



**Medaille College
School of Education Handbook
2010-2011**

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Message from the Dean

Welcome to the School of Education at Medaille College. We offer undergraduate and graduate education programs at the Amherst and Buffalo Campuses. The School 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 whom 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.
Dean, School 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.

School of Education

Mission of the School of Education at Medaille College

The School 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 School of Education at Medaille College

The faculty of the School 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 School 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 School of Education to be an effective and responsive provider of educational programs that meet emerging needs.

Philosophy of the School 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.

School of Education Claims

A process was established to systematically collect data that addresses the SOE's four 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 demonstrate **scholarship** supported by the use of **technology**.
- Claim 4: Medaille College graduates are **caring** educators.

Contact Information for the Amherst and Buffalo Campuses

Buffalo Campus

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

Amherst Campus

30 Wilson Rd
Williamsville, NY 14221
716-631-1061
Toll free 1-888-252-2235

Contact Information for Education Faculty and Staff

Dean of the School of Education

Dr. Illana R. Lane
ilane@medaille.edu
716-880-2553

Program Director for Elementary Education

Dr. Belete Mebratu
bmebratu@medaille.edu
716-932-2571

Coordinator of Instructional Technology

Assessment Coordinator

Clinical Assistant Professor Mary Beth Scumaci
msscumaci@medaille.edu
716-932-2550

Undergraduate Chair of Adolescent Education with Special Education and Early Childhood/Childhood B-6

Program Director for Literacy

Clinical Assistant Professor Claudia Conway

cconway@medaille.edu

716-880-2567

Program Director for Special Education

Felecia Hanesworth

Felecia.hanesworth@medaille.edu

716-880-2624

Program Director Adolescent Education

Dr. Susan Dunkle

Susan.Marie.Dunkle@medaille.edu

716-932-2576

Reading Center Coordinator

Michelle Cefaratti

Michelle.a.cefaratti@medaille.edu

716-880-2569

Lawain Reed

School of Education Administrative Assistant

lreed@medaille.edu

716-880-2541

Office of Student Teaching and Certification (OSTC) Contact Information

**Associate Dean, SAGE Enrollment, and
Executive Director, Canadian Education Programs and Office of Student Teaching
Certification**

Dr. Robert A. Di Sibio

rdisibio@medaille.edu

**Administrative Assistant, Canadian Education Programs, Office of Student
Teaching/Certification**

Ms. Susan Lowrey

susan.m.lowrey@medaille.edu

Coordinator, Student Teacher Placements, Office of Student Teaching/Certification

Ms. Renee Locke

renee.m.locke@medaille.edu

Coordinator, Education Certification, Office of Student Teaching/Certification

Ms. Deborah Allen

deborah.allen@medaille.edu

Secretary, Canadian Education Programs and Office of Student Teaching/Certification

Ms. Deborah Barcaro

deborah.barcaro@medaille.edu

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/canada/>

Coordinator, Pre-Student Teaching

Ms. Carol O'Connor

coconnor@medaille.edu

School of Education Faculty

For information on School of Education faculty members visit

<http://www.medaille.edu/academics/faculty/education.asp>)

PROGRAM INFORMATION

New York State Education Department (NYSED) Approved School of Education (SOE) Degrees

Table 1 lists the New York State approved teacher education degrees available at Medaille College. The options for BSED include degrees in Early Childhood/Childhood (B-2; 1-6) and Adolescent Education with Special Education (7-12). The option for MSED include degrees in Elementary Education Childhood (1-6), Literacy (Birth-6, and or 5-12), Special Education: Childhood (1-6), Special Education: Middle Childhood (5-9), and Adolescent Education (7-12).

Table 1: (NYSED) Approved SOE Degrees and Advanced Certifications

Title NYSED Approved SOE Degree Program	Degree Awarded	First Registered/ Last Registered	Certificate	Certificate Type
Elementary Education: Childhood (1-6)	BSED	8/2000	Childhood 1-6	Initial
Elementary Education Childhood (1-6)	MSED	9/2001 1/2006	Childhood 1-6	Initial / Professional
Literacy (B-6)	MSED	9/2001 12/2004	Literacy, Birth – Grade 6	Initial / Professional
Literacy Advanced Certification (B-6 and/or 5-12)	ADV CRT	6/2009	Literacy Birth-6 Literacy 5-12	Initial/ Professional
Literacy (5-12)	MSED	5/2009	Literacy 5-12	Initial/ Professional
Pre-K-Elementary Education Early Childhood/Childhood (B-2; 1-6)	BSED	6/2009	Early Childhood, Birth-2 Childhood, 1-6	Initial
Special Education: <ul style="list-style-type: none"> • Childhood (1-6) • Middle Childhood (5-9) 	MSED	12/2004 5/2009	Teaching students with disabilities: Childhood 1-6 Teaching students with disabilities: Middle Childhood 5-9	Initial/ Professional
Special Education: Advanced Certification	ADV CRT	12/2009	Childhood 1-6 Generalist 5-9	Initial/ Professional
Adolescent Education with Special Education (7-12)	BSED	5/2007	Adolescent Education Social Studies, English & Mathematics (7-12)	Initial
Adolescent Education with Special Education (7-12)	BSED	10/2009	Adolescent Education Biology (7-12)	Initial
Adolescent Education (7-12)	MSED	6/2008	Adolescent (7-12) in English, French, Biology, Chemistry, & Mathematics	Initial/ Professional

Adolescent Education (7-12)	MSED	1/2010	Adolescent (7-12) Social Studies	Initial/Professional
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New York State Teaching Certification Examinations (NYSTCE)

Education students must take the following Certification Exams:

1. **LAST**
2. **ATS-W** [Elementary or Adolescent]
3. **CST-MST** [Multiple Subjects Test; Students with Disabilities; Literacy; Biology; Chemistry; English; French; Math; Social Studies]

1. LAST (Liberal Arts and Sciences Test) Exam

The LAST consists of multiple-choice questions and a written assignment. Examinees are asked to demonstrate conceptual and analytical skills, critical thinking and communication skills, and multicultural awareness. The test covers scientific, mathematical, and technological processes; historical and social scientific awareness; artistic expression and the humanities; communication and research skills; and written analysis and expression.

There is a study booklet available from Barron’s and Kaplan

When to take test:

BSED-- during sophomore or junior year (following completion of all GEN ED requirements)

MSED—The first semester you take courses

2. ATS-W (Assessment of Teaching Skills-Written) Exam

The Elementary ATS-W measures professional and pedagogical knowledge. The ATS-W consists of multiple-choice questions and a written assignment

When to take test:

BSED—after the completion of all methods classes

MSED—after the methods courses

3. CST (Content Specialty Test) Exams

The CST measures knowledge and skills in the content area of the candidates’ field of certification.

When to take the test:

BSED—after the completion of all concentration requirements

MSED—second semester on campus

Students need a 220/300 to pass the exam (they may retake the exam)

For exam pricing and additional details visit www.nystce.nesinc.com

Child Abuse and SAVE Legislation Requirements for Initial Certification

Child Abuse and SAVE are mandated regulations from New York State. Currently BSED students fulfill this requirement in EDU 340 (Childhood 1-6); in ESP 230 (Adolescent Education (7-12) & Early Childhood/Childhood (B-6)). Currently MSED students fulfill this requirement in EDU 505 (Elementary Education); in EDU 668 (Adolescent Education). (See Appendix A for details).

Fingerprinting (\$99.00 to NYS and \$25.00 processing fee to Medaille)

New York State mandates that all students applying for initial certification must be fingerprinted. For fingerprinting guidelines go to www.medaille.edu/studentteaching/fingerprinting.aspx. La'Wain Reed can fingerprint students on Buffalo Campus and Sue Lowrey can fingerprint students on the Amherst Campus (you will need to set up an appointment).

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 Debra Allen at the Office of Student Teaching at 716-932- 2567 or dallen@medaille.edu. You can also view information at www.highered.nysed.gov/tcert/teach. (see Appendix F for certification forms by degree program).

Post-Master's Advanced Certification Literacy (Birth-6; 5-12; Birth-12)

The Literacy program provides a 18 credit course of study (Birth-Grade 6 or Grades 5-12) or a 27 credit course of study (Birth- Grade 12) consisting of core courses in literacy research and instruction, diagnosis and remediation, special education, and leadership. Contact Claudia Conway.

Post-Master's Advanced Certification in Special Education (1-6; 5-9)

The Special Education program provides a 19 credit course of study (Grades 1- 6 or Grades 5-9) consisting of core courses in literacy mild to moderate, severe and multiple disabilities, and assessment. Contact Felecia Hanesworth.

