



POLICIES & PROCEDURES MANUAL

FOR

TEACHER PREPARATION PROGRAMS (TPP)



**Updated, revised, and adopted May 10, 2005
Teacher Education Policy Unit (TEPU)
Wagner College**

PREFACE

This policy manual includes the policies and procedures for Teacher Preparation Programs (TPP). This Policies and Procedures Manual (PPM) was developed, reviewed, and adopted, in collaboration with internal and external constituencies, by the faculty (resident and adjunct) of the Department of Education (DOE) at Wagner College (WC). Particular acknowledgement is proffered to Geoffrey Coward, faculty member in the DOE, for spearheading efforts to develop this manual.

The PPM for the administration of teacher preparation at Wagner College fulfills the New York State Department of Education's (NYSDE) request for documentation on the philosophy and procedures used for program entry, evaluation, and the assessment criteria for students in teacher preparation.

The policy manual was originally submitted to the NYSDOE in July 1993. This current edition reflects internal changes in Wagner College's approach to undergraduate education taking effect in August 1998, new delineation of job responsibilities (1999), and the external changes in NYSDE's certification requirements for teacher preparation that were submitted in April 2000 (undergraduate) and in April 2001 (graduate). Approval for all newly registered programs was secured by May, 2002 and programs were put into effect immediately. As of February 1, 2004 new state requirements for teacher certification took effect. The PPM reflects these changes and they are discussed in the manual.

The PPM is a fluid document that will be reviewed annually.

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**POLICIES & PROCEDURES MANUAL (PPM)
TEACHER PREPARATION (EDUCATION) PROGRAMS (TPP)
WAGNER COLLEGE (WC)**

A. INTRODUCTION

The professional education programs at WC come under the jurisdiction of The Teacher Education Policy Unit (TEPU). This body has the overall administrative responsibility for the 2 undergraduate programs and 5 graduate programs offered at WC.

The departments within the TEPU account for 3 certification areas at the undergraduate level, 6 certification areas at the graduate level, as well as all courses in each of the knowledge components (pedagogic, content and general education cores). This enables the TEPU, through its chair, the Provost and the Department of Education (DOE) to guide, monitor, and implement all philosophical and operational policies that govern its various programs and functions. In particular this contributes to the following:

- a) the adoption and implementation of an integrated approach to curriculum development for all the components of the teacher preparation program (professional education, content specialization, and general education);
- b) an overriding philosophy leading to a sequential nature for all knowledge in order to accommodate student teachers concerns and ultimate needs;
- c) a sound relationship between the theoretical world of the college classroom and the world of clinical and field-based experiences;
- d) the recruitment of culturally diverse and quality students, and qualified faculty;
- e) the provision of adequate resources, e.g. faculty, funding, library, facilities, etc.; and
- f) an appropriate governing structure ensuring fulfillment of the program(s) mission.

The DOE houses and monitors all pertinent student data for the TPP, including test records, field evaluation and time sheets, program admission documentation, teacher certification applications, and a variety of evaluative data and reports generated from the continuous and systematic assessment process. An Administrative Assistant for teacher certification, record-management, and field placements supports these responsibilities.

B. CONCEPTUAL FRAMEWORK (CF)

A collaboratively developed Conceptual Framework (CF) that undergirds all programs, courses, and practices in the DOE at WC informs TPP. Below are excerpts of the CF including vision, core values, mission, goals, and undergraduate and graduate student outcomes for the DOE at WC. (For a fuller treatment of the CF consult www.wagner.edu/dept/education.)

1.0 VISION

We in the “Unit” at Wagner College strive for quality and excellence in every facet of our educational program. We aspire to enhance our reputation as a nationally accredited department **committed to nurturing caring, curious, competent, committed, community-active reflective practitioners who are concerned, above all else, with transforming the lives of their students.** Through our teacher education programs such dispositions characterize educators as informed decision-makers.

Through an ongoing collaborative process, faculty at Wagner College within the “Unit” has constructed a shared vision that guides and directs teacher candidates and professional educators in helping students learn. Our shared vision was designed specifically for teacher candidates and educators who are being prepared to teach and work in inclusive settings with students of diverse abilities. Candidates are encouraged to develop a **deep commitment to inclusion** by remaining steadfast in the belief that **all children can learn at some developmentally appropriate level.** Candidates who possess a **critically inclusive** predisposition realize that many social and political forces may impinge on their ability to provide high quality education to all students. Still, these candidates persist and commit to an inclusive educational and pedagogical model. The vision was developed by considering standards and goals of the following organizations and associations: The New York State Standards for the Teacher Education Programs, The New York State Regents Standards for B-12 Students, the Interstate New Teacher Assessment and Support Consortium Standards (INTASC), and the standards of the professional organizations – Council for Exceptional Children (CEC), Association of Childhood Education International (ACEI), National Association for the Education of Young Children (NAEYC), National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), National Council for the Social Studies (NCSS), National Science Teachers Association (NSTA), and National Middle School Association. Additionally, the foundation of our vision rests upon current research theories that are fundamental to teaching and learning demonstrated by faculty who are expertly prepared in the areas that they teach.

2.0 CORE VALUES

The philosophy inherent to the conceptual framework of the teacher preparation programs at Wagner College is presented in the description of the teacher’s role, the objectives of teacher preparation and the rationale for all teacher preparation programs found in the General Requirements (52.21(b)(2) section of all program registration documents submitted to the State of New York.

The principles of **constructivist** paradigms support our view of educators as informed decision- makers. We believe that learning is a socially mediated

process in which learners construct knowledge in developmentally appropriate ways and that real learning requires that learners use new knowledge and apply what they have learned. These beliefs emphasize “minds-on” learning. This endorses our belief that all learners, including the candidates we prepare, must be intellectually engaged in the learning process by building on their previous knowledge and experiences, and applying their new learning in meaningful contexts. To become a constructivist (mediator of learning) the teacher preparation candidate must be guided by the development of the child, motivation and learning. Jerome Bruner’s early directive was our starting point:

Instruction is...an effort to assist or to shape growth. In devising instruction for the young, one would be ill advised to ignore what is known about growth, its constraints and opportunities. And a theory of instruction...is in effect a theory of how growth and development are assisted by diverse means.

Thus, central to expert instruction is a deep understanding of child development and a broad knowledge of the principles of pedagogy that serve as the blue print for design of instruction that leads to student learning.

Communication, through language, allows learners to become intellectually engaged in the learning process. As the constructivist approach to learning is a collaborative endeavor language becomes the means for learners to attain understanding by speaking and writing about what is understood, and by questioning, analyzing and discussing ideas with others who are at varying levels of expertise.

The adoption of a **developmental approach** to teacher preparation provides the rationale to personalize the education of both traditional and non-traditional age pre-professionals, as well as supporting the **constructivist paradigm** for teaching and learning. Learning experiences are designed that are cumulative in nature and move the pre-professional candidates from “exploratory” performance towards “empowered” expertise. As they move through the program, students assume increasing responsibility of themselves as they take on the mantle of teacher in their field and clinical experience classrooms. Bruner’s concept of the **spiral curriculum** specifically and systematically regulates the design process for the type of knowledge, skills and dispositions required in each phase of the developmental process in all the teacher preparation programs. The identification of the Unit standards and the sequential portals (see Conceptual Framework document) constitute the developmental approach to becoming a teacher.

A developmental approach also supports the general structure to sequence a critical approach to the educational process. Theories and ideas that pay attention to the ideological control of human consciousness provide a reflective vehicle for undermining accepted or traditional educational discourse. In particular a “developmental” and “critical” approach to discourse and human understanding

not only supports a deep understanding of diversity and inclusion but is fostered through the practice of strategies for teaching diverse and inclusive populations. Therefore, every effort is made to place pre-professional candidates in inclusive classrooms.

The programs in the Unit are designed to develop teachers who are self-directed decision-makers, recognizing the need for personal and professional growth, having the skills necessary to pursue them, and secure enough to engage in personal and professional self-evaluation. Candidates can recognize and meet the needs of young people and use their liberal arts background, content preparation, and the principles of education in attempting to meet those needs and facilitate the acquisition of knowledge. They can provide an educational environment to enhance the social, emotional, cognitive and physical development of individuals so that they may make sense of their world by making effective decisions. The candidate will also interact effectively within the community and the school environment by having the skills and willingness to communicate with people of all ages and backgrounds. By analyzing emerging trends and thinking critically about them, they will effectively and ethically balance the needs of the child and society as well as use intellectual skills and knowledge to think critically and pursue self-directed goals.

