



**Fair Process  
Policy & Procedures**

December 2002

**ARTICLE I—GENERAL PROVISIONS**

**Section 1. Scope.** The provisions of the *Fair Process Policy & Procedures* apply to all programs in the School of Education.

**Section 2. Definitions**

- A. **Class Day.** A “class day” is Monday, Tuesday, Wednesday, Thursday, or Friday on which the School of Education conducts regularly scheduled classes.
- B. **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.
- C. **Decision Maker.** A “decision maker” is a School of Education faculty member or professional staff member who participated in the decision concerning admission, retention, graduation, or recommendation for state certification.
- D. **Dean.** The term “Dean” as used in this policy refers to the Dean of the School of Education for all procedures involving undergraduate candidates, and to the Dean of Graduate Studies for all procedures involving graduate candidates.
- 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 education.

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

- A. All School of 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, School of Education candidates come into direct contact with such vulnerable pupils and clients as part of their internships, practica, field experiences and clinical experiences. The School of Education 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 School of Education 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 School of Education considers:
    - a. The values set out in the university’s mission statement and written student policies;
    - b. The values set out in the School of Education’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 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 School of Education 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 the School of Education and its 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 School of Education considers:
- 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 School of Education at SUNY Oswego 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 Dean'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 the School of Education or to one of its programs 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—TERMINATION FROM A PROGRAM BY A DEPARTMENT**

**Section 7. 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 Section 3B.

**Section 8. 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 9. 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 10. Department-Level Review Meeting**

- A. If the candidate does not request a meeting with the department chairperson or designee, and/or other decision-makers 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 11), which may be appealed either through the Office of the Dean of the School of Education for undergraduate candidates or through the Office of the Dean of Graduate Studies for graduate students (Article III).
- 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 all School of Education programs 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 School of Education 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 11. Program Decision Letter.**

- A. Whether or not the candidate chooses to meet with 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 either through the Office of the Dean of the School of Education for undergraduate candidates or through the Office of the Dean of Graduate Studies for graduate students (Article III).
- 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 School of Education sponsored clinical program, practicum, student teaching experience, internship, or activity, except at the discretion of the department chairperson or designee.

### **ARTICLE III—APPEAL OF PROGRAM TERMINATION DECISIONS**

#### **Section 12. 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 Dean of the School of Education for undergraduate candidates or the Dean of Graduate Studies for graduate candidates determines that the department's decision was based upon an unfair process. The Dean will not reverse a department's decision simply because the Dean might have reached a different decision given the performance of the candidate.

#### **Section 13. 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, either to the Office of the Dean of the School of Education for undergraduate candidates or to the Office of the Dean of Graduate Studies for graduate candidates. 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 Dean or Dean's 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 14. Appeal Procedure for Undergraduate Candidates**

- A. The Office of the Dean of the School of Education will schedule an appeal meeting between the candidate and the Assistant Dean of the School of Education. The Dean'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 Dean's Office.
- B. If, without good cause as determined by the Assistant Dean, 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 School of 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 School of Education or program classmate, who may observe but not actively participate in the appeal meeting, except at the Assistant Dean's sole discretion. At least one day prior to the appeal meeting, the candidate shall inform the Dean'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 Assistant Dean will provide the candidate with an opportunity to explain the candidate's reasons for requesting that the program's decision be changed. The Assistant Dean may then ask questions of the candidate. The Assistant Dean may conclude the meeting at any time after the candidate has been heard by the Assistant Dean.
  - 3. The duration of this meeting is at the sole discretion of the Assistant Dean.
- E. After the conclusion of the appeal meeting, the Assistant Dean will deliberate the request for review. Such deliberation, at the Assistant Dean'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 Assistant Dean will make a recommendation to the Dean of the School of Education or his/her designee for a decision.
- F. Upon review of relevant documents and the recommendation of the Assistant Dean, the Dean of the School of Education or his/her designee 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. Reverse the original decision to terminate the candidate from the program;
  - 3. Reverse the original decision to terminate the candidate from the program, which could be subject to the candidate meeting additional requirements; or
  - 4. Request additional information before deciding to affirm the original decision; reverse the original decision; or reverse the original decision which could be subject to the candidate meeting additional requirements.
- G. After reaching a decision, the Dean's Office will hand deliver or mail a letter setting out the decision of the Dean of the School of Education to the candidate and the department chairperson within five class days of the review meeting whenever possible. If the Dean needs additional information, the timeline for notification of the decision may be extended at the discretion of the Dean or his/her designee.
- H. A candidate may request a meeting with the Dean of the School of Education after receiving the decision letter from the Dean. At the sole discretion of the Dean, the time, place, and duration of the meeting will be scheduled by the Dean's Office
- I. The decision of the Dean of the School of Education is final and is not subject to further review or appeal within the School of Education.

