



Graduate Childhood Education

Program Handbook

Canisius College

Canisius College School of Education Teacher Education Mission Statement and Conceptual Framework

All initial teacher preparation and all advanced preparation programs in the School of Education and Human Services are accredited by the National Council for the Accreditation of Teacher Education (NCATE).

School of Education Mission Statement

The faculty of the School of Education and Human Services, in concert with our candidates, school partners, alumni, and the community, seek to prepare highly competent professional and socially committed educators and counselors who value the Jesuit traditions of *cura personalis*, social justice and leadership through service. The mission of the unit is to prepare educators who possess content, pedagogical, and professional knowledge; use their gifts in the service of others; and demonstrate professionalism/leadership in their field.

School of Education Conceptual Framework

Canisius' teacher preparation programs focus on knowledge, service, leadership and professionalism, the foundational tenets of our conceptual framework. Academic programs offer candidates the content, pedagogical and professional knowledge, skills and dispositions necessary for quality performance in their field of study. Candidates will demonstrate the ability to reflect on their instructional practice, apply knowledge, exhibit skills and develop dispositions essential for success in P-12 schools. In coursework and in practice, candidates will display a clear understanding of the historical, philosophical, sociological, legal and psychological bases of education and educational policy. Candidates must be committed to the education of the whole person and to the belief that all individuals can learn. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to service and social justice in environments that foster respect for diversity and the dignity of all. Candidates are encouraged to participate in the urban community in which the college is located and, through a variety of field experiences and service-learning opportunities, to interact with an ethnically, racially, culturally, religiously and intellectually diverse population. Collaborative projects allow candidates to learn from others, develop a professional orientation, and assume positions of responsibility and leadership. They develop the ability to reflect thoughtfully on their experiences in order to guide professional development and to improve practice and are encouraged to join professional organizations and actively participate in professional conferences.

Graduate Childhood Program Overview

Welcome to the Graduate Childhood Program at Canisius College. The Graduate Childhood Program will result in certification that will allow you to teach in grades 1-6 in New York State. For Canadian students, this program prepares you to have your New York State certification recognized by the Ontario College of Teachers in grades 1-6. The faculty are proud to work in the program and we believe it will best prepare you to teach in any grade 1-6 classroom setting. The Graduate Childhood Program at Canisius College has several unique features that we believe provide excellent preparation to teach in an elementary classroom.

The program curriculum connects theory to educational practice so that you have a strong foundation in understanding best classroom practices for any school setting. During your first semester you will participate in 30 of field experience in an elementary school classroom as part of your coursework. In the semester prior to student teaching, you complete a seminar course with a 70 hour classroom practicum in which you work along side a classroom teacher to deliver instruction and learn about the profession; integrating what you have learned in your coursework into classroom practice. For Canadian students, this field experience is completed in an Ontario classroom at one of three designated geographic areas. This field experience is supervised by an experienced classroom teacher and a college supervisor to ensure adequate preparation for full time student teaching. During your final semester in the program, you will complete two seven week full time student teaching placements that allow you to gradually assume full time teaching responsibility with the support of a cooperating teacher and college supervisor. To ensure preparation to teach in a variety of classroom settings, you will complete one of these placements in grades 1-3 and one in grades 4-6. One of your student teaching placements will be in a suburban or rural setting and one in a high needs urban setting. These two supported classroom-based field experiences are the backbone of your teacher preparation program and will provide you with invaluable experience that you can take with you when you have your own classroom.

The coursework leading to these field experiences is research and practitioner based. This helps you to become a life long learner by using research to inform your classroom practice. In your first coursework, you will become familiar with the foundations of educational practice, reading development, developmentally appropriate teaching practice, assessment practice and inclusionary practices. In the methods courses, you will focus on science, math, social studies and reading practices for diverse learning populations.

Program faculty provide a wide array of practical and academic experience further bridging the gap between theory and practice. With a combination of teacher educators and practicing classroom teachers as program faculty, you will be provided with the knowledge, skills and attitudes that you need to be a successful teacher.

Finally, you will benefit from the academic excellence and values of a Jesuit higher education. Educating the whole student is a hallmark of our Jesuit heritage as well as a value held by teachers as a profession. Faculty care about you as a person and as a future teacher offering support and assistance based on your individual needs. You will be given personal attention by your course instructors, and the experiences you bring to the program will be valued.