The following rationale, representing the philosophy of preparation, is contingent upon the inter-relationship of the learner and the content:

- At all ages and in all phases human beings are developmental creatures
- The process of becoming a teacher is an unending process and is continually being studied. The process is inherent to, and reflected in, the concerns of both the student (learner) and the faculty member (teacher).
- Data from the world of research and scholarship, together with the implicit theories from practitioners and the preconceptions from students, are used in program development, implementation, and evaluation.

On Beliefs and Values

“People who have money and power know something that you and I do not know and might not believe even when we are told. Money and power do not satisfy that unnamable hunger in the soul.” (Harold Kushner)

“Character consists of what you do on the third and fourth tries.”
(James Michener)

“The measure of a man (sic) is not where he stands in moments of comfort and convenience, but where he stands in times of challenge and controversy.”
(Martin Luther King)

- Respect for the dignity of all persons
- Emphasize an ethic of caring
- Belief in the power of education to transform lives
- Dedication to support educators as change agents
- Affirm social justice, equity, and educational opportunity
- Commitment to appreciating and celebrating diversity and cultural understanding among all people in a free, democratic society
- Belief that quality learning for all students depends on quality learning for all educators
- Commitment to professional excellence, integrity, collegiality, and ethical behavior
- Support a milieu that encourages intellectual curiosity, critical inquiry, and rational pedagogy
- Emphasize a constructivist, hands-on approach to learning
- Belief in lifelong learning
- Dedication to making a difference in the academic and social lives of students

The Unit has adopted a developmental approach to teacher preparation. Each developmental stage represents knowledge of general and disciplinary content, and pedagogical content from a prescribed sequence of courses. Candidates are assessed at the beginning or at the end of each stage to ascertain their worthiness to continue with the program. The following sequential portals (stages), discussed at length in the Conceptual Framework document, constitute the developmental approach to becoming a teacher at the Initial level:

- **Portal 1. Exploration:** the search for self-identity. Students either beginning a four- year undergraduate program or contemplating a graduate program to change a career are exploring their interest and abilities to become teachers.
- **Portal 2. Reflection:** the consideration of what it means to be an effective teacher. Both undergraduate and graduate students explore and reflect upon their commitment to teach.
- **Portal 3. Consolidation:** the integration of knowledge, skills, and dispositions of teaching. Students are able to recognize the attributes of an effective teacher and demonstrate their intent to become one.
- **Portal 4. Empowerment:** the achievement of power and control over their teacher identity by the celebration of pedagogical judiciousness. Students are committed to enter their chosen profession equipped with the knowledge, skills and dispositions for a successful and rewarding career.

3.0 MISSION

The faculty in the “Unit” are committed to preparing candidates in **diverse and inclusive** classrooms at the early childhood, childhood, middle childhood and adolescent levels. The education unit also serves to continue to develop the teaching skills, knowledge base and professional commitments of post-baccalaureate students and in-service teachers.

The mission of the Unit is echoed in its strong commitment to pedagogical practice that is **inclusive** and **constructivist**. The Unit aims to prepare teacher candidates to work with diverse populations by remaining committed to the deep seated disposition that all students can learn. Candidates are encouraged to model a constructivist view of knowledge and see learning as a self-regulated process. The mission of the Unit, ultimately however, is to prepare caring, curious, competent, committed, and community-active professionals who:

- demonstrate a strong foundation in the liberal arts and sciences that affords students the skills and intellectual knowledge base upon which mature and in-depth study can be undertaken;
- value experiential learning and interdisciplinary study;
- possess content knowledge (knowledge about the subject they are teaching), pedagogical knowledge (knowledge of general instructional strategies), pedagogical content knowledge (knowledge of specific strategies for teaching a particular subject), and context knowledge (knowledge of community, district, and school);
- possess an unwavering respect for learning, diversity, cultural difference, and multicultural education;
- strive to differentiate instruction so that all students can learn at their own pace;
- personify an ethic of caring;
- uphold the ideals of justice, equity, an opportunity for all people;
- think creatively, reflectively, and critically in grappling with a panoply of educational challenges;
- act collaboratively and professionally;
- maintain high standards of excellence for themselves and for their students; and

- honor critical life-long learning.

To these ends, the Unit offers baccalaureate and graduate programs that support and develop the above-stated principles. To actualize these ideas, the Unit affirms that:

- All teacher education candidates pursue either a 36 credit (11 unit) liberal arts/science discipline or major in their content discipline providing them with a strong knowledge base
- All teacher education candidates are prepared with a strong knowledge base of child development and of instructional and assessment strategies linked to “best practice”
- Teacher education candidates undergo field experiences and clinical preparation in inclusive classrooms
- Teacher candidates are assessed with respect to student learning as a dynamic and on-going process that is used to inform the effectiveness of the “Unit” and to strengthen and renew the program it sponsors
- Teacher education is viewed as a lifelong process

Thus, all faculty – general education, content, and pedagogical – resident and adjunct – within the “Unit” must be adequately prepared to embrace the challenges defined by the mission of the “Unit”. To meet this mission, each faculty member remains committed to:

1. Teaching and Learning – are enhanced through reflective practice and a commitment to lifelong learning
2. Research and Scholarly Activities – are valued as fundamental to the deepening professionalism of each member within the education unit. There is an expectation that each faculty member engages in research related to the “teacher-preparation” courses that they teach. The primary purpose is to share this research with teacher candidates as well as with the broader community of learners.
3. Service – faculty are encouraged through their courses to reach out to the community of learners and scholars within the college as well as to those who are part of the geographical community.

The Department of Education pursues meaningful and on-going collaborative professional relationships with internal (within the College at all levels) and external constituencies (local community, including schools, regional, state, and national agencies). Individually and collectively, Department of Education faculty members (resident and adjunct) develop close working ties with local and state organizations and the academic and social communities.

4.0 STUDENT LEARNING OUTCOMES

Learning Outcomes at the Undergraduate and Graduate Levels for Students Seeking Initial Certification

Knowledge

A. Specialized Knowledge

The teacher possesses content knowledge relevant to area of concentration and uses this to create meaningful learning environments for students in inclusive settings.

B. Human Development and Learning

The teacher understands theories underlying inclusive education, and knows how to structure a learning environment conducive to learning for students with diverse learning styles. The teacher understands and assesses the developmental approach to becoming a teacher through critical reflection.

C. Student Learning

The teacher understands and has knowledge of constructivist learning theory in order to attend to the individual needs of students and to improve student academic achievement in inclusive settings.

D. Diversity of Learners

The teacher understands and has knowledge of multicultural theories, diversity perspectives, culturally relevant teaching practices, inclusive strategies, and the foundations of education.

E. Assessment, Evaluation, Technology and Research

The teacher understands and has knowledge of traditional and non-traditional assessment tools, including portfolio and performance-based assessments and technological applications. The teacher possesses sufficient knowledge of assessment and research strategies designed to assist, monitor, and evaluate learning outcomes for all students.

Skills

A. Curriculum Development and Instructional Planning

The teacher designs curricula and plans instruction based on knowledge of the subject matter, student needs, community, and curriculum goals (including State and City performance standards) for an inclusionary model of instruction.

B. Instructional Methods and Strategies

The teacher uses a variety of developmentally appropriate instructional strategies (i.e., differentiated instruction, multiple intelligences, learning styles, cooperative learning, etc.) in order to facilitate democratic learning communities.

C. Learning Environment

The teacher implements instructional methods and positive behavioral supports that establish a learning environment that encourages critical thinking, problem solving, and self-regulation.

D. Communication

The teacher uses knowledge of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive classroom interaction.

E. Assessment, Research and Technology

The teacher uses formal and informal assessment strategies including technology application to evaluate and assess special learning needs and to ensure the continuous intellectual and social development of the learner. The teacher will be able to apply the tools of action research to further evaluate and assess the intellectual and social development of the learner.