## **Section 15. Appeal Procedure for Graduate Candidates**

- A. The Office of the Dean of Graduate Studies will schedule an appeal meeting between the candidate and the Dean of Graduate Studies. The Graduate Studies 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 Graduate Studies Office.
- B. If, without good cause as determined by the Dean of Graduate Studies, 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 School of 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 School of Education or program classmate, who may observe but not actively participate in the appeal meeting, except at the Dean of Graduate Studies' sole discretion. At least one day prior to the appeal meeting, the candidate shall inform the Graduate Studies 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 Dean of Graduate Studies will provide the candidate with an opportunity to explain the candidate's reasons for requesting that the program's decision be changed. The Dean may then ask questions of the candidate. The Dean may conclude the meeting at any time after the candidate has been heard by the Dean.
  - 3. The duration of this meeting is at the sole discretion of the Dean of Graduate Studies.
- E. After the conclusion of the appeal meeting, the Dean of Graduate Studies will deliberate the request for review. Such deliberation, at the Dean'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.
- F. Upon review of relevant documents, the Dean of Graduate Studies 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. Reverse the original decision to terminate the candidate from the program;
  - 3. Reverse the original decision to terminate the candidate from the program, which could be subject to the candidate meeting additional requirements; or
  - 4. Request additional information before deciding to affirm the original decision; reverse the original decision; or reverse the original decision which could be subject to the candidate meeting additional requirements.
- G. After reaching a decision, the Graduate Studies Office will hand deliver or mail a letter setting out the decision of the Dean of Graduate Studies to the candidate and the department chairperson within five class days of the review meeting whenever possible. If the Dean additional information, the timeline for notification of the decision may be extended at the discretion of the Dean.
- H. The decision of the Dean of Graduate Studies is final and is not subject to further review or appeal within the School of Education.



State University of New York at Oswego  
**SCHOOL OF EDUCATION**

**Professional Competencies for  
Teacher Education Candidates**

December 2002; Revised October 2004

**Section 1. General Professional Competencies.**

The professional competencies required of candidates for successful completion of the professional education programs at SUNY Oswego 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 felony 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 SUNY Oswego are guided by the *School of Education Conceptual Framework* ([http://www.oswego.edu/academics/colleges\\_and\\_departments/education/about/conceptual\\_framework.html](http://www.oswego.edu/academics/colleges_and_departments/education/about/conceptual_framework.html)) and incorporate the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC, [http://www.ccsso.org/Projects/interstate\\_new\\_teacher\\_assessment\\_and\\_support\\_consortium/projects/standards\\_development/791.cfm#special](http://www.ccsso.org/Projects/interstate_new_teacher_assessment_and_support_consortium/projects/standards_development/791.cfm#special)) and the

***School of Education Professional Dispositions.***

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. The *School of Education Professional Dispositions* describe the habits of mind and resulting behaviors that make it possible for educators to use their professional knowledge and skills to promote authentic learning for all students in socially-just school environments. They incorporate all the INTASC dispositions required of professional educators.

- B. The knowledge, skill, and dispositions associated with the following standards must be developed and demonstrated by candidates to complete a professional education program and be recommended by SUNY Oswego for New York State teacher or pupil personnel certification:
  1. **Knowledge of Subject Matter.** Understands the central concepts, tools of inquiry, and structures of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful for students (KNOWLEDGE, PRACTICE).
  2. **Knowledge of Human Development & Learning.** Understands how children learn and develop, and provides learning opportunities that support their intellectual, social and personal development (KNOWLEDGE, PRACTICE, AUTHENTIC LEARNING).