Graduate Childhood Program Goals

The program faculty have identified the important goals that are embedded in the curriculum and practice of our required coursework and fieldwork. At program completion, you will have met each of the following goals.

1. Graduate Childhood teacher candidates will fulfill the curriculum requirements for New York State certification grades 1-6 by demonstrating proficiency in program coursework.
2. Graduate Childhood teacher candidates will demonstrate progress as a beginning teacher by providing evidence that they have met each of the 10 INTASC Standards through a program portfolio.
3. Graduate Childhood teacher candidates will demonstrate proficiency in information literacy/technology skills, the arts, and health/physical education and integration of these skills into their teaching.
4. Graduate Childhood teacher candidates will demonstrate a high level of reflection, application of research-driven practice, and connection between research and practice.
5. Graduate Childhood teacher candidates will demonstrate proficiency in their academic writing through course assignments.
6. Graduate Childhood teacher candidates will demonstrate collegial, respectful and professional demeanor while working in collaborative settings.
7. Graduate Childhood teacher candidates will actively participate in supervised field experiences intended to provide opportunities to apply knowledge to teaching practice, develop experiences in working with students from diverse populations, and demonstrate growth in teaching practice.

Program Advisor

Each student is assigned a program advisor upon admission into the program. You should take the time early on in the program to introduce yourself to your program advisor. You can contact your advisor to help with course registration, program information, certification information and guidance. It is your responsibility to be aware of program and certification requirements. We highly recommend that you do not rely on friends to supply important information related to the program, but instead seek the advice of your assigned advisor. Upon admission into the program, you should contact your program advisor to make an appointment to discuss your course registration and program requirements.

If you have questions regarding any of the pre-requisite requirements identified upon admission into the program, you should contact the Graduate Admissions Office at graded@canisius.edu, 888-2545 or in Horan-O'Donnell Science Building, Room 014.

Dismissal for a Grievous Cause from the Program

The faculty of the School of Education reserves the right to retain only those students who, in the judgment of the faculty, satisfy the requirements of scholarship, maturity, and personal sustainability for teaching. You are admitted into the program with an understanding that you will maintain respectful relationships with course instructions, faculty, your peers, and teachers/staff in field placements. The ultimate goal of the Graduate Childhood Program is to obtain New York State and/or Canadian Teacher Certification (grades 1-6). Any behaviors that would jeopardize a certificate holder would constitute grounds for dismissal from the program (e.g. physical or sexual harassment, improper interaction with a student, felony conviction). In addition, an accumulation of other, less serious, behaviors may result in dismissal. There are two official times during which your progress in the program will be reviewed: Transition Point I (at the end of EDCH 570), Transition Point II (at the end of Student Teaching). In addition, your progress in field experiences will be reviewed by the faculty assigned to your supervision. In each field placement, the cooperating teacher and supervisor will evaluate your progress using evaluation tools provided to you. Your advisor will monitor your progress throughout the duration of the program and provide you with critical feedback about your progress but cannot guarantee decisions made by Transition Point and Student Teaching faculty. At any point in the program, a faculty member may report a concern to the Candidate Concerns Committee for review. If you wish to file an appeal about a dismissal decision, you should follow the guidelines for appeals in the Graduate Catalog.

Graduate Childhood Program Requirements

You have the option of completing the program for certification or as a master's degree program. The 42 credit hour certification program is designed for Canadian students only seeking initial certification only. The 45 credit hour master's program allows students to graduate with a master's degree from Canisius College. The master's degree program is required of all students who will be seeking Professional Certification in New York State.

The program curriculum is broken up into three phases of coursework and study. Teacher candidates enrolled in the program full-time can complete the program in three semesters outlined below. In addition, full-time candidates are admitted into either a Monday/Tuesday cohort or a Friday/Saturday cohort so that all coursework can be completed in a two day program. For students enrolling in coursework part-time, courses are taken in the order listed and the requirements at each phase of the program must be complete before moving onto the next phase. Following each phase of study, candidates undergo a Transition Checkpoint Evaluation embedded in designated courses, in which program faculty review each candidate to ensure program and portfolio requirements have been met before moving onto the next phase of the program.

