

The University of Scranton

Student Handbook

For

Undergraduate Education Majors 2012-2013

***Early & Primary Education
Middle Level Education
Secondary Education***

Revised August 2012

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Faculty & Staff

Faculty

Dr. Dona Bauman	MGH 143	dona.bauman@scranton.edu	941-6282
Prof Arthur Chambers	MGH 137	arthur.chambers@scranton.edu	941-4668
Prof Lori Cooper	MGH 147	lori.cooper@scranton.edu	941-4776
Dr. Jennifer Cutsforth	MGH 119	jennifer.cutsforth@scranton.edu	941-4032
Dr. Darryl DeMarzio	MGH 133	darryl.demarzio@scranton.edu	941-5438
Dr. Patricia Gross	MGH 131	patricia.gross@scranton.edu	941-6288
Prof Sandie Lamanna	MGH 127	m.sandra.lamanna@scranton.edu	941-6437
Dr. Karim Letwinsky	MGH 135	karim.letwinsky@scranton.edu	941-4667
Dr. Sehba Mahmood	MGH 123	sehba.mahmood@scranton.edu	941-4192
Dr. Tata Mbugua	MGH 145	tata.mbugua@scranton.edu	941-5884
Dr. Maria Oreshkina	MGH 121	maria.oreshkina@scranton.edu	941-6244
Prof Sandy Pesavento	MGH 125	sandy.pesavento@scranton.edu	941-6219
Dr. Vanessa Talarico	MGH 141	vanessa.talarico@scranton.edu	941-5810
Dr. Gloria Tansits-Wenze (Chair)	MGH 130	gloria.wenze@scranton.edu	941-6124

Professional Staff

Mr. George Jones (Asst. Director, Scranton Education On-Line)	O'Hara 124	george.jones@scranton.edu	941-4286
Ms. Anne Butler (Director of Field Placement)	MGH 201	anne.butler@scranton.edu	941-5518
Mr. Scott Reilly (Asst. Director of Field Placement)	MGH 201	scott.reilly@scranton.edu	941-7405
Dr. Ivan Shibley (Director of Clinical Practice, Scranton Education On-Line)	O'Hara 125	ivan.shibley@scranton.edu	941-6376

Staff

Ms. Rebecca Serafin (Department Secretary – Days)	MGH 129	rebecca.serafin@scranton.edu	941-7421
Ms. Mary Ann Capone (Department Secretary-Evenings)	MGH 129	maryann.capone@scranton.edu	941-7421

Graduate Assistants

Office: MGH 239

Telephone: 941-4339

Laura Becker	Sara Brzycki	Elizabeth Burkes	Kelly Carman
Ashley Chandler	Tara Cormican	Stamatia Dimou	Eric Garnett
Kathleen Granko	Danielle Kalasinski	Megan Keeney	Mary Allison Mackell
Jessica Moore	Cecilia Ndura	Taylor Volpe	

Introduction to the Student

Congratulations! You have decided to be an Education major. This *Student Handbook* will help you through all your coursework and fieldwork, right through student teaching. Please refer to it often for the answers to many of the questions you will have as you proceed through your program of study.

As a pre-service teacher, you will learn to adopt the kinds of professional behaviors necessary for success in the teaching/learning process. In addition to being a conscientious, productive student, faculty will expect you to develop and demonstrate the personal qualities and healthy interrelationships with others that are demanded of anyone who wishes to work with children and their families.

Some of these personal qualities include recognizing proper professional behaviors and behaving in a dependable, reliable manner. Healthy interrelationships include demonstrating the ability to accept and respond positively to feedback from others and showing initiative.

There is a great deal to learn and model as you work toward your goal of becoming a teacher and the faculty in the Education Department will help you to monitor your progress in informal and formal ways as you continue through your program.

Please get to know us as soon as possible so that we can help with your concerns, assist you with solving a problem, and/or celebrate your successes. Remember

*To teach is to touch the lives of many
and to help us learn life's lessons.
But to teach well is to make a difference
in all the lives you touch.
...Donna Bulger*

Department Conceptual Framework

The Education Department at The University of Scranton are faculty and staff, as life-long learners and leaders in their respective professional fields, who are committed to excellence in education by preparing teachers, supervisors and educational administrators who are reflective practitioners, scholars, decision-makers and are committed to service for others. The Education Department faculty and staff realize this vision within the context of The University of Scranton's commitment to excellence and preparation of individuals who, in the words of the Jesuit founder, St. Ignatius of Loyola, "will go forth and set the world on fire."

Department Philosophy

There is a basic paradigm to all systems of education, public or private. What human beings believe about themselves affects ultimately what they attempt as educators. A climate of reflective practice is essential to both knowing oneself and using knowledge and experience in order to give rise to the changes necessary toward becoming an effective teacher.

Philosophy <-> Liberal Arts<-> Educational Theories and Practice <-> Reflection

One who does not understand education at these various levels of abstraction and the relationships between these levels can only formulate changing, baseless, ephemeral objectives for his or her teaching. This person would choose methods not for where they will lead, but because they occupy time in the classroom. This person treats subject matter as a block of material to be covered and the student as a barrier to be surmounted. Before one can teach content and collaborative process with any purpose, the teacher must know what ends are to be accomplished, for it is only then that decisions regarding the means and the content take on any relevance. Teachers face enormous challenges to effectively prepare all students for a technological and global society. A clearly articulated philosophy, a broad and strong liberal arts education, guidance in understanding how good practice evolves from theory and the time and opportunity to reflect on performance all serve the educator who believes student learning is the focus of education.

Education, as any other discipline, spans the realms of knowledge from philosophy to science to the art of practice. Teachers must be well grounded in Education – its philosophy, its methodology, its concepts and principles, as well as its facts and applications – if their decisions and actions are to have meaning or impact. Education, rich with diversity, also requires prospective teachers to have a broad understanding of humans in their various dimensions.

Teacher candidates and teachers preparing for leadership roles need, therefore, to study the various disciplines humans have used to understand and improve themselves and their potential. This implies that teachers are scholars in liberal general education, as well as in all aspects of human diversity. The University of Scranton requires that all of its students complete a rigorous curriculum designed to foster the development of their analytical and critical abilities. Thus, the core curriculum of the University seeks to impart to students a knowledge of scientific principles, methods and skills, an appreciation of literary and artistic expression, an awareness of historical perspectives, and an understanding of religious, philosophical and moral values." Consequently, all baccalaureate students, including education students,

must complete 77 to 85 credits in general education, depending upon their major. These credits must include a minimum of two courses that are writing intensive and two courses with a strong cultural diversity component.

Guided reflective practice is essential to making effective decisions in all aspects of education. Teacher candidates who study educational theory and reflect on effective applications to student learning become skilled teachers. All Unit instructors encourage reflective self-assessment in teacher candidates in both formal and informal ways. It is through ongoing reflective experiences that teacher candidates effectively integrate scholarly and decision-making activities.

The Department's vision of the effective teacher as a scholar decision-maker is institutionalized through its belief statements, dispositions, and Department standards that represent the foundation for the conceptual framework. These beliefs, dispositions and standards impact directly on the continuous development of programs and courses, field experiences, service opportunities and assessment. The Unit standards represent the integration of the core beliefs and dispositions and, with reflective self-assessment, are intended to influence the teacher candidate beyond the program and throughout ongoing professional development. The Unit philosophy, vision and resulting Scholar/Decision-Maker Model are evidenced in syllabi, all handbooks, artifacts from coursework and programmatic decisions made by the Department.