Dispositions

A. Lifelong Learning

The teacher demonstrates concern for self-improvement through reflection and professional development.

B. Diversity

The teacher appreciates diversity in school and society and sees the learning potential in every individual.

C. Professional Partnerships

The teacher is committed to collaboration in schools and other learning communities and models professional and leadership behaviors in all interactions with school, families, and communities.

D. Ethical Behavior

The teacher recognizes that educational practices have ethical implications and is committed to fostering a democratic learning community of informed decision makers.

E. Transformative Learning and Teaching

The teacher is committed to personal, school and community change.

C. **THE TEACHER EDUCATION PREPARATION UNIT (TEPU)**

The TEPU is the overseer for transmitting and implementing mandates from external bodies or constituencies and for effecting internal review processes and related policies. The TEPU is also responsible for officially representing WC at the external functions relative to teacher preparation. The general and specific responsibilities, composition, and operating procedures of TEPU are listed below:

1.0 GENERAL RESPONSIBILITIES

TEPU addresses “institutional” issues associated with the following areas of general concern:

- 1.1 changes in the general education and content requirements of the teacher preparation programs;
- 1.2 advice on sufficient human and material resources needed for the TPPs to be satisfactory delivered;
- 1.3 overseeing the process of national accreditation (NCATE); and
- 1.4 initiating any new certification program and eliminating any warranted “certification” program.

2.0 SPECIFIC RESPONSIBILITIES

The specific responsibilities of the TEPU are as follows:

- 2.1 act as the liaison with the Academic Policy Committee (APC) and the Academic Assessment Committee. (AAC) (See *Faculty Handbook* for descriptions of these committees);
- 2.2 oversee students’ admission to the teacher preparation programs and into student teaching;
- 2.3 ensure that any course changes made in the “general” education and “content” education requirements continue to fulfill the requirements for the Regent’s Students Learning Standards;
- 2.4 ensure that any changes in the professional education requirements remain compliant with 52.21;

- 2.5 monitor the teacher preparation unit's scores on the NYSYCE tests and recommend programmatic changes if necessary; and
- 2.6 remain accountable for the LAST, CST and ATS tests of the NYSTCE (Title II).

3.0 COMPOSITION

The membership of TEPU is as follows:

- 3.1 All full-time members of the DOE
- 3.2 ONE representative from each of the academic departments/faculties offering either a dual major leading to a childhood certification (1-6), and/or a major leading to a certification in adolescent education (7-12).
- 3.3 A representative from each of the following departments (as non-voting members):
 - a) Academic Advising
 - b) Career Development
 - c) Admissions and financial Aid
 - d) Athletic Department
 - e) Development
 - f) Experiential Learning

D. EDUCATIONAL PERSONNEL PREPARATION ADVISORY COMMITTEE (EPPAC)

The Educational Personnel Preparation Advisory Committee (EPPAC) serves WC's TEPU in an advisory capacity related to the review, evaluation, and modification of the teacher preparation programs. The general and specific responsibilities, composition, and operating procedures of EPPAC are listed below:

1.0 GENERAL RESPONSIBILITIES

EPPAC addresses issues, trends, and concerns associated with the following areas of general concern:

- 1.1 the development and revision of the processes and procedures of the TPP;
- 1.2 the admission and retention requirements of the TPP; and
- 1.3 the formation of instructional and programmatic self-studies for state, regional, and national accrediting agencies.

2.0 SPECIFIC RESPONSIBILITIES

The specific responsibilities of the EPPAC are as follows:

- 2.1 assist and advise with the review of the current teacher preparation programs;
- 2.2 assist with the implementation of state policies;
- 2.3 assist with review of admission criteria at the entry level to the Teacher Education Unit and at the entry level to student teaching;
- 2.4 assist with the review of exit criteria, including the review of data from the annual follow-up of graduates.
- 2.5 assist with the development of new programs as appropriate;
- 2.6 assist with the review of changes in existing programs;
- 2.7 assist with communication among agencies, schools, and W.C.
- 2.8 assist with program approval activities, accreditation activities, and other program review/evaluation activities;
- 2.9 assist with the evaluation of the field-based and clinical experience component of the TPP; and
- 2.10 assist with any other activities appropriate to the continued operation of a quality TPP.

3.0 COMPOSITION

The total possible membership (currently) of EPPAC is 15, consisting of:

- 3.1 Wagner College
 - a. All full-time members of the DOE
 - b. Two non-education department faculty members appointed by TEPU
 - c. Two Adjunct faculty members of the DOE appointed by the Chair of the DOE
- 3.2 B-12 Representatives
 - a. 4 Coordinators representing areas of certification - appointed by the Department of Education
 - b. A school district administrator appointed by the Director of Teacher Education (Chair of DOE)
- 3.3 Students and Alumni:
 - a. Two students (ONE u/grad and ONE graduate) currently accepted into the Teacher Preparation Programs- elected by the Student Body.
 - b. One alumni- recent graduate from the program.

4.0 OPERATING PROCEDURES

- 4.1 The Chair of the DOE is the convenor of EPPAC and chairs the meetings.
- 4.2 The EPPAC will make decisions by majority votes although consensus will operate when possible.

- 4.3 The EPPAC will use Robert's Rules of Order.
- 4.4 The EPPAC will meet twice a semester during the academic year, or as needed.
- 4.5 The EPPAC will hear appeals from students denied admission at either of the two levels, denied certification, withdrawn from student teaching, and on other issues as needed. Such appeals are made through The Director of Teacher Education (Chair of DOE) who will appoint a substitute chair for the appeal hearing.
- 4.6 The Provost serves as the final decision-maker.
- 4.7 The EPPAC may constitute sub-committees to assist in its work. Such sub-committees must have representation from WC and the public schools.

As noted earlier, the policies and related procedures that follow in this manual have evolved over time and have been developed with the input of faculty, administrators, students, school personnel, and a variety of external bodies. This is an operational manual and therefore its assessment and revision is continuous.

E. ADMISSION TO PROGRAM/RETENTION

Acceptance and enrollment at WC does not automatically make one a candidate in a Teacher Preparation Program (TPP). In compliance with the State of New York, regional and national accreditation bodies, WC and TEPU formally screen persons who seek to enter programs leading to teacher certification. Such screening requires that a student accomplish the requirements and tasks outlined in this document.

1.0 Academic Requirements/Related Tasks

- 1.1 Teacher education candidates must officially apply for admission to the program by completing the required form for requesting entry. The point of application is when *16.5 units* have been earned or the semester in which the *16.5th unit* will be earned, although the admission decision may be deferred until the completion of the concurrent semester.
- 1.2 Within the *16.5 unit* total, the following courses must have been completed the Freshman Learning Community, an intensive writing course, Math 110 (C or better grade), EDUC 210, 326, and 335 (C+ or better), and a minimum of 3 units required in one's academic content area.
- 1.3 Developmental, corrective, or remedial college courses are not included in the total hour requirements noted in 1.1 and 1.2.
- 1.4 Candidates at admission to the program must have obtained a grade point average of 2.75 (or greater). The g.p.a. will be computed as follows:
 - a. *Overall 2.75* - All course work at admission to Teacher Preparation Programs (excluding courses defined in 1.3)
 - b. Professional Education – 2.75 for all professional education courses

(see 1.2) required for admission to Teacher Education
Content Specialization(s) - 2.75 for all required course work
completed in the candidate's chosen teaching concentration, but with a
minimum of 3 units, and the intensive writing course.

- 1.5 Candidates who apply beyond the 16.5 unit point, 2.75 g.p.a.
requirements will be computed using all appropriate units completed.
- 1.6 Recommendation to take the Liberal Arts and Science Test (LAST) of the
New York State Teacher Certification Examination (NYSTCE). Note that
passing of NYS exams is not required to progress through the program.
Students are encouraged, however, to take the exams and if they do not
pass are then advised on how they might remedy any deficiencies in
content area or otherwise.
- 1.7 Candidates who apply must be interviewed to assess their dispositional
readiness to undertake the TPP experience.

2.0 Field Experience Requirements

- 2.1 Log a minimum of 60 clock hours in field experiences with
enrollment in EDUC 210 and EDUC 326
- 2.2 Complete field experiences in B-12 school settings appropriate to one's
content specialization(s) and programmatic levels.
- 2.3 Successfully complete and file evaluation forms for the required field
experience.
- 2.4 Maintain "log" in candidate's file identifying the hours spent in regular or
special and/or inclusive education and the certification of the cooperating
teachers.