- **Phase I: Foundation courses (15 credit hours)**

All courses must be completed in order to move onto Phase II

- EDCH 540: Childhood Learning and Development (3 credits)
- EDCH 502: Foundations of Literacy Instruction (3 credits)
NOTE: EDCH 502 and EDCH 509 are taken together as a block.
- EDCH 509: Teaching Literacy with Diverse Populations
(3 credits) includes 30 hours of field experience
- SPE 541: Inclusive Strategies (3 credits)
- EDCH 515: Assessment for Instruction(3 credits)

- **Phase II: Methods courses (15 credit hours)**

All courses must be completed in order to move into Phase III

- EDCH 543: Elementary Math Instruction (3 credits)
- EDCH 545: Elementary Science Instruction (3 credits)
- EDCH 546: Multicultural Social Studies (3 credits)
- EDCH 570: Seminar in Teaching and Assessment (3 credits)
includes 70 hours of field experience
- EDU 505: Foundations of Education (3 credits)

Program Portfolio Transition Checkpoint EDCH 570: To be eligible for student teaching, transition checkpoint requirements must be met.

- **Phase III: Student Teaching (12-15 credit hours)**

- EDCH 571: Full time student teaching (12 credits)
- EDCH 575: Student Teaching Seminar (0 credits)
- EDU 574: Child Abuse Seminar (0 credits)
- EDU 575: Prevention of School Violence (0 credits)
- EDCH 615: Research Methods (3 credits) Master's degree course

Optional Middle Childhood Extension – US ONLY

Students enrolled in, or already certified in, childhood education or adolescence education may opt to obtain an extension to teach in the middle childhood grades 5-9. Students in childhood education who also hold a bachelor's degree, or the equivalent study of 30 credit hours in one of the secondary teaching areas available at Canisius, may obtain an extension to teach grades 7-9 by taking the two courses below. Candidates seeking the upward extension for grades 7-9 will be required to pass the same New York State Content Specialty Test (CST) required of adolescence education candidates, in addition to the multi-subject CST for childhood education.

Additional Courses:

EMC 552 Human Growth and Development: Middle Childhood

The understanding of major concepts, principles, theories and research related the intellectual emotional, physical, social and moral development of young adolescents will be stressed. Candidates will observe and participate in positive, productive learning environments where developmental differences are respected and supported and individual potential is encouraged.

EMC 553 Cognition, Learning, Assessment and Diagnostic Teaching: Middle Childhood

Presents concepts, standards and research related to middle level curriculum development stressing the importance of a curriculum that is relevant, challenging, integrative and exploratory. Interdisciplinary middle level curriculum standards, models and assessment strategies will be introduced. Assessment strategies that promote the continuous intellectual, social and physical development of all young adolescents will be presented.

Note to Canadian Students:

Effective March 1, 2007, the practice of granting additional qualifications for courses taken in pre-service programs will no longer be continued.

Effective February 28, 2007, the Ontario College of Teachers will not be granting additional qualifications to graduates of a pre-service teacher education program. This implementation date coincides with the date when all applicants from New York State will be required to provide a copy of their New York State teaching license to fully comply with Ontario's legislated certification requirements.

Course Descriptions and Fieldwork

EDCH 502 Foundations of Literacy Instruction (3 credits) Research-based foundational principles for effective instruction in each of the language areas will be explored. Candidates will study strategies for literacy instruction with diverse populations of learners, create lesson plans that apply instructional techniques, select materials based on children's literacy level and interests and examine various assessment measures. Multiple genres of children's literature along with applications in literacy instruction will be explored. **BLOCKED WITH EDCH 509**

EDU 505 Foundations of Education (3 credits) An examination of the social, historical, philosophical foundations of education intended to provide a framework for understanding contemporary issues in education. Topics may include: the role of education in a democratic society; gender, race and class in education; home, school and community relationships and the organizational structure of education.