Field Experiences (Pre-Student Teaching)

<http://www.medaille.edu/studentteaching/pre-st.aspx>

Students need to complete field experience hours for all certification programs. This is mandated by the New York State Education Department (NYSED). This is done prior to student teaching. The BSED Childhood 1-6 Program fulfills this requirement in EDU 377; MSED Childhood 1-6 fulfills this requirement in EDU 504; MSED Adolescent Education fulfills this requirement in EDU 667. The BSED in Adolescent Education with Special Education has the hours spread over multiple courses to equal 150 volunteer hours. The BSED in Early Childhood/Childhood B-6 has 160 hours spread over multiple courses. For specifics by program see **Appendix B**.

1. Field Experience Requirement for BSED in Adolescent Teaching 7-12 with Special Education

For the disciplines of Biology, English, Math, Social Studies

- a. 75 hours will be at the 7-9 level, of which 35 hours (5 hours in EDU 236, 5 hours in EDU 237, and 25 hours in EDU 362/363/364/365) will be in adolescent education and 40 hours (20 hours in ESP 328 and 20 hours in ESP 338) in special education settings, and
- b. 75 hours will be at the 10-12 level, of which 35 hours (5 hours in EDU 236, 5 hours in EDU 237, and 20 hours in EDU 362/363/364/365) will be in adolescent education and 40 hours (20 hours in ESP 328 and 20 hours in ESP 338) in special education settings.

Thus there will be 80 hours spent in special education adolescent settings evenly divided between the 7-9 and 10-12 levels, and 70 hours spent in general adolescent settings, evenly divided between 7-9 and 10-12 levels.

Specific Courses

EDU 236 Content Area Literacy= 10 hours

EDU 237 Adolescent Reader and Writer=10 hours

EDU362-EDU 365 Adolescent Teaching: (Math, Social Studies, English, Biology) Methods with Practica= 50 hours

ESP 328 Education and Assessment of Adolescent with Mild to Moderate Disabilities= 40 hours

ESP 338 Education and Assessment of Students with Moderate to Severe Disabilities=40 hours

2. Field Experience Requirement for BSED in Early Childhood/Childhood B-6

For concentrations in Biology, English, Math, Social Studies

- a. 80 hours will be at the Birth-2 level, (5 hours in EDU 210, 5 hours in EDU 240, 5 hours in EDU 241, 5 hours in 242, 2.5 hours in EDU 370, 2.5 hours in EDU 371, 2.5 hours in EDU 372, 2.5 hours in EDU 373 and 50 hours in EDU 378).
- b. 80 hours will be at the 1-6 level, (5 hours in EDU 210, 5 hours in EDU 240, 5 hours in EDU 241, 5 hours in 242, 2.5 hours in EDU 370, 2.5 hours in EDU 371, 2.5 hours in EDU 372, 2.5 hours in EDU 373 and 50 hours in EDU 378).

Thus there will be 80 hours spent in Early Childhood (B-2) settings and 80 hours spent in Childhood (1-6) settings.

EDU 210 Educational Foundations=10 hours

EDU240 Literacy I: Language Development and Pre-Emergent Literacy=10 hours

EDU 241 Literacy II: Emergent to Early Readers and Writers=10 hours

EDU 242: Literacy III: Transitional to Fluent Readers and Writers= 10 hours

EDU 370: Methods of Language Arts with Children's Literature=5 hours

EDU 371: Methods of Mathematics=5 hours
EDU 372 Methods of Science and Technology= 5 hours
EDU 373 Methods of Social Studies and Creative Arts=5 hours
EDU 378 Field Experiences and Seminars=100 hours

Field Experience Requirement for BSED Childhood 1-6

Students will get 100 hours of field experience in EDU 377.

EDU 377 Junior Participation and Seminars=100 hours

Students will acquire 50 hours for grades 1-3.

Students will acquire 50 hours for grades 4-6.

Student Teaching

All students in initial certification programs must complete student teaching. Students in Special Education will also complete one student teaching placement. Students earning a degree in Elementary Education or Adolescent Education must complete a minimum of 2 student teaching placements. If a student delays student teaching after the successful completion of coursework, he or she may be required to take additional coursework to remain current prior to the student teaching placement. **Undergraduate students must have a minimum 2.5 GPA to participate in student teaching and satisfactory completion of all pre-requisites. 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 degree for one student teaching placement must attend “**Refocus for Success**” (see **Appendix C**) and repeat the student teaching experience. For detailed student teaching information go to www.medaille.edu/studentteaching. Student teachers who receive an unsatisfactory for two student teaching placements must follow the Student Teaching Improvement Plan.

Student Teaching Improvement Plan (IP)

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

The IP was developed to provide 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 via 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 instruction 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 must 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 attend a “Refocus for Success” seminar prior to participating in the student teaching experience.

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

Literacy Certification Practica

Along with academic classes, students enrolled in the MS Ed. in Literacy program or the Advanced Certification in Literacy program are required by the state of New York to complete 50 clock hours of college-supervised tutoring. These hours are completed in EDL 671, EDL 676, and EDL 681 which are held in our Reading Center on campus or off campus at an educational facility. Please go to the following link for more information on our center: www.medaille.edu/reading.

When completing these courses, perfect attendance by our graduate students is necessary for two reasons: New York State’s requirements for college supervised tutoring **and** the commitment made to children and parents who register and pay for tutoring. Therefore, we have adopted the following policy. Graduate students enrolled in the literacy practica (EDL 671, 676, and EDL 681) 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

Students **must apply** for graduation. 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 at www.medaille.edu/college/registrar/forms.aspx. BSED students must have a minimum 2.5 GPA to graduate with an education degree. MSED students must have a minimum 3.0 GPA to graduate with an education degree.

Conferral Dates are: December 31; May 31; June 30; August 31

There is a \$50 application fee. The application and fee must be submitted to the Registrar's Office.

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 Academic Support Center as soon as possible. The staff in the Academic Support Center will determine what accommodations are appropriate and reasonable under the Americans with Disabilities Act. The Academic Support Center is located in the Main Building, Room M314, and can be reached by phone at (716) 880-2338.

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/campuslife/handbooks/index.aspx>) Paragraph 6.2.2.5, for full details on the college's policy and procedures for handling formal charges of academic dishonesty.

Books

Students will view book information at Follet.com. Go to <http://www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?langId=-1&storeId=34406&demoKey=d&catalogId=10001>. The SOE has a master booklist for all undergraduate and graduate courses.

E-mail

Students must use their MedailleOne e-mail account. You will receive your student teaching information, class cancellation, and important School 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 in 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/alert>. Please visit <http://www.medaille.edu/alert/plan.asp> 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.

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.**

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

Undergraduate students for information regarding policies on good standing, academic alerts, academic **probation, suspension, the appeal process**, re-instatement, and the academic fresh start policy go to pages 40-43 in the undergraduate catalog at <http://www.medaille.edu/academics/catalogs>

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> If a student in the master's programs receives 3 "F's" or "U's" in the same course they can be dismissed from the program.

Professional Dispositions

Professional Dispositions Overview

The School 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 School 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 School 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.

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 School 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 School 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 School 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

Undergraduate students will receive a probation letter when they receive a grade of 2.0 or lower. 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 dean.

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 retribution.

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 Dean 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 Dean will review the evidence and render a final decision.

Credit Pending (CP)

Students who receive an unsatisfactory grade for a student teaching placement will receive an Incomplete. The student is expected to complete the additional student teaching placement in the next semester in which student teaching occurs. Students must pay for the additional 3 credits. Credit Pending (CP) can also be assigned to the student teaching experience when a student has additional paperwork that has yet to be

submitted. Credit Pending should only be given when a student demonstrates that all paperwork will be completed in a maximum of 30 days. Students who earn an unsatisfactory for student teaching must participate “Refocus for Success.”

Incomplete (I)

An incomplete is given only for a compelling 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 dean. Any student receiving an Incomplete (“I”) grade will not be considered for Dean's List or Merit List (undergraduate programs) status during the semester in which the Incomplete was issued.

Academic Warnings (see Appendix D)

Academic warnings will be given to any student that 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, or non submission of assignments.

Plagiarism

See undergraduate and graduate 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 dean of the School of Education. Before moving to the next level, students must receive a written response for each level.

Methods Courses

Students must receive a grade of a B- or above for all pedagogical courses. Otherwise the course must be repeated.

Undergraduate Programs

Undergraduate Adolescent Education 7-12 with Special Education and Early Childhood/Childhood B-6

For course descriptions, please go to pages 132-140 and 177-178 in the undergraduate catalog <http://www.medaille.edu/academics/catalogs>

For information on program requirements, please go to pages 56-68 and 83-95 <http://www.medaille.edu/academics/catalogs>

To register for courses on-line, go to

<http://www.medaille.edu/college/it/onlineregistration.pdf>

Undergraduate students will register on-line

Graduate Programs

To register for courses on-line, go to

<http://www.medaille.edu/college/it/onlineregistration.pdf>

Undergraduate students will register on-line

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.

