

MARIST UNIVERSITY

TEACHER EDUCATION DEPARTMENT

HANDBOOK

for

Teacher Candidate, Faculty, and Staff

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

2026-2027 Academic Year



Marist University
Teacher Education Department
3399 North Road
Poughkeepsie, NY 12601
(845) 575-3028

Website: <http://www.marist.edu/education>

Welcome to the Teacher Education Department at Marist University!

Teacher Candidate:

We are delighted that you are joining us on your journey to become an educator, which is a rewarding and enriching career. This handbook contains some vital information about policies and procedures within our programs, academic expectations, field experience, and certification requirements that will help you navigate your academic journey.

Faculty & Staff:

The content of this handbook will assist you when advising candidates and inform you of additional vital information. The handbook also contains information on advisement practices, operational policies and procedures, course policies, grading system, program assessment systems, candidate monitoring and supports, and the process for handling candidate complaints.

Feel free to contact me for additional information about our programs.

Sincerely,

A handwritten signature in black ink that reads "Christina Wright Fields". The script is cursive and fluid.

Dr. Christina Wright Fields
Associate Professor of Education
Chair for Teacher Education
845-575-2619
Christina.fields@marist.edu

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Teacher Education Department: Directory of Full-Time Faculty and Staff

FACULTY / STAFF MEMBER	TITLE	Contact Information
Dr. Austermann, Quinn	MAT Program Director & Lecturer of Education	Quinn.Austermann@marist.edu (845) 575-2950
Dr. Carter, Deborah	Assessment Coordinator & Lecturer of Education	Deborah.Carter@marist.edu (845) 575-2043
Dr. Charles, Jessica	MSED Program Director & Assistant Professor of Education	Jessica.Charles@marist.edu (845) 575-2958
Ms. Colomer, Alicia	Administrative Assistant	Alicia.Colomer@marist.edu (845) 575-3960
Dr. Fingerhut, Joelle	Assistant Professor of Education	Joelle.Fingerhut@marist.edu (845) 575-2894
Dr. Gatins, Deborah	Dean, School of Social and Behavioral Sciences	Deborah.Gatins@marist.edu (845) 575-3960
Dr. Harlan-Eller, Katie	Assistant Professor of Education	Katie.HarlanEller@marist.edu (845) 575-2089
Dr. Morrison, Kari	Director of Clinical Teacher Preparation Senior Professional Lecturer of Education	Kari.Morrison@marist.edu (845) 575-2974
Dr. Purington, Stephanie	Professional Lecturer of Education	Stephanie.Purington@marist.edu (845) 575-2596
Dr. Rinke, Carol	Professor of Education Associate Provost for Student Success	Carol.Rinke@marist.edu (845) 575-2719
Dr. Shelton, Laura	Assistant Professor of Education	Laura.Shelton@marist.edu (845) 575-2957
Dr. Weaver, Andrew	Assistant Professor of Education	Andrew.Weaver@marist.edu (845) 575-2093
Dr. Wright Fields, Christina	Associate Professor of Education Chair of Teacher Education	Christina.Fields@marist.edu (845) 575-2619

Purposes of the Handbook

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

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

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

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

Overview of the Education Department

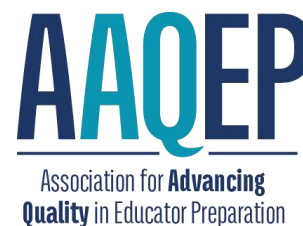
A. History:

The preparation of teachers at Marist University is rooted in the original purpose of the seminary, founded in 1929, to train Marist Brothers to teach in the high schools sponsored by the Order. In 1946 the Marist Brothers received a charter to operate Marian College that led to the establishment of Marist College in 1960. Marist College became an independent, secular institution in 1969. Marist College became Marist University in 2024.

B. Accreditation:

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

Marist University is fully accredited by the of the Association for Advancing Quality in Educator Preparation (AAQEP), a national accrediting organization recognized by the Council for Higher Education Accreditation.



C. Teacher Education Programs

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

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

- (1) A Bachelor of Science (BS) in Childhood/Students with Disabilities Education, which leads to initial certification in grades 1-6 and students with disabilities.
- (2) An Early Childhood Education program, which leads to a birth-grade 2 add-on certificate
- (3) A Bachelor of Arts (BA) or Bachelor of Science (BS)/Master of Arts in Teaching (MAT) in Adolescence/Students with Disabilities Education, which leads to initial and professional certification in grades 7-12 in one of eight content areas (English, math, social studies/history, biology, chemistry, earth science, Spanish, and French), along with students with disabilities certification
- (4) An advanced Master's Degree program (MSED) in Contemporary Curriculum and Instruction, in three delivery models: 5-year, online and campus-based formats.

