



**Medaille College  
Department of Education  
MSED-Adolescent Education Professional Handbook  
2018-2019**

## Table of Contents

Message from the Department Chair .....	4
Mission Statement of Medaille College.....	4
Mission of the Department of Education at Medaille College .....	4
Philosophy of the Department of Education at Medaille College .....	5
Department of Education Claims.....	6
Council for Accreditation of Education Preparation (CAEP).....	6
INTASC Principles .....	7
Important Education Links .....	8
Contact Information for the Medaille Campus .....	9
Contact Information for Department of Education Faculty and Staff .....	9
Office of Student Teaching and Certification (OSTC) Contact Information .....	10
<b>PROGRAM INFORMATION</b> .....	11
Course Requirements for MSED Adolescent Education Program .....	12
Catalogs.....	12
E-Mail .....	12
Cohort Structure.....	12
Delivery Systems .....	12
Attendance .....	12
Drop/Add/Withdrawal .....	13
Break of Enrollment.....	13
Statement on Disabilities .....	13
Academic Integrity.....	13
Title IX.....	13
The Family Educational Rights and Privacy Act of 1974 (FERPA) .....	13
Textbook information .....	14
Campus Emergency Information and Sign up for Immediate Alert.....	14
Graduate Grading Scale .....	14
Credit Pending (CP).....	14
Incomplete (I).....	15
Methods Courses.....	15
Academic Progress Reports .....	15
Satisfactory (S) and Unsatisfactory (U).....	15
Academic Probation/Standards.....	15

Grade Appeal Process .....	15
Statement on Teacher Candidate Professional Dispositions.....	16
Expected Professional Disposition Behaviors in Medaille College Classroom .....	17
Student Teaching and Certification Requirements .....	19
Child Abuse and SAVE Legislation Requirements for Initial Certification.....	19
Dignity for All Students Act (DASA) .....	19
Fingerprinting .....	19
Field Experiences (Pre-Student Teaching) .....	19
Student Teaching .....	20
Student Teacher Placement Cancellation.....	20
Recommendation for New York State Teaching Certification.....	20
New York State Certification Exams.....	21
Graduation.....	21
APPENDICES .....	22
Appendix A.....	22
Appendix B .....	23

### **Message from the Department 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.  
Department 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.

#### Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their disciplines and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

#### Standard 2: Clinical Partnerships and Practice

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 necessary to demonstrate positive impact on all P-12 Students' learning and development.

#### Standard 3: Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

#### Standard 4: Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

**Standard 5: Provider Quality, Continuous Improvement, and Capacity**

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' 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.

**INTASC Principles****Standard #1: Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments**

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard #4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

**Important Education Links**

**NYS Education Department (NYSED)**

<http://www.nysed.gov>

**NYS Teacher Certification Exams (NYSTCE)**

[www.nystce.nesinc.com](http://www.nystce.nesinc.com)

**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>

**International Society for Technology in Education**

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

**Ontario Ministry of Education**

<http://www.edu.gov.on.ca/eng/>

**Ontario College of Teachers**

<https://www.oct.ca/>

**Ontario Curriculum Expectations**

<http://www.edu.gov.on.ca/eng/curriculum/elementary/>

<http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>



**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 Department of Education Faculty and Staff****Department of Education Chair****Program Director****BSED Adolescent Education/Students with Students 7-12 and  
Early Childhood/Childhood B-6**

Claudia Conway  
cconway@medaille.edu  
716-880-2814

**Program Director****MSED in Elementary Education and Adolescent Education**

Dr. Kelly Ahuna  
kha27@medaille.edu  
716-932-2625

**Program Director****MSED Students with Disabilities**

Claudia Conway  
cconway@medaille.edu  
716-880-2814

**Program Director****MSED Literacy**

Dr. Jennifer Reichenberg  
Jmr352@medaille.edu  
716-880-2573

**Technology Coordinator**

Mary Beth Scumaci  
mscumaci@medaille.edu  
716-932-2550

**Administrative Assistant**

La'Wain Reed  
lreed@medaille.edu  
716-880-2810

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

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

Ms. Crystal Elias  
crystal.a.elias@medaille.edu  
716-932-2548

**Administrative Assistant**

Ms. Susan Beier  
susan.m.beier@medaille.edu  
716-932-2623

**Department of Education Faculty**

For information on Department of Education faculty members visit

<http://www.medaille.edu/about-medaille/divisions/division-education/division-education-faculty>

