



**Medaille College  
Department of Education  
Masters of Science in Education (M.S.Ed.): Literacy  
Advanced Certification: Literacy  
Professional Handbook  
2018-19**

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**Message from the Chair**

Welcome to Medaille College and the Department of Education. We have both undergraduate and graduate degree programs which lead to eligibility for your initial certification in teaching. We also have graduate and post-graduate programs leading to advanced certifications. These academic programs, which are offered in a variety of formats, are rigorous and hold teacher candidates to high expectations.

Our faculty and staff are committed to preparing our students to be successful in the field of education and work diligently to be accessible and available. We feel that developing positive relationships with our students is a foundation for teaching and learning.

We are excited to have you join us and wish you success in your academic endeavors.

Claudia T. Conway, M.Ed.  
Chair, Department of Education

**Medaille College**

Medaille College traces its roots to 1875 when it was founded by the Sisters of St. Joseph as an Institute to prepare teachers among the religious community for Catholic schools. The tradition of providing an emphasis on training teachers has been with us since the beginning. In 1937, the Institute received an absolute charter from New York State and was named Mount St. Joseph Teachers College and was chartered to grant baccalaureate degrees in Education. In 1968, the Sisters of St. Joseph, led by Alice Huber, SSJ, Ph.D., initiated a change in the charter, which would create a new college, accessible to all men and women. New York State granted this charter and Medaille College was born.

**Mission Statement of Medaille College**

The mission of Medaille College is to educate and develop empowered individuals for academic achievement, career success and civic engagement, thereby contributing to a healthy, diverse democracy.

**Mission of the Department of Education at Medaille College**

The Department of Education focuses on excellence in teaching with an emphasis on personal attention to our diverse learners. Our career-oriented curriculum builds upon a liberal arts and sciences foundation as we guide students toward initial and professional certification. This program is flexible because of the multiple delivery systems available to traditional students and practicing professionals. The staff and faculty are dedicated and committed to graduating students who are effective teachers. As reflective practitioners and scholars guided by constructivist approaches (Vygotsky, 1978) to learning and teaching, we challenge our students and ourselves to reach high standards of achievement through the relentless pursuit of best teaching practices. Learning occurs in our classrooms within a caring environment, with dedicated faculty who advise, mentor, and guide students from their admission to the program through to the completion of their capstone courses. Ultimately, we are invested in learning, teaching, and the continued success of our students.

### **Philosophy of the Department of Education at Medaille College**

Medaille College's Department of Education focuses on excellence in teaching with an emphasis on personal attention to our diverse student body. The faculty consists of scholar practitioners focused on research-based best practice and dedicated to graduating men and women who will positively impact P-12 students. Our education programs provide a solid foundation in the study, design, and implementation of planning, instructing and assessing in the classrooms of the twenty-first century.

The Department of Education subscribes to the overarching philosophy of constructivism (Vygotsky, 1978), a unifying thread that is evident in all of our education programs. At the root of constructivism is the belief that knowledge does not exist independent of the learner. Instead, constructivism presents a student-centered model in which students make meaning for themselves by building on prior knowledge. The teacher contributes more as a facilitator, designing culturally relevant instruction for students in order for them to develop further mental paradigms.

Bridging theory and practice, our teacher candidates experience learning in the classroom and through field experiences. A background in issues of educational philosophy and history, an examination of contemporary topics affecting curriculum and instruction within schools, and the exploration of diversity considerations in our culture and society provide a solid foundation from which students can analyze their experiences in real-world classrooms. Additionally, courses focusing on pedagogy and the planning, instructing, and assessing cycle of learning allow teacher candidates to hone the skills they will use from their first day as a teacher. Concurrent to this coursework, faculty and staff coach teacher candidates in developing the metacognitive strategies and reflective skills necessary to monitor and direct their own performance, learning, and future teaching.

Through emphasis on critical thinking, research, academic writing, and technological skills, Medaille College Master of Education graduates are academically prepared to effectively design, implement, and evaluate curriculum for their schools and/or districts or boards. They are well-equipped to identify and meet the existing and emerging needs of diverse learners.

### **Department of Education Claims**

A process was established to systematically collect data that addresses the DOE's three primary claims to the Teacher Education Accreditation Council (TEAC). Medaille College graduates are qualified and competent as demonstrated by the following claims.

Claim 1: Medaille College graduates know the subject matter in their certification area(s).

Claim 2: Medaille College graduates meet the needs of diverse learners through effective pedagogy and best teaching practices.