D. Mission and Vision

The University's Strategic Plan (2023-2030) has three essential pillars: Academic Vibrancy, Student Centrality, and Expansive Community. The University's essential three pillars are reflected in the Education Department's mission of "*Preparing innovative, inclusive educators who promote student success and the social good.*"

E. Unit Goals

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

1. Foundational Knowledge
 - Develop candidates' knowledge related to learners, educational contexts, and evidence-based practices essential for effective and equitable teaching.
2. Pedagogical Practice
 - Prepare candidates with skills for constructing purposeful learning experiences.
3. Assessment
 - Prepare candidates to collect and analyze data and use multiple assessments,

strategies, and tools to enhance student achievement.

4. Inclusive Teaching

- Prepare change agents who promote access, equity, and justice for all students while working to improve schools.

5. Professional Responsibility

- Equip professionals with skills to operate as collaborative professionals and continually improve their practice.

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

Operational Policies of the Department

Declaration of Major

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

Candidates who entered the University undeclared or enrolled in another major may also change to one of the initial licensure programs (Childhood/Students with Disabilities or Adolescence/Students with Disabilities). To do so, candidates must contact the Department Chair for Teacher Education, who review their academic progress to date and discuss a proposed plan moving forward. If accepted, candidates must complete the major declaration form and submit it to the Registrar's Office. Candidates are encouraged to do so during their first year of study, to account for the rigorous demands of the teacher education programs.

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

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

Academic Expectations

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

below.

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

Candidates in the Adolescence/Students with Disabilities program must maintain a minimum overall GPA of 3.0. If at any time the candidate's GPA falls below 3.0, the candidate will be notified of his/her being subject to academic review. Academic review will result in assignment of academic restriction status or dismissal. A candidate on academic restriction status is expected to take immediate steps to raise their GPA. This can be done by (1) earning enough grades of B+ or A, or (2) retaking the course(s) in which low grades were earned and achieving a B or better. NOTE: while a grade of B in any subsequent course may raise a GPA that is below 3.0, it may not by itself be sufficient to raise the GPA to 3.0 or above. A candidate may work to raise his or her GPA to 3.0 after being placed on academic restrictive status. If after attempting 12 credit hours the GPA has not been raised to 3.0, the candidate will be dismissed from the program.

All candidates in the MSED in Contemporary Curriculum and Instruction must maintain grades of B- or above in all coursework. If a candidate earns any grades below B- in the Master of Arts in Teaching program (MAT), they will be subject to review by the teacher education faculty and placed on academic restriction status or dismissed from the program.

In both the Master of Arts in Teaching (MAT) and Master of Science in Education (MSED) programs, students are allowed to receive **one grade of C or C+**, which will count toward their degree requirements.

However, if a student receives a **second grade below B-** (including C or C+), they are required to **retake that course**. Retaking a course typically involves a **one-year delay**, as many courses are offered on a yearly rotation.

If a student receives **another grade below B-** after retaking a course, they will be **dismissed from the program**. All Teacher Candidates are also expected to demonstrate appropriate professional dispositions in coursework and fieldwork throughout their program as follows:

- (1) Responsibility
- (2) Integrity
- (3) Enthusiasm
- (4) Communication
- (5) Reflection

Any behaviors that are in obvious deviation from the teacher candidate dispositions stated above may result in assignment of academic restriction status or dismissal. Any candidate who does not demonstrate the disposition necessary to assume the responsibilities of a classroom teacher will be

subject to review by the teacher education faculty and may be placed on academic restriction status or dismissed from the program. The candidate will be informed of any decision or recommendation by the teacher education faculty. The [Candidate Improvement Plan](#) is to be collaboratively developed by the candidate and the advisor with the goal of outlining next steps for meeting teacher education program expectations.