## PROGRAM INFORMATION

**New York State Education Department (NYSED) Approved Department of Education (SOE) Degrees** Table 1 lists the NYS approved teacher education degrees at Medaille College. The BSED degrees include: Early Childhood/Childhood (B-2, 1-6) and Adolescent Education and Students with Disabilities (7-12). The MSED degrees include: Elementary Education Childhood (1-6); Literacy (Birth-6, and or 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 SOE 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)	MSED	9/2001 12/2013	Childhood 1-6	Initial / Professional
Literacy (B-6)	MSED	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)	MSED	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>	MSED	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)	MSED	6/2008 12/2013	Adolescent (7-12) in English, French, Biology, Chemistry, & Mathematics	Initial/ Professional
Adolescent Education (7-12)	MSED	1/2010 12/2013	Adolescent (7-12) Social Studies	Initial/ Professional

### **Course Requirements for MSED Adolescent Education Program**

EDU 513: Fieldwork I: Grades 7-12  
EDU 514: Fieldwork II: Grades 7-12  
EDU 600: Curriculum Planning in Adolescent Education  
EDU 601-606: Methods in Adolescence Education  
EDU 667: Pre-Student Teaching Experiences  
EDU 670: Literacy in the Content Areas  
EDU 671: Information Technology and Data Analysis  
EDU 570: Strategic Literacy Instruction for the Diverse Learner, Adolescence  
ESP 600: Foundations of Special Education  
EDU 506: Child Abuse Awareness/ SAVE Seminar  
ECI 535: Culturally Responsive Pedagogy: Fostering Culturally Inclusive Classrooms  
EDU 507: Dignity for All Students Act Seminar  
ECI 610: Transitions from Education's Roots to the Present  
EDU 677: Adolescent Student Teaching (7-12)

### **General Information**

#### **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 on program requirements and course descriptions, please visit <http://www.medaille.edu/academics/catalogs/>.

#### **E-Mail**

Students must use their Medaille e-mail account. You will receive your student teaching information, class cancellation, 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.

#### **Cohort Structure**

Graduate students are registered as cohorts. Students can move to another cohort if they have a legitimate reason as to why they are unable to continue with the cohort they were originally assigned. Students must contact the Program Director or advisor.

#### **Delivery Systems**

Students can take courses in the weekday or weekend programs. Courses in the weekday programs run on Monday/Tuesday in the morning and afternoon. Courses in the weekend program run on Saturday and Sunday.

#### **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).

**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 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 one year, he or she will need to reapply to the program and may need to repeat coursework.

**Statement on Disabilities**

Any student with a disability who believes he/she needs accommodation(s) in order to complete this program or a 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.

**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.

**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>.

**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.

### **Textbook information**

The DOE has a master booklist for all graduate courses.

### **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 to your Blackboard course links at <https://medaille.dcollege.net/>.

## **Academic and Professional Standards**

### **Graduate Grading Scale**

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	84-86%
Pass, below average achievement	B-	2.7	80-83%
	C+	2.3	77-79%
	C	2.0	74-76%
Failure, unsatisfactory	F	0.0	below 74%
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).

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.

### **Methods Courses**

Graduate students must receive a **grade of a B- or above** in all pedagogical courses or the course must be repeated.

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

### **Academic Progress Reports**

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

### **Satisfactory (S) and Unsatisfactory (U)**

Students who receive a grade of unsatisfactory (U) 3 times in the same course will be dismissed from the program.

### **Academic Probation/Standards**

Graduate students who earn a GPA lower than 3.0 or who fail a course will be placed on academic probation. If the terms of the probation are not met, the student will be dismissed from the program. . If a student earns three Fs or Us in the same course, 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>.

**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>	
<b>Commitment</b>	<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>
<b>Responsible Behavior</b>	<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>
<b>Professional Communication/Collaboration</b>	<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>
<b>Confidentiality</b>	<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>
<b>Integrity/Honesty</b>	<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>

### Student Teaching and Certification Requirements

#### Child Abuse and SAVE Legislation Requirements for Initial Certification

Child Abuse and SAVE are mandated regulations from New York State.

MSED Adolescent Education students fulfill these workshop requirements in EDU 506 co-registered with ESP 600. See Appendix B for details.

#### 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. MSED Adolescent Education students fulfill this requirement in EDU 507 co-registered with ECI 535.

