

Education & Health - General Information

Historical Note

Teacher preparation began at Manhattan College in the late 1800's. By 1921, the College was offering programs for the preparation of Sisters and Brothers of the Christian Schools. In 1964, a Division of Teacher Preparation was established with responsibility for programs leading to teacher certification and was extended to a School of Education & Health in 1970. As of 2001, the School of Education & Health includes Undergraduate Education Programs leading to certification at the Childhood and Adolescent levels as well as a Dual Certification Program in Childhood or Adolescence/ Special Education. Downward extension for early childhood education is also available. In addition, the School offers a Five-Year Program in Childhood or Adolescence Education/Special Education leading to a B.S. in Childhood Education or Adolescence Education and an M.S. in Special Education with certification in each. Graduate Programs are available in Special Education, Counseling, School Building Leadership, and Instructional Design and Delivery. The School offers Programs in Kinesiology including majors in Teacher Preparation for grades K-12 and Exercise Science. The final Programs within the School involve Radiological and Health Professions and include Programs in Nuclear Medicine Technology, Radiation Therapy Technology, Radiologic Technology (X-ray), Allied Health and advanced standing Programs in the Radiological and Health Sciences. In 2005, the teacher preparation programs received accreditation from the Teacher Education Accreditation Council (TEAC). In 2013, TEAC became part of a new accreditation body - the Council for the Accreditation of Educator Preparation (CAEP).

Objectives

In the tradition of Saint John Baptist de La Salle, the "Patron of all Teachers," the School of Education & Health prepares dedicated professionals for careers in teaching and allied health services. A strong liberal arts and sciences education emphasizes effective communication, scientific literacy, and multi-cultural awareness. Coursework and practical experiences in Education provide those skills necessary for work in a school or clinical setting. The School seeks to develop broadly educated teachers and health service professionals who possess competencies necessary for certification in their area of study or for graduate study.

The Teacher Preparation Programs at Manhattan College simultaneously meet the requirement of the college for excellence in core curriculum, academic concentrations and pedagogy; as well as standards established by New York State for teacher certification. The programs are designed to be consistent with the LaSallian tradition of excellence in teaching, respect for individual dignity, and commitment to social justice principles, on which the college was founded.

The goal of the Education and Health Faculty is the preparation of professional educators who are reflective, scholarly and committed to the education of all learners. Students examine the theoretical foundations of learning and teaching in relation to psychological,

philosophical, historical and sociological issues. This theoretical foundation is applied to the practice of teaching and learning as students engage in field-based experiences in the context of a diverse, contemporary educational environment. The total Manhattan College experience is designed to prepare graduates who are self-directed learners, effective teachers, informed professionals and caring human beings committed to the education of all learners.

Curricula

A strong core of liberal arts and science courses is central to all programs in Education and Health. Each Teacher Preparation Program has three components; the core requirements in the liberal arts and sciences; an academic concentration and the professional education component of the program. Physical Education and Radiological and Health Professions Programs include those courses that provide necessary professional expertise. All students in Education and Health complete a culminating experience of student teaching, professional practicum, or clinical internship where they are expected to display the ability to apply knowledge gained through previous course work and field experiences. The curricula of the Childhood Education, Adolescent, Dual-Childhood/Adolescence Special Education, and Physical Education Programs are designed for traditional undergraduate students who are pursuing their degrees full-time. Most of the courses in education are offered during the day and require extensive work in a school setting between the hours of 8:30 a.m. until 2:30 p.m. The College does not have an alternative certification program.

Advising

Students in the Childhood Education, Adolescent, and Dual-Childhood or Adolescence Education/Special Education, and Physical Education Programs have at least two assigned advisors in their Departments. Students have a third advisor in the content specialization (i.e., English, Math). Each student receives a checklist of courses required for graduation based on his/her education program and content specialization.

Students are required to meet with their Faculty Advisor to discuss individual academic and professional progress, and course scheduling each semester. Once students have met with and received the signature of their Faculty Advisor they must then submit their schedule to the Academic Advisor for approval. While faculty advisors are available for academic counseling and guidance, the student is ultimately responsible for academic and professional decisions.

1. The Faculty Advisor provides guidance through the program and consultation related to professional issues. This may include selecting an academic concentration, identifying appropriate electives or discussing graduate school or employment options. The education advisor is the sole faculty advisor for students who choose a General Studies content specialization.
2. The Academic Advisor for the School of Education & Health oversees course scheduling for registration. The academic advisor also monitors students' compliance with requirements for all undergraduate certification programs, the College's academic standards, and New York State teacher certification.
3. The Content Specialization Faculty Advisor provides guidance to assure that the student takes the required courses in her/his content specialization area and offers

assistance in selecting the most appropriate electives for each student. Some Content Specialization advisers also sign the course registration along with the academic advisor for the School of Education & Health.

Criteria for Formal Admission into Teacher Education in the Education Department

1. Successfully complete English 110 with a grade of C+ or better.
2. Successfully complete core Math requirements with grades of "C" or better.
3. Complete two required Education courses from the following list with grades of B or better for the two courses (201, 202, 205, 318 or 301).
4. Have an overall Grade Point Average of 2.75 and an average of 2.75 in your academic concentration.
5. Successfully complete Kinesiology 110 with a grade of "C" or better. SAVE and Child Abuse requirements are contained within this course.

