# Table of Contents

Message from the Division Head ........................................................................... 5
Mission Statement of Medaille College ................................................................. 5
Mission of the Division of Education at Medaille College .................................... 5
Vision of the Division of Education at Medaille College ....................................... 6
Philosophy of the Division of Education at Medaille College ............................. 6
Division of Education Claims ............................................................................... 7
Council for Accreditation of Education Preparation .......................................... 7
Important Education Links .................................................................................. 9
Contact Information for the Buffalo and Rochester Campuses ........................... 9
Contact Information for Education Faculty and Staff .......................................... 9
Office of Student Teaching and Certification (OSTC) Contact Information ....... 10
New York State Teaching Certification Examinations (NYSTCE) ....................... 12
Child Abuse and SAVE Legislation Requirements for Initial Certification .......... 14
Dignity for All Students Act (DASA) .................................................................. 14
Fingerprinting ..................................................................................................... 14
Certification Information ...................................................................................... 14
Field Experiences (Pre-Student Teaching) .......................................................... 14
Student Teaching ................................................................................................ 15
Student Teaching Improvement Plan (IP) ............................................................ 16
Graduation ............................................................................................................ 17
Catalogs ................................................................................................................ 17
Drop/Add/Withdrawal ......................................................................................... 17
Statement on Disabilities ..................................................................................... 17
Academic Integrity ............................................................................................... 17
Textbook information ......................................................................................... 18
E-MAIL .................................................................................................................. 18
Campus Emergency Information and Sign up for Immediate Alert .............. 18
Leave of Absence ............................................................................................... 18
Attendance .......................................................................................................... 18
Academic Standards ............................................................................................ 18
Professional Dispositions ................................................................................... 19
   Professional Dispositions Overview ............................................................... 19
   Attendance ...................................................................................................... 19
Appendix I

Memo: Pre

Appendix H

PRE

Appendix G

APPENDICES

Graduate Grading

Statement of Syllabus Understanding

Program Scheduling and Delivery Information

Delivery Systems

Credit Pending (CP)

Incomplete (I)

Academic Warnings (see Appendix C)

Plagiarism

Grade Appeal Process

Graduate Programs

APPENDICES

Appendix A

Child Abuse and SAVE Legislation

Appendix B

Appendix C

Medaille College Division of Education Academic Warning Report

Appendix D

Advisement Comment Sheet

Appendix E

Appendix F

Appendix G

PRE-STUDENT TEACHING/STUDENT TEACHING/PRACTICUM RELEASE FORM

Appendix H

Memo: Pre-Student/Student Teaching Coursework Expectations

Appendix I
DOE Advisory Board Members................................................................. 45
Appendix J ............................................................................................. 46
Post Master’s Certification Application Form............................................. 46
Appendix K ............................................................................................. 47
Appendix L ............................................................................................. 48
Appendix M ............................................................................................. 49
FERPA ....................................................................................................... 49
Message from the Division Head
Welcome to Medaille College and the Division 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.
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
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 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 DOE 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 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.

**Council for Accreditation of Education Preparation**

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

**Standard 1: Content and Pedagogical Knowledge**

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

**Standard 2: Clinical Partnerships and Practice**

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 Students’ learning and development.

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

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

**Standard 4: Program Impact**

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.
Standard 5: Provider Quality, Continuous Improvement, and Capacity
The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.

Advanced Standards

Standard A.1:
The provider ensures that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college- and career-readiness standards.

Standard A.2:
The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.

Standard A.3:
The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification where applicable.

Standard A.4:
The provider documents the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.

Standard A.5:
The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completer’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.
Important Education Links

NYS P-12 Common Core Learning Standards

NYS Learning Standards

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

NYS Professional Code of Ethics
http://www.nysed.gov

NYS Teaching Standards

INTASC Standards
http://www.cesso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html

NYSED Teaching Certification Links
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 and Rochester Campuses

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

**Rochester Campus**
1880 S. Winton Rd
Rochester, NY 14608
585-272-0030

Contact Information for Education Faculty and Staff

**Division Head of the Division of Education**
Claudia Conway
cconway@medaille.edu
716-880-2814
Program Director for BSED Adolescent Education/Students with Disabilities 7-12 and Early Childhood/Childhood B-6
Dr. Jeff Faunce
Jaf69@medaille.edu;
716-880-2813