Course Policies

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

Marist Academic Integrity Statement

“Marist University is a learning community dedicated to helping students develop the intellect, character, and skills required for enlightened, ethical, and productive lives in the global community of the 21st century. Students are expected to pursue excellence in their education while being honest about their work and fair to other members of the learning community. All work presented to instructors for evaluation must reflect their own ideas and effort and must properly acknowledge any contributions of others. Students should expect this honesty and fairness in others as well. As members of the Marist learning community, all students should adhere to the principles of academic integrity as set forth in the Marist Academic Integrity Policy (2016).”

If Turnitin is used in a course, the following statement should be included in course syllabi:

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

Office of Accommodations and Accessibility

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

Title IX Policies on Discrimination, Discrimination, Harassment, and Sexual Misconduct for All Students:

Marist University affirms its commitment to promote the goals of fairness and equity in all aspects of the educational enterprise. If you feel that you have been involved in, or witnessed, a situation that

significantly infringes upon the rights, property or achievements of yourself or others or significantly breaches the peace and/or causes social disorder at Marist, please report the incident. Reports of discrimination, harassment and/or retaliation should be made to the Title IX Coordinator, Christina Daniele (Donnelly 120, x3799, titleix@marist.edu). Emergency access to the Title IX Coordinator or other appropriate, trained officials is always provided, and all reports are acted upon promptly while every effort is made by the University to preserve the privacy of the parties involved. This policy applies to behaviors that take place on the campus, at university-sponsored events, and to off-campus actions online when the Title IX Coordinator or designee determines that the off-campus conduct affects a substantial University interest.

Intellectual Property Notice (in compliance with the TEACH Act, 17-273 § 13301).

The materials designed for and used in connection with the course may be subject to Copyright protection. This means that they may not be shared or distributed in any form without the express written consent of the professor or original creator. This includes:

- Making paper copies of materials and providing them to future students or anyone inside or outside of the Marist community.
- Posting digital copies of materials on personal web sites, social media, or Internet sites managed by other persons or corporations (whether remuneration was received).
- Such materials include lecture notes, presentations in any form, the syllabus, the weekly schedule, assignment guidelines/instructions/rubrics, sample papers/assignments, handouts, multi-media, PDFs, and Internet links.

Students who are found to have distributed the intellectual property of the professor or original author without consent may face penalties at the department or university level at the discretion of the Dean, and/or legal action by the holder(s) of Copyright.

Community and Belonging Optional Statement: Feel free to create your own statement.

The Teacher Education Department is committed to cultivating a community where every member feels seen, heard, and valued. We recognize that the richness of our work is shaped by the wide range of experiences and perspectives our students and faculty bring. Our programs are designed to promote thoughtful dialogue, reflective practice, and collaborative engagement—core elements in preparing educators to create inclusive and affirming classrooms. We are committed to supporting future teachers in cultivating spaces where all learners can thrive.

Transfer Admissions

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

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

Only courses in which a C or better have been obtained may be transferred to meet major, related

field, and Core requirements. Credit for C- grades may be awarded in the elective credit category only.

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

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

Advisement

The culture at Marist is one where a strong connection exists between faculty and students. Advising provides an opportunity for faculty to develop and maintain a meaningful relationship with undergraduates. Advising is particularly valuable if a candidate has approved college credits from high school work, is transferring from another institution, is considering a Marist Abroad program, may be experiencing challenges in maintaining success at Marist, etc. Full-time faculty maintain easy access of three hours of office hours on campus for consultation and advisement.

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

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

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

The MAT program director and the MSED program director advise all students in their 5th year of study.

Policies for Handling Candidate Complaints

Overview:

Information concerning the candidate grievance process is found in the *Code of Student Conduct*, the *University Catalog*, the *Marist-LdM Catalog*, *Student-Athlete Handbook*, and the *Athletic*

Training Handbook. According to the Office of Academic Affairs, candidate complaints concerning academic freedom are rare. There have been no candidate grievances against professors based on academic freedom in the past ten years.

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

Please note:

- Appeals related to a final grade must follow the procedures outlined on the [Grade Appeals Policy website](#).
- Appeals related to academic integrity follow the procedures outlined on the [Academic Integrity Policy website](#).

