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2009-2010

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The Buffalo State Teacher Education Unit wishes to thank the numerous contributors to this policy handbook especially SUNY Oswego faculty whose work formed a foundation for content.
Introduction to the Teacher Education Unit

Institutional Context

The State University of New York (SUNY) is a unified system of public higher education with 64 campuses that are geographically dispersed across the state. Enrolling about 400,000 students, SUNY comprises the nation’s largest multi-campus higher education system. It includes a unique assemblage of community colleges, two-year colleges of technology, specialized and statutory colleges, traditional four-year colleges, research university campuses, and academic health science centers.

SUNY College at Buffalo was founded in 1871 when it opened its doors to its first class, led by Principal Henry B. Buckham. Known as the Buffalo Normal School, the sole purpose was to train teachers to serve Buffalo’s fast-growing student population in the public schools. In 1925 the normal course became a four-year program leading to a bachelor of science in education degree. As the school grew, the name of the institution changed to State Teachers College at Buffalo in 1928 and earned accreditation by the American Association of Teachers Colleges. In 1945 the State Education Department approved a proposal to grant the Master of Science in education degree and soon the institution was called New York State College for Teachers at Buffalo. The institution joined the State University of New York (SUNY) system in 1948 and by 1951 was known as The State University College for Teachers at Buffalo with the largest enrollment of any teachers college in the state. The curriculum expanded with the addition of Bachelor of Science in education programs in early secondary education, including English, French, Spanish, mathematics, social studies, and general science. By 1961 the institution became known as State University College of Education at Buffalo and was the first SUNY institution with a study-abroad program.

Buffalo State was one of the first schools accredited by National Council of Teacher Education (NCATE) in NCATE’s founding year, 1954 and has maintained continuous accreditation since that time. Buffalo State College is also accredited by the Middle States Association of Colleges and Schools and numerous professional organizations for specific academic programs.

Today, Buffalo State is one of thirteen regional colleges within SUNY. Because it is part of a unified system of public higher education, teacher education programs at BSC are governed not only by New York State Education Department (NYSED) regulations, but also by SUNY Board of Trustees mandates on such issues as general education, faculty workload and evaluation procedures, and governance and resource allocation policies.

Buffalo State is the largest four-year college in the SUNY system with 136 undergraduate programs including 11 honors options as well as 63 graduate programs including 18 post baccalaureate teacher certification programs. Buffalo State is located in an urban setting surrounded by Buffalo’s vibrant museum district. 80% of the almost 2000 faculty members hold the highest degree in their field.

Buffalo State is organized into the School of Education (5 undergraduate and 17 graduate education majors), the School of Arts and Humanities (5 undergraduate and 6 graduate education majors), the School of Natural and Social Sciences (12 undergraduate and 17 graduate education programs), the School of the Professions (2 undergraduate and 4 graduate education programs), and University College representing the liberal core courses. Additionally, the Graduate School supports programs housed within the specialty schools.

Unit Governance and Teacher Education Council By-laws

All professional education programs in the Buffalo State Teacher Education unit are under the leadership of the Associate Vice President for Teacher Education and Dean of the School of Education, Dr. Ronald S. Rochon. Programs are additionally unified by the Teacher Education Council (TEC). The following by-laws guide the TEC:

ARTICLE I - Purposes

The Teacher Education Council (T-E-C) functions in an advisory capacity to the president through the designated head of the teacher education unit and the vice president for academic affairs. Composed primarily of representatives of each teacher education program, the T-E-C is charged with the responsibility of supporting and assisting the head of the teacher education unit in:

1. Ensuring necessary and productive dialogue between and among faculty in teacher education programs across the college.
2. Facilitating the delivery, assessment, evaluation, and development of teacher education curricula.
3. Monitoring admission requirements to teacher education programs.
4. Recommending standards for faculty in teacher education programs and for professionals with whom teacher candidates work in the schools.
5. Communicating both general and specific recommendations for teacher education program improvements to the unit head.

ARTICLE II - Governance
A. Membership
   Faculty representatives - Faculty representation on the T-E-C shall be composed of one representative from each department with teacher education program(s). Members shall be selected to two-year staggered terms by whatever internal means the departments establish.
   Unit head - The president of the college shall designate the unit head for all teacher education programs at the college. The unit head will serve on the T-E-C ex officio and without vote.
   Ex officio members - The four faculty deans (or designees), the associate vice president for curriculum and assessment, the graduate dean, the teacher certification officer, the director for the Center for Excellence in Urban and Rural Education (CEURE), and the NCATE coordinator will serve on the council ex officio and without vote.
B. Chair - The council will elect a chair and a vice chair for a two-year term from among T-E-C members. The vice chair election for the ensuing term will be held during the last scheduled T-E-C meeting every other spring semester. A chair elect will be elected for the ensuing term during the last meeting of the semester prior to the semester in which the current chair’s two-year term ends.
C. Executive committee - There shall be a six-member executive committee composed of the chair, vice chair, and four members (one from each deanship) elected from the T-E-C membership every two years.
D. Committees - The chair of the T-E-C is authorized to establish committees and task forces and appoint members as circumstances warrant. Each committee/task force shall be provided with a specific charge, with the assignment not to exceed two years unless a proposal to extend its term is approved by T-E-C. In making appointments to committees, the T-E-C chair will ensure even distribution of representatives from the four college faculties.

ARTICLE III - Responsibility of the Council and Limitations on Authority
The purpose of the T-E-C is to ensure systematic and regular dialogue among and between all faculties in teacher education programs college wide. In addition, the council will advise the unit head on matters related to teacher education curriculum, standards, programming, and personnel. Nothing, however, in these bylaws, either explicit or implied, shall serve to limit the responsibility or authority of the academic departments, nor shall these bylaws in any way limit the responsibility or authority of the College Senate or other existing college governance structures. Furthermore, it shall be understood that the T-E-C has no authority to engage in actions contrary to procedures or policies delineated in any formally approved collective bargaining agreement or approved as official college policy (e.g., published in the Directory of Policy Statements).

ARTICLE IV - Meetings
A. The T-E-C will meet at least three times each year, at least once each semester. Dates of meetings will be announced in the college Bulletin at the beginning of each academic year. Meetings will be called and scheduled by the chair, with the agenda being established collaboratively between the chair, vice chair, and unit head. Meeting announcements and agenda must be distributed to T-E-C members at least 10 days in advance of meetings.
B. Any five voting members of the T-E-C can call a special meeting upon demand through petition. Said petition must be accompanied by a proposed agenda.

ARTICLE V - Amendments to Bylaws
Any member of the T-E-C may prepare/present a proposed amendment to the bylaws. Proposals must have been presented in writing to T-E-C members at least 21 days prior to a scheduled meeting. A summary of said proposal must be distributed to all faculties in teacher education programs with the meeting announcement and agenda. Adoption of amendments to bylaws requires a majority of the eligible voting membership.
**TEC Committee Descriptions**

The goal of the Unit Assessment Committee is to identify and expand unit measures across multiple domains to reflect consistency, fairness, and accuracy as well as provide relevant, appropriate information to guide teacher education unit level decision-making. Topics of discussion will include types of instruments, methods of data aggregation, format of reports, unit needs for additional evidence, and faculty support roles in unit assessment. The focus is to ensure quality collection and reporting needed to inform continuing unit growth.

The goal of the Policy Review committee is to review current unit and program level guidelines. Topics of discussion relate to issues such as advising, recruitment, retention, performance evaluation, etc. Unit level decision-making based on evidence of effect will be used to advance policies within programs. The focus is to evolve effective policies for consistent use by teacher educators.

The goal of the Field/Clinical Experience (PDS) Committee is to examine collaborative relationships with community partners and share student service and learning activities and responsibilities. Topics of discussion will include methods for widening the circle of communication with community partners including cooperating teachers, principals, superintendents, parents, and even P-12 candidates, types of assignments, evaluation of candidate field performance, training for clinical staff, measuring impact of candidate experiences on P-12 students, etc. The focus is to collaborate efforts and ensure high quality interactions at every level of field experience.

The goal of the Faculty Development Committee is to examine and progress an agenda to support education faculty professional development needs. Topics of discussion will encompass support resources, program collaboration, faculty needs, methods of identification, prioritization and subsequent evaluation toward tenure and promotion, proposals for training, etc. The focus is to help the unit focus on scaffolding new, untenured faculty and also value and promote continuing faculty.

**Unit Majors**

<table>
<thead>
<tr>
<th>Programs/Degrees</th>
<th>Buffalo State Program</th>
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<tbody>
<tr>
<td><strong>Pre-Education</strong></td>
<td>Pre-Music Education</td>
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<td>Undergraduate Programs</td>
<td>Pre-English Education</td>
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<td></td>
<td>Pre-Business &amp; Marketing Education</td>
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<td></td>
<td>Pre-Career &amp; Technical Education</td>
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<td>Pre-Elementary Education</td>
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<td>Pre-Exceptional Education</td>
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<tr>
<td><strong>Pre-Education Graduate Programs</strong></td>
<td>Pre-Business &amp; Marketing Education</td>
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<td></td>
<td>Pre-Career &amp; Technical Education</td>
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<td></td>
<td>Pre-Adult Education</td>
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<td>Pre-Childhood Education</td>
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<td></td>
<td>Pre-Early Childhood Education</td>
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<td></td>
<td>Pre-Special Education: Early Childhood</td>
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<tr>
<td></td>
<td>Pre-Special Education: Childhood</td>
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<td></td>
<td>Pre-Special Education: Adolescence</td>
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<tr>
<td><strong>Bachelor’s programs for education majors seeking an initial license to teach</strong></td>
<td>Childhood Education, B.S.</td>
</tr>
<tr>
<td></td>
<td>Early Childhood &amp; Childhood Education, B.S.</td>
</tr>
<tr>
<td></td>
<td>Early Childhood Education, B.S.</td>
</tr>
<tr>
<td></td>
<td>Exceptional Education, B.S.</td>
</tr>
<tr>
<td><strong>Bachelor’s programs for academic majors seeking an initial license to teach</strong></td>
<td>Business &amp; Marketing Education, B.S.</td>
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<td></td>
<td>Career &amp; Technical Education, B.S.</td>
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<td></td>
<td>Art Education, B.S.</td>
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<td></td>
<td>English Education B.S.</td>
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<td>French Education, B.S.</td>
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<td>Spanish Education, B.S.</td>
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<td>Biology Education, B.S.</td>
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<td>Biology Education (Extension), B.S.</td>
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<td>Chemistry Education, B.S.</td>
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<td>Chemistry Education (Extension), B.S.</td>
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<td></td>
<td>Earth Science Education, B.S.</td>
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| Post-Baccalaureate non-degree program that leads to the first teaching license | Earth Science Education (Extension), B.S.  
Physics Education, B.S.  
Physics Education (Extension), B.S.  
Mathematics Education, B.S.  
Mathematics Education (Extension), B.S.  
Social Studies Education, B.S.  
Social Studies Education (Extension), B.S.  
Technology Education, B.S.  
Art Education, PTCP+  
English Education, PTCP+  
French Education, PTCP+  
Spanish Education, PTCP+  
Business & Marketing Education, PTCP+  
Career & Technical Education, PTCP+  
Biology Education, PTCP+  
Biology Education (Extension), PCTP+  
Chemistry Education, PTCP+  
Chemistry Education (Extension), PTCP+  
Earth Science Education, PTCP+  
Earth Science Education (Extension), PTCP+  
Physics Education, PTCP+  
Physics Education (Extension), PTCP+  
Mathematics Education, PTCP+  
Mathematics Education (Extension), PTCP+  
Social Studies Education, PTCP+  
Social Studies Education (Extension), PTCP+  
Technology Education, PTCP+  |
|---|---|
| Master’s program that leads to the first teaching license | Childhood Education (MIITC), M.S. Ed  
Early Childhood Education (MIITC), M.S. Ed  
Music Education Program | Music Education, B. Mus.  
Childhood Education, M.S. Ed  
Childhood & Early Childhood Curriculum & Instruction, M.S. Ed  
Early Childhood Education, M.S. Ed  
Special Education: Early Childhood, M.S. Ed  
Special Education: Childhood, M.S. Ed  
Special Education: Adolescence, M.S. Ed  
Exceptional Education, PMTCP++  |
| Master’s programs in education for already licensed teachers (e.g., elementary education, special education, or curriculum & instruction) | Art Education, M.S. Ed  
English Education, M.S. Ed  
Foreign Language Education, M.S. Ed  
Business & Marketing Education, M.S. Ed  
Career & Technical Education, M.S. Ed  
Biology Education, M.S. Ed  
Chemistry Education, M.S. Ed  
Earth Science Education, M.S. Ed  
Physics Education, M.S. Ed  
Physics Education, M.S. Ed with Alternate Certification  
Mathematics Education, M.S. Ed  
Social Studies Education, M.S. Ed  
Educational Computing, M.S. Ed  
Technology Education, M.S. Ed  |
| Master’s programs for already licensed teachers in the content area (e.g., science) with pedagogical components | Reading Education, Reading  
Literacy Specialist, M.S. Ed |
<table>
<thead>
<tr>
<th>Specialist, Reading Coach</th>
<th>Literacy Specialist, M.PS.</th>
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<tbody>
<tr>
<td>Speech &amp; Hearing Specialists</td>
<td>Speech - Language Pathology, M.S. Ed</td>
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<tr>
<td>School Leaders</td>
<td>Educational Leadership, C.A.S.</td>
</tr>
<tr>
<td>Graduate Programs for Non-School Professionals</td>
<td>Adult Education, M.S. Ed</td>
</tr>
<tr>
<td>Doctoral programs in education leadership, curriculum &amp; instruction, special education, and other specializations for the continuing education of principals, superintendents, directors of other leaders in P-12 schools</td>
<td>Joint-doc program in EXE</td>
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</tbody>
</table>

+Post baccalaureate Teacher Certification Program (PTCP): No degree or certificate is awarded by Buffalo State College.
++Post masters Teacher Certification Program (PMTCP): No degree or certificate is awarded by Buffalo State College.

**Community Partner Districts**

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<thead>
<tr>
<th>Name of District</th>
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<tr>
<td>Akron Central School District</td>
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<td>Alden Central School District</td>
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<td>Amherst Central School District</td>
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<td>Barker Central School District</td>
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<tr>
<td>Batavia City School District</td>
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<tr>
<td>Bornhava School</td>
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<td>Buffalo City School District</td>
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<td>Cheektowaga Central School District</td>
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<tr>
<td>Cheektowaga-Sloan School District</td>
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<tr>
<td>Clarence Central Schools</td>
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<tr>
<td>Cleveland Hill Union Free School District</td>
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<tr>
<td>Depew Union Free School District</td>
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<tr>
<td>Dunkirk City School District</td>
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<td>East Aurora Union Free School District</td>
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<td>Eden Central School District</td>
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<tr>
<td>Elba Central School District</td>
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<td>Erie I B.O.C.E.S.</td>
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<td>Erie II Chautauqua – Cattaraugus B.O.C.E.S</td>
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<tr>
<td>Stanley G. Falk Schools</td>
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<td>Frontier Central School District</td>
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<td>Grand Island Central School District</td>
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<td>Hamburg Central School District</td>
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<tr>
<td>Heritage Education Program</td>
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<td>School District Name</td>
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<tr>
<td>Holland Central School District</td>
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<td>Iroquois Central School District</td>
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<td>Jamestown City School District</td>
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<td>Kenmore – Tonawanda Union Free School District</td>
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<td>Lackawanna City School District</td>
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<td>Evans – Brant Central School District (Lake Shore)</td>
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<td>Lancaster Central School District</td>
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<td>Lewiston – Porter Central School District</td>
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<td>Lockport City School District</td>
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<td>Cheektowaga – Maryvale School District</td>
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<td>Newfane Central School District</td>
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<td>New Hartford Central School District</td>
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<td>Niagara Falls City School District</td>
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<td>Niagara – Wheatfield Central School District</td>
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<td>North Collins Central School District</td>
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<td>North Tonawanda City School District</td>
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<td>Orchard Park Central School District</td>
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<tr>
<td>Orleans – Niagara BOCES</td>
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<tr>
<td>Panama Central School District</td>
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<td>Pembroke Central School District</td>
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<td>Yorkshire -Pioneer Central School District</td>
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<td>Royalton – Hartland Central School District</td>
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<td>Silver Creek Central School District</td>
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<td>Springville – Griffith Institute Central School District</td>
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<td>Starpoint Central School District</td>
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<td>Summit Educational Services</td>
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<td>Sweet Home Central School District</td>
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<tr>
<td>Tonawanda City School District</td>
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<tr>
<td>West Seneca Central School District</td>
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<td>Williamsville Central School District</td>
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Unit Guidance

Buffalo State Mission Statement  Buffalo State College is committed to the intellectual, personal, and professional growth of its students, faculty, and staff. The goal of the college is to inspire a lifelong passion for learning, and to empower a diverse population of students to succeed as citizens of a challenging world. Toward this goal, and in order to enhance the quality of life in Buffalo and the larger community, the college is dedicated to excellence in teaching and scholarship, cultural enrichment, and service.