3.0 Written Recommendations for Candidacy

- 3.1 The student must file with the DOE a written recommendation form for
candidacy from:
 - a. *Department Faculty from one of the three required education
courses.*
 - b. *The Department Chair (or Designate) in each content
specialization for which certification is sought.*

4.0 Admission to TPP

- 4.1 Candidates who meet admission criteria are recommended to the DOE for
approval, which is reviewed by the TEPU at its next meeting.
- 4.2 Candidates who do not meet required criteria are denied admission and
advised to pursue other program options.

- 4.3 When circumstances warrant, candidates may be granted an extension or provisional period of time to correct deficiencies.
- 4.4 A “normal” extension period may be defined as the completion of the current or forthcoming semester; the completion of an additional 2 *units*; or the amount of time necessary to effect a test-retake or repeat a field experience or other similar needs.
- 4.5 All credit hours earned during the extension periods will be used to further compute 2.75 g.p.a. requirements.
- 4.6 Candidates must complete TPP Admission Form after having completed EDUC 326 and EDUC 335. An Interview will take place at the time the Form is completed.

5.0 Retention/Termination

Once a candidate has been fully admitted to candidacy, retention in the program occurs by

- 5.1 Earning 2.75 or better in all required courses in professional education and the chosen content specialization field(s).
- 5.2 Successfully completing additional field experience requirements prescribed in selected teaching specialization.
- 5.3 Maintaining a minimum 2.75 g.p.a. overall for professional education courses and the required courses in chosen teaching specializations.
- 5.4 Demonstrating personal-social-professional behaviors that are perceived to be suitable and appropriate for teaching and interacting with school-age youngsters.
- 5.5 Termination of the TPP is recommended when it is reasonably clear that a candidate cannot meet the academic requirements or has consistently performed unsatisfactorily in field experiences and student teaching.
- 5.6 Candidates who have been convicted of crimes or offenses that would seriously impact their suitability for teaching, guiding, and mentoring youth should confer immediately with the Chair of the DOE.
- 5.7 TEPU may recommend a re-evaluation of status for any candidate previously approved for admission where evidence exists that the person may be unsuitable for teaching or a threat or danger to the well-being of youngsters.

6.0 Student Teaching

This phase of the TPP is designed and structured to introduce the student-teacher to the reality of the school setting. The student teaching experience is a structured sequence of experiences that is described fully in the Student Teacher Packet. Eligibility for student teaching requires the following from a candidate:

- 6.1 Full and complete admittance to the TPP per criteria and requirements outlined in Section C
- 6.2 Completion of form requesting to “Student Teach” the semester prior to the planned student teaching experience.
Candidates must undertake student teaching in their penultimate or final year at WC in two placements within the appropriate area of certification.
- 6.3 Completion at least $\frac{3}{4}$ of the total course requirements in one’s teaching content area plus the “general methods” (EDUC 412, EDUC 406, EDUC 414 and CS 322), the literacy requirement courses(EDUC 425 and EDUC 426), and ED 399.
- 6.4 Complete all required professional education and teaching specialization courses with a 2.75 g.p.a. and remove all I’s, D’s and F’s with a grade of “B-“ or better before student teaching.
- 6.5 Candidates are recommended to take the Content Specialty Tests, Multi-Subject and Students with Disabilities (CST’s) of the New York State Teacher Certification Examination (NYSTCE) prior to beginning student teaching.
- 6.6 Candidates cannot be concurrently enrolled in student teaching and have recorded deficiencies in any academic coursework.
- 6.7 Candidates must file a written recommendation for student teaching eligibility from the Chair of DOE in their personal file.
- 6.8 Candidates are interviewed for readiness for Student Teaching.
- 6.9 Candidates for student teaching are approved by the EPPAC via the TEPU.
- 6.10 The participating school must be located in an acceptable geographic location (S.I. or right over the bridge in Bklyn./N.J.), approved by the Education Unit, and candidate must be supervised by a Wagner faculty member.
- 6.11 Student teaching is ONLY offered in the fall and spring semesters

F. ELIGIBILITY FOR GRADUATION AND CERTIFICATION

1.0 Criteria

- 1.1 Candidates are recommended for graduation from WC when they have met the following requirements:
- 1.2 Successfully completed prescribed program curricula with a minimum of 36 units. Filed a formal application for graduation, on time, with the Registrar.
- 1.3 Earned a minimum G.P.A. of 2.75 in all required content and professional education courses.
- 1.4 This means that a teacher education student, in order to graduate, must complete all components of the approved teacher education program, which includes preprofessional skills, general studies, teaching specializations, and professional education coursework. Students who

complete these requirements but who do not pass the Professional Education Performance Assessment are eligible for graduation but not for certification.

- 1.5 Exit interview including Showcase Portfolio review and rubric review for Learning Outcomes.

Candidates are recommended for teacher certification when, in addition to the criteria in 1.0, they have:

- 1.6 Successfully completed a college-approved, supervised student-teaching experience in each content specialization and programmatic level for which certification is desired.
- 1.6 Completed and filed with the DOE an application for New York State teacher certification, including payment of fees, even if they do not plan to teach in New York.
- 1.7 Completed the Child Abuse and Violence Prevention requirements.
- 1.8 Successfully completed and filed passing scores for all NYSTCE Tests appropriate to their certification fields and programmatic levels.

2.0 Procedure and Standards for Certification

- 2.1 The student who is not recommended for certification at the time of graduation may be subject to subsequent changes in program requirements if she/he seeks certification at a later date. Students wishing to teach must select and complete the approved program in their field of study to insure eligibility for institutional recommendation and certification.
- 2.2 All persons teaching in New York must be certified by the NYSED. This professional certificate, awarded after the completion of an approved teacher preparation program, is an initial certificate.
- 2.3 New York is a party to the Interstate Reciprocity Compact that assures students completing approved programs eligibility for reciprocal certification in any state that is a party to the compact. To be certain of the reciprocity, students must complete the approved program in its entirety without deviation.
- 2.4 Institutional recommendation for certification is based on recommendation by the Chair of the DOE (Certification Officer of the institution). Applications for certification should be submitted during the semester in which the teacher education candidate plans to graduate. Additional information about certification can be obtained by consulting with the Chair of the DOE.

3.0 Transfers, Change of Majors, and Post Graduates

- 3.1 Transfer, change of major, returning, and 2nd degree candidates must submit a valid and complete transcript of previous credit for assessment

and application to current program requirements. Ideally, this should be submitted to the Chair of the DOE before registering in a given semester.

- 3.2 Transfers and re-admissions with *16.5 units* or more of college credit must present at admission the 2.75 g.p.a. requirements as prescribed in earlier sections. If circumstances warrant, extensions may be granted by the Chair of the DOE.
- 3.3 Post-graduate candidates seeking initial teacher certification must present at admission the 2.75 g.p.a. requirement. If circumstances warrant, a provisional period may be granted by the Chair of the DOE.

NOTE: Candidates with degrees from international colleges/universities must submit transcripts or related documents to an appropriate credentials review agency.

4.0 Procedures for Program Application

- 4.1 Candidate acquires application form from the Administrative Assistant of the TPP.
- 4.2 Candidate prepares a portfolio of work to support application to the teacher preparation program.
- 4.3 Candidate completes student information section of the application form, with help from professional education and content specialist advisors, and returns the application and the portfolio to the Chair of the DOE.
- 4.4 Candidates periodically check their personal file to determine when all required documentation has been received by the unit.
- 4.5 TEPU reviews the candidate's file to note the progress and completion of admission criteria, then makes recommendation as to the status (full, provisional, or disapproval) of the candidate's application to the candidate.
- 4.6 The candidate and advisor(s) are notified in writing with specific recommendations where appropriate.

5.0 Advisory System

- 5.1 Advisement occurs at the Undergraduate level in the department of the content area major (e.g., psychology, mathematics, etc.). Department of Education faculty serve as consultants to advisors in content area departments to deal with questions or problems that arise. Designated Department of Education faculty advise graduate students. Ultimate responsibility to ensure that student is on target regarding her/his program rests with the student.