Candidate Monitoring and Support System

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

Criteria:

- Academic performance across the curriculum
- Overall GPA
- Concern regarding performance of candidate dispositions
- Concern regarding professionalism in fieldwork settings

Process:

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

Action taken at the Candidate Support meeting includes:

- No action or removal from Candidate Support List
- Written notification of concerns raised on Candidate Support List
- Academic advisor to follow-up with candidate

- Department Chair of Teacher Education to follow up with candidate

Candidates who are referred for follow-up will be asked to meet with their academic advisor and/or the Department Chair of Teacher Education to complete a *Candidate Improvement Plan* (CIP). The CIP is developed in consultation between the candidate and the academic advisor/Department Chair and details the identified concerns, expected steps for the candidate to meet program expectations, and evidence of successful attainment of those expectations by a particular date. Candidates may be expected to complete a CIP due to academic, dispositional, or professional (field-based) concerns. The CIP is completed electronically, and records are maintained on the secure departmental platform. Candidates who do not demonstrate evidence of successful attainment of program expectations following a CIP may be placed on probationary status or dismissed from the program.

Dispositions of Candidates

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

The Teacher Education Programs have adopted five professional dispositions, based on the Bradley, Isaac, and King (2020) Assessment of Pre-Service Teacher Dispositions¹. They are:

- (1) Responsibility
- (2) Integrity
- (3) Enthusiasm
- (4) Communication
- (5) Reflection

At key points in each Teacher Education Program, faculty members will complete the *Dispositional Evaluation Form*. This assessment by faculty is completed to provide independent and informed considerations for the candidate's potential as an educator. The *Dispositional Evaluation Form* will be completed at the following milestones in each candidate's enrollment in the Teacher Education Programs:

Childhood/Students with Disabilities Education:

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

Adolescent/Students with Disabilities Education:

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

MSED in Contemporary Curriculum and Instruction:

- MSED 512 Capstone/Portfolio Development (*Foundational Coursework*)

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

Program Assessment System

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

Candidate performance data are regularly analyzed by the departmental faculty for continuous improvement purposes.

The overall assessment system includes the following instruments:

Course	Name of Instrument
EDUC 101	Teacher Multicultural Attitudes Survey (Pre) (Candidate)
	Academic Contract (Candidate)
EDUC 102	Fieldwork Professionalism Contract (Candidate)
	Fieldwork Evaluation Form (Cooperating Teacher)
EDUC 150	Dispositional Evaluation (Instructor)
EDUC 341	Fieldwork Contract (Candidate)
	Fieldwork Evaluation Form (Cooperating Teacher)
EDUC 373	Dispositional Evaluation (Instructor)
	Teacher Multicultural Attitudes Survey (Post) (Candidate)
EDUC 352	Fieldwork Evaluation Form (Cooperating Teacher)
EDUC 460	Fieldwork Professionalism Contract (Candidate)
EDUC 462 / MATA 680	Student Teaching Professionalism Contract (Candidate)
	Teacher Performance Assessment (TPA) (Supervisor)
	Student Teaching Evaluation (Cooperating Teacher & Supervisor)
	Candidate Exit Survey (Candidate)
EDUC 440	Student Teaching Professionalism Contract (Candidate)

	Student Teaching Evaluation (Cooperating Teacher & Supervisor)
MATA 605	Dispositional Evaluation (Instructor)
MATA 606	Fieldwork Evaluation Form (Cooperating Teacher)
MSED 512	Dispositional Evaluation (Instructor)
MSED 612	Capstone Portfolio (2 Reviewers)
	Candidate Exit Survey (Candidate)
Program-Wide	Candidate Support List Form (Faculty, Academic Advisors)
	Candidate Improvement Form (Candidate/Academic Advisor)

Class cancellation, delays, absence

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

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

Course Syllabi

Each course in the Teacher Education Department will adhere to a syllabus format, distributed prior to the start of the semester. Typically, the format includes:

- Course numbers (followed by 'L' or 'N'), title, section number, and semester.
- Professor's name and contact information, office hours (3 hours are required for full-time faculty; none are required for part-time faculty)
- Conceptual Framework for the Teacher Education Department: "Preparing innovative, inclusive educators who promote success and the social good."
- Catalog course description with a statement about hours for field experience.
- Learner Outcomes and assessments for each with reference to appropriate Teacher Education Programs Goal and national standard (InTASC or Core Proposition)
- Assignments and their respective point value leading to a final grade. Include reference to the final exam/project.
- Attendance policy

- Grading Scale
- Departmental Policies (listed above)
- Schedule of classes for the semester with reference to topic for each class, required readings, and assignment due dates.

