MARIST COLLEGE

TEACHER EDUCATION PROGRAMS HANDBOOK

for

Students, Faculty, and Staff

Preparing innovative, inclusive educators who promote student success and the social good.

2022-2023 Academic Year

Marist College
Education Department
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Website: http://www.marist.edu/sbs/educ/

Welcome to the Teacher Education Programs at Marist College! We are delighted that you are joining us on your journey to become an educator, which is a rewarding and enriching career. This Handbook contains some vital information about policies and procedures within our programs, although it is not intended to be fully comprehensive in nature. Feel free to contact me any one of us for additional information about our programs.

Welcome to Marist!

Dr. Carol R. Rinke
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Assistant Dean for Social and Behavioral Sciences
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Table of Contents

Directory of Full-Time Faculty and Staff: Education Department

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Purposes of the Handbook

The Teacher Education Programs Handbook is intended to communicate the practices and procedures of the Teacher Education Programs and to serve as a resource for students, faculty, and staff who may seek current information related to programmatic operations. Other Handbooks that affect Marist students, faculty, and staff may be found online:

- Students (referred to as Teacher Candidates or Candidates) must adhere to the Student Handbook and Code of Conduct.
- Full-time faculty are governed by the Faculty Handbook as well as the Policy and Procedures Manual for full-time faculty.
- Part-time faculty are guided by the Policy and Procedure Manual for part-time faculty.

All academic programs are detailed in either the Undergraduate Catalog or Graduate Catalog, posted on the Registrar's website.

The Education Department also maintains separate Student Teaching Handbooks, with particular policies regarding this important professional experience. Student Teaching Handbooks are made available to candidates as they approach the Student Teaching semester.

Overview of the Education Department

*A. History:*

The preparation of teachers at Marist College is rooted in the original purpose of the seminary, founded in 1929, to train Marist Brothers to teach in the high schools sponsored by the Order. In 1946 the Marist Brothers received a charter to operate Marian College that led to the establishment of Marist College in 1960. Marist College became an independent, secular institution in 1969.

B. Accreditation:

Marist's Education Department is currently accredited by the New York State Education Department through a process that is called Regents Accreditation of Teacher Education. Teacher education institutions in New York were notified that accreditation by a national agency must be obtained by December 31, 2013. Marist first became accredited by the National Council for Accreditation of Teacher Education (NCATE). NCATE was replaced by the Council for Accreditation of Educator Preparation (CAEP). In February 2019, transferred to the Association for Advancing Quality Educator Preparation (AAQEP).

Marist College is currently a member in good standing of the Association for Advancing Quality in Educator Preparation (AAQEP), a national accrediting organization recognized by the Council for Higher Education Accreditation. Marist is working toward accreditation of its educator preparation programs under the AAQEP standards with an anticipated quality assurance review in fall 2023.
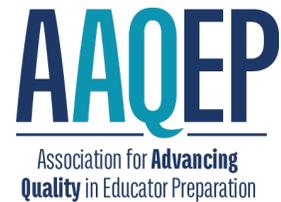
C. *Teacher Education Programs*

All Teacher Education Programs are housed within the Education Department, which is in turn a member of the School of Social and Behavioral Sciences along with departments for Psychology, Criminal Justice, and Social Work.

The Education Department offers a variety of teacher education programs, approved by the New York State Education Department, including:

(1) A BS in Childhood/Students with Disabilities Education, which leads to initial certification in grades 1-6 and students with disabilities.

(2) An Early Childhood Education program, which leads to a birth-grade 2 add-on certificate

(3) A BA-BS/MAT in Adolescence/Students with Disabilities Education, which leads to initial and professional certification in grades 7-12 in one of eight content areas (English, math, social studies, biology, chemistry, earth science, Spanish, and French), along with students with disabilities certification

(4) An advanced Master's Degree program (MSEd) in Contemporary Curriculum and Instruction, in three delivery models: 5-year, summer hybrid, and campus-based formats.

D. *Mission and Vision*

The College's Strategic Plan (2018-2023) has three essential goals: Student Success, Innovation, and Advancing the Social Good. The College's essential goals are reflected in the Education

Department's mission of "*Preparing innovative, inclusive educators who promote student success and the social good*"

E. Unit Goals

The Teacher Education Programs are guided by comprehensive professional practice standards as philosophy and core values/beliefs are placed into practice. The goals (organizational standards) of the teacher education programs at Marist College are:

1. Foundational Knowledge
   o Develop candidates' knowledge related to learners, educational contexts, and evidence-based practices essential for effective and equitable teaching.
2. Pedagogical Practice
   o Prepare candidates with skills for constructing purposeful learning experiences.
3. Assessment
   o Prepare candidates to collect and analyze data and use multiple assessment strategies and tools to enhance student achievement
4. Inclusive Teaching
   o Prepare change agents who promote access, equity, and justice for all students while working to improve schools
5. Professional Responsibility
   o Equip professionals with skills to operate as collaborative professionals and continually improve their practice.

In addition to being guided by these overall departmental goals, Teacher Education Programs are also aligned with the InTASC Core Teaching Standards (Initial Licensure Programs) and the National Board for Professional Teaching Standards Core Propositions (Advanced Licensure Programs).

Operational Policies of the Department

Declaration of Major

Candidates may declare a major in one of the teacher education programs in several ways. Students accepted to Marist College under the standards of the Admissions Office may declare one of the initial teacher education programs (Childhood/Students with Disabilities or Adolescence/Students with Disabilities) upon matriculation to the College.