Department Core Beliefs

Core Beliefs:

The Education Department at The University of Scranton, a Catholic and Jesuit institution, is committed to:

- Excellence in all things, the “Magis.” As such we:
 - believe in the transformative power of learning;
 - believe in the significance of one’s desire for excellence in personal and professional growth; and
 - prepare teacher-candidates, supervisors and administrators who, restlessly and persistently, seek to discover their God-given talents and strive for excellence in their calling to serve others.

The Education Department at The University of Scranton, a Catholic and Jesuit institution, is committed to:

- The development of the whole person, “Cura Personalis.” As such we:
 - believe that a liberal arts education is essential for preparing excellent educators, and that such preparation will take place in an environment of genuine attention to the unique gifts, aspirations, and hopes of teacher-candidates, supervisors and administrators.

The Education Department at The University of Scranton, a Catholic and Jesuit institution, is committed to:

- Preparing “men and women for others.” As such we:

- believe that service to others and the struggle for social justice are parts of the teaching profession;
- believe that, when making decisions, teacher-candidates, supervisors, and administrators will discern how those decisions and actions will impact the lives of others; and,
- believe that teacher candidates, supervisors, and administrators will be committed to serving children and adults in their local and global communities.

The Education Department at The University of Scranton, a Catholic and Jesuit institution, is committed to:

- Learning through reflection. As such we:
 - believe that teacher-candidates, supervisors, and administrators will learn to be reflective practitioners, whose decisions are informed by subject matter knowledge, educational research and theory, and who are driven by the care and service for others as espoused by Jesuit tradition.

The Education Department at The University of Scranton, a Catholic and Jesuit institution, is committed to:

- Excellence in teacher preparation. As such we:
 - believe that faculty and staff as life-long learners will be involved in an evaluation of their own practice, seeking constructive feedback from students and colleagues, and willing to make changes for that benefit faculty, staff, teacher-candidates, supervisors and administrators;
 - believe that teacher-candidates, supervisors, and administrators will possess strong knowledge in subject matter, pedagogy, educational research, technology, and learning how to learn;
 - believe that teacher-candidates, supervisors, and administrators will possess strong knowledge of the diverse needs of their students and demonstrate enthusiasm and skillfulness in designing developmentally appropriate differentiated instruction; and,
 - believe that teacher-candidates, supervisors, and administrators will possess a set of professional dispositions necessary for successful progress in their course work, field experiences, and academic service learning.

Dispositions

The Department defines dispositions as patterns of professional behaviors that are influenced by an attitude of mind, beliefs and values. Dispositions address human behavior. Because of this, awareness and self-reflection are essential to the learning process and to determining one's own growth. The dispositions are as follows:

- recognizes and practices proper professional behaviors, including punctuality and dependability
- displays good grooming and concern for appearance
- has a positive attitude toward learning and demonstrates a willingness to try new methods and technologies
- displays an appropriate sense of humor

- deals ethically with colleagues, superiors, students and families
- accepts and considers feedback from others
- reacts with sensitivity to the needs and feelings of others and believes that all students can learn
- facilitates the social acceptance of persons by encouraging positive relationships and shows concern for peers and students
- shows an appreciation for diversity in backgrounds, experiences and abilities

Department Standards as a Unifying Element

Standards of Scholar /Decision-Maker/ Service to Others:

The faculty and staff of the Education Department prepare teachers, supervisors, and administrators who are reflective practitioners. Our graduates possess the qualities of scholars and decision-makers who desire to care for and serve others. The quality of a scholar embodies the idea that the candidate knows and understands educational theory and research, actively seeks knowledge, uses knowledge to reflect upon practice, and facilitates such habit of mind in their educational environment. The quality of a decision-maker evidences the idea that candidates have the skills of making informed, thoughtful, and intentional professional decisions and continually reflect upon decisions for the benefit of their educational environment.

Common to the qualities of the scholar and decision-maker is a disposition of caring for and serving others. The University is a community of "men and women for others," whose students, faculty and staff are committed to serving the people whose lives they touch. The mission of the Education Department to prepare teachers, supervisors, and administrators who are driven by the care and service for others is demonstrated through an academic service learning component on the undergraduate level and an action-research project on the graduate level.

Reflective-practice is the overarching concept that emphasizes the Education Department's focus on the importance of critical thinking. Reflective thought is an active, persistent, and careful consideration of any belief, supposed form of knowledge, and action in light of the grounds supporting it and future conclusions and actions to which it tends (Dewey, 1933, pg.6). The three qualities of reflective practitioners (scholar, decision-maker, and "men and women for others") are communicated in a formal set of standards.

Standards for a teacher-candidate/graduate as a scholar:

Scholar 1 (Planning): Our teacher candidates plan instructional models based on subject matter knowledge and use the major concepts, principles, theories and research related to learning. Supervisor and administrative candidates plan organizational models that use the major concepts, principles, theories and research related to the development of a viable, positive school/district culture that promotes an effective learning community for both students and adults.

Scholar 2 (Instruction): Teacher candidates implement the central concepts, tools of inquiry, and structures of content for individual and developmental needs of students. Supervisory and administrative candidates implement the central concepts, tools of inquiry and structures of organizational health that meet the needs of all school district stakeholders.

Scholar 3 (Learning Environment Management): Teacher candidates create positive learning environments

driven by the knowledge of developmental, learning, and classroom management theories. Supervisor and administrative candidates create positive organizational environments that promote effective systems management with all components of the school organization.

Scholar 4 (Professional Growth): Teacher, supervisor, and administrative candidates utilize research, data collection, analytical processes, assessment, professional collaboration, and self-reflection to promote continuous professional growth.

Standards for a teacher-candidate/graduate as a decision-maker:

Decision-maker 1 (Planning): Teacher candidates review and adjust lessons and unit plans in response to identified needs of students. Supervisor and administrative candidates review and adjust components of the organizational structure based on the identified needs of all district stakeholders.

Decision-maker 2 (Instruction): Teacher candidates employ and adjust a variety of teaching strategies in response to identified needs of students. Supervisor and administrative candidates use and adjust a variety of leadership strategies based on the needs of all school district stakeholders.

Decision-maker 3 (Learning Environment Management): Teacher candidates implement and adjust a variety of approaches to maintain a positive and collaborative learning environment. Supervisor and administrative candidates implement and adjust a variety of approaches to establish and maintain an effective and collaborative learning environment for students, faculty, staff, and communities.

Decision-maker 4 (Professional Growth): Teacher, supervisor, and administrative candidates demonstrate a commitment to life-long learning.

Standards for a teacher-candidate serving others:

The development of the whole person, "*Cura Personalis*." As such we believe that a liberal arts education is essential for preparing excellent educators, and that such preparation will take place in an environment of genuine attention to the unique gifts, aspirations, and hopes of teacher-candidates, supervisors and administrators.

Service 1 (Care and Commitment): Teacher candidates demonstrate *cura personalis* towards students, parents, and colleagues in academic and extra-curricular activities. Supervisor and administrative candidates demonstrate *cura personalis* towards all school/district stakeholders that promotes a school culture of concern for others among all stakeholders.

Service 2 (Making a Difference): Teacher, supervisor and administrative candidates contribute to the quality of students' learning and well-being and to the quality of school and larger educational community.