Claim 3: Medaille College graduates are caring educators.

Medaille Teacher Education Programs have TEAC Accreditation effective until April 29, 2022.

### **Council for Accreditation of Education Preparation (CAEP)**

A process has been established to systematically collect data that address CAEP standards, which serve as the basis for accreditor's review.

### **CAEP Advanced Standards**

#### **Standard A.1:**

The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.

#### **Standard A.2:**

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.

#### **Standard A.3:**

The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification where applicable.

#### **Standard A. 4:**

The provider documents the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.

#### **Standard A. 5:**

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completer' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

### **International Literacy Association (ILA) Standards for Literacy Professionals**

<https://www.literacyworldwide.org/get-resources/standards/standards-2017>

### **Important Education Links**

#### **NYS Education Department (NYSED)**

<http://www.nysed.gov>

#### **EngageNY**

<https://www.engageny.org/>

**NYS Learning Standards**

<http://www.p12.nysed.gov/ciai/standards.html>

**NYS Teaching Standards**

[www.highered.nysed.gov/tcert/pdf/teachingstandards9122011.pdf](http://www.highered.nysed.gov/tcert/pdf/teachingstandards9122011.pdf)

**INTASC Standards**

<http://education.csm.edu/intasc.html>

**Council for Exceptional Children (CEC) Professional Standards**

<http://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards.pdf>

**International Society for Technology in Education (ISTE) Standards**

<http://www.iste.org/standards/standards/for-educators>

**Contact Information for the Medaille Campus**

**Buffalo Campus**

18 Agassiz Circle  
Buffalo, NY 14214  
716-880-2000  
Toll free 1-880-292-1582

**Contact Information for Education Faculty and Staff**

**Department of Education Chair**

**Program Director**

**B.S.Ed. Adolescent Education/Students with Students 7-12 and  
Early Childhood/Childhood B-6**

Claudia Conway

[cconway@medaille.edu](mailto:cconway@medaille.edu)

716-880-2814

**Program Director**

**M.S.Ed. in Elementary Education and Adolescent Education**

Dr. Kelly Ahuna

[kha27@medaille.edu](mailto:kha27@medaille.edu)

716-932-2625

**Program Director**

**M.S.Ed. Students with Disabilities**

Claudia Conway

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716-880-2814

**Program Director**

**M.S.Ed. Literacy and Advanced Certification in Literacy**

Dr. Jennifer Reichenberg

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716-880-2573

**Technology Coordinator**

Mary Beth Scumaci

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716-932-2550

**Administrative Assistant**

La'Wain Reed

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716-880-2810

**Office of Student Teaching and Certification (OSTC) Contact Information**

**Director of Student Teaching, Certification, and edTPA Coordinator**

Ms. Crystal Elias

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716-932-2548

**Administrative Assistant**

Ms. Susan Beier

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716-932-2623

**Department of Education Faculty**

For information on Department of Education faculty members visit

<http://www.medaille.edu/about-medaille/Departments/Department-education/Department-education-faculty>

### Program Information

**New York State Education Department (NYSED) Approved Department of Education (DOE) Degrees** Table 1 lists the NYS approved teacher education degrees at Medaille College. The B.S.Ed. degrees include: Early Childhood/Childhood (B-2, 1-6) and Adolescent Education and Students with Disabilities (7-12). The M.S.Ed. degrees include: Elementary Education Childhood (1-6); Literacy (Birth-Grade 6 and/or Grades 5-12); Students with Disabilities: Childhood (1-6) & Generalist (7-12) & EXT 7-12; and Adolescent Education (7-12).