Candidate who entered the College undeclared or enrolled in another major may also change to one of the initial licensure programs (Childhood/Students with Disabilities or

Adolescence/Students with Disabilities). To do so, candidates must contact the Assistant Dean for Teacher Education, who reviews their academic progress to date and discusses a proposed plan moving forward. If accepted, candidates must complete the major declaration form and submit it to the Registrar's Office. Candidate are encouraged to do so during their first year of study, to account for the rigorous demands of the teacher education programs.

Candidates enrolled in one of the teacher education programs are regularly monitored for successful progress with respect to both academic and dispositional expectations, in both course and field contexts. Candidates who do not meet academic or dispositional expectations will be placed on probation for the program and may be subject to dismissal from the teacher education programs.

Candidates who wish to apply for one of the advanced licensure programs (MSEd in Contemporary Curriculum and Instruction) must apply through the Director for Graduate Programs in Education. The following are application requirements: minimum overall 3.0 GPA for undergraduate studies, official undergraduate transcripts from all undergraduate and any graduate studies, application form, résumé , two letters of recommendation from faculty who are familiar with the academic performance and personality of applicant, essay outlining their reasons for applying to the program, and interview with the Director of Graduate Education Programs. The interview process may include written tasks.

Academic Expectations

Complete academic expectations for each program are detailed in either the Undergraduate Catalog or the Graduate Catalog, posted on the Registrar's website. A few key items are listed below.

Candidates in the Childhood/Students with Disabilities program must maintain a minimum overall GPA of 2.7 and earn grades of C+ or higher in the certification sequence. If at any time the candidate's GPA falls below 2.7, the candidate will be notified that they are subject to academic review. Academic review will result in assignment of probationary status or dismissal. A candidate on probation is expected to take immediate steps to raise their GPA. This can be done by (1) earning enough grades of B+ or A, or (2) retaking the course(s) in which a grade of C+ or below was earned and achieving a B or better in this course. NOTE: while a grade of B in any subsequent course may raise a GPA that is below 2.7, it may not by itself be sufficient to raise the GPA to 2.7 or above. Also, candidates may retake a course only one time.

Candidates in the Adolescence/Students with Disabilities program must maintain a minimum overall GPA of 3.0. If at any time the candidate's GPA falls below 3.0, the candidate will be notified of his/her being subject to academic review. Academic review will result in assignment of probationary status or dismissal. A candidate on probation is expected to take immediate steps to raise their GPA. This can be done by (1) earning enough grades of B+ or A, or (2) retaking the course(s) in which low grades were earned and achieving a B or better. NOTE: while a grade of B in any subsequent course may raise a GPA that is below 3.0, it may not by itself be sufficient to

raise the GPA to 3.0 or above. A candidate is allowed up to 12 credit hours of work to raise his or her GPA above 3.0 after being placed on probation. If after attempting 12 credit hours the GPA has not been raised to 3.0, the candidate will be dismissed from the program. In addition, if a candidate earns any grades below B- in the Master of Arts in Teaching program, they will be subject to review by the teacher education faculty and placed on academic probation or dismissed from the program. One grade of C+ will be accepted by the program, on probationary status. If the candidate earns a second grade below B-, they will be permitted to re-take the course one time. Candidates who do not re-take the designated course or who do not achieve a grade of B- or better in the course are subject to dismissal from the program. Candidates who earn a third grade below B- will be dismissed from the program.

All candidates in the MSEd in Contemporary Curriculum and Instruction must maintain grades of B- or above in all coursework. If a candidate earns any grades below B- in the Master of Arts in Teaching program, they will be subject to review by the teacher education faculty and placed on academic probation or dismissed from the program. One grade of C+ will be accepted by the program, on probationary status. If the candidate earns a second grade below B-, they will be permitted to re-take the course one time. Candidates who do not re-take the designated course or who do not achieve a grade of B- or better in the course(s) are subject to dismissal from the program. Candidates who earn a third grade below B- will be dismissed from the program.

All Teacher Candidates are also expected to demonstrate appropriate professional dispositions in coursework and fieldwork throughout their program as follows:
(1) Responsibility
(2) Integrity
(3) Enthusiasm
(4) Communication
(5) Reflection

Any behaviors that are in obvious deviation from the teacher candidate dispositions stated above may result in assignment of probationary status or dismissal. Any candidate who does not demonstrate the dispositions necessary to assume the responsibilities of a classroom teacher will be subject to review by the teacher education faculty and may be placed on probation or dismissed from the program. The candidate will be informed of any decision or recommendation by the teacher education faculty. Candidates are evaluated for

Course Policies

The following statements are adopted by the Teacher Education Programs and recommended for inclusion on all course syllabi:

Marist Academic Integrity Statement
"Marist College is a learning community dedicated to helping students develop the intellect, character, and skills required for enlighten, ethical, and productive lives in the global community of the 21st century. Students are expected to pursue excellence in their education while being honest about their work and fair to other members of the learning community. All work presented to instructors for evaluation must reflect their own ideas and effort, and must properly

acknowledge any contributions of others. Students should expect this honesty and fairness in others as well. As members of the Marist learning community, all students should adhere to the principles of academic integrity as set forth in the Marist Academic Integrity Policy (2016)."

If Turnitin is used in a course, the following statement should be included in course syllabi:
"Use of Turnitin may be mandated for this course. Turnitin is mandated for this course. Turnitin is a service used by Marist College faculty to compare a students written work with its very large database sources, student papers from other institutions, and the like, to check for originality. Work submitted to Turnitin will be used only for the purposes of assessing originality, and will not be shared beyond Turnitin or used for any other purposes. Students who wish to remove their personal identifying information (name, student identification numbers, etc.) from the submitted file may do so but must notify their professor ahead of submission. Work submitted through ilearn in this course will not be reviewed by the professor or maintained by the college unless and until the Turnitin process is completed."

