



Graduate Special 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 Special Education Program

Introduction

Welcome to the Graduate Special Education Program at Canisius College. The Graduate Special Education Program will develop your skills in teaching students with and without disabilities in a variety of educational settings. There are many certification options in this program. If you already have certification in special education, the program will refine your skills. If you already have certification in Childhood or Adolescence, this program will add on the Children with Disabilities Certification. If you do not hold any certification you can choose to work toward certification in Childhood/Special Education or Adolescence in a particular content area/Special Education. The Graduate Special Education Program at Canisius College has several unique features that provide excellent preparation to teach in special education and inclusive classrooms.

The program curriculum connects educational theory and practice to develop a strong foundation in understanding teaching and best practices for special education classrooms across a range of disabilities and . In the semesters prior to student teaching, if you are not yet certified in special education, you will complete courses with a classroom practicum. You will have the opportunity to work with certified classroom teachers to deliver instruction, learn about the profession, and integrate what you have learned from your coursework into classroom practice. In the course *Seminar in Teaching and Assessment*, taken immediately prior to student teaching, you will complete your last 25-50 hours of field experience prior to student teaching. In your final semester in the program, you will complete one or two seven-week student teaching placements: one in a general education setting if you do not yet have general education certification and one in a special education setting. Each student teaching placement is supervised by a certified teacher as well as a college supervisor.

You will also benefit from the academic excellence and values of a Jesuit higher education. Educating the whole student is a hallmark of our Jesuit heritage. Faculty care about you as a person and as a future educator; course instructors offer support and assistance based on your individual needs. You will be given personal attention and the experiences you bring to our program will be valued. The college also promotes using one's gifts in service for others. Graduates of the program are committed to the belief that all students can learn, to work with those most at risk for failure, and seek to advocate for students who are underserved.

For Those Who Already Hold Initial Special Education Certification

Your program will consist of 33 credits. You do not need to fulfill field placement hours, and you do not need to student teach.

Field Experience Placement Hours for Those Seeking Certification in Special Education (75--150 clock hours, depending on previous certification)

Each candidate seeking certification will fulfill field experience hours prior to student teaching embedded in the courses within the program. Students must pass the field component of these courses in order to pass the course for credit. If the field experience is not successful, the course will need to be repeated, or the field component hours will need to be repeated until proficiency is reached. If you register for more than one course with field hours in any semester, you will need to complete hours for each course. The field-based experiences are invaluable to your program and

preparation to becoming a special educator.

Student Teaching

To ensure preparation to teach in a variety of classroom settings, candidates who are not yet certified will complete one placement in a general education setting and one placement in a special education setting. Candidates who already hold Special Education certification are exempt from student teaching. Candidates who already hold teacher certification in Childhood or Adolescence will only need to complete ONE seven-week student teaching placement in a special education setting which can be completed during the fall, spring or summer. The Office of Field Experiences will coordinate all student-teaching placements.

Program Goals

The program faculty have identified 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.

Graduate Special Education teacher candidates will:

1. fulfill the curriculum requirements for New York State certification in special education at the childhood (grades 1-6) or adolescence (grades 9-12) level by demonstrating proficiency in program coursework.
2. demonstrate progress as a beginning teacher by providing evidence that they have met each of the 10 INTASC Standards through a program portfolio.
3. demonstrate proficiency in information literacy/technology skills and integration of these skills into their teaching.
4. demonstrate a high level of reflection, application of research-driven practice, and connection between research and practice.
5. demonstrate proficiency in their academic writing through course assignments.
6. demonstrate collegial, respectful and professional demeanor while working in collaborative settings.
7. actively participate in supervised field experiences as appropriate 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.

Advisement

Each student is assigned a program advisor upon admission into the program. You can contact your advisor to help with course registration and program information. You will be required to meet with your advisor at least once upon acceptance into the Graduate Program. The Associate Dean and Certification Officer is Dr. Shawn O'Rourke. If you have any unique certification circumstances, you will want to contact him and get these unique requirements put in writing to guide you and your advisor throughout the program. 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 and the Certification Officer. 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 and Human Services reserves the right to retain only those students who, in the judgment of the faculty, demonstrate the knowledge, skills and dispositions of a successful educator. You are admitted into the program with an understanding that you will maintain respectful relationships with course instructors, faculty, your peers, and teachers/staff in field placements. 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. 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.