G. FIELD-BASED EXPERIENCES

Throughout the TPP candidates follow a prescribed sequence of field-based experiences integral to the professional development courses EDUC 210, EDUC 326, EDUC 335, EDUC 406, EDUC 414, EDUC 425/426, and EDUC 412.

In order to provide the appropriate field-study and clinical placements, the TPP at WC has entered into a special arrangement with specific schools. These schools were carefully chosen to facilitate the program levels and certification areas offered by the TPPs, and to provide culturally diverse and exceptional school populations. Representatives from schools serve on EPPAC. Such a relationship allows WC to maintain a powerful working relationship with the schools in order to promote efficient preparation of professional educators. Therefore, whenever possible, all field-based experiences and clinical practices will occur on these chosen sites in coordination with the district. A copy of the formal contract between WC and these participating educational institutions is in progress.

1.0 Pre-Student Teaching Experience

- 1.1 The Coordinator of Field Experiences and Professional Development in conjunction with the Chair of the DOE at WC have overall responsibility for the direction and implementation of pre-student teaching field-based experiences.
- 1.2 Candidates must clock 150 hours of pre-student teaching experience with a minimum of 75 hours spent in a classroom in a classroom designated either Special Ed. or Inclusive.
- 1.3 Candidates who transfer in with equivalent professional core credit must verify, in writing, successful completion of appropriate field experience(s) or complete the same at WC.
- 1.4 Field experiences must be completed in state-approved, B-12 instructional settings, appropriate to chosen content specialization(s) and programmatic levels.
- 1.5 All candidates must participate in instructional sites that serve learners from a variety of cultural backgrounds and significant exceptional populations.
- 1.6 Candidates are under the direct supervision of the classroom supervisor (and school faculty-liaison) and must abide by existing regulations and expectations.
- 1.7 Candidates must successfully complete field experiences, including following the written guidelines for each of the core and methods courses, and receiving written recommendation from the supervising teacher.
- 1.8 A candidate should not participate in settings where there could be a possible conflict of interest.
- 1.9 Candidates who have to withdraw from courses early in the semester should also terminate their field placement by letter or visitation.

- 1.10 Candidates are to treat all information learned about individuals in the instructional settings as CONFIDENTIAL. Filing is carried out by individual faculty members, and by graduate assistants, under instruction from the DOE Administrative Assistant.
- 1.11 Candidates may be formally rated by the classroom supervisor on a number of evaluative criteria. These may vary from course to course, but are provided to both the student and supervisor prior to the experience.
- 1.12 Candidates who consistently receive unfavorable field experience ratings, and who seem unable to make suitable corrections, will not be recommended for candidacy.
- 1.13 Participation can be terminated by school site personnel in collaboration with DOE Chair when they deem it in the best interest of the school, learners, or overall situation.
- 1.14 Candidates are participant learners in the school setting, and their level of expertise and experience is such that they should not be left in sole charge of supervision of an institutional setting.

2.0 Student teaching was explained above in Section E, 6.0

H. CONTINUOUS ASSESSMENT POLICIES AND PROCEDURES

The TPP at WC is continually assessed both internally and externally in terms of scope, quality, and operation from freshman to graduate levels. See NCATE exhibit for full assessment system.

1.0 Internal Criteria for Continuous Assessment

- 1.1 Performance on standardized achievement tests (ACT or SATs) for placement of new students in appropriate beginning English and Math requirements.
- 1.2 Review of student g.p.a. at completion of 16.5 (official entry into the program) and at least $\frac{3}{4}$ of 27 (entry into student teaching) units semester hours for program advising and achievement monitoring.
- 1.3 Student evaluation of each course to monitor faculty teaching effectiveness.
- 1.4 Review of criteria for application and admission to teacher education and to student teaching; g.p.a., written faculty recommendations, and field performance including student self-assessment.
- 1.5 Senior assessments of student capability with:
 - 1.5.1 Teacher Work Samples
 - 1.5.2 College Wide Experience (Senior Seminar)
 - 1.5.3 Student Teaching Program

2.0 External Sources for Assessment and Monitoring

- 2.1 Periodic program review mandated by the Board of Trustees and New York State Education Department
Review of program(s) using national guidelines or recommendations from specific professional organizations or learned societies
- 2.2 Student evaluation data from supervisors of pre-student teaching field experiences.
- 2.4 Summated data from the Professional Education Performance Profile (see below).
- 2.5 Review of assessment policies and practices by the EPPAC.
- 2.6 Student performance data on LAST, CST's, and ATS-W on the NYSTCE.
- 2.7 Completion of annual follow-up studies of teacher education graduates and their employers.
- 2.8 Data and feedback generated from The Wagner Plan.

3.0 Professional Education Performance Assessment

- 3.1 During the clinical practice experience, the college supervisor in conjunction with the cooperating teacher shall complete a Professional Education Performance Profile. This profile is designed to assess the student teacher's competence in performing professional skills at the professional-entry level. Performance at a minimum criterion-level on this assessment instrument shall be required in order for a student teacher to be recommended for teaching certification in New York State. Student teachers must demonstrate competence in professional performance skills in all areas and at both programmatic levels for which they seek certification.
- 3.2 A student who does not attain the minimum cut-off score on the Professional Education Profile at a particular level or in a particular specialization may enroll for a second clinical experience. The student's performance on the first profile will not influence, in any way, his/her performance on the second profile. When possible, the student will be assigned both a different college supervising teacher and a different cooperating teacher for his/her second clinical practice experience.
- 3.3 Under no circumstance may a student be reassessed at a given level or specialization using the Professional Education Performance Profile more than twice within a three year period

4.0 Policies and Procedures for Conducting and Monitoring Continuous Assessment

- 4.1 The TEPU and EPPAC (overseen by the Chair of the DOE) have the overall responsibility for managing and monitoring the continuous assessment process.

- 4.2 The Chair of the DOE at WC conveys to all appropriate parties any policies/mandates/specialty guidelines from local, state, and national bodies that impact program policies and practices.
- 4.3 Evaluative data summaries obtained from continuous assessment are compiled by the Chair of the DOE and distributed university-wide for review and input.
- 4.4 Modifications made through continuous assessment are approved by action of the TEPU with input provided by the professional education faculty and EPPAC.
- 4.5 Actions taken by the TEPU are conveyed to EPPAC, students, and when needed, to the Academic Policy Committee (APC).
Proposals for change can be initiated by faculty, students, and administrators through the Chair of the DOE.

I. THE GRADUATE PROGRAM

1.0 Introduction: Program Overview

WC's DOE currently offers five (5) programs at the graduate level.

GRADUATE PROGRAM #1:
DEGREE: MSED EARLY CHILDHOOD EDUCATION (Birth – Grade 2)
BASIC PREREQUISITE: NYS initial certification (see Graduate Catalog for other requirements)
CERTIFICATION: New York State initial/professional dual certification in Early Childhood Education *and* Early Childhood Education for Students with Disabilities – 37 credits

GRADUATE PROGRAM #2:
DEGREE: MSED MIDDLE LEVEL EDUCATION (5-9)
BASIC PREREQUISITE: NYS initial certification (see Graduate Catalog for other requirements)
CERTIFICATION: New York State initial/professional dual certification in Middle Level Education *and* Middle Level Education for Students with Disabilities [In one of six disciplines: English, Spanish, French, Biology, Mathematics, or Social Studies 5-9 Ext.] – 37 credits

GRADUATE PROGRAM #3:
DEGREE: MSED LITERACY (B-6)
BASIC PREREQUISITE: NYS initial certification (see Graduate Catalog for other requirements)
CERTIFICATION: New York State initial/professional dual certification in Teaching Literacy – 37 credits

GRADUATE PROGRAM #4:
DEGREE: MSED CHILDHOOD EDUCATION (1-6)
BASIC PREREQUISITE: 36 semester hours of undergraduate college-level credit in a liberal arts and sciences discipline (no teaching certification necessary) - see Graduate Catalog for other requirements

CERTIFICATION: New York State initial/professional dual certification in Childhood Education *and* Childhood Education for Students with Disabilities – 39 credits