Program Director for the MSED in Elementary Education and Adolescent Education
Dr. Kelly Ahuna
kha27@medaille.edu
716-932-2625

Program Director for MSED Students with Disabilities (SPED)
Dr. Colleen Wilkinson
caw336@medaille.edu
716-880-2624

Program Director for MSED Literacy
Claudia Conway
cconway@medaille.edu
716-880-2814

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

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, Certification and Field Experiences
Ms. Crystal Elias
crystal.a.elias@medaille.edu
716-932-2548

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

For student teaching information, documents, and forms go to
http://www.medaille.edu/studentteaching/
For specific information for Canadian Students go to
http://www.medaille.edu/admissions/canadian-teacher-education

Division of Education Faculty
For information on Division of Education faculty members visit
http://www.medaille.edu/about-medaille/divisions/division-education/division-education-faculty

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

**PROGRAM INFORMATION**

**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 DOE Degrees and Advanced Certifications**

<table>
<thead>
<tr>
<th>Title</th>
<th>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</td>
<td>MSED</td>
<td>9/2001 12/2013</td>
<td>Childhood 1-6</td>
<td>Initial / Professional</td>
<td></td>
</tr>
<tr>
<td>Childhood (1-6)</td>
<td>MSED</td>
<td>9/2001 12/2013</td>
<td>Literacy, Birth – Grade 6</td>
<td>Initial / Professional</td>
<td></td>
</tr>
<tr>
<td>Literacy (B-6)</td>
<td>MSED</td>
<td>9/2001 12/2013</td>
<td>Literacy Birth-6</td>
<td>Initial/ Professional</td>
<td></td>
</tr>
<tr>
<td>Literacy Advanced Certification</td>
<td>ADV CRT</td>
<td>6/2009 12/2013</td>
<td>Literacy 5-12</td>
<td>Initial/ Professional</td>
<td></td>
</tr>
<tr>
<td>(B-6 and/or 5-12)</td>
<td>MSED</td>
<td>5/2009 12/2013</td>
<td>Literacy 5-12</td>
<td>Initial/ Professional</td>
<td></td>
</tr>
<tr>
<td>Literacy (5-12)</td>
<td>MSED</td>
<td>6/2009 6/2014</td>
<td>Early Childhood, Birth-2 Childhood, 1-6</td>
<td>Initial</td>
<td></td>
</tr>
<tr>
<td>Pre-K-Elementary Education Early</td>
<td>BSED</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>
<td></td>
</tr>
<tr>
<td>Childhood/Childhood (B-2; 1-6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Childhood (1-6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 7-12 EXT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Generalist 7-12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### New York State Teaching Certification Examinations (NYSTCE)

Adolescent education students must take the following four NYS Certification Exams:

1. **ALST** [Academic Literacy Skills Test]
2. **EAS** [Educating All Students]
3. **CST** [Content Specialty Test] - **Content Discipline** [Biology, Chemistry, English, French, Math, or Social Studies]
4. **edTPA** [Education Teacher Performance Assessment]

#### 1. ALST (Academic Literacy Skills Test) Exam
- This exam covers a prospective teacher’s ability to
  - read closely,
  - reason logically,
  - write clearly, and
  - critique and form arguments.
- This exam focuses on candidates’
  - academic literacy
  - writing skills,
  - and is Common Core based.

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.
2. EAS (Educating All Students) Exam
This test covers topics of specific pedagogical interest and evaluates a prospective teacher’s readiness to work with:
- 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, Diversity, and Methods courses at Medaille.

3. CST (Content Specialty Test) Exams
The CST is aligned with Common Core Learning Standards and measures knowledge and skills in the content area of the candidate’s field of certification. The ELA and Math CST exams have been revised and have safety nets in place. CST exams in French and Social Studies should be revised in fall 2016 and will have safety nets in place at that time. The biology and chemistry CSTs have not yet been revised and therefore have no safety nets at this time.

Students need a minimum score of 520/600 to pass the revised exam and a minimum score of 220/300 to pass the other exams.

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.

4. edTPA (Education Teacher Performance Assessment) Exam
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.

New York State has been revising the certification exam structure. Information can be found at [http://www.highered.nysed.gov/pdf/certexamchanges.pdf](http://www.highered.nysed.gov/pdf/certexamchanges.pdf).