EDCH 509 Teaching Literacy with Diverse Populations (3 credits) Strategies for effective literacy instruction with diverse populations will be examined. These include research-based approaches for special education students, ESL/LEP students, as well as gifted and talented students. Candidates will examine how to match instruction to students' needs as well as how to incorporate differentiated instruction in a classroom. Multicultural literature and literature that deals with specific disabilities will be examined. Includes 30 hours of field experience **BLOCKED WITH EDCH 502.**

EDCH 515– Assessment for Instruction (3 credits) An in-depth study of formal and informal assessment strategies. Utilization of assessment for planning, evaluation and instructional program improvement to promote continuous intellectual, social, emotional and physical development of elementary-aged students will be studied. Candidates will become familiar with norm-referenced, criterion-referenced and performance instruments

EDCH 540 Childhood Learning and Development (3 credits) The application, to classroom practice, of the principles of effective learning, the role of motivation and a consideration of motivation and self-worth will be studied. Candidates will critically review basic brain and nerve structure and function as it applies to learning and teaching. Attention will be directed toward the constructs of intelligence, creativity, meta-cognition, transfer of learning and learning styles. Specific theories including those of Skinner, Piaget, Vygotsky and Covington will be analyzed and critiqued. Classroom management options will be considered.

SPE 541 Inclusive Strategies (3 credits) Provides an overview of special education including seminal legislation and current trends. Addresses successful strategies to support students with disabilities in the general education classroom. Examines the empirical basis of methods utilized to meet the New York Learning Standards and emphasizes collaboration to meet the diverse needs of all learners.

EDCH 543 Elementary Mathematics Instruction (3 credits) Methods and strategies for developing children's knowledge and skills in number systems, early geometry, arithmetical operations, fractions and decimals and probability and statistics will be examined. Candidates

will develop proficiency in the use of instructional and informational technologies to support mathematics. Instruction will be aligned with the New York State's Mathematics, Science and Technology standards and with those of the NCTM. Assessment practices and research regarding mathematics knowledge and skill development will be integrated with teaching methodology.

EDCH 545 Elementary Science Instruction (3 credits) Methods and strategies for developing children's knowledge and understanding of earth/space science, physical science and the life sciences will be addressed. Candidates will develop proficiency in the use of instructional and informational technologies and hands-on activities to support science learning. Instruction will be aligned with the New York State Mathematics, Science and Technology. Application of research in education and formative and summative assessment practices will be stressed.

EDCH 546 Multicultural Social Studies (3 credits) An in-depth consideration of ethnic, economic, and racial cultures found in elementary schools will share the focus of this course with instructional methods and strategies necessary for effective instruction in the areas of geography, history, anthropology and economics. Use of technology and New York State Learning Standards will be considered as they pertain to cultural diversity and social studies instruction. The role of family, peer, and parental involvement in both overall society as well as the culture of schooling and will be studied.

EDCH 570 Seminar in Teaching and Assessment: Childhood (3 credits) This course is intended to prepare students for the broader responsibilities required in student teaching. In childhood-level settings Gr. 1-6, students will begin to plan and teach lessons, as well as continue to observe master teachers. They will prepare classroom materials, design some long-range plans and examine site-based parent involvement projects. On-campus meetings will provide opportunities for professional reflection with a team, and workshop experiences on topics related to classroom managements, increasing family involvement, teaching to higher standards and assessment. 70 hours of field experience required. This course is taken during the semester prior to student teaching. (EDCH 509 is a prerequisite for EDCH 570)

EDU 571 Student Teaching: Childhood (12 credits) Requires two supervised teaching placements in schools appropriate to certification level; includes experience in high needs schools or schools serving socio-economically disadvantaged students. Includes certification in Child Abuse Detection, Violence Prevention, and in-service in Chemical Abuse Awareness and Universal Precautions as mandated by NY State Education Department. Prerequisites: Interview; grade of "B" or above in each required education course (EDCH502, EDCH509; EDU505, EDCH515, EDCH540, EDU541, EDCH543, EDCH 545, EDCH546, EDCH570) and an overall QPA of 3.5. Some school districts may require tuberculosis or other health tests.

EDCH 615 Research Methods (3 credits) Candidates will develop an understanding of the research process from formulating a research problem through data analysis and interpretation. Candidates will learn how to critically analyze research studies, discuss ethical considerations in conducting research and discuss the importance of scientific research for educational policy and practice. Each candidate will plan a research project consistent with his/her interests and with the course goals, execute the research and report findings. Prerequisite: EDCH 515.