GRADUATE PROGRAM #5:
DEGREE: MSED ADOLESCENT EDUCATION (7-12)

BASIC PREREQUISITE: 36 semester hours of undergraduate college-level credit in a liberal arts and sciences discipline (no teaching certification necessary) - see Graduate Catalog for other requirements

CERTIFICATION: New York State initial/professional dual certification in Adolescent (7-12) Education *and* Adolescent (7-12) Education for Students with Disabilities – In one of eight disciplines: English, French, Spanish, Biology, Chemistry, Physics, Mathematics, or Social Studies – 39 credits

2.0 Admission Requirements.

- 2.1 Students wishing to extend their “initial” certification, completed at WC, are eligible for program entry provided they complete the general admission requirements for graduate study. Students with an initial certification, granted through a non-Wagner program, must have their transcripts evaluated to ensure compliance with 52.21. Students may have to complete additional undergraduate course along side their masters’ degree program to ensure certification requirements. Students wishing to pursue an “initial” NYC certification through a masters’ program must possess the following requirements:
- 2.2 G.P.A. 2.75. This can be negotiated based on the applicant’s work record and extenuating circumstances during the completion of the undergraduate degree. Such negotiations are made under the advisement and approval of the Chair of the DOE in consultation with the department as a whole)
- 2.3 Suggested passing score on the LAST for all students as well as the CST tests, for 7-12 candidates, of the NYSTCE within the first semester. These exams, although not required for admission, are recommended so that if a student fails them, appropriate remedial measure can be made upon advisement.
- 2.4 Transcript evaluation by the Director of Teacher Education (Chair of DOE or designee) to evaluate the undergraduate entry requirements based on 52.21. Certification deficiencies will be identified and undergraduate courses in general education and academic content will be identified for completion before certification is recommended.
- 2.5 Interview by two members of the DOE
- 2.6 Letter of recommendation from the Director of Teacher Education to the Graduate Admissions Office.
- 2.7 Wagner students having completed a minor in Education Studies will be eligible for a 33 credit graduate program leading to either Childhood/Students with Disabilities Education (1-6) [exempt from EDUC 640/650] or Adolescent/Students with Disabilities Education (7-12) [exempt from EDUC 640/559].

3.0 Advising

- 3.1 Once accepted into a program, students, with their program advisors, set up a contract of study outlining the course requirements for the particular degree. The contracts are signed by both the student and the program advisor and sent to the Graduate Office at WC. Substitutions to the program of study can be made over the period of study at the discretion of the program advisor.
- 3.2 As stated above the transcripts of students accepted to the “initial” certification program are evaluated in terms of New York State provisional certification requirements.

4.0 Field-based Experiences

- 4.1 Field Experiences
Candidates in the graduate program extending their Childhood Education and Students with Disabilities Education (1-6) certification to include a dual certification in either Early Childhood (B-2) or Middle Childhood (5-9 Extension) must complete 20 days in classrooms containing special education students under the care of a certified Special Education teacher. ED 654 and ED 642 satisfy this requirement for the 5-9 (middle level extension) dual certification and ED 654, ED 620 and ED 622 for the B-2 dual certification in Early Childhood Education.
- 4.2 Pre-student Teaching Experience: Initial certification Programs.
Candidates in the graduate program pursuing an “initial” certification need to complete at least 100 hours in regular settings and 50 hours in settings with students of special abilities. Wagner College has an “inclusive” program that includes courses that satisfy these requirements for the 7-12 dual certifications.
- 4.3 Practica: Advance Childhood Education
Candidates in the graduate program extending their Childhood Education and Students with Disabilities Education (1-6) certification to include a dual certification in early Childhood (B-2) must complete two 10 day practica in two developmentally and environmentally different inclusive or special education classrooms under the guidance of certified special education teachers.
- 4.4 Student teaching: Initial Certification Programs.
Candidates for 7-12 dual certification in Adolescent Education and Students with Special Abilities Education will complete two 7 week placements in both Adolescent Education and Students with Special Abilities Education. Each placement will ensure that students have sufficient classroom experience with regular and special abilities students.
- 4.4 Each student will have a field/clinical experiences instrument in their file monitoring their field/clinical experiences ensuring that experiences is

gained in a variety of settings.

- 4.5 All professional education and content (at least 33 of the required 36 credits) course work must be complete PRIOR to student teaching (except for courses that go along with student teaching, e.g. 604). An exception of one outstanding course will be made due to extenuating circumstances (e.g., course not offered, etc.).

5.0 Mentoring

- 5.1 The “mentoring process” occurs if a candidate for certification gains full-time employment in a public (not private, without permission of the Education department) school under a temporary license with the approval of the department (EPPAC consulted if necessary). The “mentoring process,” as an alternative to student teaching, occurs if the following conditions are met:
 - 5.2 Candidates have received a ONE year teaching contract from a Public School District in an inclusive class setting.
 - 5.3 Candidates must work in the area of certification they are pursuing at WC
 - 5.4 The participating school must be located in an acceptable geographic location (S.I. or right over the bridge in Bklyn.) and the school must identify a tenured teacher responsible for the internal mentoring of the teacher preparation candidate.
 - 5.5 Candidates apply for the “mentoring process” by filing the appropriate form and obtain written approval by Chair.
 - 5.6 Students are evaluated at the end of each semester by their college mentor and adviser. The advisor must ensure that an evaluation is on file from the candidate’s school mentor and one from the WC mentor.

6.0 Graduation and Certification

Candidates are recommended for graduation from WC when they have met the following requirements:

- 6.1 Successfully completed prescribed graduate program curricula with the requisite credits
- 6.2 Completed all undergraduate courses identified on the contract required for certification
- 6.3 Filed a formal application for graduation, on time, with the Registrar.
- 6.4 Earned a minimum **G.P.A. of 3.00** in all required professional education courses
- 6.5 Successfully completed a college-approved, supervised student-teaching experience (or capstone research paper) in each content specialization and programmatic level for which certification is desired.
- 6.6 Completed and filed with the DOE an application for New York State teacher certification, including payment of fees, if they plan to teach in New York.

- 6.7 Completed the Child Abuse and Violence Prevention requirements. .
- 6.8 Graduate students are subject to the same “Procedure and Standards for Certification” as outlined in Section H:3 of this document

NOTE: After criteria above are met, candidate can be recommended for NYS certification upon passing all appropriate NYS exams.

7.0 Procedure and Standards for Certification

- 7.1 The student who is not recommended for certification at the time of graduation may be subject to subsequent changes in program requirements if she/he seeks certification at a later date. Students wishing to teach must select and complete the approved program in their field of study to insure eligibility for institutional recommendation and certification.
- 7.2 All persons teaching in New York must be certified by the NYSED. This certificate, awarded after the completion of an approved teacher preparation program, is an initial certificate. New York is a party to the Interstate Reciprocity Compact that assures students completing approved programs eligibility for reciprocal certification in any state that is a party to the compact. To be certain of the reciprocity, students must complete the approved program in its entirety without deviation
- 7.3 Institutional recommendation for certification is based on a recommendation by the Chair of the DOE (Certification Officer of the institution). Applications for certification should be submitted during the semester in which the teacher education candidate plans to graduate. Additional information about certification can be obtained by consulting with the Chair of the DOE.
- 7.4 An Intern Certificate (that allows students to receive provisional certification for 2 years, non-renewable and as long as one remains in the graduate program) may be issued to any graduate student enrolled in one of the department’s graduate programs who has completed 18 graduate credits towards their degree. Students must have passed both the LAST and CST’s as well. Students must also be fingerprinted.

8.0 Miscellaneous

- 8.1 The graduate programs are subject to the same continuous assessment policies and procedures as the undergraduate programs in teacher preparation
- 8.2 The graduate programs are subject to the same procedures for program development and planning, curriculum modification and policy and operation as the undergraduate programs in teacher preparation
- 8.3 Students who complete an MSED degree at Wagner College may enroll in a 2nd MSED degree program provided they are eligible by meeting all criteria for admission. Courses in 2nd MSED that were taken in 1st MSED within a 2 year period of admission to the new program will be accepted as fulfilled. Therefore, the student has to only complete the other required

courses in the 2nd MSED program to earn the MSED and achieve certification in the title. The Chair or academic advisor may require a previously taken course be retaken for valid reasons (e.g., nature/content of course has changed dramatically since last taken, grade achieved in previous course was lower than a B, etc.).