Office of Accommodations and Accessibility
In order to comply with ADA notification requirements, Marist Office of Accommodations and Accessibility encourages use of the following statement on all syllabi: "Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Office of Accommodations and Accessibility at (845) 575-3274, Donnelly Hall 226 or via email at accommodations@marist.edu as soon as possible to better ensure that such accommodations are implemented in a timely manner. Marist's guidelines for instructors to comply with the Americans with Disability Act (ADA) are located here: https://www.marist.edu/student-life/community/accommodations-accessibility/guidelines-instructors."

Academic Affairs Committee (AAC) Recommended Title IX Policy:
Marist College is committed to providing a safe learning environment for all students. If you or someone you know has experienced sexual harassment, including sexual assault, dating or domestic violence, or stalking, support is available. Please contact the Title IX Office at titleix@marist.edu or (845) 575 - 3799 or visit www.marist.edu/title-ix to file a report. Please be aware that faculty and staff are required to disclose incidents of sexual harassment or other potential violations of the Marist College Discrimination, Harassment, and Sexual Misconduct Policy to the Title IX Office. To speak to a confidential resource who does not have this reporting responsibility, contact Counseling Services at (845) 575 – 3314, Health Services at (845) 575 – 3270, or Campus Ministry at (845) 575 – 3000 (x2275).

Intellectual Property Notice (in compliance with the TEACH Act, 17-273 § 13301).
Materials in this course may be subject to copyright protection.

Diversity and Inclusion Statement:
"The college's academic mission is immeasurably enriched by students with diverse experiences. Our finest efforts as intellectual beings heavily rely on the exchange of ideas. Interactions in our

classrooms among persons and groups with diverse backgrounds, ideologies, and experiences facilitate these efforts by allowing us all to be more reflective about the varied historical and social contexts in which we work and learn. For faculty and students to continue being leaders inside and beyond academia, we must ensure that we consider the diversity of all who comprise our communities and foster a climate in which those diverse influences are respected and valued. In this course, we will challenge each other's thinking while working collaboratively to ensure that the classroom is a space of safety and bravery. Our classroom offers an environment where individuals of varying opinions, experiences, and backgrounds are able to be free to learn without fear of being silenced. Evidence of these efforts will manifest in readings, lectures/class discussion, seminars, and group projects. Aspects of diversity include, but are not limited to, race, ethnicity, color, nationality, sex, gender, gender identity, gender expression, class, sexual orientation, religion, age, ability, and veteran status. Students who would like to be identified in a manner other than what is indicated on the course roster can contact me privately via phone, email, web conference or face-to-face meeting to indicate name, pronoun and any other preferences they may have"

Transfer Admissions

Admission of transfer candidates is on a rolling basis, beginning in March for the Fall semester and in October for the Spring semester.

Transfers from two-year colleges must complete at least 50 credit hours at Marist. Transfers from four-year colleges must complete a minimum of 30 credit hours at Marist. A maximum of 70 credit hours may be accepted from a community college or accredited two-year institution, although fulfilling requirements toward a degree is dependent upon completing all specific requirements of that degree.

Only courses in which a C or better has been obtained may be transferred to meet major, related field, and Core requirements. Credit for C- grades may be awarded on the elective credit category only.

Candidates receive an official transcript evaluation for the program to which they apply. The evaluation will specify how many credits are transferrable toward the baccalaureate degree and the remaining courses that need to be taken for the degree. After receipt of the official transcript evaluation from the registrar, prospective candidates should contact with Assistant Dean for guidance on program plans and timeline.

For Graduate students, no more than six (6) graduate credits will be accepted from another institution. A grade of B or better is required for acceptance of any transfer credits.

Advisement

The culture at Marist is one where a strong connection exists between faculty and students. Advising provides an opportunity for faculty to develop and maintain a meaningful relationship

with undergraduates. Advising is particularly valuable if a candidate has approved college credits from high school work, is transferring from another institution, is considering a Marist Abroad program, may be experiencing challenges in maintaining success at Marist, etc. Full-time faculty maintain five hours a week of office hours for consultation and advisement.

Candidates are required to meet with their advisor during each pre-registration period, which takes place beginning in late October for the Fall semester and late March for the Spring semester. Exact dates for advising and pre-registration will be announced by the Registrar's office. After discussion about progress and proposed courses, advisors will enable candidates to register by lifting the advising hold in Banner.

At the time of matriculation or major declaration, each candidate is assigned a faculty advisor by the Center for Academic Advising Services (CAAS). A candidate thereafter may request a change in faculty advisor. Candidates are encouraged to have regular meetings with their faculty advisor for purposes of discussing academic progress and planning.

Undergraduate candidates pursuing Initial Certification in a subject area (e.g., math, English) have one advisor from their content area department and one from the Teacher Education Department. Candidate are expected to meet with *both* their content advisor and their education advisor during each pre-registration period and to maintain open communication with each to stay on track for graduation.

The program director serves as the advisor for graduate candidates.

Policies for Handling Candidate Complaints

Overview:

Information concerning the candidate grievance process is found in the *Code of Student Conduct,* the *College Catalog,* the *Marist-LdM Catalog, Student-Athlete Handbook,* and the *Athletic Training Handbook.* According to the Office of Academic Affairs, candidate complaints concerning academic freedom are rare. There have been no candidate grievances against professors based on academic freedom in the past ten years.

