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**Message from the Division Head**

Welcome to the Division of Education at Medaille College. We offer undergraduate and graduate education programs at the Amherst, Buffalo, and Rochester Campuses. The Division of Education is dedicated and committed to engaging students in a positive learning environment. Our academic programs are exciting, but rigorous. Additionally, we offer multiple delivery systems to meet the needs of diverse learners. We believe in training educators who have the ability to meet the future needs and requirements of the education profession.

We have a supportive faculty and staff who are available and accessible to students. We believe in the development of positive and professional relationships with the faculty. I’m glad you have chosen Medaille and I wish you success in your academic career at the college.

Illana R. Lane, Ph.D.
Division Head, Division 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**

Medaille College concentrates on excellence in teaching, with an emphasis on personal attention to its diverse student body. Its curriculum provides a solid liberal arts and sciences foundation with early access to career-oriented education. The faculty and all of those involved in the mission of education challenge students and themselves to the highest possible standards of achievement, but that challenge is balanced by support for every individual student and a concern that each one succeeds.

**Medaille College Vision for 2020**

Medaille College will be known as the leader in preparing learners for career success and a lifelong commitment to a civic and sustainable future in Buffalo, the region, and the world.
Division of Education

Mission of the Division of Education at Medaille College

The Division 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.

Vision of the Division of Education at Medaille College

The faculty of the Division of Education consists of scholar practitioners focused on research-based best practice. We take pride in graduating men and women who can successfully contribute to pupil learning through their excellence in teaching. The Division of Education continues to engage its experienced faculty in practitioner-focused curriculum in traditional and non-traditional instructional formats. It is the vision of the Division of Education to be an effective and responsive provider of educational programs that meet emerging needs.

Philosophy of the Division of Education at Medaille College

Medaille College focuses upon excellence in teaching with an emphasis on personal attention to its diverse student body. The education programs provide a solid foundation in the study, design, and implementation of instruction and evaluation in the classrooms of the twenty-first century.

The overarching philosophy of the SOE is constructivism. This philosophy is a unifying thread that is evident in all our education programs. At the root of constructivism Vygotsky (1978) is the belief that students make meaning for themselves. It is a student-centered model in which the teacher contributes more as a facilitator whose efforts assist students in developing their own understanding and learning. They base their own prior knowledge and building mental constructs on existing knowledge bases. Knowledge does not exist independent of the learner.

Our approach to teaching emphasizes challenging opportunities for our teacher candidates to learn (Vygotsky, 1978). Through coaching from faculty, learners develop meta-cognitive strategies to monitor and direct their own performance and learning. The learners assume responsibility for their own learning. Teacher candidates work collaboratively on real-world, authentic activities. They are guided to develop and bring
their own framework and perspectives. They integrate multiple perspectives, which help pupils negotiate and generate meaning.

The Master of Education programs use research to teach prospective in-service teachers to design instruction for classrooms with diverse learners. Emphasizing critical thinking, research, and academic writing, teacher candidates are academically prepared to effectively design, implement, and evaluate curriculum for their schools and/or districts or boards.

Teacher candidates are encouraged to examine contemporary issues affecting curriculum and instruction within schools. Through integrated classes such as diversity, our students explore culture and society. Through courses like the history of education, teacher candidates learn how to examine how external forces influence school texts and pedagogy. In addition to emphasis on curriculum and instruction in schools, our teacher candidates are encouraged to use technology to enhance their skills, projects, assignments, and delivery of instruction.

**Division of Education Claims**

A process was established to systematically collect data that addresses the SOE’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.

**Important Education Links**

**NYS P-12 Common Core Learning Standards**


**NYS Learning Standards**


**Ontario Curriculum Expectations**

http://www.ocup.org/

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


**NYS Professional Code of Ethics**

http://www.nysed.gov

**NYS Teaching Standards**

INTASC Standards
http://education.csm.edu/intasc.htm

NYSED Teaching Certification Links
Safety Nets: http://www.nystce.nesinc.com/NY_safetynet.asp
NYSTCE Preparation Guides: http://www.nystce.nesinc.com/NY_viewSG_opener.asp
NYSTCE Test Frameworks: http://www.nystce.nesinc.com/NY_viewobjs_opener.asp
Test Sites in & around WNY http://www.pearsonvue.com/es/locate
Teaching Certification Requirements
http://www.nystce.nesinc.com/NY17_whoshouldtest.asp

Contact Information for the Buffalo Campus

<table>
<thead>
<tr>
<th>Buffalo Campus</th>
<th>Rochester Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 Agassiz Circle</td>
<td>1880 S. Winton Rd</td>
</tr>
<tr>
<td>Buffalo, NY 14214</td>
<td>Rochester, NY 14608</td>
</tr>
<tr>
<td>716-880-2000</td>
<td>585-272-0030</td>
</tr>
<tr>
<td>Toll free 1-880-292-1582</td>
<td></td>
</tr>
</tbody>
</table>

Contact Information for Education Faculty and Staff

Division Head of the Division of Education
Dr. Illana R. Lane
ilane@medaille.edu
716-880-2553

Program Director for MSED Literacy and Students with Disabilities (SPED)
Program Director for Undergraduate Adolescent Education /Students with Disabilities and Early Childhood/Childhood B-6
Clinical Associate Professor Claudia Conway
cconway@medaille.edu
716-880-2814

Program Director for the Undergraduate Evening Continuing Education Program
Early Childhood/Childhood B-6
Dr. Jane Scura
jfs57@medaille.edu
585-729-7679

Program Director for the MSED in Elementary Education and Adolescent Education
Dr. Kelly Ahuna
Kha27@medaille.edu
716-932-2625
DOE Coordinator of Instructional Technology and Assessment Coordinator
Clinical Associate Professor Mary Beth Scumaci
mscumaci@medaille.edu
716-932-2550

