



Medaille College  
Department of Education  
**Masters of Science in Education (M.S.Ed.): Literacy Education**  
**Advanced Certification: Literacy Education**  
Professional Handbook  
2021-22

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## Message from the Chair

Welcome to Medaille College! In the Department of Education, you will find undergraduate and graduate degree programs which prepare you for eligibility for initial certification in teaching. We also have graduate and post-graduate programs designed to prepare you for advanced certifications. Our rigorous academic programs, which are offered in a variety of formats, are intended to prepare you for a life-long career in Education.

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 hold our students, and ourselves, to high standards. We are dedicated to developing positive relationships with our students.

We are excited to have you join us. We look forward to many interactions throughout your time with us here at Medaille College, and wish you success in your academic endeavors.

*Dr. Jeff Faunce*

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.

## Accreditation

Medaille Teacher Education Programs have TEAC Accreditation effective until April 29, 2022. Medaille DOE is currently pursuing accreditation through the Association for Advancing Quality in Educator Preparation (AAQEP) and is considered continuously accredited as members in good standing through AAQEP.

### Association for Advancing Quality in Educator Preparation (AAQEP)

Medaille College is currently pursuing accreditation of its educator preparation programs by the Association for Advancing Quality in Educator Preparation (AAQEP). Pursuant to §52.21 of the Regulations of the Commissioner of Education, the educator preparation programs offered by Medaille College are considered to be continuously accredited for purposes of meeting the New York State requirement that all such programs maintain continuous accreditation.

AAQEP promotes the preparation of effective educators in innovative, outcome-focused programs that engage education's toughest challenges directly and in context. AAQEP's comprehensive standards specify aspects of completer performance and program practice that distinguish effective programs. Its system leverages collaboration in quality assurance to foster improvement and support innovation. A process has been established to systematically collect data that address AAQEP standards, which serve as the basis for accreditor's review.

#### Standard 1: Candidate/Completer Performance

Program completers perform as professional educators with the capacity to support success for all students.

#### Standard 2: Completer Professional Competence and Growth

Program completers adapt to working in a variety of contexts and grow as professionals.

#### Standard 3: Quality Program Practices

The program has the capacity to ensure that its completers meet Standards 1 and 2.

#### Standard 4: Program Engagement in System Improvement

Program practices strengthen the P-20 education system in light of local needs and in keeping with the program's mission.

### 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**

<http://www.nysed.gov/next-generation-learning-standards>

**INTASC Standards**

<https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

**International Literacy Association Standards**

<https://literacyworldwide.org/docs/default-source/resource-documents/standards-appendix-A.pdf>

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

<https://exceptionalchildren.org/standards>

**International Society for Technology in Education (ISTE) Standards** <https://www.iste.org/standards/for-educators>

**Contact Information for Education Faculty and Staff****Department of Education Chair**

Program Director: Early Childhood/Childhood B-6  
B.S.Ed. Adolescent Education/Students with Students 7-12  
Dr. Jeff Faunce  
[JAF69@medaille.edu](mailto:JAF69@medaille.edu)  
716-880-2813

**Program Director: M.S.Ed. Literacy Education and Advanced Certification in Literacy**

Ms. Michelle Cefaratti  
[Mac323@medaille.edu](mailto:Mac323@medaille.edu)  
716-880-2815

**Program Director: M.S.Ed. Elementary Education and Adolescent Education**

Dr. Caitlin Riegel, Ph.D.  
[Caitlin.Riegel@medaille.edu](mailto:Caitlin.Riegel@medaille.edu)  
716-880-2625

**Program Director: M.S.Ed. Students with Disabilities**

Dr. Leslie Kovich  
[Leslie.W.Kovich@medaille.edu](mailto:Leslie.W.Kovich@medaille.edu)  
716-880-2293

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

Catherine Sedota  
[Catherine.Sedota@medaille.edu](mailto:Catherine.Sedota@medaille.edu)  
716-880-2814

**edTPA Coordinator**

Dr. Leslie Kovich  
[Leslie.W.Kovich@medaille.edu](mailto:Leslie.W.Kovich@medaille.edu)  
716-880-2293

**Administrative Assistant**

Susan Beier  
[susan.m.beier@medaille.edu](mailto:susan.m.beier@medaille.edu)  
716-932-2623

**Contact Information for the Medaille College Buffalo Campus:**

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

**Department of Education Faculty**

For information on Department of Education faculty members visit

<http://www.medaille.edu/academics/departments/education#block-views-block-faculty-block-1>

### 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) & Adolescent Education & Students with Disabilities (7-12). 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; & Adolescent Education (7-12).