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

New York State has extended safety nets for the edTPA, 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, 2017.** You can take advantage of more than one safety net. Detailed information can be found at [http://www.highered.nysed.gov/tcert/certificate/certexamsafetynets.html](http://www.highered.nysed.gov/tcert/certificate/certexamsafetynets.html).

Child Abuse and SAVE Legislation Requirements for Initial Certification

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

Fingerprinting

New York State mandates that all students applying for initial certification must be fingerprinted. New York State utilizes a Statewide Vendor Managed System for capturing fingerprints. Students will need to contact the state vendor, MorphoTrust by going to their website at [www.identogo.com](http://www.identogo.com) and selecting the nearest MorphoTrust location. When scheduling your appointment with MorphoTrust, they will ask you to provide an ORI number. Your ORI number is TEACH. The current total fingerprinting fee is $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 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. (see Appendix E for certification forms by degree program).

Field Experiences (Pre-Student Teaching)

[http://www.medaille.edu/student-teaching](http://www.medaille.edu/student-teaching)

As mandated by the New York State Education Department (NYSED), all education students are required to complete pre-student teaching field experience hours. All pre-
The pre-student teaching information will be reviewed by the EDU 667 course instructor. For information regarding pre-student teaching prior to enrollment in the course, 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. MSED Adolescent Education 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.

**Graduate students must have a minimum 3.0 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 attend “Refocus for Success” (see Appendix B) and repeat the student teaching experience. For detailed student teaching information, go to [www.medaille.edu/student-teaching](http://www.medaille.edu/student-teaching).
teaching. Medaille College policy dictates that a student teacher who fails two student teaching placements is academically dismissed for a period of one year during which time the student teacher is required to complete an Improvement Plan prior to applying for readmission to the program.

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.

Student Teaching Improvement Plan (IP)

The Improvement Plan (IP) was developed cooperatively by the Office of Student Teaching/Certification (OSTC) and the Division of Education (DOE) effective fall semester 2008.

The IP was developed for student teachers who were unsuccessful in two student teaching placements to participate in instructional and non-instructional activities in school districts/boards and other educational agencies. The volunteer and/or paid experiences would provide the student with additional experiences with children over one calendar year (minimum of 50 hours), thus assisting the student to be better prepared if they choose to apply for additional student teaching experiences at Medaille College.

Specific IP guidelines are enumerated below.

1. Implement an “Improvement Plan” (IP) that includes the completion of a minimum of 50 hours of instructional and non-instructional activities with children/youth in a “school” setting and in the appropriate grade levels.

2. An Improvement Plan Form must be completed for each instructional and non-instructional experience.

3. A signed letter of verification on school letterhead confirming the completed experience hours must be attached to teach IP Form.

4. After one calendar year, a student may apply for re-admission to the College and submit the improvement plan with documentation to the Office of Student Teaching/Certification (OSTC). The application for readmission must be approved by the Graduate Admissions Office and permission to participate in another student teaching experience must be granted by the OSTC.
5. A student who is granted approval as stated in #4 above must satisfactorily complete the one-credit course “Refocus for Success” prior to participating in the student teaching experiences.

A student who earns a grade of unsatisfactory (U) for three student teaching experiences will not be permitted to participate in any future experiences.

Graduation
Students must apply for graduation. MSED students must have a minimum 3.0 GPA to graduate with an education degree. Students must complete the pre-grad review form at the beginning of the semester they plan to graduate. The instructions to apply for graduation can be found at http://www.medaille.edu/current-students/registrar/forms. 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

Catalogs
It is important for students to read the graduate catalog for academic policies and procedures. Pay attention for deadlines (registration, drop/add, withdrawal, tuition). For additional information visit http://www.medaille.edu/academics/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 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 H101, and can be reached by phone at (716) 566-3088.

Academic Integrity
Medaille’s faculty and administration expect all students to complete their academic assignments with honesty and integrity. Students who engage in any form of academic dishonesty (e.g., plagiarism, cheating on a test, forging a signature or an entire college document) will be dealt with severely, with penalties ranging from an F on a given assignment to failing a course or even academic suspension. Students should consult the Medaille College Policy Manual, Volume VI, (available online at http://www.medaille.edu/policy-handbooks Paragraph 6.2.2.5, for full details on the college’s policy and procedures for handling formal charges of academic dishonesty.
Textbook information
The DOE has a master booklist for all graduate courses.