Reading Center Coordinator
Michelle Cefaratti
Michelle.a.cefaratti@medaille.edu
716-880-2815

Division of Education Administrative Assistant
La’Wain Reed
lreed@medaille.edu
716-880-2810

Office of Student Teaching and Certification (OSTC) Contact Information

Director of Student Teaching and Field Experiences
Ms. Crystal Elias
crystal.a.elias@medaille.edu
716-932-2548

Administrative Assistant, Canadian Education Programs, Office of Student Teaching/Certification
Ms. Susan Beier
susan.m.lowrey@medaille.edu
716-932-2623

Secretary, Canadian Education Programs and Office of Student Teaching/Certification
Ms. Deborah Barcaro
deborah.barcaro@medaille.edu
716-932-2566

For student teaching information, documents, and forms go to
http://www.medaille.edu/studentteaching/

For information on Division of Education faculty members visit
http://www.medaille.edu/about-medaille/divisions/division-education/division-education-faculty
New York State Education Department (NYSED) Approved Division 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 SOE Degrees and Advanced Certifications

<table>
<thead>
<tr>
<th>Title NYSED Approved SOE 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 1/2006</td>
<td>Childhood 1-6</td>
<td>Initial / Professional</td>
</tr>
<tr>
<td>Literacy (B-6)</td>
<td>MSED</td>
<td>9/2001 12/2004</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</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</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</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</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>ADV CRT</td>
<td>12/2009 9/2009</td>
<td>Childhood 1-6</td>
<td>Initial/Professional</td>
</tr>
<tr>
<td>• Middle Childhood (5-9)</td>
<td></td>
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<td>Generalist 7-12</td>
<td></td>
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<tr>
<td>• 7-12 EXT</td>
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<tr>
<td>• Generalist 7-12</td>
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<tr>
<td>Students with Disabilities:</td>
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<tr>
<td>Advanced Certification</td>
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<tr>
<td>• Childhood 1-6</td>
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<tr>
<td>• 7-12 EXT</td>
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<td></td>
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<tr>
<td>• Generalist 7-12</td>
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<td></td>
</tr>
<tr>
<td>Adolescent Education and Students with Disabilities (7-12) EXT 7-12</td>
<td>BSED</td>
<td>8/2011</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</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</td>
<td>Adolescent (7-12) Social Studies</td>
<td>Initial/Professional</td>
</tr>
</tbody>
</table>
New York State Teaching Certification Examinations (NYSTCE)

Teacher candidates who have not completed a BS in Education and are applying for their initial certification in Students with Disabilities must take the following Certification Exams:
1. **ALST** [Academic Literacy Skills Test]
2. **EAS** [Educating All Students Test]
3. **CST-MST** [Multi-Subject Tests] Grades 1-6 OR Grades 7-12
4. **CST-SWD** [Students with Disabilities]
5. **edTPA** [Teacher Performance Assessment]

Teacher candidates who have completed a BS in Education and are applying for their initial certification in Students with Disabilities must take the following Certification Exams:
1. **CST-SWD** [Students with Disabilities]
2. **CST-MST** [Multi-Subject Tests] (if applying for certification in Grades 7-12- Generalist)

**ALST (Academic Literacy Skills Test) Exam**
This exam which is based on the Common Core covers a prospective teacher’s ability to
- read closely,
- reason logically,
- write clearly, and
- critique and form arguments.

Students need a minimum score of 520/600 to pass.

**When to take test:**
This exam reviews general thinking, reasoning and writing skills that a student should already have developed. Thus, the exam can be taken early in the first semesters of coursework.

**EAS (Educating All Students) Exam**
This exam evaluates a prospective teacher’s readiness to work:
- **Diverse Student Populations**
- **English Language Learners**
- **Students with Special Learning Needs, Including Students with Disabilities and Students Who Are Gifted and Talented**
- **Rights and Responsibilities**
- **School-Home Relationships**

Students need a minimum score of 520/600 to pass.

**When to take test:**
It is best to take this exam after the completion of Special Education, Literacy and Methods courses at Medaille.
CST (Content Specialty Test) Exams – Grades 1-6 OR Grades 7-12
The CST measures knowledge and skills in the content area of the candidate’s field of certification.

CST-Multi-Subject (Grades 1-6 OR Grades 7-12)
Aligned with NYS Common Core Learning Standards
For multi-subject CST, candidate must separately pass each subtest
- Part 1: ELA/Literacy
- Part 2: Mathematics
- Part 3: Arts, Science and Social Studies
Students need a minimum score of 520/600 to pass.

When to take the test:
This is knowledge a teacher candidate brings in from undergraduate coursework, so it can be taken any time. If a candidate is taking coursework toward the completion of any outstanding credits in the subject area, it is recommended to take the exam close to the completion of that coursework.

CST-Students with Disabilities
This test consists of selected-response items and one extended constructed-response item. Both types of items measure content knowledge and pedagogical content knowledge.
Students need a minimum score of 520/600 to pass.

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

edTPA (Education Teacher Performance Assessment) Exam
Special Education
This is an authentic assessment performed during the student teaching experience. The edTPA asks for evidence of a prospective teacher’s ability to plan lessons, instruct students, and use assessment data to inform instruction. Students prepare for this exam throughout their coursework at Medaille.

When to take the test:
This exam must be completed during Student Teaching.