**Table 1: (NYSED) Approved DOE Degrees and Advanced Certifications**

<b>Title NYSED Approved DOE Degree Program</b>	<b>Degree Awarded</b>	<b>First Registered/ Last Registered</b>	<b>Certificate</b>	<b>Certificate Type</b>
Elementary Education Childhood (1-6)	M.S.ED.	9/2001 12/2013	Childhood 1-6	Initial / Professional
Literacy (B-6)	M.S.ED.	9/2001 12/2013	Literacy, Birth – Grade 6	Initial / Professional
Literacy Advanced Certification (B-6 and/or 5-12)	ADV CRT	6/2009 12/2013	Literacy Birth-6 Literacy 5-12	Initial/ Professional
Literacy (5-12)	M.S.ED.	5/2009 12/2013	Literacy 5-12	Initial/ Professional
Pre-K-Elementary Education Early Childhood/Childhood (B-2; 1-6)	BSED	6/2009 6/2014	Early Childhood, Birth-2 Childhood, 1-6	Initial
Students with Disabilities: <ul style="list-style-type: none"> <li>• Childhood (1-6)</li> <li>• 7-12 EXT</li> <li>• Generalist 7-12</li> </ul>	M.S.ED.	8/2011 9/2015	Teaching students with disabilities: Childhood 1-6, Middle Childhood 5-9, 7-12 EXT Generalist 7-12	Initial/ Professional
Students with Disabilities: Advanced Certification <ul style="list-style-type: none"> <li>• Childhood 1-6</li> <li>• 7-12 EXT</li> <li>• Generalist 7-12</li> </ul>	ADV CRT	8/2011 9/2015	Childhood 1-6 Generalist 7-12	Initial/ Professional
Adolescent Education and Students with Disabilities (7-12) EXT 7-12	BSED	8/2011 9/2015	Adolescent Education Biology, English, Mathematics & Social Studies (7-12)	Initial

Adolescent Education (7-12)	M.S.ED.	6/2008 12/2013	Adolescent (7-12) in English, French, Biology, Chemistry, & Mathematics	Initial/ Professional
Adolescent Education (7-12)	M.S.ED.	1/2010 12/2013	Adolescent (7-12) Social Studies	Initial/ Professional

### Course Requirements for Literacy Programs

#### Master of Science in Education: Literacy Birth – Grade 12 Certification Track

##### Courses and Practicums

EDU 508 Dignity of All Students Act (DASA) Seminar (0 credits)  
 EDL 580 Methodologies in the Reading Processes (3 credits)  
 EDL 581 Early Language Development and Literacy (3 credits)  
 EDL 582 Word Study: Early Childhood through Adolescence (3 credits)  
 EDL 583 Creating Strategic Readers and Writers (3 credits)  
 EDL 584 Teaching Writing through the Development Process (3 credits)  
 EDL 585 Adolescent Literacy: Transacting with Literature (3 credits)  
 EDL 651 Assessment I: Diagnosis & Remediation of Emergent and Early Readers (3 credits)  
 EDL 652 Assessment II: Diagnosis & Remediation of Early and Transitional Readers (3 credits)  
 EDL 653 Assessment III: Diagnosis & Remediation of the Adolescent Reader (3 credits)  
 EDL 690 Leadership in Literacy (3 credits)  
 EDL 692 Literacy Portfolio (3 credits)  
 ESP 608 Assessment of Students with Disabilities at the Childhood and Middle Childhood Levels (3 credits)  
 EDL 671 Practicum I: Early Intervention (3 credits)  
 EDL 676 Practicum II: Elementary (3 credits)  
 EDL 681: Practicum III: Adolescent (3 credits)  
 Total Credit Hours: 45

#### Master of Science in Education: Literacy Birth-Grade 6 Certification Track

##### Courses and Practicums

EDU 508 Dignity of All Students Act (DASA) Seminar (0 credits)  
 EDL 580 Methodologies in the Reading Processes (3 credits)  
 EDL 581 Early Language Development and Literacy (3 credits)  
 EDL 582 Word Study: Early Childhood through Adolescence (3 credits)  
 EDL 583 Creating Strategic Readers and Writers (3 credits)  
 EDL 584 Teaching Writing through the Development Process (3 credits)  
 EDL 651 Assessment I: Diagnosis & Remediation of Emergent and Early Readers (3 credits)  
 EDL 652 Assessment II: Diagnosis & Remediation of Early and Transitional Readers (3 credits)  
 EDL 690 Leadership in Literacy (3 credits)  
 EDL 692 Literacy Portfolio (3 credits)

ESP 608 Assessment of Students with Disabilities at the Childhood and Middle Childhood Levels (3 credits)  
 EDL 671 Practicum I: Early Intervention (3 credits)  
 EDL 676 Practicum II: Elementary (3 credits)  
 Total Credit Hours: 36

