Medaille College
Department of Education
BSED
Adolescent Teaching and Students with Disabilities
Professional Handbook
2018-2019
Table of Contents

Message from the Department Chair ................................................................. 4
Medaille College .................................................................................................. 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 ...................................................................... 5
Council for Accreditation of Education Preparation (CAEP) .............................. 6
InTASC Principles ............................................................................................... 6
Important Education Links .................................................................................. 8
Contact Information for the Medaille Campus .................................................... 9
Contact Information for Education Faculty and Staff ......................................... 9
Office of Student Teaching and Certification (OSTC) Contact Information .......... 10
Program Information ......................................................................................... 11
Course Requirements for BSED Program ............................................................ 12
General Information .......................................................................................... 12
Catalogs .............................................................................................................. 12
E-Mail .................................................................................................................. 12
Attendance .......................................................................................................... 13
Statement on Disabilities .................................................................................... 13
Academic Integrity .............................................................................................. 13
Title IX ............................................................................................................... 13
The Family Educational Rights and Privacy Act of 1974 (FERPA) ...................... 13
Campus Emergency Information and Sign up for Immediate Alert .................. 14
Drop/Add/Withdrawal ......................................................................................... 14
Break in Enrollment ............................................................................................ 14
Academic and Professional Standards ................................................................ 15
Undergraduate Grading Scale ........................................................................... 15
Credit Pending (CP) .......................................................................................... 15
Incomplete (I) ..................................................................................................... 15
Methods Courses ............................................................................................... 16
Concentration Courses ...................................................................................... 16
Academic Warnings ........................................................................................... 16
Grade Appeal Process ....................................................................................... 16
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Standards</td>
<td>16</td>
</tr>
<tr>
<td>Department of Education Undergraduate Dismissal Policy</td>
<td>16</td>
</tr>
<tr>
<td>Statement on Teacher Candidate Professional Dispositions</td>
<td>17</td>
</tr>
<tr>
<td>Student Teaching and Certification Requirements</td>
<td>20</td>
</tr>
<tr>
<td>Child Abuse and SAVE Legislation Requirements for Initial Certification</td>
<td>20</td>
</tr>
<tr>
<td>Dignity for All Students Act (DASA)</td>
<td>20</td>
</tr>
<tr>
<td>Fingerprinting</td>
<td>20</td>
</tr>
<tr>
<td>Field Experiences (Pre-Student Teaching)</td>
<td>20</td>
</tr>
<tr>
<td>Student Teaching</td>
<td>21</td>
</tr>
<tr>
<td>Student Teacher Placement Cancellation</td>
<td>21</td>
</tr>
<tr>
<td>Recommendation for New York State Teaching Certification</td>
<td>22</td>
</tr>
<tr>
<td>New York State Certification Exams</td>
<td>22</td>
</tr>
<tr>
<td>Graduation</td>
<td>23</td>
</tr>
<tr>
<td>Appendix A</td>
<td>24</td>
</tr>
<tr>
<td>Teacher Candidate Professional Dispositions Support System</td>
<td>24</td>
</tr>
<tr>
<td>Appendix B</td>
<td>26</td>
</tr>
<tr>
<td>Child Abuse and SAVE Legislation</td>
<td>26</td>
</tr>
</tbody>
</table>
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.
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.

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 tis 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

EngageNY
https://www.engageny.org/

NYS Learning Standards

NYS Teaching Standards

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/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 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

Live Text 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.lowrey@medaille.edu
716-932-2623

Department of Education Faculty
For information on Department of Education faculty members visit
http://www.medaille.edu/about-medaille/Departments/Department-education/Department-education-faculty
**Program Information**

New York State Education Department (NYSED) Approved Department of Education (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**

