



Department of Teacher Education

2017-18

UNDERGRADUATE STUDENT HANDBOOK

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udayton.edu/education/edt/

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INTRODUCTION

The *Department of Teacher Education Undergraduate Student Handbook* is a resource that will guide and assist students wishing to pursue a teaching license at the University of Dayton. This handbook contains information that may be helpful to others interested in the program requirements for Teacher Education.

Information in this handbook is subject to change. Handbook updates are made annually to reflect the most current information. The Ohio Department of Education, State Board of Education, Ohio Legislature, Ohio Department of Higher Education (ODHE) and the Educators Standards Board all have the capacity to make decisions that impact Ohio's teacher licensure programs. Because of this, the Department of Teacher Education reserves the right to make changes in programs and/or procedures in order to maintain the highest quality programs as well as compliance with state mandates. Other resources are available in conjunction with this handbook.

For the University of Dayton Academic Catalog, go to: <http://www.udayton.edu/flyersfirst/registrar/#3> and choose a specific version based on entry year.

For additional information about Teacher Education programs, go to: <http://www.udayton.edu/education/edt/index.php> or call 937-229-3330.

SECTION I. THE DEPARTMENT OF TEACHER EDUCATION

I-1. Overview

Program Offerings

The Department of Teacher Education is housed in the School of Education and Health Sciences (SEHS). The following licensure programs are available to candidates in this department and lead to Baccalaureate degrees:

Early Childhood Education. This program prepares candidates to teach multiple subjects to children age 3 to third grade.

Middle Childhood Intervention Specialist. This program is dual-licensure that prepares candidates to teach students in grades four through nine (ages 8-14) in at least two of the following concentration areas: Integrated Science, Math, Social Studies and Reading/Language Arts, and mild-to-moderate disabilities (grades K-12).

Adolescence to Young Adult Education. This program prepares candidates to teach students in grades seven through twelve in one of the following concentration areas: Integrated Science, Integrated Math, Integrated Social Studies or Integrated Language Arts.

Intervention Specialist. This program prepares candidates to teach children with mild to moderate disabilities in grades kindergarten through twelve.

Teaching licenses can also be earned in **Visual Arts, Foreign Language, and Music**. For additional information about each program, go to: <https://www.udayton.edu/artssciences/>.