#### Fingerprinting

New York State mandates that all students applying for initial certification must be fingerprinted. New York State utilizes a Statewide Vendor Managed System for capturing fingerprints. Students will need to contact the state vendor, MorphoTrust by going to their website at [www.identogo.com](http://www.identogo.com) and selecting the nearest MorphoTrust location. When scheduling your appointment with MorphoTrust, they will ask you to provide an ORI number. Your ORI number is TEACH. The current total fingerprinting fee is \$102.00. Students wishing to pay by credit card must pay the fee online when booking the appointment. Only cash and bank checks will be accepted at the time of appointment. For additional information contact the Office of Student Teaching & Certification.

#### Field Experiences (Pre-Student Teaching)

Students enrolled in the MSED Adolescent Education program are required to complete a minimum of 100 field experience hours prior to student teaching. These field experience hours are embedded over two semesters (EDU 513 & EDU 514). Each course will require a combination of Medaille-provided field experiences as well as individual field experiences in schools.

Course	Field Experience Hours
EDU 513: Fieldwork I: Grades 1-6	50 hours
EDU 514: Fieldwork II: Grades 1-6	50 hours

#### **Field Experience Hours Requirements (minimum of 100 hours, of which):**

- Approximately 50 hours must be in grades 7-9
- Approximately 50 hours must be in grades 10-12
- All of the individual field experience hours must be completed in a classroom setting in your content area (e.g. English, Math, Social Studies, Biology, Chemistry, French)
- At least 15 of the hours must be working with Students with Disabilities
  - Students with Disabilities (SWD) are those students that have been identified and issued an IEP, 504 Plan, or other mandated accommodation/modification

- At least 15 of the hours must be working with English Language Learners (ELL)

Your field experience hours, validation forms, and reflections will be submitted electronically through FEM in Live Text.

The pre-student teaching information will be reviewed by course instructors. For information regarding pre-student teaching prior to enrollment in the course, visit <http://www.medaille.edu/student-teaching> or contact Ms. Elias at [crystal.a.elias@medaille.edu](mailto:crystal.a.elias@medaille.edu).

### **Student Teaching**

All students in initial certification programs must complete student teaching. MSED Adolescent Education students must successfully complete two student teaching placements.

If a student delays student teaching after the successful completion of coursework, he or she may be required to take additional coursework to remain current prior to the student teaching placement.

*Graduate students must have a minimum 3.0 GPA to participate in student teaching and satisfactory completion of all pre-requisites.*

For detailed student teaching information go to [www.medaille.edu/studentteaching](http://www.medaille.edu/studentteaching).

Students who receive an unsatisfactory grade (U) for one student teaching placement must enroll and satisfactorily complete the one-credit course “**EDU 582: Refocus for Success**” and repeat the student teaching experience. Students who receive a second unsatisfactory grade (U) in student teaching are automatically dismissed from the MSED program without the possibility of readmittance.

### **Student Teacher Placement Cancellation**

Confirming student teaching placements requires collaboration between the Office of Student Teaching/Certification and school boards/districts that result in time and labor costs for both entities. Student teachers may request that their student teaching placements be cancelled and/or delayed only one time. Requests to cancel and/or delay student teaching placements beyond that will result in a cancellation fee of \$120 to be paid before another student teaching application can be considered.

\*\*For additional procedures and policies refer to the student teaching handbook.

### **Recommendation for New York State Teaching Certification**

Students who receive their degree from Medaille are recommended for their New York State teaching certification 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). Ontario students must receive NYS certification prior to becoming eligible for certification through OCT.

**New York State Certification Exams**

Adolescent education students must take the following three NYS Certification Exams. More information can be found at the links provided here.

1. Educating All Students (EAS) (201)
2. CST [Content Specialty Test] - **Content Discipline** [Biology, Chemistry, English Language Arts, French, Mathematics, Social Studies]
3. edTPA [Education Teacher Performance Assessment] , [www.edtap.com](http://www.edtap.com)

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

**Graduation**

Students **must apply** for graduation. MSED students must have a minimum **3.0 GPA** to graduate with an education 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 a student's 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**

