergraduate candidates in Special Education:

- Mild/Moderate Intervention Specialist (4 year program)
- Moderate/Intensive Intervention Specialist (4 year program)
- Early Childhood Intervention Specialist (4 year program)
- Dual Major ECIS, EC with Montessori Credentialing (4 year program)

PROGRAM CHECKPOINTS

1. ADMISSION AND RETENTION

In order to be accepted into the Special Education Programs a candidate must first meet the University's undergraduate admission policies (refer to *Xavier University Catalog*).

Additional admission criteria are required for Special Education Programs:

- Cumulative average GPA of 2.5 or higher at the end of each semester
- Maintenance of a 2.75 GPA in all courses required in the major
- Grade of B or higher in ENGL 101 English Composition
- Grades of C or higher in mathematics courses: ECIS program – MATH 201 & MATH 202; MIIS & MMIS programs - MATH 211 & MATH 212
- Grade of B or higher in EDSP 200 SPED: Identification & Issues
- Grade of B or higher in EDSP 203 SPED: Communication and Collaboration demonstrating competence in oral communication
- Grade of B or higher in EDFD 110 Human Development and Learning
- Completion and submission of Statement of Moral Character
- **FBI & BCI** checks are required yearly.

2. APPLICATION FOR STUDENT TEACHING

The application process to be eligible for the field experience requires the candidate to submit the following:

- Interview and completed **Application Form for the Student Teaching Field Experience**
- Cumulative 2.5 GPA and 2.75 GPA in all courses required in the major
- Grade of at least B in both curriculum courses in licensure area
- Passing scores on all required OAE assessments including the HQT tests
- **FBI & BCI** checks

3. STUDENT TEACHING

This clinical practice experience is designed to be the culminating activity of the teacher preparation program at Xavier University. It is an intensive and extensive learning experience which requires specific documentation. These are explained and detailed in the Handbook Guide for Student Teachers and Cooperating Teachers which is given during the field placement meeting. The candidate must successfully demonstrate his/her mastery of the Ohio Standards for the Teaching Profession to be recommended for the licensure. The candidate must submit the following pieces of documentation:

During Student Teaching:

- Candidates must first successfully complete 30 hours of pre-student teaching activities.
- Candidates must have approval of their teaching clinical experience goals.
- Approval of lesson plans.
- Satisfactory midterm evaluation based on the Ohio Standards for the Teaching Profession.
- Satisfactory videotaping evaluation based on Ohio Standards for the Teaching

Profession.

- Satisfactory evaluation of candidate's Professional Candidate E-Portfolio
 - Satisfactory final evaluation based on Ohio Standards for the Teaching Profession.
4. Ohio Resident Educator Transition Program – 1ST YEARS OF TEACHING
“The Resident Educator License will be issued beginning in January 2011, and the Ohio Resident Educator Program will begin in fall 2011. During the next two years, beginning teachers will participate in a Resident Educator Transition Program.” More information about the Resident Educator Program can be found on ODE's Web site: www.education.ohio.gov, search keywords: resident educator.

To support and assist the candidate in his/her teacher preparation learning process, the candidate is requested to continue to provide feedback to the Special Education Programs at Xavier University. It is recommended that candidates notify the Director of the Special Education Programs of employment in school districts and the completion of their Resident Educator Transition Program.

RETENTION

To continue in the Special Education Programs, a graduate candidate must maintain at least a cumulative 2.8 GPA and a 3.0 GPA in all courses required in the major. During advising sessions and at the end of each semester, the candidate's course record is reviewed and if any GPA is below the required average, the candidate will be informed of the deficiency. The candidate is required to meet with the Director of Special Education Programs to determine the most appropriate course of action. This may involve repeating specific courses or taking additional courses. The candidate may not continue taking the concentration courses until the deficiency has been addressed.

STATE MANDATED READING CORE COMPONENT

Those completing licensure must:

“Complete citation of evidence of courses and experiences designed to fulfill the guidelines specified in Rule 3301-24-02 including coursework in the teaching of reading and phonics as required in Section 3319.24 of the Revised Code.” These courses and passing the OAE test provides the candidate the status of being Highly Qualified Teacher (HQT) in Reading, English and Language Arts K -12.