Intercession Classes

Classes offered during the August intercession are: ECI 530 and ECI 610

Classes offered during the January intercession session are:

ECI 530, ECI 610, EDU 503, EDL 650.

Delivery Systems

Students can take courses in the day, evening or weekend programs. Tuesday and Thursday evening classes run from 6:00 pm-10:00 pm. Monday and Wednesday courses run from 7:00pm-10:00pm.

Program Scheduling and Delivery Information

Canadian Education for Elementary and Adolescent Education see

<http://www.medaille.edu/canada/>

Adolescent Education

See

<http://www.medaille.edu/academics/graduate/education/secondary/weekdayschedule.pdf>

Elementary Education

See <http://www.medaille.edu/academics/graduate/education/elemed/format.asp>

Literacy

See <http://www.medaille.edu/academics/graduate/education/literacy/format.asp>

Special Education

See <http://www.medaille.edu/academics/graduate/education/specialed/format.asp>

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 director for Elementary Education 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 B-2). You must receive a grade of a B- or above.

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

For 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:

For 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.

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.

Literacy and Special Education Certification Requirements

NYS Certification in Literacy

Upon completion of the MS Ed. degree in literacy program or the Advanced Certification in literacy and the following requirements, the Office of Student Teaching & Certification will recommend graduates for either initial or professional certification in literacy. (see Appendix F)

NYS Certification in Special Education (Student with Disabilities)

Upon completion of the MS Ed. Degree in Special Education and the following requirements, the Office of Student Teaching & Certification will recommend graduates for either initial or professional certification in Special Education (Students with Disabilities). (see Appendix F)

Once these requirements are met, students must apply to the Office of Student Teacher for a recommendation for certification. Go to

<http://www.medaille.edu/studentteaching/certification.aspx> and choose “Teacher Certification Forms”, “NYS Recommendation Form.” For further information, please contact Debra Allen at the Office of Student Teacher at 716-932-2567 or dallen@medaille.edu. Applications for recommendation (and any additional documentation) must be received by the following dates: Fall Semester – October 30, Spring Semester – March 30, Summer Semester – June 30`.

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:

	Grades	Points	Percent
High distinction, an exceptionally high achievement	A	4.0	95-100%
	A-	3.7	90-94%
High Achievement	B+	3.3	87-89%
Average, average achievement	B	3.0	84-86%
Pass, below average achievement	B-	2.7	80-83%
	C+	2.3	77-79%
	C	2.0	74-76%
Failure, unsatisfactory	F	0.0	below 74%
Official withdrawal	W		
Incomplete	I		
Audit	AU		
Credit Pending	CP		
Satisfactory/Unsatisfactory	S/U		

Undergraduate Grading

	Grades	Points	Percentage
Excellent	A	4.0	95-100%
High distinction, an exceptionally high achievement	B+	3.3	87-89%
	B	3.0	84-86%
High achievement	B-	2.7	80-83%
	C+	2.3	77-79%
	C	2.0	74-76%
Average, average achievement	C-	1.7	70-73%
	D+	1.3	67-79%
	D	1.0	64-66%
Pass, below average achievement	D-	0.7	60-63%
Failure, unsatisfactory	F	0.0	below 60%
Official withdrawal	W		
Incomplete	I		
Pass/Fail	P/F		
Satisfactory/Unsatisfactory	S/U		
Audit	AU		
Credit Pending	CP		

Appendices

Appendix A-Child Abuse and SAVE Legislation

To meet the requirements of EDU 340 adolescent education and B-6 you 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.

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

Follow the instructions on the website. If the 2 workshops are not completed you will not receive a grade for ESP 230.

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

Go to www.violenceworkshop.com or www.childabuseworkshop.com.

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

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

Select the package you wish and press Order.

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

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

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

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

STUDENT SCREENS

How students register and enter the group code

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

New Customer?

Simply click on the Registration button below to get started.

[Click Here to Register Now](#)

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

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

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

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

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

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

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

Violence Workshop™
LOG OFF MY COURSES

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

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

Group Code:

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

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

Need Help?

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.

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

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

Group Code:

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

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

1. The student selects the package that he wishes

2. And then presses Order

Need Help?

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



Violence WorkshopTM

LOG OFF MY COURSES

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

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

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

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

 

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



Pay by Electronic Check



Pay by PayPal



Pay by Western Union

Need Help?

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

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

Appendix B- Student Teaching Experience Forms
Medaille College: School of Education

Participation / Field Experience Hours – Overview

BSED Childhood 1-6	MSED Childhood 1-6	BSED Early Childhood and Childhood Birth – 6	BSED Adolescent Education 7-12 with Special Education (English, Math, Social Studies)	MSED Adolescent Education 7-12 Disciplines (Biology, Chemistry, English, French, Math)
EDU 377 ** 20 hrs. min. during course	EDU 504 ** 20 hrs. min. during course	EDU 210 – 10 hrs EDU 240 – 10 hrs EDU 241 – 10 hrs EDU 242 – 10 hrs EDU 370 – 5 hrs EDU 371 – 5 hrs EDU 372 – 5 hrs EDU 373 – 5 hrs *EDU 378-100 hrs *20hr min during course	EDU 236 – 10 hrs EDU 237 – 10 hrs *ESP 328– 40 hrs *ESP 338– 40 hrs *20 hr min during Course _____ EDU 362-Math EDU 363-Soc St EDU 364-English EDU 365 Biology 50 hours/20hrs min. during course – discipline specific	EDU 667 ** 20 hrs. min. during course
100	100	160	150	100

PRE-STUDENT TEACHING EXPERIENCE VALIDATION FORM

Prior _____ Current _____

Pre-student teaching experiences should provide the teacher candidate with opportunities to participate in a variety of diverse educational settings (i.e., ethnic, economic, special needs, second language learners) with children and adolescents.

Student's Name: _____

Site Name: _____

Site Address: _____

Site Telephone Number: _____

Start/End Dates: _____

Grade Level (circle one): Birth-K 1-3 4-6 7-9 10-12 Special Ed Adult

This educational setting has included the following experiences (check all that apply):

Ethnic diversity _____ English as a second language _____
Economic diversity _____ Small group _____
Special needs _____
Rural _____ Urban _____ Suburban _____ International _____
Public _____ Private _____ Charter _____ Parochial _____

Total hours of participation: _____

Supervisor's Signature _____

Supervisor's Name (please print) _____

Supervisor's Contact Telephone # _____

A validation form must be completed for each previous and current pre-student teaching experience.

For experiences 10 hours or more, this form must be accompanied by a written statement from the site supervisor on official letterhead stationery. The statement must: (1) describe the type of pre-student teaching experience(s); and (2) include the start/end dates of the experience(s) along with the grade level and total hours of the experience(s).

Each form must be accompanied by the a detailed reflection by the student

Sample of Diverse Educational Settings

Ethnic	Economic	Special Needs/Inclusive
Any population that has a minimum of 10% Hispanic, Black, Asian, or Indigenous people.	Population that is estimated to have 30% of the group who exist on \$20,000 or less for a family of four (30% free or reduced lunch in the US).	A population with 10% or more students who are blind, deaf, learning disabled, developmentally challenged, disabled emotionally, disturbed [behaviorally challenged, autistic, or multi-handicapped (classified special education in the US)].

BSED ADOLESCENT 7-12 with Special Education
(English, Math, Social Studies, Biology)

INTRODUCTION: Pre-Student Teaching Experience

As a BSED – Adolescent with Special Education degree student in the School of Education program, you are expected to complete 150 pre student teaching hours of experiences: 10 hours in EDU 236 and EDU 237, 40 hours in ESP 328 and ESP 338 (Special Education) and 50 hours in EDU 362 (Math) or EDU 363 (Social Studies) or EDU 364 (English) or EDU 365 (Biology) -discipline specific. You may include up to 20 hours of high school participation in a grade a 7-12 or 10 hours from an Early Childhood program under the directive of BOCES.

It is expected that you would accumulate approximately 75 contact hours in grades 7-9 and an additional approximate 75 contact hours in grades 10-12. These pre-student teaching experiences, for example, may include paid and/or volunteer experiences as a full-time teacher, a substitute teacher, and an educational assistant. Most of the contact hours should occur in a classroom setting. Other examples that may be considered are from after school programs, tutoring, interaction at a YMCA, working at a summer camp, involvement with the Boy Scouts and Girl Scouts, active involvement with youth at a place of worship, adult education and coaching.