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.

Campus Emergency Information and Sign up for Immediate Alert
To sign up for instant emergency alerts via e-mail, text, and phone please visit http://www.medaille.edu/current-students/public-safety/emergency-information. Please visit http://www.medaille.edu/alert to view the plan. It is important that each student is aware that in the event of an emergency the College will operate under a different set of policies and procedures than it does during normal business operations. In the event that campus is closed due to an emergency go your Blackboard course links at https://medaille.dcollege.net/.

Leave of Absence
Students must contact the appropriate program director 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 page 26 in the graduate catalog at http://www.medaille.edu/academics/catalogs If a student in the master’s program 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’ 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.

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 a course.

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 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.

Program directors review the progress of 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 and the academic division head.

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 Division 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 Division 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.

**Unsatisfactory (U)**
Students who earn an unsatisfactory for student teaching must satisfactorily complete the one-credit course “Refocus for Success” before they may participate in another student teaching experience.

**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 Division Head.

**Academic Warnings (see Appendix C)**
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 graduate catalog at 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; followed by the division 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** in all pedagogical courses or the course must be repeated.

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

**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 program director or advisor.

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

**Program Scheduling and Delivery Information**

Canadian Education for Elementary and Adolescent Education
See http://www.medaille.edu/admissions/canadian-teacher-education

Adolescent Education
See http://www.medaille.edu/academics/adult-and-graduate/master-science-education-secondaryadolescent-education

Elementary Education
See http://www.medaille.edu/academics/adult-and-graduate/master-science-education-elementary-education
Literacy
See http://www.medaille.edu/academics/adult-and-graduate/master-science-education-literacy

Literacy Post-Master’s Certificate
See http://www.medaille.edu/academics/adult-and-graduate/post-masters-certification-literacy

Students with Disabilities (Special Education)
See http://www.medaille.edu/academics/adult-and-graduate/master-science-education-students-disabilities

Students with Disabilities (Special Education) Post-Master’s Certificate
See http://www.medaille.edu/academics/adult-and-graduate/post-masters-certification-students-disabilities

**Statement of Syllabus Understanding**
Students are expected to sign a statement of syllabus understanding for each course. This form ensures that DOE 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></td>
<td>A- 3.7 90-94%</td>
</tr>
<tr>
<td>High Achievement</td>
<td>B+ 3.3 87-89%</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></td>
<td>C+ 2.3 77-79%</td>
</tr>
<tr>
<td></td>
<td>C 2.0 74-76%</td>
</tr>
<tr>
<td>Failure, unsatisfactory</td>
<td>F 0.0 below 74%</td>
</tr>
<tr>
<td>Official withdrawal</td>
<td>W</td>
</tr>
<tr>
<td>Incomplete</td>
<td>I</td>
</tr>
<tr>
<td>Audit</td>
<td>AU</td>
</tr>
<tr>
<td>Credit Pending</td>
<td>CP</td>
</tr>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td>S/U</td>
</tr>
</tbody>
</table>
APPENDICES

Appendix A

Child Abuse and SAVE Legislation

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

Child Abuse Identification & Reporting

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

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

Save Legislation Certification Training Seminar

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

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

<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 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:

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:** Medallie9

This coupon is only valid for students of Medallie College. Your certificate will show the organization name Medallie 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>$60.00</td>
<td>$25.00</td>
<td>$35.00</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 (includes $15 discount for taking both)</td>
<td>$74.95</td>
<td>$34.95</td>
<td>$40.00</td>
</tr>
</tbody>
</table>

**Regular price**

**Discount amount**

**Net Price shows amount that Med students will pay**
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

Refocus for Success

Refocus for Success is a mandatory one-credit course only for student teachers who have earned an unsatisfactory grade for a student teaching experiences, and/or for students who have been out of the program for an extended period of time. Students who have experienced difficulty in a previous placement may be recommended to enroll in this course.

Student teachers, who wish to continue on to another student teaching placement, must attend all required Refocus for Success classes, satisfactorily complete all Refocus assignments, and complete a probationary contract. If a student does not successfully complete “Refocus for Success,” the student will not be assigned to another placement. The student will be academically dismissed for a period of one year and will be required to complete an Improvement Plan prior to applying for readmission to the program (see the Division of Education handbook).