<table>
<thead>
<tr>
<th>Title NYSED Approved DOE Degree Program</th>
<th>Degree Awarded</th>
<th>First Registered/Last Registered</th>
<th>Certificate</th>
<th>Certificate Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education Childhood (1-6)</td>
<td>MSED</td>
<td>9/2001 12/2013</td>
<td>Childhood 1-6</td>
<td>Initial / Professional</td>
</tr>
<tr>
<td>Literacy (B-6)</td>
<td>MSED</td>
<td>9/2001 12/2013</td>
<td>Literacy, Birth – Grade 6</td>
<td>Initial / Professional</td>
</tr>
<tr>
<td>Literacy Advanced Certification (B-6 and/or 5-12)</td>
<td>ADV CRT</td>
<td>6/2009 12/2013</td>
<td>Literacy Birth-6, Literacy 5-12</td>
<td>Initial/Professional</td>
</tr>
<tr>
<td>Literacy (5-12)</td>
<td>MSED</td>
<td>5/2009 12/2013</td>
<td>Literacy 5-12</td>
<td>Initial/Professional</td>
</tr>
<tr>
<td>Pre-K-Elementary Education Early Childhood/Childhood (B-2; 1-6)</td>
<td>BSED</td>
<td>6/2009 6/2014</td>
<td>Early Childhood, Birth-2, Childhood, 1-6</td>
<td>Initial</td>
</tr>
<tr>
<td>Students with Disabilities:</td>
<td>MSED</td>
<td>8/2011 9/2015</td>
<td>Teaching students with disabilities: Childhood 1-6, Middle Childhood 5-9, 7-12 EXT, Generalist 7-12</td>
<td>Initial/Professional</td>
</tr>
<tr>
<td>- Childhood (1-6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 7-12 EXT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Generalist 7-12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities:</td>
<td>ADV CRT</td>
<td>8/2011 9/2015</td>
<td>Childhood 1-6, Generalist 7-12</td>
<td>Initial/Professional</td>
</tr>
<tr>
<td>Advanced Certification</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Childhood 1-6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 7-12 EXT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Generalist 7-12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adolescent Education and Students with Disabilities (7-12) EXT 7-12</td>
<td>BSED</td>
<td>8/2011 9/2015</td>
<td>Adolescent Education Biology, English, Mathematics &amp; Social Studies (7-12)</td>
<td>Initial</td>
</tr>
<tr>
<td>Adolescent Education (7-12)</td>
<td>MSED</td>
<td>6/2008 12/2013</td>
<td>Adolescent (7-12) in English, French, Biology, Chemistry, &amp; Mathematics</td>
<td>Initial/Professional</td>
</tr>
<tr>
<td>Adolescent Education (7-12)</td>
<td>MSED</td>
<td>1/2010 12/2013</td>
<td>Adolescent (7-12) Social Studies</td>
<td>Initial/Professional</td>
</tr>
</tbody>
</table>
Course Requirements for BSED Program

Bachelor of Science in Education: Adolescent Education/Students with Disabilities
Generalist Grades 7-12

CIS 175 Technology Applications in Education (3 credits)
EDU 210 Educational Foundations (3 credits)
EDU 207 DASA Seminar (0 credit) co-registered with EDU 207
EDU 237 The Adolescent Reader & Writer (3 credits)
EDU 238 Strategic Literacy Instruction for Diverse Learners (Adolescent) (3 credits)
EDU 363 Adolescent Teaching Biology Methods with Practica (3 credits) OR
EDU 364 Adolescent Teaching English Methods with Practica (3 credits) OR
EDU 365 Adolescent Teaching Social Studies Methods with Practica (3 credits)
EDU 368 Adolescent General Education/Special Education Curriculum Methods (3 credits)
ESP 230 Introduction to Special Education (3 credits)
ESP 340 Child Abuse, Drug Awareness (0 credit) co-registered with ESP 230
ESP 276 Positive Behavioral Support Approaches (3 credits)
ESP 348 Educating and Assessing Adolescents with Mild to Severe Disabilities (3 credits)
ESP 358 Assessing Adolescent Children with Exceptionalities Grades 7-12 (3 credits)
EDU 480A Student Teaching (5.5 credits)
EDU 480S Student Teaching (5.5 credits)
EDU 481 Student Teaching Seminar (1 credit)

Concentrations: Biology: 34 credits, English: 30 credits, Social Studies: 36 credits

General Information

Catalogs

For information on program requirements, please see the undergraduate catalog
http://www.medaille.edu/academics/catalogs. For course descriptions, please see the undergraduate catalog http://www.medaille.edu/academics/catalogs

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

E-Mail

Students must use their MedailleOne 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.
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.