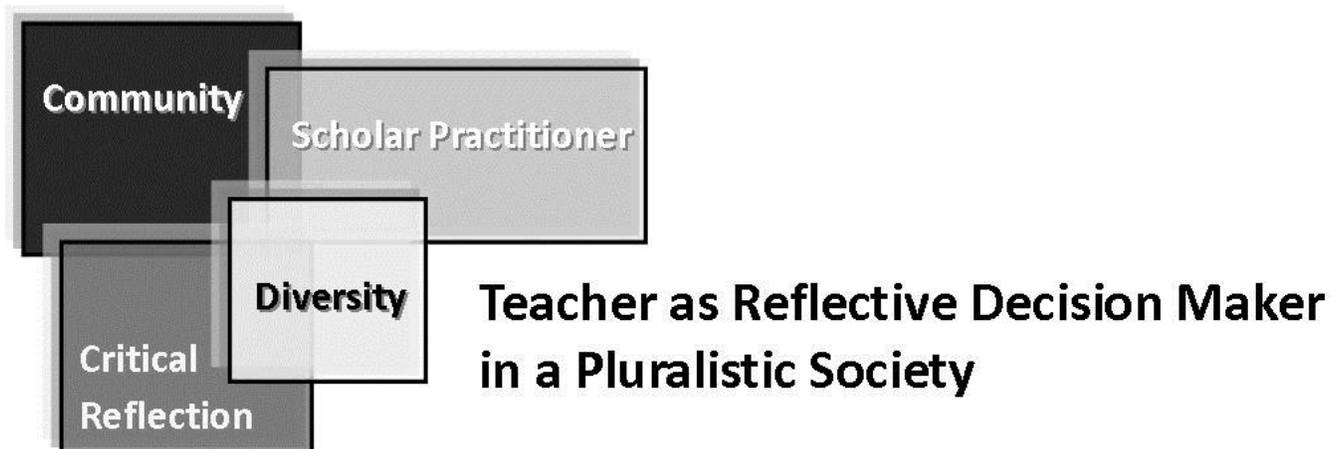
I-2. Conceptual Framework

The Department of Teacher Education is housed within the School of Education and Health Sciences (SEHS). The mission of the University of Dayton School of Education and Health Sciences (SEHS) is “Building Learning Communities through Critical Reflection.” As stated in the SEHS Conceptual Framework document, the Marianist history and heritage, a heritage that obligates us toward community building and service to others, is articulated in the five characteristics of a Marianist University: educate for formation in faith; provide an integral quality education; educate in family spirit; educate for service, justice, and peace; and educate for adaptation and change (*Characteristics of Marianist Universities*, 1999). In addition, the University of Dayton has adopted seven student outcomes guiding curricular considerations (see *Habits of Inquiry and Reflection: A Report on Education in the Catholic and Marianist Traditions at the University of Dayton*, 2006). The Department of Teacher Education mission, vision, and programs are aligned with the mission and vision of the SEHS and the University of Dayton.

The *theme* of the Department of Teacher Education is “Teacher as Reflective Decision-maker in a Pluralistic Society.” Grounded in the Marianist tradition, the *mission* of the Department of Teacher Education is to educate scholar practitioners who build community, engage in critical reflection, and embrace diversity for the promotion of social justice.

The conceptual framework of the Department of Teacher Education, strongly influenced by the Marianist charism, is infused throughout our curriculum and expectations for students and faculty. These expectations are evident in the four main candidate outcomes that guide our programs:

- Embrace diversity for the promotion of social justice
- Engage in building community
- Develop as scholar practitioners
- Engage in critical reflection



I-3. Accreditation

The Department of Teacher Education is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP) and adheres to the standards of the Ohio Department of Education (ODE). As a part of the CAEP process, all approved licensure programs are recognized by their CAEP Specialized Professional Association (SPA).

SECTION II. ADMISSION AND CONTINUOUS ASSESSMENT

II-1. Entry into Licensure Program

Acceptance into the Teacher Licensure Program

Acceptance into a teacher licensure program in the Department of Teacher Education is a two-step process. The first is admission to the University of Dayton. The second step occurs following completion of EDT 110 and EDT 110 Lab and depends upon:

1. Overall grade point average (GPA) must be ≥ 2.5 after completing EDT 109
2. Overall grade point average (GPA) must be ≥ 2.75 after competing EDT 110
3. A positive recommendation from the candidate's 110 cooperating teacher*
4. A positive recommendation from the candidate's 110 faculty instructor*

*Please note that EDT 110 and/or EDT110 lab may be waived if the student has participated in a Teaching Academy School during high school. A waiver form and the student's portfolio must be submitted to the EDT109 instructor/first year experience coordinator for approval.

By the end of EDT 110, candidates must complete the DAP interview, the candidate's self-evaluation and apply for admission to the specific teacher licensure program of their choice. Once these requirements have been met, the candidate will meet with the 110 faculty instructor to discuss the candidate's performance on the above requirements, as well as the candidate's self-reflection. The 110 faculty instructor will recommend, recommend with reservations, or not recommend the candidate for acceptance into the Department of Teacher Education. At this time, candidates also have the option of choosing not to continue in the teacher education program. Candidates who have not met the requirements for entry into a licensure program by the end of the fall term of the sophomore year must meet with an advisor in the School of Education and Health Sciences and an advisor in another unit to explore options to continue working towards a degree.

Continuing Undergraduate Program Benchmarks

The Department of Teacher Education is housed within the professional School of Education and Health Sciences. Students are required to demonstrate professionalism throughout the program as indicated by the Department of Teacher Education Benchmarks. The following benchmark information and requirements are in effect for all undergraduate teacher licensure candidates.

Failure to meet a benchmark listed below results in a candidate being withdrawn from a licensure program. The candidate can be readmitted after the benchmark has been met, with approval from the Program Coordinator or Chair of the Department of Teacher Education. If a candidate is withdrawn then readmitted, additional time may be required to complete the program.

