

Transition Points for Undergraduate Initial Teacher Preparation Programs

Admission	<ul style="list-style-type: none"> • Transcript reviews for sixteen academic units in major content areas; and high school GPA for the quality of academic work (or results of High School Equivalency Examination). • Statement of intent and letters of recommendation from counselors, alumni, or other pertinent individuals. • Performance on the SAT or the American College Test (ACT). • Basic skills tests for reading, writing, mathematics, and study skills (conducted by Learning Center with a standardized rubric)
Entry into student teaching	<ul style="list-style-type: none"> • 2.5 QPA in academic concentration and in professional education course work. • Grade of B or better in methods course work (includes course embedded assessments for EDU 429 and 467 (B-6), EDU 468 (special education), EDU 435 and 436 (TESOL), 460 and one of 461-466 (5-12). • Completion of academic concentration and general education course work with an overall 2.5 QPA, completion of incomplete grades. • Completion of 150 field experience hours, including the requisite teaching assistantships and satisfactory reviews from cooperating teachers.
Exit from student teaching	<ul style="list-style-type: none"> • Successfully complete two 7 week placements in two different schools and two levels (as directed by program). • Receive satisfactory on final student teaching report completed as a summative performance assessment using the faculty-approved rubric (aligned with SPA standards). The final student teaching report addresses evidence of student learning, the dispositions, and technology.
Program completion	<ul style="list-style-type: none"> • Completion of all required coursework with at least a B average • Successful completion of student teaching (two 7 week student teaching experiences at the level of the certification area -evaluated based on the program standards) • Successful completion of a final portfolio review based on the assessment by professional seminar instructors (included in professional seminar grade).
Follow-up assessment	<ul style="list-style-type: none"> • Annual follow-up survey of alumni (employment status, continuing education, elements of knowledge, skills, and dispositions.) • Follow-up survey of employers relating to knowledge, skills, and dispositions.

- For certification, candidates must pass the Liberal Arts and Sciences Test (LAST) and Assessment of Teaching Skills-Written (ATS-W), Content specialty test (CST).

Transition Points for Graduate Initial Teacher Preparation Programs

Admission	<ul style="list-style-type: none"> ● Bachelor’s degree from an accredited college or university. ● College level academic content; <ul style="list-style-type: none"> ■ Elementary education candidates must have college level coursework in English, Mathematics, Social Studies, Science, and a language other than English; or ■ Secondary education candidates must show evidence of at least thirty-six (36) credit hours in the academic discipline of the certification area they are seeking and college level coursework in a language other than English – two academic disciplines needed for candidates seeking certification in Ontario. ● Minimum (B) average in their last two years of collegiate study (undergraduate GPA of less than 3.0 may be required to complete a personal interview and writing sample). ● Letter of intent describing why they want to become a teacher, related experiences, strengths and weaknesses, and expectations as a future educator. ● Two letters of reference expressing the candidate’s potential for advanced study, ability to perform graduate level coursework, experiences in the field and/or other candidate strengths. A rubric filled out by the referee regarding dispositions is to be included with the letter of reference. ● Teacher education applicants with an undergraduate GPA of less than 3.0 may be required to complete a personal interview and writing sample.
Entry into student teaching	<ul style="list-style-type: none"> ● Overall 3.0 QPA and completion of any incomplete grades. ● Grade of B or better in methods course work (includes course embedded assessments for EDU 529 and 767 (B-6), 760 and one of 761-766 (5-12). ● Completion of 150 field experience hours and satisfactory reviews from cooperating teachers. This includes the requisite teaching assistantship (assessed by cooperating teachers).
Exit from student teaching	<ul style="list-style-type: none"> ● Successfully complete two 7 week placements in two different schools and two levels (as directed by program). ● Receive satisfactory on final student teaching report completed as a summative performance assessment using the faculty-approved rubric (aligned with SPA standards). The final student teaching report addresses evidence of student learning and includes dispositions and technology.
Program completion	<ul style="list-style-type: none"> ● Successful completion of all required coursework with at least a B average. ● Successful completion of student teaching (two 7 week student teaching experiences at the level of the certification area -evaluated based on the program standards). ● Pass a comprehensive examination within the program area. ● Successful completion of a final portfolio review (included in professional seminar grade).
Follow-up assessment	<ul style="list-style-type: none"> ● Annual follow-up survey of alumni (employment status, continuing education, elements of knowledge, skills, and dispositions.) ● Follow-up survey of employers relating to knowledge, skills, and dispositions.