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

NYSTCE Emergency Safety Nets
The edTPA Safety Net has been extended and additional safety nets have been created for the Academic Literacy Skills Test (ALST), Educating All Students Test (EAS), and redeveloped Content Specialty Tests (CSTs). Any exam requirement to be satisfied by one of the safety nets must be satisfied on or before June 30, 2016. You can take advantage of more than one safety net. Detailed information can be found at http://www.nystce.nesinc.com/NY_safetynet.asp
Child Abuse and SAVE Legislation Requirements for Initial Certification
Child Abuse and SAVE are mandated regulations from New York State. MSED Students with Disabilities students fulfill this requirement in ESP 600 co-registered with EDU 506. (See Appendix A 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 and PMC Students with Disabilities students fulfill this requirement in EDU 508 if they have not already completed a DASA course.

Fingerprinting (currently $99.70)
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 $99.70. 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.

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

Field Experiences
http://www.medaille.edu/student-teaching/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 the practicum or student teaching. MSED and PMC SWD graduate students have hours spread over multiple courses.
Participation / Field Experience Hours – Overview

Field Experience Requirement for MSED and PMC in Students with Disabilities

Students who have completed an education program and are already eligible for certification are required to complete a minimum of 50 field experience hours working with Students with Disabilities (Special Education, mild to severe) and should be completed in a variety of diverse educational settings.

Pre-Student Teaching Fieldwork Hours Requirements for students enrolled in MSED (certified) and PMC Grades 1-6 programs:
- Approximately 25 hours must be in primary grades 1-3
- Approximately 25 hours must be in intermediate/junior grades 4-6
- At least 40 hours must be completed in a classroom setting
- At least 15 of your hours must be working with English Language Learners (English as a New Language)

Pre-Student Teaching Fieldwork Hours Requirements for students enrolled in MSED (certified) and PMC Grades 7-12 Generalist programs:
- Approximately 25 hours must be in grades 7-9
- Approximately 25 hours must be in grades 10-12
- At least 40 hours must be completed in a classroom setting
- At least 15 of your hours must be working with English Language Learners (English as a New Language)

Students who have not completed an education program are required to complete a minimum of 100 field experience hours working with Students with Disabilities (Special Education, mild to severe) and should be completed in a variety of diverse educational settings.

Pre-Student Teaching Fieldwork Hours Requirements for students enrolled in MSED (non-certified) and PMC Grades 1-6 programs:
- Approximately 50 hours must be in primary grades 1-3
- Approximately 50 hours must be in intermediate/junior grades 4-6
- At least 80 hours must be completed in a classroom setting
- At least 15 of your hours must be working with English Language Learners (English as a New Language)

Pre-Student Teaching Fieldwork Hours Requirements for students enrolled in MSED (non-certified) and PMC Grades 7-12 Generalist programs:
- Approximately 50 hours must be in grades 7-9
- Approximately 50 hours must be in grades 10-12
- At least 80 hours must be completed in a classroom setting
- At least 15 of your hours must be working with English Language Learners (English as a New Language)
Students with Disabilities Certification Practica
Along with academic classes, students enrolled in the MSED or the PMC SWD program are required by the state of New York to complete 50 clock hours of college-supervised tutoring. These hours are completed in ESP 688 and 689. The practica are held off campus at an educational facility.

When completing these courses, perfect attendance by our graduate students is necessary for two reasons: New York State’s requirements for college supervised tutoring and the commitment made to children and parents/caregivers who register for tutoring.

Therefore, we have adopted the following policy. Graduate students enrolled in the SWD practica (ESP 688 and 689) are permitted only one excused absence per practicum. Excused absences include illness or work-related obligations and must be approved by the instructor. Tutoring hours will be rescheduled through the course instructor. If you are unable to complete this obligation, students are required to schedule for another semester.

Graduation for MSED in Students with Disabilities
Students must apply for graduation.
MSED students must have a minimum 3.0 GPA to graduate with a Masters degree.

Students must complete the pre-grad review form at the beginning of the semester they plan to graduate. The application for graduation can be found on students’ Medaille One account. There is a $50 application fee. The application and fee must be submitted through Medaille One to the Registrar’s Office.
Conferral Dates are: December 31; May 31; June 30; August 31

Program Completion for PMC in Students With Disabilities
PMC students must have a minimum 3.0 GPA to complete the program.

Students must apply for program completion by submitting the Post Master’s Certification Application Form through students’ Medaille One account. There is a $10 application fee. The application and fee must be submitted through Medaille One to the Registrar’s Office.
Conferral Dates are: December 31; May 31; June 30; August 31

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

Drop/Add/Withdrawal
If you need to drop or add a course the process must occur on the first day of classes to avoid financial penalty.

Statement on Disabilities
Any student with a disability who believes he/she needs accommodation(s) in order to complete this course should contact the Coordinator of Disability Services at 716-555-
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.

**Campus Emergency Closure**
In the event of a campus emergency closure, please log on to your Blackboard course link at [http://blackboard.medaille.edu](http://blackboard.medaille.edu) to continue with your course requirements and to communicate with your instructor. You should access this course link early in the semester to familiarize yourself with it. Report any access or usage problems to the course instructor.

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

**E-MAIL**
Students must use their MedailleOne e-mail account. You will receive your student teaching information, class cancellation, and important Division 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.

**Turnitin**
Medaille College subscribes to Turnitin plagiarism software. Your instructors may require submission of your work through Turnitin.

**Leave of Absence**
Students must contact the appropriate program director or chair when they need a leave of absence from the program. Additional offices on campus that need notification are the registrar, financial aid, business office, and the school advisor. **Students are responsible for any changes that may occur at the state level during a leave of absence.** Additionally, if a student is gone from the program longer than one year he or she will need to repeat the methods courses.

**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.

**Academic Standards**

For graduate information regarding academic standards, probation, dismissal and academic fresh start policy go to pages 12-14 in the graduate catalog at [http://www.medaille.edu/academics/catalogs](http://www.medaille.edu/academics/catalogs). If a student in the master’s programs receives 3 “F’s” or “U’s” in the same course they will be dismissed from the program for a period of one year.