State Mandated Reading Requirement

Must complete a minimum of twelve (12) cumulative semester hours in the teaching of reading as described in section 3319.24 of the revised code shall be required for the provisional intervention specialist license.

The areas are:

- Phonics (3 hrs)

CANDIDATE ADVISING

It is the candidate's responsibility and requirement to schedule advising appointments with his/her assigned advisor before each new semester. Course selection and information should be discussed with the candidate's advisor during these advising sessions. To be prepared for the advising session, candidates are expected to prepare for this appointment by selecting and outlining courses and times that meet the program guidelines and compliment candidate's own life schedule.

If a candidate has problems with registration, course issues/problems or any other candidate related concerns, it is the candidate's responsibility to contact his/her advisor or the Director of Special Education Programs for assistance by scheduling an appointment as soon as possible.

To schedule an appointment with an advisor, call 745-3485 Special Education Office.

FIELD EXPERIENCES

Candidates are required to complete several types of field experiences during their course work in the Special Education Programs. Record of these field experiences must be completed during the course semester and this documentation is the individual candidate's responsibility.

- All students who are enrolled in a special education course must have current (within the year) background checks by the Bureau of Criminal Investigation and the Federal Bureau of Investigation through finger printing. This is necessary because all courses have components that require observations, participation in field experiences involving children.
- Field experiences are assigned in the course syllabi and during the semester. These are theory-based class activity assignments involving theory application and practice in the field. The candidate is required to keep a record of these field experiences and documentation for his/her professional portfolio. Use the **Field Experience Course Placement Form** as a recording document.
- There are also specific hours of field experience required with certain courses. These are explained during the assigned courses and the candidate is required to complete a **Time Sheet** indicating the amount of time and brief description for the time. The field teacher's signature is required on this form.
- A 30 Hour Initial Student Teaching Activities are required before the teaching practicum. Refer to the **30 Hour Initial Student Teaching Activities Form** in the Handbook Guide for Student Teachers and Cooperating Teachers.
- The Student Teaching field experience is a sixteen week experience. All course work must be complete in the Special Education concentration area before a candidate may begin the student teaching or teaching practicum experience. One additional course may be taken during the student teaching or teaching practicum experience; however, this must be the approved by the student's academic advisor. The student's academic advisor must approve the candidate

for student teaching before he/she registers for the student teaching or teaching practicum field experience. All procedures and requirement for this field experience are found in the Handbook for Student Teachers and Cooperating Teachers.

PLEASE NOTE:

CANDIDATES MAY NOT USE FIELD HOURS FROM ONE COURSE ASSIGNMENT TO SATISFY FIELD HOURS FOR ANOTHER COURSE

REMOVAL FROM FIELD PLACEMENT

If a situation occurs during any field experience placement that involves problems, issues or conflicts for the cooperating field teacher, classroom students, university supervisor and the university candidate, and these are not resolved by the usual means such as problem-solving discussions and guided interventions that includes documentation of strategies for the field experience problem resolution, one or more of the parties may recommend removal procedures.

The following are procedures for this removal from field placement*:

- Complete the form **Request for Removal from Field Placement** and submit to the candidate's program director. Ask the Director of the Special Education Programs for this form.
- A meeting with the program director will be scheduled to discuss the situation.
- An intervention team meeting will be scheduled to address the field placement problem, removal procedures and time line.
- Written documentation defining the problem and outlining the removal procedures and time must be completed and copies provided to all parties. The original copy must be placed in candidate's file.
- The candidate may request an appeal process by completing the **Appeal Form to Contest Removal from a Field Experience**.

*If a school or school district requests the removal of a student during a field placement, Xavier University must comply with this request immediately as we are guests of the school or school district.

Ohio Assessment for Educators (OAE)

Candidates in the Special Education Programs must apply and take State of Ohio required tests for licensure. *Educator licensure tests and qualifying scores are subject to change by the Ohio State Board of Education.* These tests and dates for testing are found on State of Ohio Department of Education's website. Testing requirements and updates should be

discussed with the candidate's advisor during his/her advising sessions. A candidate will not be eligible for student teaching or teaching practicum experience until the candidate has successfully passed all required tests including the HQT test for content area. The candidate's advisor **will assist** him/her in determining the tests required in his/her licensure area and procedures for registering for these. ***It is the responsibility of the candidate to make sure they take the specific tests required for the licensure area.***

During the candidate's initial advising session with his/her advisor, an outline of the OAE concepts and competencies will be provided as a guide to organize his/her course materials and notes for future OAE test preparation and study.