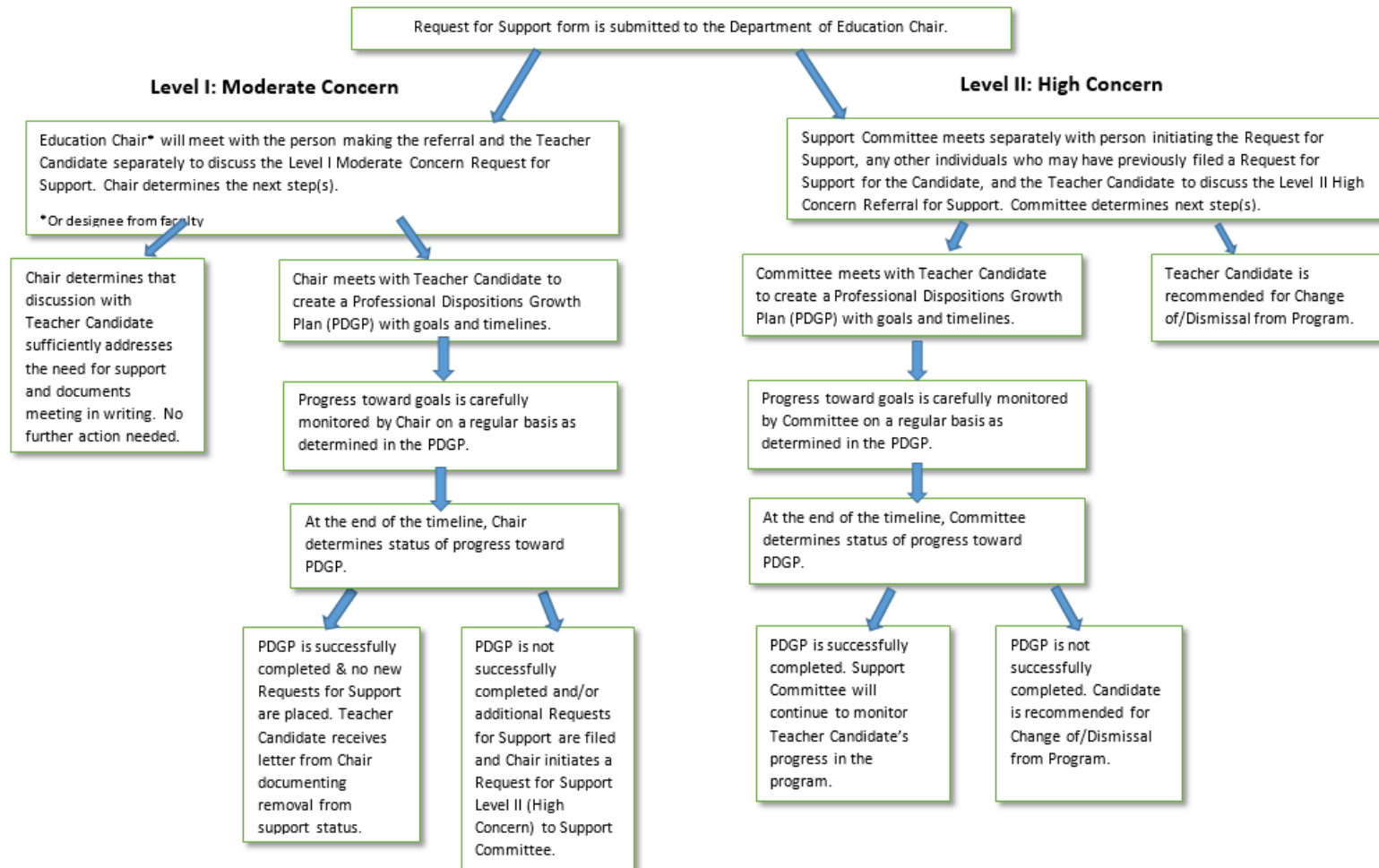
**Note:** All education teacher candidates must be able to, with or without accommodation, complete all New York State mandated course, field experience, and student teaching requirements.

# APPENDICES

## Appendix A



### TEACHER CANDIDATE PROFESSIONAL DISPOSITIONS SUPPORT SYSTEM PROCESS



## Appendix B Child Abuse and SAVE Legislation

To meet the requirements of EDU 506, students must complete:

Child Abuse Identification & Reporting

You must complete the two hour on-line course at

<http://www.childabuseworkshop.com>.

You will present the certificate of completion to your EDU 506 instructor.

Save Legislation Certification Training Seminar

You must complete the two hour on-line course at <http://www.violenceworkshop.com>.

You will present the certificate of completion to their ESP 600 instructor.

Workshops	Price	Discount	Net Price
Violence Workshop (SAVE)	\$50.00	\$25.00	\$25.00
Child Abuse Workshop	\$39.95	\$19.95	\$20.00
Violence and Child Abuse Workshops	\$74.95	\$34.95	\$40.00

Follow the instructions on the website. If the 2 workshops are not completed you will not receive a grade for ESP 600.

Here are step-by-step instructions on how to register and enter the group code before paying.