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 under FERPA for Students or at http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html. In addition, it is printed in the Student Handbook. Questions concerning the Family Educational Rights and Privacy Act may be directed to the Medaille College Registrar's Office at (716) 880-2366.
Campus Emergency Information and Sign up for Immediate Alert

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

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

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 in Enrollment

If a student does not want to enroll for the next semester but intends to return to the college, s/he 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 three consecutive semesters (one year), s/he will need to reapply to the program and may need to repeat coursework.
Academic and Professional Standards

Undergraduate Grading Scale

<table>
<thead>
<tr>
<th>Grades Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A  4.0</td>
</tr>
<tr>
<td></td>
<td>A-  3.7</td>
</tr>
<tr>
<td>High achievement</td>
<td>B+  3.3</td>
</tr>
<tr>
<td></td>
<td>B  3.0</td>
</tr>
<tr>
<td></td>
<td>B-  2.7</td>
</tr>
<tr>
<td></td>
<td>C+  2.3</td>
</tr>
<tr>
<td></td>
<td>C  2.0</td>
</tr>
<tr>
<td>Average achievement</td>
<td>C-  1.7</td>
</tr>
<tr>
<td>Below average achievement</td>
<td>D+  1.3</td>
</tr>
<tr>
<td>Failure, unsatisfactory</td>
<td>D  1.0</td>
</tr>
<tr>
<td>Official withdrawal</td>
<td>F  0.0</td>
</tr>
<tr>
<td>Incomplete</td>
<td>I</td>
</tr>
<tr>
<td>Pass/Fail</td>
<td>P/F</td>
</tr>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td>S/U</td>
</tr>
<tr>
<td>Audit</td>
<td>AU</td>
</tr>
<tr>
<td>Credit Pending</td>
<td>CP</td>
</tr>
</tbody>
</table>

Credit Pending (CP)

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

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

Incomplete (I)

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

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

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

**Methods Courses**

Undergraduate students must receive a grade of a **C or above for all pedagogical courses.** Otherwise the course must be repeated.

**Concentration Courses**

Undergraduate students must receive a **grade of a C** or above in all discipline/concentration courses. Otherwise the course must be repeated.

**Academic Warnings**

Academic warnings will be given to any student who is in danger of earning a C or below for the course. Other areas of concern can include, but are not limited to attendance, poorly written assignments, non-submission of assignments, or violation of professional dispositions.

**Grade Appeal Process**

Education students wishing to appeal a final grade in a course must do so in writing within 60 days of the semester’s grade report. This written appeal should be directed to the instructor of the course in question, then to the Chair of the Department of Education. Before moving to the next level, students must receive a written response for each level.

**Academic Standards**

Undergraduate students for information regarding college-wide policies on good standing, academic alerts, academic **probation, suspension, the appeal process,** re-instatement, and the academic fresh start policy go to pages in the undergraduate catalog at [http://www.medaille.edu/academics/catalogs](http://www.medaille.edu/academics/catalogs).

**Department of Education Undergraduate Dismissal Policy**

All BSED majors must meet the NYSED mandated 2.5 CUM GPA at the conclusion of their sophomore year (completion of 60 credits). Students who do not meet this requirement will be dismissed from the Education major.

Students will also be dismissed from the program when referred to the Department of Education Professional Disposition Committee during any two semesters prior to their senior year (completion of 90 credits).
In both cases, students wishing to appeal dismissal and seek reinstatement must do so in writing within 30 days following the end of the semester. This written appeal should be directed to the DOE Chair. Student’s appeal will be carefully reviewed by the Chair based upon available evidence. Their decision regarding reinstatement is final.