**Professional Dispositions**

**Professional Dispositions Overview**

The Division of Education of Medaille College prepares students to enter the world of teaching Birth-12. As part of learning and preparation processes, students must understand and engage in professional behaviors that adhere to both policy and guiding principles that are required in private and public schools and community agencies. These behaviors are essential for employment and continued employment within the professional workforce. Prospective educators are expected to view and assume these professional dispositions as a crucial component of their academic training.

The Professional Dispositions aligned with Medaille College and the Division of Education provide a framework for professional behaviors. These standards for behavior will be implemented for all students for any behavior that does not comply with official standards of behavior. Professors and staff will demonstrate and work with our students to assure that they are familiar with the dispositions, understand the dispositions and are able to demonstrate these dispositions in every class and learning experience.

It is the responsibility of Medaille Division of Education students to recognize and fulfill professional habits of conduct. Their professional commitment to becoming an excellent teacher candidate or community leader must be evident through engagement, words and actions. During a student’s time at Medaille College when interacting with administrators, professors, teachers, peers and students while on all Medaille campuses and during field experiences professionalism is required. It may be requested that a students do a Professional Disposition Remediation Student Assistance Plan. (see Appendix M).

**Attendance**

All Medaille students are expected to:

- attend every class on time, remain in class and return from breaks on time
- comply with attendance policy as stated in the Medaille Division of Education Handbook

***Examples of possible infractions are being frequently late for a class/field experience or student teaching; missing class due to vacations or personal events; leaving class to complete other work such as in the computer lab at inappropriate times.***
Conduct
All Medaille students are expected to conduct themselves in the following manner:

- display professional behavior on all Medaille campuses and in schools for field experiences (i.e. punctuality)
- use professional oral and written language appropriate to purpose and audience, including email
- use positive conflict resolution techniques
- be accountable and responsible toward one’s behavior
- demonstrate respectful behavior both verbally and nonverbally (tone of voice, word choice, and posturing)
- respect, empathize and appreciate differences in others’ perspectives and cultures
- follow established dress codes for schools during practicum and student teaching
- Be mindful of wearing appropriate attire.

***Examples of possible infractions are bullying peer; not fulfilling group responsibilities; being disrespectful towards professors and peers-verbally or in writing; improper computer, texting, or cell phone use; displaying threatening behavior or offensive body language; using vulgarity verbally or in written emails, intimidating or threatening professors or peers to obtain a course of action; showing insensitivity towards ethnic, religious or racial diversity or other diversity

Expectations
All Medaille students are expected to:

- meet NYS learning standards and/or Ontario learning standards
- display a willingness to learn and grow professionally
- seek and use constructive feedback for the purpose of improving one’s teaching
- display a willingness to adapt and be flexible to situations as they present themselves
- maintain high and appropriate standards and expectations for self and the profession
- complete all course requirements

***Examples of possible infractions are an unwillingness to understand and learn new ideas and teaching strategies; an unwillingness to participate in class activities and discussions; unprofessional discourse in class interactions; disruptions during professor or peer presentation; engaging in other non-class activities (i.e. Facebook, work for other classes.

Accountability
All Medaille students will be:

- held accountable for all actions and decisions made as a pre-service student on any of the Medaille campuses, in the classroom and field experiences and student teaching sites.
- held accountable for the guidelines outlined in the Medaille Division of Education Handbook

Legal and Ethical
All Medaille students are expected to:
• act in a way that is in accordance with any legal and ethical conduct standards of Medaille College, the Division of Education Handbook, the New York State Education Department, and federal and state laws that discusses intellectual honesty, misconduct, bias related discrimination and sexual harassment.
• maintain legal obligations regarding student privacy and confidentiality of students, families, school personnel and teacher colleagues

***Examples of possible infractions are forging the signature of a teacher or supervisor from a field placement/ student teaching, plagiarizing assignments from the internet or other sources without citing the source; making cultural slurs or using a disrespectful voice or body language towards an individual based upon culture, religion or another diversity; discussing students or teachers from a field experience or student teaching in any setting.

***The examples of infractions, listed in the five sections above, are included, but not limited to the infractions that are listed.

Probation letters
Graduate Students who receive a GPA lower than a 3.0 will receive a probation letter. Students will receive a warning letter when they are in danger of failing the course.

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

Students are allowed to reregister for a course they have failed or a course they need to retake with the next cohort. It is the student's responsibility to contact the appropriate chair or program director to make arrangements. Students who fail two courses will be placed on academic probation. If the terms of the probation are not met, the student will be required to leave the program.

Academic Review
Academic Standards reviews undergraduate students. Program directors and chairs review graduate students. Any graduate student who earns a grade of “F” or a “U” in any course or who indicates a lack of ability as determined by faculty will experience an academic review by program directors, chairs, and the academic Head.

Behavioral Decorum
Medaille College does not tolerate sexual or racial harassment of students or employees by College faculty, staff, or students. Students are legally protected from such activity by both state and federal legislation and are asked to report any occurrence to the Academic Affairs Office without fear of recrimination.

The College does not tolerate immature or abusive behavior in the classroom setting from students. Upon receipt of a written complaint from the instructor, the Vice President for Academic Affairs may immediately remove the student from the class. The Vice
President for Academic Affairs and the appropriate College Head will review the evidence and render a final decision.

The College does not tolerate immature or abusive behavior in an internship setting on or off campus from students. Upon receipt of a written complaint from the instructor, the Vice President for Academic Affairs may immediately remove the student from the class. The Vice President for Academic Affairs and the appropriate College Head will review the evidence and render a final decision.

**Credit Pending (CP)**

Students, who complete a student teaching placement but have not submitted all the required documentation / paperwork, will receive a grade of Credit Pending (CP). Credit Pending is only given when a student demonstrates that all 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 or appropriate College Head. Any student receiving an Incomplete (“I”) grade will not be considered for Head's List or Merit List (undergraduate programs) status during the semester in which the Incomplete was issued.