3. **Adapting Instruction for Diverse Learners.** Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners (SOCIAL JUSTICE, AUTHENTIC LEARNING, PRACTICE).
4. **Multiple Instructional Strategies.** Understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills (PRACTICE, AUTHENTIC LEARNING).
5. **Classroom Motivation, Management Skills & Rapport.** Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (SOCIAL JUSTICE, COLLABORATION & LEADERSHIP, AUTHENTIC LEARNING).
6. **Communication & Interpersonal Skills.** Uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom (PRACTICE, COLLABORATION).
7. **Instructional Planning Skills.** Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals (PRACTICE, KNOWLEDGE, SOCIAL JUSTICE).
8. **Assessment of Student Learning.** Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner (PRACTICE, KNOWLEDGE, REFLECTION, SOCIAL JUSTICE).
9. **Professional Commitment, Growth & Reflection.** Reflects upon and evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to grow professionally (REFLECTION, COLLABORATION & LEADERSHIP, SOCIAL JUSTICE).
10. **Partnerships.** Fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being (COLLABORATION & LEADERSHIP, SOCIAL JUSTICE).
11. **Professional Ethics & Dispositions.** Understands the ethical, moral, and legal complexities of schooling, and the professional dispositions and behaviors expected of educators as delineated by institutional, school district, state, and national standards; and has developed and acts upon a complementary set of values in relation to ethical, moral, and legal issues (KNOWLEDGE, REFLECTION, SOCIAL JUSTICE). The *School of Education Professional Dispositions* are:
  - a. **Commitment to authentic learning and teaching** – Educators exhibit enthusiasm, initiative, and dedication to the task of providing a safe, inclusive, equitable environment for all students\* to learn at high levels; and seek effective new ideas, diverse perspectives, and relevant information to develop continuously as educators for social justice.
  - b. **Advocacy** – Educators understand how social structures and power relationships disadvantage some groups of learners; assume an effective leadership role in recognizing and challenging injustice; and act with courage and patience to ensure that all students can learn authentically at high levels in socially just schools.
  - c. **Critical reflection** – Educators exhibit self-awareness and critical inquiry into their own biases and teaching practice within a socio-cultural perspective; and seek and respond appropriately to constructive feedback from others\* to improve their own practice.

- d. **Integrity** – Educators exhibit honesty, fairness, trustworthiness; adhere to professional ethics and standards of behavior; recognize and challenge injustice in effective ways; and act in the best interest of all students and others in the learning community.
- e. **Socially-conscious respect** – Educators demonstrate cultural sensitivity, empathy, caring, and rapport; seek to understand others; and believe all students can learn authentically at high levels.
- f. **Socially-conscious responsibility** – Educators hold themselves accountable for authentic learning by all students; and exhibit initiative, reliability, maturity and sound judgment in implementing equitable best practice for all students and others in the learning community.
- g. **Collaboration** – Educators listen, communicate, and work effectively with others from a variety of diverse backgrounds to provide a safe, inclusive, equitable and shared learning environment.

\* The phrase “all students” and “others” always includes people of all races/ethnicities, genders, ages, abilities/disabilities, languages, religious beliefs, sexual preferences, family types, socio-economic classes, etc

**Section 3. Demonstrating Professional Competence.** Professional behavioral and social attributes related to the professional competencies listed in Section 2B are demonstrated by behaviors in courses and field placements consistent with those described in the *Teacher Education Field Placement Policies*, which include:

- A. Participating fully in courses and field settings; prioritizing and fulfilling **socially-conscious responsibilities** on time; welcoming new ideas and using constructive criticism to improve performance; seeking assistance from instructors and supervisors when appropriate; recognizing and compensating for one’s own strengths and weaknesses through a process of **critical reflection**; 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 **socially-conscious respect** and tact; using discretion and good judgment; exhibiting **integrity**; developing positive relationships with others; and contributing to effective **collaboration**.
- C. Exhibiting **commitment to authentic teaching and learning; advocacy for social justice**; and the physical and emotional capacity to handle the expectations of the education profession.

**Section 4. Evaluating Professional Competence.** The faculty of the School of Education at SUNY Oswego systematically evaluate 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 Section 3 of the *Candidate Consultation Policy & Procedures*).
- B. As a result of such consultation, a department may impose 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 Section 3 of the *Candidate Consultation Policy & Procedures*) signed by the department chairperson or designee.
- C. A department may recommend to the Dean 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 the SUNY Oswego School of Education will be followed. This document is contained in the *SUNY Oswego Student Handbook* and is available upon request from the Dean’s Office.



State University of New York at Oswego  
**SCHOOL OF EDUCATION**

**Candidate Consultation  
Policy & Procedures**  
December 2002

**Section 1. Rationale for Evaluating Professional Competence**

- A. All School of 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, School of 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 School of Education 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 School of Education 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. Procedures for Evaluating Professional Competence.**

The faculty of the School of Education at SUNY Oswego systematically evaluate 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 (Section 3).
- B. As a result of such consultation, a department may impose 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 (Section 3) signed by the department chairperson or designee.
- C. On rare occasions, a department may recommend to the Dean 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 the SUNY Oswego School of Education will be followed. This document is contained in the *SUNY Oswego Student Handbook*, the *School of Education Policy Handbook* and upon request from the Dean's Office.