Buffalo State Diversity Statement  Buffalo State College supports diversity of thought, diversity of experiences, and diversity of values. The college is dedicated to a visible commitment to these ideals by affirming and respecting differences in all interactions. Toward this goal, the college provides equitable opportunity and access through innovative recruiting, professional development, and education programs that enrich the total academic experience and enhance the quality of life.

TEU Mission  The mission of the teacher education faculty at Buffalo State College is to prepare reflective facilitators of learning (initial programs) and accomplished reflective educators (advanced programs) to meet the challenge of teaching all learners in a complex, technological, global society. Teacher education faculty engages their collective expertise in teaching; scholarship and research; and service to the community, college, and profession. Faculty value and strive to cultivate a professional climate that promotes teaching excellence, intellectual vitality, and communication through collaboration across programs, among faculty, students, and the larger community.

TEU Vision  The conceptual framework for all teacher education programs at Buffalo State College articulates the unit's vision, ensures coherence across candidates' programs and reflects commitment to prepare candidates to work effectively with all students including students with culturally, linguistically, and ethnically diverse backgrounds and students with disabilities.

TEU Core Values  The teacher education faculty believe that the optimal environment for teacher preparation is one in which college-based and school-based teacher educators collaborate closely on mutually identified and mutually beneficial outcomes designed to improve both the college and school settings.

The teacher education faculty both recognize and celebrate the diversity which characterizes American educational institutions; furthermore, the faculty are unequivocally committed to preparing educators whose attitudes and professional expertise advance diversity and the diversification of American democratic society.

Teacher education faculty is committed to the following fundamental premises: (1) that all students can learn; (2) that all students have a right to learn to their greatest potential; and (3) that all students are entitled to an educational environment where teaching and learning are the most valued of all activities.

Buffalo State intends to build upon its strength in teacher education and its location in the second largest city in the state to play a leadership role in addressing the issues relative to the delivery of quality education in urban settings. In support of this initiative, the college will:

- Focus on studying and assisting urban schools
- Seek to recruit students with an interest in urban education
- Develop curricula to focus on training for service in inner city settings
- Develop a capstone program in urban education open to educators across the state
- Provide continuing education and lifelong learning opportunities for teachers in the region.

TEU Goals  The Teacher Education Unit goals directly reflect elements of the conceptual framework:

**Goal 1: Content** - The professional educator will know the subject matter to be taught to P-12 learners.

**Goal 2: Learner** - The professional educator will understand P-12 learners’ socialization, growth and development; the learning process; reflection of teaching; and the establishment of a classroom climate that facilitates learning.

**Goal 3: Pedagogy** - The professional educator will attain an understanding of the strategies that candidates use to teach all learners.

**Goal 4: Technology** - The professional educator uses technology as a vehicle for learners to acquire information, practice skills, use higher order thinking skills, and participate in collaborative projects.

**Goal 5: Reflection** - The professional educator exhibits the ability to reflect and assess his/her own effectiveness, and to systematically make adjustments to improve and strengthen areas needing attention.

Goal 6: Dispositions - The professional educator demonstrates respect for learner differences, commitment to own personal growth, and engagement in short and long-term planning.

Goal 7: Diversity - The professional educator is aware of and sensitive to diversity issues and to use culturally and socially responsive pedagogy.

Goal 8: Research (Advanced Programs only) – The professional educator is a lifelong learner who competently translates current educational theory and practices into P-12 achievement by exploring and integrating concepts into effective pedagogy.

Unit Conceptual Framework

Elements
The model of the TEU Conceptual Framework graphically represents both initial and advanced level program values and outcomes. The framework, at the basic level, consists of three major components-- the Content, the Learner, and the Pedagogy (CLoP). These components are examined in conjunction with four influencing contexts: Technology use, effective Reflection, Diverse learning environments, and appropriate Dispositions in all circumstances (TRoDD). Additionally, for advanced program candidates, the context of Research is also included. These elements are interrelated and integrated to prepare teacher candidates to assume roles as reflective facilitators of learning (initial programs) through coursework and experiences in each component of the model or reflective facilitator of learning (advanced programs) who couple knowledge and skills to exemplify those qualities and dispositions that characterize effective teachers.

Content
Content, the first component of the model, can be defined as the subject matter or content to be taught to the learners. In this component, teacher candidates develop a thorough understanding of the content that they intend to teach. Teacher education programs require from 30 to 42 credit hours of content-related coursework that provide teacher candidates with a strong background in their respective disciplines. In Art Education, Speech Language Pathology, and secondary education programs that prepare teacher candidates to teach in content areas, teacher candidates acquire an in-depth knowledge of the content in their respective disciplines that is equivalent to subject majors. In Elementary Education and Exceptional Education, teacher candidates are required to complete an academic concentration consisting of 30 credit hours of coursework selected from one of the following academic disciplines: English, foreign language, mathematics, science, social studies, environmental studies or American
studies. Therefore, teacher candidates obtain a strong knowledge base related to the content in their respective disciplines.

Particularly important to initial baccalaureate education programs is the Buffalo State general education core and the strength of the various cross-campus departments – both of which help develop a strong content knowledge base in teacher candidates. Offerings are the top of regular conversations at TEC meetings. Still, a thorough knowledge of mathematics relevant to K-12 education, or of reading, or of science, represents just one component of the “content” dimension within the educational enterprise. An equally important dimension involves selecting content that meshes with what teachers know about their students. This means preparing teacher candidates to make sophisticated curricular choices—choices that will resonate with the lived experiences of their students, maximize engagement with the material, and consequently advance student achievement. The wherewithal for making these kinds of curricular choices includes necessary intellectual leverage over the motives of for-profit textbook companies who attempt to package curriculum for the mass market. It is intention of the Buffalo State TEU to prepare teachers who can identify the useful material in a textbook series and compensate for their considerable shortcomings (Gordy & Pritchard, 1995; Pewewardy, 1998).

Too little attention is paid to the ends of education in today’s society. Politicians and business leaders simplistically assume that an education is, and should only be, all about the economic dimension in life—Candidates must be prepared to compete in a global market, to get good jobs, to make America globally competitive. But public education is every bit as much about preparing youth for life in a social and political democracy. Indeed, this was the reason public schools were created in the first place. Horace Mann said almost nothing about making American youth competitive in the economic arena. A teacher’s choice regarding content must bear some relationship to the perceived ends of education. Buffalo State teacher education programs intended to prepare students to consider more than what might be culturally popular at any point in time relative to the ends of education, thereby giving them the wherewithal to balance the economic and democratic ends of education through their content choices (Soder, Goodlad, & McMannon, 2001).

Learner

The first second component of Buffalo State College’s conceptual model is the Learner, (i.e., students from birth to grade twelve), where there is a strong emphasis on teacher candidates attaining an understanding of learners' socialization, growth, and development; the learning process; reflection of teaching; and the establishment of a classroom climate that facilitates learning. Courses in this component are designed to develop attitudes related to philosophies of teaching and learning as well as societal and multicultural influences in education. Studies in foundations provide teacher candidates with initial field experiences in schools and other ancillary agencies. This component serves as a source of knowledge in the areas of educational materials and structures, and formal educational scholarship. General pedagogical knowledge; knowledge of learners and characteristics; knowledge of educational contexts (Shulman, 1987); and knowledge of educational ends, purposes and values are the knowledge base categories of this component.

Candidates in initial (baccalaureate) programs continue the process of comprehension and critical reflection introduced in general education core courses and begins to develop the processes of evaluation and transformation. Teacher candidates learn to assess individual learning situations by gathering and analyzing information. They are also required to use formal and informal assessment procedures to obtain relevant information for making educational decisions based on learners' characteristics and needs. Subsequent reflection requires that teacher candidates modify material by critically interpreting it in light of their own evolving understanding, by identifying alternative ways of presenting it to learners; by choosing from an instructional repertoire; and by adapting and tailoring it to learner characteristics.

Professional education at Buffalo State College has developed through an evolutionary process that has been primarily influenced by program evaluation and research in teacher education. Teacher education programs are driven by what educators have come to understand about research related to culturally relevant pedagogy (Gay & Kipchoge, 2003; Howard, 2003; Ladsen-Billings, 2001; Seidl, 2007). The next dimension of the tri-partite framework—learners—rest on understanding of the pivotal nature of the teacher-student relationship. The general education program at Buffalo State goes a long way toward preparing future educators with perceptive insights related to the human condition and thus to the potential of Buffalo State teacher candidates to effectively building teacher-student relationships. A myriad of cultural forces are at work in the lives of all students. Teachers who are unaware of how such factors as language, gender, race, and socioeconomic status intersect with student lives are going to experience serious obstacles in their attempt to teach all children. Herb Kohl’s classic, I Won’t Learn from You (1991), represents a sophisticated account of the necessity of knowing learners well. The “learner” piece of the conceptual framework therefore highlights pivotal dispositions that teachers must possess. Teachers who are disposed to believe the vacuous, though culturally popular, rationalizations for poor student performance, e.g. the parents just don’t care, or they don’t value education, are not likely to successfully teach all children. Possessing the appropriate dispositions, then, is just as crucial to the teaching profession as it is, say, to the medical profession.

Part of knowing learners includes knowing something about human cognition, about how they learn, although learning theory is very much “contested terrain” at the moment. While the majority of the educational
research community stands behind constructivist theory, it is far from universally embraced. As a community of professional educators, therefore, the teacher education unit at Buffalo State has tried to build programs that acknowledge the strength of constructivist instructional approaches (Branford, Brown, & Cocking, 2000; Brooks and Brooks, 1993) while recognizing that some learners may require structured, direct approaches to instruction (MacIver & Kemper, 2002).

**Pedagogy**

The third component of the model is Pedagogy or the strategies that teachers use to teach all learners. Teacher candidates develop a breadth of pedagogical abilities for teaching content and skills, including the use of inquiry-based and problem solving strategies and critical thinking to enhance learning, within the elementary, secondary, and special education areas. In initial programs, a strong emphasis is placed on field-based experiences concurrent with coursework (minimum of 100 clock hours required prior to student teaching), enabling teacher candidates to demonstrate their ability to apply educational theory in sound practice. This component is a source of much of the knowledge in the areas of scholarship in content disciplines, formal educational scholarship, and educational materials and structures. Students acquire content knowledge appropriate to their disciplines, general pedagogical knowledge, curriculum knowledge, and specific pedagogical content knowledge (Shulman, 1987). In this component, while teacher candidates continue to develop skills in comprehension and critical reflection, they acquire new skills in instruction. Teacher candidates learn and practice instructional skills in the areas of classroom management, evaluation and planning, and knowledge and use of educational technology to promote student learning.

Sometimes defined as the art and science of teaching, pedagogy is referred to as the teaching act itself premised on critical reflection. Buffalo State Teacher Education Programs focus on enabling teacher candidates to utilize instructional techniques that hinge on a deep and compassionate knowledge of their students and sophisticated choices related to content. Because the teaching act itself creates a relationship between teacher and student it is the intention of the unit to design and deliver programs that will enable teacher candidates to exhibit pedagogical behaviors that generate positive relationships, and thus create an environment where students want to learn. This is the very premise of Geneva Gay’s conception of “culturally relevant pedagogy” and it applies to diverse and non-diverse classrooms alike.

In the twenty-first century, teachers have the distinct advantage of being able to utilize sophisticated technology that can significantly enhance pedagogical and curricular choices. Buffalo State teacher candidates are prepared to creatively utilize various technologies in the interest of ensuring that all students learn. Despite attempts to “standardize” the educational endeavor, students inevitably come to school at differing levels of ability, with different academic strengths and weaknesses. As well, educators as far back as the eighteenth century noted and understood that not every child learns the same way. The predictability of these circumstances suggests that teachers must possess pedagogical flexibility and a consciously cultivated pedagogical imagination. A formula-driven approach to instruction may work well for many students, perhaps most students, but never all students. Adaptations, supplemental materials, and modifications are constantly required. When to make a curricular or instructional adjustment for a child, or for several children, is an act of pedagogical judgment premised on critical reflection. Buffalo State teacher education programs are created and refined such that teacher candidates are capable of making these kinds of adjustments during their first year on the job, while recognizing that improved pedagogical judgment will require growth and development throughout one’s career.

**Technology**

Technology can be a vehicle for learners to acquire information, practice skills, use higher order thinking skills, and participate in collaborative projects. In order for teacher candidates to use technology effectively, they must use knowledge and skills from all three components of Buffalo State's conceptual model. Therefore, the intersection of the three components of the conceptual model illustrates the relationship that exists between technology and the Content, the Learner, and the Pedagogy.

**Content:** In order for teacher candidates to use technology to enhance their teaching, they first need to know how to operate multimedia devices including computers. Teacher candidates must also have a good knowledge of the content of the discipline in order to use technology as a vehicle for promoting understanding among learners. The careful selection of discipline-specific content and activities that learners can access through technology and other multimedia resources allows learners with multiple opportunities to acquire information and practice skills.

**Learner:** Teacher candidates must be knowledgeable regarding all learners' developmental levels, interests, and physical/motor and intellectual abilities to make appropriate decisions on technology use in the classroom. Knowledge of the learner's prior experience is a prerequisite for choosing discipline-specific software programs to promote comprehension.

**Pedagogy:** Teacher candidates understand the role that technology plays in facilitating learning in learners from birth through grade twelve. They understand that technology is a means to an end, not an end in itself. Teacher candidates know how to integrate technology and information literacy in instruction to support student learning.
They use simulation software to give learners opportunities to think critically and develop higher order thinking skills.

Reflection
Reflection is defined as the fixing of the thoughts on something; careful consideration. For teacher candidates, the ability to reflect on successes and failures in teaching and to subsequently make adequate adjustments in order to improve effectiveness is central to successful P-12 learning to occur in a classroom. Reflection requires the ability to monitor behaviors and continuously evaluate personal effectiveness so that modification, change, or even cessation of instruction can be made on an as needed basis. Reflection is part of effective address of Content, Learners, and Pedagogy.

Content: Teacher candidates must be able to realize what content will be important in order to design curriculum maps: considering prerequisite knowledge and skills, supplementing areas of weakness, making lessons progressive and consistent, and meeting the developmental and intellectual needs of P-12 students in classrooms. Reflection on the content is an integral part of selecting, presenting, and understanding the effect of specific lessons and activities.

Learner: Teacher candidates must reflect on what they know about their Learners in order to design and deliver the most effective instruction which will appeal to all learner types. They must reflect on the progress of instruction as it is delivered, and they must reflect in retrospect on how the learners responded to their teaching and what may need to be addressed in addition or in review for future reflection. Understanding learner needs and reflecting on how to appeal to them are intertwined.

Pedagogy: Reflection is also key to effective pedagogy. Reflection requires an initial understanding as the foundation coupled with the ability to anticipate, realize, and subsequently review the effectiveness of instructional strategies developed for and/or delivered to P-12 learners. Skills in teaching can be strengthened to achieve maximized results when processes of reflection or modeled, instructed, and subsequently required of candidates in a supportive teacher education program.

Diversity
Teacher candidates must use their knowledge, skills and dispositions related to each of the three components to teach diverse learners effectively. The ability of teacher candidates to be aware of and sensitive to diversity issues and to use culturally and socially responsive pedagogy is dependent upon their knowledge of the Content, the Learner, and the Pedagogy.

Content: Teacher candidates must understand how their respective disciplines are influenced by and related to culture. They must also select appropriate subject matter content and instructional materials that reflect an appreciation for diversity and that are free from stereotyping and bias.

Learner: Knowledge of all learners is critical for developing an awareness of and sensitivity to ways in which learners differ based upon their gender, sensory and intellectual abilities, cultural backgrounds, and prior experiences. Knowledge of learner characteristics related to disability and diversity will help teacher candidates make appropriate instructional decisions that result in pedagogy that is culturally and socially responsive.

Pedagogy: Teacher candidates must use culturally and socially responsive pedagogy so that all learners have opportunities to learn and perform to the best of their abilities. They must be vigilant to ensure that learners are not disadvantaged by specific practices in the areas of assessment and instruction. Further, teacher candidates must adjust curriculum and adapt instruction in light of learners' abilities or disabilities.

Dispositions
Dispositions are the natural or prevailing aspect of one’s mind as shown in behavior and in relationships with others. Dispositions are pervasive in all aspects of an academic career and subsequent professional and personal experiences. While theorists differ on whether or not dispositions can be radically changed through instruction and deliberate effort, it is the intention of the Buffalo State Teacher education unit to inform candidates about appropriate dispositions and encourage self reflection as well as external evaluation of the expression of those dispositions related to P-12 teaching over the course of candidates’ studies. Dispositions are part of full and effective commitment to the instruction of Content, P-12 Learners, and appropriate pedagogy.

