



SCHOOL of EDUCATION and  
HEALTH SCIENCES

**Department of Teacher Education**

**2018-2019**

# **UNDERGRADUATE STUDENT HANDBOOK**

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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: [catalog.udayton.edu/](http://catalog.udayton.edu/) and choose a specific version based on entry year.

For additional information about Teacher Education programs, go to: [www.udayton.edu/education/departments\\_and\\_programs/edt/index.php](http://www.udayton.edu/education/departments_and_programs/edt/index.php) or call 937-229-3348.

## **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 fifth grade. The option to add the Early Childhood Intervention Specialist license is available to candidates to teach age 3 to grade 5 special education (mild to moderate).

**Middle Childhood/Intervention Specialist Dual Licensure Program.** In middle childhood education, you will be prepared to teach grades four through nine (ages 8-14) through specializing in two areas of concentration (mathematics, reading and language arts, science or social studies). The emphasis in this program is on the unique characteristics of middle schools and the challenges of early adolescence. Students may earn a middle childhood generalist endorsement (grades four through six). Additionally, you will take coursework related to working with students with disabilities toward an intervention specialist license simultaneously with your middle childhood license.

**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.

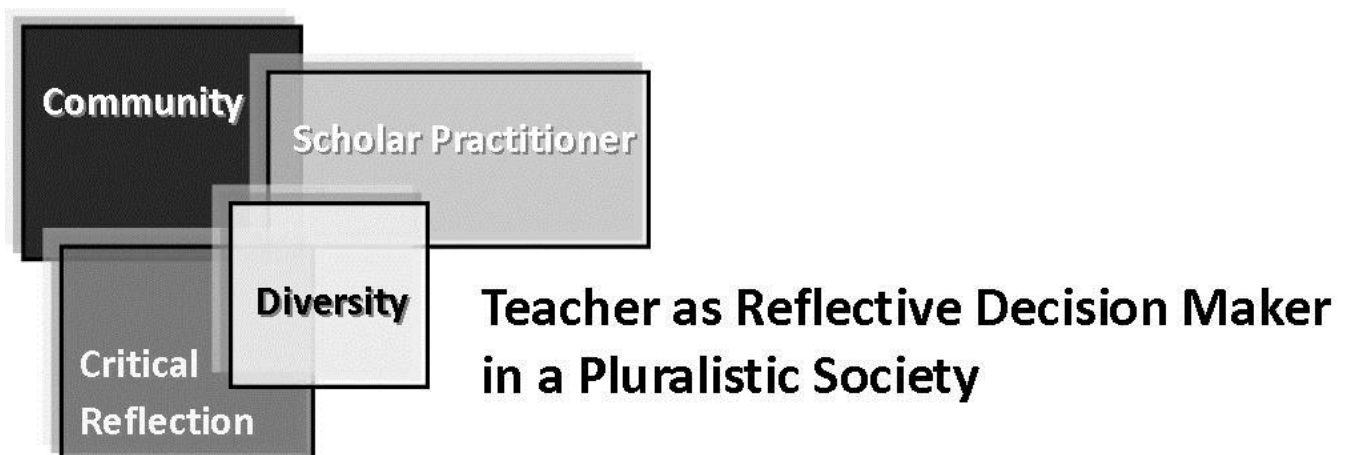
**Intervention Specialist.** This program prepares candidates to teach children with mild to moderate disabilities in grades kindergarten through twelve.

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  $\geq 2.5$  after completing EDT 109
2. Overall grade point average (GPA) must be  $\geq 2.75$  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\*

At the end of the first year, candidates must complete a self-evaluation form 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.

**Transfer students and UD Sinclair Academy students must also meet EDT 110/110L requirements in order to fully matriculate into a licensure program.**

#### **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:
  - $\geq 3.00$  after completing the program specific development course
2. Grade point average in each teaching concentration must be  $\geq 2.5$  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 2.5; 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 Officer 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 Information**

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

<b>Early Childhood Education (ECE)</b>	Pre-kindergarten – Grade 5
<b>Middle Childhood Education (EMS)</b>	Grade 4 – Grade 9
<b>Adolescence to Young Adult (EYA)</b>	Grade 7 – Grade 12
<b>Intervention Specialist (EIS)</b>	Kindergarten – Grade 12
<b>Multi-Age (Foreign Language, Art, Music)</b>	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: <https://www.udayton.edu/education/index.php>.

#### **Time Limit for Licenses/Endorsements Applications**

Students in the teacher education licensure programs must apply for the State of Ohio and out of state licensure within 12 months of their program completion.

This means that students who apply after the 12-month policy will have to appeal to the Licensure Officer and may have to take additional coursework.