### **Master of Science in Education: Literacy Grades 5 - 12 Certification Track**

#### **Courses and Practicums**

EDU 508 Dignity of All Students Act (DASA) Seminar (0 credits)  
 EDL 580 Methodologies in the Reading Processes (3 credits)  
 EDL 582 Word Study: Early Childhood through Adolescence (3 credits)  
 EDL 583 Creating Strategic Readers and Writers (3 credits)  
 EDL 584 Teaching Writing through the Development Process (3 credits)  
 EDL 585 Adolescent Literacy: Transacting with Literature (3 credits)  
 EDL 652 Assessment II: Diagnosis & Remediation of Early and Transitional Readers (3 credits)  
 EDL 653 Assessment III: Diagnosis & Remediation of the Adolescent Reader (3 credits)  
 EDL 690 Leadership in Literacy (3 credits)  
 EDL 692 Literacy Portfolio (3 credits)  
 ESP 608 Assessment of Students with Disabilities at the Childhood and Middle Childhood Levels (3 credits)  
 EDL 676 Practicum II: Elementary (3 credits)  
 EDL 681: Practicum III: Adolescent (3 credits)  
 Total Credit Hours: 36

### **Advanced Certification in Literacy: Birth – Grade 12 Certification Track**

#### **Courses and Practicums**

EDU 508 Dignity of All Students Act (DASA) Seminar (0 credits)  
 EDL 582 Word Study: Early Childhood through Adolescence (3 credits)  
 EDL 583 Creating Strategic Readers and Writers (3 credits)  
 EDL 585 Adolescent Literacy: Transacting with Literature (3 credits)  
 EDL 651 Assessment I: Diagnosis & Remediation of Emergent and Early Readers (3 credits)  
 EDL 652 Assessment II: Diagnosis & Remediation of Early and Transitional Readers (3 credits)  
 EDL 653 Assessment III: Diagnosis & Remediation of the Adolescent Reader (3 credits)  
 EDL 671 Practicum I: Early Intervention (3 credits)  
 EDL 676 Practicum II: Elementary (3 credits)  
 EDL 681: Practicum III: Adolescent (3 credits)  
 Total Credit Hours: 27

### **Advanced Certification in Literacy: Birth – Grade 6 Certification Track**

#### **Courses and Practicums**

EDU 508 Dignity of All Students Act (DASA) Seminar (0 credits)  
 EDL 582 Word Study: Early Childhood through Adolescence (3 credits)  
 EDL 583 Creating Strategic Readers and Writers (3 credits)

EDL 651 Assessment I: Diagnosis & Remediation of Emergent and Early Readers (3 credits)  
EDL 652 Assessment II: Diagnosis & Remediation of Early and Transitional Readers (3 credits)  
EDL 671 Practicum I: Early Intervention (3 credits)  
EDL 676 Practicum II: Elementary (3 credits)  
Total Credit Hours: 18

### **Advanced Certification in Literacy: Grade 5 – Grade 12 Certification Track**

\* This certification option is available only to students who teach in Buffalo Public Schools, Buffalo charter schools, or the Diocese of Buffalo.

### **Courses and Practicums**

EDU 508 Dignity of All Students Act (DASA) Seminar (0 credits)  
EDL 583 Creating Strategic Readers & Writers (3)  
EDL 585 Adolescent Literacy: Transacting with Literature (3 credits)  
EDL 652 Assessment II: Diagnosis & Remediation of Early and Transitional Readers (3 credits)  
EDL 653 Assessment III: Diagnosis & Remediation of the Adolescent Reader (3 credits)  
EDL 676 Practicum II: Elementary (3 credits)  
EDL 681: Practicum III: Adolescent (3 credits)  
Total Credit Hours: 18

## **Graduate Programs**

### **Program Scheduling and Delivery Information**

M.S.Ed. Education: Literacy

See <http://www.medaille.edu/academics/adult-and-graduate/master-science-education-literacy>

Advanced Certification in Literacy

See <http://www.medaille.edu/academics/adult-and-graduate/post-masters-certification-literacy>

## **General Information**

### **Catalogs**

For information on program requirements, please see the graduate catalog

<http://www.medaille.edu/academics/catalogs>.

For course descriptions, please see the graduate catalog <http://www.medaille.edu/academics/catalogs>.

It is important for students to read the graduate catalog for academic policies and procedures. Pay attention for deadlines (registration, drop/add, withdrawal, tuition. For additional information visit <http://www.medaille.edu/academics/academic-catalogs>.

### **E-Mail**

Students must use their Medaille e-mail account. You will receive your class information, class cancellations, and important Department of Education information through your Medaille e-mail. It is the student's responsibility to access Medaille e-mail. Students can forward information from another e-mail account to their Medaille e-mail or forward their Medaille e-mail to another account.

**Statement on Disabilities**

Any student with a disability who believes he/she needs accommodation(s) in order to complete this course should contact the Coordinator of Accessibility Services at 566-3088 for confidential assistance and a determination of what accommodations are appropriate and reasonable under the Americans with Disabilities Act. The office is located in Huber Hall, Room 101.