Students applying for formal admission into teacher education can receive one of three responses:

1. Unconditional admittance into the Program. If the student successfully meets all criteria, he/she is formally admitted into the Program and may proceed with the program of studies.
2. Conditional admittance into the Program. If the student has met most criteria and will be eligible for unconditional admittance by the end of the following semester, s/he may continue and enroll in education courses for that semester. At the end of the conditional semester the student automatically advances to unconditional admittance if all criteria are met. If the conditions are not met, the student will not be allowed to take additional upper division education courses until unconditional status is achieved. The student must reapply if unconditional status is not met by the end of the conditional semester.
3. Denied admittance into the Program. If a student has a number of deficiencies that will take longer than one semester to correct, his/her application will be denied. The student will not be allowed to continue with education classes until conditional admittance is achieved. When conditional admittance status is achieved the student must meet the criteria listed under conditional admittance. The student in this category must reapply for admission to teacher education when s/he can document having met the criteria.

Note: Students who do not achieve unconditional or conditional admittance into the Education Program by the end of the second year may take longer than four years to complete the program. The above criteria are designed for students who indicate their intent to pursue Education when they enter Manhattan College as first-year students and follow the prescribed program. Internal and external transfer students will be evaluated on an individual basis for entrance into the program and must meet all criteria.

Requirements for student teaching, professional practicum, clinical internship

To register for student teaching, professional practicum, or clinical internship, a student must meet the following School requirements:

1. Enrollment in the School;
2. Cumulative GPA of 2.75 or better is required;
3. A GPA of 2.75 or better is also required for Education and academic concentration coursework;
4. Senior status required for student teaching or professional practicum;
5. Recommendation of the Chair of the Department or Program Director.

Note. Required exams for New York State teacher certification are: Educating All Students Test, Content Specialty Test, and the edTPA. Students who desire to teach in other states should check with the State Education Department of the specific state in which they want to teach and register for the appropriate State-mandated tests.

Students already graduated from the School may not register for undergraduate student teaching, professional practicum or clinical internship.

Teacher Certification

The School of Education & Health has been approved by the New York State Education Department to offer approved programs leading to the initial certificate. Certification can be achieved in the following fields: childhood education, grades 1-6; adolescent education, grades 7-12; physical education, grades K-12; dual certification in childhood (grades 1-6) or adolescence education (grades 7-12) and special education, grades 1-6 or 7-12. A downward extension for Early Childhood Education (Birth - Grade 2) is also available. The initial certificate is valid for five years, beginning the first year the individual is employed as a teacher. In order for a student to be recommended by the Dean for initial certification, the following requirements must be met:

1. Completion of all course work ("the approved program") with a cumulative index of 2.75 or better;
2. A passing grade in all courses;
3. A grade of "C" or better in all Education and concentration course work; Please note that overall Education and concentration GPAs must average at least 2.75;
4. Completion of the New York State Education Department approved program of teacher preparation in the certification area;
5. Successful completion of appropriate New York State Teacher Certification Examinations (EAS, CST) and electronic portfolio (edTPA).
6. Completion of the online application for certification and payment of required fees;
7. Recommendation of the Dean of Education, the state certifying officer; and
8. Payment of all outstanding fees owed to the college.

Note: Candidates for NYS certification are responsible for knowing and meeting NYS requirements related to the specific certification they seek. Any changes in NYS requirements take precedence over those in this catalog.

Transfer Students

Students in good academic standing (minimum GPA 2.75) and possessing a desire for teaching or health services will be accepted for transfer to School of Education & Health Programs from any program in the College after their first semester of study. Only those courses in which the student has received a "C" or better are transferable.

Transfer students from other accredited colleges who meet the requirements for admission at Manhattan College will be considered for transfer to School of Education & Health Programs. Courses comparable to those required in the School of Education & Health and in which the student achieved a minimum grade of "C" are transferable.

Education Minor (does not lead to teacher certification)

EDUC 201 and four Education courses from the following list:

EDUC 202	Psychology of Education	3
EDUC 301	Nature and Needs (Disabled)	3
EDUC 360	Language and Literacy	3
PSYC 345	Psychology of Childhood	3
PSYC 346	Psychology of Adolescence	3
EDUC 402	Reading in Content Area	3

Enrichment

Success in health service and education areas depends in great measure on cultural awareness, knowledge in subject content, and skills in communication. Future professionals are urged to take advantage of campus activities of a religious, cultural, and academic nature. Participation in opportunities for self expression such as forums, dramatics, public speaking, and publications (particularly in *Vistas*, the Journal of the School of Education and Health) is encouraged.

Honors

Students who maintain a 3.5 or better index may, after their first semester, be invited to participate in the Honors Program of the Schools of Liberal Arts, Education, and Science. This program offers additional cultural and intellectual experiences to those students demonstrating academic excellence.

In addition to the scholastic honors offered by the College, students in Education are eligible for membership in national honor societies. Students pursuing teacher certification are eligible as juniors or seniors for selection into the Mu Sigma Chapter of Kappa Delta Pi if they meet the criteria established by the society. Students in the Department of Physical Education may be invited to join the Alpha Eta Chapter of Phi Epsilon Kappa during their sophomore year. Students in the Radiological and Health Sciences may qualify for admission to Alpha Beta Gamma after their junior year.

Job Opportunities for Teacher Education Graduates

According to the National Center for Education Statistics' Predicting the Need for Newly Hired Teachers in the U.S., nationwide some 2.4 million teachers will be needed in the next 11 years because of teacher turnover, retirement, and rising student enrollment.

Programs of Study for Childhood, Adolescent, and Dual Childhood/ Special Education

The first year of the program emphasizes courses in the liberal arts and sciences. The remaining three years of each program are arranged by developmental level (childhood or

adolescent) according to the subject area the student is preparing to teach. If the student follows his/her prescribed program plan, requirements for graduation and initial teacher certification can be achieved in four years.

Study Abroad

Students interested in studying abroad should discuss their interest with the Academic Advisor by the second semester of freshman year. It is best to plan the semester of study abroad for the second semester of sophomore year or the first semester of junior year. Further information about study abroad opportunities is available through the Study Abroad Office.