Content: Effective teachers are committed to their own professional growth. They maintain high standards for themselves by keeping abreast of scholarship in the content disciplines and maintain high and challenging standards for their students.

Learner: In order for teacher candidates to be reflective facilitators of learning, they must believe that all learners are capable of learning. Effective teachers demonstrate respect for individual differences among learners, their families and their communities. They are professionals who are fair, honest, and caring and who establish and maintain a safe and supportive environment for learning.

Pedagogy: Teacher candidates demonstrate their commitment to teaching by consistently engaging in long-term and short-term planning. Units of instruction and lessons are prepared well in advance. They use performance-
based assessment to document positive effects on student learning and engage in critical reflection to improve their own teaching performance.

**Research**

A key context for advanced program candidates is their ability to understand and use current developments in the field to significantly impact the achievement of P-12 learners. Only by becoming lifelong learners with the capacity and propensity to explore current environments including best practices and exemplary performances can the professional educator continue to improve teaching methods and effectiveness throughout his/her educational career.

Content: Advanced program professionals have an established basis of knowledge that has enabled them in their profession. However, candidates must be encouraged to continue to investigate the ever-evolving body of knowledge in each discipline and to subsequently carry that knowledge into the classroom.

Learner: Advanced program professionals have an ongoing commitment to the population they have chosen to serve in the teaching profession. They have the responsibility and must have continuing commitment to interpret strategies and skills defined by research and bring those into the classroom to empower their learners. By understanding and valuing the use of educational research both theory and practice can be translated into effective classroom practices to maximize performance and learning for P-12 learners.

**Unit Professional Dispositions**

(adopted by the Teacher Education Council February 13, 2009)

1. Candidates and other school personnel exhibit behaviors that are consistent with the profession’s mission, values, ethical principles, and ethical standards including the New York State Code of Ethics.
2. Education-related professionals act honestly and responsibly and promote ethical practices in the schools, educational settings, and communities in which they work.
3. The candidate realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
4. The candidate is committed to continuous learning and engages in professional discourse about the subject matter knowledge and children’s learning of the discipline.
5. The candidate values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.
6. The candidate is committed to using assessment to identify student strengths, and promote student growth rather than to deny students access to learning opportunities.
7. The candidate values and appreciates the importance of all aspects of a child’s experience.
8. The candidate is concerned about all aspects of a child’s well-being (cognitive, emotional, social and physical), and is alert to signs of difficulties.
9. The candidate values the development of students’ critical thinking, independent problem solving, and performance capabilities.
10. The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.
11. The candidate values the use of educational technology in the teaching and learning process.
12. The candidate values many ways in which people seek to communicate and encourages many modes of communication (including speaking, writing, other media and technology) in the classroom.
13. The candidate is a thoughtful and responsive listener.
14. The candidate believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
15. The candidate appreciates and values human diversity, shows respect for students’ varied talents and perspectives, and is committed to the pursuit of “individually configured excellence”.
16. The candidate respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
17. The candidate is committed to reflection, assessment and learning as an ongoing process.
18. The candidate recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.
19. The candidate understands how participation supports commitment, and is committed to the expression and use of (fair) democratic values in the classroom.

20. The candidate is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

21. The candidate appreciates individual variation within each area of developments, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.

22. The candidate is disposed to use students’ strengths as a basis for growth, and their errors as an opportunity for learning.

Program Policies

Program Entry & Candidate Retention

Section 1. Criteria for Entry and Retention in Programs and/or the Professional Sequence.
Each program in the Teacher Education Unit shall determine the criteria for entrance and retention in the program and/or candidacy in the professional sequence (which may occur simultaneously or separately).

A. Entrance and retention criteria will:
   1. be specific to the department/program;
   2. be appropriate to the department/program;
   3. be based upon multiple types of data;
   4. be clearly and directly related to the principles defined by the Conceptual Framework of the Teacher Education Unit;
   5. be consistent with professional standards that are appropriate to the department/program;
   1. be consistent with the admissions policies of the College that pertain to the department/program; and
   2. embody the principles for the recruitment and retention of a diverse student body outlined in the Institutional Diversity statement.

B. Entry to the program and/or entry to the professional sequence for the degree will be based on multiple sources of data, which may include, but are not limited to, some or all of the following:
   1. GPA – cumulative and/or in specific content area
   2. GRE, Praxis I scores, or scores on other standardized instruments
   3. Controlled literacy/numeracy samples
   4. Letters of reference
   5. Personal statement of learning/teaching philosophy or professional objectives
   6. Experience with diverse learners
   7. Experience in diverse social, cultural, or educational settings
   8. Work samples in content area
   9. Prior performance
   10. Degrees, courses or semester hours completed
   11. Interviews

C. Eligibility for student teaching, internships, or other required practica may include, but are not limited to, some or all of the following:
   a. Portfolio review
   b. GPA – cumulative and/or in content area(s)
   c. Faculty recommendation(s)
   d. Grades in specific courses
   e. Self and/or supervisor assessments of performance.

D. The criteria for admission to program and/or entry to the professional sequence shall be directly related to candidate exit criteria and the overall assessment plan for the department and the Teacher Education Unit.

Section 2. Procedures for Program Entry and Candidacy in the Professional Sequence.
Each program in the Teacher Education Unit shall:
A. determine deadlines for submission of application materials and for notification of program entry and/or
candidacy decisions, in a timely manner;
B. publish and disseminate program entry and/or candidacy processes and criteria for such decisions, including relevant dates/deadlines and rubrics for assessment so that applicants are aware of the requirements and can make plans to meet them;
C. establish an appeals process at each program entry and eligibility checkpoint, publishing and disseminating such information to candidates in a timely manner; and
D. monitor admission/program entry, retention, and completion data, to insure that the goals of the Teacher Education Unit are served by established entrance and candidacy procedures and decisions, and that any unintended consequences are identified and corrected.

Field Experiences & Candidate Outcomes

Section 1. Field Experiences.
In order to continue assurance of high quality, all programs in the Teacher Education Unit that include field experiences adhere to the following principles which meet the professional standards of national and state agencies:
A. Field experiences – including practica, student teaching, and internships – are guided by a college approved course outline. Each outline includes the field experience description, objectives, expected content, and assessment consistent with the Teacher Education Unit’s Conceptual Framework, the professional standards applicable to the program, and each program’s philosophy or goals.
B. Field experiences are accompanied by a syllabus and/or a handbook informing all participants of outcome expectations.
C. Field experiences in a single program are based on the development of professional knowledge, skills, and attitudes with the final experience(s) extending at least 10 weeks.
D. Field experiences are accompanied by coursework or seminars.
E. Field experiences provide candidates with opportunities to work with a full range of students, including varying ages and abilities and different racial, ethnic, socioeconomic, and linguistic backgrounds.
F. Field experiences occur in appropriate high quality settings that provide experiences in diverse learning environments, including urban/high needs schools, and opportunities for collaborative professional inquiry.
G. Field experiences provide opportunities for candidates to work with a variety of school and community personnel as well as with parents and families.

Section 2. Qualifications of College Supervisors (College Employees).
A. Field experiences are supervised by college faculty who hold certification in the appropriate content area, or in educational administration. Any candidate who experiences content area difficulty is provided supervision by a college faculty member certified in the appropriate content area.
B. College supervisors are systematically oriented and monitored. They participate actively in the programs. They participate in professional development activities to ensure quality of field experiences for candidates.

Section 3. Qualifications for Cooperating Teachers and Other Field-Based Supervisors (School District Employees).
A. Cooperating teachers and other on-site, field-based supervisors of candidates in applied settings have a minimum of three years of experience in the area in which they are supervising, are certified for the areas in which they are teaching or working, and are recommended by the appropriate school administrator.
B. Exceptions may be made for otherwise qualified cooperating teachers and field-based supervisors in school settings where teacher shortages exist or at the discretion the placement coordinator.

Collaboration with the Professional Community

Section 1. Collaborative Consultation Process for Course/Program Change
The approval process begins with consultation between appropriate representatives from the Teacher Education Unit and community members. The Teacher Education unit is responsible for moving education course, major and/or program changes through the process specified in the Buffalo State Curriculum Handbook.

Section 2. Functions.
Teacher Education Council functions in such a way to provide for a broadly representative group of professionals to work cooperatively in designing and modifying all Teacher Education Unit programs that prepare school
professionals; and make recommendations to departments and the appropriate deans about other subjects of mutual interest.

A. When a revision in the content of a program is considered, the members of the Teacher Education Council are convened. The members of the full TEC or appropriate committee make recommendations to the unit, department(s) Senate Curriculum Committee.

B. Changes in curriculum, such as the design of new courses, the content of laboratory experiences, course revision, changes in prerequisites, and name or number of courses, originate within the appropriate department.

C. Policies associated with selection and retention of students also may originate in the departments. The administration of such policies for each program is a Teacher Education Unit responsibility.

D. In each case, the appropriate academic department(s) shall cooperatively plan programs based on the needs of prospective educators and other school professionals. Meeting the standards of the appropriate NCATE professional society and incorporating recommendations from practitioners in the field is required.

Substitution of Teaching Experience for Student Teaching Experience

Section 1. Applicability.
This policy applies to candidates completing all initial and initial/professional programs in the Buffalo State Teacher Education unit.

Section 2. Requirements for Waiving One Student Teaching Experience.
A. The candidate must have had at least one full academic year of full-time paid, school-based experience as a lead teacher (not teaching assistant or teacher’s aide) at either Grades 1-3 or Grades 4-6 level for the Childhood Education Program; Grades 7-8 or Grades 9-12 level for the Adolescence Education Program; or the appropriate grade levels for all other programs.

B. The School Administrator must verify this teaching experience using the New York State Education Department (NYSED) Form OT11 “Substitution of Experience for College Supervised Student Teaching” (http://www.highered.nysed.gov/tcert/pdf/ot11ip.pdf). This completed form will be attached to the college’s “Program Deviation Student Personal and Academic Data” form and kept on file in the unit head’s office for the NYSED/NCATE review.

C. The candidate’s methods instructor must verify with the Department Chair that the candidate meets or exceeds the NYSED Annual Professional Performance Review (APPR) criteria for new teachers [NYSED Commissioner’s Regulations Part 100.2(o)].

D. The candidate must successfully complete at least one supervised student teaching experience in a high needs or urban setting in a public school. This minimum requirement will not be waived.

E. The candidate must successfully complete the appropriate student teaching seminar course.

F. In lieu of the one student teaching experience that teaching experience that candidate must take has been waived, candidate must take 6-sh of coursework in pedagogy or content area under advisement to complete program requirements.
School Partnership Policies

Professional Development School Policies

Section 1. Goals and Definitions for Professional Development School & Partnership School Relationships.

A. Goals: Buffalo State seeks collaborative relationships among school and university-based educators, pre-service candidates, and preschool through grade 12 (P-12) students that will:
1. promote authentic learning by all P-12 students to meet the New York State Learning Standards;
2. prepare pre-service candidates to be socially-conscious catalysts for change who create and sustain school environments where excellence is cherished and social justice flourishes, as described by the Teacher Education Unit’s Conceptual Framework;
3. provide sustained professional development opportunities for school and university-based educators to enhance their knowledge, practice, and skills in reflection, collaboration, and leadership to promote authentic learning for all students; and
4. use a process of joint inquiry to identify and address the diverse learning needs of all P-12 students, candidates, and school and university-based faculty.

B. A professional development school (PDS):
1. is committed to enhancing the learning experiences of pre-service candidates in the school environment;
2. has committed resources to the partnership between the school and the college, including the identification of:
3. a team of school-based educators who have agreed to serve as PDS facilitators; and
4. at least one Teacher Education Unit faculty member who has agreed to serve as a PDS liaison.
5. has a PDS management team composed of the school-based facilitators, the Teacher Education Unit liaison(s), and other school and university-based educators; and
6. has met the 2001 NCATE PDS Standards for a “beginning” professional development school.

C. A professional development partnership school (PDPS):
1. has some or many of the core characteristics of a professional development school in at least one significant and coherent organizational segment of the school;
2. has established a working relationship among a team of school-based educators and at least one Teacher Education Unit faculty member;
3. is committed to teaching for social justice and continuous authentic learning for P-12 students, pre-service candidates, and school and university-based educators;
4. is committed to implementing research-based best practices in areas that are critical to enhanced P-12 student learning and excellent teacher and pupil personnel preparation (e.g., authentic learning in the content areas, literacy education, special education, student services, teaching for social justice, pre-service educator program design and implementation), through a collaborative process of self-reflection and joint inquiry-based decision-making;
5. is committed to implementing research-based best practices in areas that are critical to enhanced P-12 student learning and excellent teacher and pupil personnel preparation (e.g., authentic learning in the content areas, literacy education, special education, student services, teaching for social justice, pre-service educator program design and implementation); and

D. A university-based PDS liaison:
1. is a School of Education faculty member;
2. receives the equivalent of at least 25% assigned time or extra service compensation;
3. develops and implements a high quality professional agenda in the PDS related to teaching, scholarship, and/or service that is supported and valued by the School of Education within the university reward structure described by the Policies of the Board of Trustees; and
4. has the following responsibilities:
   a. serves on the PDS management team;
b. engages in joint inquiry with school-based educators at the PDS
c. facilitates communication between the PDS and the School of Education by attending faculty
meetings in the School of Education;
d. supports the appropriate pre-service candidates placed in the PDS; and
e. collaborates to meet the professional development needs of school and university-based
educators at the PDS.

E. The team of school-based PDS facilitators:
1. includes at least one full-time educator at the school;
2. receives release time and/or a stipend (see Section 2, Standard V, Part D); and
3. has the following responsibilities at the PDS:
   a. serves on the PDS management team;
   b. engages in joint inquiry with university-based educators at the PDS;
   c. facilitates communication between school educators at the PDS; and the School of Education;
   d. supports the appropriate pre-service candidates placed in the PDS; and
   e. collaborates to meet the professional development needs of school and university-based
      educators at the PDS.

Section 2. Criteria for Designation as a Professional Development School Affiliated with the SUNY College at
Buffalo Teacher Education Unit

Section 3. Procedure for Becoming a Professional Development School.
A. Letter of Intent:
1. The building administrator and the faculty members from the school and the university who have
   agreed to participate in the co-application process shall submit a letter of intent to the Associate
   Vice President of Teacher Education and the appropriate School District Superintendent
   ("Superintendent").
2. The Letter of Intent shall:
   • indicate that both parties believe that the school partnership has met the criteria to become a
     professional development school affiliated with Buffalo State;

B. PDS Co-Application Process:
1. outline the basis for this assertion; and
2. propose a timetable for completing the PDS Co-Application Process and Joint Review Process.
3. After positive review and feedback on the Letter of Intent from both the unit head and the
   Superintendent, the PDS Application shall be completed collaboratively by the building administrator,
   school-based educator(s), and the university-based educator(s).
4. The PDS Application shall be submitted to the Associate Vice President of Teacher Education and to
   the Superintendent, who will initiate a joint review process.

C. Joint Review Process:
1. An application to become a PDS affiliated with the SUNY College at Buffalo Teacher Education
   Unit will be evaluated by a PDS Review Committee consisting of two members appointed by the
   Associate Vice President of Teacher Education, two members appointed by the Superintendent,
   and one outside expert jointly appointed by the Associate Vice President of Teacher Education and
   Superintendent. Personnel from the proposed PDS building, the Teacher Education Unit faculty
   liaison(s), and others with potential conflict of interest shall not serve on the Joint Review
   Committee.
2. After careful review and evaluation of the PDS Application using the standards outlined in Section
   2, the PDS Review Committee shall submit a report to the Associate Vice President of Teacher
   Education and the Superintendent that includes the following:
   a. the standards met and not met;
   b. a rationale for the decision on each standard; and
   c. an overall recommendation for designation or non-designation as a professional
      development school.
D. Designation as a Professional Development School.
   1. The Associate Vice President of Teacher Education and Superintendent will review the findings and recommendations of the PDS Review Committee. The Associate Vice President of Teacher Education has the final authority for designating professional development schools for the Teacher Education Unit, in consultation with the Provost and President of the Buffalo State. Likewise, the Superintendent has the final authority for designating professional development schools for the School District, in consultation with the Board of Education.
   2. The Teacher Education Unit shall not designate any school as a PDS that does not have explicit school district approval. Likewise, the School District shall not designate any school as a PDS that does not have explicit Teacher Education Unit approval.

A. A collaborative self-study process shall be completed by each PDS on a biannual basis to demonstrate that the PDS continues to meet the beginning level of the 2001 NCATE PDS Standards, and is moving toward the developing level or beyond.
B. A summary of the self-study findings with an action plan for continued improvement shall be submitted to the Associate Vice President of Teacher Education and Superintendent for review.
C. If the self-study review is unsatisfactory, the Associate Vice President of Teacher Education and Superintendent shall develop a collaborative plan to support, intervene, or terminate the PDS.