**Title IX**

Medaille College is committed to fostering a safe and productive learning environment. Title IX of the Education Amendments of 1972 protects people from sex discrimination and harassment in educational programs and activities at institutions that receive federal financial assistance. Medaille College provides many resources to students, faculty and staff to address concerns relating to discrimination on the basis of sex, which includes sexual misconduct. For more information and contact information for our Title IX Coordinator, see: <http://www.medaille.edu/offices/human-resources/title-ix>.

**Academic Integrity**

Medaille College expects students to fulfill academic assignments independently and honestly. Any cheating, plagiarism, or other forms of academic dishonesty at Medaille College will be penalized, with sanctions ranging from an “F” on a specific assignment to expulsion from the College. A variety of means may be employed to check against student plagiarism, including the use of proprietary databases such as Turnitin.

**FERPA**

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)  
Annually, Medaille College informs students of the Family Educational Rights and Privacy Act of 1974, as amended. This Act, with which the institution intends to comply fully, was designated to protect the privacy of educational records, to establish the rights of students to inspect and review the educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the Act.

The full FERPA policy can be found on the Medaille College Registrar's web page at: [www.medaille.edu/registrar](http://www.medaille.edu/registrar) under FERPA for Students or at <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>. In addition, it is printed in the Student Handbook. Questions concerning the Family Educational Rights and Privacy Act may be directed to the Medaille College Registrar's Office at (716) 880-2366.

**Campus Emergency Information and Sign up for Immediate Alert**

To sign up for instant emergency alerts via e-mail, text, and phone please visit <http://www.medaille.edu/current-students/public-safety/emergency-information>. Please visit <http://www.medaille.edu/alert> to view the plan.

It is important that each student is aware that in the event of an emergency the College will operate under a different set of policies and procedures than it does during normal business operations. In the event that campus is closed due to an emergency go your Blackboard course links at <https://medaille.dcollege.net/>.

### **Break of Enrollment**

If a student does not want to enroll for the next semester, but intends to return to the college, he or she must contact the Program Director and complete a Break of Enrollment form found at [https://www.medaille.edu/sites/default/files/files/offices/registrar/break\\_of\\_enrollment\\_form\\_rev\\_09062017.pdf](https://www.medaille.edu/sites/default/files/files/offices/registrar/break_of_enrollment_form_rev_09062017.pdf). **Students are responsible for any changes in coursework or certification requirements that may occur at the state level during a break of enrollment.** Additionally, if a student is absent from the program longer than three consecutive semesters he or she will need to re-apply to the program and may need to repeat coursework.

### **Attendance**

Regular attendance is expected **at all classes** and academic activities related to a course (for example, field work) unless otherwise specified. Medaille College subscribes to the "Guidelines on Students and Religious Observance" adopted by the Commission on Independent Colleges and Universities. Absence does not excuse a student from course work and responsibility. Excessive absence is detrimental and it will affect a student's grade. Discontinuance of attendance does not constitute an official withdrawal.

### **Drop/Add/Withdrawal**

If a student needs to drop or add a course or withdraw from the program, the process must occur on the first day of classes to avoid financial penalty. To withdraw from the College, fill out the withdrawal form at [https://www.medaille.edu/sites/default/files/files/offices/registrar/withdrawal\\_form\\_rev050818.pdf](https://www.medaille.edu/sites/default/files/files/offices/registrar/withdrawal_form_rev050818.pdf).

## **Academic and Professional Standards**

### **Graduate Grading**

Graduate programs require that students maintain at least a B (3.0) average for all courses taken in fulfillment of degree requirements at Medaille. The following system of grading has been adopted by the College:

	Grades	Points	Percent
High distinction, an exceptionally high achievement	A	4.0	95-100%
	A-	3.7	90-94%
High Achievement	B+	3.3	87-89%
Average, average achievement	B	3.0	83-86%
Pass, below average achievement	B-	2.7	80-82%
	C+	2.3	77-79%
	C	2.0	73-76%
Failure, unsatisfactory	F	0.0	below 73%
Official withdrawal	W		
Incomplete	I		
Audit	AU		
Credit Pending	CP		
Satisfactory/Unsatisfactory	S/U		

**Credit Pending (CP)**

Students, who complete a student teaching placement but have not submitted all the required documentation / paperwork OR need to complete required field experience hours and submit documentation, will receive a grade of Credit Pending (CP). Credit Pending is only given when a student demonstrates that all fieldwork and/or paperwork will be completed in a maximum of 30 days. Students who have a grade of CP but do not submit paperwork within the 30 day period will earn an unsatisfactory grade (U) for student teaching.