### 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 [3] 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. Dated 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.



SUNY Oswego • School of Education  
**Candidate Consultation Report**

Candidate Name: \_\_\_\_\_  
(Print)

Date: \_\_\_\_\_

Other Participants: \_\_\_\_\_  
(Print Name & Title)

Time: \_\_\_\_\_

\_\_\_\_\_  
(Print Name & Title)

Place: \_\_\_\_\_

\_\_\_\_\_  
(Print Name & Title)

Reason for Consultation:

Actions to Be Taken By Participants:

- 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, except as indicated above. The actions of other participants are unaffected by candidate exceptions or (dis)agreement.

Other  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Other  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Candidate  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Other  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_



State University of New York at Oswego  
**SCHOOL OF EDUCATION**

## **Resolution of Candidate Complaints**

February 2004

**Section 1. Scope.** The provisions of this policy apply to all candidates and programs in the School of Education.

### **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 dean or designee for resolution.
- C. **Original Participant(s).** Any School of Education 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 School of Education are department chairs, the Assistant Dean of the School of Education, the Dean of Graduate Studies, or their designees. The Dean of the School of Education has designated the Assistant Dean of the School of Education to resolve formal complaints of undergraduate candidates not resolved at the department level. The Graduate Dean resolves formal complaints of 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 School of Education 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 School of Education 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, School of Education 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 School of Education.

- 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 candidates should take their complaint in writing to the Assistant Dean of the School of Education. Graduate candidates should take any problems not resolved at the departmental level to the Dean of Graduate Studies.
- 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 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.
- E. A copy of the completed and signed Candidate Consultation Report should be provided to the initiating candidate.

**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. 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.
- 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 Dean of the School of Education and the Graduate Dean, who will work with department chairs and others to implement improvements.



State University of New York at Oswego

## SCHOOL OF EDUCATION

### Teacher Education Field Placement Policies

September 2003; Revised July 2007

**Section 1. Field Experiences.** The faculty of the School of Education 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 School of Education that include field experiences 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 – 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 School of Education'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. Assignment of Field Placements

- A. Field placements in teacher education are made in compliance with college policies for "Internships, Student Teaching, and Other Experiential Placements" found in the *SUNY Oswego Student Handbook*.
- B. To qualify for a required practicum or student teaching placement, the candidate must be admitted to a SUNY Oswego teacher education program; meet all program requirements; be registered for the appropriate field experience course(s); and submit completed forms or application on time.
- C. Candidates who require special accommodations in a field placement due to a disability must arrange such accommodations through the Disability Services Office (315-312-3358, [dss@oswego.edu](mailto:dss@oswego.edu), <http://www.oswego.edu/student/services/disabilities/>) prior to placement.
- D. All teacher education field placements are arranged through the Field Placement Office (208 Park, 315-312-3098, [fpoffice@oswego.edu](mailto:fpoffice@oswego.edu)) within the appropriate program's service region.
  1. Candidates should not contact schools or teachers directly to arrange placements. Established professional relationships among SUNY Oswego, specific schools and school districts, and other regional institutions of higher education are jeopardized if direct candidate contacts occur.

2. The Field 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.
- E. The Field 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.
  - F. A candidate who refuses an assigned placement will not be reassigned until the following quarter or semester, due to the large number of placements made each semester and the legitimate needs of other candidates.
  - G. Candidates must provide their own reliable transportation to and from field 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 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 *School of Education Conceptual Framework*

([http://www.oswego.edu/academics/colleges\\_and\\_departments/education/about/conceptual\\_framework.html](http://www.oswego.edu/academics/colleges_and_departments/education/about/conceptual_framework.html)). The standards of professional behavior expected of all teacher education candidates are described in the "Professional Competencies for Teacher Education Programs" in the *SUNY Oswego Student Handbook*, and in the *New York State Code of Ethics for Educators* (<http://www.highered.nysed.gov/tcert/resteachers/codeofethics.htm>).

- B. Candidates must successfully complete all program requirements that apply to field 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.
- C. 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 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 (315-312-3098, [fpoffice@oswego.edu](mailto:fpoffice@oswego.edu)) 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.