The Department philosophy, as articulated in the core beliefs and dispositions, leads to a natural alignment with the Department's standards or outcomes of the teacher education program. Because these standards emerged from the institutional mission, the Department's vision and philosophy and because the standards are aligned with the appropriate professional state and national standards, they are an integral part of the conceptual framework and are the unifying

element. (See Appendix A for alignment of PDE standards, Unit standards for Initial Programs, and INTASC principles.)

Monitoring Student Progress

Monitoring student progress is a continuous process performed in both formal and informal settings on both academic and non-academic criteria. The formal academic evaluation is performed by your advisor who receives and monitors grade reports as you progress through your teacher preparation program. Student progress on non-academic criteria are examined in semi-annual department reviews by the education faculty.

Academic Standards

The academic standards expected of education majors are higher than most majors at the University of Scranton. You must maintain a 3.00 grade point average (GPA) in each of the following areas:

1. the overall, cumulative GPA
2. education courses only
3. teaching area courses (courses in the cognate along with any general education (GE) courses necessary for certification).

Courses in the teaching area are noted on your evaluation sheet (CAPP). Falling below the GPA expectation in any way can result in action being taken directly by the Dean of the Panuska College of Professional Studies or by the Teacher Education Committee (TEC). It is also necessary to achieve a grade of C or higher in all the courses in the major and the teaching area, as this is the minimum grade required for certification as a teacher in the state of Pennsylvania.

Student Dispositions

Student dispositions are monitored by examination of professional behaviors. The professional behaviors necessary for entry to the teaching profession will be monitored by all of your instructors and addressed if a deficiency is noted. For example, such behaviors include acting responsibly and being dependable through active and positive class participation, and completing work on time and in a professional manner.

Twice a year, the Education Department faculty engages in a frank and confidential discussion of the progress of every education student. This semi-annual review is an attempt to assist students in positive professional growth and it is at this time that the informal evaluations of non-academic criteria are made formal. The conduct discussed by the faculty is conduct that is critical to the professional development of students who hope to successfully enter the teaching program. For example, professional conduct that faculty will consider is reflected in the following:

- the student recognizes and practices proper professional behaviors
- the student displays good grooming, hygiene and concern for appearance
- the student is dependable, punctual and responsible

- the student displays an appropriate sense of humor
- the student deals ethically with colleagues, superiors, students and parents
- the student accepts and considers feedback from others
- the student reacts with sensitivity to the needs and feelings of others
- the student facilitates the social acceptance of persons by encouraging positive relationships
- the student shows concern for peers and students

At the semi-annual review, concurrent concern of more than one Education faculty member is considered to be a first warning negative assessment. It is important to note that if two, or more, faculty report that a student had several absences, that student would receive a negative assessment in the professional conduct area “the student is dependable, punctual and responsible.” Since professional misconduct in this area can be numerous behaviors (i.e. chronic lateness, papers turned in late, unprepared for group projects, etc.) it is important to note that any two reported by faculty in the same Professional conduct area constitutes a negative assessment.

The Undergraduate Programs Director will be the person to contact the student and request that the student meet with the Director. The student is expected to arrange a meeting with the Director so that, together, a plan of action can be made that will assist the student in remediation of the deficiency. The student must sign the plan of action. A copy of the plan will be placed in the student's file in the Undergraduate Program Director's office. Remediation could be as simple as attending classes more regularly or using a word professor in the preparation of assignments. Remediation may also require more formal actions such as attendance at assertiveness training sessions, or a counseling program called the PASS program.

It is important to note that the semi-annual review is an attempt to assist the student in professional growth. Should a student receive a negative assessment and remediate the area of deficiency, the issue is closed. However, a second negative assessment in the same professional conduct area would indicate that the deficiency remains and is cause for referral to the Chair of the Education Department who will recommend action to the Teacher Education Committee (TEC). Students whose professional behaviors are unsatisfactory are subject to Departmental probation and may be recommended to the Dean of the college for dismissal from the Education Department.

Monitoring student progress in the Teacher Preparation Programs at the University of Scranton is taken very seriously by the Education Department as it is a responsibility dictated to us by the Pennsylvania Department of Education. Keep in mind that you are a member of the student body at the University and that all rules and regulations of that greater body of students also apply to you. Improper behavior by teacher candidates can impact on their future certification potential as well.

Department Probation Policy

Undergraduate students must maintain a 3.00 grade point average (GPA) in the overall calculation as well as the calculation of Education and cognate courses. If a student's GPA falls below 3.00 in any of the above areas the student will be placed on academic probation for one semester. If, at the end of the probationary semester, the student fails to raise the deficient GPA to the 3.00 minimum, the Chair will

recommend to the Dean that the student be dismissed from the program.

A student who receives a grade lower than a "C" in any Education course, cognate course, or general education course necessary for certification must retake the course until a minimum grade of "C" is achieved. This is a certification requirement of the Pennsylvania Department of Education.

A student is expected to remediate any deficiency that is uncovered during the semi-annual review. Should the student manifest unsatisfactory progress and receive a second deficient semi-annual review, the Chair of the Education Department may recommend to the Teacher Education Committee (TEC) that the student be dismissed from the program. If the TEC concurs with the Chair, it will notify the student of its intent to recommend dismissal to the appropriate Dean. The student will then have ten calendar days from the date of notification to appeal to the TEC. If the TEC denies the appeal, the student will have ten calendar days from that date of notification to appeal directly to the appropriate Dean.

The Teacher Education Committee (TEC)

The undergraduate teacher education program is guided by the Teacher Education Committee (TEC). It develops policy regarding program design, functioning, and evaluation.

The TEC is composed of four (4) members of the Department of Education to include the Undergraduate Program Director and at least six (6) members of departments representing the program's teaching and general education areas. The faculty members are appointed to the committee by the University's Academic Vice President after consultation with the Deans. The committee is coordinated by a chairperson appointed by the Academic Vice President with the approval of the Deans. The role of the Teacher Education Committee in your program is important. They will recommend your participation in student teaching. They hear appeals of specific decisions made by the Education Department regarding continuance in the Teacher Education Program, and they maintain relationships with the academic departments involved in the cognates and general education. Their specific responsibilities follow:

A. The Teacher Education Committee (TEC) is responsible for monitoring the progress of all students seeking certification and may recommend dismissal or probation of a student for failing to meet their program's expectations. The TEC may require students to repeat courses in order to demonstrate any specific competency. Approval of the student's Dean is required for the actions listed above.

B. The TEC may recommend that a student be placed on departmental probation for one regular semester for failing to meet program requirements. Transfer students may also be recommended for probationary status.

C. The TEC will make recommendations as described above for any student who fails to meet program requirements or who is evaluated negatively by faculty in the Semi-annual Review for two semesters.

D. A student may request readmission to the program from the Teacher Education Committee after reestablishing required standards. Such a request must be made in writing to the TEC through the Department Chairperson. A student who requests readmission to the Education program bears the responsibility of presenting evidence to the TEC of remediation and the results of those remedial efforts.

E. A student is required to repeat Education courses, cognate courses, and GE courses necessary for certification which he or she has failed to earn a grade of C or higher, or in which competency has not been demonstrated. Ordinarily, reader courses may not be used to make up failed courses. By recommendation of the advisor and approval of the Teacher Education Committee, a substitute course or exception may be designated for approval in exceptional cases by the student's Dean.