New York State Certification Requirements

Certification Exams (www.nystce.nesinc.com)

There are three exams that are required for New York State certification. The exams are offered at test sites in Buffalo, Niagara County and Toronto each semester and during the summer. Registration deadlines for these exams are generally a few months before the exam date. You should be sure to have your test scores reported to Canisius College so the Graduate Education Office can verify your eligibility for certification. A recommendation to New York State for certification cannot be made until all three exams are taken and passed. Please pay attention to the exam titles when registering: be sure you register for the ATS-W Elementary and CST Multisubject as there are multiple test options depending on your certification area. Each exam is a combination of multiple choice and an essay question.

- **LAST: Liberal Arts and Science Test**

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

(http://www.nystce.nesinc.com/NY11_teachercertification.asp)

Take this exam immediately upon entering the program. You must take this exam prior to the first day of class for EDCH 570.

- **CST: Content Specialty Test (Multi-subject)**

The CST consist of multiple-choice questions and a written assignment. The CST measures knowledge and skills in the content area of the candidate's field of certification. (http://www.nystce.nesinc.com/NY11_teachercertification.asp)

Wait to take this exam after you have completed Phase I Program courses.

- **ATS-W: Assessment of Teaching Skills (Elementary)**

The Elementary ATS-W consists of multiple-choice questions and a written assignment. The Elementary ATS-W measures professional and pedagogical knowledge at the Early Childhood (birth-grade 2) and Childhood (grades 1-6) levels. (http://www.nystce.nesinc.com/NY11_teachercertification.asp)

You may want to wait to take this exam until after you have completed at least one of your student teaching placements. Our experience has indicated that the more teaching experience you have, the better you will do.

New York State Fingerprinting

Applicants for certification must be fingerprinted, and fingerprints must be submitted to NYS Education Department for law enforcement clearance. Exempted from this requirement are individuals who hold a valid provisional certificate, applied for prior to July 1, 2001, and who are applying for a permanent certificate in the same title. An individual who has been fingerprinted for certification or public school employment purposes need not be fingerprinted again for subsequent certification or employment. For detailed information on fingerprinting, access the NYS State Education Department Office of School Personnel Review and Accountability (OSPRA) website at www.highered.nysed.gov/tcert/ospra/.
(<http://nysut.org/research/bulletins/teachercertification.html#4>)

Fingerprint packets are available in the Graduate Education Suite, Horan-O'Donnell Room 014. Starting March 1, 2007 Canadian (Ontario) candidates will also follow this procedure.

Instruction in child abuse; prevention of school violence

New York State requires that all persons applying for an initial or professional certificate or license in the areas of administrative or supervisory service, classroom teaching service, and school service complete two clock hours of coursework or training on the identification and reporting of suspected child abuse or maltreatment. In addition, all new candidates for certification must attend a mandatory two-hour course on the prevention of school violence.

You are registered for these workshops as part of the Student Teaching semester, your last semester in the program. If you have already completed this training as part of a job or another program, you can provide proof of your completion to Elizabeth Brandjes, Director of Field Experiences, 404 Old Main so that she can record your completion on your transcript.

Child Abuse Seminar (EDU 574)

Violence Prevention Workshop (EDU 575)

Additional Information For Canadian Students

You will need to apply for New York State certification and then to Ontario College of Teachers

- Candidates with a 3 year bachelor's degree will need to complete the master's degree requirements in addition to certification requirements.
- Candidates with an undergraduate GPA below 2.5 will need to complete the master's degree requirements in addition to certification requirements.

Graduate Childhood Program Checklist

First semester – full time

- _____ You should be registered for the following courses this semester:
Full time students: EDCH 502, EDCH 509, EDCH 515, SPE 541, EDCH 540
Part time students: take any of the courses above that fit your schedule

- _____ Make an appointment to meet your academic advisor to introduce yourself and discuss your plans for program completion. Your advisor is listed on your admissions letter.

- _____ Attend Graduate Childhood Program Information Meeting (To take place in sections of EDCH 540. If you are not registered for this course, make an appointment with your program advisor to review your course schedule)
 - _____ Be clear about program requirements and certification requirements, including portfolio requirements. Meet with advisor if you have questions or need clarification.

- _____ Make plans for completing Admissions pre-requisite course requirements before the semester you are student teaching. Verify the courses you plan on taking will meet the requirements with the Admissions' Office (014 Horan O'Donnell or graded@canisius.edu).