Professional Development Partnership School Policies

Section 1. Goals of the Professional Development School (PDS) Model.
The Teacher Education Unit at Buffalo State seeks to establish and sustain collaborative relationships among school and university-based educators and pre-service candidates to benefit preschool through grade 12 (P-12) students. Such relationships may be organized as professional development partnership schools as described herein, or formally structured as professional development schools (PDS) as described in the School of Education’s Professional Development School Policies. The goals of both kinds of partnerships are to:
A. Promote authentic learning by all P-12 students to meet the New York State Learning Standards;
B. Allow for enhanced reflection and professional growth as a result of cooperative efforts among college faculty, school administrators and personnel, classroom teachers, and pre-service candidates;
C. Have a significant positive impact on the educational experiences of undergraduate and graduate candidates in teacher education and pupil personnel preparation; and
D. Provide sustained professional development opportunities for school and university-based educators via a process of joint inquiry and the implementation of research-based best practices.

Section 2. A Professional Development School (PDS):
A. Consistently hosts 8-10 student teachers per 300 students to implement a mutually-agreed upon semester (4-5 per quarter).
B. Is committed to implementing research-based best practices in areas that are critical to enhanced P-12 student learning and excellent teacher and pupil personnel preparation (e.g., authentic learning in the content areas, literacy education, special education, student services, teaching for social justice, pre-service educator program design and implementation).
C. May be working toward meeting the National Council for the Accreditation of Teacher Education (NCATE) Professional Development School Standards at the “beginning” level
D. Is staffed by a part-time or fulltime School of Education faculty member who is permanently assigned to the partnership school.
Faculty Policies

Faculty Workload

Preamble. The following workload policies apply to all full-time and part-time faculty, except where specifically noted.

Section 1. Class Size
A. Enrollments for courses in the Teacher Education Unit typically are limited to 50 students in lower division undergraduate courses, 30 in upper division courses, and 20 in graduate courses. Instructionally based rationales exist for lower enrollments in some courses. For example, laboratory sections may establish lower enrollment to meet safety guidelines; writing intensive courses and field-based courses requiring student supervision may also have lower enrollment limits.

B.

Section 2. Number of Course Preparations.
The number of course preparations is not to exceed 3 per semester.

Section 3. Number of Advisees
A. The wide range of undergraduate and graduate programs with the Teacher Education Unit place varying advisement demands on faculty. However, advisement responsibility within a department must be equitably distributed among the faculty. The department chair and faculty in each department determine the equivalent advisement loads across programs, and reasonable advisement expectations for all faculty.
B. As a rule, part-time instructors are not assigned advisees. Whether full-time temporary faculty are assigned advisees is the prerogative of the respective department.
C. Faculty with time assigned for advisement coordination usually has proportionally larger numbers of advisees than other faculty.

Section 4. Teaching Load and Workload.
A. State and Institutional Requirements
1. Section 52.21(b)(2)(i)(h) of the New York State Education Department Commissioner’s Regulations requires that “faculty teaching assignments in teacher education programs shall not exceed 12 semester hours per semester for undergraduate courses, or 9 semester hours per semester for graduate courses, or 21 semester hours per academic year for faculty who teach a combination of graduate and undergraduate courses.”
2. Institutional Guidance
B. Workload in the Teacher Education Unit
1. Overall workload equity should prevail for all faculty members across the Teacher Education Unit. That is, the instructional load plus research and service effort – i.e., overall workload – should generally be equitable for all faculties who teach graduate or undergraduate courses or some combination.
2. The figure graphically represents these workload equity expectations. Instructional load for all faculties in the Teacher Education Unit is the equivalent of 12 semester hours per semester, represented by the circle divided into four sections. Undergraduate and graduate faculty members have the same overall workloads – instructional load or its equivalent, plus research and service – represented by the overall square area in the figure.
3. Teacher Education Unit faculty is expected to spend significant time in one-to-one teaching interactions with candidates involved in projects and theses. They are also expected to spend significant time in the schools, creating relationships that support candidate learning. In recognition of this fact, all Teacher Education Unit faculties should have a 9 credit teaching load. Thus, project and thesis advisement and/or school involvement is built into the typical faculty instructional assignment as the equivalent of one 3-sh course.
4. Faculty with teaching loads of less than 9 credits per semester generally have additional non-course-related assigned time responsibilities, as described in Sections 10-12; teach large enrollment courses as described in Section 1; or are eligible for a course reduction due to a high rate of project/theses completion as described in Section 5.

Section 5. Theses & Project Advisement.
Faculty whose rate of project/theses completion over time is significantly higher than the average, and who do not otherwise have assigned time for graduate advisement, are eligible for a one course reduction in their subsequent teaching load as follows:

A. Faculty who complete 16 or more projects/theses in a 3-year period are eligible for a one course reduction in teaching load in the next academic year.

B. It is the responsibility of the faculty member to document the completion of projects/theses through departmental or Graduate Studies records, and to request such a course reduction in writing prior to the date when course schedules for the next semester are finalized. The chair of the department may postpone a project/thesis course reduction for one semester, pending resource availability.

Section 6. Summer Teaching.
Faculty cannot be compelled to teach in the summer. However, in programs where the faculty has determined that summer course offerings are important to meet the needs of candidates, faculty are encouraged to teach in the summer.

Section 7. Student Teaching Ratios.
Individual faculty members shall not supervise more than 18 student teachers per semester, or 4.5 student teachers per 0.25 teaching load per semester.

Section 8. Practicum Ratios.
A. The definition of practicum varies across disciplines, but in undergraduate programs that require practica, the average should be no more than 30 students to 1 faculty member per course, or fewer if required by applicable professional standards.

B. Graduate programs are expected to meet applicable professional standards. For those graduate programs not governed by professional standards, the department in consultation with the Associate Vice President of Teacher Education shall determine the appropriate student/faculty ratio based upon warranted practice in the field.

Section 9. Internship Ratios.
A. The definition of internship varies across disciplines, but in undergraduate programs that require an internship, the ratio of students to teacher should be no more than 15:1 for a semester, or fewer if required by applicable professional standards.

B. In the graduate programs, the ratio of students to faculty varies according to differing instructional activities associated with the internship. The graduate programs are expected to meet applicable professional standards. For those graduate programs not governed by professional standards, the department in consultation with the Associate Vice President of Teacher Education shall determine the appropriate ratio based upon warranted practice in the field.

Section 10. Independent Study.
Faculty in the Teacher Education Unit assumes responsibility for supervising students for Independent Studies (on courses that bear credit for the student, but not for the faculty member) in a manner consistent with institutional policy.

Section 11. School or Site Involvement.
Faculty shall strive to embed all professional education courses in the school setting, as is appropriate for the particular discipline. Therefore, faculty involvement in a school setting is generally viewed as part of the regular instructional load (see Section 4B). In the case of Professional Development School (PDS) initiatives, departments or the Associate Vice President of Teacher Education may provide assigned time for participating faculty.

Section 12. Assigned Time.
In general, assigned time for faculty depends on the size of the program, and specific programmatic needs. Assigned time may be granted for department chair, program coordinator, admissions coordinator, student teaching coordinator, advisement coordinator, coach and trainer. Responsibility for a grant or special project may also fall under this category.

Scholarship Statement

Section 1. Definition of Scholarship.
The Teacher Education Unit embraces a comprehensive definition of scholarship that is inclusive of the diverse creative and scholarly activities consistent with our mission of collaborating in partnerships with citizens of the world to develop, implement, and assess innovative, socially conscious educational programs for all learners. Though there is diversity within the school in terms of the types of scholarship recognized, there are salient commonalities across departments:

A. Consistent with the mission, scholarship should reflect the School’s commitment to exceptional teaching, and to collaborating with the public.

B. Scholars are current in their field as evidenced by reading widely, participating in professional and community associations and conferences, publishing in peer reviewed journals, and/or authoring book chapters or books.

C. Scholars also engage in grant writing to further our understanding of topics relating to education, research in their subject matter field, research that integrates theory and practice, curriculum development that is reported in the literature, and/or pedagogical innovations.

D. Third party validation, for example through peer review, or receiving a competitive grant or award, is necessary in assessing the contribution of one’s scholarship.

Section 2. Promoting Scholarship for All

A. The Teacher Education Unit faculty pursue scholarly endeavors that are both self-renewing and in alignment with the School’s overall mission. The administration of the Teacher Education Unit is committed to acquiring and allocating adequate resources that foster the growth and development of exemplary teachers as scholars. Cogent examples of the various levels of administrative support provided include, but are not limited to exchanges and sabbaticals, joint appointments, graduate assistants, reduced teaching loads, travel funds, assigned time to develop long range departmental research agendas, laboratory equipment, and the development of personal growth contracts toward the attainment of tenure and promotion.

B. The Teacher Education Unit promotes an esprit de corps among its faculty members, each of whom has an individual dedication to exceptional teaching as it contributes to advancing academic scholarship in their disciplines.

Periodic Review of Faculty on Continuing Appointment

Section 1. Rationale.

A. The Teacher Education Unit's Conceptual Framework emphasizes the importance of seven elements including content, learners, pedagogy, technology, reflection, dispositions, and diversity. All faculty members in the unit should continually assess and reflect upon their professional practice as educators (reflection) and directly instruct as well as model elements of the unit.
conceptual framework.

B. The *Professional Standards for the Accreditation of Schools, Colleges and Departments of Education* (NCATE, 2006 Edition) include one standard specific to faculty qualifications, performance and development (Standard 5). SUNY College at Buffalo’s NCATE-accredited Teacher Education Unit must utilize a systematic and comprehensive evaluation system that includes regular and comprehensive reviews of the professional education faculty's teaching, scholarship, service, collaboration with the professional community, and leadership in the institution and profession.

Section 2. Evaluation Procedure.

Pursuant to these tenets, the Teacher Education Unit embraces a collegial view of performance evaluation that provides an avenue for all faculties to reflect, grow and improve as vital members of the academy, and as active contributors to SUNY College at Buffalo's learner-centered community. With this goal firmly in mind:

A. Department Chairs in the Teacher Education Unit will, at their first departmental faculty meeting in the fall semester, identify those faculty members on continuing appointment (tenured) who have not submitted materials supporting consideration for promotion or discretionary salary increase (DSI) within the previous two years.

B. If the department chair is the faculty member being reviewed, she/he will submit the above materials to the Associate Vice President of Teacher Education by May first:
   1. An updated and complete curriculum vita;
   2. Student evaluations from not less than two classes (six preferred) taught by the faculty member during the previous two years (summer sessions included);
   3. A written peer evaluation of at least one class session held during the current academic year [faculty are encouraged to invite peer review(s) from outside their own department, and even from outside the Teacher Education Unit]; and
   4. A brief reflective statement written by the faculty member that describes how the peer review process has informed his/her teaching effectiveness, and the extent to which it may have influenced or informed future scholarship or service.

C. The Department Chair will review the materials submitted by faculty members on continuing appointment and schedule a meeting with each of them prior to the end of May. This session will allow time for further reflection, formative assessment, and collegial discussion that is pertinent to the faculty member's teaching, scholarship and service.

D. If any area(s) of concern arise as a result of the evaluation process, the faculty member and department chair will draft a mutually agreed upon plan for performance and development that spans two following two years.

E. All materials assembled and collected during this process shall be placed in the faculty members' personnel folders maintained in the department chair's office.

Candidate Policies

Fair Process Policy and Procedures

**ARTICLE I**

**GENERAL PROVISIONS**

Section 1. Scope. The provisions of the *Fair Process Policy & Procedures* apply to all programs in the Teacher Education unit of Buffalo State College.

Section 2. Definitions

A. Teacher Education Unit. The Teacher Education Unit refers to all teacher education and education-related programs at Buffalo State College. These include: Art Education, Biology Education, Business Education, Career and Technical Education, Chemistry Education, Childhood Education, Early Childhood Education.

B. **Class Day.** A “class day” is Monday, Tuesday, Wednesday, Thursday, or Friday on which Buffalo State College conducts regularly scheduled classes.

C. **Mailed.** A letter is “mailed” when it is placed in a United States mailbox or is delivered to a United States Post Office or other commercial delivery services, such as Federal Express or United Parcel Service.

D. **Decision Maker.** A “decision maker” is a faculty member in the Teacher Education Unit or professional staff member who participated in the decision concerning admission, retention, graduation, or recommendation for state certification.

E. **Terminate From a Program and Not Recommend for State Certification.** The phrase “termination from a program” as used in this policy refers to and includes both the decision to “terminate a candidate from a program” and the decision to “not recommend a candidate for state certification.” It is possible for an individual to be terminated from an education program (and therefore not be recommended for a state certification), yet graduate from the university with a non-certification degree in a content area.

### Section 3. Academic and Professional Criteria for Admission, Retention, Graduation, and Recommendation for State Certification.

A. All Teacher Education programs prepare candidates to serve as professionals in roles of service to pupils and clients who may be minors or individuals in circumstances of significant vulnerability. In the course of pursuing their academic programs, Teacher Education candidates come into direct contact with such vulnerable pupils and clients as part of their internships, practica, field experiences and clinical experiences. The Teacher Education Unit has an obligation to protect those pupils and clients and cannot tolerate candidate behavior that exploits, endangers, compromises or threatens the welfare, safety or rights of those pupils or clients.

B. In deciding whether to admit to, retain in, or graduate from a program, or to recommend an individual for a state certificate, the Teacher Education Unit considers not only the university’s admission and academic requirements but also the individual’s competencies related to serving in a profession, including, but not limited to, personal characteristics, conduct, and potential to serve effectively and ethically in the profession for which the individual is seeking training or certification.

1. **General Academic Criteria:** In deciding whether to admit to, retain in, or graduate from a program or to recommend an individual for a state certificate, the Teacher Education Unit considers:

   a. The values set out in the university’s mission statement and written student policies;
   b. The values set out in the Teacher Education Unit’s mission statement; conceptual framework, and written candidate policies, procedures and professional competencies;
   c. The mission, philosophy, and values of each program as set out in its written candidate policies, procedures, and professional competencies;
   d. For applicants and candidates for state approved programs, the legal requirements and professional expectations as set out in the applicable laws and the regulations governing state certification; and
   e. The standards and rules adopted or recognized by the applicable professional organizations.
2. Specific Academic Criteria: In deciding whether to admit to, retain in, or graduate from a program, or to recommend an individual for a state certificate, the Teacher Education Unit considers:
   a. Whether the individual has submitted a timely and complete application;
   b. Whether the individual meets the admission criteria set out in the university’s catalog(s), and in the written admissions materials for Buffalo State College’s Teacher Education programs;
   c. Whether the individual has maintained the required cumulative grade point average;
   d. Whether the individual has received the minimum required grade as set out by the program for each course taken as part of the degree program; and
   e. Whether the individual has met all the other program completion requirements for retention, graduation, or recommendation for state certification as set forth in the university’s catalog(s) and each program’s written candidate policies, procedures, and professional competencies.

3. Professional Competencies and Criteria: In deciding whether to admit to, retain in, or graduate from a program, or to recommend an individual for a state certificate, the Teacher Education Unit considers, or refer a candidate to the Office of School Personnel Review and Accountability (OSPRA):
   a. The individual’s educational, work, and other life experiences related to the education profession;
   b. The individual’s ability to communicate and work effectively with others, including individuals from different backgrounds, individuals with exceptional needs or limitations, individuals from different racial or ethnic populations, and individuals of both genders and different sexual orientations;
   c. The individual’s moral character and fitness for the profession for which he or she is training, including but not limited to any felony conviction(s) that would bar state certification;
   d. The individual’s behavior in light of appropriate professional and ethical standards; and
   e. The individual’s general and specific knowledge, skills, and dispositions needed to successfully complete the particular program and to function effectively in the profession for which he or she is training, as set forth in each program’s written candidate policies, procedures, and professional competencies, as well as the standards and rules adopted or recognized by the applicable professional organizations.

Section 4. Disclaimer. Admission to or graduation from a teacher education program in the Teacher Education Unit at Buffalo State College does not constitute a guarantee that the candidate will be granted a State certificate, extension, endorsement, or license.

Section 5. Academic and Professional Decisions Subject to Review Under This Policy. An individual who is terminated from a program by a department under Article II of this policy may request a review of such a decision by the Associate Vice President for Teacher Education’s Office following the procedures set out in Article III of this policy.

Section 6. Academic and Professional Decisions Not Subject to Review Under This Policy. An individual who is denied entrance to a program in the Teacher Education Unit cannot request a review of that decision beyond the department level. In addition, an individual cannot request a review under this policy of any of the following:

A. A decision not to transfer credits earned at another institution or in another on-campus program;
B. A decision denying a request to have a program or course requirement waived;
C. A decision denying a request for an exception to a program or course policy or procedure;
D. A decision that the candidate failed a comprehensive or other summative exam;
E. An evaluation by a field, school or program supervisor;
F. A decision to place the candidate on probation;
G. a decision that a candidate should be removed from a class; or
H. a decision to withdraw a candidate from, or reassign a candidate to, a field placement or clinical experience.