**Academic Warnings (see Appendix B)**

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

**Plagiarism**  
For the plagiarism policy see the undergraduate and graduate catalogs at [http://www.medaille.edu/academics/catalogs](http://www.medaille.edu/academics/catalogs).

**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 the program director or chair of the program; followed by the Head of the Division of Education. Before moving to the next level, students must receive a written response for each level.

**Methods Courses**  
Graduate students must receive a **grade of a B- or above. This includes the practicum courses.** Otherwise 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 practicum requirements.

**Graduate Programs**

Graduate students are registered as cohorts.

**For students who change sequence/cohort**  
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 chair, program director or advisor.

**Program Scheduling and Delivery Information**  
Students with Disabilities (Special Education)  
See [http://www.medaille.edu/academics/adult-and-graduate/master-science-education-students-disabilities](http://www.medaille.edu/academics/adult-and-graduate/master-science-education-students-disabilities)

Students with Disabilities (Special Education) Post Masters Certification  
See [http://www.medaille.edu/sage/courses/certificate-special-education](http://www.medaille.edu/sage/courses/certificate-special-education)

**NYS Certification for Students with Disabilities**  
During the final semester of the program, MSED and PMC students must apply to the Office of Student Teaching/Certification to be recommended for certification. Once the student’s degree or program completion is conferred, the Office of Student Teaching & Certification will recommend graduates for either initial and/or professional certification in literacy.

For further information, please contact Crystal Elias at the Office of Student Teacher at 716-932-2548 or crystal.a.elias@medaille.edu.
**BOCES Certification** (individual evaluation pathway)

Information for Medaille MSED Students who want to add the Birth-2 certification through BOCES

Students can take one class (EDL 581) at Medaille College after pre-approval from one of the BOCES agencies. Medaille College does not process the additional certification. Please contact BOCES in advance. Then see the program directors for Elementary Education and Literacy before registering for the class.

When students meet with a certification officer they need to bring transcripts and course information for the area of certification (Early Childhood Birth-2). You must receive a grade of a B or above in the class.

For Students who reside or teach in: Akron, Alden, Amherst, Buffalo, Cheektowaga, Clarence, Cleveland, Depew, Frontier, Grand Island, Hamburg, Hopevale, Kenmore, Lackawanna, Lancaster, Maryvale, Sweet Home, Tonawanda, West Seneca, or Williamsville should contact

**Erie 1 BOCES**  
355 Harlem Rd.  
West Seneca, NY 14224  
716-821-7194  
Regional Certification Officer: Janice Kilijanski

Students who reside or teach in: Bemus Point, Brocton, Cassadaga, Chautauqua, Clymer, Dunkirk, East Aurora, Eden, Falconer, Forestville, Fredonia, Frewsburg, Gowanda, Holland, Iroquois, Jamestown, Lake Shore, North Collins, Orchard Park, Panama, Pine Valley, Ripley, Sherman, Silver Creek, Southwestern, Springville, or Westfield should contact

**Erie 2 BOCES**   Chautauqua-Cattaraugus  
8685 Erie Rd.  
Angola, NY 14006  
716-549-4454 or 800-228-1184  
Regional Certification Officer:

Students who reside or teach in: Albion, Barker, Lewiston-Porter, Lockport, Lyndonville, Medina, Newfane, Niagara Falls, Niagara-Wheatfield, North Tonawanda, Royalton, Starpoint, or Wilson should contact

**Orleans/Niagara BOCES**  
4232 Shelby Basin Rd.  
Medina, NY 14103  
800-836-7510  
Regional Certification Officer: Nicole Bensley  x2236

For teacher certification information go to [www.highered.nysed.gov/tcert](http://www.highered.nysed.gov/tcert).
GRADE REQUIREMENTS FOR ADDITIONAL CERTIFICATION
Students who are applying for individual evaluation pathway for certification must receive a B- or higher for BOCES to accept the course.

**Statement of Syllabus Understanding**
Students are expected to sign a statement of syllabus understanding for each course. This form ensures that SOE students understand all course assignments, expectations, and requirements.

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

<table>
<thead>
<tr>
<th>Grades Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High distinction, an exceptionally high achievement</td>
<td>A 4.0 95-100%</td>
</tr>
<tr>
<td>High Achievement</td>
<td>A- 3.7 90-94%</td>
</tr>
<tr>
<td>Average, average achievement</td>
<td>B 3.0 84-86%</td>
</tr>
<tr>
<td>Pass, below average achievement</td>
<td>B- 2.7 80-83%</td>
</tr>
<tr>
<td>Failure, unsatisfactory</td>
<td>C+ 2.3 77-79%</td>
</tr>
<tr>
<td>Official withdrawal</td>
<td>C 2.0 74-76%</td>
</tr>
<tr>
<td>Incomplete</td>
<td>F 0.0 below 74%</td>
</tr>
<tr>
<td>Audit</td>
<td>W</td>
</tr>
<tr>
<td>Credit Pending</td>
<td>I</td>
</tr>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td>AU</td>
</tr>
<tr>
<td>CP</td>
<td></td>
</tr>
<tr>
<td>S/U</td>
<td></td>
</tr>
</tbody>
</table>
APPENDICES

Appendix A
Child Abuse and SAVE Legislation
To meet the requirements of EDU 340 and 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 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 or ESP 600 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:
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:

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

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.

Discount amount

Net Price shows amount that Med students will pay

Regular price
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.
Appendix B

Medaille College Division of Education Academic Warning Report

Your instructor/college supervisor in the course listed below has indicated that your academic performance is deficient as of the date indicated. The reasons are checked and recommendations indicated. You are encouraged to meet with the instructor/college supervisor and/or advisor immediately. He/she is more than willing to help you with your academic issues and help improve your academic standing.