Go to [www.violenceworkshop.com](http://www.violenceworkshop.com) or [www.childabuseworkshop.com](http://www.childabuseworkshop.com).

Press the Register button. Enter your email, name, address, phone number, etc.

On the screen where you select your package, first enter your group code and press Apply. You will see the prices that apply to your group.

Select the package you wish and press Order.

If individual payment is required, you will see a payment screen. Choose your method of payment and pay.

After paying, if required, you can start taking the course. NOTE: The course can be taken over multiple sessions – you do not have to finish in a single session. To come back to the course later, press Login from the home page.

When the course is complete, you can print your own certificate.

NOTE: If you successfully registered in a previous session but have not yet paid, press the Login button to pay.

### Student Screens

How students register and enter the group code

Enter name and address. Enter your name and address by pressing the Register button on the main page:

#### **New Customer?**

Simply click on the Registration button below to get started.

[Click Here to Register Now](#)

Enter group code and choose course. After entering your name and address, you will see the possible courses you can take. We offer 3 possible packages: Violence Workshop by itself, Child Abuse Workshop by itself or both courses together. Your group code may be used on any of these packages.

You will enter the group code (Medaille 8) and then press Apply to see the group price:

Please select a package below and click the **Order** button to purchase it.

If you are a member of a group or organization that is taking the course, and have been given a group code, enter it here and click the button before you select your package.

**1. Enter the group code** → Group Code:   ← **2. Press Apply to see Group Price**

Package	Price
<input type="radio"/> Violence Workshop	\$50.00
<input type="radio"/> Child Abuse Workshop	\$39.95
<input type="radio"/> Violence Workshop and Child Abuse Workshop (includes \$15 discount for taking both)	\$74.95

When you press Apply, you will see the discount and which package(s) it applies to.



**Violence Workshop**  
LOG OFF MY COURSES

Please select a package below and click the Order button to purchase it.

If you are a member of a group or organization that is taking the course, and have been given a group code, enter it here and click the Apply button before you select your package.

Group Code:

**This coupon is only valid for students of Medaille College. Your certificate will show the organization name Medaille College, and will be invalid if you are using this coupon without authorization.**

Package	Regular price	Price	Discount	Net Price
<input type="radio"/> Violence Workshop		\$50.00	\$25.00	\$25.00
<input type="radio"/> Child Abuse Workshop		\$39.95	\$19.95	\$20.00
<input type="radio"/> Violence Workshop and Child Abuse Workshop (includes \$15 discount for taking both)		\$74.95	\$34.95	\$40.00

Need Help?

**Annotations:**  
- A box labeled "Regular price" points to the "Price" column header.  
- A box labeled "Discount amount" points to the "Discount" column header.  
- A box labeled "Net Price sh amount that students wil" points to the "Net Price" column header.

After seeing the price offered for that group, select the desired package.

Please select a package below and click the **Order** button to purchase it.

If you are a member of a group or organization that is taking the course, and have been given a group code, enter it here and click the **Apply** button before you select your package.

Group Code:

**This coupon is only valid for students of Medaille College. Your certificate will show the organization name Medaille College, and is invalid if you are using this coupon without authorization.**

Package	Price	Discount	Net Price
<input type="radio"/> Violence Workshop	\$50.00	\$25.00	\$25.00
<input type="radio"/> Child Abuse Workshop	\$39.95	\$19.95	\$20.00
<input checked="" type="radio"/> Violence Workshop and Child Abuse Workshop (includes \$15 discount for taking both)	\$74.95	\$34.95	\$40.00

**1. The student selects the package that he wishes**

**2. And then presses Order**

[Need Help?](#)

3) Pay When you press Order you will see the Payment screen. Choose a method of payment.

## Violence Workshop <sup>TM</sup>

LOG OFF
MY COURSES

You are currently registered for the following course(s):

**Violence Workshop and Child Abuse Workshop (includes \$15 discount for taking both) for \$40.00.**

Please click on the form of payment below that you wish to use to pay for your course(s).

If you want to change the course(s) you want to take, click [here](#).

**Pay by Credit Card** (You may only make Visa or Mastercard payments on this screen. To pay using Discover, Amex or other cards, [Click here](#))

**Pay by Electronic Check**

**Pay by PayPal**

**Pay by Western Union**

[Need Help?](#)

Take the course. After paying, you can start taking the course immediately or choose to start the course at a later date.

Print Certificate. Upon completion, print your own certificate or request that one be mailed to you. The Course Coordinator can also print the student's certificate.