The Teacher Education Programs adhere to the policies established by Marist College regarding candidate complaints, concerns, and academic appeals. Candidates who wish to make appeals or to bring forward complaints or concerns about instructional matters should first discuss the issue with the faculty member directly involved. If the issue is not satisfactorily resolved at that point, the candidate should then meet with the respective Department Chair, Program Director, or Assistant Dean. If further discussions are necessary, candidates should contact the Dean of the School of Social and Behavioral Sciences.

Process to Reconcile Academic Decisions:

To ensure a fair and systematic review, candidates must follow the steps outlined below:

1. The candidate is to initiate a discussion with the professor responsible in regard to the issue. This will be an informal discussion for the purpose of trying to resolve the issue.
2. If the candidate is not satisfied with the outcome and wishes to further pursue the matter, they are responsible for notifying the professor and the Department Chair, Program Director, or Assistant Dean within one week of receipt of the professor's decision. The candidate should request a meeting with the Department Chair, Program Director, or Assistant Dean.
3. When the candidate meets with the Department Chair, Program Director, or Assistant Dean the purpose is to ascertain, to the extent possible the facts surrounding the matter and to clarify applicable academic policies.
4. The Department Chair, Program Director, or Assistant Dean has the option of scheduling a subsequent meeting to include the professor.
5. The Department Chair, Program Director, or Assistant Dean is responsible for documenting the discussion outcome(s). Copies of that document are to be provided to the candidate, professor, and Dean.
6. If the candidate is not satisfied with the outcome and wishes to further pursue the matter, he or she is responsible for notifying the professor, Department Chair, Program Director, or Assistant Dean, and Dean of his or her desire within one week of receipt of notification by the Department Chair, Program Director, or Assistant Dean.
7. When the candidate meets with the Dean, the purpose is to ascertain, to the extent possible, the facts surrounding the matter and to clarify applicable academic policies. The Dean has the option of scheduling a subsequent meeting to include the professor.
8. The Dean is responsible for documenting the discussion outcome(s). Copies of that document are to be provided to the candidate, professor, Department Chair, Program Director, or Assistant Dean.
9. If not satisfied, the candidate must then request in writing a meeting with the Office of Academic Affairs. This request must be made within ten days of the date the Dean's letter was mailed. The candidate is to present a concise statement of the academic decision in question, his or her perception of the appropriate decision, and the rationale and supporting evidence for this contention.
10. Upon receipt of such notice, the Office of Academic Affairs shall notify the Dean, Department Chair, Program Director, or Assistant Dean, and professor of the candidate's intent and shall be provided with documentation pertaining to the matter by the Dean and the Department Chair, Program Director, or Assistant Dean. The Director shall meet with the candidate, professor, Department Chair, Program Director, or Assistant Dean, and Dean. The Director shall notify the candidate, professor, Dean, and Department Chair, Program Director, or Assistant Dean in writing of the decision to maintain or modify the original academic decision. The Director's decision is final.

Appeals related to a final grade must follow Marist policy.

Appeals relating to academic policy, withdrawal and incomplete grade deadlines, or to a candidate's academic status are considered by the Standards and Operations Committee, a standing committee of faculty governance.

Appeals related to academic integrity follow the procedures outlined on the [Academic Integrity Policy website](#).

Candidate Monitoring and Support System

The purpose of the Candidate Monitoring and Support System is to expand the gateways available to the Education Department when assessing a candidate's potential for completing the program and for being a successful and effective teacher. The Candidate Monitoring and Support System serves as a means to support the candidate who may be experiencing difficulty on the path toward being a successful teacher. It is a filtering tool to help ensure a candidate's professional dispositions, skills, and knowledge for being an effective teacher.

Criteria:

- Academic performance in a particular course
- Overall GPA
- Concern regarding performance of candidate dispositions
- Concern regarding professionalism in fieldwork settings

Process:

At least once a semester, after mid-term grades have been submitted, the topic of candidate early warning system will be on the agenda for a department meeting. Candidates are identified for inclusion in the Candidate Watch List by overall GPA, instructor referral, dispositional evaluation, and fieldwork evaluation.

Action taken at the Candidate Watch meeting include:
- No action or removal from Candidate Watch List
- Written notification of concerns raised on Candidate Watch List
- Academic advisor to follow-up with candidate
- Assistant Dean to follow-up with candidate

Candidates who are referred for follow-up will be asked to meet with their academic advisor and/or the Assistant Dean to complete a *Candidate Improvement Plan* (CIP). The CIP is developed in consultation between the candidate and the academic advisor/Assistant Dean and details the identified concerns, expected steps for the candidate to meet program expectations, and evidence of successful attainment of those expectations by a particular date. Candidates may be expected to complete a CIP due to academic, dispositional, or professional (field-based) concerns. The CIP is completed electronically and records are maintained on the secure

departmental platform. Candidates who do not demonstrate evidence of successful attainment of program expectations following a CIP may be placed on probationary status or dismissed from the program.

Dispositions of Candidates

Professional dispositions are defined as professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors. By attending to dispositions, Teacher Education Programs help to ensure that candidates are prepared to interact with students, families, colleagues, and communities in ways that will support student learning and development.