ARTICLE II
OVERVIEW OF PROFESSIONAL COMPETENCIES FOR TEACHER EDUCATION PROGRAMS

Section 1. General Professional Competencies. The professional competencies required of candidates for successful completion of the professional education programs at Buffalo State College are based upon:

A. the individual’s educational, work, and other life experiences related to the education profession;
B. the individual’s ability to communicate and work effectively with others, including individuals from different backgrounds, individuals with exceptional needs or limitations, individuals from different racial or ethnic populations, and individuals of both genders and different sexual orientations;
C. the individual’s moral character and fitness for the profession for which he or she is training, including but not limited to any BSC student judicial proceeding, felony or other conviction(s) that would bar state certification;
D. the individual’s general and specific knowledge, skills, and dispositions needed to successfully complete the particular program and to function effectively in the profession for which he or she is training; and
E. the individual’s behavior in light of appropriate professional and ethical standards.

Section 2. Specific Professional Competencies.

A. The specific professional competencies that apply to admission, retention, and completion of professional education programs at Buffalo State College incorporate the elements of the Teacher Education Units Conceptual Framework and the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC, www.ccsso.org/content/odfs/corestrd.pdf). The INTASC standards were developed by the Council of Chief State School Officers, and have been adopted by the National Council for Accreditation of Teacher Education (NCATE). The INTASC Standards represent those principles that should be present in all teaching regardless of the subject or grade level taught. The INTASC Standards have served as a national framework for the systemic reform of teacher preparation and professional development since their introduction in 1992.

B. The knowledge, skills, and dispositions associated with the following standards must be developed and demonstrated by candidates to complete a professional education program and be recommended by Buffalo State College for New York State teacher or pupil personnel certification:

1. Candidates and other school personnel exhibit behaviors that are consistent with the profession’s mission, values, ethical principles, and ethical standards including the New York State Code of Ethics.
2. Education-related professionals act honestly and responsibly and promote ethical practices in the schools, educational settings, and communities in which they work.
3. The candidate realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.
4. The candidate is committed to continuous learning and engages in professional discourse about the subject matter knowledge and children’s learning of the discipline.
5. The candidate values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

6. The candidate is committed to using assessment to identify student strengths, and promote student growth rather than to deny students access to learning opportunities.

7. The candidate values and appreciates the importance of all aspects of a child’s experience.

8. The candidate is concerned about all aspects of a child’s well-being (cognitive, emotional, social and physical), and is alert to signs of difficulties.

9. The candidate values the development of students’ critical thinking, independent problem solving, and performance capabilities.

10. The candidate values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

11. The candidate values the use of educational technology in the teaching and learning process.

12. The candidate values many ways in which people seek to communicate and encourages many modes of communication (including speaking, writing, other media and technology) in the classroom.

13. The candidate is a thoughtful and responsive listener.

14. The candidate believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.

15. The candidate appreciates and values human diversity, shows respect for students’ varied talents and perspectives, and is committed to the pursuit of “individually configured excellence”.

16. The candidate respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.

17. The candidate is committed to reflection, assessment and learning as an ongoing process.

18. The candidate recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

19. The candidate understands how participation supports commitment, and is committed to the expression and use of (fair) democratic values in the classroom.

20. The candidate is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

21. The candidate appreciates individual variation within each area of developments, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.

22. The candidate is disposed to use students’ strengths as a basis for growth, and their errors as an opportunity for learning.

Section 3. Demonstrating Professional Competence. Professional behavioral and social attributes related to the professional competencies listed in Article II, Section 2B, such as:

A. Participating fully in class and field settings; prioritizing and fulfilling responsibilities on time; welcoming new ideas and using constructive criticism to improve performance; recognizing and compensating for one’s own strengths and weaknesses; seeking assistance from instructors and supervisors when appropriate; displaying enthusiasm, initiative, and flexibility; and exhibiting poise and a professional appearance.

B. Responding appropriately to interpersonal cues from others; listening to the viewpoints of others; treating individuals with respect and tact; using discretion and good judgment; developing positive relationships with others; and working effectively in groups.

C. Exhibiting compassion, empathy, integrity, respect, responsibility, a sense of justice, and the physical and emotional capacity to handle the expectations of the education profession.
ARTICLE III
EVALUATION OF PROFESSIONAL COMPETENCIES FOR TEACHER EDUCATION PROGRAMS

Section 1. Rationale for Evaluating Professional Competence

A. All Teacher Education programs at Buffalo State College prepare candidates to serve as professionals in roles of service to pupils and clients who may be minors or individuals in circumstances of significant vulnerability. In the course of pursing their academic programs, Teacher Education candidates come into direct contact with such vulnerable pupils and clients as part of their practica, student teaching, internship, clinical, and other field experiences. The Teacher Education Unit has an obligation to protect those pupils and clients and cannot tolerate candidate behavior that exploits, endangers, compromises or threatens the welfare, safety or rights of those pupils or clients.

B. Each professional program leading to eligibility for state certification has written policies, procedures, and professional competencies that candidates must meet, satisfy, or perform satisfactorily in order to successfully complete the program and function effectively in the profession for which he or she is training. Each program provides multiple opportunities in courses and field settings for candidates to put theory into practice under the expert guidance of university faculty and educational professionals in the community. The Teacher Education Unit has an obligation to (1) support the professional growth and development of candidates by providing constructive feedback on performance in academic and field settings; (2) promote realistic and reflective self-assessment of performance by candidates and (3) provide timely and candid formal evaluation(s) of candidate progress toward meeting professional performance standards.

Section 2. Evaluating Professional Competence. The faculty of the Teacher Education Unit at Buffalo State College systematically evaluates the performance of candidates, based on the written policies, procedures, and professional competencies of each program. On occasion, faculty may determine that additional assistance is necessary beyond the normal feedback and assessment provided by courses and field experiences. Under such circumstances:

A. Faculty member(s) may meet with a candidate to reach agreement on strategies for improving performance in the area of concern. Such an agreement must be summarized in a Candidate Consultation Report (see Article III, Section 3 of the Candidate Consultation Policy & Procedures).

B. As a result of such consultation, a department may impose one of the following including, but not limited to:

   1. a period of probation, in which timely candidate progress toward sustained professional performance is carefully and frequently monitored. Such a period of probation must be described in a Candidate Consultation Report (see Article 3, Section 3 of the Candidate Consultation Policy & Procedures) signed by the department chairperson or designee.

   2. Failure in a course or courses in a program

   3. Additional requirements for counseling

   4. Recommendation for termination

C. A department may recommend to the Associate Vice President for Teacher Education that a candidate be terminated from a program if his/her performance is unprofessional or unsatisfactory for other reasons, and additional time in the program will not result in significantly improved performance. If it is the recommendation of a department to terminate a candidate from a program, the Fair Process Policy and Procedures of Buffalo State College’s Teacher Education Unit will be followed. (Articles I – VII)

Section 3. Candidate Consultation Report.

A. The Candidate Consultation Report consists of the following parts:
1. Name(s) of candidate, faculty member, and other professional participants, if any.
2. Date, time, and place of the consultation meeting.
3. Reason(s) for the consultation. This part should be completed by the faculty member(s) prior to the candidate consultation.
4. Action(s) to be taken by each participant, with conditions and consequences (if any) and timeline.
5. Signature of candidate, date, and agreement by the candidate [ ] to all of the following statements that apply:
   a. [ ] I have read the reason(s) for consultation and the action(s) expected from each participant, including myself. This statement must always be checked.
   b. [ ] I understand and agree with all the actions to be taken as described above.
   c. [ ] I understand and agree with the actions to be taken as described above, except as follows: [Exceptions to candidate actions should be completed by the candidate. The actions of other participants are unaffected by candidate exceptions or (dis)agreement.]
6. Dates signature(s) of the faculty member(s).
7. Dated signature of the department chairperson or designee, if appropriate.

B. Copies of the completed Candidate Consultation Report will be given to the candidate and the faculty member(s); the original will be given to the department chairperson. Candidate Consultation Report(s) will be kept on file in the department office by the department chairperson. When the candidate completes the program, graduates from the university, or withdraws from the university, the Candidate Consultation Report(s) will be filed in either the candidate’s permanent folder or student teaching/internship folder. Further consultations may occur at subsequent points as a candidate progresses through his/her program.

ARTICLE IV
TERMINATION FROM A PROGRAM BY A DEPARTMENT

Section 1. Grounds for Termination from a Program. A department may terminate a candidate from a program for failure to meet, satisfy, or demonstrate satisfactory performance with respect to one or more of the academic and/or professional criteria in Article I, Section 3B.

Section 2. Candidate Withdrawal from a Program. If at any time, a candidate chooses to withdraw from a program, the candidate should notify the department chairperson in a signed written statement that (a) the candidate has chosen to withdraw, and (b) if the department has already proposed action to terminate or made the decision to terminate, the candidate must also waive the right to request a review of the department’s proposed action or decision.

Section 3. Notification of Proposed Action to Terminate a Candidate from a Program.

   A. It is normal practice for a department chairperson, the department chairperson’s designee, or other program decision-maker to informally consult with a candidate about a proposed decision to terminate that candidate from the program. At this point, the candidate may choose to withdraw from the program (see Section 8) and the matter will then be considered concluded.

   B. If a candidate chooses to continue in the program after informal notification, but before the department finalizes a decision to terminate a candidate, the department chairperson or designee will hand deliver or mail to the candidate a letter:

   1. Notifying the candidate of the proposed action, including the effective date of that action;
   2. Setting out the reasons for the proposed action; and
3. Providing the candidate five class days after the hand-delivery or postmark date to make a written request to meet with the department chairperson, and/or other appropriate decision-maker(s), to discuss the decision.

Section 4. Department-Level Review Meeting

A. If the candidate does not request a meeting with the department chairperson or designee, and/or other decision-maker(s) if appropriate, within the timeframe set out in the notification of proposed action, the department chair or designee will hand-deliver or mail to the candidate a program termination decision letter (Section 6), which may be appealed through the Office of the Associate Vice President for Teacher Education.

B. If the candidate wishes to meet with the department chairperson or designee and/or other appropriate decision-maker(s), the candidate must make a written request for such a meeting within five class days after the notification of proposed action was hand delivered or seven days after it was postmarked. This written request for a meeting should be addressed to the department chairperson or designee and shall provide all of the information and explanations the candidate wants the department chairperson or designee and/or other appropriate decision-maker(s) to take into consideration in making the decision. This written request for a meeting must be signed and dated, and contain all the following information:

1. A statement identifying the program decision that is being requested for review;
2. A statement explaining why the candidate believes that the program decision should be changed;
3. Any information that the candidate has to support the candidate’s belief that the decision should be changed;
4. The candidate’s current address, telephone number, and e-mail address; and
5. A signed statement giving the department chairperson or designee and/or other appropriate decision-maker(s) permission to talk to person(s) who may have relevant information. If the candidate refuses to sign such a release, the review process is thereby concluded and the program decision stands.

C. Within five class days of receiving a written request from the candidate, the department chairperson will schedule a meeting between the candidate, the department chairperson or designee, and one or more of the decision-makers if appropriate. Whenever possible, the meeting should be held within 10 class days of the date the candidate’s request for review was received by the department chairperson.

1. This meeting will be conducted by the department chairperson or designee. The candidate should be given the opportunity to provide the decision-makers with information or explanations to provide a context for the candidate’s performance, and the decision-makers may ask questions.
2. Since programs in the Teacher Education Unit are professional programs, candidates are expected to be personally present at the meeting, to speak on their own behalf, and to appropriately participate in the process of the meeting. If the candidate elects to do so, the candidate may be accompanied by either a faculty member of the Teacher Education Unit or program classmate, who may observe but not actively participate in the meeting, except at the department chairperson’s sole discretion. At least one day prior to the review meeting, the candidate shall inform the department chairperson of the name of the support person, if any.
3. The duration of this meeting is at the sole discretion of the department chairperson or designee.

Section 5. Program Decision Letter.

A. Whether or not the candidate chooses to meet with the program decision-makers as described in Section 10, the program decision-makers will finalize the departmental decision. The department chairperson or designee will then hand-deliver or mail to the candidate a program decision letter notifying the candidate of the outcome. If the decision is to terminate the candidate from the program, the program termination decision letter will notify the candidate of the opportunity to have the department’s decision reviewed through the Office of the Associate Vice President for Teacher Education.
B. Once the department chairperson or designee has hand-delivered or mailed to the candidate a program termination decision letter, the candidate will not be permitted to attend or register for classes or to participate in any Teacher Education Unit sponsored clinical program, practicum, student teaching experience, internship, or activity, except at the discretion of the department chairperson or designee.

ARTICLE V
APPEAL OF PROGRAM TERMINATION DECISIONS

Section 1. Standard for Appealing a Program Termination Decision. A department’s decision to terminate a candidate from a program, and thus not to recommend the candidate for state certification, will be overturned only if the Associate Vice President for Teacher Education determines that the department’s decision was based upon an unfair process. The Associate Vice President for Teacher Education will not reverse a department’s decision simply because he/she might have reached a different decision given the performance of the candidate.

Section 2. Candidate Request for Appeal Meeting

A. A candidate who wishes to appeal a department decision to terminate the candidate from a program must submit a written request for an appeal meeting within five class days after the program termination letter was hand-delivered or postmarked, to the Office of the Associate Vice President for Teacher Education. If the candidate does not deliver this request within these time limits, the candidate waives his or her right to an appeal, and the program termination decision stands.

B. The request for an appeal meeting must be in writing and must contain the following information:

1. A statement identifying the program decision that is being appealed.
2. A statement explaining why the candidate believes that the program decision process was unfair, and should be changed;
3. Any information that the candidate has to support the candidate’s belief that the decision was based upon an unfair process, and should be changed;
4. The candidate’s current address, telephone number, and e-mail address; and
5. A signed statement giving the Associate Vice President or his/her designee permission to talk to person(s) who may have relevant information. If the candidate refuses to sign such a release, the appeal process is thereby concluded, and the program termination decision stands.

Section 3. Appeal Procedure

A. The Office of the Associate Vice President for Teacher Education will schedule an appeal meeting of the TEU Appeals Committee. The Committee consists of the associate deans from the four academic schools (Arts & Humanities, Education, Natural and Social Sciences, and Professions), one TEU faculty representative, and the Teacher Certification Officer. The Associate Vice President of Teacher Education’s Office will notify the candidate and the original decision-makers of the date, time, and place of the appeal meeting. Whenever possible, the appeal meeting should be held within 10 class days of the date the candidate’s request for review was received in the Associate Vice President of Teacher Education’s Office.

B. If, without good cause as determined by the Associate Vice President of Teacher Education, the candidate fails to appear for the appeal meeting, the candidate shall be deemed to have abandoned his or her appeal, and the original program decision shall stand.

C. Since all Teacher Education programs are professional programs, candidates are expected to be personally present at the appeal meeting, to speak on their own behalf, and to appropriately participate in the process of the appeal meeting. If the candidate elects to do so, the candidate may be accompanied by either a faculty member of the Teacher Education Unit or program classmate, who may observe but not actively participate in the appeal meeting, except at the Associate Vice President of Teacher Education’s sole
discretion. At least one day prior to the appeal meeting, the candidate shall inform the Associate Vice President of Teacher Education’s Office of the name of the support person, if any.

D. As a general rule, the following process will be followed at the appeal meeting:

1. No recording or verbatim record of the meeting is permitted.
2. The TEU Appeals Committee members will provide the candidate with an opportunity to explain the candidate’s reasons for requesting that the program’s decision be changed. The Associate Vice President of Teacher Education (or his designee) and committee members may then ask questions of the candidate. The Associate Vice President of Teacher Education may conclude the meeting at any time after the candidate has been heard.
3. The duration of this meeting is at the sole discretion of the Associate Vice President of Teacher Education.

E. After the conclusion of the appeal meeting, the Associate Vice President of Teacher Education will lead the deliberation. Such deliberation, at the Associate Vice President of Teacher Education’s sole discretion, may include discussions with the candidate, the department chairperson, other decision-makers, or any others who have relevant information at times other than the appeal meeting. After deliberation, the Committee members will make a recommendation to the Associate Vice President for Teacher Education for a decision.

F. Upon review of relevant documents and the recommendation of the Associate Vice President of Teacher Education, the department may take any of the following actions:

1. Affirm the original decision to terminate the candidate from the program, and thus not recommend a candidate for state certification;
2. Determine that the decision was based on an unfair process and must be reexamined.

G. After reaching a decision, the Associate Vice President for Teacher Education’s office will hand deliver or mail a letter setting out the decision of the Associate Vice President of Teacher Education to the candidate and the department chairperson within five class days of the review meeting whenever possible. If the Associate Vice President for Teacher Education needs additional information, the timeline for notification of the decision may be extended at the discretion of the Associate Vice President.