Today’s Date: _____________________  Semester: _____________________

Student’s Name & ID #: ____________________________

Course Name and #: _______________________________________

Instructor’s Name: _________________________________________

You may reach your instructor by: ________________________________

Reason(s) for Warning:
Grades/Average ______    4. Poor Attendance: No. of absences: _________
Participation ________    5. Student should seek tutoring _____________
Professional Dispositions ____6. Other _______________________________

Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Instructor/College Supervisor’s Signature: ____________________________

-----------------------------------------------------------------------------------------------------------

For Instructor/Advisor Follow-Up Purposes Only:
Appendix C

Advisement Comment Sheet

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>E-mail</td>
</tr>
<tr>
<td>Phone</td>
<td></td>
</tr>
</tbody>
</table>

Semester__________________

Comments:______________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Advisor Signature ___________________________________________
Student Signature___________________________________________
Appendix D

Division of Education

Statement of Syllabus Understanding

I have read and studied the syllabus and/or course handbook. I understand that it is my responsibility to complete the course requirements and seek assistance when necessary. I will reference the course syllabus and contact my instructor regarding meeting course requirements.

Course Number____________________________________

Student signature__________________________________

Date______________________________________________
Appendix E
Information to include on all Syllabi

MEDAILLE COLLEGE
AGASSIZ CIRCLE
BUFFALO, NEW YORK 14214

COURSE SYLLABUS
Course Number ___________________
Course Title ___________________________________
Section ________________________
Semester _____________________________________
Number of Credits _______________
Prerequisites ____________________________________________
Instructor ________________________________________________
Instructor Availability_____________________________________

Please note: Grading of student papers will reflect standard English usage. The MLA and APA bibliographic styles are generally used at Medaille.

Statement on Disabilities
Any student with a disability who believes he/she needs accommodation(s) in order to complete this course should contact the Coordinator of Disability Services at 716-555-3088 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.

Campus Emergency Closure
In the event of a campus emergency closure, please log on to your Blackboard course link at http://blackboard.medaille.edu to continue with your course requirements and to communicate with your instructor. You should access this course link early in the semester to familiarize yourself with it. Report any access or usage problems to the course instructor.

A. Catalog Description of Course
B. Objectives (to be taken from Course Outline)
C. Outline of Course Content (to include, but not limited to, content from Course Outline)
D. Method of Evaluating Students
E. Course Attendance Policy
F. Textbooks
G. Suggested Reading List
H. Other Specifications, Requirements, or Arrangements Appropriate to the Course
Appendix F
PRE-STUDENT TEACHING/STUDENT TEACHING/PRACTICUM
RELEASE FORM

Effective Summer 2010
Pre-Student Teaching/Student Teaching Release Agreement
(“Release”)
Student Information
Name of Student (“Student”):

Student’s Date of Birth:

Student’s Banner ID:

Mailing Address
Medaille Email:

In consideration of the Student being permitted to participate in the Pre-Student Teaching/Student Teaching/Practicum Experience for Medaille credit, the undersigned, on behalf of the Student, myself and our respective families, representatives, heirs, administrators and assigns (collectively, “I”) hereby agree to the following:

1. General. I acknowledge and agree that (a) I desire to participate in the Pre-Student Teaching/Student Teaching/Practicum Experience despite any possible dangers or risks in connection with the Pre-Student Teaching/Student Teaching/Practicum; and (b) in granting credit for the Pre-Student Teaching/Student Teaching/Practicum Experience, Medaille College (“Medaille”) affirms that, to the best of its judgment, the experience is an appropriate curricular option and worthy of Medaille credit but makes no other assurances, expressed or implied, about the nature or safety of the Pre-Student Teaching/Student Teaching/Practicum Experience or about any travel or living arrangements in connection with the Pre-Student Teaching/Student Teaching/Practicum Experience.

2. Insurance.
   a. General. I acknowledge and agree that (i) I am responsible for all insurance costs and for any expenses not covered by insurance; and (ii) that Medaille does not have an obligation to provide me with any insurance. I accept full legal and financial responsibility for my actions in connection with the Pre-Student Teaching/Student Teaching/Practicum Experience, and understand that I am personally liable for any injury or damage which I may cause during the performance of or in connection with the Pre-Student Teaching/Practicum Experience. I hereby release and forever discharge Medaille, its officers, trustees, employees, and agents from any responsibility or liability for expenses incurred by me for injuries or illnesses (including death), including medical bills, charges, or similar expenses.
   b. Medical Insurance. I certify that (i) I am aware of all applicable personal medical needs; (ii) I have consulted with a medical doctor about such personal medical needs; (iii) I have sufficient health, accident, disability and hospitalization insurance to provide adequate coverage for any illnesses from which I may suffer or for any injuries which I may sustain during the Pre-Student Teaching/Student Teaching/Practicum Experience. I agree to assume full responsibility for any undisclosed physical, mental or emotional problems that might impair my ability to complete Pre-Student Teaching/Student Teaching/Practicum.
   c. Motor Vehicle Insurance. I acknowledge and agree that if I use my personal motor vehicle for in connection with the Pre-Student Teaching/Student Teaching/Practicum Experience, Medaille provides no insurance for me to operate such personal motor vehicle and has no liability for injury or property damage which may result from use of such personal motor vehicle.
   d. Employment Status, Unemployment Insurance and Workers’ Compensation. I acknowledge and agree that my participation in the Pre-Student Teaching/Student Teaching/Practicum Experience does not create
an employer/employee relationship between me and Medaille and that my participation in the Pre-Student Teaching/Student Teaching/Practicum Experience does not make me an employee of Medaille. As a result and because the Pre-Student Teaching/Student Teaching/Practicum Experience is for personal gain and academic credits, I will not be entitled to any compensation or benefits, including any unemployment compensation or workers’ compensation benefits, during or after the completion of the Pre-Student Teaching/Student Teaching/Practicum Experience from Medaille, that Medaille assumes no liability for injury that I may suffer in the course of the Pre-Student Teaching/Student Teaching/Practicum, and that Medaille requires that I be responsible for ascertaining whether the Organization provides workers’ compensation coverage for me. Medaille makes no representations as to whether the Organization will provide me with unemployment insurance or workers’ compensation coverage.