F. Notification and Appeals

1. A student reviewed by the Teacher Education Committee with recommendations of departmental probation, dismissal, or readmission as possible outcomes will be notified in writing of the TEC's decision.
2. A student will be required to demonstrate any program competency or to present evidence to assist the Committee in its decision-making processes.
3. A student being reviewed may appear before the Committee to present evidence on his or her behalf.
4. A student may formally appeal a decision of the Committee.
 - a. The student is responsible for initiating and providing supporting information for an appeal.
 - b. The student may request a hearing before the Committee.
 - c. Any appeal must be filed within ten calendar days from the date of notification of the decision.
5. A student whose appeal to the Teacher Education Committee is denied may appeal within ten calendar days from the date of notification of the decision to his or her appropriate Dean whose decision will be final.

Teacher Candidacy Screening Process

The teacher candidacy screening process includes two components: (1) the teacher candidacy application packet and (2) the teacher candidacy screening interview. The Director of Undergraduate Programs holds a "class meeting" twice per year for all students at which time application packets are distributed and the application procedures are explained. Additional packets are available in the Education Department outside, MGH 139. Teacher candidates will submit a letter to the Program Director as notification of intent to proceed to the Teacher Candidacy screening process. The letter will be submitted 2 weeks before the screening deadline. The candidate must submit their completed

application to the Department Secretary by the deadline. Applications missing any of the required documents will be returned to the student. (This includes all materials except for letters of recommendation that are forwarded to the Undergraduate Program Director confidentially.)

Teacher candidacy application packets include:

- a) an application packet checklist,
- b) guidelines for completing the teacher candidacy screening process, which will include guidelines for the teacher candidacy screening interview and writing sample
- (c) forms for instructor recommendations (SEC ED majors require additional content area recommendations) and
- (d) selection and retention policy (which must be signed by the student).

Teacher candidacy screening interviews include:

- a) a writing sample
 - b) a professional interview with three or more professionals (University professors and/or practitioners)
- Students are responsible for ordering a copy of their transcript as well as providing current copies of the following:
- a) current Act 151 PA Child Abuse History Clearance indicating No Record
 - b) current Act 34 PA Criminal Record Background Clearance indicating No Record
 - c) current Act 114 FBI Criminal Record Clearance indicating No Record
 - d) current Act 24 of 2011
 - e) current TB test results
 - f) Passing PAPA or Praxis I test scores (reading, writing and mathematics)
- Students are also responsible for completing the top half of each recommendation request and submitting it to the relevant instructor, who, after completing the bottom half, will return the signed form to the office of the Undergraduate Program Director via Campus Mail. These recommendations should be returned in a confidential manner (stapled closed). It is the requirement of the teacher candidacy screening process that students receive an overall positive recommendation on each recommendation form. Any overall recommendation that is not positive will prompt a meeting with the Director of Undergraduate Programs and the Chair of the Education Department and will place the student's teacher candidacy application at risk.
- Should the students need recommendations from instructors no longer at the University, the Chair or his/her designee shall complete the recommendation based upon a copy of an official transcript or CAPP sheet to be provided by the student.
- The Undergraduate Program Director files the recommendations as they are forwarded as well as the final application packet submitted by each student.
- The due date for the teacher candidacy screening are:

October 15th

December 15th

March 15th
July 15th

If any due dates fall on a weekend or holiday, the due date will be on the first Monday following.

- The Undergraduate Program Director distributes screening application packets to faculty for feedback. The Chair or his/her designee will notify students of their status via e-mail by November 15, January 15, April 15, and August 15.
- Appeal by anyone who fails to meet screening requirements is to be made directly to the Dean of the College or his/her designee, whose decision on the issue will be final.

Early & Primary Teacher Education
Certification Candidacy Track
Admission to Teacher Education Programs

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations

2. Verification of at least 3.00 GPA in "Education," "Teaching Area," and "Overall." In addition, verification of "C" or above in all "Education " and "Teaching Area" courses taken by the time of application.

Teaching Area Courses

ECO 410	HIST 110 or 111	Natural Science Elect
MATH 102	GEOG 134	Physical Science Elect
MATH 105	PS 130 or 131 or 135	Lit Elective (100 level)

3. Copies of official Act 24 of 2011, Act 34 PA Criminal Record Check, Act 151 PA Child Abuse History Clearance, and Act 114 FBI Fingerprint Clearances indicating: No Record.

4. Copy of TB test results.

5. Completion of the following with a minimum grade of "C"

EDUC 140 Introduction to Early Childhood Education
EDUC 222 Educational Psychology, PreK-4
WRTG 107 Composition (**OR:** WRTG 105 **and** WRTG 106)
ENLT Elective

MATH: 6-credits of college-level mathematics in the 102 or higher level

6. Copy of score report showing passing PAPA examination scores (Reading, Writing, Mathematics)

7. Completed positive recommendations from two (preferably, full-time) instructors in the Education Department with whom you have taken courses. (*It is the student's responsibility to obtain the recommendations from each instructor.*)

8. Satisfactory completion of a candidacy interview process as designed and implemented by the Education Department

Middle Level Teacher Education
Certification Candidacy Track
Admission to Teacher Education Programs

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations
2. Verification of at least 3.00 GPA in "Education," "Teaching Area," and "Overall." In addition, verification of "C" or above in all "Education " and "Teaching Area" courses taken by the time of application.
Teaching Area Courses
At least six (6) credit hours in area of concentration taken by the time of application
3. Copies of official Act 24 of 2011, Act 34 PA Criminal Record Check, Act 151 PA Child Abuse History Clearance, and Act 114 FBI Fingerprint Clearances indicating: *No Record*.
4. Copy of TB test results.
5. Completion of the following with a minimum grade of "C"

EDUC 143 Adolescent Physical & Social Development
EDUC 223 Educational Psychology, Grades 4-12
WRTG 107 Composition (**OR**: WRTG 105 **and** WRTG 106)
ENLT 140 English Inquiry (**OR**: ENLT 12X Lit Elect)
- MATH: 6-credits of college-level mathematics at the 102 or higher level as defined by area of concentration
6. Copy of ETS score report showing passing Praxis I examination scores (Reading, Writing, Mathematics)
7. Completed positive recommendations from two (preferably, full-time) instructors in the Education Department with whom you have taken courses. *(It is the student's responsibility to obtain the recommendations from each instructor.)*
6. Satisfactory completion of a candidacy interview process as designed and implemented by the Education Department

**Secondary Education (Biology)
Certification Candidacy Track
Admission to Teacher Education Programs**

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations
2. Verification of at least a 3.00 GPA in "Education," "Teaching Area," and "Overall"
3. Copies of official Act 24 of 2011, Act 34 PA Criminal Record Check, Act 151 PA Child Abuse History Clearance, and Act 114 FBI Fingerprint Clearances indicating: *No Record*.
4. Copy of TB test results.
5. Completion of the following courses with a minimum grade of "C":

EDUC 142 Exceptional Lives
EDUC 223 Educational Psychology, Grades 4-12
WRTG 107 Composition (or WRTG 105 and WRTG 106)
MATH 114 Calculus I
ENLT Elective

Three (3) semester hour credits of a statistics elective.