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

Title NYSED Approved DOE Degree Program	Degree Awarded	First Registered/ Last Registered	Certificate	Certificate Type
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)	Advanced Cert	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)	B.S.Ed.	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>	Advanced Cert	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 Practica**

EDU 508 Dignity of All Students Act (DASA) Seminar (0 credits) (\*If not earned in BSESD program)

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 602 Behavioral Strategies for Working with Children with Exceptionalities: Managing the Learning Environment (3)

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 Practica**

EDU 508 Dignity of All Students Act (DASA) Seminar (0 credits) (\*If not earned in BSESD program)

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)

EDL 602 Behavioral Strategies for Working with Children with Exceptionalities: Managing the Learning Environment (3)

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**

*\* This option is available only with approval of the Literacy Program Director who will evaluate previous coursework and experience.*

**Courses and Practica**

EDU 508 Dignity of All Students Act (DASA) Seminar (0 credits) (\*If not earned in BSESD program)

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)

EDL 602 Behavioral Strategies for Working with Children with Exceptionalities: Managing the Learning Environment (3)

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 Practica**

EDU 508 Dignity of All Students Act (DASA) Seminar (0 credits) (\*If not earned in BSESD program)

EDL 582 Word Study: Early Childhood through Adolescence (3)

\*Or EDL 584 Teaching Writing through the Development (3) (\* Based on Program Director approval)

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 Practica**

EDU 508 Dignity of All Students Act (DASA) Seminar (0 credits) (\*If not earned in BSESD program)

EDL 582 Word Study: Early Childhood through Adolescence (3 credits)

\*Or EDL 584 Teaching Writing through the Development (3) (\* Based on Program Director approval)

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 option is available only with approval of the Literacy Program Director who will evaluate previous coursework and experience.*

**Courses and Practicums**

EDU 508 Dignity of All Students Act (DASA) Seminar (0 credits) (\*If not earned in BSESD program)

EDL 583 Creating Strategic Readers & Writers (3)

\*Or EDL 584 Teaching Writing through the Development (3) (\* Based on Program Director approval)

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**

Summer start is contingent upon sufficient enrollment.

Students who apply for summer in a year in which there is not sufficient enrollment will be asked to begin in the fall. The prescribed course sequence is below. If you deviate from consecutive semesters of full-time study, you will need to wait until a course is scheduled to be offered to take it.

**M.S.Ed. Literacy Summer Start**

	<b>M.S.Ed. Literacy Birth – Grade 6 &amp; Grades 5 – 12</b>	<b>M.S.Ed. Literacy Birth – Grade 6</b>	<b>M.S.Ed. Literacy Grades 5 – 12</b>
<b>Summer</b>	<b><u>Semester 1</u></b> EDL 652 EDL 583 EDL 580	<b><u>Semester 1</u></b> EDL 652 EDL 583 EDL 580	<b><u>Semester 1</u></b> EDL 652 EDL 583 EDL 580
<b>Fall</b>	<b><u>Semester 2</u></b> EDL 651 EDL 582 EDL 584	<b><u>Semester 2</u></b> EDL 651 EDL 582 EDL 584	<b><u>Semester 2</u></b> EDL 653 EDL 582 EDL 584
<b>Spring</b>	<b><u>Semester 3</u></b> EDL 690 EDL 581 EDL 671 (campus)	<b><u>Semester 3</u></b> EDL 690 EDL 581 EDL 671 (campus)	<b><u>Semester 3</u></b> EDL 690 EDL 585 EDL 681 (campus)
<b>Summer</b>	<b><u>Semester 4</u></b> EDL 692 ESP 602 EDL 676 (Possibly off campus)	<b><u>Semester 4</u></b> EDL 692 ESP 602 EDL 676 (Possibly off campus)	<b><u>Semester 4</u></b> EDL 692 ESP 602 EDL 676 (Possibly off campus)
<b>Fall</b>	<b><u>Semester 5</u></b> EDL 653 EDL 585 EDL 681 (campus)		
<b>Total Credit Hours</b>	45	36	36