CANDIDATE PORTFOLIO

As the candidate progresses through his/her licensure program, it is required that he/she maintain continuous documentation of his/her learning process towards the Ohio Standards for the Teaching Profession. This is demonstrated through the portfolio pieces required in the various courses assignments and field experiences. Teaching candidates should keep all of these assignments and materials to assist the candidate in planning and designing his/her E-Portfolio (electronic).

UNDERGRADUATE STUDENT TEACHING (16 weeks student teaching field experience)

The student teaching is a requirement for licensure. All course work in the licensure concentration area must be completed before a candidate may be assigned to a student teaching field placement. The application for student teaching field placement for the fall semester must be completed and submitted to the Clinical Faculty Field Placement Coordinator by October or February of the previous semester. The application for a student teaching field placement for the spring or fall semester must be completed and submitted by previous semester. The Clinical Faculty Field Placement Coordinator can only assign a teaching placement if the candidate has completed the required application form, passed all required OAE tests, has the appropriate GPA and grades in specified courses and has no incomplete grades on transcript. Contact the Clinical Faculty Field Placement Coordinator for the application form and field placement advising.

The Clinical Faculty Field Placement Coordinator will determine the field placement site. A meeting will be scheduled to discuss the procedures required during the field placement experience. The student teaching field supervisor will also be assigned. A handbook explaining and detailing the procedures for the student teaching field experience will be distributed during this field placement meeting.

LICENSURE PROCEDURES AND REQUIREMENTS

To apply for licensure in the State of Ohio, an applicant must have completed the approved course work for the licensure, successfully completed all field placement assignments and successfully passed all PRAXIS tests prescribed by the State of Ohio Board of Education for the desired license. A criminal background check is required for the State of Ohio licensure. Licensure requirements and procedures will be discussed and forms provided during the teaching practicum seminars. Updated **Statement of Moral Character** is also required when applying for State of Ohio licensure along with updated BCI/FBI documentation.

Contact the Director of Licensure for forms and any questions concerning licensure for the State of Ohio and for assistance concerning information for teaching licensure in any of the other states.

RECIPROCITY

Due to the educational reform movement throughout the United States, many states are revising their teaching certification/licensure requirements and procedures. Candidates must contact the Director of Licensure at Xavier University for information and assistance to determine if there are reciprocal agreements concerning the State of Ohio's teacher licensure with another state.

GRADUATION REQUIREMENTS

Candidates must initiate the process for graduation by completing an **Application for Degree** available from the Office of the Registrar. Candidates may graduate at the end of the term they complete all degree requirements. The candidate can contact his/her advisor for assistance in this area or the Registrar's Office.

PROGRAM PROCEDURES AND REQUIREMENTS

GRADUATE PROGRAMS

The Special Education graduate teacher preparation programs require candidates to hold a bachelor's degree. These programs are theory based with continual field application experiences. Candidates complete the degree or licensure program with developmentally appropriate interventions.

The Master of Education with a concentration in Special Education **requires 30 hours of graduate course work** that includes that includes nine core credits required of all students seeking a Master's degree in all Xavier education programs. The purpose of these courses is to ensure that each candidate understands the history, philosophy and systems of education while being able to apply the research that underlies educational decisions. These courses are:

- EDFD 500 History & Philosophy of Education in the US (3 hrs.)
- EDFD 505 Org of Ed Systems in U.S. (3 hrs.)
- EDFD 507: Qualitative & Quantitative Research (2 hrs.) and
- EDFD 508: Research Paper (1hr.)