Each Professor will send her/his/their syllabus to the SSBS Admin Coordinator. Additionally, each Professor will have her/his syllabus reviewed prior to each course period at a time determined by the reviewer. The following are the reviewers:

- Undergraduate Education Department (EDUC courses): Department Chair for Teacher Education
- Graduate Teacher Education (MSED and MATA courses):
- Note: Course syllabi are posted electronically on Brightspace for sustainability, syllabi are not photocopied and distributed to candidates. Also, Brightspace includes a Simple Syllabus tool that offers a customizable template to help streamline the creation of course syllabi.
- The director of the MSED program will collect and review syllabi for MSED courses.
- The director of the MAT program will collect and review syllabi for MAT courses.

Attendance Policy for Candidates

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

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

Grading System

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

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

I (Incomplete): The temporary grade of I (incomplete) may be given by an instructor when a student has not completed the requirements of the course at the end of the term for serious reasons beyond the individual's control. It becomes the student's responsibility to resolve this grade within five weeks (for the traditional 15-week semester) after the last day of final examinations of that

semester by completing the course requirements. Failure to conform to this time limit results in a final grade of F. The student must contact his or her instructor not later than 24 hours after the time set aside for the final examination in the course to request the grade of incomplete. Refer to the Academic Calendar for exact dates to resolve incomplete grades.

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

Electronic Communication

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

Retention of Candidate Work

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

Jobs and Opportunities

The Teacher Education Department:

- Maintains a Brightspace site listing Jobs and Opportunities for graduating students and recent alumni. When the Teacher Education Department receives an announcement of a new posting, it is entered into the Brightspace site and candidates receive an email informing them that a new posting has occurred. This Brightspace site archives postings for a brief period. Candidates may opt out of Brightspace notifications on this site if desired.
- Periodically distributes emails with part-time job opportunities for current candidates, such as long-term teaching positions, summer camp roles, and more. Candidates should be alert for these announcements if interested in part-time employment.

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

Faculty and Program Feedback

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

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

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

Expectations for Minimum Grade of C+ in the Certification Sequence

Background

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

Childhood/Students with Disabilities:

- PSYC 101 Introduction to Psychology
- PSYC 207 The Exceptional Child
- PSYC 317 Child Development
- PSYC 362 Measurement and Evaluation
- PSYC 372 Psychoeducational Assessment of Educational Disabilities
- EDUC 101 Foundations of Education
- EDUC 377 Social & Emotional Learning Approach to Classroom Management for all students
- EDUC 150 Technology for Educational Professionals
- EDUC 180 Mathematical Concepts & Understanding for Elementary Students OR
- MATH 180 Mathematical Concepts for Elementary School Teachers
- EDUC 201 Foundations of Teaching English Language Learners
- EDUC 323 STEM I for Elementary Teaching: Science, Technology, Engineering, and Mathematics for General and Special Education
- EDUC 324 STEM II for Elementary Teaching: Science, Technology, Engineering, and

Mathematics for General and Special Education
EDUC 350 The Teaching of Language Arts
EDUC 351 Literacy Learning & the Arts in the Social Studies Curriculum
EDUC 352 Assessment and Remediation of Reading and Writing
EDUC 373 Principles of Instruction for Students with Disabilities
EDUC 374 Curriculum Strategies for Students with Disabilities

Adolescence/Students with Disabilities Education:

EDUC 101L Foundations of Education
EDUC 150N Technology for Education Professionals
EDUC 373N Principles of Instruction for Students w/Disabilities
EDUC 201 Foundations of Teaching English Language Learners
PSYC 101L Intro to Psychology
PSYC 207L The Exceptional Child
PSYC 318L Psychology of Adolescent
PSYC 372L Psychoeducational Assessment of Educational Disabilities

If a candidate does not earn a minimum grade of C+ in one of the above courses, they have the option to retake ONE course ONE time. Candidates may re-take a course only one time.

Waiver Process:

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

The process is as follows:

- The candidate may contact the Department Chair to obtain the Grade Waiver Request form. They complete the Grade Waiver Request form and submit it to the Department Chair.
- The Department Chair will contact the instructor of the course where the waiver is requested to obtain relevant information. The Department Chair will inform the candidate's advisor of the waiver request and may receive additional information that may be helpful in deciding upon the waiver.
- The Department Chair for Teacher Education will confer with a Grade Waiver Faculty Committee to review and evaluate the candidate's Grade Waiver Request and determine the next steps, if needed.
- The candidate is notified of the decision by the Department Chair. The Registrar will also be notified, if applicable.