6. Copy of ETS score report showing passing Praxis I examination scores (Reading, Writing, Mathematics)
7. Completed positive recommendations from instructors in the following courses:

EDUC 142 Exceptional Lives
EDUC 223 Educational Psychology, Grades 4-12
EDUC 280 Field Experience II
BIOL 141 or BIOL 142
BIOL 141L or BIOL 142L
Any other science instructor with whom a course was taken
8. Satisfactory completion of a candidacy interview process as designed and implemented by the Education Department

**Secondary Education (Chemistry)
Certification Candidacy Track
Admission to Teacher Education Programs**

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations
2. Verification of at least a 3.00 GPA in "Education," "Teaching Area," and "Overall"
3. Copies of official Act 24 of 2011, Act 34 PA Criminal Record Check, Act 151 PA Child Abuse History Clearance, and Act 114 FBI Fingerprint Clearances indicating: *No Record*.
4. Copy of TB test results.
5. Completion of the following courses with a minimum grade of C:
 - EDUC 142 Exceptional Lives
 - EDUC 223 Educational Psychology, Grades 4-12
 - WRTG 107 Composition (or WRTG 105 and WRTG 106)
 - MATH 114 Calculus I
 - MATH 221 Calculus II
 - ENLT Elective
6. Copy of ETS score report showing passing Praxis I examination scores (Reading, Writing, Mathematics)
7. Completed positive recommendations from instructors in the following courses:
 - EDUC 142 Exceptional Lives
 - EDUC 223 Educational Psychology, Grades 4-12
 - EDUC 280 Field Experience II
 - CHEM 112 or CHEM 113
 - CHEM 112L or CHEM 113 L
 - Any other science instructor with whom a course was taken
8. Satisfactory completion of a candidacy interview process as designed and implemented by the Education Department

**Secondary Education (Citizenship)
Certification Candidacy Track
Admission to Teacher Education Programs**

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations
2. Verification of at least a 3.00 GPA in "Education," "Teaching Area," and "Overall"
3. Copies of official Act 24 of 2011, Act 34 PA Criminal Record Check, Act 151 PA Child Abuse History Clearance, and Act 114 FBI Fingerprint Clearances indicating: *No Record*.
4. Copy of TB test results.
5. Completion of the following courses with a minimum grade of C:

EDUC 142 Exceptional Lives
EDUC 223 Educational Psychology, Grades 4-12
WRTG 107 Composition (or WRTG 105 and WRTG 106)
ENLT Elective

*Political Science track must take PS 240 Research Methods in Political Science and three (3) semester hour credits of non-remedial, college-level mathematics at the 102 or higher level

*History track may take any three (3) semester hour credits statistics elective and three (3) semester credits of non-remedial, college-level mathematics at the 102 or higher level

6. Copy of ETS score report showing passing Praxis I examination scores (Reading, Writing, Mathematics)
7. Completed positive recommendations from instructors in the following courses:
EDUC 142 Exceptional Lives
EDUC 223 Educational Psychology, Grades 4-12
EDUC 280 Field Experience II
HIST 120 or HIST 121
HIST 110 or HIST 111
One other HIST, PS or SOC instructor with whom a course was taken
8. Satisfactory completion of a candidacy interview process as designed and implemented by the Education Department

**Secondary Education (Communication)
Certification Candidacy Track
Admission to Teacher Education Programs**

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations
2. Verification of at least a 3.00 GPA in “Education,” “Teaching Area,” and “Overall”
3. Copies of official Act 24 of 2011, Act 34 PA Criminal Record Check, Act 151 PA Child Abuse History Clearance, and Act 114 FBI Fingerprint Clearances indicating: *No Record*.
4. Copy of TB test results.
5. Completion of the following courses with a minimum grade of C:

EDUC 142	Exceptional Lives
EDUC 223	Educational Psychology, Grades 4-12
WRTG 107	Composition (or WRTG 105 and WRTG 106)
ENLT 140	English Inquiry (or another ENLT course at the 120 or higher level)

Three (3) semester hour credits of college-level English or American literature

Six (6) semester hour credits of college-level mathematics at the 102 or higher level

6. Copy of ETS score report showing passing Praxis I examination scores (Reading, Writing, Mathematics)
7. Completed positive recommendations from instructors in the following courses:

EDUC 142	Exceptional Lives
EDUC 223	Educational Psychology, Grades 4-12
EDUC 280	Field Experience II

Any two (2) communications instructors with whom a course was taken
8. Satisfactory completion of a candidacy interview process as designed and implemented by the Education Department

**Secondary Education (English)
Certification Candidacy Track
Admission to Teacher Education Programs**

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations
2. Verification of at least a 3.00 GPA in "Education," "Teaching Area," and "Overall"
3. Copies of official Act 24 of 2011, Act 34 PA Criminal Record Check, Act 151 PA Child Abuse History Clearance, and Act 114 FBI Fingerprint Clearances indicating: *No Record*.
4. Copy of TB test results.
5. Completion of the following courses with a minimum grade of C:

EDUC 142	Exceptional Lives
EDUC 223	Educational Psychology, Grades 4-12
WRTG 107	Composition (or WRTG 105 and WRTG 106)
ENLT 140	English Inquiry (or another ENLT course at the 120 or higher level)

Three (3) semester hour credits of college-level English or American literature

Six (6) semester hour credits of college-level mathematics at the 102 or higher level

6. Copy of ETS score report showing passing Praxis I examination scores (Reading, Writing, Mathematics)
7. Completed positive recommendations from instructors in the following courses:

EDUC 142	Exceptional Lives
EDUC 223	Educational Psychology, Grades 4-12
EDUC 280	Field Experience II
ENLT 140	English Inquiry

Any two (2) English instructors with whom a course was taken
8. Satisfactory completion of a candidacy interview process as designed and implemented by the Education Department

**Secondary Education (General Science)
Certification Candidacy Track
Admission to Teacher Education Programs**

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations
 2. Verification of at least a 3.00 GPA in "Education," "Teaching Area," and "Overall"
 3. Copies of official Act 24 of 2011, Act 34 PA Criminal Record Check, Act 151 PA Child Abuse History Clearance, and Act 114 FBI Fingerprint Clearances indicating: *No Record*.
 4. Copy of TB test results.
 5. Completion of the following courses with a minimum grade of C:
 - EDUC 142 Exceptional Lives
 - EDUC 223 Educational Psychology, Grades 4-12
 - EDUC 280 Field Experience II
 - WRTG 107 Composition (or WRTG 105 and WRTG 106)
 - Math 103 Pre-Calculus Mathematics (or MATH 114 Calculus I)
 - ENLT Elective
- Three (3) semester hour credits of a statistics elective.
6. Copy of ETS score report showing passing Praxis I examination scores (Reading, Writing, Mathematics)
 7. Completed positive recommendations from instructors in the following courses:
 - EDUC 142 Exceptional Lives
 - EDUC 223 Educational Psychology, Grades 4-12
 - EDUC 280 Field Experience II
 - BIOL 141 General Biology (or BIOL 142 General Biology)
 - CHEM 112 (or CHEM 113)
 - Any one instructor with whom a lab course was taken
 8. Satisfactory completion of a candidacy interview process as designed and implemented by the Education Department

**Secondary Education (Latin)
Certification Candidacy Track
Admission to Teacher Education Programs**

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations
2. Verification of at least a 3.00 GPA in “Education,” “Teaching Area,” and “Overall”
3. Copies of official Act 24 of 2011, Act 34 PA Criminal Record Check, Act 151 PA Child Abuse History Clearance, and Act 114 FBI Fingerprint Clearances indicating: *No Record*.
4. Copy of TB test results.
5. Completion of the following courses with a minimum grade of C:

EDUC 142 Exceptional Lives
EDUC 223 Educational Psychology, Grades 4-12
WRTG 107 Composition (or WRTG 105 and WRTG 106)
ENLT Elective

