

# Division of Education - General Information

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## 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, in 1970, was extended to a division of Education. As of 2001, the division of Education & Health has included Undergraduate Education Programs leading to New York State teaching certification at the Childhood and Adolescent levels as well as a Dual Certification Program in Childhood/ Special Education or Adolescence/ Special Education. Downward extensions for certificates in early childhood education, and upward extensions in Middle Childhood Education are also available. In addition, the division offers a Five-Year Program in Childhood Education and Adolescence Education/Special Education leading to a B.S. in Childhood Education or Adolescence Education and an MSED in Special Education with certification in each. Graduate Programs are available in Special Education and School Building Leadership (SBL). In 2005 and again in 2010, the teacher preparation programs received accreditation from the Teacher Education Accreditation Council (TEAC) and in June 2022 received accreditation through the Association for Advancing Quality in Educator Preparation (AAQEP) for seven years.

## Objectives

In the tradition of Saint John Baptist de La Salle, the "Patron of all Teachers," the Division of Education prepares dedicated professionals for careers in teaching and leadership. A strong liberal arts and sciences education emphasizes effective communication, critical thinking, scientific literacy, and multicultural awareness. Coursework and practical experiences in Education provide those skills necessary for work in a school setting. The Division seeks to develop broadly educated teachers and leaders who possess the 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 the Liberal Arts and Sciences, 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 Division of Education strives to meet the following goals:

1. Teacher candidates are prepared to effectively plan instruction for students in diverse, contemporary classrooms.

2. Teacher candidates are prepared to deliver effective instruction to students in diverse, contemporary classrooms.
3. Teacher candidates are prepared to effectively assess student learning in diverse, contemporary classrooms.
4. Teacher candidates engage in active field and clinical experiences that prepare them to plan, teach, and assess student learning in diverse, contemporary classrooms.
5. Teacher candidates demonstrate the necessary professional dispositions required to effectively plan, teach, and assess student learning in diverse, contemporary classrooms.
6. The Division of Education supports the induction of teacher candidates into the teaching profession.

The goal of the Education 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. 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. All students in Education complete a culminating experience of student teaching in which they are expected to display the ability to apply knowledge gained through previous coursework and field experiences. The curricula of the Childhood Education, Adolescent, and Dual-Childhood/Adolescence Special Education Programs are designed for undergraduate students who are pursuing their degrees full-time.

## Advising

Students in Childhood Education, Adolescence Education, and Dual-Childhood or Adolescence Education/Special Education Programs have two assigned advisors: an education faculty advisor and an advisor in the content specialization or concentration area (i.e., English, Math). Each student has a Degree Works profile that includes courses required for graduation based on his/her education program and content specialization. Their Degree Works is broken down into their core requirements, education requirements and content specialization requirements.

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 Office Manager/Certification Officer for review.

While department faculty provide advisement, the student is ultimately responsible for academic and professional decisions. Please note that it is very important for the student

to take the recommended number of credits each semester in order to avoid an over-charge at a later time. If a student is struggling in a course, it is highly recommended that the student meet with the course instructor and also his/her advisor for support, and to avoid having to withdraw from the course.

1. The Educational 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 Content Specialization Faculty Advisor provides guidance to assure that the student takes the required courses in their content specialization area and offers assistance in selecting the most appropriate electives. Some Content Specialization advisers also sign the course registration along with the academic advisor for the Division of Education.

## **Criteria for Formal Admission into Teacher Education Program**

1. Successfully complete English 110 with a grade of C+ or higher;
2. Successfully complete core Math requirements with grades of "C" or higher;
3. Complete two required Education courses from the following list with grades of C or higher for the two courses (Educ 201, Educ 202, Educ 206, Educ 301 or Educ 318);
4. Have an overall Grade Point Average of 2.75 and a minimum average of 2.5 or higher in the academic concentration(s);
5. Successfully complete Kinesiology 110 with a grade of C or higher.

Applicant's disposition assessments will be reviewed, as will faculty comments on Jasper Connect and in the applicant's program folder. In addition, 6. Undergraduate Education faculty will be invited to comment on each applicant's professional dispositions as part of their application.

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

1. Unconditional admittance into the Program. The student who successfully meets all criteria, is formally admitted into the Program, and may proceed with the program of studies.
2. Conditional admittance into the Program. The student who has met most criteria will be eligible for unconditional admittance by the end of the following semester and 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, the 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 the criteria are met and documented.

*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

To register for student teaching, a student must meet the following requirements:

1. Enrollment in the Program;
2. Cumulative GPA of 2.75 or higher is required;
3. A GPA of 2.75 or higher is also required in Education courses and 2.5 for academic concentration(s) coursework;
4. Senior status required at the time of the student teaching;
5. Recommendation of the Chair of the Division or Program Director.
6. Applicant's disposition assessments will be reviewed, as will faculty comments on Jasper Connect and in the applicant's program folder. In addition, Undergraduate Education faculty will be invited to comment on each applicant's professional dispositions as part of their application;
7. The student teaching applicant may not have more than two academic concentration courses and one pedagogical concentration course to complete after student teaching.

*Note. Required exams for New York State teacher certification are: Educating All Students Test and the Content Specialty Test in each area of certification. Students also pursuing certification in Students with Disabilities must take a second Content Specialty Test in special education. 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.

## Teacher Certification

The Division of Education 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)
- Extension for Early Childhood Education (birth - grade 2)
- Childhood Education and Students with Disabilities (grades 1-6)
- Adolescence Education, (grades 7-12)

Extension for Middle Childhood (grades 5-9 for Adolescence Education majors; Grades 7-9 for Childhood Education majors)

Adolescence Education and Students with Disabilities (grades 7-12)

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 higher;
2. A passing grade in all courses;
3. A grade of "C" or higher in all Education and concentration course work; Please note that the cumulative and Education grades GPAs must be 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 and CST (s)
6. Completion of the online application for certification and payment of required fees;
7. Recommendation of the Dean of SOLA, 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 of 2.75) and possessing a desire for teaching will be accepted for transfer into the Division Education from any program in the College after their first semester of study. Only those courses in which the student has received a "C" or higher are transferable.

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

## Education Minor (does not lead to teacher certification)

EDUC 201	Principles and Practices of Education	3
EDUC 202	Psychology of Adolescent Education	3
or EDUC 303	Psychology of Childhood Education	
EDUC 301	Nature and Needs of Students with Disabilities	3
EDUC 406	Social Relations in the Classroom Social Relations in the Classroom	3
Choose one of the following:		
EDUC 360	Language and Literacy	3
or EDUC 402	Reading in Content Area	

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**Total Credits** **15**

## **Enrichment**

Students are encouraged to participate in co-curricular activities that enrich their program of study. Co-curricular activities may increase cultural awareness, knowledge in subject content, and skills in communication. Campus activities of a religious, cultural, and academic nature offer opportunities for self-expression such as forums, dramatics, public speaking and publications.

## **Honors**

Students who maintain a 3.5 or higher index may, after their first semester, be invited to participate in the Honors Program of the Schools of Liberal Arts. 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 education are eligible after sophomore year for selection into the Mu Sigma Chapter of Kappa Delta Pi if they meet the criteria established by the society.

## **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., there is a need for more teachers. The U.S. Department of Education also reports teacher shortages throughout the country.

## **Study Abroad**

Students interested in studying abroad should discuss their interest with their faculty advisor by the second semester of freshman year. Students may opt to study abroad for either a full semester or on one of the College's short-term programs during the winter intersession or summer break. If planning to go abroad for a full semester, 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.

## **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 adolescence) 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.