Candidate Performance during Student Teaching

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

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

1. Candidates must have excellent attendance during their student teaching placements. Tardiness, sick days, or days taken off for unauthorized reasons may impact the candidate's meeting the requirements of student teaching.
2. There should be NO active concerns regarding the candidate's dispositions.
3. Candidates must attend each of the scheduled Student Teaching Seminars.
4. Candidates must do well in BOTH their student teaching placements as demonstrated by the evaluations completed by cooperating teachers and supervisors.
5. Candidates must complete and submit a TPA (emailed to their supervisor for evaluation) based on their work in the student teaching classroom for internal evaluation by professional faculty. This internal evaluation of the TPA must be evaluated as "meets expectations" or better for the candidate to pass student teaching and be recommended for certification by the department.
6. Candidates must provide proof of completing the required NY state workshops on Child Abuse Prevention, DASA, Autism, and Violence Prevention.
7. Completion of program requirements is verified by either the Director of Clinical Teacher Preparation Childhood program, Director of MAT program or the Director of MSSED program of the candidate's Academic Transcript and/or Degree works.

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

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

Marist Teacher Education Programs' Field Experience Policy

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

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

Needs, Adolescent Education content areas), where applicable.

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

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

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

Teacher Certification

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

Certification Assistance

The New York State Education Department's [Office of Teaching Initiatives](#) provides comprehensive information regarding the teacher certification process in New York State.

Teacher Certification Requirements: How and When

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

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

Step One: Academic Preparation

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

Step Two: Fingerprinting

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

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

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

MorphoTrust is a private vendor contracted by New York State to handle the fingerprinting requirements for educators, governmental offices, and other services that require fingerprint clearance. MorphoTrust maintains service centers throughout New York and other states. The candidate makes an appointment at one of the centers through a web-based online system. Location of the centers may be found at <https://uenroll.identogo.com/workflows/14ZGQT>.

Step Three: Workshops

Child Abuse Workshop, Violence Prevention Workshop, and Needs of Students with Autism are to be completed ONLINE. All three are available at <https://www.nysedworkshop.com/>.

DASA (Dignity for All Students Act training)

On-campus workshops will be offered each semester. Candidates should monitor their email for announcements about this workshop. Otherwise, candidates may take the DASA training at Ulster BOCES Center for School Safety or via <https://www.nysedworkshop.com/>.

These workshops are automatically recorded in the candidate's TEACH Account. Candidates should also remember to save a copy for the record. All workshops must be completed before the student teaching semester. The Director of Clinical Teacher Preparation or the MAT Director will check your TEACH account to ensure completion of the workshops before the student teaching semester.

Step Four: Teaching Certificate Application

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

Program Codes for Certification Application

- Childhood Ed/Special Ed (SWD) 1-6: 23307
- Early Childhood Birth through Grade 2: 23307
- 5YR BS/MSED Dual Certification (1-6 Childhood & SWD): 26142
- Online (Accel-15) MSED (Childhood 1-6 or Adol 7-12+5-6 Extension): 90010

- Standalone MAT Dual Certification (7-12 content & 7-12 SWD Generalist): use content code below

5YR MAT BA-BS/MAT Dual Certification (7-12 content & 7-12 SWD Generalist) content codes:

- Chem: 39456
- Bio: 39455
- Earth sci: 39454
- Spanish: 39461
- French: 39458
- Math: 39460
- Eng: 39457
- Hist: 39459
- *Certification Examinations*

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

Additional Certifications:

Marist can recommend candidates for certification after the degree has been conferred (December 31 or May 31). NYSED then requires approximately 60 days to evaluate applications. Candidates should check their TEACH account "Evaluation History" for details on processing the application, as they may be missing a requirement, such as a workshop or a test. If all the requirements are met, candidates will be given a Control Number on the TEACH account, which can be used as verification for job applications. Log in to check updated status:

<http://www.highered.nysed.gov/tcert/teach/>.

Substitute Teaching in New York:

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

Interstate Reciprocity:

Interstate Reciprocity: Those wishing to teach in states other than New York should check for [Teacher Certification Reciprocity](#) among states with New York. For online students out-of-state, Marist will determine if the teacher education curriculum will satisfy the educational requirements for certification in the U.S. state or jurisdiction where the student lives or plans to seek certification.