Please note that no credit can be earned for babysitting, parenting, tutoring your own child, and nanny responsibilities. There are also restrictions on the number of hours that can be accepted. (Refer to Calculation Chart)

The variety of experiences, as enumerated above, provide you with a wealth of opportunities to accumulate the minimum of 150 hours. . The pre-student teaching course instructors have the final decision on the number of previous hours and activities that are acceptable. Review the completed validation form to verify previous experiences.

Outstanding hours must be completed in grades 7-9 and/or grades 10-12 with students with special needs and also hours in the discipline specific area.

In order to assist you in compiling your previous pre-student teaching experiences and confirming outstanding hours and grade levels two (2) charts follow. Chart 1: —Acceptable Educational Experiences Categories and Permitted Hours||, and Chart 2: —Pre Student Teaching Experience Hours Review.

Chart 1 provides you with acceptable educational categories and maximum contact hours acceptable while Chart 2 assists you in briefly summarizing previous experiences and also includes outstanding contact hours and grade levels as determined by the course instructor.

**BSED Adolescent with Special Education 7-12 + Discipline
PRE-STUDENT TEACHING EXPERIENCE HOURS REVIEW**

ESP328_____ ESP 338_____
EDU 362(Math_____ EDU 363(Soc St)_____ EDU 364(Eng)_____
EDU 365(Biology)_____

Complete the chart below to provide your instructor with your pre-student teaching experiences that have been completed during the past four (4) years. Refer to the calculation chart attached

Your Role(choose from Educational categories)	Gr	Site name and address	# of hours participated	# of hours accepted
---	----	-----------------------	-------------------------	---------------------

Student Name _____ Date _____

After reviewing the previous 4 years of teaching and teaching related experiences submitted, the following have been accepted.

7-9 _____ 10-12 _____

You will be required to complete these additional hours as listed below.

7-9 _____ 10-12 _____

Instructor Signature _____ Date _____

Student Signature _____ Date _____

***Course instructor will have the final determination of the number of hours, based on type of activity, that will be accepted.

BSED Adolescent 7-12 with Special Education + Discipline

ACCEPTABLE EDUCATIONAL EXPERIENCES AND PERMITTED HOURS

50 hours must be accrued in ESP 328 and ESP 338. Prior hours must be with students with special needs or in an Inclusion experience. 50 hours must be accrued the discipline specific areas - EDU 362 (Math), EDU363 (Social Studies), EDU 364 (English) or EDU 365 (Biology), prior hours must be in the specified area. Hours must be divided between grades 7-9 and grades 10-12.

As you accumulate your experiences, out of the classroom setting, use the following chart to determine the allotted time given to various experiences

NONCLASSROOM EXPERIENCES	MAXIMUM PERMITTED AT ANY LEVEL (maximum of 50, however combined)
Birth – 6th	10 hrs
Coaching	20 hrs. or 10 (7-9) +10(10-12)
Camp Counselor, i.e. YMCA, Boy Scouts, Girl Scouts, Guides, and the like	20 hrs. or 10 (7-9) +10 (10-12)
Tutoring	20 hrs. or 10 (7-9) +10 (10-12)
Religious education	30 hrs. or 10(7-9)+10(10-12)
Adult education	10 hrs
After school program	10 hrs
Special Needs Assistant	10 hrs

Example			
5 th grade	7-9	10-12	Adult Edu
10 hours	40 hours	40 hours	10 hours

BSED Early Childhood/Childhood (B-6)

INTRODUCTION

Pre-Student Teaching Experience

As a BSED (B-6) degree student in the Early Childhood/Childhood Elementary Education program, you are expected to complete 160 hours of pre-student teaching experiences. 60 hours will be accrued as part of the course work (EDU210-10hrs, EDU240- 10hrs, EDU241- 10hrs, EDU242 -10hrs, EDU370-5hrs, EDU371-5hrs, EDU372 -5hrs, EDU373 -5hrs). 100 additional hours will be completed by the end of the EDU 378 course. Up to 80 contact hours of prior experiences, accrued during your college interim, at the appropriate age/grade can be considered at this time. 20 hours **MUST** be completed during the course. You may include up to 20 hours of high school participation in a program under the directive of BOCES.

It is expected that you would accumulate approximately 40-60 contact hours in Birth - K experiences, 40-60 contact hours in grades 1-3experiences and an additional 40-60 contact hours in grades 4-6 experiences. These pre-student teaching experiences, for example, may include paid and/or volunteer experiences as a full-time teacher, a substitute teacher, or an educational assistant. Most of the contact hours of experiences should occur in a classroom setting. Other examples that may be considered are from an after-school program/day care center, tutoring, reading stories at a local library, interaction at a YMCA, working at a summer camp, involvement with the Boy Scouts and Girl Scouts, active involvement with youth at your place of worship, adult education and coaching.

Please note that no credit can be earned for babysitting, parenting, tutoring your own child, and nanny responsibilities. There are also restrictions on the number of hours that can be accepted above grade 6.

The variety of experiences, as enumerated above, provide you with a wealth of opportunities to accumulate the total of 160 hours. The pre-student teaching course instructors have the final decision on the number of previous hours and activities that are acceptable. Review the completed validation form to verify previous experiences.

In order to assist you in compiling your previous pre-student teaching experiences and confirming outstanding hours and grade levels two (2) charts follow. Chart 1: —Acceptable Educational Experiences Categories and Permitted Hours||, and Chart 2: —A Review of Pre-Student Teaching Hours Experiences.

Chart 1 provides you with acceptable educational categories and maximum contact hours acceptable while Chart 2 assists you in briefly summarizing previous experiences and also includes outstanding contact hours and grade levels as determined by the course instructor.

**BSED Early Childhood/Childhood B-6/EDU 378
PRE-STUDENT TEACHING HOURS REVIEW**

Complete the chart below to provide your instructor with your pre-student teaching experiences that have been completed independently since you have entered the B-6 Elementary Education degree program. Refer to the Calculation Chart attached.

***The only hours, accrued in high school, which will be considered is participation in a BOCES Early Childhood program. (maximum 20 hours).

Your Role(choose from Educational categories)	Gr	Site name and address	# of hours participated	# of hours accepted
--	-----------	------------------------------	--------------------------------	----------------------------

Student Name _____ Date _____

After reviewing the prior teaching experiences submitted, the following have been accepted. All must be able to be validated with signatures of the supervisor at the site.

Birth-K _____ Primary (1-3) _____ Intermediate (4-6) _____

You will be required to complete these additional hours as listed below.

Birth-K _____ Primary (1-3) _____ Intermediate (4-6) _____

Instructor Signature _____ Date _____

Student Signature _____ Date _____

***Course instructor will have the final determination of the number of hours, based on type of activity that will be accepted.

BSED Early Childhood/Childhood B -6

ACCEPTABLE EDUCATIONAL EXPERIENCES AND PERMITTED HOURS

100 PRE-SERVICE HOURS MUST BE COMPLETED BY THE END OF YOUR EARLY FIELD EXPERIENCE COURSE (EDU 378). 20 OF THESE HOURS MUST BE COMPLETED DURING THIS CLASS.

As you accumulate your experiences, out of the classroom setting, use the following chart to determine the allotted time given to various experiences. The total number may be divided among the three areas (Birth- K, Primary and Intermediate.) Example: the 20hours of coaching may be divided between 10 at Primary (1-3) and 10 at Intermediate**

NONCLASSROOM EXPERIENCES	MAXIMUM PERMITTED AT ANY LEVEL (maximum of 50, however combined)
Grades 7-12	10 hrs
Coaching	20 hrs
Camp Counselor, i.e. YMCA, Boy Scouts, Girl Scouts, Guides, and the like	20 hrs
Tutoring	20 hrs
Religious education	30 hrs
Adult education	10 hrs
After school program	10 hrs
Special Needs Assistant	10 hrs

Example

Pre-K/K	1-3	4-6	7-Adult
10 hours	40 hours	40 hours	10 hours

MEDAILLE COLLEGE: SCHOOL OF EDUCATION **BSED Childhood (1-6) AND MSED Childhood (1-6)**

INTRODUCTION

Pre-Student Teaching Experience

As a BSED or MSED Childhood 1-6 degree student in the Elementary Education program, you are expected to complete a pre-student teaching course (EDU 377 or EDU 504 respectively). The course includes regular attendance and class expectations/requirements as well as successful completion of a minimum of 100 contact hours of pre-student teaching experiences at the appropriate age/grade levels.

It is expected that you would accumulate approximately 50 contact hours in grades 1-3 and an additional 50 contact hours in grades 4-6. These pre-student teaching experiences, for example, may include paid and/or volunteer experiences as a full-time teacher, a substitute teacher, and an educational assistant. Most of the contact hours **should** occur in a classroom setting. Other examples that may be considered are an after-school program/day care center, tutoring, reading stories at a local library, interaction at a YMCA, working at a summer camp, involvement with the boy scouts and girl scouts, active involvement with youth at your place of worship, adult education and coaching.