- For certification, candidates must pass the LAST and ATS-W, CST.

Transition Points for Graduate Special Education Program

<p>Admission</p>	<ul style="list-style-type: none"> ● Bachelor’s degree from an accredited college or university related to their area of initial certification (certification needed). ● Minimum (B) average in their last two years of collegiate study (undergraduate GPA of less than 3.0 may be required to complete a personal interview may be required to complete a personal interview and writing sample). ● Letter of intent describing why candidate wants to continue their pedagogical study, related experiences, strengths and weaknesses, and their expectations. ● Two letters of reference expressing the candidate’s potential for advanced study, ability to perform graduate level coursework, experiences in the field and/or other candidate strengths. A rubric filled out by the referee regarding dispositions is to be included with the letter of reference. ● Special education applicants with an undergraduate GPA of less than 3.0 may be required to complete a personal interview and writing sample.
<p>Entry into practicum</p>	<ul style="list-style-type: none"> ● Overall 3.0 QPA . ● Grade of B or better in required courses (includes course-embedded assessment as aligned with CEC standards for required courses). ● The courses with embedded assignments for Special Education include: EDU 768 or EDU 770 (IEP Development / Instructional Strategies Project), EDU 565 (Achievement Test Administration Project), EDU 572 (Reading Ability Diagnosis and Intervention Project), EDU 539 (Comprehensive Disabilities Handbook), EDU 530 (Learning Environment Project).
<p>Exit from practicum</p>	<ul style="list-style-type: none"> ● Satisfactory completion of 100 documented hours of inclusive and/or special education teaching experiences at the certification level (based on CEC standards) that includes: <ul style="list-style-type: none"> ○ Satisfactory lesson appraisals by practicum supervisor ○ Satisfactory final special education field report by school-based mentor
<p>Program completion</p>	<ul style="list-style-type: none"> ● Successful completion of all required coursework, 3.0 overall QPA ● Successful completion of practicum with a satisfactory evaluation from the mentor teacher and practicum supervisor (based on the CEC standards). ● Successful defense of a program portfolio based on CEC program standards. The portfolio will be presented to one Niagara University full time faculty member with specialization in the program area, and a field based practitioner, who is certified and an experienced master teacher in the candidate's program area.
<p>Follow-up assessment</p>	<ul style="list-style-type: none"> ● Annual follow-up survey of alumni (employment status, continuing education, elements of knowledge, skills, and dispositions.) ● Follow-up survey of employers relating to knowledge, skills, and dispositions.