The Teacher Education Programs have adopted five professional dispositions, based on the Bradley, Isaac, and King (2020) Assessment of Pre-Service Teacher Dispositions[1] . They are:
        (1) Responsibility
        (2) Integrity
        (3) Enthusiasm
        (4) Communication
        (5) Reflection

At key points in each Teacher Education Program, faculty members will complete the *Dispositional Evaluation Form*. Faculty with evaluate candidates in each area using the ratings of Agree, Some Concerns, or No Basis for Judgement. This assessment by faculty is completed to provide independent and informed considerations for the candidate's potential as an educator. The *Dispositional Evaluation Form* will be completed at the following milestones in each candidate's enrollment in the Teacher Education Programs:

Childhood/Students with Disabilities Education:
- EDUC 150 Technology for Education Professionals *(Foundational Coursework)*
- EDUC 373 Principles of Teaching Students with Special Needs *(Methods Coursework)*

Adolescence/Students with Disabilities Education:
- EDUC 150 Technology for Education Professionals *(Foundational Coursework)*
- EDUC 373 Principles of Teaching Students with Special Needs *(Methods Coursework)*

MSEd in Contemporary Curriculum and Instruction:
- MSED 512 Capstone/Portfolio Development *(Foundational Coursework)*

The assessment will be completed electronically. Data is retained in a secure site within the Marist technology system. The candidate's advisor will be encouraged to review the *Dispositions* data available for that candidate during each semester's advisement period. Composite

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[1] Bradley, E., Isaac, P., & King, J. (2020). Assessment of Pre-Service Teacher Dispositions. *Excelsior: Leadership in Teaching and Learning, 13* (1). https://doi.org/10.14305/jn.19440413.2020.13.1.03

Dispositions data may also be used to assist the Department Faculty in making informed continuous improvement decisions about the program.

Data reports from the *Dispositional Evaluation Form* will be reviewed and analyzed as part of the Candidate Watch List each Fall and Spring semester. Candidates with concerns raised in more than one category will be alerted and referred to their advisor to complete a *Candidate Improvement Plan* (CIP). The CIP is developed in consultation between the candidate and the academic advisor/Assistant Dean and details the identified concerns, expected steps for the candidate to meet program expectations, and evidence of successful attainment of those expectations by a particular date. Candidates who do not demonstrate evidence of successful attainment of professional dispositions following a CIP may be placed on probationary status or dismissed from the program.

Program Assessment System

Marist's Teacher Education Programs maintain a comprehensive assessment system that outlines expectations for candidates, monitors progress during coursework and early fieldwork experiences, and assesses attainment of departmental goals at the conclusion of the program. The assessment system is maintained by the Assessment Coordinator on a secure, online platform. Candidate performance data are regularly analyzed by the departmental faculty for continuous improvement purposes.

The overall assessment system includes the following instruments:

Course	Name of Instrument
EDUC 101	Teacher Multicultural Attitudes Survey (Pre) (Candidate)
	Academic Contract (Candidate)
EDUC 102	Fieldwork Contract (Candidate)
	Fieldwork Evaluation Form (Cooperating Teacher)
EDUC 150	Dispositional Evaluation (Instructor)
EDUC 341	Fieldwork Contract (Candidate)
	Fieldwork Evaluation Form (Cooperating Teacher)
EDUC 373	Dispositional Evaluation (Instructor)
	Teacher Multicultural Attitudes Survey (Post) (Candidate)
EDUC 352	Fieldwork Evaluation Form (Cooperating Teacher)

EDUC 462 / MATA 680	Student Teaching Professionalism Contract (Candidate)
	Teacher Performance Assessment (TPA) (Supervisor)
	Student Teaching Evaluation (Cooperating Teacher & Supervisor)
	Candidate Exit Survey (Candidate)
EDUC 440	Student Teaching Professionalism Contract (Candidate)
	Student Teaching Evaluation (Cooperating Teacher & Supervisor)
MATA 605	Dispositional Evaluation (Instructor)
MATA 606	Fieldwork Evaluation Form (Cooperating Teacher)
MSED 512	Dispositional Evaluation (Instructor)
MSED 612	Capstone Portfolio (2 Reviewers)
	Candidate Exit Survey (Candidate)
Program-Wide	Candidate Watch List Form (Faculty, Academic Advisors)
	Candidate Improvement Form (Candidate/Academic Advisor)

Class cancellation, delays, absence

At times, faculty must have a planned absence to attend a professional conference, other work-related obligation, or for a personal matter. When this occurs, faculty consult with the Assistant Dean to discuss plans for the identified class session, with preference given to an in-class guest lecturer. In SSBS, there is a tradition of assisting each other so that students have the benefit of an instructor in each of their class sessions. When faculty work out a plan, they must also inform the SSBS Administrative Coordinator.

In an emergency absence faculty are responsible for following these procedures. Faculty must set up a system to notify students. This can be through iLearn email or a phone mail announcement or some other means to be able to notify all students with as much lead time as possible. Faculty must also let the school office know and later, follow up with the Assistant Dean to determine how the instructional time will be made up.

Course Syllabi

Each course in the Education Department will adhere to a syllabus format, distributed prior to the start of the semester. Typically, the format includes:
- Course number (followed by 'L' or 'N'), title, section number, and semester

- Professor's name and contact information, office hours (5 hours are required for full-time faculty; none are required for part-time faculty)
- Conceptual Framework for the Education Department: "Preparing innovative, inclusive educators who promote success and the social good."
- Catalog course description with a statement about hours for field experience
- Learner Outcomes and assessments for each with reference to appropriate Teacher Education Programs Goal and national standard (InTASC or Core Proposition)
- Assignments and their respective point value leading to a final grade. Include reference to the final exam/project.
- Attendance policy
- Grading Scale
- Adopted Departmental Policies (listed above)
- Schedule of classes for the semester with reference to topic for each class, required readings, and assignment due dates.

Each Professor will have her/his syllabus reviewed prior to each course period at a time determined by the reviewer. The following are the reviewers:
- Undergraduate Education Department (EDUC courses): Assistant Dean for Teacher Education
- Graduate Teacher Education (MSED and MATA courses): Director of Graduate Education Programs

Note: Course syllabi are posted electronically on iLearn. For sustainability, syllabi are not photocopied and distributed to candidates.