Please note that **no credit** can be earned for babysitting, parenting, tutoring your own child, and nanny responsibilities. There are also restrictions on the number of hours based on the type of experience that can be accepted for grades 1-6 and for experiences below grade 1 and above grade 6.

The variety of experiences, as enumerated above, provide you with a wealth of opportunities to accumulate the minimum of 100 hours. To assist you in the completion of the hours, you are permitted to have up to 80 hours of previous educational experiences from the past 5 years accepted toward the 100 required hours. The pre-student teaching course instructor has the final decision on the number of previous hours and activities that are acceptable. Review the completed validation form to verify previous experiences.

Outstanding hours must be completed in grades 1-3 and/or grades 4-6.

In order to assist you in compiling your previous pre-student teaching experiences and confirming outstanding hours and grade levels two (2) charts follow. Chart 1: "Acceptable Educational Experiences Categories and Permitted Hours", and Chart 2: "A Review of Pre-Student Teaching Experiences."

Chart 1 provides you with acceptable educational categories and maximum contact hours acceptable while Chart 2 assists you in briefly summarizing previous experiences and also includes outstanding contact hours and grade levels as determined by the course instructor.

MEDAILLE COLLEGE: SCHOOL OF EDUCATION
BSED Childhood (1-6)/MSED Childhood (1-6)
PRE-STUDENT TEACHING HOURS REVIEW

Complete the chart below to provide your instructor with your pre-student teaching experiences that have been completed during the past five (5) years. Refer to the calculation chart attached. (P=Primary & I=Intermediate/Junior)

Your Role (choose from Educational categories)	P or I	Site name and address	# of hours participated	# of hours accepted

Student Name _____ Date _____

After reviewing the previous 5 years of teaching and teaching related experiences submitted, the following have been accepted.

Primary _____ Intermediate (Junior) _____

You will be required to complete these additional hours as listed below.

Primary _____ Intermediate (Junior) _____

Instructor Signature _____ Date _____

Student Signature _____ Date _____

***Course instructor will have the final determination of the number of hours, based on type of activity, that will be accepted.

MEDAILLE COLLEGE: SCHOOL OF EDUCATION
BSED: Childhood 1-6 and MSED: Childhood 1-6

ACCEPTABLE EDUCATIONAL EXPERIENCES AND PERMITTED HOURS

100 PRE-SERVICE HOURS MUST BE COMPLETED BY THE END OF YOUR EARLY FIELD EXPERIENCE COURSE (EDU 377/EDU 504). 20 OF THESE HOURS MUST BE COMPLETED DURING THIS CLASS.

As you accumulate your experiences, out of the classroom setting, use the following chart to determine the allotted time given to various experiences (P=Primary & I=Intermediate/Junior)

NONCLASSROOM EXPERIENCES	MAXIMUM PERMITTED AT ANY LEVEL (maximum of 50, however combined)
Pre-K/K	10 hrs
Coaching	20 hrs. OR 10 P + 10 I(Jr)
Camp Counselor, i.e. YMCA, Boy Scouts, Girl Scouts, Guides, and the like	20 hrs. OR 10 P + 10 I(Jr)
Tutoring	20 hrs. OR 10 P + 10 I(Jr)
Religious education	30 hrs. OR 15 P + 15 I(Jr)
Adult education	10 hrs
Grades 7-12	10 hrs
After school program	10 hrs Prim or Int(Jr)
Special Needs Assistant	10 hrs Prim or Int(jr)

EXAMPLE

preK/K	1-3	4-6	7-adult
10 hrs	40 hrs	40 hrs	10 hrs

MEDAILLE COLLEGE SCHOOL OF EDUCATION
MSED ADOLESCENT 7-12
English, French, Math, Biology, Chemistry, Social Studies

Pre-Student Teaching Experience

As an MSED – Adolescent degree student in the School of Education program, you are expected to complete EDU 667, a pre-student teaching course. The course includes regular attendance and class expectations/requirements as well as successful completion of a minimum of 100 contact hours of pre-student teaching experiences at the appropriate age/grade levels.

It is expected that you would accumulate approximately 50 contact hours in grades 7-9 and an additional approximate 50 contact hours in grades 10-12. These pre-student teaching experiences, for example, may include paid and/or volunteer experiences as a full-time teacher, a substitute teacher, and an educational assistant. Most of the contact hours **should** occur in a classroom setting. Other examples that may be considered are from after school programs, tutoring, interaction at a YMCA, working at a summer camp, involvement with the Boy Scouts and Girl Scouts, active involvement with youth at a place of worship, adult education and coaching.

Please note that **no credit** can be earned for babysitting, parenting, tutoring your own child, and nanny responsibilities. There are also restrictions on the number of hours that can be accepted. (Refer to Calculation Chart)

The variety of experiences, as enumerated above, provide you with a wealth of opportunities to accumulate the minimum of 100 hours. To assist you in the completion of the hours, you are permitted to have up to 80 hours of previous educational experiences acquired during the past four years. The pre-student teaching course instructor has the final decision on the number of previous hours and activities that are acceptable. Review the completed validation form to verify previous experiences.

Outstanding hours must be completed in grades 7-9 and/or grades 10-12.

In order to assist you in compiling your previous pre-student teaching experiences and confirming outstanding hours and grade levels two (2) charts follow. Chart 1: “Acceptable Educational Experiences Categories and Permitted Hours”, and Chart 2: “A Review of Pre-Student Teaching Experiences.”

Chart 1 provides you with acceptable educational categories and maximum contact hours acceptable while Chart 2 assists you in briefly summarizing previous experiences and also includes outstanding contact hours and grade levels as determined by the course instructor.

**MEDAILLE COLLEGE: SCHOOL OF EDUCATION
 MSAD ADOLESCENT 7-12 /EDU 667
 PRE-STUDENT TEACHING HOUR REVIEW**

Complete the chart below to provide your instructor with your pre-student teaching experiences that have been completed during the past four (4) years. Refer to the calculation chart attached.

Category (Choose from Educational categories)	Site name and address	Your role and number of hours	√

Student Name _____ Date _____

After reviewing the previous 4 years of teaching and teaching related experiences submitted, the following have been accepts.

7 - 9 _____ 10 - 12 _____

You will be required to complete these additional hours as listed below.

7 - 9 _____ 10 - 12 _____

Instructor Signature _____ Date _____

Student Signature _____ Date _____

***Course instructor will have the final determination of the number of hours, based on type of activity, that will be accepted.

MEDAILLE COLLEGE: SCHOOL OF EDUCATION

MSED ADOLESCENT 7-12

PRE-STUDENT TEACHING CALCULATION CHART

ACCEPTABLE EDUCATIONAL EXPERIENCES AND PERMITTED HOURS

100 PRE-SERVICE HOURS MUST BE COMPLETED BY THE END OF YOUR EARLY FIELD EXPERIENCE COURSE (EDU 667). 20 OF THESE HOURS MUST BE COMPLETED DURING THIS CLASS.

As you accumulate your experiences, out of the classroom setting, use the following chart to determine the allotted time given to various experiences (P=Primary & I=Intermediate/Junior)

NONCLASSROOM EXPERIENCES	MAXIMUM PERMITTED AT ANY LEVEL (maximum of 50, however combined)
Birth - 6	10 hrs
Coaching	20 hrs. OR 10(7-9) + 10(10-12)
Camp Counselor, i.e. YMCA, Boy Scouts, Girl Scouts, Guides, and the like	20 hrs. OR 10(7-9) + 10(10-12)
Tutoring	20 hrs. OR 10(7-9) + 10(10-12)
Religious education	30 hrs. OR 15(7-9) + 15(10-12)
Adult education	10 hrs
Special Needs Aide	10 hrs

EXAMPLE

B-6	7-9	10-12	adult
10 hrs	40 hrs	40 hrs	10 hrs

Appendix C

Refocus for Success

A. What is Refocus for Success

Refocus for Success is a mandatory, one day seminar for student teachers who have earned an unsatisfactory (U) for 1 or 2 student teaching experiences.

Student teachers who have had difficulties with the student teaching experiences but have earned a satisfactory (S) grade are also invited to attend Refocus for Success and may be recommended.

B. When is Refocus for Success Offered.

Refocus for Success is offered as follows.