The Master of Science in Special Education **requires 30 hours of graduate course work** that includes that includes nine core credits required of all students seeking a Master of Science degree in Special Education at Xavier University. The purpose of these courses is to ensure that each candidate understands the application of their concentration content while being able to apply the research that underlies educational decisions. These courses are:

EDMS 506 Statistical Methods

EDSP 617 Administrative Partnerships in Special Education

EDSP 618 Special Education: Qualitative & Quantitative Research

EDSP 619 Special Education: Research Paper

The Masters' programs include 21 hours of a concentration with its focus on special education course work. The candidate may select a licensure, endorsement, or a concentration area they wish to pursue. If the candidate is seeking an initial license, the candidate can select one of the following:

- Mild/Moderate Intervention Specialist Licensure
- Moderate/Intensive Intervention Specialist Licensure
- Early Childhood Intervention Specialist Licensure
- Gifted/Talented Intervention Specialist Licensure

If the candidate already has a license, they can select an additional licensure from the list above or add one of the endorsements from the following list:

- Pre-Kindergarten Special Needs Endorsement
- Gifted/Talented Endorsement
- Transition to Work Endorsement

In initial advising, the student will be provided an advising sheet outlining the required hours of their chosen program. The advising sheet will be updated during each semester's advising session. All Special Education licensure and endorsement programs meet the State of Ohio Standards for Intervention Specialist licensure. *Prerequisites may be*

required and additional courses will be determined if needed during initial advising session

LICENSURE

A licensure is a credential that allows a teacher to instruct in a particular subject area or student population. It may be restricted to a grade level band.

ENDORSEMENTS

An endorsement is a credential that is added to the teacher's teaching license that allows the teacher to expand your ability to teach in other areas. Each endorsement has a series of courses with fieldwork embedded within the courses. Courses are designed so that a teacher may obtain this accreditation while maintaining their employment in the teaching field. Additional courses may be pursued to obtain a Master's Degree in Education. See the web site or a program advisor for a specific course list.

MASTERS DEGREE WITHOUT LICENSURE OR ENDORSEMENT

Some graduate students who are degree seeking want additional information about special education services without the licensure or endorsement. For these students, the online master's program is the perfect fit. The degree requires 30 credits or 10 courses. Students take seven courses as part of their concentration and three courses that are part of the master's core. Of their concentration classes, student can choose from a slate of face-to-face and/or online courses that are offered from the Special Education program. The master's core classes are predetermined and your advisor will review these with you. You can choose from the Master's degree in Education or the Master of Science in Special Education. Your advisor can assist you in choosing which one is right for you.

Please note: Specially developed coursework for individual professional growth in the area of special education can be developed with the guidance of the Director of Special Education.

CANDIDATE ADVISING

It is the candidate's responsibility and requirement to schedule advising appointments with his/her assigned advisor before each new semester. Course selection and information should be discussed with the candidate's advisor during these advising sessions. To be prepared for the advising session, candidates are expected to prepare for this appointment by selecting and outlining courses and times that meet the program guidelines and compliment candidate's own life schedule.

If a candidate has problems with registration, course issues/problems or any other candidate related concerns, it is the

candidate's responsibility to contact his/her advisor or the Director of Special Education Programs for assistance by scheduling an appointment.

To schedule an appointment with an advisor, call 745-3485 Special Education Office.

During the candidate's initial advising session with his/her advisor, an outline of the assessments, concepts, and competencies will be provided as a guide to organize his/her course materials and notes for future test preparation and study.

START HERE

PROGRAM REQUIREMENTS

ADMISSION

In order to be accepted into the Special Education Programs, a candidate must first meet the University's graduate admission policies (refer to *Xavier University Catalog*). Additional admission criteria are required for Special Education Programs:

- Cumulative average GPA of 2.7 or higher at the end of each semester
- Maintenance of a 2.8 GPA in all courses required in the major
- Grade of B or higher in ENGL 101 English Composition
- Grades of C or higher in mathematics courses
- Grade of B- or higher in EDSP 200/500 SPED: Identification & Issues
- Grade of B- or higher in EDSP 203/503 SPED: Communication and Collaboration
- Grade of B- or higher in EDFD 110/510 Human Development and Learning
- Completion and submission of Statement of Moral Character
- **FBI and BCI checks are required annually**
- Moral Character Form

RETENTION

To continue in the Special Education Programs, candidates must maintain at least a cumulative 2.8 GPA and a 3.0 GPA in all courses required in the major. During advising sessions and at the end of each semester, the candidate's course record is reviewed and if any GPA is below the required average, the candidate will be informed of the deficiency. The candidate is required to meet with their academic advisor to determine the

most appropriate course of action. This may involve repeating specific courses or taking additional courses. The candidate may not continue taking the concentration courses until the deficiency has been addressed.