Medaille College policy dictates that a student teacher who fails two student teaching placements is academically dismissed for a period of one year during which time the student teacher is required to complete an Improvement Plan prior to applying for readmission to the program (see the Division of Education Handbook). If student teaching is delayed or repeated, graduation and certification will also be delayed. Students who return and fail a third placement will be academically dismissed from the program.

<table>
<thead>
<tr>
<th>Unsuccessful Placement</th>
<th>Refocus for Success Date</th>
<th>Next Student Teach Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall First Placement</td>
<td>October</td>
<td>January</td>
</tr>
<tr>
<td>Fall Second Placement</td>
<td>January</td>
<td>March</td>
</tr>
<tr>
<td>Spring First Placement</td>
<td>March</td>
<td>September</td>
</tr>
<tr>
<td>Spring Second Placement</td>
<td>June</td>
<td>September</td>
</tr>
</tbody>
</table>
Intended Learning Outcomes:

Course Goals:
As a result of this course, students will develop an understanding of the importance of self-reflection in the teaching process, identifying professional strengths and weaknesses, and using this knowledge to modify their teaching practices.

Learning Objectives:
Upon successful completion of this course, participants will be able to:
1. Identify two-three specific areas in which they need to improve upon.
2. Evaluate ways to be more proactive in solving problems and/or overcoming obstacles to success.
3. Identify at least three goals to set for the next student teaching placement.
4. Write an accurate, developmentally appropriate, comprehensive lesson plan.
5. Identify appropriate classroom management strategies.
6. Develop appropriate formative and summative assessments.
7. Prepare to meet goals to have a successful student teaching placement.

Materials Required:


Appendix C

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 D

Advisement Comment Sheet

Name ___________________________ Date ____________
Address ___________________________ E-mail ____________
______________________________________ Phone ____________
Semester ____________________________

Comments: ______________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Advisor Signature ___________________________________________
Student Signature ___________________________________________
Appendix E

Certification Requirements

**Biology Adolescent Education (Grades 7-12) Certification [MSEd only]**
Upon completion of the MS Ed Degree in Adolescent Education – Biology (Grades 7-12), the Office of Student Teaching & Certification will recommend graduates for initial and professional certification in Adolescent Education-Biology (Grades 7-12).

**Requirements for Initial Certificate, Adolescent Education – Biology (Grades 7-12)**
- Completion of a NYS Registered Program (including DASA, SAVE, and Child Abuse Certificates) – Biology 7-12
- Institutional Recommendation – Biology 7-12
- NYS Teacher Certification Exam – Academic Literacy Skills Test (ALST)*
- NYS Teacher Certification Exam – Educating All Students Exam (EAS)*
- NYS Teacher Certification Exam -- Content Specialty Test (CST) – Biology*
- NYS Teacher Certification Exam - Education Teacher Performance Assessment (edTPA)
- Fingerprint Clearance

*Student must pass with a minimum score of 220/300 or 520/600 in order to be eligible for certification.
Chemistry Adolescent Education (Grades 7-12) Certification [MS Ed only]
Upon completion of the MS Ed Degree in Adolescent Education – Chemistry (Grades 7-12), the Office of Student Teaching & Certification will recommend graduates for initial and professional certification in Adolescent Education-Chemistry (Grades 7-12).

Requirements for Initial Certificate, Adolescent Education – Chemistry (Grades 7-12)
☐ Completion of a NYS Registered Program (including DASA, SAVE, and Child Abuse Certificates) – Chemistry 7-12
☐ Institutional Recommendation – Chemistry 7-12
☐ NYS Teacher Certification Exam – Academic Literacy Skills Test (ALST)*
☐ NYS Teacher Certification Exam – Educating All Students Exam (EAS)*
☐ NYS Teacher Certification Exam -- Content Specialty Test (CST) – Chemistry*
☐ NYS Teacher Certification Exam - Education Teacher Performance Assessment (edTPA)
☐ Fingerprint Clearance

*Student must pass with a minimum score of 220/300 or 520/600 in order to be eligible for certification.
NYS English Adolescent Education (Grades 7-12) Certification [MS Ed only]

Upon completion of the MS Ed Degree in Adolescent Education – English (Grades 7-12), the Office of Student Teaching & Certification will recommend graduates for initial and professional certification in Adolescent Education-English (Grades 7-12).