Six (6) semester hour credits of college-level mathematics at the 102 or higher level

6. Copy of ETS score report showing passing Praxis I examination scores (Reading, Writing, Mathematics)
7. Completed positive recommendations from instructors in the following courses:

EDUC 142 Exceptional Lives
EDUC 223 Educational Psychology, Grades 4-12
EDUC 280 Field Experience II
Any two instructors with whom a language course was taken
8. Satisfactory completion of a candidacy interview process as designed and implemented by the Education Department

**Secondary Education (Mathematics)
Certification Candidacy Track
Admission to Teacher Education Programs**

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations
2. Verification of at least a 3.00 GPA in “Education,” “Teaching Area,” and “Overall”
3. Copies of official Act 24 of 2011, Act 34 PA Criminal Record Check, Act 151 PA Child Abuse History Clearance, and Act 114 FBI Fingerprint Clearances indicating: *No Record*.
4. Copy of TB test results.
5. Completion of the following courses with a minimum grade of C:
 - EDUC 142 Exceptional Lives
 - EDUC 223 Educational Psychology, Grades 4-12
 - EDUC 280 Field Experience II
 - WRTG 107 Composition (or WRTG 105 and WRTG 106)
 - MATH 114 Calculus I
 - MATH 221 Calculus II
 - ENLT Elective
6. Copy of ETS score report showing passing Praxis I examination scores (Reading, Writing, Mathematics)
7. Completed positive recommendations from instructors in the following courses:
 - EDUC 142 Exceptional Lives
 - EDUC 223 Educational Psychology, Grades 4-12
 - EDUC 280 Field Experience II
 - MATH 114 Calculus I
 - MATH 221 Calculus II
8. Satisfactory completion of a candidacy interview process as designed and implemented by the Education Department

**Secondary Education (Modern Language)
Certification Candidacy Track
Admission to Teacher Education Programs**

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations
2. Verification of at least a 3.00 GPA in "Education," "Teaching Area," and "Overall"
3. Copies of official Act 24 of 2011, Act 34 PA Criminal Record Check, Act 151 PA Child Abuse History Clearance, and Act 114 FBI Fingerprint Clearances indicating: *No Record*.
4. Copy of TB test results.
5. Completion of the following courses with a minimum grade of C:

EDUC 142 Exceptional Lives
EDUC 223 Educational Psychology, Grades 4-12
WRTG 107 Composition (or WRTG 105 and WRTG 106)
ENLT Elective

Six (6) semester hour credits of college-level mathematics at the 102 or higher level
6. Copy of ETS score report showing passing Praxis I examination scores (Reading, Writing, Mathematics)
7. Completed positive recommendations from instructors in the following courses:

EDUC 142 Exceptional Lives
EDUC 223 Educational Psychology, Grades 4-12
EDUC 280 Field Experience II
Any two instructors with whom a language course was taken
8. Satisfactory completion of a candidacy interview process as designed and implemented by the Education Department

**Secondary Education (Physics)
Certification Candidacy Track
Admission to Teacher Education Programs**

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations
2. Verification of at least a 3.00 GPA in “Education,” “Teaching Area,” and “Overall”
3. Copies of official Act 24 of 2011, Act 34 PA Criminal Record Check, Act 151 PA Child Abuse History Clearance, and Act 114 FBI Fingerprint Clearances indicating: *No Record*.
4. Copy of TB test results.
5. Completion of the following courses with a minimum grade of C:
 - EDUC 142 Exceptional Lives
 - EDUC 223 Educational Psychology, Grades 4-12
 - WRTG 107 Composition (or WRTG 105 and WRTG 106)
 - MATH 114 Calculus I
 - MATH 221 Calculus II
 - ENLT Elective
6. Copy of ETS score report showing passing Praxis I examination scores (Reading, Writing, Mathematics)
7. Completed positive recommendations from instructors in the following courses:
 - EDUC 142 Exceptional Lives
 - EDUC 223 Educational Psychology, Grades 4-12
 - EDUC 280 Field Experience II
 - PHYS 140 Elements of Physics (with Lab) (or PHYS 141 – Elements of Physics with Lab)
 - Any other instructor with whom a science course was taken
8. Satisfactory completion of a candidacy interview process as designed and implemented by the Education Department

Teacher Preparation Programs

The Education Department offers teacher preparation programs that lead to teacher certification in Pre-kindergarten to Grade 12. Until 31 December 2012, existing teacher certifications in Pennsylvania are: Early Childhood Education, Elementary Education, Special Education, and Secondary Education.

In recent years, the Pennsylvania Department of Education collaborated with educators across the state in designing new teacher certifications for Pre-kindergarten-to-Grade-4, Grades-4 to-8, and Secondary Education which will be in effect by January 2013. Students who entered the Education Department in Fall 2009 enrolled in Early & Primary Education program and Middle Level Education program which meet Pennsylvania teacher certification regulations that will be in effect by 1 January 2013. Students enrolling in the Secondary Education program in Fall 2010 entered a revised program that meets Pennsylvania teacher certification regulations for 1 January 2013.

The aims of all programs are twofold: 1) to assist students in developing the skills and dispositions necessary to enter the teaching profession; and, 2) to offer a program of courses that leads to certification as a public school teacher in Pennsylvania. Successful completion of a teacher preparation program and a passing score on all relevant Praxis examinations will lead to a Pennsylvania teaching certificate. The Education Department offers teacher education programs leading to certification in:

Early & Primary Education (PreK-4; **beginning January 2013**)

Middle Level (Grades 4-8; **beginning January 2013**)

Secondary Education (Grades 7-12):

Biology	Citizenship (Political Science)	Latin
Chemistry	English	Mathematics
Communications	French	Physics
General Science	Spanish	
Citizenship (History)	German	

Programs leading to PA Certification in Elementary School Counseling K-6 and Secondary School Counseling 7-12 are offered through the Counseling and Human Services Department.

The teacher preparation programs are accredited by the Pennsylvania Department of Education and the National Council for Accreditation of Teacher Education (NCATE). Interstate certification agreements between Pennsylvania and selected states assure that programs completed will be considered as meeting academic program requirements in other states for their initial certification. See Appendix E for a listing of states with interstate certification agreements. * Please note – students are still required to meet additional certification requirements for the state(s) in which they are applying for certification (i.e., test scores, seminars, etc.). Students are to refer to the website of the Department of Education in the state in which they are applying for certification.

Preparation Program Guides

The following pages contain program guides for each of the teacher preparation programs. These guides list

the courses necessary for completion of the selected program as well as the term in which the courses are offered. Students should regularly consult these guides as they plan for advising appointments in order to move smoothly through the selected teacher preparation program. Students are also advised to keep the following requirements in mind when planning their courses each term.

Four courses (12 credits) in at least two of the following disciplines are required: History, Literature, Foreign Languages. However, one course in art or music history can be used as one of the four courses.

All students take two courses designated as **writing intensive** (designated with a “W”) and two courses designated as **cultural diversity** (designated with a “D”). Where possible, at least one of the writing intensive courses should be in the major. Cultural diversity and writing intensive courses may also fulfill other requirements in the General Education (GE) curriculum.

The courses that comprise the student teaching block are scheduled together in the same semester for a given teacher preparation program. The student teaching semester may be reversed at the discretion of the Undergraduate Programs Director.

PLEASE NOTE THE FOLLOWING ON ALL PROGRAM GUIDES: **The selection of a First Year Seminar is likely to fulfill requirements both for the First Year Seminar and a General Education Requirement. Thus, the First Year Seminar will not add to the total credits for the semester. Talk with your advisor if you have any questions.