Other Graduate Special Education Program Requirements

The master's program allows teacher candidates to graduate with a Master of Science Degree in Special Education from Canisius College. The master's degree program is required of all students who will be seeking Professional Certification in New York State.

There are official times during which your progress in the program will be reviewed: Transition Point II (at the end of SPE 698), Transition Point III (after SPE 699), and Transition Point IV (prior to graduation). In addition, your progress in field experiences will be reviewed by the faculty assigned to your supervision.

Required Credit Hours:

Candidates seeking initial dual certification will take a total of 63 credits.

(Including 12 credits of student teaching)

Candidates already certified in childhood OR adolescence education seeking initial/professional special education certification will take a total of 45 credit hours.

(Including 6 credits of student teaching)

Candidates with initial certification in special education will take a total of 33 credits.

(No student teaching required)

You can locate the Degree Requirement Summary (DRS) sheets for the graduate special education programs at <http://www.canisius.edu/education/current.asp>. The first two sheets are for teacher candidates with no prior certification. The next two are for candidates already certified in childhood or adolescence. The fifth is for candidates already certified in special education.

Optional Middle Childhood Extension

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.

Course Descriptions and Field Experiences

SPE 541 Inclusive Strategies

(3credits)

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

SPE 560 Psychological and Educational Implications of Disability 3

Provides an overview of Special Education including legal, social and historical foundations. Definitions, causes, psychological and behavioral characteristics of disabilities outlined in the Individuals with Disabilities Education Act are addressed. Emphasis is placed on empirical data relating to assessment procedures, multicultural issues, family involvement, employment opportunities, and the referral process.

SPE 570 Standards Based Assessment 3

Addresses the empirical basis of test construction and assessment including standardized tests, curriculum based assessment, criterion-referenced assessment, and alternative methods of evaluation. Monitoring student performance as it relates to NYS standards including academic, management, social, and physical abilities. Test modifications, IEP development, and multicultural issues will be highlighted.

SPE 580 Classroom Management 3

Provides an overview of classroom interventions supported by research. Managing group and individual behavior and promoting positive social skills are addressed. The importance of a multidisciplinary team approach to school-home collaboration, functional behavioral assessments, and behavioral intervention plans is highlighted. Systematic data collection procedures to determine intervention effectiveness are emphasized.

SPE 585 Differentiated Instruction Across the Standards 3

Focuses on methods of instruction appropriate for students of differing abilities. Curricular adaptations are highlighted along with methods of instructional enrichment and remediation. Examines techniques that maximize student performance across content areas as addressed by the NY Standards. Models of differentiated instruction are examined for research support and best-practice standards.

SPE 620 Mild Disabilities: Etiology and Research Based Interventions 3

Provides an in-depth analysis of the causes, assessment procedures, and interventions proven effective for students with mild disabilities. Addresses the referral process, IEP development, assistive technology, the continuum of services and collaboration. A comprehensive review of the literature on current trends and controversial issues facing students with mild disabilities is emphasized.

SPE 622 Adapting Math, Science & Technology Curriculum in the Childhood Classroom 3

Utilizes the MST Standards as a framework to provide remedial and adaptive strategies to insure success for students with mild disabilities. Features curricular adaptations, test modifications, and models of support in the inclusive classroom. Emphasizes research supported strategies and methods to facilitate maximum student achievement.

SPE 630 Emotional & Behavioral Disorders: Etiology and Research Based Interventions 3

Provides an in-depth analysis of the causes, assessment procedures, and interventions proven effective for students with emotional and behavioral disorders. Focuses on classroom structure, family collaboration, assistive technology, and teacher efficacy. A comprehensive review of the literature on trends and issues facing students with emotional and behavioral disorders is emphasized.

SPE 631 Reading and Writing Process for Students with Disabilities 3

Addresses literacy development across the content areas. Emphasizes research based interventions and best practices to meet the ELA Standards. An integrated approach analyzes assessment techniques, instructional models, and scoring techniques for all levels of readers and writers. Includes a thorough analysis of research to identify methods that maximize student achievement. Requires 25 hours of field experience.