Grade point averages are monitored every term. The criteria are as follows:

1. Grade point average in Teacher Education:
 - ≥ 3.00 after completing the program specific development course
2. Grade point average in each teaching concentration must be ≥ 3.0 prior to entry into the clinical experience (methods).

Other Benchmarks include:

1. Grade of C- or higher in an EDT course
2. Grade of S in all EDT labs prior to entry into clinical experience
3. Unexcused absences in a Teacher Education course cannot exceed 13% in any given course (University policy for first year students is 13%)

Concerns about candidate progress related to professionalism, attendance, and field experiences will be noted on the Candidate Progress Concerns Form. For further information, see the 'Candidates of Concern' section.

II-2. Entry into Clinical Experience

Guidelines and Qualifications for Clinical Experience

The Clinical Experience is a year-long culminating coursework and supervised field experience with qualified mentor teacher(s) in PK-12 schools during senior year. The faculty members in the Department of Teacher Education screen each candidate based on the following requirements:

1. GPA in professional education course work and concentration content course work of at least 3.0; overall course work of at least 3.0;
2. Completion of the "Good Moral Character" form;
3. Passing a background check, which includes fingerprinting to obtain a valid Ohio/ FBI report. This is a law in the State of Ohio;
4. Successful completion of the prerequisite courses and field experiences;
5. Successful completion of the appropriate percentage of content courses for Adolescence/Young Adult candidates (80%).

Prerequisites for candidacy for clinical experience are:

1. Official enrollment in a teacher education program at the university;
2. Completion of the minimum residence requirement of thirty semester hours inclusive of clinical experience;
3. Formal application for clinical experience submitted to the Teacher Education office the semester prior to the beginning of the clinical experience.

Guidelines for student teaching placement:

1. Candidates are required to complete their clinical experience in the Miami Valley.
2. Candidates will not be permitted to complete their clinical experience in the district where they graduated.
3. Candidates will not be permitted to complete their clinical experience in a district where family members attend or are employed.

II-3. Completion of Clinical Experience

Exit from a candidate's Clinical Experience occurs upon successful completion of all Clinical Experience requirements, including demonstration of professional competencies as evidenced by observation protocols.

II-4. Program Completion

A licensure program is complete when the Licensure Officers for the School of Education and Health Sciences verify the completion of program requirements (including cumulative grade point average, concentration area grade point average, and professional education grade point average) and a candidate is recommended for graduation.

Graduation from the School of Education and Health Sciences without licensure may be authorized under special circumstances.

Program Completers are then recommended for State of Ohio Licensure by the Licensure Officers for the School of Education and Health Sciences. At the end of each term, the SEHS licensure officers will verify all Ohio Assessment for Educator exams required by the State of Ohio.

II-5. Licensure

Specific information pertaining to licensure requirements can be found in **SECTION V-I.**

SECTION III. FIELD EXPERIENCES

III-1. Professionalism in Field Placements

Professionalism is an expectation and is continually assessed throughout a candidate's program.

Professional expectations in the field include:

Dress All candidates are expected to dress appropriately during every field experience. It is the responsibility of the candidates to determine the culture of dress in their assigned building and dress accordingly.

Punctuality It is important that candidates arrive at schools at the designated time and stay for the required length of time.

Attendance Regardless of the field experience, if a candidate must miss a session, it is the candidate's responsibility to immediately notify the Cooperating Teacher and university instructor by phone and/or email. The candidate must check with the professor/field supervisor to determine what action should be taken to compensate for time missed.

Confidentiality During each field experience, candidates may become aware of personal information pertaining to teachers and students. Candidates are expected to regard this information in a professional manner, respecting the confidentiality of all involved.

III-2. Background Checks

All teacher education students seeking initial licensure are required to have **both** the BCI and the FBI background checks completed regardless of how many years they have lived in Ohio. Students who have been convicted of a crime should see the information supplied by The Ohio Department of Education on its standards for licensure. Teacher education students can complete BCI and FBI background checks via the WebCheck background check system in the Department of Public Safety. A government photo ID is required at the time of fingerprinting.