**M.S.Ed. Literacy Fall Start**

	<b>M.S.Ed. Literacy Birth – Grade 6 &amp; Grades 5 – 12</b>	<b>M.S.Ed. Literacy Birth – Grade 6</b>	<b>M.S.Ed. Literacy Grades 5 – 12</b>
<b>Fall</b>	<b><u>Semester 1</u></b> EDL 651 EDL 582 EDL 584	<b><u>Semester 1</u></b> EDL 651 EDL 582 EDL 584	<b><u>Semester 1</u></b> EDL 653 EDL 582 EDL 584
<b>Spring</b>	<b><u>Semester 2</u></b> EDL 652 EDL 583 ESP 602	<b><u>Semester 2</u></b> EDL 652 EDL 583 ESP 602	<b><u>Semester 2</u></b> EDL 652 EDL 583 ESP 602
<b>Summer</b>	<b><u>Semester 3</u></b> EDL 580 EDL 581 EDL 671 (Possibly off campus)	<b><u>Semester 3</u></b> EDL 580 EDL 581 EDL 671 (Possibly off campus)	<b><u>Semester 3</u></b> EDL 580 EDL 585 EDL 676 (Possibly off campus)
<b>Fall</b>	<b><u>Semester 4</u></b> EDL 690 ESP 692 EDL 676 (campus)	<b><u>Semester 4</u></b> EDL 690 ESP 692 EDL 676 (campus)	<b><u>Semester 4</u></b> EDL 690 EDL 692 EDL 681 (campus)
<b>Spring</b>	<b><u>Semester 5</u></b> EDL 653 EDL 585 EDL 681 (campus)		
<b>Total Credit Hours</b>	45	36	36

**Literacy Certificate of Advanced Study Summer Start**

	<b>Advanced Certification Birth – Grade 6 &amp; Grades 5 – 12</b>	<b>Advanced Certification Birth – Grade 6</b>	<b>BPS/Charter/Diocese <u>Only</u> Advanced Certification Grades 5-12</b>
<b>Summer</b>	<b><u>Semester 1</u></b> EDL 652 EDL 583 EDL 676 (Possibly off campus)	<b><u>Semester 1</u></b> EDL 652 EDL 583 EDL 676 (Possibly off campus)	<b><u>Semester 1</u></b> EDL 652 EDL 585/583 (course substitution) EDL 676 (Possibly off campus)
<b>Fall</b>	<b><u>Semester 2</u></b> EDL 651 EDL 582 EDL 671 (campus)	<b><u>Semester 2</u></b> EDL 651 EDL 582 EDL 671 (campus)	<b><u>Semester 2</u></b> EDL 653 EDL 582 EDL 681
<b>Spring</b>	<b><u>Semester 3</u></b> EDL 653 EDL 585 EDL 681 (campus)		
<b>Total Credit Hours</b>	27	18	18

**Literacy Certificate of Advanced Study Fall Start**

	<b>Advanced Certification Birth – Grade 6 &amp; Grades 5 – 12</b>	<b>Advanced Certification Birth – Grade 6</b>	<b>BPS/Charter/Diocese <u>Only</u> Advanced Certification Grades 5-12</b>
<b>Fall</b>	<b><u>Semester 1</u></b> EDL 651 EDL 582 EDL 671 (campus/field)	<b><u>Semester 1</u></b> EDL 651 EDL 582 EDL 671 (campus/field)	<b><u>Semester 1</u></b> EDL 653 EDL 582 EDL 681 (field)
<b>Spring</b>	<b><u>Semester 2</u></b> EDL 652 EDL 583 EDL 676 (campus/field)	<b><u>Semester 2</u></b> EDL 652 EDL 583 EDL 676 (campus/field)	<b><u>Semester 2</u></b> EDL 652 EDL 585/583 (course substitution) EDL 676 (field)
<b>Summer</b>	<b><u>Semester 3</u></b> EDL 653 EDL 585 EDL 681 (TBD)		
<b>Total Credit Hours</b>	27	18	18

**NOTE:** Practica take place in the Medaille College Reading Center (fall and spring) and may take place off-campus during the summer.

**Links to Website**

M.S.Ed. Education: Literacy

See <http://www.medaille.edu/academics/literacy-msed>

Advanced Certification in Literacy

See <http://www.medaille.edu/academics/literacy-advanced-certificate>

**General Information****Catalogs**

For information on program requirements, please see the graduate catalog

[https://www.medaille.edu/sites/default/files/2020-09/Medaille%20College\\_Graduate%20Academic%20Catalog\\_2020-2021.pdf](https://www.medaille.edu/sites/default/files/2020-09/Medaille%20College_Graduate%20Academic%20Catalog_2020-2021.pdf)

For course descriptions, please see the graduate catalog.