Requirements for Initial Certificate, Adolescent Education – English (Grades 7-12)

- Completion of a NYS Registered Program (including DASA, SAVE, and Child Abuse Certificates) – English 7-12
- Institutional Recommendation – English 7-12
- NYS Teacher Certification Exam – Academic Literacy Skills Test (ALST)*
- NYS Teacher Certification Exam – Educating All Students Exam (EAS)*
- NYS Teacher Certification Exam -- Content Specialty Test (CST) – English*
- NYS Teacher Certification Exam - Education Teacher Performance Assessment (edTPA)
- Fingerprint Clearance

*Student must pass with a minimum score of 520/600 in order to be eligible for certification.
NYS French Adolescent Education (Grades 7-12) Certification [MS Ed only]

Upon completion of the MS Ed Degree in Adolescent Education – French (Grades 7-12), the Office of Student Teaching & Certification will recommend graduates for initial and professional certification in Adolescent Education-French (Grades 7-12).

Requirements for Initial Certificate, Adolescent Education – French (Grades 7-12)

- Completion of a NYS Registered Program (including DASA, SAVE, and Child Abuse Certificates) – French 7-12
- Institutional Recommendation – French 7-12
- NYS Teacher Certification Exam – Academic Literacy Skills Test (ALST)*
- NYS Teacher Certification Exam – Educating All Students Exam (EAS)*
- NYS Teacher Certification Exam -- Content Specialty Test (CST) – French*
- NYS Teacher Certification Exam - Education Teacher Performance Assessment (edTPA)
- Fingerprint Clearance

*Student must pass with a minimum score of 220/300 or 520/600 in order to be eligible for certification.
NYS Math Adolescent Education (Grades 7-12) Certification [MS Ed only]
Upon completion of the MS Ed Degree in Adolescent Education – Mathematics (Grades 7-12) and the following requirements, the Office of Student Teaching & Certification will recommend graduates for initial and professional certification in Adolescent Education-Mathematics (Grades 7-12).

Requirements for Initial Certificate, Adolescent Education – Mathematics (Grades 7-12)

- Completion of a NYS Registered Program (including DASA, SAVE, and Child Abuse Certificates) – Mathematics 7-12
- Institutional Recommendation – Mathematics 7-12
- NYS Teacher Certification Exam – Academic Literacy Skills Test (ALST)*
- NYS Teacher Certification Exam – Educating All Students Exam (EAS)*
- NYS Teacher Certification Exam -- Content Specialty Test (CST) – Math*
- NYS Teacher Certification Exam - Education Teacher Performance Assessment (edTPA)
- Fingerprint Clearance

*Student must pass with a minimum score of 520/600 in order to be eligible for certification.
Social Studies Adolescent Education (Grades 7-12) Certification [MS Ed only]
Upon completion of the MS Ed Degree in Adolescent Education – Social Studies (Grades 7-12), the Office of Student Teaching & Certification will recommend graduates for initial and professional certification in Adolescent Education-Social Studies (Grades 7-12).

Requirements for Initial Certificate, Adolescent Education – Social Studies (Grades 7-12)

☐ Completion of a NYS Registered Program (including DASA, SAVE, and Child Abuse Certificates) – Social Studies 7-12
☐ Institutional Recommendation – Social Studies 7-12
☐ NYS Teacher Certification Exam – Academic Literacy Skills Test (ALST)*
☐ NYS Teacher Certification Exam – Educating All Students Exam (EAS)*
☐ NYS Teacher Certification Exam -- Content Specialty Test (CST) – Social Studies*
☐ NYS Teacher Certification Exam - Education Teacher Performance Assessment (edTPA)
☐ Fingerprint Clearance

*Student must pass with a minimum score of 220/300 or 520/600 in order to be eligible for certification.
Appendix F

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 G

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/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 H
Memo: Pre-Student/Student Teaching Coursework Expectations

From: Division of Education and Office of Student Teaching and Certification
Memo: Pre-Student/Student Teaching and Coursework Expectations Addendum

Communication is very important to the Division of Education. To that end, we want to make sure that all students are clear regarding our high expectations. We do this to ensure that our students are prepared to be the best teachers possible.