Transition Points for Graduate Literacy Instruction Program

<p>Admission</p>	<ul style="list-style-type: none"> ● Bachelor’s degree from an accredited college or university related to their area of initial certification (certification needed). ● Minimum (B) average in last two years of collegiate study (undergraduate GPA of less than 3.0 may be required to complete a personal interview and writing sample). ● Letter of intent describing why they want to continue their pedagogical study, related experiences, strengths and weaknesses, and their expectations. ● Two letters of reference expressing the candidate’s potential for advanced study, ability to perform graduate level coursework, experiences in the field and/or other candidate strengths. A rubric filled out by the referee regarding dispositions is to be included with the letter of reference. ● Special education applicants with an undergraduate GPA of less than 3.0 may be required to complete a personal interview and writing sample.
<p>Entry to practicum</p>	<ul style="list-style-type: none"> ● Overall 3.0 QPA . ● Grade of B or better in required courses (includes course-embedded assessments directly aligned to standards). ● The courses with embedded assignments for Literacy Instruction include: EDU 555 (Literacy Teaching Guide), EDU 561 or EDU 575 (Differentiated Instruction Project), EDU 562 (Handbook of Literacy Strategies), EDU 572 (Literacy Assessment Project), and EDU 798 (Literacy Classroom Analysis and Motivation Plan).
<p>Exit from practicum</p>	<ul style="list-style-type: none"> ● Satisfactory completion of 100 documented hours of literacy instruction at the certification level (based on IRA standards) that includes: <ul style="list-style-type: none"> ○ Satisfactory lesson appraisals by practicum supervisor ○ Satisfactory final inclusive field report by school-based mentor ○ Satisfactory literacy and mentor logs.
<p>Program completion</p>	<ul style="list-style-type: none"> ● Successful completion of all required coursework, 3.0 overall QPA. ● Successful completion of practicum with a satisfactory evaluation from the mentor teacher and practicum supervisor. ● Successful defense of a program portfolio based on program standards. The portfolio will be presented to one Niagara University full time faculty member with specialization in the program area, and a field based practitioner, who is certified and an experienced master teacher in the candidate's program area.
<p>Follow-up assessment</p>	<ul style="list-style-type: none"> ● Annual follow-up survey of alumni (employment status, continuing education, elements of knowledge, skills, and dispositions). ● Follow-up survey of employers relating to knowledge, skills, and dispositions.

Transition Points for School Counseling

<p>Admission</p>	<ul style="list-style-type: none"> ● Bachelor's degree with academic success (last two years) from an accredited college or university. ● Letter of intent describing why they want to become a counselor, experiences related to the profession, personal and professional strengths and weaknesses, and expectations they have as a future counselor (reviewed for content and as an edited writing sample). ● Two letters of reference expressing the candidate's potential for advanced study, ability to perform graduate level coursework, experiences in the field and/or other candidate strengths. A rubric filled out by the referee regarding dispositions is to be included with the letter of reference. ● Satisfactory score on the GRE or the Miller Analogy Test (MAT). Niagara University students/graduates with a final (or last two years of course work) GPS of 3.0 or above are not required to take the GRE/MAT.
<p>Entry into internship</p>	<ul style="list-style-type: none"> ● Successfully complete 150 hour practicum (EDU 676) under supervision of the site supervisor (P-12) ● Complete all required courses with 3.0 overall GPA.
<p>Exit from internship</p>	<ul style="list-style-type: none"> ● Completion of 150 hours of supervised internship (EDU 677) with a satisfactory assessment (P-12). ● Pass the comprehensive assessment (case analysis). ● Satisfactory assessment on the site-supervisor evaluation. ● Pass the required seminar.
<p>Program completion</p>	<ul style="list-style-type: none"> ● Successful completion of all required coursework (36 credits) and field experiences (practicum and internship) - a 3.0 overall QPA. ● Portfolio demonstrating their development in each of the CACREP standard areas. The portfolio is reviewed at least twice by the faculty advisor during the internship or practicum. Candidates provide evidence that demonstrates competence and understanding in 8 major components at a satisfactory or excellent level as follows: <ol style="list-style-type: none"> 1. Two to four page reflection on how learning in each area has contributed to their professional development, with two and four pieces of evidence to support each reflection. 2. Synthesis paper integrating how knowledge, skills, and dispositions, as evidenced in the eight core areas, contribute to a holistic view of professional identify. The paper should follow APA writing style (5th Edition) and include a minimum of 2 references from professional materials for each core area and from personal work. ● The portfolio will be evaluated by the candidate's faculty advisor on the basis of a grading rubric developed and contained in the program handbook.
<p>Follow-up assessment</p>	<ul style="list-style-type: none"> ● Annual follow-up survey of alumni (employment status, continuing education, elements of knowledge, skills, and dispositions).