3. Standards of Decorum and Professionalism. I acknowledge and agree (a) that the responsibilities and circumstances of the Pre-Student Teaching/Student Teaching/Practicum Experience may require standards of decorum and professionalism which may differ from those required by Medaille, and I agree to conform to such standards as designated by the Organization; (b) to follow the Medaille College Pre-Student Teaching/Student Teaching/Practicum Guidelines and Policies, the Pre-Student Teaching Handbook, the Student Teaching Handbook, Professional Dispositions, the Medaille College Code of Community Responsibility, and any other standards, rules or guidelines imposed by Medaille in connection with the Pre-Student Teaching/Student Teaching/Practicum; and (c) that it is important to the success of the Pre-Student Teaching/Student Teaching/Practicum and the continuance of future Pre-Student Teaching/Student Teaching/Practicums with the Organization to observe professional and ethical standards of conduct that do not compromise Medaille’s reputation and that should Medaille decide to terminate the Pre-Student Teaching/Student Teaching/Practicum Experience because of any conduct of mine that might bring Medaille into disrepute or jeopardize future Pre-Student Teaching/Student Teaching/Practicum Experiences with the Organization, both as determined by Medaille in its sole discretion, the decision to terminate will be final and may result in the loss of Medaille credit.

4. General Release. I acknowledge and agree that Medaille, its officers, trustees, employees and agents shall not be liable for any and all claims, demands, injuries, damages, actions, or causes of actions arising from, related to or in connection with the Pre-Student Teaching/Student Teaching/Practicum Experience, and I hereby agree to indemnify, defend and hold harmless Medaille and its officers, trustees, employees, and agents, from any and all liabilities, losses, claims, demands, injuries, damages, actions, or causes of action, arising from, related to or in connection with the Pre-Student Teaching/Student Teaching/Practicum Experience, including claims and suits arising out of any of my alleged acts or omissions, and any claim or suit made on my behalf by my legal representatives, heirs, or assigns.

5. Documents Required. I hereby (a) authorize Medaille to release to the Organization a copy of my criminal history background check, proof of immunizations, student transcript, proof of ability to work in the United States, or any other documents so required for the Pre-Student Teaching/Student Teaching/Practicum Experience or by the Organization in consideration of my participation in the Pre-Student Teaching/Student Teaching/Practicum Experience; (b) acknowledge that any negative information found in any materials required by the Pre-Student Teaching/Student Teaching/Practicum Experience or Organization prior to placement or discovered upon further investigation of any statements made in such materials may affect my consideration for participation in the Pre-Student Teaching/Student Teaching/Practicum Experience or may lead to termination of the Pre-Student Teaching/Student Teaching/Practicum Experience; and (c) release Medaille, and its officers, trustees, employees and agents from any liability associated with the Pre-Student Teaching/Student Teaching/Practicum Experience should any negative information be found and my participation in the Pre-Student Teaching/Student Teaching/Practicum Experience be denied.

6. Miscellaneous. I acknowledge and agree that (a) should any provision of this Release be determined to violate or contravene any law, such provision shall be severed or modified to the extent necessary to comply with the applicable law, and such modified provision and the remainder of the provisions of the Release shall continue in full force and effect; (b) this Release will be governed by the laws of the State of New York, without regard to its conflicts of law principles and that any legal action, suit or proceeding at law or in equity arising out of or relating to this Release shall be instituted in the State Courts sitting in the County of Erie, State of New York or the Federal Courts of the Western District of New York, which will have exclusive jurisdiction; and (c) the headings in this Release are for convenience only.
Student Signature and Date

Parent / Guardian Signature and Date
(If the Student is under the age of 18 at the time this
Release is signed, parent/guardian signature is required.)
### Appendix G
#### DOE Advisory Board Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
<th>Institution/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy Gallagher</td>
<td>Teacher, Secondary Mathematics</td>
<td>Buffalo Public Schools</td>
</tr>
<tr>
<td>Jeff Betz</td>
<td>Reading Teacher</td>
<td>Lockport Middle School</td>
</tr>
<tr>
<td>Bob Coniglio</td>
<td>Assistant Principal</td>
<td>Clarence High School</td>
</tr>
<tr>
<td>Vanessa Fields</td>
<td>Teacher</td>
<td>Buffalo Public Schools</td>
</tr>
<tr>
<td>Jessica Lyons</td>
<td>Assistant Principal</td>
<td>Tonawanda High School</td>
</tr>
<tr>
<td>Nora Maloney</td>
<td>Teacher, Students with Disabilities</td>
<td>Sweet Home</td>
</tr>
<tr>
<td>Sinead Flannery</td>
<td>Graduate Student, Literacy</td>
<td>Medaille College</td>
</tr>
<tr>
<td>Jeanne Tribuzzi</td>
<td>Administrator, Global Concepts Charter School</td>
<td>Medaille College</td>
</tr>
<tr>
<td>Darren J. Brown</td>
<td>HR, Buffalo Public Schools</td>
<td>Medaille College</td>
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<tr>
<td>Amy Lach</td>
<td></td>
<td>Ken-Ton School District</td>
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<tr>
<td>Lee Pierce</td>
<td></td>
<td>Principal</td>
</tr>
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<td>Sheridan Hills Elementary, Clarence</td>
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<td>Junnell Lovings</td>
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<td>Parent Member</td>
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<td>Michelle Cefaratti</td>
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<tr>
<td>Claudia T. Conway</td>
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<td>Medaille College</td>
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<tr>
<td>Crystal Elias</td>
<td></td>
<td>Director, Student Teaching and Field Experiences</td>
</tr>
<tr>
<td>Medaille College</td>
<td></td>
<td>Medaille College</td>
</tr>
<tr>
<td>Dr. Jeff Faunce</td>
<td></td>
<td>Medaille College</td>
</tr>
<tr>
<td>Dr. Illana Lane</td>
<td></td>
<td>Medaille College</td>
</tr>
</tbody>
</table>
## Professional Dispositions Concerns Referral Form