**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.
## Expected Professional Disposition Behaviors in Medaille College Classroom

### Commitment
- Exhibits dedication to children and adolescents, developmentally-appropriate teaching, evidence-based instructional methods, social equity, and challenging curriculum
- Displays enthusiasm for learning and teaching
- Demonstrates ongoing commitment to working with students from diverse backgrounds, ethnicities, and cultures

### Responsible Behavior
- Attends classes regularly
- Arrives on time for classes
- Completes assignments on time/meets all deadlines
- Uses technology during class for topic-related purposes only
- Employs appropriate language (not profanity or inappropriate gestures)
- Identifies and initiates efforts to facilitate learning
- Responds to novel problems and situations in creative and responsible ways
- Maintains appropriate dress consistent with a professional educational environment

### Professional Communication/Collaboration
- Cooperates with peers
- Receives feedback openly with the goal or personal and professional growth
- Articulates perspectives clearly
- Differentiates between factual information and personal opinion
- Seeks input from peers and instructors
- Listens to the perspectives of others
- Responds to others (including those with differing perspectives) in a manner that is nonthreatening and promotes dialogue
- Communicates in a positive manner that promotes collaboration with peers as well as instructor (verbal and non-verbal)
- Uses Standard English in all professional communication (oral or written)
- Writes legibly, spells correctly, and uses standard grammar and punctuation

### Confidentiality
- Maintains discretion in sharing personal information with or about students, parents, and colleagues
- Adheres to professional standards and legal statutes pertaining to confidentiality

### Integrity/Honesty
- Engages in behaviors and actions that reflect positively on the teaching profession
- Seeks constructive resolutions to problems
- Completes his or her own work (does not cheat, plagiarize, lie, etc.)
- Shows respect for self and others
Expected Professional Disposition Behaviors in the PreK – 12 Classroom

<table>
<thead>
<tr>
<th>Commitment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibits dedication to children and adolescents, developmentally-appropriate teaching, evidence-based instructional methods, social equity, and challenging curriculum</td>
<td><strong>Displays enthusiasm for learning and teaching</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Demonstrates ongoing commitment to working with students from diverse backgrounds, ethnicities, and cultures</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responsible Behavior</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends school and class regularly</td>
<td><strong>Arrives on time for work in schools and for classes</strong></td>
</tr>
<tr>
<td>Arrives on time for work in schools and for classes</td>
<td><strong>Completes assignments and lesson preparation on time/meets all deadlines</strong></td>
</tr>
<tr>
<td>Completes assignments and lesson preparation on time/meets all deadlines</td>
<td><strong>Integrates technology appropriate to student learning</strong></td>
</tr>
<tr>
<td>Integrates technology appropriate to student learning</td>
<td><strong>Employs appropriate language (not profanity or inappropriate gestures)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Identifies and initiates efforts to facilitate student learning</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Responds to novel problems and situations in creative and responsible ways</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Maintains appropriate dress consistent with a professional educational environment</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Communication/Collaboration</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperates with peers and school colleagues</td>
<td><strong>Receives feedback openly with the goal or personal and professional growth</strong></td>
</tr>
<tr>
<td>Receives feedback openly with the goal or personal and professional growth</td>
<td><strong>Articulates perspectives clearly</strong></td>
</tr>
<tr>
<td>Articulates perspectives clearly</td>
<td><strong>Differentiates between factual information and personal opinion</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Seeks constructive input from peers and instructors</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Listens to the perspectives of others, including their students</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Responds to others (including those with differing perspectives) in a manner that is nonthreatening and promotes dialogue</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Communicates verbally and non-verbally in a positive manner that promotes collaboration with other educators, students, parents, and peers</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Uses Standard English in all professional communication (oral or written)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Writes legibly, spells correctly, and uses standard grammar and punctuation</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Confidentiality</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintains discretion in sharing personal information with or about students, parents, and colleagues</td>
<td><strong>Adheres to professional standards and legal statutes pertaining to confidentiality</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integrity/Honesty</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages in behaviors and actions that reflect positively on the teaching profession</td>
<td><strong>Seeks constructive resolutions to problems</strong></td>
</tr>
<tr>
<td>Seeks constructive resolutions to problems</td>
<td><strong>Completes his or her own work (does not cheat, plagiarize, lie, etc.)</strong></td>
</tr>
<tr>
<td>Completes his or her own work (does not cheat, plagiarize, lie, etc.)</td>
<td><strong>Shows respect for self and others</strong></td>
</tr>
</tbody>
</table>
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. BSED Early Childhood/Childhood (Birth-6) students fulfill this requirement in ESP 230 co-registered with EDU 340. 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. BSED Early Childhood/Childhood students fulfill this requirement in EDU 210 co-registered with EDU 207.