Attendance Policy for Candidates

In keeping with Marist College policy, attendance requirements for each course are determined by the instructor and they are to be stated in writing in the course syllabus. Instructors also typically announce and interpret their attendance policies during the first class session. Candidates are responsible for familiarizing themselves with the attendance policy in each of their courses and for informing instructors if circumstances prevent their compliance. Instructors include contact information in the course syllabus for this purpose.

Candidates are encouraged to contact CAAS when an illness or emergency arises which prevents attendance for four or more consecutive days. Conversely, faculty members are asked to discuss excessive absence with their students/candidates and report these situations to CAAS for further investigation.

Grading System

An undergraduate candidate/student receives both midterm grades and final grades. The mid-term grade is for informational purposes; only the final grade will appear on the academic record. Grading is a measure of a candidate/student's mastery of a Learner Outcomes specified for the course. The standard grading system is outlined in the Undergraduate Catalog as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, F, W/WF

Courses that are not required for the major or Core/LS requirements may be taken P/NC. Some courses in the Teacher Education Programs that are primarily field-based are also evaluated using a P/NC option. In these cases, the grading system includes: P (Pass), NC (No Credit), U (Unsatisfactory)

I (Incomplete): The temporary grade of I (incomplete) may be given by an instructor when a student has not completed the requirements of the course at the end of the term for serious reasons beyond the individual's control. It becomes the student's responsibility to resolve this grade within five weeks (for the traditional 15-week semester) after the last day of final examinations of that semester by completing the course requirements. Failure to conform to this time limit results in a final grade of F. The student must contact his or her instructor not later than 24 hours after the time set aside for the final examination in the course to request the grade of incomplete. Refer to the Academic Calendar for exact dates to resolve incomplete grades.

Graduate students earn final grades only, which appear on the academic record. The standard grading system is outlined in the Graduate Catalog as follows: A, A-, B+, B, B-, C+, C, F, W/WF

Grade Appeal Process

The individual instructor is responsible for establishing standards, consistent with the guidelines established in the college Catalog and for assigning grades for candidate work. Faculty are required to set forth, clearly and in writing, at the beginning of the course, a description of the course requirements and the basis upon which the candidate's grade will be determined. If a candidate feels that appropriate procedures have not been followed, or they have been graded unfairly, they should observe the following appeal procedure:

1. The candidate should first meet with the faculty member who assigned the disputed grade to discuss the complaint and ask for an explanation.

2. If after discussion with the faculty member the candidate is still not satisfied, they should make an appointment to speak to the Assistant Dean (undergraduate programs) or Program Director (graduate programs). The Assistant Dean/Program Director may make recommendations to the faculty member. The faculty member renders a decision regarding the Assistant Dean/Program Director's recommendations and notifies the candidate in writing of the decision.

3. If the candidate is not satisfied at this point and wishes the Dean to make a formal inquiry, they must request this in writing and explain the basis of the complaint. The Dean will forward the complaint to the faculty member and request a written reply. (This initial written appeal must be made no later than three weeks into the semester following the disputed grade.)

4. Upon receipt of the faculty member's written reply the Dean may choose to conduct a hearing with the faculty member and the candidate to clarify the facts of the case.

5. The Dean will then recommend a course of action, in writing, to the faculty member, and send a copy to the candidate. The faculty member will then inform the candidate in writing of their decision.

6. If the candidate is not satisfied with the course of action recommended by the Dean or the faculty member they may appeal in writing to the Academic Vice President. The Academic Vice President will review the facts of the case and send their conclusions in writing to the Dean, faculty member, and candidate. If the Academic Vice President feels that proper procedures have not been followed, they may appoint an ad hoc faculty panel to examine the case and render a final decision.

All appeal decisions must be rendered within two weeks of the written appeal at each level.

Electronic Communication

For security and confidentiality purposes, all email communication between candidates/students and faculty should take place via Marist email accounts or the iLearn messaging tool.

Retention of Candidate Work

Faculty are encouraged to retain electronic or hard copies of candidate work products for three years in the event there is question as to the individual's work. It is required to keep such work for at least one year following the candidate assessment to make certain that there are no questions as to how the grade was earned.

Jobs and Opportunities

The Education Department:

- Maintains an iLearn site listing Jobs and Opportunities for graduating students and recent alumni. When the Education Department receives an announcement of a new posting, it is entered into the iLearn site and candidates receive an email informing them that a new posting has occurred. This iLearn site archives postings for a brief period. Candidates may opt out of iLearn notifications on this site if desired.

- Periodically distributes emails with part-time job opportunities for current candidates, such as tutoring, child care, summer camp roles, and more. Candidates should be alert for these announcements if interested in part-time employment.

These announcements and postings have been received by the Education Department and are communicated as a service to candidates. The Education Department neither vets nor endorses these opportunities.

Faculty and Program Feedback

Candidates are offered the opportunity to provide feedback at multiple points in their Teacher Education Program. This feedback is regularly communicated to faculty, the Assistant Dean (for part-time faculty), and the Dean (for both part-time and full-time faculty) and is incorporated into annual faculty performance reviews, tenure, promotion, and continuation evaluations, and the programmatic continuous improvement process. Further, both full-time and part-time faculty are regularly observed and provided with written, developmental feedback on their instructional approaches.

Course Evaluation: At the end of every course, candidates complete an electronic course evaluation form. This form provides the faculty member and the program with quantitative and qualitative feedback related to course content, instructional methods, and faculty performance. An evaluation is also conducted for field supervisors.