- _____ Register for the **LAST** certification exam – to be taken by end of first semester (www.nystce.nesinc.com)

- _____ Complete EDCH 570 Field Placement Request Application (if taking during second semester in the program) and return to Department Chair by due date.

- _____ Canadian students only: complete an updated Criminal Record Check (CRC) prior to the start of EDCH 570. This process can take several weeks to complete and is required before you can enter a school to work with children. School boards have differing processes for the CRC. Contact the school board where you intend to do your field experiences and ask about the board's policy regarding the CRC. Contact EDCH 570 course instructor once registered for specific directions.

- _____ Register for second semester courses – see list below.

Second semester – full time

- _____ You should be registered for the following courses this semester:
Full time students: EDU 505, EDCH 543, EDCH 545, EDCH 546, EDCH 570 (70 hours of field experience required)
Part time students: take any of the courses from the first semester list that fit your schedule and add any from the second semester list that can fit your schedule except for EDCH 570 – this course must be taken in the semester immediately preceding full time student teaching.

- _____ Register for **CST – Multi-subject** certification exam (www.nystce.nesinc.com)

- _____ Complete New York State fingerprinting clearance - required for certification recommendation. Obtain fingerprinting kit from Graduate Education Office, Horan O'Donnell Room 014.

- _____ Complete Student Teaching Application (EDU 571) by deadline (usually in the first weeks of the beginning of the semester).

Third semester

- _____ You should be registered for the following courses this semester:
Full time students: EDU 571, EDU 574, EDCH 575, EDCH 615 (if taking 45 credit hour master's option)
Part time students: Complete any of the 10 required courses you have left to take before student teaching.

- _____ Register for **ATS-W Elementary** certification exam (www.nystce.nesinc.com)

- _____ Attend Student Teaching Seminar
Process for applying for New York State certification will be reviewed
Required Child Abuse and Violence Prevention Workshops will take place
Final Portfolio Requirements reviewed

- _____ Complete Request for Diploma Application if completing master's degree

Pre-Student Teaching (EDCH 570)

Overview

EDCH 570 is intended to prepare students for the broader responsibilities required in student teaching. In childhood-level classroom settings (Grades 1-6), students will begin to plan and teach lessons, as well as continue to observe master teachers. They will prepare classroom materials, design some long-range plans, and examine site-based parent involvement projects. On-campus meetings will provide opportunities for professional reflection with a team and workshop experiences on topics related to classroom management, increasing family involvement, teaching to higher standards, and assessment. 70 hours of field experience in a classroom setting is required. During this course, students will also develop an integrated portfolio reflection.

The cooperating teacher's primary role during this fieldwork is to guide the EDCH 570 teacher candidate in completing the field based activities outlined as well as provide other classroom based experiences that would be meaningful in preparing them for student teaching. This will require that the teacher spend time helping the EDCH 570 teacher candidate prepare for activities, identify students for the teacher candidate to work with, provide feedback to the teacher candidate, and provide opportunities to observe the cooperating teacher's instruction as well as the instruction of other teachers. In addition, cooperating teachers will be asked to complete a final Pre Student Teaching Evaluation for the teacher candidate. We have tried to structure the field experience to be flexible enough to meet any type of classroom setting.

Pre-Student Teaching Field Experience Goals

Upon completion of the fieldwork component of the seminar, the EDCH 570 teacher candidate will be able to:

- write a letter of introduction to parents
- create developmentally appropriate learning activities that meet classroom curriculum needs as demonstrated in completed lesson plans and a five lesson unit plan
- provide supporting rationales for the effectiveness of the teaching and assessment choices that demonstrate a strong understanding of the theoretical foundations of learning
- teach a unit plan and evaluate student learning based on collected data
- demonstrate an ability to reflect and learn from his/her own practice as well as the practice of other educational leaders
- demonstrate a strong professional demeanor in an educational environment
- contribute to the educational setting by supporting the classroom teacher
- observe teachers in the multiple grade levels/content areas and special content areas: music, physical education, foreign language, art, technology, special needs