Students expecting to graduate at the end of student teaching must submit all paperwork prior to the end of that term (May/December). Paperwork submitted late may result in graduation and certification being delayed.

**Incomplete (I)**

An incomplete is given only for a compellingly sufficient reason as determined by the instructor. It is completed in a manner determined by mutual agreement between the student and instructor as indicated on the Incomplete Form. This form must be signed by both student and instructor.

Incomplete Grade Forms may be obtained from the instructor or in the Office of the Registrar. It is the responsibility of the student to complete the requirements of the Incomplete by the date stated on the form. Course completion is not to exceed the termination of the semester immediately following the initiation of the Incomplete. The student assumes the risk of not being able to complete the study if a faculty member is no longer at the College. All information must be complete when the form is submitted to the Office of the Registrar. If any part of the Incomplete Form is left unanswered, the form will be sent back to the instructor and no grade will be issued until the form is correctly filed.

An Incomplete must be removed from the student's record by the end of the semester following the semester in which the Incomplete was received. Exceptions will be made to this rule only prior to the stated deadline and under compelling circumstances with the approval of the Vice President for Academic Affairs. Any student receiving an Incomplete ("I") grade will not be considered for Dean's List or Merit List (undergraduate programs) status during the semester in which the Incomplete was issued.

**Methods Courses**

Graduate students must receive a grade of a B- or above. This applies to all courses in the literacy program, including the practica.

**Literacy Certification Practica**

Along with academic classes, students enrolled in the M.S. Ed. in Literacy program or the Advanced Certification in Literacy program are required by the state of New York to complete 50 (Birth – Grade 6 or Grades 5-12) or 75 (Birth – Grade 12) clock hours of college-supervised tutoring. These hours are completed in EDL 671, EDL 676, and EDL 681 which are held in our Reading Center on campus or off campus at an educational facility. Please go to the following link for more information on our center: [www.medaille.edu/reading](http://www.medaille.edu/reading).

Each student is required to complete 50 hours of college supervised tutoring (Birth–Grade 6 or Grades 5–12) or 75 hours of college supervised tutoring (Birth–Grade 12). This experience is completed through two or three practicum courses (early intervention/elementary/adolescent level).

Students who receive a grade of C+ or below for one practicum must repeat the practicum and earn a grade of B- or better. Students who receive a second C+ or below in a subsequent practicum are automatically dismissed from the Advanced Certification program without the possibility of readmittance.

When completing these courses, perfect attendance by our graduate students is necessary for two reasons: New York State’s requirements for college supervised tutoring **and** the commitment made to children and parents who register and pay for tutoring. Therefore, we have adopted the following policy. Graduate students enrolled in the literacy practica (EDL 671, 676, and EDL 681) are permitted only one excused absence per practicum. Excused absences include illness or work-related obligations and must be approved by the instructor. Tutoring hours will be rescheduled through the course instructor. If you are unable to complete this obligation, students are required to schedule for another semester.

### **Academic Progress Reports**

Academic progress reports will be given to any student who is not making satisfactory academic progress in a course.

### **Academic Standards and Probation**

Students who earn a GPA lower than 3.0 or who fail a course will be placed on academic probation. If the terms of probation are not met, the student will be dismissed from the program. If a student fails the same course three times, he or she will be dismissed from the program for a period of one year and must reapply for admission.

### **Grade Appeal Process**

Education students wishing to appeal a final grade in a course should refer to the graduate catalog at <http://www.medaille.edu/academics/catalogs>.

### **Professional Dispositions**

#### **Statement on Teacher Candidate Professional Dispositions**

The Department of Education at Medaille College prepares students to enter the world of teaching birth through grade twelve. We believe that a major component of professional teacher education (both in Medaille College classrooms and in P-12 schools) includes preparing students to fulfill professional habits of conduct. As part of the learning and preparation processes, students must understand and engage in professional behaviors that adhere to both policy and guiding principles required in private and public schools and community agencies. The development of values such as commitment, responsible behavior, professional communication/collaboration, confidentiality, and integrity/honesty are essential for sustained

employment within the professional workforce. Prospective educators are expected to view and assume these professional dispositions as a crucial component of their academic training. These Professional Dispositions of Medaille College Department of Education provide a framework for these professional behaviors. Instructors and staff will demonstrate and work with our students to assure that they understand and are able to demonstrate the dispositions in every class and learning experience. When interacting with administrators, professors, teachers, peers and students (while on all Medaille campuses and during field experiences), teacher candidates must exhibit their professional commitment to becoming an excellent teacher through engagement, words and actions.