Transition Points for School Psychology Program

Admission	<ul style="list-style-type: none"> ● Bachelor’s degree from an accredited college or university. ● Highly successful in their last two years of undergraduate study. ● Letter of intent describing why they want to become a school psychologist, related experiences, personal and professional strengths and weaknesses, and expectations they have as a future psychologist. ● Two letters of reference expressing the candidate’s potential for advanced study, ability to perform graduate level coursework, experiences in the field and/or other candidate strengths. ● Satisfactory score on the GRE. ● Interview with a full time faculty member in the school psychology program.
Entry into internship	<ul style="list-style-type: none"> ● Overall 3.0 QPA. ● Successful completion of 400 hours of practicum (evaluation rubric directly aligned to NASP standards). ● Satisfactory performance in EDU 805 and EDU 806 course assessments. ● Successful completion of mid-point evaluation (in the course outline for EDU 806) modeled after NASP case submission to apply for national certification. ● Successful completion of courses with embedded assignments for School Psychology: EDU 572 and EDU 669 (EBP project sequence for evidence-based practice).
Exit from internship	<ul style="list-style-type: none"> ● Satisfactory completion of comprehensive portfolio. ● Satisfactory performance on EDU 807 and EDU 808 course assignments. ● Completion of 1200 full time hours of supervised internship (evaluation rubric directly aligned to NASP standards).
Program completion	<ul style="list-style-type: none"> ● Successful completion of all required coursework with a 3.0 overall QPA. ● Successful completion of all program field experiences with a satisfactory evaluation from the field supervisor and appropriate time logs. ● Successful completion of a comprehensive portfolio, as described EDU808. The portfolio assessment requires each candidate to provide evidence that demonstrates competence across all NASP standards at a satisfactory or excellent level).
Follow-up assessment	<ul style="list-style-type: none"> ● Annual follow-up survey of alumni. (employment status, continuing education, elements of knowledge, skills, and dispositions.)

Transition Points for Educational Leadership Programs

Admission	<ul style="list-style-type: none"> ● Bachelor’s degree from an accredited college or university. ● Highly successful in last two years of college or university level study. ● Letter of intent describing why they want to become an administrator, related experiences, personal and professional strengths and weaknesses, and expectations they have as a future administrator. ● Two letters of reference – rubric based on CR dispositions. ● Individual interview – structured interview with standards-based rubric (Ontario)
Entry into internship	<ul style="list-style-type: none"> ● Overall 3.0 QPA . ● Successful completion of 300 internship hours through embedded field experiences with a satisfactory evaluation from the field supervisor. ● Grade of B or better in required courses (includes course-embedded assessment in required courses EDU 644, 649) ● The courses with embedded assignments for SBL include: EDU 632, EDU 644, EDU 645, and EDU 649. ● The courses with embedded assignments for SDL include: EDU 631, EDU 650, and EDU 647.
Exit from internship	<ul style="list-style-type: none"> ● Completion of 600 hours (embedded and intense) ● Satisfactory evaluation from the field supervisor based on the ELCC standards. ● Successful completion of a comprehensive Administrative Internship Portfolio that includes the following: <ul style="list-style-type: none"> ○ Internship application and report ○ Internship logs cross-referenced with the ELCC standards. ○ Project summaries with reflections ○ The Administrative Effectiveness Profile ○ Self-analysis activities with reflections ○ Project in technology ○ Project in diversity ○ Additional evidence of meeting the ELCC standards from the intern’s experiences.
Program completion	<ul style="list-style-type: none"> ● Successful completion of all required coursework with a 3.0 overall QPA. ● Successful completion of a written comprehensive evaluation based on the ELCC standards. ● Successful completion of EDU 692 Administrative Internship and Seminar with a satisfactory evaluation from the field supervisor based on the ELCC standards. ● Successful completion of a comprehensive Administrative Internship Portfolio. ● Pass the New York State leadership exam (school district and school business leader only).
Follow-up assessment	<ul style="list-style-type: none"> ● Annual follow-up survey of alumni. (employment status, continuing education, elements of knowledge, skills, and dispositions.) ● Employer survey.