Cost Teacher Education undergraduate students – No charge for the 2017-18 academic year. Graduate Teacher Education students - \$55.00 paid to the Office of Student Accounts. Receipt must be provided to Public Safety before fingerprinting.

III-3. Educational Field Office

One of the strengths of the education programs at the University of Dayton is the valuable field experience candidates gain by working in PK-12 schools. The University provides candidates with multiple field experiences starting during their first year. The first year course, EDT 110, The Profession of Teaching, provides candidates in their second semester with 20 field hours of observation in either an early childhood, middle childhood, adolescent/young adult or intervention specialist classroom. These field experiences, also referred to as “labs,” continue throughout the undergraduate program and culminate in the capstone clinical experience during senior year. Each field experience is connected to a specific course that aligns knowledge and skills in a professional setting.

Field experience assignments are arranged in Miami Valley schools by the Educational Field Office. Placements are made to provide candidates with opportunities to apply the knowledge, skills, and dispositions learned in their coursework to real life educational settings. Candidates are expected to use their field experiences to demonstrate their ability to implement appropriate practice with students, or in some program options, with other adults as part of an educational team. All UD teacher candidates are expected to have at least one field experience with diverse student populations. For assistance with placements, candidates should contact appropriate faculty members and/or the Educational Field Office, located in the Raymond L. Fitz Hall, room 680, 937-229-4144, or go to:
https://www.udayton.edu/education/office_dean/ed_field_office/index.php

III-4. Clinical Experience Handbook

Go to https://www.udayton.edu/education/office_dean/ed_field_office/clinical.php for a complete copy of the *Clinical Experience Handbook*. Candidates may also contact the Educational Field Office, at 937-229-4144, for further assistance.

III-5. Liability Insurance

The University of Dayton provides professional liability insurance coverage for candidates in field placements required by the program. Most school districts used for UD clinical experiences carry professional liability coverage for approved personnel in their district, including candidates in clinical experience. In addition, candidates may purchase (though not required) additional liability coverage through carriers such as professional teaching organizations (Ohio Education Association, Ohio Federation of Teachers), and home owners policies. The cost of such policies is generally minimal.

SECTION IV. RESOURCES

IV-1. Advisory Support

As a candidate in a licensure program, it is the responsibility of the candidates to monitor their progress within their program with the support of their assigned advisor. Candidates are provided with a faculty advisor and, during the first year, a peer advisor. Both contribute important information to help candidates in making decisions concerning their four-year plan.

Faculty Advisors During a candidate's first year, the faculty instructor for EDT 109 will be the advisor for the entire class. During this time, candidates will develop their four-year plan based on the licensure area they wish to pursue. Candidates will be assigned a permanent advisor from their licensure program after taking EDT 110 and being accepted into a teacher licensure program.

Candidates should meet with their advisor on a regular basis to be sure all requirements leading to graduation and licensure are being met.

In addition to guiding candidates through their academic program, faculty advisors may also assist candidates in the following ways:

1. Choosing a course of study;
2. Selecting and registering for classes each term;
3. Providing information on various university services;
4. Answering questions regarding professional choices.

It is suggested that candidates meet with their advisor as soon as possible after the assignment is made. All faculty have regular office hours, but it is advisable to schedule an appointment to ensure the advisor's availability.

When it is time for course registration, it is the candidate's responsibility to make an appointment with their advisor. Most faculty advisors post scheduling times so that students can select an appropriate time. Other advisors will schedule appointments through email or by phone.

Prior to the appointment, candidates should prepare the following for the meeting:

1. A paper copy of the degree audit, which is a summary of academic progress (available in Porches);
2. An Undergraduate Class Schedule for the next semester. You may access it online from the Office of the Registrar or in Porches;
3. A tentative schedule based on your needs and course availability, posted on the Registration website.

Remember, it is the candidate's responsibility to be prepared for this meeting. Keep in mind, candidates have one advisor. Faculty advisors have numerous advisees and are not responsible for supplying the above information.