**Section 6. Evaluating Candidate Performance in Field Experiences**

- A. The final grade for a field 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 placement in accordance with the College's Academic Appeal Process as set forth in the *SUNY Oswego 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 placement in accordance with the School of Education's *Fair Process Policy & Procedures* ([http://www.oswego.edu/academics/colleges\\_and\\_departments/education/handbook.html](http://www.oswego.edu/academics/colleges_and_departments/education/handbook.html)) as set forth in the *SUNY Oswego Student Handbook*.
- B. The College is not obligated to provide a subsequent field placement to a candidate who has failed any field experience. Failing any field 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 Placement Coordinator (315-312-3098).
- 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 Oswego, 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 Oswego'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.



State University of New York at Oswego  
**SCHOOL OF EDUCATION**

## **Field Placement Location & Transportation**

December 2006

All teacher education field placements are arranged by the Field 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.



State University of New York at Oswego  
**SCHOOL OF EDUCATION**

## **Policy on Undergraduate Grade Point Average (GPA)**

April 2001; Revised December 2006

All undergraduate School of Education 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.



State University of New York at Oswego  
**SCHOOL OF EDUCATION**

## **Policy on Use of Electronic Portfolio Software**

December 2006

Beginning in Fall 2007, candidates are required to purchase and use the electronic portfolio software approved by the School of Education when they are enrolled in the following methods and practicum/student teaching/internship courses: Ado 310-350, 510-550 and Ado 420, 421, 525, 526; Ced 394, 594 and Ced 420, 421, 525, 526; and Ted 306 and Ted 316, 410, 411. To maximize the benefit of this requirement, candidates are advised to take their methods and student teaching/internship courses in successive semesters, if possible.



## **Laptop Computer Recommendations: Technology for Teaching & Learning**

April 2006; Revised July 2007

### **Section 1. Rationale.**

Education has become a high-tech career. Teachers and other educational professionals are expected to use the latest technology to reach New York State's goal of equitable learning achievement for all students.

As a result, candidates in the School of Education need significant opportunities to explore and apply teaching/learning technologies in courses and field placements. In our newly-renovated instructional spaces, such computer access is built around laptop computers and wireless networking in the context of academic programs that integrate technology in meaningful ways.

### **Section 2. Recommendation.**

The School of Education recommends that all undergraduate and graduate candidates have access to a laptop computer as they enter their professional coursework. Most undergraduates start their professional coursework as juniors; graduate students start their professional coursework immediately. If you plan to purchase a computer for college, make it a laptop.

### **Section 3. Frequently Asked Questions.**

#### **A. How will I use a laptop computer in my education courses and field placements?**

Most instructional spaces routinely used by the School of Education feature advanced presentation technology and wireless internet connectivity. Depending on the course and instructor, you may use your laptop to:

- Access online data about schools and PK-12 achievement tests
- Learn to use specialized teaching/learning software effectively
- Research model lessons and PK-12 websites
- Develop and teach multimedia lessons and presentations
- Create and submit electronic assignments for evaluation
- Create electronic portfolios of your work
- Participate in online discussions from the field between class meetings

#### **B. Why does the School of Education recommend laptop access while the School of Business requires it?**

Right now, we can accomplish our current technology objectives without every candidate bringing a laptop to class or into the field. As technology in the schools changes, our laptop policy may evolve from "recommended" to "required" for selected courses or programs in the future, as in the School of Business.

#### **C. Can I use my existing PC or MAC laptop, or purchase a used/refurbished laptop?**

Yes, most laptops manufactured in the last 2-3 years are suitable. We recommend that your laptop meet the minimum requirements as described in Section 4, and prefer that it meet the desired requirements.

#### **D. What kind of new laptop should I purchase?**

We recommend that a new laptop meet or exceed the current desired requirements as described in Section 4.

**E. Can I purchase a new laptop through the College Store at SUNY Oswego?**

Yes, the College Store at SUNY Oswego has a Laptop Purchase Program that:

- Is affordable, including an option to spread payments over 4 semesters;
  - Provides technical support on campus;
  - Is eligible for financial aid; and
  - Meets all the desired specifications at right.
- For more information, go to:  
[http://www.oswego.edu/student/services/college\\_store/computers/laptop.html](http://www.oswego.edu/student/services/college_store/computers/laptop.html)

**Section 4. Communicating Desired and Minimum Specifications to Candidates**

- A. Annually, the School of Education's Technology Support Specialist works with the Educational Technology Committee and the staff of the College Store to update the desired and minimum specifications for PC and Apple laptops (i.e., processor, operating system, memory, hard disk, drive(s), display, internet, and software) to reflect current campus standards and best practice in the field of education.
- B. The laptop policy and current specifications are published and distributed to candidates each year.