ATTENDANCE

Attendance in all Special Education Program courses is required to evaluate the readiness and preparedness of each candidate to enter the profession.

Attendance and participation constitutes a portion of the candidate's final grade. Attendance means arriving for class on time and staying for the duration of the class. Participation means preparing for class by reading required texts/materials and periodically entering into class discussions.

A candidate who misses more than two classes in a course may be subject to possible action by the instructor, which includes, but is not limited to:

- Recommendation to withdraw from the class.
- Additional assignment(s) to complete for the class.
- Reduction in grade per the percentage allotted to attendance and participation.

Texting during class will be determined as a lack of attentiveness and participation and at the discretion of the instructor may be considered an absence.

Faculty members are sensitive to significant life circumstances that can result in class absence. In such instances, faculty will work with these candidates on a case-by-case basis.

In summary, good attendance and reasonable levels of class participation are expected behaviors for all candidates in the Special Education Programs.

REQUIRED READING COURSES

The Ohio Department of Education mandates those completing licensure must complete a minimum of twelve cumulative semester hour in the teaching of reading:

These areas are:

- Phonics (3 hrs.)
- Reading instruction (3 hrs.)
- Diagnosis and Assessment (3 hrs.)
- Content Area Reading (3 hrs.)

The advising sheet will outline the courses that fulfill these requirements.

FIELD EXPERIENCES FOR LICENSURE AND ENDORSEMENTS

Candidates are required to complete several types of field experiences during their course work in the Special Education Programs. Record of these field experiences must be completed during the course semester and this documentation is placed in the individual candidate's program file.

- All students who are enrolled in a special education course must have current (within the year), unblemished background checks by the Bureau of Criminal Investigation and the Federal Bureau of Investigation determined through fingerprinting. This is necessary because all courses have components that require observations, participation in field experiences involving children.
- There are specific hours of field experience required with individual courses. Field experiences are assigned in each course syllabus. These are theory-based class activity assignments involving theory application and practice in the field. The candidate is required to keep a record of these field experiences and documentation. Each course will provide the candidate with a documentation form for field hours. (Course instructors for courses requiring extensive field hours provide Handbooks outlining procedures and documentation forms. They are also posted on the web site.)
- Candidates may not use field hours from one course assignment to satisfy field hours for another course. The State of Ohio has determined the number of field hours that a student must take to become licensed within the State. These hours have been distributed between the courses and have been approved by the Ohio Department of Education.

REMOVAL FROM FIELD PLACEMENTS

If a school or school district requests the removal of a student during a field placement, Xavier University, must comply with this request immediately as we are guests of the school or school district.

If a problem situation occurs during any field experience placement that is not easily resolved through problem solving, the University Supervisor or Course Instructor can make a recommendation for removal from the placement to the Field Placement Coordinator. The Field Placement Coordinator in collaboration of the Director of Special Programs will determine the final resolution. The candidate has a right to appeal to the Chair of the School of Education.

OHIO ASSESSMENTS FOR EDUCATORS

Candidates in the Special Education Programs must pass State of Ohio and the Xavier University required OAE tests for licensure in their program prior to the teaching practicum. The test dates are found on the Ohio Department of Education's website. Testing requirements and updates should be discussed with the candidate's advisor during his/her advising sessions. A candidate will not be eligible for teaching practicum experience until the candidate has successfully passed all required tests. The candidate's advisor will assist him/her in determining the tests required in his/her licensure area, the point in their program when the student has covered the content presented in their courses and they are academically ready to take the tests as well as procedures for registering for these assessments. Educator licensure tests and qualifying scores are subject to change by the State of Ohio Board of Higher Education. It is the responsibility of the candidate to make sure they take the specific tests required for the licensure area.