The responsibility for meeting the University and state requirements rests with the candidate. The candidate is advised to study the course requirements and to keep accurate count of the semester hours applicable to graduation. **Candidates planning to teach in states other than Ohio should be aware that University and State of Ohio requirements may vary from those of the state in which they intend to teach. Candidates interested in out-of-state licensure should consult the licensing agency in that particular state.**

materials in this collection, search the Roesch Library's online catalog at:
<https://www.udayton.edu/libraries/index.php>.

Professional Collegiate Organizations

The following organizations related to the teaching profession are available to candidates pursuing careers in education at the University of Dayton:

University of Dayton Association of Young Children (UDAYC) is affiliated with the National Association for the Education of Young Children (NAEYC) and focuses on programs and advocacy for children from birth to grade 3 and their families.

Collegiate Middle Level Association (CMLA) is affiliated with the Association for Middle Level Education (AMLE) and is dedicated to the professional development of middle level teacher candidates and education programs grades 4th through 9th.

Collegiate Adolescent to Young Adult (CAYAC) brings together AYA majors throughout all concentrations for three purposes: to build a greater community within the academic program, to further members' understanding of the AYA age group (grades 7th through 12th) through service and field experience, and to provide the members with information on AYA career opportunities by building connections with professionals in the field. In general, UD CAYAC strives to support its members both academically and socially.

Student Council for Exceptional Children (CEC) is affiliated with the national Council for Exceptional Children (CEC) and is dedicated to enhancing professional practices and educational opportunities for all individuals with exceptionalities.

Epsilon Delta Upsilon (EDU) is a co-ed professional organization comprised of education majors and those students in the field of exercise science. Founded as part of the School of Education and Allied Professions, this organization encourages service, participation, professionalism, and acquisition of knowledge in their specific fields.

IV-5. The Center for Catholic Education

The Center for Catholic Education brings together the University of Dayton's various outreach and research initiatives that support Catholic education. Its vision is to be a servant-leader in working with educators to foster excellence in Catholic schools. It provides schools with programs and services that enhance the Church's mission to evangelize, educate and empower people of God.

SECTION V. LICENSURE AND CAREER INFORMATION

V-1. Licensure Information

In the State of Ohio, areas of licensure are as follows:

Early Childhood Education (ECE)	Pre-kindergarten – Grade 3
Middle Childhood Education (EMS)	Grade 4 – Grade 9
Adolescence to Young Adult (EYA)	Grade 7 – Grade 12
Intervention Specialist (EIS)	Kindergarten – Grade 12
Multi-Age (Foreign Language, Art, Music)	Prekindergarten – Grade 12

To obtain licensure a candidate must meet both UD and State of Ohio requirements. Application for licensure is made upon completion of the approved program. During the final year in a program, candidates are interviewed by the licensure officer in the Dean's Office to determine graduation eligibility and to receive information regarding paperwork and state requirements for licensure, including current application guidelines and fees. At the time of this publication, the licensure received is an initial four-year Resident Educator License. **Other states may have additional requirements to obtain a standard license. Candidates interested in out-of-state licensure should consult the licensing agency in those particular states.** For additional information, contact the Assistant Dean/Licensure Officer at 937-229-3102 or go to www.udayton.edu/education.

V-2. Career Services

Career Services provides individual guidance to assist our students and alumni with guidance their first year at our university and continues after they graduate from UD with resume construction, interview preparation, job search strategies, and employment opportunities in the areas of student employment, part-time, summer and full time employment as stated in the following mission statement:

The University of Dayton Career Services is a team of dedicated, caring professionals committed to providing excellent career related resources, programs, services and opportunities that build confidence and job search skills. We serve as a connecting point between students, faculty, alumni and employers in an increasingly diverse and globally influenced job market. We are a leader in career planning and preparation, balancing the latest technology with personal guidance in the Marianist tradition. Career Services is located in the Alumni House and can be reached at (937-229-2045) or at: <http://www.udayton.edu/careerservices>.