Early & Primary Teacher Education

	Dept & Course No	Title	Fall	Spring	
MAJOR	EDUC 140	Introduction to Early Childhood Education	3		
MAJOR	EDUC 142	Exceptional Lives	3		
MAJOR	(W) EDUC 222	Educational Psychology, PreK-4		3	
GE QUAN	(Q) MATH 102	Fundamentals of Numerical Math	3		
GE ELECT	MATH 105	Fundamentals of Geometric Math		3	
GE WRTG-SPCH	WRTG 107-COMM 100	Composition-Public Speaking	3	3	
GE S/BH	(S) PSYC 110	Fundamentals of Psychology	3		
GE T/RS	T/RS I21	Theology I		3	
GE HUMN	(CH) HIST 110 OR 111	History of the United States		3	
GE FSEM		First Year Seminar	3**		
GE PHED	PHED 135 and PHED 119, 129, or 143	Dance or Wellness (one dance and wellness required)	1		
GE PHED	PHED 135 and PHED 119, 129, or 143	Dance or Wellness (one dance and wellness required)	1		
GE C/IL	C/IL 102/102L	Computer Literacy		3	
		TOTAL	18	18	36
SECOND YEAR					
MAJOR	EDUC 250	Early Development and Intervention	3		
MAJOR	EDUC 240	Literacy Foundations for Preschool Level	3		
MAJOR	EDUC 241	Foundations of Reading, K-1		3	
MAJOR	EDUC 256	Family & Community Relations	3		
MAJOR	EDUC 252	Assessment in Early Childhood Education		3	
MAJOR	EDUC 242	Math for PreK-1	3		
MAJOR	EDUC 224	Integrated Arts, Motor Dev & Health, PreK-4		3	
MAJOR	EDUC 257	Family Collaboration & Diversity		3	
GE S/BH	(S) PS 130 or 131 or 135	National or State & Local Government		3	
GE HUMN	(CL) ENLT requirement	ENLT 100 level	3		
GE T/RS	T/RS 122	Theology II	3		
GE NSCI	(E) NSCI ELECT	Natural Science		3	
		TOTAL	18	18	36
THIRD YEAR					
MAJOR	EDUC 359	Introduction to ELL		3	
MAJOR	EDUC 358	Reading to Learn with Trade-books & Texts, Primary Grades 2-4	3		
MAJOR	EDUC 346	Social Studies for PreK-4	3		
MAJOR	EDUC 344	Science for PreK-4		3	
MAJOR	EDUC 339	Math for Grades 2-4	3		
MAJOR	EDUC 351	Methods Across the Integrated Curriculum, PreK-1	3		
MAJOR	EDUC 357	Methods Across the Integrated Curriculum, Primary Grades 2-4		3	
MAJOR	EDUC 343	Evaluation & Measurement		3	
GE PHIL	(P) PHIL 120	Intro to Philosophy	3		
GE NSCI	(E) PHYS SCI ELECT	Physical Science	3		
GE PHIL	PHIL 210	Ethics		3	
GE PHED	PHED elective	Any activity PHED		1	
		TOTAL	18	16	34
FOURTH YEAR					
GE HUMN	HUMN ELECT	Humanities Elective	3		
GE ELECT	ECO 410	Economic Concepts & Applications	3		
GE HUMN	HUMN ELECT	Humanities Elective (Literature or Arts)	3		
GE T/RS-PHIL	T/RS-PHIL ELECT	Theology or Philosophy Elective	3		
GE ELECT	GEOG 134	World Regional Geography	3		
GE ELECT	GE ELECT	GE Elective	3		
MAJOR	EDUC 445	Professional Practice Seminar, PreK-4		3	
MAJOR	EDUC 456-459	PreK-4 Student Teaching		10	
		TOTAL	18	13	31
GRANDTOTAL					137

Middle Level Teacher Education (English/Language Arts & Reading Concentration)

			Fall	Spring	
FIRST YEAR					
MAJOR	EDUC 143	Adolescent Physical & Social Development	3		
COGNATE	(S) GEOG 134	World Regional Geography	3		
MAJOR	(S,W) EDUC 223	Educational Psychology, Grades 4-12		3	
COGNATE	(Q) MATH 102	Fundamentals of Numerical Math	3		
COGNATE	MATH 105	Fundamentals of Geometric Math		3	
GE WRTG	WRTG 107	Composition	3		
GE SPCH	COMM 100	Public Speaking		3	
COGNATE	(E) BIOL 102	Organisms, Environment, and Evolution	3		
GE T/RS	(P)T/RS 121	Theology I		3	
COGNATE	(CH) HIST 110 OR 111	History of the United States		3	
GE FSEM		First Year Seminar	3**		
GE PHED	PHED elective	Any activity PHED	1		
GE C/IL	C/IL 102/102L	Computer Literacy		3	
		TOTAL	17	18	35
SECOND YEAR					
MAJOR	EDUC 221	Middle Level Cognitive Development	3		
MAJOR	EDUC 245	Interdisciplinary Assessment		3	
MAJOR	(CL) ENLT 140	English Inquiry	3		
COGNATE	ENLT 200 Level or 300 Level	British Literature		3	
COGNATE	ENLT 200 Level or 300 Level	American Literature		3	
COGNATE	MATH 204	Special Topics in Statistics	3		
COGNATE	(S) PS 130	American National Government I	3		
COGNATE	(CL) ENLT 12X	ENLT 12X	3		
GE T/RS	(P) T/RS 122	Theology II		3	
COGNATE	(E) CHEM 100	Elements of Chemistry		3	
GE PHED	PHED elective	Any activity PHED		1	
GE PHED	PHED elective	Any activity PHED	1		
		TOTAL	16	16	32
THIRD YEAR					
MAJOR	EDUC 372	Integrated Methods: Middle Level Math/Science		3	
MAJOR	EDUC 373	Integrated Methods: Middle Level Social Studies/Literacy	3		
MAJOR	(D) EDUC 359	Introduction to English Language Learning	3		
MAJOR	(D) EDUC 364	Inclusionary Practices		3	
MAJOR	EDUC 361	Reading to Learn with Trade-books & Texts	3		
MAJOR	EDUC 360	Assessment for Middle School Curriculum	3		
COGNATE	MATH 106 or 107	MATH 106 or 107		3	
COGNATE	(W) WRTG 310	Strategies for Teaching Writing		3	
GE PHIL	(P) PHIL 120	Intro to Philosophy	3		
COGNATE	PHYS 102	Earth Science	3		
GE PHIL	(P) PHIL 210	Ethics		3	
COGNATE	ENLT Area G Course	English Elective		3	
		TOTAL	18	18	36
FOURTH YEAR					
COGNATE	ENLT 200 Level or 300 Level	British Literature	3		
COGNATE	ECO 410	Economic Concepts & Applications	3		
COGNATE	ENLT 200 Level or 300 Level	American Literature	3		
GE PHIL or T/RS	(P) PHIL or T/RS ELECT	Philosophy or T/RS Elective	3		
COGNATE	(CA) THTR 111	Introduction to Acting	3		
COGNATE	PHYS 107	"Hands-On" Physics	3		
MAJOR	EDUC 450	Professional Practice Seminar, Grades 4-8		3	
MAJOR	EDUC 452-455	Grades 4-8 Student Teaching		10	
		TOTAL	18	13	31
GRAND TOTAL					134