Early January

Mid-March

Late August

Mid-October

C. The Refocus for Success Agenda

Refocus for Success has been streamline beginning the fall semester 2009. The seminar will be divided into three major components:

The mini-lessons taught by student teachers in attendance. The mini-lessons provide the students with an opportunity to self-evaluate; to be critiques and reviewed by peers; and to better understand the link teaching has to Planning, Instruction, and Evaluation. [PIE]

The second component of the seminar usually concentrate on 2 topics that focus upon specific student teacher needs such as classroom management techniques, professional responsibilities, or assessment strategies. The focus on a particular topic(s) will of course vary at each seminar meeting dependent upon the areas of student need. The areas of classroom management will be one of the topics that will be mandated.

The third component of Refocus for Success is a personalized contract. The contract outlines specific expectations for the student teachers upcoming student teaching experiences, along with appropriate dates to achieve the expectations.

The contract is developed by the Associate Dean, OSTC, SAGE Enrollment in consultation with the college supervisor and associate teacher and provided to the faculty member who will then meet briefly with each student teacher to review the contract.

The contract must be signed by the student teacher before s/he may participate in a student teaching experience.

A copy of the signed contract is then forwarded to the college supervisor, so that s/he is aware of the contract expectations.

The Refocus for Success seminar begins at 9:00 am & concludes by 12:30 pm.

D. The Student Teachers Preparation for Refocus for Success

In preparation for the seminar, a student teacher is expected to submit two written mini-lesson plans prior to the seminar meeting, using the Medaille College format. Each mini – lesson must include at least two of the four (4) components; literacy, mathematics, science, and social studies.

Mini lessons submitted should be no longer than one page in length. The lessons can be introductory, developmental, reinforcement, and/or review. Examples of mini-lessons might include a “booktalk” a “vocabulary lesson” use of “map skills” or learning about “geometric shapes.”

The mini lessons will take no more than 5-7 minutes to teach.

Mini lessons (one page plans) must be submitted to the OSTC office at least one week before the date of the Refocus for Success seminar.

Student teachers are expected to have the mini-lessons in a binder/notebook for the Refocus for Success meeting, along with all materials required to teach the two lessons.

Appendix D



Medaille College School 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 E

Advisement Comment Sheet

Name _____

Date _____

Address _____

E-mail _____

Semester _____

Phone _____

Comments: _____

Advisor Signature _____

Student Signature _____

Appendix F

Special Education Certification MSED

Upon completion of the MS Ed. Degree in Special Education and the following requirements, the Office of Student Teaching & Certification will recommend graduates for either initial or professional certification in literacy. (Please note the additional requirements for professional certification.)

Requirements for Initial Certificate, Students with Disabilities (Grades 1-6, 5-9)

Institutional Recommendation - Students With Disabilities (Grades 1-6) *

New York State Teacher Certification Exam - Liberal Arts & Science Test (LAST) *

New York State Teacher Certification Exam - Elementary Assessment of Teaching Skills (ATS-W) *

Content Specialty Test (CST) - Multi-Subject *

Content Specialty Test (CST) - Students With Disabilities *

Fingerprint Clearance

Requirements for Professional Certificate, Students with Disabilities (Grades 1-6, 5-9)

New York State Teacher Certification Exam - Liberal Arts & Science Test (LAST) *

New York State Teacher Certification Exam - Elementary Assessment of Teaching Skills (ATS-W) *

Content Specialty Test (CST) - Students With Disabilities *

Content Specialty Test (CST) - Multi-Subject *

Paid, full-time Classroom Teaching experience - 3 Yrs **

Mentored Experience - 1 Yrs **

Fingerprint Clearance

*Student must pass with a score of 220 or above in order to be eligible for certification.

**Official documentation from the school district must be submitted to the Office of Student Teaching and Certification (OSTC) when applying for recommendation.

At the beginning of your last semester, complete this form and submit along with documentation to the Office of Student Teaching Certification (OSTC).

Student name: _____

Semester of completion of program: _____

Type of certification (please circle one): **initial** **professional**

Signature of student: _____

NYS Certification in Literacy MSED

Upon completion of the MS Ed. degree in literacy and the following requirements, the Office of Student Teaching & Certification will recommend graduates for either initial or professional certification in literacy. (Please note the additional requirements for professional certification.)

Requirements for INITIAL CERTIFICATION IN LITERACY (B-6, 5-12):

Check those which have been completed.

[New York State Teacher Certification Exam - Liberal Arts & Science Test \(LAST\) *](#)

[New York State Teacher Certification Exam - Elementary Assessment of Teaching Skills \(ATS-W\) *](#)

[Content Specialty Test \(CST\) – Literacy*](#)

[Fingerprint Clearance](#)

Requirements for PROFESSIONAL CERTIFICATION IN LITERACY (B-6, 5-12):

Check those which have been completed.

[New York State Teacher Certification Exam - Liberal Arts & Science Test \(LAST\) *](#)

[New York State Teacher Certification Exam - Elementary Assessment of Teaching Skills \(ATS-W\) *](#)

[Content Specialty Test \(CST\) - Literacy *](#)

[Paid, full-time Classroom Teaching experience - 3 Yrs **](#)

[Mentored Experience - 1 Yrs **](#)

[Fingerprint Clearance](#)

*Student must pass with a score of 220 or above in order to be eligible for certification.

**Official documentation from the school district must be submitted to the Office of Student Teaching and Certification (OSTC) when applying for recommendation.

At the beginning of your last semester, complete this form and submit along with documentation to the Office of Student Teaching Certification (OSTC).

Student name: _____

Semester of completion of program: _____

Type of certification (please circle one): **initial** **professional**

Signature of student: _____

NYS Early Childhood/Childhood Education (Birth-Grade 6) Certification BS Ed

Upon completion of the BS Ed. Degree in Early Childhood/Childhood (Birth- Grade 6) and the following requirements, the Office of Student Teaching & Certification will recommend graduates for initial certification in Early Childhood/Childhood Education (Birth-Grade 6).

Requirements for Initial Certificate, Early Childhood Education (Birth-Grade 2)/Childhood (1-6)

- Completion of a NYS Registered Program – Early Childhood Education (Birth – Grade 2, Grades 1-6)
- Institutional Recommendation – Early Childhood Education (Birth-Grade 2)
- Institutional Recommendation – Childhood Education (Grades 1-6)
- New York State Teacher Certification Exam – Liberal Arts & Science Test (LAST)*
- New York State Teacher Certification Exam – Elementary Assessment of Teaching Skills Written (ATS-W)*
- Content Specialty Test (CST) – Multi-Subject*
- Fingerprint Clearance

*Student must pass with a score of 220 or above in order to be eligible for certification.

At the beginning of your last semester, complete this form and submit along with documentation to the Office of Student Teaching Certification (OSTC).

Student
Name: _____

Semester of completion of program:

Type of certification (please circle one): **Initial** **Professional**

Signature of student: _____

NYS Childhood Education (Grades 1-6) Certification BS Ed

Upon completion of the BS Education Degree in Childhood Education (Grades 1-6) and the following requirements, the Office of Student Teaching & Certification will recommend graduates for initial certification in Childhood Education (Grades 1-6).

Requirements for Initial Certificate, Childhood Education (Grades 1-6)

- Completion of a NYS Registered Program –Childhood Education (Grades 1-6)
- Institutional Recommendation – Childhood Education (Grades 1-6)
- New York State Teacher Certification Exam – Liberal Arts & Science Test (LAST)*
- New York State Teacher Certification Exam – Elementary Assessment of Teaching Skills Written (ATS-W)*
- Content Specialty Test (CST) – Multi-Subject*
- Fingerprint Clearance

*Students must pass with a score of 220 or above in order to be eligible for certification.

At the beginning of your last semester, complete this form and submit along with documentation to the Office of Student Teaching Certification (OSTC).

Student name: _____

Semester of completion of program: _____

Type of certification (please circle one): **Initial** **Professional**

Signature of student: _____

NYS Social Studies Adolescent Education (Grades 7-12) with Special Education Certification BS Ed

Upon completion of the BS Education Degree in Adolescent Education – Social Studies (Grades 7-12) with Special Education and the following requirements, the Office of Student Teaching & Certification will recommend graduates for initial certification in Adolescent Education (Grades 7-12) with Special Education.

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

- Completion of a NYS Registered Program – Social Studies 7-12
- Institutional Recommendation – Social Studies 7-12
- New York State Teacher Certification Exam – Liberal Arts & Science Test (LAST)*
- New York State Teacher Certification Exam – Secondary Assessment of Teaching Skills Written (ATS-W)*
- Content Specialty Test (CST) – Social Studies*
- Content Specialty Test (CST) – Students with Disabilities*
- Fingerprint Clearance

Requirements for Professional Certificate, Adolescent Education – Social Studies (Grade 7-12) with Special Ed Certification

- Completion of a NYS Registered Program – Social Studies 7-12
- Institutional Recommendation – Social Studies 7-12
- New York State Teacher Certification Exam – Liberal Arts & Science Test (LAST)*
- New York State Teacher Certification Exam – Secondary Assessment of Teaching Skills Written (ATS-W)*
- Content Specialty Test (CST) – Social Studies*
- Content Specialty Test (CST) – Students with Disabilities*
- Paid, full-time Classroom Teaching experience – 3 years*
- Mentored Experience – 1 year*
- Fingerprint Clearance
- Citizenship status – INS Permanent Resident or U.S. Citizenship

*Student must pass with a score of 220 or above in order to be eligible for certification.