H. The decision of the Associate Vice President for Teacher Education is final and is not subject to further review or appeal within the Teacher Education Unit.

ARTICLE VI
Resolution of Candidate Complaints

Section 1. Scope.
The provisions of this policy, as well as the College’s academic grievance policy (as delineated in the undergraduate and graduate catalogues) apply to all candidates and programs in the Teacher Education Unit.

Section 2. Definitions.
A. Informal Complaint. Any candidate-initiated complaint that is raised and satisfactorily resolved with the original participants. Informal complaints do not require documentation under this policy.
B. Formal Complaint. A formal complaint is one that has not been resolved with the original participant(s) or originating office, and subsequently is forwarded to a department chair or Associate Vice President of Teacher Education or designee for resolution.
C. Original Participant(s). Any Teacher Education Unit faculty, professional staff person, or representative with whom the candidate has had a problem, and with whom the candidate will have communicated informally to resolve that problem prior to making a formal complaint.
D. Chair or Dean or Designee. The officers of the college who are responsible for resolving formal
complaints in the Teacher Education Unit are department chairs, the Associate Vice President of Teacher Education, the Dean of Graduate Studies, or their designees. The Associate Vice President of Teacher Education has designated the Associate Dean to resolve formal complaints of undergraduate and graduate candidates not resolved at the department level.

E. **Candidate Consultation Report.** A completed Candidate Consultation Report provides a written record of the time, date, and nature of a formal complaint, and of any plans or actions taken to resolve the problem. The initiating candidate, chair/dean or designee [and when appropriate, the original participant(s)] should sign the Candidate Consultation Report to indicate that they know and understand the issues, strategies, and responsibilities specified in the completed form. A blank copy of the Candidate Consultation Report appears at the end of this policy.

Section 3. Responsibility of Faculty, Administrators, and Professional Staff to Resolve Problems.

A. The Teacher Education Unit seeks to provide candidates with the best programs and services possible; to be responsive to candidate input in its efforts to improve services; and to resolve problems that may interfere with candidate progress through our programs. The objective is to monitor the provision of services by systematically keeping track of areas of candidate concern as part of our ongoing efforts to be accountable to our constituencies and to improve services.

B. All faculty, staff, and administrators in the Teacher Education Unit are expected to respond to candidate problems with sensitivity and in a timely fashion. Unresolved candidate problems interfere with the School's mission and tarnish our reputation.

Section 4. Responsibility of Candidates to Resolve Problems.

A. Candidates are responsible for knowledge of program requirements, Teacher Education Unit policies and procedures, knowledge of their academic standing, and for taking appropriate action in a timely fashion. This expectation is not only expeditious for addressing candidate problems in a responsible way, but an integral component of the educational experience in the Teacher Education Unit.

B. A candidate must first make every reasonable effort to resolve problems informally by direct communication with the original participant(s) (e.g., course instructor, advisor, advisement coordinator, field placement coordinator, depending on the nature of the problem). If a candidate cannot get satisfaction with the original participant(s), then the department chair should be contacted. If a satisfactory resolution is not obtained at the departmental level, then undergraduate and graduate candidates should take their complaint in writing to the Associate Dean.

Section 5. Procedures for Making, Documenting, and Resolving a Formal Complaint.

A. The candidate should explain the problem to the chair/dean or designee. A summary of the problem should be recorded on the Candidate Consultation Report (See Appendix A). The chair/dean or designee at his/her discretion may ask the candidate to describe the problem in writing and to provide supporting documentation.

B. The candidate and the chair/dean or designee should work cooperatively to find an acceptable resolution or to address problems in the delivery of services. Any plan to address a problem should clearly and unambiguously state who will be responsible for carrying out any and all actions. Any response to the candidate complaint should be clearly outlined on the Candidate Consultation Report.

C. Both the candidate and the chair/dean or designee should sign the completed Candidate Consultation Report. The original participant(s) in the dispute should also sign the form if they participated in the resolution to the candidate's complaint, or if they will be responsible for carrying out some part of the resolution plan.

D. A copy of the completed and signed Candidate Consultation Report should be provided to the initiating candidate.

E. A signed original of the completed Candidate Consultation Report should be kept on file in the office of the chair/dean or designee for seven years.

F. The chair/dean or designees should annually review all Candidate Consultation Reports and prepare a report analyzing and summarizing program or service delivery shortcomings and making recommendations for improvements. These reports should in turn be reviewed annually by the Deans and the Graduate Dean, who will work with department chairs and others to implement improvements.

ARTICLE VII
Teacher Education Field/Clinical Placement Policies

Section 1. Field Experiences and Clinical Practica.
The faculty of the Teacher Education Unit is proud of the candidates who go forth into the various educational careers offered in the six departments. In order to continue assurance of high quality, all programs in the Teacher Education Unit that include field/clinical experiences (which include methods placements, student teaching, internships, and practica) adhere to the following principles, which meet the professional standards of national and state agencies [including NYSED Commissioner’s Regulations Part 51.21(b)(2)(ii)(c)(2)]:

A. Field experiences and clinical practica are guided by a college approved course outline. Each outline includes the field/clinical experience description, objectives, expected content, and assessment consistent with the Teacher Education Unit’s Conceptual Framework, the professional standards applicable to the program, and each program’s philosophy or goals.

B. Field/clinical experiences are accompanied by a syllabus and/or a handbook informing all participants of outcome expectations.

C. Field/clinical experiences in a single program are based on the development of professional knowledge, skills, and attitudes with the final experience(s) extending at least 10 weeks.

D. Field/clinical experiences are accompanied by coursework or seminars.

E. Field/clinical experiences occur in appropriate high quality settings that provide experiences in diverse learning environments, including urban/high needs schools, and opportunities for collaborative professional inquiry.

F. Field/clinical experiences provide opportunities for candidates to work with a variety of school and community personnel as well as with parents and families.

Section 2. Assignment of Field/Clinical Placements

A. Field/clinical placements in teacher education are made in compliance with college policies.

B. To qualify for a required practicum or student teaching placement, the candidate must be admitted to a SUNY College at Buffalo teacher education program; meet all program requirements; be registered for the appropriate field experience course(s); and submit completed forms or applications on time.

C. Candidates who require special accommodations in a field/clinical placement due to a disability must arrange such accommodations through the Buffalo State Disability Services Office prior to placement.

D. Field/clinical experiences provide candidates with opportunities to work with a full range of students, including varying ages and abilities and different racial, ethnic, socioeconomic, and linguistic backgrounds.

E. All teacher education field/clinical placements are arranged through the Field/Clinical Placement Office within the appropriate program’s service region.

1. Candidates should not contact schools or teachers directly to arrange placements. Established professional relationships among Buffalo State, specific schools and school districts, and other regional institutions of higher education are jeopardized if direct candidate contacts occur.

2. The Field/Clinical Placement Office may ask for candidate preferences in the location
and/or scheduling of field placements, but preferred placement is not guaranteed. Field placements are made as close to the candidate’s preferred location or residence as feasible, given the quality and quantity of available placements, and the legitimate needs of other candidates, the schools, and college supervisors. Student teachers are not placed in school settings that they have worked in; attended as students; or where friends or relatives are employed, in order to minimize role confusion and conflict-of-interest issues that can undermine professional growth, performance, and evaluation.

F. The Field/Clinical Placement Office will notify candidates of their field placements by mail, supplemented by a telephone call or email if time is short. Candidates should report to the main office of the assigned school on the first day of their placement, and follow the school’s security procedures on all visits. Student teachers should contact their cooperating teacher soon after the placement is made to make specific arrangements for the placement to begin.

G. Candidates must provide their own reliable transportation to and from field/clinical placements. Travel times are generally within 60 minutes for pre-student teaching placements and may be up to 90 minutes for student teaching. Time spent commuting to and from field placements cannot be applied to the time requirements of the New York State Education Department, the College, and/or the schools.

Section 3. Performance Requirements for Candidates in Field/Clinical Placements.

A. The first obligation of candidates is to protect the welfare, safety, and rights of students, who may be minors or individuals in circumstances of significant vulnerability; the second is to promote student authentic learning in a socially just environment as described in the Teacher Education Unit Conceptual Framework. The standards of professional behavior expected of all teacher education candidates are described in the “Professional Competencies for Teacher Education Programs” in the Buffalo State Student Handbook, and in the New York State Code of Ethics for Educators http://www.highered.nysed.gov/tcert/resteachers/codeofethics.htm.

B. A candidate who refuses an assigned placement will not be reassigned until the following semester, due to the large number of placements made each semester and the legitimate needs of other candidates.

C. Candidates must successfully complete all program requirements that apply to field/clinical experiences, including those described in the college catalog; student handbooks/manuals; course outlines and syllabi; and other materials distributed by the department and/or faculty teaching courses in the program.

D. Candidates must comply with school rules, policies, and procedures, including those concerning student safety and management/discipline; and teacher attendance, performance (appropriate to the field experience), and behavior. Candidate attire must meet the standard set by teachers in the school; be distinguishable from students; and comply with school dress code(s) for teachers and students.

Section 4. Field/Clinical Placement Problem Resolution.

Despite good intentions, problems sometimes arise between the candidate and his/her cooperating teacher. If the problem cannot be resolved through discussion, the following steps should be taken, in the order listed, by the candidate, the cooperating teacher, and/or the school administrator:

A. Contact the practicum course instructor or college supervisor. She/he will discuss the matter with each party individually, and may organize and facilitate a meeting among the parties.

B. If no satisfactory resolution is reached, contact the department chair or other designated department representative. She/he will discuss the matter with each party, and determine the next steps to be taken either to resolve the issue or initiate other appropriate action.

Section 5. Violations of Criminal Law by Teacher Education Candidates.
Candidates charged with violations of criminal law must report such charges immediately to the department chair, or to the Field Placement Coordinator who will report such charges immediately to the department chair. Such candidates will be immediately suspended from participation in field placement experiences and/or suspended from the teacher education program until an evaluation and determination has been made concerning the seriousness of the offence or offences charged and the bearing, if any, that the criminal charges will have on the candidate’s fitness or ability to perform the duties and responsibilities of the field placement or until the charges have been dismissed. Failure to report said violations to the appropriate college personnel could be grounds for termination from the program.

*the individual’s moral character and fitness for the profession for which he or she is training, including but not limited to any BSC student judicial proceeding, felony or other conviction(s) that would bar state certification

Section 6. Evaluating Candidate Performance in Field Experiences
A. The final grade for a field/clinical experience (satisfactory or unsatisfactory) is assigned by the college instructor, in consultation with the cooperating teacher, based on the academic and professional performance standards adopted by each program.
   1. Candidates have a right to appeal an academic failure of a field/clinical placement in accordance with the College’s Academic Appeal Process as set forth in the Buffalo State Student Handbook.
   2. A candidate who is asked to leave a placement by school personnel or is removed from a placement by the College for unsatisfactory professional performance will receive a failing grade for the course. A failing grade resulting from a request by school personnel to remove a candidate from a placement is not subject to appeal through the College.
   3. Candidates have a right to appeal the consequences of a professional failure of a field/clinical placement in accordance with the Teacher Education Unit’s policies.

B. The College is not obligated to provide a subsequent field/clinical placement to a candidate who has failed any field experience. Failing any field/clinical experience may result in immediate action to terminate a candidate from the teacher education program and to not recommend the candidate for certification. Alternatively, the College may require a waiting period and/or other remediation activities and assignments to be completed prior to assigning a subsequent field placement.

C. Any subsequent field placement that is permitted by the College after failing a practicum or student teaching experience requires repeating the entire experience in the subsequent placement.

D. The College will not provide a subsequent assignment to any candidate who has failed two field placements. Failing two field placements will result in terminating the candidate from the program.

E. The department chair or designee, in consultation with the college supervisor, cooperating teacher, and dean, may determine that a student teaching experience must be extended to insure that the student teacher has met the required standard of performance to pass the associated student teaching course. Under these circumstances, the student teacher must continue student teaching in a satisfactory manner on a full-time basis for the assigned additional period, which may be up to 7 weeks beyond the end of the original placement. Failure to do so will result in failing the student teaching course.

Section 7. Strike Policy.
If a candidate is placed in a district that goes on strike, the following procedures should be followed:

A. If a strike is anticipated or goes into effect, the candidate should notify as soon as possible the college supervisor/course instructor and/or the Field/Clinical Placement Coordinator.

B. Candidates are not to take part in any strike activities in the district. Candidates should not enter the school building during a strike without first obtaining the permission of the cooperating teacher, the school administrator, and the president of the local teacher’s union. If it is necessary for a candidate to enter the building, the cooperating teacher should assist the candidate in
obtaining the approval of all required parties.

**Section 8. Basic Responsibilities of Student Teachers.**

Basic responsibilities of student teachers include, but are not limited to, the following:

A. Contact the cooperating teacher soon after the placement is made to make specific arrangements for the placement to begin. A preliminary visit to the school is strongly encouraged.

B. Work with the college supervisor to meet all requirements outlined in the appropriate student teaching handbook/manual, course outline/syllabus, and other materials provided by the department or college supervisor.

C. Become familiar early in the placement with the school’s faculty and student handbooks. Comply with all school rules, policies, procedures, and standards, including those concerning student safety and management/discipline; and teacher attendance, professional performance, behavior, and attire.

D. Become familiar early in the placement with classroom curriculum, materials, and management/discipline procedures.

E. Meet regularly with the cooperating teacher to plan instruction and other required activities. Lesson plans must be approved by the cooperating teacher in advance.

F. Work the same hours and schedule, and perform the same duties, as the cooperating teacher. The school district calendar is followed for the duration of the placement.

G. Communicate and interact with school personnel, parents and families, and students in a professional, tactful manner that preserves confidentiality, establishes rapport, respects diversity, and supports appropriate collegial and student-teacher relationships.

H. Gradually accept increased responsibility for the cooperating teacher’s professional workload under the guidance of the cooperating teacher and college supervisor over the duration of the placement. The student teacher is expected to assume substantial or complete responsibility for the cooperating teacher’s workload, as described in the program-specific student teaching handbook/manual.

**Section 9. Attendance While Student Teaching**

A. The beginning and ending dates of student teaching placements are established by the official college calendar and/or the department within the framework established by the college calendar. Between these dates, the student teacher is required to:

1. Be at the placement every day that school is in session and/or teachers are in attendance and follow the vacation schedule of the school district to which they are assigned.

2. Work the same hours and schedule, and perform the same duties, as the cooperating teacher.

3. Attend school faculty meetings, parent meetings, extracurricular activities, and all other events where teacher participation is expected by the school district, unless the cooperating teacher and/or school administrator determines otherwise.

B. The student teacher should expect to be in attendance each day school is in session. However, in case of absence or tardiness due to illness or other unavoidable emergency, the student teacher must:

1. Call the college supervisor, the cooperating teacher, and the school as soon as possible, but no later than one hour before school starts on the day of an absence.

2. Arrange delivery to the cooperating teacher of all materials that the student teacher possesses that are necessary for instruction on the day of the absence.

3. Follow school district policy for reporting and documenting teacher tardiness and absence to school officials.

**Section 10. Outside Employment or Coursework While Student Teaching.**

A. Student teaching is a full-time responsibility. Therefore, employment outside the school or additional coursework while student teaching is strongly discouraged. Student teachers are not
permitted to arrive late or leave the school early to accommodate such activities.

B Should employment outside the school or additional coursework while student teaching hinder the performance of the student teacher, an unsatisfactory grade may be assigned and the student teacher removed from the placement (see Section 6).

Section 11. Substitute Teaching by Student Teachers.
The maximum benefit of student teaching accrues when the student teacher works under the direct supervision of a certified cooperating teacher, an unlikely circumstance in the usual substitute teaching situation. On the other hand, the student teacher can benefit from the opportunity to assume full responsibility for the classroom if he/she has the confidence of the cooperating teacher and has demonstrated the necessary competence. Substitute teaching may be permitted under the following carefully controlled conditions:

A. Substitute teaching will be permitted only in the classroom to which the student teacher is assigned, and only during the later part of either placement after the student teacher has demonstrated the necessary competence. Student teachers may not substitute for a teacher other than his/her own cooperating teacher.

B. An assignment to substitute teach for more than one day must have the prior approval of the college supervisor, the department chair, the building administrator, and the cooperating teacher. The building administrator must verify that the student teacher is legally permitted to function as a substitute teacher under school district policy. No student teacher will be permitted to accept a full-time substituting position.

C. Compensation for substitute teaching is governed by school district policy and is at the sole discretion of the school district.

Section 12. Legal Aspects of Student Teaching

A. All full-time undergraduate and graduate students at SUNY College at Buffalo, including those enrolled in student teaching courses, are required to carry accident and hospitalization insurance covering themselves, which is available to at a group rate through SUNY College at Buffalo’s Auxiliary Services.