## **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. 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) 229-3264, or go to:

[www.udayton.edu/education/departments\\_and\\_programs/edt/ed\\_field\\_office.php](http://www.udayton.edu/education/departments_and_programs/edt/ed_field_office.php)



### III-4. Clinical Experience Handbook

For seniors, a clinical experience handbook outlines additional requirements and the process for student teaching. You may access this handbook at:

[www.udayton.edu/education/resources/documents/edt/efo/clinical\\_experience/handbook.pdf](http://www.udayton.edu/education/resources/documents/edt/efo/clinical_experience/handbook.pdf)

For a complete copy of the *Clinical Experience Handbook*. Candidates may also contact the Educational Field Office, at (937) 229-3264, 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 year. 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 successful completion of 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.

**Lead Peer Advisors & Peer Advisors** - The Department of Teacher Education has a Peer Advisory Program for all first-year candidates. This program assigns an upper-class student mentor to each first-year candidate to provide guidance, information, and reassurance, during this time of transition. Candidates meet their peer advisors during the first week of orientation to the university and continually throughout the first semester. Lead peer advisors serve as a teaching assistant for the EDT 109 course and assist in providing an understanding of campus resources and the transition of first year students into college and the department of teacher education.

**Office of the Registrar** The Office of the Registrar is of major importance to candidates in a variety of ways. Its web page contains the following useful links:

1. **The Academic Catalog** contains valuable information about programs, issues, and policies at the university.
2. **Registration** provides resources for registering for classes as well as current information about course offerings and availability.

For complete information provided by the Office of the Registrar, go to: <https://udayton.edu/fss/index.php>

**Transfer Credits** Inquiries regarding transfer credits should be directed to the Assistant Dean/Licensure Office, located in the Deans' Office located in the Raymond L. Fitz Hall, room 618, or at 937-229-3102.

## IV-2. SPECIALIZED PROGRAMS and SEHS PARTNERSHIP SITES

**The Lalanne Program** at the University of Dayton specializes in supporting beginning Catholic school educators. A post-baccalaureate program, Lalanne provides an opportunity to combine service and teaching. Those in the program make a two-year commitment to teach in an under-resourced Catholic school, live together in a faith community, and take master's degree courses during the summers. Most graduates continue to teach in Catholic schools after their formal commitment ends.

**Urban Teacher Academy** endeavors to make an impact on America's urban schools by recruiting, training and supporting future teachers who have a commitment to improving the quality of education for urban students. This specialized program pairs UD students, starting junior year, with veteran mentor teachers and offers courses and seminars designed to assist participants as they develop into culturally competent educators dedicated to helping all urban students achieve academic success.

**The Bombeck Family Learning Center** operates in conjunction with the School of Education and Health Sciences and serves as a demonstration school for students studying early childhood education. The September 2012 issue of the *Dayton Business Journal* voted the Bombeck Family Learning Center the top child care center in Dayton.

**Dayton Early College Academy (DECA)** is an innovative community school sponsored by Dayton Public Schools and operated by the University of Dayton. Its singular focus is preparing urban students to attend and succeed in college. In 2012, 2013 and 2014, *US News & World Report* awarded DECA a bronze medal in its annual ranking of America's Best High Schools. DECA was also named one of "America's Top High Schools" by Newsweek in 2014. DECA serves as a demonstration school for University of Dayton students who are studying adolescent to young adult education.

### IV-3. Curriculum Materials Center

The Curriculum Materials Center [https://www.udayton.edu/education/offices\\_and\\_centers/cmc/index.php](https://www.udayton.edu/education/offices_and_centers/cmc/index.php) is located in the Raymond L. Fitz Hall, room 684 (937-229-3140) and is available to all education majors. This resource center is a lending library of professional books, children's and young adult literature, student textbooks, teacher manuals, manipulatives, and other teaching materials for all grade levels. To review and locate materials in this collection, search the Roesch Library's online catalog at: [www.udayton.edu/libraries](http://www.udayton.edu/libraries).

### IV-4. 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 5 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 4<sup>th</sup> through 9<sup>th</sup>.

**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 7<sup>th</sup> through 12<sup>th</sup>) 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 Health sciences. Founded as part of the School of Education and Health Sciences, 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.

## **IV-6. 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 V. UNIVERSITY AND DEPARTMENT POLICIES**

### **VI-1. University Policies**

#### **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 Office of Learning Resources (OLR). It is very important that you be registered with OLR and notify your instructor(s) of your eligibility for reasonable accommodations with a signed OLR Self-Identification Form. You can then plan with your instructor(s) how best to coordinate your accommodations. For more information, please contact OLR at 937-229-2066, by email at [disabilityservices@udayton.edu](mailto:disabilityservices@udayton.edu), or go to: [go.udayton.edu/disability](http://go.udayton.edu/disability), or stop by the OLR 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), 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.

### **Policy on Accessibility**

Faculty and staff in the Teacher Education Department of the School of Education and Health Science will comply with:

- The American's with Disabilities Act Title III requirement of all video displayed or distributed must be close-captioned;
- Section 504 of the Rehabilitation Act for accessibility;
- Section 508 of the Rehabilitation Act that requires all electronic and information technology are accessible to individuals with disabilities.

This includes films or videos uploaded to Isidore sites, which will be close captioned to increase accessibility for those who are hard-of-hearing. (as of 9/19/18)

**Revision date 1/8/19**