SPE 634 Adapting the Social Studies Curriculum in the Childhood Classroom 3

Utilizes the SOC Standards as a framework to modify and adapt curriculum and instructional approaches to maximize achievement for students with mild disabilities. Empirically based strategies for group and individual assignments, homework, and unit planning are addressed. Test modifications, higher order thinking skills, and document based questioning techniques are

emphasized..

SPE 639 Therapeutic Approaches for Disruptive Behavior 3

Addresses the complex issues surrounding troublesome behavior and provides a variety of techniques grounded in research. Examines models and management strategies integrating the array of methodologies to illustrate best practice standards. A comparison of theoretical models and a detailed analysis of the research promotes best practices and collaboration with families.

SPE 644 Collaborative Practices on a Transdisciplinary Team 3

Investigates systems of collaboration supported by empirical evidence. Investigates the referral process, IEP development, behavioral intervention plans, and support in general education. Best practices for general and special education, counseling, occupational and physical therapy, speech pathology, and hearing and vision services are synthesized to promote the successful team approach.

SPE 650 Autism Spectrum Disorders: Causes & Research Based Interventions 3

Provides an overview of the comprehensive needs of students with Autism and Pervasive Developmental Disabilities. Addresses etiology, myths, assessment, treatment, research-based interventions, program models, and legal issues. Focuses on clinical implications for classroom and home environments, including family collaboration and the use of assistive technology. Requirements include practicum experience and participation in research.

SPE 651 Communication & Social Dev of Students w/ Autism Spectrum Disorders 3

Analyzes the domains of language functioning including receptive, expressive, articulation, pragmatics, and written comprehension. Typical and atypical language development are addressed with emphasis on research based intervention strategies. Generalization of social skills across contexts is highlighted with attention on cultural diversity, interpersonal awareness, and home-school communication. Requirements include practicum experience and participation in research.

SPE 652 Functional Curriculum for Students with Severe Disabilities & ASD 3

Provides an overview of New York State learning standards for students with severe disabilities. Emphasizes differentiated instruction, accommodations and modifications, assistive technology and assessment utilizing alternative performance indicators. Emphasizes research-based approaches to functional academics, adaptive behavior and life skills, social development, communication, leisure/recreation, employment, community-based instruction, and classroom management. Includes 25 hours of field experience.

SPE 653 Behavior Management & Principles of Applied Behavioral Analysis 3

Provides an overview of behaviorism including classical and operant conditioning. Focuses on the principles of ABA and their application in classroom and home environments. Addresses functional behavioral assessments, behavioral intervention, skill acquisition, and data management. Examines existing research on ABA principles and effective interventions for students with behavioral challenges. Requirements include practicum experience and active participation in research.

SPE 649 Transition Issues for Students with Disabilities 3

Highlights research based interventions that incorporate NY State Part 200 Regulations on transition. Addresses level-one assessment, transition IEP, family and community involvement, and outcome-based instruction. Fostering self-advocacy among students with disabilities and person-centered planning are emphasized. Service options available in education, employment, community, and adult living are explored.

SPE 698 Seminar in Teaching and Assessment 3

Includes field experience and seminars focused on application of research and professional reflection about classroom instruction for students with disabilities, classroom management and increasing family involvement. Students engage in long-range instructional planning including practical application of learning theories, teaching to higher standards, and assessment for learning. Requires 50 hours of field placement for candidates seeking initial certification or 25 hours for candidates holding certification in another area. Students already certified in Special Education are not required to complete field hours for this course. Students are expected to take this course in the semester prior to student teaching or at the end of required coursework.

SPE 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. This course is taken concurrently with student teaching or at another time when the candidate has substantive interactions with a classroom. (Taken during 699 for those not already certified).

SPE 699 Student Teaching: Special Education 6- 12 credits

Includes one or two placements in classrooms serving students with disabilities. Placements are appropriate with the level of certification (secondary/childhood) and in high needs schools or schools serving socio-economically disadvantaged students.

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.

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.

***Take this exam immediately upon entering the program if you have not yet done so.*

CST: Content Specialty Test (Multi-subject for Childhood, Content Area – Math, English, etc. for Adolescence AND Students with Disabilities)

The CST consists 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. If you are not certified, you will take both. If you are certified in childhood or adolescence content area, you will only take the CST for Students with Disabilities

***Take multi-subject or content area early in your program. Wait and take Students with Disabilities CST at the end of your program.*

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

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

***You may want to wait to take this exam towards the end of your program. Our experience has indicated that the more teaching experience you have, the better you will do.*

New York State Fingerprinting

If you have not been fingerprinted yet, you 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.