SECTION VI. UNIVERSITY AND DEPARTMENT POLICIES

VI-1. University Policies

Correspondence

All correspondence will be sent via email to the student's University of Dayton email address. **Students are responsible for all information sent to them via their UD email account.**

Nondiscrimination Policy

The University of Dayton does not discriminate on the basis of age, race, color, creed, national or ethnic origin, gender, or sexual orientation, or against otherwise qualified handicapped students in its admissions policies and academic and other standards, nor in the granting of scholarships, loans, and other financial aid, nor in planning and administration of any of its academic, athletic, and other programs, services, and activities.

Services Related to Disabilities

If you feel you need an accommodation based on the impact of a disability, please contact your instructor(s) privately to discuss your specific needs. Formal, disability-related accommodations are determined through the Learning Teaching Center's Office of Student Learning Services (SLS). It is very important that you be registered with SLS and notify your instructor(s) of your eligibility for reasonable accommodations with a signed SLS Self-Identification Form. You can then plan with your instructor(s) how best to coordinate your accommodations. For more information, please contact SLS at 937-229- 2066, by email at learningservices@udayton.edu, or go to: <http://www.udayton.edu/ltc/learningresources/index.php#7>, or stop by the SLS office in LTC 023.

Plagiarism Statement

Plagiarism is defined in the *University of Dayton Student Handbook*. Plagiarism involves:

1. Quoting or copying directly from any source of material without appropriately citing the source and identifying the quoted material;
2. Knowingly citing an incorrect or fabricated source;
3. Using ideas (i.e., material other than information that is common knowledge) from any source of material including other students' work and materials from research consultants without citing the source and identifying the borrowed material/ideas;
4. Faculty may establish additional guidelines for plagiarism.

Ignorance is no excuse for plagiarism. Students should be aware of their own responsibilities in appropriately quoting and citing sources used.

Additional information on plagiarism is available at the Roesch Library website:

<http://www.udayton.edu/libraries/index.php>.

Students should be aware that the University has access to software designed to detect plagiarized passages and work. This software will be applied randomly or at the instructor's discretion. Detection of plagiarized passages or work will result in disciplinary action.

VI-2. Department of Teacher Education Policies

Diversity Proficiencies

Each program in the Department of Teacher Education has established a series of proficiencies related to diversity that all candidates are required to demonstrate. While these proficiencies are program specific, all programs require candidates to demonstrate a belief that all children can learn and a commitment to fairness in their classrooms.

Student Attendance Policy

It is the policy of the Department of Teacher Education that if a candidate misses more than 13% of the regularly scheduled class time and/or required field experience (this would include absences and tardiness) because of unexcused absences, the candidate will receive a failing grade and must retake the course in a subsequent semester.

Undergraduate Point/Percentage Grading Scale

A	95-100	C+	82-84
A-	93-94	C	78-81
B+	91-92	C-	75-77
B	87-90	D	70-74
B-	85-86	F	69 and below

Process for Grade Appeal

Candidates must follow these guidelines to appeal a Teacher Education course grade:

1. Grade appeals must be initiated within two weeks of grades being posted.
2. The candidate must request a meeting with the instructor to see if perceived differences can be resolved.
3. If no resolution can be reached, the candidate could contact the chairperson of the Department of Teacher Education.

4. The chair will request documentation supporting appeal from the candidate. The department chair may request the faculty member to be present at a conference with the candidate to address the appeal.
5. If resolution has not been reached at this point, the department chair will inform the candidate and faculty member, in writing, of the decision.
6. The candidate may appeal the decision of the chair to the Dean of the School of Education and Health Sciences by following the procedure set forth by the Dean's Office. This appeal must be initiated within 30 days of the grade posting.

Candidates of Concern

If, at any time during a semester, a faculty member notes any concerns with a candidate regarding the candidate's progress, the faculty member will document the concerns in writing and submit them to the Undergraduate Administrative Assistant. The faculty member will meet with the student to discuss these concerns and if concerns are not successfully addressed, additional documentation will be completed, an intervention plan may be developed as appropriate, and the candidate's progress will be monitored.

Independent Study Policies

1. It is the policy of the Department of Teacher Education that independent study is not available for regularly scheduled undergraduate courses.
2. It is the policy of the Department of Teacher Education that an education course taken as an independent study cannot be applied toward teacher licensure.

NOTES