The following charts detail expected behaviors of our teacher candidates both in the college classroom as well as in the P-12 classrooms of schools. DOE students will sign acknowledgement of these expected behaviors at new student orientation. Should the teacher candidate have difficulty meeting these expectations, the Department of Education is committed to assisting the teacher candidate as he/she works to get back on track.

The following process for expressing concerns and then assisting teacher candidate with these concerns is as follows:

1. Instructor, supervisor and/or advisor expresses concerns, completes Teacher Candidate Professional Dispositions Request for Support Form, and submits it to the Education Chair.
2. Education Chair reviews concerns and determines the appropriate level of support needed – Level I: Moderate Concern or Level II: High Concern.
3. Teacher Candidate meets with either the Education Chair (Moderate Concern) or Support Committee (High Concern) to determine next steps.

See Appendix A for details.

<b>Expected Professional Disposition Behaviors in Medaille College Classroom</b>
<p><b>Commitment</b></p> <ul style="list-style-type: none"> <li>▪ Exhibits dedication to children and adolescents, developmentally-appropriate teaching, evidence-based instructional methods, social equity, and challenging curriculum</li> <li>▪ Displays enthusiasm for learning and teaching</li> <li>▪ Demonstrates ongoing commitment to working with students from diverse backgrounds, ethnicities, and cultures</li> </ul>
<p><b>Responsible Behavior</b></p> <ul style="list-style-type: none"> <li>▪ Attends classes regularly</li> <li>▪ Arrives on time for classes</li> <li>▪ Completes assignments on time/meets all deadlines</li> <li>▪ Uses technology during class for topic-related purposes only</li> <li>▪ Employs appropriate language (not profanity or inappropriate gestures)</li> <li>▪ Identifies and initiates efforts to facilitate learning</li> <li>▪ Responds to novel problems and situations in creative and responsible ways</li> <li>▪ Maintains appropriate dress consistent with a professional educational environment</li> </ul>
<p><b>Professional Communication/Collaboration</b></p> <ul style="list-style-type: none"> <li>▪ Cooperates with peers</li> <li>▪ Receives feedback openly with the goal of personal and professional growth</li> <li>▪ Articulates perspectives clearly</li> <li>▪ Differentiates between factual information and personal opinion</li> <li>▪ Seeks input from peers and instructors</li> <li>▪ Listens to the perspectives of others</li> <li>▪ Responds to others (including those with differing perspectives) in a manner that is nonthreatening and promotes dialogue</li> <li>▪ Communicates in a positive manner that promotes collaboration with peers as well as instructor (verbal and non-verbal)</li> <li>▪ Uses Standard English in all professional communication (oral or written)</li> <li>▪ Writes legibly, spells correctly, and uses standard grammar and punctuation</li> </ul>
<p><b>Confidentiality</b></p> <ul style="list-style-type: none"> <li>▪ Maintains discretion in sharing personal information with or about students, parents, and colleagues</li> <li>▪ Adheres to professional standards and legal statutes pertaining to confidentiality</li> </ul>
<p><b>Integrity/Honesty</b></p> <ul style="list-style-type: none"> <li>▪ Engages in behaviors and actions that reflect positively on the teaching profession</li> <li>▪ Seeks constructive resolutions to problems</li> <li>▪ Completes his or her own work (does not cheat, plagiarize, lie, etc.)</li> <li>▪ Shows respect for self and others</li> </ul>