TEACHING PRACTICUM FOR LICENSURE (15-week student teaching field experience)

The teaching practicum is a requirement for licensure. All coursework in the licensure concentration area must be completed before a candidate may be assigned to a student teaching field placement. * The clinical practice experience is designed to be the culminating activity of the teacher preparation program at Xavier University. The student will also complete the two-credit hour Teaching Practicum Seminar held one evening each week while student teaching.

The teaching is an intensive and extensive learning experience that requires specific documentation. Documentation is explained and detailed in the Handbook for Student Teachers and Cooperating Teachers, which is given during the student teaching meeting. The candidate must successfully demonstrate his/her mastery of the Ohio Standards for the Teaching Professions to be recommended for the licensure.

*In rare incidences, a student may take an additional course if needed to complete graduation requirements as long as the course time does not conflict with the hours of student teaching. Since the student teacher is required to fulfill the full-time role of a teacher and assume all responsibilities, this practice is NOT recommended.

1. APPLICATION TO TEACHING PRACTICUM

The candidate must complete the application process to be eligible for the Teaching Practicum, which requires the candidate to fulfill the following requirements:

- Attend **MANDATORY** student teaching meeting
- Maintain a cumulative 2.8 GPA and 3.0 GPA in all courses required in the major
- Have a Grade of at least B in both curriculum courses in licensure area
- Pass the OAE assessments required by ODE and Xavier University for licensure
- Submit a background check that has no issues that will negatively impact the candidate from working with children; this information will be determined from BCII and FBI fingerprinting
- Submit a signed, notarized Moral Character Form

The field placement coordinator will select a placement for the candidate. The candidate will initiate a visit to the school to meet the cooperating teacher and to share the Student Teaching Handbook and the expectations of Xavier's requirements.

During the Teaching Practicum:

- Candidates must have approval of their teaching clinical experience goals.
- Approval of lesson plans.
- Weekly satisfactory lesson evaluations by their cooperating teacher (13 total as planned lesson implementation is not required in the first two weeks).
- Five lesson evaluations by the assigned University Supervisor.
- Satisfactory midterm evaluation and final evaluations from their cooperating teacher.
- Attendance and participation at weekly seminar
- Satisfactory evaluation of a professional electronic professional portfolio documenting the Candidate's qualifications and experiences.
- Satisfactory documentation of implementation and reflection on Ohio Standards for the Teaching Profession.
- Satisfactory completion of edTPA.

LICENSURE PROCEDURES AND REQUIREMENTS

- To apply for licensure in the State of Ohio, an applicant must have completed the approved course work for the licensure, successfully completed all field placement assignments and successfully passed all assessments prescribed by the State of Ohio Board of Education for the desired license. A criminal background check is required for the State of Ohio licensure. Licensure requirements and procedures will be discussed and forms provided during the teaching practicum seminars. Updated **Statement of Moral Character** is also required. Procedures for applying for licensure are explained in the Teaching Seminar.

- Contact the Director of Licensure for forms and any questions concerning licensure for the State of Ohio and for assistance concerning information for teaching licensure in any of the other states.

OHIO RESIDENT EDUCATOR PROGRAM

After the successful completion of student teaching, the Teaching Seminar and all other required courses. Xavier University will recommend the candidate to the State of Ohio Department of Education for a Residential Educator License 4 year or the current State of Ohio requirement. When the candidate is hired by an Ohio school district as a teacher in their licensure area, the new teacher will enter into a four-year Resident Educator program guided by the school district of hire. Upon successful completion of this program, the student will earn a Professional Educator License 5 Year. (Each state can change these requirements at any moment. Ohio changes these requirements every several years.)

COMPREHENSIVE EXAM

If the student is seeking a Master degree, it is awarded only to candidates who have completed the required coursework and passed an extensive written examination called a Comprehensive exam. This exam is based on the 9 hours of core courses required of all students in the Master's program. To apply for the comprehensive exam, a graduate candidate must complete an application, which can be obtained from the Graduate Services' website or the registrar's website.

Should the candidate fail the comprehensive examination, it may be repeated only one time.

GRADUATION REQUIREMENTS

Candidates must initiate the process for graduation by completing an Application for Degree available from the Office of the Registrar's website. Candidates may graduate at the end of the term they complete all degree requirements. The candidate can contact his/her advisor for assistance, Graduate services' website or the Registrar's Office website.