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 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)

As part of the program requirements and mandated by the New York State Education Department (NYSED), all education students are required to complete early field experience hours. The number of required early field experience hours varies by program.

All pre-student teaching hours must be met prior to enrolling in student teaching. The BSED in Adolescent Teaching 7-12 and Students with Disabilities has 150 hours spread over multiple courses. A signed validation form from the classroom teacher or other supervising professional. 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 with you by your program director. For information regarding pre-student teaching prior to your enrollment in the course, you may visit http://www.medaille.edu/student-teaching or contact Ms. Elias at crystal.a.elias@medaille.edu.

Students enrolled in this program are required to complete a minimum of 150 field experience hours prior to student teaching. These field experience hours are embedded over several courses.
<table>
<thead>
<tr>
<th>Course</th>
<th>Required Field Experience Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 237: Adolescent Reader and Writer with Fieldwork</td>
<td>20 hours</td>
</tr>
<tr>
<td>EDU 238: Strategic Literacy Instruction for Diverse Learners</td>
<td>20 hours</td>
</tr>
<tr>
<td>EDU 362/EDU 363/EDU 364/EDU 365: Methods Coursework (dependent on major)</td>
<td>50 hours</td>
</tr>
<tr>
<td>EDU 368: Adolescent General Education/Special Education Curriculum Methods</td>
<td>20 hours</td>
</tr>
<tr>
<td>ESP 348: Education of Adolescents with Mild to Moderate to Severe Disabilities with Junior Practica</td>
<td>20 hours</td>
</tr>
<tr>
<td>ESP 358: Assessing Adolescent Children (Grades 7-12) with Exceptionalities</td>
<td>20 hours</td>
</tr>
</tbody>
</table>

Field Experience Information Hours Requirements (minimum of 150 hours, of which:)

- Approximately 75 hours must be working with Students with Disabilities (mild to severe) split between grades 7-9 and grades 10-12
  - Students with Disabilities (SWD) are those that have been identified and issued an IEP, 504 Plan, or other mandated modification
  - This may include small group tutoring, an aide to a student with a disability, or an inclusive classroom setting
- Approximately 75 hours must be in your content area split between grades 7-9 and grades 10-12
- At least 15 of your hours must be working with English Language Learners (English as a New Language)
- Include a variety of educational settings
  - Culturally diverse (refer to [https://reportcards.nysed.gov/](https://reportcards.nysed.gov/) for demographics on specific districts in New York State)
  - Economically diverse (refer to [https://reportcards.nysed.gov/](https://reportcards.nysed.gov/) for demographics on specific districts in New York State)
  - Rural, urban, suburban
  - Public, private, charter, parochial

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

**Student Teaching**

All students in initial certification programs must complete student teaching. BSED students must complete a minimum of 2 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.

**Undergraduate students must have a minimum 2.5 GPA to participate in student teaching and satisfactory completion of all pre-requisites.**

Students who receive an unsatisfactory grade for one student teaching placement must enroll and satisfactorily complete the one-credit course **“Refocus for Success” (see Appendix C)** and repeat the student teaching experience. For detailed student teaching information go to www.medaille.edu/studentteaching. Medaille College policy dictates that a student teacher who fails two student teaching placements is academically dismissed from the program for a period of one year.

**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. Ontario students must receive NYS certification prior to becoming eligible for certification through OCT.