J. PROGRAM DEVELOPMENT AND PLANNING, CURRICULUM MODIFICATION, POLICY AND OPERATIONAL PROCEDURES.

1.0 Certification Rules:

NEW YORK CERTIFICATION: THE RULES THAT CHANGED ON FEBRUARY 1, 2004

The rules for teacher certification in New York State changed on February 1, 2004.

- A) The first-step to certification will now be called “*Initial Teacher Certification*”. To earn an Initial Teacher Certification you must have done the following things before even applying to the State.
- 1) You must have earned a Bachelor’s Degree (B.S. or B.A.) from an approved Teacher Education program
 - 2) You must have taken and passed Teacher Education Courses that include both fieldwork (150 documented hours) and student teaching in a New York State Approved Teacher Education Program.
 - 3) You must have taken and passed 4 certification exams: The LAST exam, the ATS-W exam, and the Content Area exams (Multi-Subject/Content Specialty and Students with Disabilities).
 - 4) Have taken and passed a state approved “Recognizing Child Abuse” course, the SAVE course and fingerprinting.
- B) To get a *Professional Certification*,” you must have the following:
- 1) Mentored first-year teaching
 - 2) Teach successfully for two (2) additional years (for a total of 3 years)
 - 3) Within 5 years of obtaining initial certification (see note that follows), you must have earned a Master’s Degree registered to lead to professional certification in the same area as the initial certificate or initial certification in a new certification area
 - 4) Each grade level and content area teaching certification will also have special requirements that will have to be met by you as the prospective teacher with an initial certification going for a “Professional Certification”.
 - 5) To maintain professional certification you must complete 175 hours of continuing education coursework every 5 years

VERY IMPORTANT: You are responsible to keep up-to-date with the Office of Teaching website for further certification requirements and information:
<http://www.highered.nysed.gov/tcert/>

2.0 Undergraduate Education Programs at WC

WC offers two (2) undergraduate programs, two of which lead to initial teacher certification and are registered by the New York State Education Department (NYSED).

UNDERGRADUATE PROGRAM #1:

DEGREE: B.A. or B.S. in a Liberal Arts discipline and Childhood Education (Grades 1-6)

BASIC PREREQUISITE: Apply as a Dual Major in a specified Liberal Arts area *and* Childhood Education (see Undergraduate Catalog for other requirements)

CERTIFICATION: New York State initial dual certification in Childhood Education *and* Childhood Education for Students with Disabilities – 11 units + additional requirements

PROGRAM: Candidates may choose ONE of the following 10 disciplines to combine with Childhood Education as their Dual Major:

- B.A. English & Childhood Education
- B.A. Sociology/Anthropology & Childhood Education
- B.A. History & Childhood Education
- B.A. Psychology & Childhood Education
- B.A. Art & Childhood Education
- B.A. Theater & Childhood Education
- B.A. Music & Childhood Education
- B.A. Spanish & Childhood Education
- B.S. Mathematics & Childhood Education
- B.S. Natural Science & Childhood Education

Note: To complete the program, students must in addition satisfy the requirements for WC's general education program, as well as specific NYSED requirements. The specific course requirements for each liberal arts and science discipline used as part of the Dual Major with Childhood (Elementary) Education can be found in the specific *Courses of Study* section in this bulletin.

The Elementary Education part of the Dual Major is divided into three components and students must satisfy the requirements of the previous components before moving to the next. The THREE components are:

1. Foundations of Education: 210, 326, 335
2. Methods and Content of Education: 406, 412, 414, 425, 426
3. Clinical Practice: 550, 560, 580

In addition to the course requirements of the selected Dual majors students

must insure that they complete the following courses, over and above WC's General Education's requirements, and additional NYSED requirements:

1. One year's sequential study (2 units) in a language other than English.
2. Two courses in math and science (1 unit each).
3. Computer Science 322 as the junior level Learning Community.
4. Recommendation to take the Liberal Arts and Science Test (LAST), the Content Specialty Tests (CST's), Multi-Subject and Students with Disabilities, and the Written Assessment of Teaching Skills Test (ATS-W) of the New York State Teachers Certification Examination (NYSTCE).
5. Successful completion of a state-certified program in detecting and reporting child abuse and a course in violence prevention (SAVE).
6. Fingerprinting

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UNDERGRADUATE PROGRAM #2:

- PROGRAM:** Minor in Educational Studies
- DEGREE:** B.A. or B.S. in either English, Spanish, biology, chemistry, physics, mathematics, history, sociology or political science *with* a minor in Educational Studies (6 units) Upon completion of the MSED program in adolescent education, candidates are eligible for New York State (Grades 7-12) initial certification in an adolescent content area
- PURPOSE:** To prepare candidates to teach in grades 7-12 - No certification offered unless candidate completes the 33 credit MSED (Master's Degree) upon graduating WC with an undergraduate degree and 6 Units in Educational Studies
- BASIC PREREQUISITE:** Apply with a minor in Educational Studies (see Undergraduate Catalog for other requirements)
- CERTIFICATION:** None

Students currently majoring in Education at the undergraduate level are only eligible to pursue either a certification in Childhood (1-6) Education or K-12 Education certification in Theater Arts. Please note that there is no opportunity to pursue an education program leading to Adolescent (Secondary) certification (7-12). **Also note that Education Minors can opt to qualify for Childhood Education 1-6 at the graduate level – see Education Department for details.**

The Department of Education currently has a program at the Masters level leading to 7-12 certifications in mathematics, biology, chemistry, physics, English, social studies, and Spanish. This program consists of 39 credits of educational theory and practice. Students with an Education Minor need only 33 credits to complete this Master's Degree. However, Wagner students who are Education Minors, but who have not completed their field hours do not qualify for this reduction. All other students from Wagner College must complete the 39 credits. The Childhood 1-6 graduate program also is 39 credits.

The intent of the **Minor in Educational Studies** is to prepare students wishing to teach at the Childhood or Secondary levels. WC students with the minor in educational studies, a major in either English, Spanish, biology, chemistry, physics, mathematics, history, or sociology, and the requisite GPA are eligible to complete the 33 credit MSED in Educational Pedagogy. On completion students can be recommended for a New York State 7-12 Certification in a Secondary Content area or 1-6 certification. In addition, the minor provides a focus for students who have an interest in Education but do not wish to teach.

Courses for the Minor

A total of 6 Units required taken in the following order:

- EDUC 210: Foundations and Principles of Education, Classrooms, and Teaching (30 hours of field work)
EDUC 326: Teaching and Learning in an Inclusive Setting (30 hours of field work)

The following courses are taken as blocks:

Block 1:

- EDUC 412: Methods & Curriculum for Inclusive Middle Childhood Education Grades 4-8 (20 hours of field work)
CS 322: Database Programming and Connectivity

Block 2: CHILDHOOD 1-6 LEVEL

- EDUC 425: Advance Skills in Language Acquisition and Literacy Development (30 hours of field work in conjunction with ED 426)
EDUC 426: Skills in Language Acquisition and Literacy Development for Linguistically and Culturally Diverse Students

Or

ADOLESCENT 7-12 LEVEL

- EDUC 559: The Secondary Classroom in an Inclusive Setting (30 hours of field work in conjunction with ED 562)
EDUC 562: Content Area Reading and Writing

*In addition, it is highly recommended that students who do intend to pursuing a New York State Certification in Childhood (1-6) or Adolescent (Secondary) Education (7-12) complete 2 **sequential units of a language other than English** during their undergraduate program. (See Handbook for Undergraduate Students for Curriculum Summary Sheets)*

3.0 Graduate Education Programs (leading to initial certification) at WC

WC has three (3) degree programs functionally related to the field of teaching service available to initially (provisionally) certified students as follows:

GRADUATE PROGRAM #1:

DEGREE: MSED EARLY CHILDHOOD EDUCATION (Birth –Grade 2)

BASIC PREREQUISITE: NYS initial certification (see Graduate Catalog for other requirements)

CERTIFICATION: New York State initial/professional dual certification in Early Childhood Education *and* Early Childhood Education for Students with Disabilities – 37 credits

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GRADUATE PROGRAM #2:

DEGREE: MSED MIDDLE LEVEL EDUCATION (5-9)

BASIC PREREQUISITE: NYS initial certification (see Graduate Catalog for other requirements)

CERTIFICATION: New York State initial/professional dual certification in Middle Level Education *and* Middle Level Education for Students with Disabilities [In one of six disciplines: English, Spanish, French, Biology, Mathematics, or Social Studies 5-9 Ext.] – 37 credits

GRADUATE PROGRAM #3:

DEGREE: MSED LITERACY (B-6)

BASIC PREREQUISITE: NYS initial certification (see Graduate Catalog for other requirements)

CERTIFICATION: New York State initial/professional dual certification in Teaching Literacy – 37 credits

In addition, WC has an MSED degree leading to initial certification at either the elementary (Childhood Education) or secondary (Adolescent Education) level for students who have an undergraduate degree in liberal arts or science discipline who decide they would like to teach. (See Section K)

Implicit to this program is New York State Department of Education certification.