<table>
<thead>
<tr>
<th>Information Only □ Action Required □ Academic Warning □ Prior Actions Taken</th>
</tr>
</thead>
</table>

**Student Name:**

**Student Id:**

- □ Graduate Student
- □ Undergraduate Student

**Instructor’s Name:**

**Class:**

### Professional Disposition Requirements

<table>
<thead>
<tr>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ attend every class on time, remain in class and return from breaks on time</td>
</tr>
<tr>
<td>□ comply with attendance policy as stated in the Medaille Division of Education Handbook</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conduct</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ display professional behavior on all Medaille campuses and in schools for field experiences (eg. Punctuality)</td>
</tr>
<tr>
<td>□ use professional oral and written language appropriate to purpose and Audience, including mail</td>
</tr>
<tr>
<td>□ use positive conflict resolution techniques</td>
</tr>
<tr>
<td>□ be accountable and responsible toward one’s behavior</td>
</tr>
<tr>
<td>□ demonstrate respectful behavior both verbally and nonverbally (tone of Voice, word choice, and posturing)</td>
</tr>
<tr>
<td>□ respect, empathize and appreciate differences in others’ perspectives &amp; cultures</td>
</tr>
<tr>
<td>□ follow established dress codes for school during practicum &amp; student teaching</td>
</tr>
<tr>
<td>□ Be mindful of wearing appropriate attire.</td>
</tr>
</tbody>
</table>

### Expectations

| □ meet NYS Learning Standards/Ontario Ministry Expectations |
| □ display a willingness to learn and grow professionally |
| □ seek and use constructive feedback for the purpose of improving one’s teaching |
| □ display a willingness to adapt and be flexible to situations as they present themselves |
| □ maintain high and appropriate standards and expectations for self and the profession |
| □ complete all course requirements |

### Accountability

| □ held accountable for all actions and decisions made as a pre-service student on any of the Medaille campuses, in the classroom and field experiences and student teaching sites. |
| □ held accountable for the guidelines outlined in the Medaille School of Education Handbook |

### Legal & Ethical

| □ act in a way that is in accordance with any legal and ethical conduct standards of Medaille College, the Division of Education Handbook, the New York State Education Department, Ontario Ministry expectations and federal and state laws that discusses intellectual honesty, misconduct, bias related discrimination and sexual harassment |
| □ maintain legal obligations regarding student privacy and confidentiality of students, Families, school personnel and teacher colleagues |

| □ Impacting Academic Performance |
| □ Academic Warning Issued |

**Additional Information:**

- □ Please attach any pertinent information to support your concerns. (eg.) Email correspondence, class situations
Appendix H
DOE Professional Dispositions

Candidate Concerns Committee Procedures for Contract for Success

Process:
1. Submit form to Committee Chair
2. Committee Chair:
   Refers problem to Candidate Concerns Committee

The Sub Committee will:
1.) Discuss the concerns report with the candidate
2.) Determine an appropriate remediation plan
3.) Determine who is responsible for evaluating whether the candidate has successfully met the conditions of the Contract for Success.

The Contract for Success will:
1.) Be specific and measurable (include references to DOE Handbook, Medaille Catalog, DOE Professional Dispositions, policies and procedures)
2.) Have specific due dates for each action
3.) Have specific consequences for not completing the conditions of the Contract for Success.

The Contract for Success will be signed by the candidate and the Chair of the Candidate Concerns Committee. Copies of the plan will be provided to the:
1.) Candidate
2.) Appropriate candidate’s academic advisor
3.) Appropriate program chair
4.) Candidate’s professional dispositions file

If the candidate completes the plan as expected, the person responsible for the candidate’s evaluation will indicate in writing to the candidate and the Chair of the Candidate Concern Committee successfully completion of the requirements.
Appendix I
Medaille College
Division of Education Professional Dispositions Committee
Contract for Success

Student Name: _______________________________ Date: ________________

Disposition Area of Concern:
☐ Attendance  ☐ Conduct  ☐ Expectations  ☐ Legal & Ethical  ☐ Accountability

Number of Infractions:
☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5  ☐ 6  Professor(s) Names:

Description of infraction(s): See attached Professional Disposition Assessment Form

Student Plan for Success:

A. Student will assume the following responsibilities (include specific dates, connection to handbook, catalog, PDs,):

B. SOE will assume the following responsibilities (include specific dates and list of responsibilities):

C. Consequences if the Contract for Success is not fulfilled

D. Whom the student reports to (faculty member):

______________________________             ______________________________           _____________________________
Signature of Committee Member  Signature of Committee Member  Signature of Committee Member

______________________________
Signature of Professor(s)             Signature of Student              Signature of Head of Education

Review date: ________________
Results of Review:

☐ No further action needed  ☐ Recommendation for disciplinary action
Appendix J

FERPA

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

The full FERPA policy can be found on the Medaille College Registrar’s web page at: www.medaille.edu/registrar 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.