**Official documentation from the school district must be submitted to the Office of Student Teaching and Certification (OSTC) when applying for recommendation.

At the beginning of your last semester, complete this form and submit along with documentation to the Office of Student Teaching Certification (OSTC).

Student name: _____

Semester of completion of program: _____

Type of certification (please circle one): **Initial** **Professional**

Signature of student: _____

NYS English Adolescent Education (Grades 7-12) with Special Education Certification BS Ed

Upon completion of the BS Education Degree in Adolescent Education – English (Grades 7-12) with Special Education and the following requirements, the Office of Student Teaching & Certification will recommend graduates for initial certification in Adolescent Education (Grades 7-12) with Special Education.

Requirements for Initial Certificate, Adolescent Education – English (Grades 7-12) with Special Ed Certification

- Completion of a NYS Registered Program – English 7-12
- Institutional Recommendation – English 7-12
- New York State Teacher Certification Exam – Liberal Arts & Science Test (LAST)*
- New York State Teacher Certification Exam – Secondary Assessment of Teaching Skills Written (ATS-W)*
- Content Specialty Test (CST) – English*
- Content Specialty Test (CST) – Students with Disabilities*
- Fingerprint Clearance

Requirements for Professional Certificate, Adolescent Education – English (Grade 7-12) with Special Ed Certification

- Completion of a NYS Registered Program – English 7-12
- Institutional Recommendation – English 7-12
- New York State Teacher Certification Exam – Liberal Arts & Science Test (LAST)*
- New York State Teacher Certification Exam – Secondary Assessment of Teaching Skills Written (ATS-W)*
- Content Specialty Test (CST) – English*
- Content Specialty Test (CST) – Students with Disabilities*
- Paid, full-time Classroom Teaching experience – 3 years**
- Mentored Experience – 1 year**
- Fingerprint Clearance
- Citizenship status – INS Permanent Resident or U.S. Citizenship

*Students must pass with a score of 220 or above in order to be eligible for certification.

**Official documentation from the school district must be submitted to the Office of Student Teaching and Certification (OSTC) when applying for recommendation.

At the beginning of your last semester, complete this form and submit along with documentation to the Office of Student Teaching Certification (OSTC).

Student Name: _____

Semester of completion of program: _____

Type of certification (please circle one): **Initial** **Professional**

Signature of student: _____

NYS Math Adolescent Education (Grades 7-12) with Special Education Certification BS Ed

Upon completion of the BS Education Degree in Adolescent Education – Math (Grades 7-12) with Special Education and the following requirements, the Office of Student Teaching & Certification will recommend graduates for initial certification in Adolescent Education (Grades 7-12) with Special Education.

Requirements for Initial Certificate, Adolescent Education – Math (Grades 7-12) with Special Ed Certification

- Completion of a NYS Registered Program – Math 7-12
- Institutional Recommendation – Math 7-12
- New York State Teacher Certification Exam – Liberal Arts & Science Test (LAST)*
- New York State Teacher Certification Exam – Secondary Assessment of Teaching Skills Written (ATS-W)*
- Content Specialty Test (CST) – Math*
- Content Specialty Test (CST) – Students with Disabilities*
- Fingerprint Clearance

Requirements for Professional Certificate, Adolescent Education – Math (Grade 7-12) with Special Ed Certification

- Completion of a NYS Registered Program – Math 7-12
- Institutional Recommendation – Math 7-12
- New York State Teacher Certification Exam – Liberal Arts & Science Test (LAST)*
- New York State Teacher Certification Exam – Secondary Assessment of Teaching Skills Written (ATS-W)*
- Content Specialty Test (CST) – Math*
- Content Specialty Test (CST) – Students with Disabilities*
- Paid, full-time Classroom Teaching experience – 3 years**
- Mentored Experience – 1 year**
- Fingerprint Clearance
- Citizenship status – INS Permanent Resident or U.S. Citizenship

*Students must pass with a score of 220 or above in order to be eligible for certification.

**Official documentation from the school district must be submitted to the Office of Student Teaching and Certification (OSTC) when applying for recommendation.

At the beginning of your last semester, complete this form and submit along with documentation to the Office of Student Teaching Certification (OSTC).

Student name: _____

Semester of completion of program: _____

Type of certification (please circle one): **Initial** **Professional**

Signature of student: _____

NYS Childhood Education (Grades 1-6) Certification MS Ed

Upon completion of the MS Education Degree in Childhood Education (Grades 1-6) and the following requirements, the Office of Student Teaching & Certification will recommend graduates for initial certification in Childhood Education (Grades 1-6).

Requirements for Initial Certificate, Childhood Education (Grades 1-6)

- Completion of a NYS Registered Program –Childhood Education (Grades 1-6)
- Institutional Recommendation – Childhood Education (Grades 1-6)
- New York State Teacher Certification Exam – Liberal Arts & Science Test (LAST)*
- New York State Teacher Certification Exam – Elementary Assessment of Teaching Skills Written (ATS-W)*
- Content Specialty Test (CST) – Multi-Subject*
- Fingerprint Clearance

Requirements for Professional Certificate, Childhood Education (Grades 1-6)

- Completion of a NYS Registered Program –Childhood Education (Grades 1-6)
- Institutional Recommendation – Childhood Education (Grades 1-6)
- New York State Teacher Certification Exam – Liberal Arts & Science Test (LAST)*
- New York State Teacher Certification Exam – Elementary Assessment of Teaching Skills Written (ATS-W)*
- Content Specialty Test (CST) – Multi-Subject*
- Paid, full-time Classroom Teaching experience – 3 years**
- Mentored Experience – 1 year**
- Fingerprint Clearance
- Citizenship status – INS Permanent Resident or U.S. Citizenship

*Students must pass with a score of 220 or above in order to be eligible for certification.

**Official documentation from the school district must be submitted to the Office of Student Teaching and Certification (OSTC) when applying for recommendation.

At the beginning of your last semester, complete this form and submit along with documentation to the Office of Student Teaching Certification (OSTC).

Student name: _____

Semester of completion of program: _____

Type of certification (please circle one): **Initial** **Professional**

Signature of student: _____

NYS Biology Adolescent Education (Grades 7-12) Certification MS Ed

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

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

- Completion of a NYS Registered Program – Biology 7-12
- Institutional Recommendation – Biology 7-12
- New York State Teacher Certification Exam – Liberal Arts & Science Test (LAST)*
- New York State Teacher Certification Exam – Secondary Assessment of Teaching Skills Written (ATS-W)*
- Content Specialty Test (CST) – Biology*
- Fingerprint Clearance

Requirements for Professional Certificate, Adolescent Education – Biology (Grade 7-12)

- Completion of a NYS Registered Program – Biology 7-12
- Institutional Recommendation – Biology 7-12
- New York State Teacher Certification Exam – Liberal Arts & Science Test (LAST)*
- New York State Teacher Certification Exam – Secondary Assessment of Teaching Skills Written (ATS-W)*
- Content Specialty Test (CST) – Biology*
- Paid, full-time Classroom Teaching experience – 3 years**
- Mentored Experience – 1 year**
- Fingerprint Clearance
- Citizenship status – INS Permanent Resident or U.S. Citizenship

*Student must pass with a score of 220 or above in order to be eligible for certification.

**Official documentation from the school district must be submitted to the Office of Student Teaching and Certification (OSTC) when applying for recommendation.

At the beginning of your last semester, complete this form and submit along with documentation to the Office of Student Teaching Certification (OSTC).

Student Name: _____

Semester of completion of program: _____

Type of certification (please circle one): **Initial** **Professional**

Signature of student: _____

NYS Chemistry Adolescent Education (Grades 7-12) Certification MS Ed

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

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

- Completion of a NYS Registered Program – Chemistry 7-12
- Institutional Recommendation – Chemistry 7-12
- New York State Teacher Certification Exam – Liberal Arts & Science Test (LAST)*
- New York State Teacher Certification Exam – Secondary Assessment of Teaching Skills Written (ATS-W)*
- Content Specialty Test (CST) – Chemistry*
- Fingerprint Clearance

Requirements for Professional Certificate, Adolescent Education – Chemistry (Grade 7-12)

- Completion of a NYS Registered Program – Chemistry 7-12
- Institutional Recommendation – Chemistry 7-12
- New York State Teacher Certification Exam – Liberal Arts & Science Test (LAST)*
- New York State Teacher Certification Exam – Secondary Assessment of Teaching Skills Written (ATS-W)*
- Content Specialty Test (CST) – Chemistry*
- Paid, full-time Classroom Teaching experience – 3 years**
- Mentored Experience – 1 year**
- Fingerprint Clearance
- Citizenship status – INS Permanent Resident or U.S. Citizenship

*Student must pass with a score of 220 or above in order to be eligible for certification.