Other information

- Prerequisites: GPA 3.0 or above
- Seminar meets approximately 8 times during semester
- Complete Field Experience Application and return to Department Chair in semester preceding taking EDCH 570
- 70 hours classroom-based field experience expectations:
 - Develop and teach annotated unit plan lesson(s)
 - Placement made through and/or confirmed through course instructor
 - Need to successfully complete coursework and fieldwork to pass course
 - Field work needs to be completed on regular basis each week (approximately one full day per week)
 - Prior substitute/supply teaching, volunteer work cannot count towards 100 hours of field experience
 - All 70 hours must be completed in semester that you are enrolled in EDCH 570
- Canadian students: Toronto, Hamilton, Mississauga sections
 - Need to complete background check for school board prior to beginning field experience hours (see course instructor for specific information regarding this process)

Student Teaching (EDU 571, 575, 574 and EDCH 575)

Student Teaching provides Canisius students with the culminating experience of their training to become teachers. With the knowledge and skills acquired in coursework and early field experiences, Canisius students are well prepared to assume the responsibilities of a classroom. Canisius student teachers complete two, seven-week placements with the guidance and mentoring of cooperating teachers in community schools and a college assigned supervisor. All requirements and expectations for student teachers, cooperating teachers and college supervisors are outlined in detail in the *Student Teacher Candidate Field Experience II Handbook* (*link to the left*). The Office of Field Experiences strives to ensure a quality experience for all student teachers and the schools in which they train to become professionals and leaders in the field of education.

Prerequisites

- 10 required certification courses with no grade lower than a C
- Canisius College GPA of 3.0 or higher
- Completed beginning of semester prior to student teaching:
(www.canisius.edu/education/fieldexp.asp)
 - Student Teaching Application
 - Personal Information Sheet

Placements

- **Elizabeth Brandjes**, Director of Field Experiences
 - Old Main 404, 716-888-2768, brandjee@canisius.edu
- No placements made outside Erie or Niagara Counties for American students
- Two 7 week placements: one high needs school
- DO NOT contact schools to seek your own placement

EDCH 575: Student Teaching Seminar (0 credits)

- Obtain all necessary forms and copies of Field Experience Handbook
- Complete Violence Prevention Workshop (EDU 575) and Child Abuse Seminar (EDU 574)
- Obtain certification information
- Complete Program Portfolio Assessment

Canadian Students at Canisius

Canisius College, a private university, has been successfully providing Teacher Certification instruction to Canadian citizens for the past 15 years. As is the case in Ontario, students may obtain an "Interim Certification of Qualification" (ICQ) or an "Interim Certificate of Qualification with a Condition" from the Ontario College of Teachers by completing both the New York State initial certificate requirements and the Ontario requirements in their particular field. The conditional ICQ is issued to secondary teachers who qualify in one subject area instead of the normal two subject areas.

Beginning 1 March 2007, once New York State (NYS) certification requirements are complete, a request for certification will be filed by the applicant to the NYS Education Department. The awarded certification will then be presented to the Ontario College of Teachers to issue the appropriate certification to teach in Ontario.

To minimize travel requirements, Canadian students complete their [pre-student teaching course](#) (EDCH 570 elementary; 70 hour observation requirement) at sites in Ontario. In addition, Canadian students complete their practice teaching requirements in Ontario through a local district school board. By taking pre-student teaching and practice training in Ontario, students are well positioned for employment in Ontario schools.

A number of states in the U.S. do not require citizenship as a pre-requisite to teach in that state. Therefore, teaching opportunities in the U.S. may be available for Canadian students completing certification requirements at Canisius.

Application procedures for non U.S. applicants include a financial statement (certification of finances) that must be completed before registration can take place. With this additional requirement, applicants are encouraged to apply at least 30 days in advance of our three start times: fall (August/September), spring (January), or summer (May).

Policies and Procedures

Grade grievance procedure

Occasions may arise when a student does not agree with the grade he/she has received in a course. When this happens, the question of whether the grade should be reconsidered is addressed in two stages.