B. Student teachers are covered by New York State Education Law §3023, which requires that each school district “save harmless and protect all teachers, practice or cadet teachers… from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to any person, or accidental damage to the property of any person within or without the school building, provided such teacher, practice or cadet teacher… at the time of the accident or injury was acting in the discharge of his duties within the scope of his employment or authorized volunteer duties and/or under the direction of said board of education….” A student teacher who is involved in any such accident must immediately inform his/her cooperating teacher and school administrator, and notify the college supervisor as soon as possible thereafter. A student teacher who is served with a summons, complaint or other legal process involving an incident which occurred during the course of their student teaching placement must immediately forward a copy of the legal papers to the school administrator and the college supervisor.

C. Student teachers are covered by New York State Education Law §3001, which states in effect that a school district may permit a practice or cadet teacher enrolled in an approved teacher education program to teach a class without the presence of the certified teacher in the classroom provided the classroom certified teacher is available at all times and retains supervision of the practice or cadet teacher.

D. New York State Social Services Law §413 require school officials “to report or cause a report to be made … when they have reasonable cause to suspect that a child coming before them in their professional or official capacity is an abused or maltreated child….” Student teachers who become aware of such information must consult with his/her cooperating teacher and school administrator immediately, and notify the college supervisor as soon as possible thereafter. The cooperating
teacher and school will assist the student teacher in the event that the individual designated by the school district to report matters of abuse or neglect determines that a report should be filed.

E. Student teachers are covered by New York State Education Law §409-a, which requires that eye safety devices be worn as required in shops or laboratory settings, including but not limited to those used in teaching science, technology, and vocational subjects at the elementary, middle, and high school levels.

Field Experiences and Clinical Practices by Program

See Appendix B

Field Placement Location & Transportation

All teacher education field placements are arranged by the Field/Clinical Placement Office within the appropriate program's service region. Candidates must provide their own reliable transportation to and from placements. Travel times are generally within 60 minutes for pre-student teaching placements and may be up to 90 minutes for student teaching placements.

Undergraduate Grade Point Average (GPA)

All undergraduate Teacher Education Unit candidates must maintain an overall 2.50 GPA, with no grade lower than a C- in any required concentrate, major, cognate or pedagogical course; a 2.50 overall GPA is required for student teaching, internship, and graduation (See Appendix C).

Policy on Use of Electronic Portfolio Software

Beginning in Fall 2009, all candidates are required to use the electronic portfolio software approved by the Teacher Education Unit – TaskStream. Details of when enrollment is required will be detailed by individual departments within the education unit.

The unit TaskStream policy and subsequent syllabus statement is as follows:

TaskStream LAT: Learning Achievement Tool

Buffalo State College teacher education programs collect and document candidate performance using an online tool called TaskStream. TaskStream enables faculty and administrators to assess individual candidate progress and overall program performance across the Teacher Education Unit. Constantly reviewing and improving the quality of these programs is essential to preparing highly qualified teacher education candidates’ ability to positively impact P-12 student learning. The Teacher Education Unit is accredited by the National Council of Accreditation of Teacher Education (NCATE).

In this course, all candidates are required to submit particular assignments via TaskStream; these assignments include the following: [insert required TaskStream assignment(s) here]. These assignments must be submitted via TaskStream. Candidates failing to submit required assignments via TaskStream will earn an Incomplete course grade (I) until the work is completed and (appropriately) submitted. All candidates must be enrolled in their program on TaskStream within 30 days of beginning the course. All required TaskStream course assignments must be submitted on TaskStream by the end of the semester.
If candidates have never previously used TaskStream at Buffalo State or if candidates are registered in a different teacher education program, they will need to create a personal user account. The course instructor will provide an account activation key code. Once candidates have created their accounts, candidates will not need to repeat this process. Candidate enrollment will automatically be carried over into subsequent semesters.

If candidates have used TaskStream at Buffalo State in the past and are continuing in the same program, candidates must make sure that their accounts are still active and that they are enrolled in the correct program. Candidates must use the instructor provided codes if necessary. Candidates are responsible for keeping the account activation key code in a secure spot for future reference. Key codes can only be provided by Buffalo State College. Additional information, including a schedule of webinars designed to guide candidates through the TaskStream registration process and work submission processes, is available from the course instructor. Candidates should to contact TaskStream directly (1-800-311-5656 or online at www.taskstream.com) for assistance. Limited on-campus support is available by emailing BSCTaskStreamHelp@buffalostate.edu

Transfer Policy

Admission is based on academic performance in college and on space availability. A minimum GPA of 2.0 is necessary for consideration, although some programs are very competitive and will require a higher minimum GPA for admission. Transfer students with more than 44 credit hours must apply for and be admitted to specific programs. Those with 44 or fewer credit hours may apply for undeclared status. No student who is on academic probation at another institution or who has been academically dismissed in the past year will be accepted.

Previously earned credit will be evaluated for all transfer students after acceptance, and accepted students will be apprised regarding transferable credit. A maximum of 88 credit hours may be transferred from regionally accredited four-year institutions with no more than 66 credit hours from two-year colleges.

Buffalo State College Directory of Policy Statements (DOPS)

http://www.buffalostate.edu/academicaffairs/x560.xml
Appendix A

Buffalo State College
Candidate Consultation Report

Candidate Name: ___________________________ Date: ________________ Time: ____________
(Print)

Banner ID_________________ Major Code_________ Cum GPA_______ Term GPA_______

Faculty Advisor_________________________________________________ Phone:_________________________

Status (hours completed - circle one) Freshman  Sophomore Junior Senior Graduate Source of referral

☐ College Policy  ☐ Course availability  ☐ Department Policy/Procedures  ☐ Disability
☐ Dispositions  ☐ Faculty Advisement  ☐ Financial  ☐ Grading
☐ Medical  ☐ Parent Inquiry  ☐ Pedagogical Knowledge and Skills  ☐ Personal
Problems  ☐ Probation Student  ☐ Syllabi

Reasons for Consultation:

Actions to be taken by Consultants:

Formal complaint filed:  ☐ yes  ☐ no

Select one: Resolved Internally/Referral to Administration

Actions to be taken by Administration:

☐ I have read the reason(s) for consultation and the action(s) expected from each participant, including myself.
   (This statement must always be checked.)
☐ I understand and agree with all the actions to be taken as described above.
☐ I understand and agree with the actions to be taken as described above, participants are unaffected by candidate
   exceptions or (dis)agreements.

Candidate Signature__________________________ Date: ____________

Faculty/Instructor Signature__________________________ Date: ____________

Department Chair’s Signature__________________________ Date: ____________

(Required signatures, if candidate is referred to administration.)

Dean’s Office Signature__________________________ Date: ____________

TEU Dispositions Committee Representative Signature__________________________ Date: ____________

Date Issue resolved______________

Appendix B

Field Experiences and Clinical Practices by Program

Initial Teacher Preparation Programs

Baccalaureate Degree

<table>
<thead>
<tr>
<th>Program</th>
<th>Field Experiences (Observation and/or Practicum)</th>
<th>Clinical Practice (Student Teaching or Internship)</th>
<th>Total Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Education (K-12) B.S.</td>
<td>Observation (100hrs) and pre-practicum teaching (30hours) spread out over 4 classes.</td>
<td>Two 8 week, full time student teaching experience in 2 settings; complete 240 hours; settings vary by the geographic location of the school district (urban, suburban, and rural) and grade level (middle [7-9] and high school [10-12]); at least one urban experience is assigned.</td>
<td>370</td>
</tr>
<tr>
<td>Biology Education, B.S.</td>
<td>See Science Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business &amp; Marketing Education (K-12) B.S.</td>
<td>One course (BME 303) contains the 100 required hours of observation. Professor arranges schools and contacts; students arrange hours and dates. Students complete 70-100 hours in middle and high schools; 0-30 hours in GEAR UP career fairs (where students work with middle school students in selecting business education for their high school courses).</td>
<td>Two 7 ½ week full-time student teaching experiences in high schools and middle schools. One placement is in an urban/rural setting and one placement is in a suburban setting. Supervisors visit twice a placement (total 4 times) and maintain contact on a weekly basis.</td>
<td>320-360</td>
</tr>
<tr>
<td>Career and Technical Education, B.S.</td>
<td>* Minimum 220 hours of field experience for every candidate (total) * Experienced clinical faculty will supervise all field experiences.</td>
<td>* Minimum 75 days of student teaching in classrooms in schools in two separate experiences * At least one placement in a high needs school (one urban and/or one rural placement)</td>
<td>340 – 360</td>
</tr>
<tr>
<td>Chemistry Education, B.S.</td>
<td>See Science Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Childhood Education (1-6) B.S.</td>
<td>Two practicum experiences, minimum of 45 hours each in an ELA classroom and a math/science classroom; total of 100-120 clock hours.</td>
<td>Two 7 week, full time student teaching placements in two settings: primary and intermediate at an urban/ high need school and the other in a suburban school; minimum of 120 hours each.</td>
<td>340 – 360</td>
</tr>
<tr>
<td>Early Childhood Education (Birth-2) B.S.</td>
<td>Two 6 credit methods courses, one in language arts (Pre-K- Grade 6) and one in integrated thematic instruction (ages 3-8) are taught on-site in professional development schools; classroom observations - 30 hours; complete approximately 180 clock hours</td>
<td>Two 7 week, full time student teaching placements in two settings: Pre-K or K &amp; a Grade 1 or 2 placement: Minimum of 120 clock hours in each of the two placements: one in an urban/ high need school and the other in a suburban school</td>
<td>400 - 420</td>
</tr>
<tr>
<td>Earth Science Education, B.S.</td>
<td>See Science Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts Education (7-12) B.S.</td>
<td>One placement in an English classroom; Candidates work over an 8-12 week period for 30-40 hours; candidates observe for about 66-75 hours; candidates complete more than 100 hours</td>
<td>Two 7 ½ - 8 week, full time student teaching placements in two settings: one middle school and one high school; minimum of 120 hours in each placement</td>
<td>336 – 355</td>
</tr>
<tr>
<td>Program</td>
<td>Field Experiences/Experiences</td>
<td>Total Hours</td>
<td></td>
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<tr>
<td>---------------------------------</td>
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<tr>
<td><strong>Exceptional Education (K-6) B.S.</strong></td>
<td>2 field experiences for exceptional education (Blocks 1 &amp; 2) for 320 hours and 3 field experiences for childhood education (EDU 310, 311, 310) for 310-315 hours; total hours 630-635.</td>
<td>630 – 635</td>
<td></td>
</tr>
</tbody>
</table>
| **French Education, B.S.** | *Minimum 220 hours of field experience for every candidate (total)  
* Experienced clinical faculty will supervise all field experiences. | 750 – 755 |
| **Mathematics Education (7-12) B.S.** | Candidates complete 45 hours of fieldwork at a minimum of 4 different schools with approx. 30 equal time devoted to high school and middle school, as well as, urban and suburban environments; 30 hours of field experience at the middle and/or high school level with emphasis on classroom implementation of knowledge, understanding, and practice consistent with state and national mathematics teaching standards; 15 hours of observation; approx. 100 hours | 320 – 340 |
| **Music Education, B. Music** | **Minimum 220 hours of field experience for every candidate (total)  
* Experienced clinical faculty will supervise all field experiences.** | 340 – 360 |
| **Science Education (Biology, Chemistry, Earth Science, and Physics) B.S.** | Three practicum experiences, minimum of 30 hours in two and 40 in the other; Students explore the breadth of areas available to them as future science teachers, are in middle and high school laboratory settings learning how to teach and maintain laboratories, and they work in middle and high school classrooms doing pre-student teaching work with their cooperating teachers and other work relating to their future roles as teachers; total of 100 clock hours. | 340 – 360 |
| **Social Studies Education (7-12 with 5-6 extension) B.S.** | Candidates complete a minimum of 30-35 clock hour in 3 practicum experiences; Consist of observations, individual tutoring, and the teaching of small groups of students under the supervision of certified teachers; | 540 – 555 |
| **Spanish Education, B.S.** | **Minimum 220 hours of field experience for every candidate (total)  
* Experienced clinical faculty will supervise all field experiences.** | 340 – 360 |
<p>| <strong>Technology Education (K-12) B.S.</strong> | 4 separate visitations of 30 clock hours each; Each experience is structured over five consecutive days to expose the teacher candidate to a continuous segment of classroom planning and instruction. | 340 – 360 |</p>
<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Childhood Education (K-6)</strong></td>
<td>Two practicum experiences, minimum of 45 hours each in an ELA classroom and a math/science classroom; total of 100-120 clock hours.</td>
<td>Two 7 week, full time student teaching placements in two settings: primary and intermediate at an urban/ high need school and the other in a suburban school; minimum of 120 hours.</td>
<td>340</td>
</tr>
<tr>
<td><strong>Early Childhood Education (B-2)</strong></td>
<td>Two 6 credit methods courses, one in language arts (Pre-K- Grade 6) and one in integrated thematic instruction (ages 3-8) are taught on-site in professional development schools; classroom observations - 30 hours; complete approximately 165 clock hours.</td>
<td>Two 7 week, full time student teaching placements in two settings: Pre-K or K &amp; a Grade 1 or 2 placement: Minimum of 120 clock hours in each of the two placements: one in an urban/ high need school and the other in a suburban school</td>
<td>400</td>
</tr>
<tr>
<td><strong>Art Education (K-12)</strong></td>
<td>Observation (100hrs) and pre-practicum teaching (30hours) spread out over 4 classes.</td>
<td>Two 8 week, full time student teaching experience in 2 settings; complete 240 hours; settings vary by the geographic location of the school district (urban, suburban, and rural) and grade level (middle [7-9] and high school [10-12]); at least one urban experience is assigned.</td>
<td>370</td>
</tr>
<tr>
<td><strong>Business and Marketing Education, PTCP+</strong></td>
<td>** Minimum 220 hours of field experience for every candidate (total) * Experienced clinical faculty will supervise all field experiences. **</td>
<td>Minimum 75 days of student teaching in classrooms in schools in two separate experiences * At least one placement in a high needs school (one urban and/or one rural placement)</td>
<td>340</td>
</tr>
<tr>
<td><strong>Career and Technical Education, PTCP+</strong></td>
<td>** Minimum 220 hours of field experience for every candidate (total) * Experienced clinical faculty will supervise all field experiences. **</td>
<td>Minimum 75 days of student teaching in classrooms in schools in two separate experiences * At least one placement in a high needs school (one urban and/or one rural placement)</td>
<td>340</td>
</tr>
<tr>
<td><strong>Chemistry Education, PTCP+</strong></td>
<td>See Science Education</td>
<td></td>
<td>340</td>
</tr>
<tr>
<td><strong>Earth Science Education, PTCP+</strong></td>
<td>See Science Education</td>
<td></td>
<td>340</td>
</tr>
<tr>
<td><strong>English Education, PTCP+</strong></td>
<td>** Minimum 220 hours of field experience for every candidate (total) * Experienced clinical faculty will supervise all field experiences. **</td>
<td>Minimum 75 days of student teaching in classrooms in schools in two separate experiences * At least one placement in a high needs school (one urban and/or one rural placement)</td>
<td>340</td>
</tr>
<tr>
<td><strong>French Education, PTCP+</strong></td>
<td>Complete a minimum of 80 hours observing under the supervision of a tenured area foreign language teacher</td>
<td>Two 8 week, full time student teaching experience in two settings; a middle school and high school placement; minimum of 200 hours in each placement</td>
<td>480</td>
</tr>
<tr>
<td><strong>Mathematics Education, PTCP+</strong></td>
<td>* Minimum 220 hours of field experience for every candidate (total) * Experienced clinical faculty will supervise all field experiences.</td>
<td>Minimum 75 days of student teaching in classrooms in schools in two separate experiences * At least one placement in a high needs school (one urban and/or one rural placement)</td>
<td>340</td>
</tr>
<tr>
<td><strong>Science Education (Biology,)</strong></td>
<td>* Minimum 220 hours of field experience for every candidate (total) * Experienced clinical faculty will supervise all field experiences.</td>
<td>Minimum 75 days of student teaching in classrooms in schools in two separate experiences * At least one placement in a high needs school (one urban and/or one rural placement)</td>
<td>340</td>
</tr>
<tr>
<td>Field of Study</td>
<td>Field Experiences</td>
<td>Minimum Total Hours</td>
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<tr>
<td>Chemistry, Earth Science and Physics</td>
<td>* Minimum 220 hours of field experience for every candidate (total)</td>
<td>360</td>
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</tr>
<tr>
<td>Education, PTCP+</td>
<td>* Experienced clinical faculty will supervise all field experiences.</td>
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<tr>
<td>Social Studies Education, PTCP+</td>
<td>* Minimum 75 days of student teaching in classrooms in schools in two separate experiences</td>
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</tr>
<tr>
<td>Education, PTCP+</td>
<td>* At least one placement in a high needs school (one urban and/or one rural placement)</td>
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</tr>
<tr>
<td>Spanish Education, PTCP+</td>
<td>Complete a minimum of 80 hours observing under the supervision of a tenured area foreign language teacher</td>
<td>480</td>
<td></td>
</tr>
<tr>
<td>Technology Education, PTCP+</td>
<td>* Minimum 220 hours of field experience for every candidate (total)</td>
<td>340 – 360</td>
<td></td>
</tr>
<tr>
<td>Education, PTCP+</td>
<td>* Experienced clinical faculty will supervise all field experiences.</td>
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<tr>
<td>Advanced Teacher Preparation Programs</td>
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<tr>
<td>Masters Degrees</td>
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<tr>
<td>Art Education, M.S. Ed</td>
<td>Students complete Master's Projects or theses based on classroom practice. Most are full time teachers</td>
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</tr>
<tr>
<td>Biology Education, M.S. Ed</td>
<td>See Science Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business and Marketing Education, M.S Ed</td>
<td>Coursework credited toward the Master’s degree will sustain balance among study in the subject matter to be taught, discipline-specific pedagogy, and clinical experience.</td>
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</tr>
<tr>
<td>Education, M.S. Ed</td>
<td>Approved Action Research project</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Career and Technical Education, M.S Ed</td>
<td>Coursework credited toward the Master’s degree will sustain balance among study in the subject matter to be taught, discipline-specific pedagogy, and clinical experience.</td>
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</tr>
<tr>
<td>Education, M.S. Ed</td>
<td>Approved Action Research project</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Chemistry Education, M.S. Ed</td>
<td>See Science Education</td>
<td></td>
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</tr>
<tr>
<td>Childhood Education, M.S. Ed</td>
<td>Coursework credited toward the Master’s degree will sustain balance among study in the subject matter to be taught, discipline-specific pedagogy, and clinical experience.</td>
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</tr>
<tr>
<td>Education, M.S. Ed</td>
<td>Approved Action Research project</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Childhood and Early Childhood Curriculum and Instruction, M.S. Ed</td>
<td>Coursework credited toward the Master’s degree will sustain balance among study in the subject matter to be taught, discipline-specific pedagogy, and clinical experience.</td>
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<tr>
<td>Education, M.S. Ed</td>
<td>Approved Action Research project</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education, M.S. Ed</td>
<td>Candidates complete at least 50 clock hours of field experiences; 4 weeks in a classroom working with a group of students using an inquiry learning model</td>
<td>200 – 220</td>
<td></td>
</tr>
<tr>
<td>Education, M.S. Ed</td>
<td>20 days of practica or student teaching with students in early childhood including experiences with each of the three early childhood groups (pre-kindergarten, kindergarten, and grades 1 through 2).</td>
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<tr>
<td>Earth Science Education, M.S. Ed</td>
<td>See Science Education</td>
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<tr>
<td>Program</td>
<td>Description</td>
<td>Action Research Project</td>
<td>Additional Certification</td>
</tr>
<tr>
<td>----------------------------------------------</td>
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</tr>
<tr>
<td>Educational Computing, M.S. Ed</td>
<td>Coursework credited toward the Master’s degree will sustain balance among study in the subject matter to be taught, discipline-specific pedagogy, and clinical experience.</td>
<td>Approved Action Research project</td>
<td>50</td>
</tr>
<tr>
<td>English Education, M.S. Ed</td>
<td>Coursework credited toward the Master’s degree will sustain balance among study in the subject matter to be taught, discipline-specific pedagogy, and clinical experience.</td>
<td>Approved Action Research project</td>
<td>50</td>
</tr>
<tr>
<td>Mathematics Education, M.S. Ed</td>
<td>Coursework credited toward the Master’s degree will sustain balance among study in the subject matter to be taught, discipline-specific pedagogy, and clinical experience.</td>
<td>Approved Action Research project</td>
<td>50</td>
</tr>
<tr>
<td>Physics Education, M.S. Ed</td>
<td>Coursework credited toward the Master’s degree will sustain balance among study in the subject matter to be taught, discipline-specific pedagogy, and clinical experience.</td>
<td>Approved Action Research project</td>
<td>50</td>
</tr>
<tr>
<td>Physics Education, M.S. Ed with Alternate Certification</td>
<td>Coursework credited toward the Master’s degree will sustain balance among study in the subject matter to be taught, discipline-specific pedagogy, and clinical experience.</td>
<td>Approved Action Research project</td>
<td>50</td>
</tr>
<tr>
<td>Science Education (Biology, Chemistry, Earth Science and Physics) M.S. Ed</td>
<td>Coursework credited toward the Master’s degree will sustain balance among study in the subject matter to be taught, discipline-specific pedagogy, and clinical experience.</td>
<td>Approved Action Research project</td>
<td>50</td>
</tr>
<tr>
<td>Social Studies Education, M.S. Ed</td>
<td>Coursework credited toward the Master’s degree will sustain balance among study in the subject matter to be taught, discipline-specific pedagogy, and clinical experience.</td>
<td>Approved Action Research project</td>
<td>50</td>
</tr>
<tr>
<td>Special Education – Adolescence (7-12) M.S. Ed</td>
<td>Full time student teaching in grades 7-12 for approximately 300 hours for those who do not hold certification; Thesis done by one or more individuals on a problem of special interest.</td>
<td>Full time student teaching in grades 7-12 for approximately 300 hours for those who do not hold certification; Thesis done by one or more individuals on a problem of special interest.</td>
<td>300</td>
</tr>
<tr>
<td>Special Education – Childhood (1-6) M.S. Ed</td>
<td>Full time student teaching in grades 1-6 for approximately 300 hours for those who do not hold certification; Thesis done by one or more individuals on a problem of special interest.</td>
<td>Full time student teaching in grades 1-6 for approximately 300 hours for those who do not hold certification; Thesis done by one or more individuals on a problem of special interest.</td>
<td>300</td>
</tr>
<tr>
<td>Special Education – Early Childhood (Birth – 2) M.S. Ed</td>
<td>Full time student teaching in ages birth – grade 2 for approximately 300 hours for those who do not hold certification; Thesis done by one or more individuals on a problem of special interest.</td>
<td>Full time student teaching in grades 7-12 for approximately 300 hours for those who do not hold certification; Thesis done by one or more individuals on a problem of special interest.</td>
<td>300</td>
</tr>
<tr>
<td>Technology Education, M.S. Ed</td>
<td>Coursework credited toward the Master’s degree will sustain balance among study in the subject matter to be taught, discipline-specific pedagogy, and clinical experience.</td>
<td>Approved Action Research project</td>
<td>50</td>
</tr>
</tbody>
</table>