**Official documentation from the school district must be submitted to the Office of Student Teaching and Certification (OSTC) when applying for recommendation.

At the beginning of your last semester, complete this form and submit along with documentation to the Office of Student Teaching Certification (OSTC).

Student name: _____

Semester of completion of program: _____

Type of certification (please circle one): **Initial** **Professional**

Signature of student: _____

NYS English Adolescent Education (Grades 7-12) Certification MS Ed

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

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

- Completion of a NYS Registered Program – English 7-12
- Institutional Recommendation – English 7-12
- New York State Teacher Certification Exam – Liberal Arts & Science Test (LAST)*
- New York State Teacher Certification Exam – Secondary Assessment of Teaching Skills Written (ATS-W)*
- Content Specialty Test (CST) – English*
- Fingerprint Clearance

Requirements for Professional Certificate, Adolescent Education – English (Grade 7-12)

- Completion of a NYS Registered Program – English 7-12
- Institutional Recommendation – English 7-12
- New York State Teacher Certification Exam – Liberal Arts & Science Test (LAST)*
- New York State Teacher Certification Exam – Secondary Assessment of Teaching Skills Written (ATS-W)*
- Content Specialty Test (CST) – English*
- Paid, full-time Classroom Teaching experience – 3 years**
- Mentored Experience – 1 year**
- Fingerprint Clearance
- Citizenship status – INS Permanent Resident or U.S. Citizenship

*Student must pass with a score of 220 or above in order to be eligible for certification.

**Official documentation from the school district must be submitted to the Office of Student Teaching and Certification (OSTC) when applying for recommendation.

At the beginning of your last semester, complete this form and submit along with documentation to the Office of Student Teaching Certification (OSTC).

Student name: _____

Semester of completion of program: _____

Type of certification (please circle one): **Initial** **Professional**

Signature of student: _____

NYS French Adolescent Education (Grades 7-12) Certification MS Ed

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

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

- Completion of a NYS Registered Program – French 7-12
- Institutional Recommendation – French 7-12
- New York State Teacher Certification Exam – Liberal Arts & Science Test (LAST)*
- New York State Teacher Certification Exam – Secondary Assessment of Teaching Skills Written (ATS-W)*
- Content Specialty Test (CST) – French*
- Fingerprint Clearance

Requirements for Professional Certificate, Adolescent Education – French (Grade 7-12)

- Completion of a NYS Registered Program – French 7-12
- Institutional Recommendation – French 7-12
- New York State Teacher Certification Exam – Liberal Arts & Science Test (LAST)*
- New York State Teacher Certification Exam – Secondary Assessment of Teaching Skills Written (ATS-W)*
- Content Specialty Test (CST) – French*
- Paid, full-time Classroom Teaching experience – 3 years**
- Mentored Experience – 1 year**
- Fingerprint Clearance
- Citizenship status – INS Permanent Resident or U.S. Citizenship

*Student must pass with a score of 220 or above in order to be eligible for certification.

**Official documentation from the school district must be submitted to the Office of Student Teaching and Certification (OSTC) when applying for recommendation.

At the beginning of your last semester, complete this form and submit along with documentation to the Office of Student Teaching Certification (OSTC).

Student name: _____

Semester of completion of program: _____

Type of certification (please circle one): **Initial** **Professional**

Signature of student: _____

NYS Math Adolescent Education (Grades 7-12) Certification MS Ed

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

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

- Completion of a NYS Registered Program – Mathematics 7-12
- Institutional Recommendation – Mathematics 7-12
- New York State Teacher Certification Exam – Liberal Arts & Science Test (LAST)*
- New York State Teacher Certification Exam – Secondary Assessment of Teaching Skills Written (ATS-W)*
- Content Specialty Test (CST) – Mathematics*
- Fingerprint Clearance

Requirements for Professional Certificate, Adolescent Education – Mathematics (Grade 7-12)

- Completion of a NYS Registered Program – Mathematics 7-12
- Institutional Recommendation – Mathematics 7-12
- New York State Teacher Certification Exam – Liberal Arts & Science Test (LAST)*
- New York State Teacher Certification Exam – Secondary Assessment of Teaching Skills Written (ATS-W)*
- Content Specialty Test (CST) – Mathematics*
- Paid, full-time Classroom Teaching experience – 3 years**
- Mentored Experience – 1 year**
- Fingerprint Clearance
- Citizenship status – INS Permanent Resident or U.S. Citizenship

*Student must pass with a score of 220 or above in order to be eligible for certification.

**Official documentation from the school district must be submitted to the Office of Student Teaching and Certification (OSTC) when applying for recommendation.

At the beginning of your last semester, complete this form and submit along with documentation to the Office of Student Teaching Certification (OSTC).

Student name: _____

Semester of completion of program: _____

Type of certification (please circle one): **Initial** **Professional**

Signature of student: _____

Appendix G



School 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 H

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 Academic Support Center as soon as possible. The staff in the Academic Support Center will determine what accommodations are appropriate and reasonable under the Americans with Disabilities Act. The Academic Support Center is located in the Main Building, Room M314, and can be reached by phone at (716) 880-2338.

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/campuslife/handbooks/index.asp>), Paragraph 6.2.2.5, for full details on the college's policy and procedures for handling formal charges of academic dishonesty.

Campus Emergency Closure

In the event of a campus emergency closure, please log on to your Bb Vista course link at <http://learning.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 I

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 J
Memo: Pre-Student/Student Teaching Coursework Expectations

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

Communication is very important to the School 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/0910/undergrad_catalog_2009.pdf and students are expected to follow the Student Code of Conduct http://www.medaille.edu/college/handbooks/vol_VII.pdf
- Students are expected to review and follow the "Student Teaching Expectations" listed in the Student Teaching Handbook <http://www.medaille.edu/studentteaching/STmanual0910.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 SOE Handbook at 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." <http://www.medaillesports.com/pdf/09-10%20student%20athlete%20handbook.pdf>

Appendix K
SOE Advisory Board Members

	Name	Title	E-mail
1.	Jennifer Stringfellow, Medaille Alumni (MS Ed 2007)	Jennifer Stringfellow Reading Specialist John A. Sciole Elementary School Lancaster Central School District	JStringfellow@lancaster.wnyric.org
2.	Jim Dailey	Jim Dailey BOCES-IT specialist	James.a.dailey@medaille.edu
3.	Heidi Rotella	Heidi S. Rotella, CAO Pinnacle Charter School	hrotella@pinnaclewny.org
4.	Sheridan Nemeth	Sheridan Nemeth Special Education Roosevelt E.C.C. #65, BPS	snemeth@buffaloschools.org
5.	Dean Roussi	Dean Roussi Secondary Math Lakeshore Schools	droussi@lakeshore.wnyric.org
6.	Nancy Gallagher	Nancy Gallagher Secondary Mathematics Teacher Buffalo Public Schools	NGallagher@buffaloschools.org
7.	Jeff Faunce	Jeff Faunce School Of Education Medaille College	
8.	Cathy Kanaley	Cathy Kanaley First Grade Teacher Maple West Elementary, Williamsville	ckenaly@williamsville12.org
9.	Shellonnee Chinn (Medaille Alumni)	Shellonnee Baker Chinn Prep 2 Educator Elmwood Franklin School	
10.	Darren Brown	Darren J. Brown Principal Buffalo Academy for Visual and Performing Arts	dbrown@buffaloschools.org
11.	Keli-oran Luchey	Keli Koran Holder-Luchey, Ph.D. School Counselor Niagara Falls High School	kluchey@nfschools.net
12.	Amanda Kraft Medaille Alumni ,2009?	Amanda Kraft Elementary Education Student Medaille College	
13.	Michelle Cefaratti	Michelle Cefaratti Instructor Medaille College	Mac323@medaille.edu
14.	Claudia Conway	Claudia T. Conway Clinical Assistant Professor Program Director, MS Ed. in Literacy	cconway@medaille.edu
15.	Virginia Batchelor	Dr. Virginia Batchelor Associate Professor Medaille College	Virginia.a.batchelor.medaille.edu
16.			
17.	Illana Lane	Dr. Illana Lane Dean ,School of Education Medaille College	Liana.lane@medaille.edu