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 716-566-3088 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 Title IX on our website. <http://www.medaille.edu/student-services/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

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html?src=rn>

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/student-services/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 Ultra course links at <https://medaille.dcollege.net/>.

**Time Limit for Degree Completion**

All coursework and degree requirements for the degree of Master of Science in Education - Literacy must be completed within five years of the date of admission to the Department of Education. Coursework completed more than five years prior to the date of admission to the Department of Education cannot be used to satisfy degree requirements unless approved by the Program Director.

### Attendance Policy

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. Discontinuance of attendance does not constitute an official withdrawal.

As a student enrolled in a professional program of study, attendance is mandatory to ensure you are receiving the content and pedagogy necessary to become a certified professional educator as well as to meet the seat time requirements of the New York State Department of Education. Mandatory attendance includes arriving on time, remaining in class until the end, and actively participating in class. The following attendance policy is in effect for all Medaille College Department of Education courses.

Graduate Courses 7 Classes	Graduate Courses 9 & 10 Classes	Graduate Courses 13-15 Classes	Undergraduate Courses Class Held Twice a Week	Undergraduate Courses Class Held Once a Week
Students who are absent for <b>one class</b> will have their final grade lowered by a <b>full letter grade</b> .	Students who are absent for <b>one class</b> will have their final grade lowered by a <b>half a letter grade</b> . Students who are absent for <b>two classes</b> will have their final grade lowered by a <b>full letter grade</b> .	Students who are absent for <b>two classes</b> will have their final grade lowered by a <b>half letter grade</b> . Students who are absent for <b>three classes</b> will have their final grade lowered by a <b>full letter grade</b> .	Students who are absent for <b>three classes</b> will have their final grade lowered by a <b>half letter grade</b> . Students who are absent for <b>five classes</b> will have their final grade lowered by a <b>full letter grade</b> .	Students who are absent for <b>two classes</b> will have their final grade lowered by a <b>half letter grade</b> . Students who are absent for <b>three classes</b> will have their final grade lowered by a <b>full letter grade</b> .
Students who are absent for <b>two or more classes</b> will be required to retake the course	Students who are absent for <b>three or more classes</b> will be required to retake the course	Students who are absent for <b>four or more classes</b> will be required to retake the course	Students who are absent for <b>six or more classes</b> will be required to retake the course	Students who are absent for <b>four or more classes</b> will be required to retake the course

***\*Penalties were determined based on percentage of class time missed. For example, missing just one class in a 7-week course is a loss of nearly 15% of the class content.***

**\*\*Please note:** Online modules count towards seat time as they replace weekly, on-ground class times. However, due to the variety of implementation methods utilized across Education programs, penalties for missing or incomplete online modules are at the instructor's discretion to determine.

### \*\*\*Attendance Policy for Practica

Graduate students who anticipate an absence from the practicum (e.g., vacation, etc.) should not register for the practicum during that semester and should schedule for another semester. Graduate students enrolled in the literacy practica are permitted only one excused absence per practicum. An excused absence (e.g., physician documented illness or work commitment i.e. parent- teacher conferences) must be approved by the instructor. Tutoring hours will be rescheduled through the course instructor.

### 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 a withdrawal form.

[http://www.medaille.edu/sites/default/files/2020-07/Medaille-College\\_Graduate-Academic-Catalog\\_2019-2020.pdf](http://www.medaille.edu/sites/default/files/2020-07/Medaille-College_Graduate-Academic-Catalog_2019-2020.pdf)

### Drop/Withdrawal Policy for Practica

Once a student is registered for the practicum for the upcoming semester, a \$50.00 fee will be charged if that student drops or withdraws from the practicum. Dropping the practicum once students have been admitted and assigned to tutors may be considered a professional disposition infringement.

## 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		

**Course Grades**

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

**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.

**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 Early Intervention Practica, EDL 676 Elementary Practica and EDL 681 Adolescent Practica. Practica are held in our on-campus Reading Center or off campus at a partnership school. Please go to the following link for more information on our Reading Center: <http://www.medaille.edu/my-medaille/lp/reading-center>

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 re-admittance.