<b>Expected Professional Disposition Behaviors in the PreK – 12 Classroom</b>
<p><b>Commitment</b></p> <ul style="list-style-type: none"> <li>▪ Exhibits dedication to children and adolescents, developmentally-appropriate teaching, evidence-based instructional methods, social equity, and challenging curriculum</li> <li>▪ Displays enthusiasm for learning and teaching</li> <li>▪ Demonstrates ongoing commitment to working with students from diverse backgrounds, ethnicities, and cultures</li> </ul>
<p><b>Responsible Behavior</b></p> <ul style="list-style-type: none"> <li>▪ Attends school and class regularly</li> <li>▪ Arrives on time for work in schools and for classes</li> <li>▪ Completes assignments and lesson preparation on time/meets all deadlines</li> <li>▪ Integrates technology appropriate to student learning</li> <li>▪ Employs appropriate language (not profanity or inappropriate gestures)</li> <li>▪ Identifies and initiates efforts to facilitate student learning</li> <li>▪ Responds to novel problems and situations in creative and responsible ways</li> <li>▪ Maintains appropriate dress consistent with a professional educational environment</li> </ul>
<p><b>Professional Communication/Collaboration</b></p> <ul style="list-style-type: none"> <li>▪ Cooperates with peers and school colleagues</li> <li>▪ Receives feedback openly with the goal of personal and professional growth</li> <li>▪ Articulates perspectives clearly</li> <li>▪ Differentiates between factual information and personal opinion</li> <li>▪ Seeks constructive input from peers and instructors</li> <li>▪ Listens to the perspectives of others, including their students</li> <li>▪ Responds to others (including those with differing perspectives) in a manner that is nonthreatening and promotes dialogue</li> <li>▪ Communicates verbally and non-verbally in a positive manner that promotes collaboration with other educators, students, parents, and peers</li> <li>▪ Uses Standard English in all professional communication (oral or written)</li> <li>▪ Writes legibly, spells correctly, and uses standard grammar and punctuation</li> </ul>
<p><b>Confidentiality</b></p> <ul style="list-style-type: none"> <li>▪ Maintains discretion in sharing personal information with or about students, parents, and colleagues</li> <li>▪ Adheres to professional standards and legal statutes pertaining to confidentiality</li> </ul>
<p><b>Integrity/Honesty</b></p> <ul style="list-style-type: none"> <li>▪ Engages in behaviors and actions that reflect positively on the teaching profession</li> <li>▪ Seeks constructive resolutions to problems</li> <li>▪ Completes his or her own work (does not cheat, plagiarize, lie, etc.)</li> <li>▪ Shows respect for self and others</li> </ul>

### **Certification Information**

#### **Dignity for All Students Act (DASA)**

In accordance with New York State's Dignity for All Students Act (DASA), teacher candidates are required to foster safe and supportive classroom environments free from discrimination, intimidation, taunting, harassment, and bullying. Anyone applying for certification on or after December 31, 2013 is required to have completed the Coursework or Training in Harassment, Bullying and Discrimination Prevention and Intervention required under the Dignity for all Students Act. M.S.Ed. and Advanced Certification in Literacy students fulfill this requirement in EDU 508 if they have not already completed coursework in DASA.

#### **New York State Certification Exams**

Literacy students must take the following NYS Certification Exams: **Content Specialty Test - Literacy (065)**. More information can be found at the links provided here.

Any exam can be retaken. For exam pricing and additional details visit [www.nystce.nesinc.com](http://www.nystce.nesinc.com).

**When to take the test:** It is recommended to take the exam close to the completion of the program.

#### **Recommendation for Certification**

Students who receive their degree or advanced certification from Medaille are recommended by the Office of Student Teaching and Certification (OSTC). For certification questions, please contact Crystal Elias at the Office of Student Teaching at 716-932- 2548 or [crystal.a.elias@medaille.edu](mailto:crystal.a.elias@medaille.edu). You can also view information at [www.highered.nysed.gov/tcert/teach](http://www.highered.nysed.gov/tcert/teach).

### **Graduation for M.S.Ed. in Literacy**

All education teacher candidates must be able to, with or without accommodation, complete all New York State mandated course and practicum requirements.

Students **must apply** for graduation.

M.S.Ed. students must have a minimum **3.0 GPA** to graduate with a Master's degree.

Students must complete the pre-grad review form at the beginning of the semester they plan to graduate. The application for graduation can be found on students' Medaille One account. There is a \$50 application fee. The application and fee must be submitted to the Registrar's Office.

**Conferral Dates are: December 31; May 31; June 30; August 31**

### **Program Completion for Advanced Certification in Literacy**

Students **must apply** for program completion.

Advanced certification in literacy students must have a minimum **3.0 GPA** to complete the program.

Students must apply for program completion by submitting the **Advanced Certification Application Form** through students' Medaille One account. There is a \$10 application fee. The application and fee must be submitted to the Registrar's Office.

**Conferral Dates are: December 31; May 31; June 30; August 31**

## Appendix A: Professional Dispositions Support System



### TEACHER CANDIDATE PROFESSIONAL DISPOSITIONS SUPPORT SYSTEM PROCESS