• The student’s first obligation is to their academic major.
• The student is expected to follow the policies listed in the Academic Catalog [http://www.medaille.edu/academics/catalogs](http://www.medaille.edu/academics/catalogs) and students are expected to follow the Student Code of Conduct [http://www.medaille.edu/academics/academic-course-catalogs/academic-classroom-conduct](http://www.medaille.edu/academics/academic-course-catalogs/academic-classroom-conduct)
• Students are expected to review and follow the “Student Teaching Expectations” listed in the Student Teaching Handbook [http://www.medaille.edu/sites/default/files/u2596/Student%20Teaching%20Handbook%202015-2016.pdf](http://www.medaille.edu/sites/default/files/u2596/Student%20Teaching%20Handbook%202015-2016.pdf)
• The student is expected to attend the student teaching placement all day, every day.
• If a student needs to miss a day in the field (pre-student teaching/student teaching) permission must be granted in writing in advance. Refer to attendance policy in the Professional Dispositions listed in the DOE Handbook at [www.medaille.edu/academics/](http://www.medaille.edu/academics/) and the Pre-Student Teaching Handbook.

*Notes to Student Athletes*
Please refer to the Student Athlete Handbook. In the Academics under the sub-heading Academic/Athletic Conflicts section it states “No classes are to be missed for practices.”
Appendix I
DOE Advisory Board Members

Nate Barnes
Teacher
Buffalo Public Schools

Nancy Gallagher
Teacher, Secondary Mathematics
Buffalo Public Schools

Bob Coniglio
Assistant Principal
Clarence High School

Vanessa Fields
Teacher
Buffalo Public Schools

Jessica Lyons
Assistant Principal
Tonawanda High School

Nora Maloney
Teacher, Students with Disabilities
Sweet Home

Amy Osborne
Teacher
Ken-Ton Schools

Darren J. Brown
HR, Buffalo Public Schools
Interim Superintendent

Rebecca Schecter
Student
Medaille College

Amy Lach
Ken-Ton School District

Lee Pierce
Principal
Sheridan Hills Elementary, Clarence

Dean Roussi
Teacher, Secondary Math
Lakeshore Schools

Junnell Lovings
Parent Member

Dr. Virginia Batchelor
Medaille College

Michelle Cefaratti
Medaille College

Claudia T. Conway
Medaille College

Crystal Elias
Director, Student Teaching and Field Experiences
Medaille College

Dr. Jeff Faunce
Medaille College

Dr. Illana Lane
Medaille College
Appendix J
Post Master’s Certification Application Form

All Certificates will be mailed once All Academic & Financial Obligations Have Been Satisfied.

Please type or print your name exactly as you wish to be printed on your certificate. Please return this form to the Office of the Registrar. Certificates will not be mailed until this form has been received.

Please Print or Type Neatly:
Name: ___________________________________________________________________________
(First) (Middle) (Last)
ID/Social Security/ or Social Insurance Number: ___________________________________________________________________________

CERTIFICATE TITLE: ___________________________________________________________________________

Address Information:
Street: ___________________________________________________________________________
City: ___________________________________________________________________________
State/Province: ___________________________________________________________________________
Zip Code/Postal Code: ___________________________________________________________________________

Telephone Number: (______) _______________ Email Address: __________________________

It is the student’s responsibility to notify the college of any address changes. Certificates will be mailed to the address provided, “Return Receipt Requested”.

WHEN WILL/DID YOU COMPLETE COURSES: (Check One)

<table>
<thead>
<tr>
<th>January</th>
<th>May</th>
<th>June</th>
<th>August</th>
<th>December</th>
</tr>
</thead>
</table>

YEAR OF COMPLETION: ______________

Payment Information:

Certificate Order OR Replacement fee is $10 (Ten Dollars) Make Checks Payable to: Medaille College

Payment Options: (Circle One) Cash Check Money Order Credit Card

Paid: __________________________________________ Please Return to the Registrar
(Business Office Initials and Date)

Credit Card: (Please circle one) Visa-V, Discover-D, MasterCard-MC, American Express-AE

Name as Printed on Card: ___________________________________________________________________________
Expiration Date: _____ / _____

Credit Card Numbers: (16 Digits, except for AE): __________-________-________-________

Signature of card holder: ___________________________________________________________________________
Appendix K
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 L
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. DOE 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 Division Head, Education

Review date: ______________

Results of Review:

☐ No further action needed √ Recommendation for disciplinary action
Appendix M

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.