A. The initial stage in the grievance procedure is as follows:

1. The student first contacts the course instructor to discuss the grade in question within four weeks of the start of the semester (regular academic session) immediately following that in which the grade was awarded. If the instructor agrees that the grade in question was inaccurate, a grade change is processed by the instructor.
2. If the student and the instructor cannot agree on the appropriateness of the grade in question, the student may contact the chair of the instructor's department, in writing, within ten working days after the meeting with the instructor. If a mutually agreeable decision is made through mediation conducted by the chair, the instructor will submit the agreed-upon grade and the process is completed. If there is no outcome that is mutually acceptable to the student and the instructor, the process may continue. If the instructor is also the chair, then Step 2 is omitted and the process goes to step 3.
3. The student may appeal the decision to the appropriate dean's office within ten working days after the mediation process is complete. The dean shall collect written views and other pertinent material from the involved instructor, student and chair, as well as consult with any other individuals deemed necessary. The dean shall render the decision whether the grade should be reconsidered.
4. The decision of the dean to reconsider or not to reconsider the grade in question is final. If the decision is to reconsider the grade, the procedure outlined in Part B below is followed. If the decision is not to reconsider the grade, the original grade cannot be changed. Cases which are referred to the procedure in Part B can be withdrawn only with the consent of the student, instructor, department chair and dean – and after first informing all parties involved.

B. The final stage in the grievance procedure is as follows:

1. If the dean feels that the reconsideration of the grade in question is appropriate, a panel of tenured faculty who have not been involved in the process described above is formed from the department in question. The panel must be formed within ten days of the dean's decision. If the department does not have a minimum of four members, it will be expanded to include all the tenured members of the departments within the division (Natural Science, Social Science, Humanities, Business or Education) of which the department in question is a member.
2. A three-member panel will be selected as follows. The dean, faculty member and student involved will each select one member of the panel from the designated pool.

3. The panel will review all appropriate material and make a determination about the grade change. This review must be completed within thirty days of the formation of the panel. The panel has the authority to assign a grade for the course in question. That grade may be the same grade as assigned by the instructor or a higher or lower grade, according to the panel's judgment. The student and the instructor will be informed of the panel's decision and, when applicable, the authorized grade change will be submitted to the registrar.
4. The decision of the panel may be appealed by the original instructor or the student to the vice president for academic affairs only in the following extraordinary circumstances:
 - a. The grade grievance procedure was not followed.
 - b. Prejudice was manifested against either the student or the instructor.
 - c. New, relevant information was introduced.

The appeal must be brought within thirty days of the panel's decision. The burden of proof for the appeal rests with the individual bringing the appeal.

5. If the Vice President for Academic Affairs believes that the decision of the panel should be reviewed a three-member appeal panel will be appointed from the pool of tenured faculty as described in Step B; the vice president, the faculty member and the student involved will each select one member. No member of the original panel may serve on the appeal panel. The appeal panel will follow the procedure in Step B-3, including completion of its task within thirty days of the formation of the panel. The decision of the appeal panel is final.

Probation

Students that are admitted with an undergraduate grade point average below 2.5 will be admitted on a probationary status. Your progress in the program will be monitored to ensure successful completion of program requirements.

Disqualification from the program

Receipt of a grade of "D" in any course will result in probationary status. A second grade of "D" will automatically disqualify a candidate from the master's degree program. A candidate whose grade point average drops below a 3.0 will be placed on probation and will be dismissed from the master's degree program if their overall grade point average is below a 3.0 in two consecutive terms.

You must meet the program requirements at all transition checkpoints in order to move on to the next phase of the program (See Portfolio Guidelines for Transition Checkpoint requirements). Program faculty have the responsibility to ensure you are adequately prepared as a teacher and that you can be successful in meeting program requirements. Faculty in the program may submit a Candidate Concern Report at any point in your coursework if a concern arises. Concerns may be based on class assignments, class attendance, dispositions, writing issues, among others. The departmental Candidate Concerns Committee will review each concern and recommend a course of action dependent upon the nature and frequency of the concern.

Program completion time limitation

A candidate must complete all master's degree requirements within five years. Exceptions to this policy must be approved by the chair of the appropriate program as well as the associate dean.

Transfer credits

No more than six credits of graduate coursework will be accepted in transfer from other institutions. The grades must have been at least "B" and must have been earned within the five-year time limit for completion of degree requirements. All transfer credits must coordinate with the candidate's program of study at Canisius College, as approved by the program director. Any exceptions to the above may only be made with the approval of both the program director and the associate dean.

Important Canisius Contacts/Resources

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