Please consult the WC Graduate Bulletin for details. Students pursuing the Minor in Educational Studies at the undergraduate level may find the graduate programs leading to initial certification in Adolescent (secondary) Education (7-12) and Childhood (elementary) Education (1-6) levels particularly appealing. (See **Handbook for Graduate Students for Graduate Curriculum Summary Sheets**)

4.0 New Programs

- 4.1 New certification programs for teacher education can be initiated by faculty members, students, or academic departments.
- 4.2 Proposals are viewed by the Chair of the DOE for impact upon the teacher education program and the institution. If the plan is viable the Chair of the DOE will petition the Vice President for Academic Affairs to request permission to plan from the TEPU.
- 4.3 If permission to plan is granted by the TEPU, program development occurs in accordance with the New York State Department of Education regulations and procedures for approval of new certification programs.
- 4.4 Proposals are approved by the Chair of the appropriate academic department(s) and sent to EPPAC for review/recommendation.
- 4.5 Proposals are submitted to the Chair of the DOE for technical review and action. If approved the program is sent to the TEPU, the Academic Policy Committee, Committee of the Whole, Faculty, and President for review and approval.
- 4.6 If approval is in order, it is submitted to the New York State Department of Education for review and on-site visit.

5.0 Modification in Current Program

- 5.1 Initiation for change can come from students, faculty, departments and from appropriate external bodies and should be sent to the Chair of the DOE.

- 5.2 The Chair of the affected academic department(s) must review the proposal and document input recommendations from departmental members.
- 5.3 If approved the proposal is sent to the TEPU and action is recommended.
- 5.4 The TEPU's action and recommendations are forwarded to EPPAC for review and input.
- 5.5 If further action is required the proposal comes back to the TEPU or it goes to the Committee of the Whole for approval.
- 5.6 Approved proposals are formally submitted to the New York State Department of Education when appropriate.

6.0 Long-Range Planning

The DOE uses long-range planning to facilitate and monitor the progress, efficiency, and future budgetary (personnel and material) needs of its TPPs (see Strategic Plan).

- 6.1 The Chair of the DOE is responsible for developing long-range plans with input from appropriate faculty and college units.
- 6.2 Long-range planning is conducted in concert with the mission of the College, the NYSED, and other external bodies.
- 6.3 Long-range plans are reviewed and updated annually in the department report to the Provost.

K. DUE PROCESS/STUDENT RIGHTS

1.0 In addition to the existing appeals process in the College for review of grading system, policy on grade appeal, D and F repeat rule, academic probation and dismissal policy* the following apply to teacher education candidates.

See current academic catalog

- 1.1 Denial of Admission to the Program: Candidates who are denied admission to candidacy may appeal the decision in writing to the Chair of the DOE and also request, via the Chair of the DOE, a hearing. Written results are provided within two weeks after the hearing.
- 1.2 Denial of Admission to Student Teaching: Candidates who are denied admission to candidacy may appeal the decision in writing to the Chair of the DOE and also request, via the Chair of the DOE, a hearing. Written results are provided within two weeks after the hearing.
- 1.3 Candidates who are recommended for withdrawal from the student teaching placement at the request of the school district may request

- a hearing with their Student Teaching Supervisor, the Chair of the DOE, and the appropriate school personnel.
- 1.4 Student candidates who are recommended by College supervisor to withdraw from teaching may appeal that action, in writing, to the Chair of the DOE, who will convene a hearing between all parties involved and a faculty member not directly involved with the case. At this conference, the student will be told why the action is being taken and be given an opportunity to present reasons why the action should not be taken.
- 1.5 Student records on file in the Education Unit are CONFIDENTIAL information. Student records may only be accessed by department faculty, administrative assistant, and graduate assistants.
- 1.6 Candidates, who have a specific personal or academic complaint or grievance (not grade complaint or appeal) related to any aspect of the teacher education program can specify the complaint, in writing, to the Chair of the DOE.

L. MISCELLANEOUS POLICIES

1.0 Undergraduate Students Enrolled for Graduate Credit

Criteria:

- Only seniors are eligible
- GPA 3.0 +
- May take a maximum of 9 credits towards MSED with permission of Dean of Graduate Studies (Contact Office of Graduate Studies, CH 324, for form)
- 9 credits may not be included in 36 units required for graduation
- up to 9 credits may be applied to MSED after student has officially applied for admission into graduate program through Admissions Office
- Note: No 500-level course may be transferred into a graduate program

2.0 Transfer of Credit

Criteria:

- Up to 9 credits allowed from an accredited graduate school
- Grades transferred must be “B” or higher
- Once student is enrolled in Wagner’s MSED program, student may not take graduate courses elsewhere without the permission of the Dept. Chair and Dean of Graduate Studies

- No 500 level course taken as part of an undergraduate program may be transferred into a graduate program (except EDUC 559 and EDUC 562)

3.0 Work (Life) Experience Credit

Criteria:

- Only a maximum of 3 credits may be allotted for Work Experience
- Documentation must include: Completed dept. forms for Work Experience; letter on school stationery indicating work experience; observation report from school administrator; and a detailed description by candidate of the nature of the work experience including duties.
- Dept. Chair and Dean of Graduate Studies approval required

4.0 Tutorials

Criteria:

- Available to both undergraduate and graduate students when a course, part of the regular curriculum, is not offered (conditions: student needs the course to graduate in a timely fashion; student was not previously negligent in taking the regular course; and student is not simply taking the tutorial for expediency); Granted rarely under unusual circumstances
- Complete Dept. Form
- Must be approved by Registrar, Dept. Chair, and faculty member teaching the tutorial
- Enroll in specific course as a tutorial
- Maximum of 6 credits (U/Grads 2 units) of Tutorial work towards degree
- Total # of credits allowed of Independent Study (see above) and Tutorials = 6 (U/Grads 2 units)

5.0 Assignment of and Changing Advisors

Criteria:

- Assignment made by Dept. Faculty under supervision of Graduate Coordinator
- No changes permitted w/o permission of advisor, Coordinator, and Chair

6.0 Advisement – Transcript Evaluation

Criteria:

- Check GPA 1st – Must be 2.75 +
- Check for two courses with “C” or higher in math, English, Science, History, and Foreign Language (sequential); Also, check for work in the Arts and computers
- Check for a total of 36 credits in one or related disciplines (list them on form; no courses below a “C” acceptable)
- Refer to webpage for acceptable courses:
www.highered.nysed.gov/tcert/certificate/req_prekindergarten.htm
- For Secondary Level: must have 36 credits in an approved discipline (30 of which must be in discipline for which certification is being sought) in addition to Liberal Arts courses listed above (no courses below a “C” acceptable)
- Complete undergraduate deficiencies within one year
- Transcript evaluations of non-certified students seeking admission to the 1-6 or 7-12 program must have earned at least a grade of “C” in the major content areas including Math, Science, English and Social Studies to receive credits towards certification.
- No more than 6 credits of deficiency coursework may be completed online. All courses to satisfy any deficiency must receive prior approval from the department.

7.0 Miscellaneous Policies

See U/Grad and Grad Catalogs for other policies such as:

- Grading Policies (incompletes, repeat of courses, appeals, etc.)
- Academic policies such as dropping courses, prerequisite coursework, etc.)