Other School Professionals

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Action Research Project</th>
<th>Additional Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership, C.A.S.</td>
<td>Field experiences include the compilation of a reflective portfolio with 1,300 hours of documented leadership activities, as well as Saturday workshops at relevant educational sites.</td>
<td>Students are required to complete a 1,300-hour internship, including two summers of eight weeks and four weeks with one urban and one suburban or rural experience.</td>
<td>1,300</td>
</tr>
<tr>
<td>Literacy Specialist, (Grades 5-12) M. PS.</td>
<td>5-week summer clinic experience - 65 hours; Each graduate candidate tutors an early adolescent/adolescent student (grade 5 through 12) with reading/writing difficulties – 20 hours;</td>
<td>Candidates complete an action research project based on some aspect of literacy learning and instruction; hours vary by project</td>
<td>220 - 250</td>
</tr>
<tr>
<td>Program</td>
<td>Clinical Experience Details</td>
<td>Hours Required</td>
<td></td>
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<tr>
<td>----------------------------------------------</td>
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</tr>
<tr>
<td>Literacy Specialist, (Birth-6) M.S. Ed</td>
<td>5-week summer clinic experience - 65 hours; Each graduate candidate tutors an early adolescent/adolescent student (K - 6) with reading/writing difficulties – 20 hours; observation – 15 hours; total hours approx. 100</td>
<td>200 - 250</td>
<td></td>
</tr>
<tr>
<td>Speech-Language Pathology, M.S. Ed</td>
<td>CAA Standard IV-C: The applicant for certification in speech-language pathology must complete a minimum for 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.</td>
<td>400</td>
<td></td>
</tr>
</tbody>
</table>
Appendix C

Transfer guidelines by department

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>PROGRAM POLICY</th>
<th>GRADUATION</th>
<th>TRACKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART EDUCATION</td>
<td>The Art Education Department requires transfer students to possess at 2.5 overall GPA, and a 3.0 major GPA and Portfolio. When they pass the portfolio review and are therefore accepted as transfers, we make an informal hand note “Accepted as transfer 07” on their address cards that we file in the office BI 103 on the secretary’s desk.</td>
<td>A 2.5 overall GPA and a 3.0 major GPA is required for admission, and continuation in the AED major classes. An Academic Standards Committee enforces the GPA.</td>
<td>Data are not tracked.</td>
</tr>
<tr>
<td>BIOLOGY EDUCATION</td>
<td></td>
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</tr>
<tr>
<td>BUSINESS AND MARKETING EDUCATION</td>
<td>The Business and Marketing Education Department requires transfer students to possess a 2.5 GPA, resume, two letters of recommendation, and a statement of intent. In the undergraduate program, there are three courses that must have been taken or must be taken for acceptance into the major. The courses are BUS 324W (business communications), BUS 312 (financial accounting), and BME 301W (introduction to BME). If these courses have not been taken, they will go into a pre-major until they have been satisfactorily completed.</td>
<td>The 2.5 GPA requirement should be maintained throughout the program to the point of completion.</td>
<td>Admissions regularly checks with program coordinators for admission requirements for students on an individual basis and places interested students and transfer students into the pre-major if they do not have the acceptable admissions criteria.</td>
</tr>
<tr>
<td>CAREER AND TECHNICAL EDUCATION</td>
<td></td>
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</tr>
<tr>
<td>CHEMISTRY EDUCATION</td>
<td>Transfer students from two-year colleges should have earned credit for courses equivalent to CHE 111, CHE 112, CHE 201, CHE 202, CHE 203, CHE 204, CHE 301, MAT 161, MAT 162, MAT 263, PHY 111 and PHY 112 to avoid possible delays in completing the degree program. Transfer students must complete a minimum of 10 credit hours in chemistry at Buffalo State. Chemistry courses taken elsewhere may be substituted for similar courses at Buffalo State only if they have the same or equivalent prerequisites. Chemistry courses not meeting this criterion may be transferred as elective credit.</td>
<td>A minimum GPA of 2.75 in chemistry courses is required for admission to</td>
<td></td>
</tr>
<tr>
<td><strong>EARTH SCIENCE EDUCATION</strong></td>
<td>SED 405, SED 407, and SED 408.</td>
<td>A minimum GPA of 3.0 in earth science courses is required for admission to SED 405, SED 407, and SED 408.</td>
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</tr>
<tr>
<td><strong>ELEMENTARY EDUCATION AND READING DEPARTMENT</strong></td>
<td>Transfer students are accepted directly into the pre-major if they meet the minimum criteria which are exactly the same for “native” undergrads: a) 12 hours of successful coursework with a 2.5 GPA, b) Completion of ENG 101, and c) Pass 2 Gen Ed courses with C or better.</td>
<td>The GPA for the major is 2.5. That is higher than the 2.0 required for graduation. If a student does not maintain the GPA, we advise them to graduate through Individualized Studies.</td>
<td></td>
</tr>
<tr>
<td>• <strong>CHILDHOOD EDUCATION</strong></td>
<td></td>
<td>The department does track aggregate numbers of transfer acceptances through the office for enrollment management and the office for institutional research. The department does not keep records of rejected applicants.</td>
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<tr>
<td>• <strong>EARLY CHILDHOOD EDUCATION</strong></td>
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</tr>
<tr>
<td>• <strong>EARLY CHILDHOOD AND CHILDHOOD EDUCATION</strong></td>
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</tr>
<tr>
<td><strong>ENGLISH EDUCATION</strong></td>
<td>Native and transfer students with fewer than 30 credits or a GPA below 2.5 are admitted into the English major and may switch to English Education upon meeting departmental requirements. Transfers with more than 30 credits and a GPA 2.5 or above can be admitted directly into English Education.</td>
<td>A GPA of 2.6 is required for graduation.</td>
<td></td>
</tr>
<tr>
<td><strong>EXCEPTIONAL EDUCATION</strong></td>
<td>To be directly accepted into the EX ED major, transfer students are required to complete application form and select academic concentration before being assigned an advisor. If not accepted directly into the EX ED major, transfer students are accepted as “pre-majors.” In order to be accepted in the EX ED major, candidates must a) submit EXE application and “commit to major form,” b) successfully complete 12 hours at BSC, c) successfully complete ENG 102 and 102 (or enroll in ENG 102), d) earn at least two “C” grades in two GE 2000 courses (or IF), e) pass the math competency, and</td>
<td>The department receives a list of transfer students who have been accepted into the program each semester from the admissions office. The department keeps a database of these students who have been accepted (some of whom may not actually “show”). It is assumed that the admissions office maintains a list of these individuals as well. The department does not receive any information</td>
<td></td>
</tr>
<tr>
<td>Mathematics Education</td>
<td>f) earn a cumulative GPA of 2.6.</td>
<td>from the admissions office about students who are not accepted into the EX ED major.</td>
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</tr>
<tr>
<td>Modern and Classical Languages Department</td>
<td>A GPA of 2.5 is required for graduation.</td>
<td>Data are not tracked.</td>
<td></td>
</tr>
<tr>
<td>• French Education • Spanish Education</td>
<td>A GPA of 2.5 is required for graduation.</td>
<td>Data are not tracked.</td>
<td></td>
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</tbody>
</table>

All students are admitted into a pre-major for the B.S. program. Students must apply for admission to the B.S. program by filling out a form in the Modern and Classical Languages Department office after they have successfully completed 30 credit hours in French or Spanish, including two 300-level courses.

Transfer students who enter with more than 30 hours in French or Spanish may apply as soon as they have completed two 300-level courses in French or Spanish at Buffalo State. All students are required to possess a 2.5 overall GPA, and a 2.5 GPA in French or Spanish courses.

A GPA of 2.5 is required for graduation. Data are not tracked.

Music Education

Transfer students who are interested in the Music Education major must first apply for admission to Buffalo State College as a Music Education major with lower division status. The Music Education application process includes an audition and interview with members of the music faculty.

Regardless of a transfer student’s level of completion or preparedness, the initial interview for acceptance to the Upper Division Music Education program must occur upon the completion of two semesters of full time music study as a Lower Division music education major. Students may not interview prior to the completion of two semesters of full time study as a Lower Division Music Education major. The faculty reserves the right to compel the initial interview for acceptance to the Upper Division Music Education program at any point in a Music Education major’s course of study.

A GPA of 3.0 in major classes, and an overall GPA of 2.5 is required for graduation. Music has tracked data on transfer students who complete our first transition point since Fall 2006. The Data are stored electronically and resides with the program coordinator. The data will be used in future departmental assessments.
For acceptance to the Upper Division Music Education program, Music Education transfer students must successfully satisfy the seven requirements. Transfer students who do not pass this process cannot enter the Upper Division Music Education program. If a transfer student does not pass on the first attempt, the jury and Music Education Interview must be held a second time within one academic year of the initial attempt. Failure to pass the admission process on the second attempt will result in permanent dismissal from the music education program.

<table>
<thead>
<tr>
<th>Program</th>
<th>Requirement</th>
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<tbody>
<tr>
<td>Physics Education</td>
<td>A minimum GPA of 2.75 in physics courses is required for admission to SED 405, SED 407, and SED 408.</td>
</tr>
<tr>
<td>Speech-Language Pathology</td>
<td>The Speech-Language Pathology program requires a minimum GPA of 2.8 for undeclared and transfer students.</td>
</tr>
<tr>
<td></td>
<td>Admission into the program is 2.8, but students can graduate with a GPA less than that as long as they meet the college requirements (2.0). The program, however, is re-examining their academic policy to determine if there should be a min GPA requirement to stay in the program and what that would be.</td>
</tr>
<tr>
<td></td>
<td>Data are not tracked.</td>
</tr>
<tr>
<td>Social Studies Education</td>
<td>Transfer and native students have the same admissions requirements. Students must have a 2.75 GPA in the major (through a mock audit) and overall. Students must submit the Praxis II in Social Studies Content Knowledge exam results and achieve an acceptable score.</td>
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<tr>
<td></td>
<td>Students must maintain a major and overall GPA of 2.75 throughout the program for graduation.</td>
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<tr>
<td></td>
<td>Data are not tracked.</td>
</tr>
<tr>
<td>Technology Education</td>
<td>A minimum GPA of 2.5 is required for Student Teaching and graduation.</td>
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<td></td>
<td>Data are not tracked.</td>
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</tbody>
</table>