Program Evaluation: Program Completers are surveyed at the conclusion of the program using an Exit Survey instrument developed by the Department. The survey assesses the program completer's perception of the degree of preparation and seeks feedback about the strengths and deficiencies of this preparation. The survey is administered at the end of the student teaching semester. Select program completers are also invited to participate in interviews to provide feedback on the program after 1-2 years of full-time teaching in school settings.

Expectations for Minimum Grade of C+ in the Certification Sequence

Background

In each of the following teacher education courses, candidates are expected to achieve a minimum grade of C+:

Childhood/Students with Disabilities:

       PSYC 101 Introduction to Psychology
       PSYC 207 The Exceptional Child
       PSYC 317 Child Development
       PSYC 362 Measurement and Evaluation

PSYC 372 Psychoeducational Assessment of Educational Disabilities
EDUC 101 Foundations of Education
EDUC 377 Social & Emotional Learning Approach to Classroom Management for all students
EDUC 150 Technology for Educational Professionals
EDUC 180 Mathematical Concepts & Understanding for Elementary Students OR
   MATH 180 Mathematical Concepts for Elementary School Teachers
EDUC 115 Teaching English Language Learners
EDUC 323 STEM I for Elementary Teaching: Science, Technology,
   Engineering, and Mathematics for General and Special Education
EDUC 324 STEM II for Elementary Teaching: Science, Technology,
   Engineering, and Mathematics for General and Special Education
EDUC 350 The Teaching of Language Arts
EDUC 351 Literacy Learning & the Arts in the Social Studies Curriculum
EDUC 352 Assessment and Remediation of Reading and Writing
EDUC 373 Principles of Instruction for Students with Disabilities
EDUC 374 Curriculum Strategies for Students with Disabilities

<u>Adolescence/Students with Disabilities Education:</u>

EDUC 101L Foundations of Education
EDUC 150N Technology for Education Professionals
EDUC 373N Principles of Instruction for Students w/Disabilities
EDUC 115 Teaching English Language Learners
PSYC 101L Intro to Psychology
PSYC 207L The Exceptional Child
PSYC 318L Psychology of Adolescent
PSYC 372L Psychoeducational Assessment of Educational Disabilities

If a candidate does not earn a minimum grade of C+ in one of the above courses, they are expected to re-take the course. Candidates make re-take a course only one time.

Waiver Process:

If a candidate experienced extenuating/extraordinary circumstances that contributed to a grade of less than a C+ for one of the courses in the certification sequence, they may submit a Request for Grade Waiver Form. Candidates may only submit a Request for Grade Waive for one course. The process is as follows:

- Candidate consults with the professor who assigned the grade, clarifies why the grade was awarded, and explores if there are options to revise the grade.
- If the candidate is not satisfied with the outcome from #1, they may contact the Assistant Dean to obtain the Grade Waiver Request form. They complete the Grade Waiver Request form and submit it to the Assistant Dean.
- The Assistant Dean will contact the instructor of the course where the waiver is requested so as to obtain relevant information. The Assistant Dean will inform the candidate's

advisor of the waiver request and may receive additional information that may be helpful in deciding upon the waiver.

- The Assistant Dean for Teacher Education will confer with a Grade Waiver Faculty Committee to review and evaluate the candidate's Grade Waiver Request and determine next steps, if needed.
- The candidate is notified of the decision by the Assistant Dean. The Registrar will also be notified, if applicable.

Candidate Performance during Student Teaching

Student teaching is the capping experience within the Education Department. This experience should be a highly effective one for the candidate.

The Student Teaching Evaluation form is completed toward the end of each placement by both the cooperating teacher and the student teacher supervisor. It is very important that both parties complete this assessment so that there is a comprehensive evaluation of the candidate's potential as a teacher.

The following are procedures that should be followed in the event that there is a concern about the performance of a student teacher:

1. Candidates must have excellent attendance during their student teaching placements. Tardiness, sick days or days taken off for unauthorized reasons may impact the candidate's meeting the requirements of student teaching. A candidate with an attendance record that is deemed insufficient will be asked to extend an identified student teaching placement.

2. There should be NO active concerns regarding the candidate's dispositions.

3. Candidates must attend each of the scheduled Student Teaching Seminars. Candidates in placements remote from campus may receive authorization to participate in seminars through some electronic means.

4. Candidates must do well in BOTH their student teaching placements as demonstrated by the evaluations completed by cooperating teachers and supervisor.

5. Candidates must complete and submit a TPA (emailed to their Supervisor for evaluation) based on their work in the student teaching classroom for internal evaluation by professional faculty. This internal evaluation of the TPA must be evaluated as "meets expectations" or better in order for the candidate to pass student teaching and be recommended for certification by the department.

6. Candidates must provide proof of completing the required NY state workshops on Child Abuse Prevention, DASA, Autism, and Violence Prevention.

7. Completion of program requirements is verified by a review of the candidate's Academic Transcript and/or Degreeworks.

At any time during the first and/or second placement, candidates not meeting some or all of the above requirements may be put on probation and required by the Coordinator of Clinical Teacher Preparation to create an improvement plan with the cooperation of the Supervisor. The candidate may be directed to complete some additional student teaching time for developing his/her potential for being a teacher or be directed to engage in some remedial activity. Only by meeting the goals of the improvement plan will a candidate be eligible to be recommended for certification.

In some circumstances, a candidate may pass the student teaching course and be eligible for graduation from Marist College; however, the candidate will not be recommended for certification to the state education department.

Marist Education Programs Field Experience Policy

"Field Experience" is defined as the following: Early and ongoing practice opportunities to apply content and pedagogical knowledge in P-12 settings to progressively develop and demonstrate their knowledge, skills, and dispositions.