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 who anticipate an absence from the practicum (e.g., vacation, etc.) should not register for the practicum during that semester and should schedule for another semester. Graduate students enrolled in the literacy practica are permitted only one excused absence per practicum. An excused absence (e.g., physician documented illness) must be approved by the instructor. Tutoring hours will be rescheduled through the course instructor.

### **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.

### **Dismissal Policy**

A teacher candidate may be immediately suspended or dismissed from Medaille College's Department of Education for a crime or act indicating lack of "good moral character," such as physical or sexual abuse of a student or minor; sale, possession, or use of illegal drugs; any crime committed either on any school property or while in the performance of teaching duties; or other acts which bring into question the teacher candidate's "good moral character."

### **Grade Appeal Process**

Education students wishing to appeal a final grade in a course should refer to the graduate catalog:

## Benchmarks

Benchmark data is collected to ensure students are on-track to successfully complete coursework meeting the expected “Benchmarks” for graduate students. Benchmark requirements are monitored by the Program Director at the conclusion of the appropriate semester for each student enrolled in a Literacy Program.

### **Benchmark 1 and 2** (and 3 for those earning a second certification in literacy)

If a student does not pass each Benchmark measure, the Program Director writes a letter specifying the Benchmark requirements (also specified in the program handbook) noting the student’s attainment of those requirements and requiring the student to meet with the Program Director to develop a **Benchmark Success Plan**.

The Program Director has the responsibility to monitor the student’s attainment of the Benchmark Success Plan goals during the next semester. If the student does not meet those goals in the semester after which the Benchmark was not reached, the Program Director issues another letter specifying the goals that were not met. The letter will also require the student to set up a meeting with the Program Director and Department Chair to revisit the Benchmark Success Plan and identify further supports and goals for the following semester.

### **Benchmark Success Plan**

Name:

Program:

Semester:

Benchmark measures met:

Benchmark measures not met:

Potential Supports (identified by Program Director and student):

Action Plan with Timeline:

## Benchmark Points

### M.S.Ed. Literacy

#### **Benchmark 1 – After 2<sup>nd</sup> Semester**

GPA 3.0

Grade of B- or higher in each course

No Professional Dispositions referrals

652 (Semester 2) Professional Dispositions (50% score on rubric)

652 (Semester 2) Modified Literacy Report (50%)

582 (Semester 1) Mini-Intervention Plan (50%)

#### **Benchmark 2 – After 3<sup>rd</sup> Semester**

GPA 3.0

Grade of B- or higher in each course

No Professional Dispositions referrals

671 Professional Dispositions: Practicum Assessment (75% score on rubric)

671 Literacy Report (75%)

671 Intervention Lesson Plan with Observation (75%)

**Exit / Benchmark 3 – After 4<sup>th</sup> Semester** [Repeats after 5<sup>th</sup> semester for Grades 5-12]

GPA 3.0

Grade of B- or higher in each course

No Professional Dispositions referrals

676 Professional Dispositions: Practicum Assessment (85% score on rubric)

676 Literacy Report (85%)

676 Intervention Lesson Plan with Observation (85%)

692 Literacy Portfolio (85%)

**\*\* Note – For grades those in M.S.Ed. 5-12 only, substitute 2<sup>nd</sup> practicum for 676; substitute second assessment course for 652.****\*\* Note – For those with a summer start, substitute second assessment course for 652.****Advanced Certification Literacy****Benchmark 1 – After 1<sup>st</sup> Semester**

GPA 3.0

Grade of B- or higher in each course

No Professional Dispositions referrals

671 Professional Dispositions: Practicum Assessment (50% score on rubric)

671 Literacy Report (50%)

671 Intervention Lesson Plan with Observation (50%)

**Exit / Benchmark 2 – After 2<sup>nd</sup> Semester** [Repeats after 3<sup>rd</sup> semester for Grades 5-12]

GPA 3.0

Grade of B- or higher in each course

No Professional Dispositions referrals

676 - Professional Dispositions: Practicum Assessment (85% score on rubric)

676 - Literacy Report (85%)

676 - Intervention Lesson Plan with Observation (85%)

**\*\* Note – For grades those in Advanced Certification for Grades 5-12 only, use first practicum for Benchmark 1 and second practicum for Exit/ Benchmark 2.****\*\* Note – For those with a summer start, swap the order of the two Benchmarks.**

## 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 the Director of Student Teaching and Certification. You can also view information at <http://www.highered.nysed.gov/tcert/>

### 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