**New York State Certification Exams**

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

1. Educating All Student (EAS) (201)
2. Content Specialty Test – Academic Discipline (Biology 006, English 003, Social Studies 115)
3. Content Specialty Test – Students with Disabilities (060)
4. Content Specialty Test – Multi-Subject: Secondary Teachers (Grades 7-12) (241/242/245)
5. edTPA [Education Teacher Performance Assessment], www.edtpa.com

Any exam can be retaken. For exam pricing and additional details visit www.nystce.nesinc.com.
Graduation

Students **must apply** for graduation. BSED students must have a minimum **2.5 GPA** to graduate with an education degree. Students entering the BSED programs must receive a minimum of a C in concentration courses.

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**

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.
Appendix A
Teacher Candidate Professional Dispositions Support System
TEACHER CANDIDATE PROFESSIONAL DISPOSITIONS SUPPORT SYSTEM PROCESS

**Level I: Moderate Concern**

- Request for Support form is submitted to the Department of Education Chair.
- Education Chair* will meet with the person making the referral and the Teacher Candidate separately to discuss the Level I Moderate Concern Request for Support. Chair determines the next step(s).
  *Or designee from faculty
- Chair determines that discussion with Teacher Candidate sufficiently addresses the need for support and documents meeting in writing. No further action needed.
- Chair meets with Teacher Candidate to create a Professional Dispositions Growth Plan (PDGP) with goals and timelines.
- Progress toward goals is carefully monitored by Chair on a regular basis as determined in the PDGP.
- At the end of the timeline, Chair determines status of progress toward PDGP.
- PDGP is successfully completed & no new Requests for Support are placed. Teacher Candidate receives letter from Chair documenting removal from support status.
- PDGP is not successfully completed and/or additional Requests for Support are filed and Chair initiates a Request for Support Level II (High Concern) to Support Committee.

**Level II: High Concern**

- Support Committee meets separately with person initiating the Request for Support, any other individuals who may have previously filed a Request for Support for the Candidate, and the Teacher Candidate to discuss the Level II High Concern Referral for Support. Committee determines next step(s).
- Committee meets with Teacher Candidate to create a Professional Dispositions Growth Plan (PDGP) with goals and timelines.
- Progress toward goals is carefully monitored by Committee on a regular basis as determined in the PDGP.
- At the end of the timeline, Committee determines status of progress toward PDGP.
- PDGP is successfully completed. Support Committee will continue to monitor Teacher Candidate's progress in the program.
- PDGP is not successfully completed. Candidate is recommended for Change of/Dissmissal from Program.
Appendix B
Child Abuse and SAVE Legislation
To meet the requirements of EDU 340, 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 ESP 230 or ESP 600 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 230 instructor.

<table>
<thead>
<tr>
<th>Workshops</th>
<th>Price</th>
<th>Discount</th>
<th>Net Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violence Workshop (SAVE)</td>
<td>$50.00</td>
<td>$25.00</td>
<td>$25.00</td>
</tr>
<tr>
<td>Child Abuse Workshop</td>
<td>$39.95</td>
<td>$19.95</td>
<td>$20.00</td>
</tr>
<tr>
<td>Violence and Child Abuse Workshops</td>
<td>$74.95</td>
<td>$34.95</td>
<td>$40.00</td>
</tr>
</tbody>
</table>

Follow the instructions on the website. If the 2 workshops are not completed you will not receive a grade for ESP 230 or ESP 600.
Here are step-by-step instructions on how to register and enter the group code before paying.
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:

![Image of the website showing the option to enter a group code and apply it to see the discount and which package(s) it applies to.]

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

<table>
<thead>
<tr>
<th>Package</th>
<th>Price</th>
<th>Discount</th>
<th>Net Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violence Workshop</td>
<td>$56.00</td>
<td>$25.00</td>
<td>$25.00</td>
</tr>
<tr>
<td>Child Abuse Workshop</td>
<td>$39.95</td>
<td>$19.95</td>
<td>$20.00</td>
</tr>
<tr>
<td>Violence Workshop and Child Abuse Workshop</td>
<td>$74.95</td>
<td>$34.95</td>
<td>$40.00</td>
</tr>
</tbody>
</table>

Discount amount:

Net Price shows the amount that students will pay.

Regular price:

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

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