The state of New York requires a minimum of 100 field hours BEFORE student teaching; Marist requires candidates to spend time during those 100 hours exploring the range of grade levels sought in the candidate's area of certification, which include Childhood Education (grades 1-6), Adolescence Education (grades 7-12) and in endorsement-specific settings (Students with Special Needs, Adolescent Education content areas), where applicable.

Field courses (courses with a *required* field component) must have a clear and specific number of hours required and a specific type of setting required. In essence, field courses are those that GUARANTEE that all candidates takin g that course will require a specific number of field hours, regardless of who is teaching the course. Guidelines for required field experiences are outlined in the course syllabus, along with guidelines for any accompanying assignments.

During the minimum 100 hours of field experience BEFORE student teaching, candidates must ensure they complete a portion of their field experiences in diverse and special needs settings. A diverse setting is one in which candidates work with male and female students in P-12 settings from different socioeconomic groups and at least two ethnic/racial groups, and also work with English language learners and students with disabilities. Candidates must also complete a minimum of 15 hours working directly with students with disabilities.

Student Teaching comprises fifteen weeks of focused clinical experience at the grade levels and content areas appropriate to the certification sought.

Teacher Certification

Candidates who satisfactorily complete all program requirements will be recommended for the appropriate certificate(s) to New York State. The Path to Certification is detailed online and highlights are included as part of this Handbook. Marist College does not award teaching certificates; teaching certificates are only awarded by the New York State Education Department or other state education departments. Marist offers state-approved teacher education programs and can recommend candidates for certification. However, candidates must apply directly to their intended state education department to receive a teaching certificate.

Certification Assistance

The New York State Education Department's Office of Teaching Initiatives provides comprehensive information regarding the teacher certification process in New York State, including an FAQ page that will answer most questions.

Teacher Certification Requirements: How and When

The New York State Education Department (NYSED) requires teachers to obtain certification before they can teach. It is entirely the candidate's responsibility to stay current on deadlines for graduation, New York State Teacher's Certification Examinations (NYSTCE), certification applications, and requirements.

The steps to become recommended for certification by Marist involve the following:

Step One: Academic Preparation

Candidates must complete one of our NYSED-approved programs of study in education, including an acceptable academic major, the required pedagogical coursework, student teaching placements, and a conferred degree upon graduation.

Step Two: Fingerprinting

NYSED requires that the Office of School Personnel Review and Accountability (OSPRA) conduct fingerprint-supported criminal history background checks for applicants for teacher certification and all prospective employees of school districts, charter schools, and BOCES.

It is the experience of Marist faculty that most school districts do expect the candidate to provide verification that they have been fingerprinted and have passed a criminal history background check prior to beginning a sustained field experience and/or student teaching placement.

The Education Department strongly recommends that candidates, including incoming transfer students, who will be required to participate in field experiences or student teaching be fingerprinted the semester prior to beginning that field experience or student teaching.

MorphoTrust is a private vendor contracted by New York State to handle the fingerprinting requirements for educators, governmental offices, and other services that require fingerprint clearance. MorphoTrust maintains service centers throughout New York and other states. The candidate makes an appointment at one of the centers through a web-based online system. Location of the centers may be found at www.IdentoGo.com. (Select NY and then click on Locations.)

Step Three: Workshops

Child Abuse Workshop, Violence Prevention Workshop, and Needs of Students with Autism are to be completed ONLINE. All three are available at violenceworkshop.com. These workshops are automatically recorded in TEACH. However, candidates must bring a copy of the certificate of completion to the Education Department Office so that the transcript can be processed to indicate completion of this certification requirement. Candidates should also remember to save a copy for themselves.

DASA (Dignity for All Students Act training)
The Dignity for All Students Act training must be documented on the academic transcript for recommendation. On-campus workshops will be offered each semester. Proof of completion for the on-campus version will be documented on the academic transcript once the workshop is completed, and once the certificate of completion is received by the Education Department. Candidates should monitor their email for announcements about this workshop. Otherwise, candidates may take the DASA training at Ulster BOCES Center for School Safety.

Step Four: Teaching Certificate Application
In order to become certified, candidates MUST fill out an application on their TEACH Account at http://www.highered.nysed.gov/tcert/teach/. There will be a fee. This process should be started during student teaching.

Program Codes for Certification Application

- Childhood Ed/Special Ed (SWD) 1-6 and Birth through Grade 2: 23307

- Five Year BA-BS/MAT Certification (Grades 7-12 Content Area plus SWD): 39454

- MSED Five-Year Program: 26142

- MSED Hybrid/Campus Program (Childhood Background): 90010

- MSED Hybrid/Campus Program (Adolescence Background): 33664

Certification Examinations

Candidates for certification must achieve qualifying scores on the appropriate tests in the New York State Teacher Certification Examination (NYSTCE) program. Register for the tests at http://www.nystce.nesinc.com/ .

Additional Certifications:
Marist can recommend candidates for certification after the degree has been conferred (usually 2-3 weeks after grades are submitted). NYSED then requires approximately 60 days to evaluate applications. Candidates should check their TEACH account "Evaluation History" for details on the processing of the application, as they may be missing a requirement, such as a workshop or a test. If all the requirements are met, candidates will be given a Control Number on the TEACH account, which can be used as verification for job applications. Log in to check updated status: http://www.highered.nysed.gov/tcert/teach/.

Substitute Teaching in New York:

Access the following link for requirements to be a substitute teacher in New York: http://www.highered.nysed.gov/tcert/certificate/substituteteaching.html.

Interstate Reciprocity:

Those wishing to teach in states other than New York should check the Certification Map for information on each state's reciprocity agreement with New York. This map may not be up-to-date due to each state's changing regulations for certification. Check directly with the state of interest for more specific information.