Child Abuse; Prevention of School Violence Seminar

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.

Child Abuse Seminar (EDU 574)

Violence Prevention Workshop (EDU 575)

Graduate Special Education Program Checklist

Phase 1

- _____ Complete the introductory courses from this list: SPE 560/541, 570, 580, 585, 644
- _____ 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.
- _____ Make an appointment with the Associate Dean/Certification Officer, Dr. Shawn O'Rourke if you have any questions about certification.
- _____ Attend Graduate Special Education Program Information Meeting
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 if you have not yet taken it.
- _____ Purchase TaskStream and begin your electronic portfolio.

Phase 2

- _____ Complete appropriate courses from your program. Be aware that SPE 631 and SPE 652 include field experience for those not yet certified in special education, and distribute those appropriately across semesters.
- _____ Register for **CST – Multi-subject or Content Area** certification exam (www.nystce.nesinc.com) if you have not already completed this exam.
- _____ Complete New York State fingerprinting clearance if you have not already done so. Obtain fingerprinting kit from Graduate Education Office, Horan O'Donnell Room 014.
- _____ Complete online Field Placement Request Application for SPE 698 the semester before you plan to take this course.

Phase 3

- _____ Complete SPE 698 during the semester prior to student teaching and any remaining courses.
- _____ Register for **ATS-W** certification exam (www.nystce.nesinc.com) if you have not already taken this exam.
- _____ Complete Student Teaching Application by deadline (usually in the first weeks of the beginning of the semester) if you will be student teaching.
- _____ Portfolio will be reviewed as part of SPE 698.

Phase 4

- _____ Office of Field Experiences will register you for 699A, 699B, 574 and 575 if not yet certified in Special Education
- _____ 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
- _____ Register for CST-Students with Disabilities certification exam (www.nystce.nesinc.com) if you have not already taken this exam.

Seminar in Teaching and Assessment (SPE 698)

Overview

SPE 698 is intended to prepare students for the broader responsibilities required in student teaching. In secondary or childhood-level classroom settings, students will begin to plan and teach lessons, under the mentor of 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. 50 hours of field experience in a classroom setting is required if not certified, 25 hours if certified. Students are generally placed by the professor, but students may request placements. It is strongly suggested that students do NOT use the same placement they have used for the previous hours of field work. This will not provide students with the breadth of experience desired.

The cooperating teacher's primary role during this fieldwork is to guide the SPE 698 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 cooperating teacher spend time helping the 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 Seminar in Teaching and Assessment Evaluation for the teacher candidate.

SPE 698 Prerequisites & Expectations

- Prerequisites: GPA 3.0 or above
- Seminar meets approximately 8 times during semester
- Complete Field Experience Application and return to Department Chair in semester prior to taking SPE 698
- 25-50 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 or two half days)
 - Prior substitute teaching, volunteer work cannot count towards field experience hours; all hours must be completed in semester that you are enrolled in SPE 698.

Seminar in Teaching and Assessment Field Experience Goals

Upon completion of the fieldwork component of the seminar, the SPE 698 teacher candidate will be able to:

- 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

Student Teaching (SPE 699)

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

- Canisius College GPA of 3.0 or higher
- LAST certification exam score
- 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 Professional Development Schools
 - Old Main 404, 716-888-2768, brandjee@canisius.edu
- No placements made outside Erie or Niagara Counties for American students
- Two 7 week placements for those not certified; one placement for those with certification in childhood or adolescence: one high needs school
- DO NOT contact schools to seek your own placement

SPE 699B: 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

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 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. **JULIE, DO THEY NEED TO REPEAT THE CLASS?** 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 coordinator. Any exceptions to the above may only be made with the approval of both the program coordinator and the associate dean.

Important Canisius Contacts/Resources

Elizabeth C. Brandjes
Coordinator of Professional Development Schools and Field Experiences
404 Old Main
716-888-2768
brandjee@canisius.edu

Linda Murray
404 Old Main
Secretary, Office of Field Experiences
716-888-3289
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Mary Anne Neil
Secretary, Department of Education
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