Middle Level Teacher Education (Mathematics Concentration)

			Fall	Spring	
FIRST YEAR					
MAJOR	EDUC 143	Adolescent Physical & Social Development	3		
COGNATE	(S) GEOG 134	World Regional Geography	3		
MAJOR	(S,W) EDUC 223	Educational Psychology, Grades 4-12		3	
COGNATE	(Q) MATH 102	Fundamentals of Numerical Math	3		
COGNATE	MATH 105	Fundamentals of Geometric Math		3	
GE WRTG	WRTG 107	Composition	3		
GE SPCH	COMM 100	Public Speaking		3	
COGNATE	(E) BIOL 102	Organisms, Environment, and Evolution	3		
GE T/RS	(P) T/RS I21	Theology I		3	
COGNATE	(CH) HIST 110 OR 111	History of the United States		3	
GE FSEM		First Year Seminar	3**		
GE PHED	PHED ELECT	Any PHED course	1		
GE C/IL	C/IL 102/102L	Computer Literacy		3	
		TOTAL	17	18	35
SECOND YEAR					
MAJOR	EDUC 221	Middle Level Cognitive Development		3	
MAJOR	EDUC 245	Interdisciplinary Assessment	3		
COGNATE	(CL) ENLT 140	English Inquiry	3		
GE PHED	PHED ELECT	Any PHED course		1	
GE PHED	PHED ELECT	Any PHED course	1		
COGNATE	MATH 142	Discrete Structures	4		
COGNATE	(S) PS 130	American National Government I	3		
COGNATE	(CL) ENLT 12X	ENLT 12X		3	
GE T/RS	(P) T/RS 122	Theology II		3	
COGNATE	(E) CHEM 100	Elements of Chemistry		3	
COGNATE	MATH 114	Calculus I	4		
COGNATE	MATH 221	Calculus II		4	
		TOTAL	18	17	35
THIRD YEAR					
MAJOR	EDUC 372	Integrated Methods: Middle Level Math/Science		3	
MAJOR	EDUC 373	Integrated Methods: Middle Level Social Studies/Literacy	3		
MAJOR	(D) EDUC 359	Introduction to English Language Learning	3		
MAJOR	(D) EDUC 364	Inclusionary Practices		3	
MAJOR	EDUC 361	Reading to Learn with Trade-books & Texts, Gr 4-8	3		
MAJOR	EDUC 360	Assessment for Middle School Curriculum	3		
COGNATE	MATH 204	Special Topics in Statistics	3		
COGNATE	MATH ELECT	Any Math course above 221 that is 3 cr		3	
COGNATE	(W) WRTG 310	Strategies for Teaching Writing		3	
GE PHIL	(P) PHIL 120	Intro to Philosophy	3		
GE PHIL	(P) PHIL 210	Ethics		3	
COGNATE	PHYS 107	"Hands-On" Physics		3	
		TOTAL	18	18	36
FOURTH YEAR					
COGNATE	ECO 410	Economic Concepts & Applications	3		
COGNATE	(E) PHYS 102	Earth Science	3		
GE HUMN	(CA, CH, OR CF) HUMN ELECT	Humanities Elective (Arts, History or Language)	3		
GE PHIL or T/RS	(P) PHIL or T/RS ELECT	Philosophy or T/RS Elective	3		
COGNATE	MATH ELECT	Any Math course above 221 that is 3 cr	3		
COGNATE	MATH ELECT	Any Math course above 221 that is 3 cr	3		
MAJOR	EDUC 450	Professional Practice Seminar, Grades 4-8		3	
MAJOR	EDUC 452-455	Grades 4-8 Student Teaching		10	
		TOTAL	18	13	31
GRAND TOTAL					137

Middle Level Teacher Education (Science Concentration)

			Fall	Spring	
FIRST YEAR					
MAJOR	EDUC 143	Adolescent Physical & Social Development	3		
COGNATE	BIOL 141/141L	(E)General Biology with Labs	4.5		
COGNATE	CHEM 112/112L	(E)General and Analytical Chemistry with Labs	4.5		
MAJOR	(S,W) EDUC 223	Educational Psychology, Grades 4-12		3	
COGNATE	(Q) MATH 102	Fundamentals of Numerical Math	3		
GE WRTG	WRTG 107	Composition	3		
GE SPCH	COMM 100	Public Speaking		3	
COGNATE	BIOL 142/142L	General Biology with Labs		4.5	
GE T/RS	(P)T/RS 121	Theology I		3	
COGNATE	CHEM 113/113L	General and Analytical Chemistry with Labs		4.5	
GE FSEM		First Year Seminar	3**		
		TOTAL	19	18	37
SECOND YEAR					
MAJOR	EDUC 221	Middle Level Cognitive Development	3		
COGNATE	MATH 204	Special Topics in Statistics	3		
MAJOR	EDUC 245	Interdisciplinary Assessment		3	
GE PHIL	(P) PHIL 120	Intro to Philosophy		3	
GE T/RS	(P) T/RS 122	Theology II	3		
COGNATE	(Q) MATH 103	Pre-Calculus Mathematics		4	
COGNATE	MATH 105	Fundamentals of Geometric Math		3	
GE C/IL	C/IL 102/102L	Computer Literacy	3		
COGNATE	(S) PS 130	American National Government I	3		
COGNATE	(CL) ENLT 12X	ENLT 12X	3		
COGNATE	PHYS 102	Earth Science		3	
GE PHED	PHED Elective	Any PHED Elective		1	
		TOTAL	18	17	35
THIRD YEAR					
MAJOR	EDUC 372	Integrated Methods: Middle Level Math/Science		3	
MAJOR	EDUC 373	Integrated Methods: Middle Level Social Studies/Literacy	3		
MAJOR	(D) EDUC 359	Introduction to English Language Learning	3		
MAJOR	(D) EDUC 364	Inclusionary Practices		3	
MAJOR	EDUC 361	Reading to Learn with Trade-books & Texts, Gr 4-8	3		
MAJOR	EDUC 360	Assessment for Middle School Curriculum	3		
COGNATE	(W) WRTG 310	Strategies for Teaching Writing		3	
COGNATE	PHYS 120/120L	General Physics with Labs	4		
COGNATE	PHYS 121/121L	General Physics with Labs		4	
COGNATE	(CL) ENLT 140	English Inquiry		3	
GE PHED	PHED elective	Any activity PHED		1	
GE PHED	PHED Elective	Any PHED Elective	1		
MAJOR	NSCI 301	Advanced Topics in Science		1	
		TOTAL	17	18	35
FOURTH YEAR					
GE PHIL	(P) PHIL 210	Ethics	3		
COGNATE	ECO 410	Economic Concepts and Applications	3		
GE HUMN	(C) HUMN ELECT	Humanities Elective (Hist, Lang or Arts)	3		
GE PHIL or T/RS	(P) PHIL or T/RS ELECT	Philosophy or T/RS Elective	3		
COGNATE	(S) GEOG 134	World Regional Geography	3		
GE HUMN	(CH) HIST 110 OR 111	History of the United States	3		
MAJOR	EDUC 450	Professional Practice Seminar, Grades 4-8		3	
MAJOR	EDUC 452-455	Grades 4-8 Student Teaching		10	
		TOTAL	18	13	31
TOTAL					138

Middle Level Teacher Education (Social Studies Concentration)

			Fall	Spring	
FIRST YEAR					
MAJOR	EDUC 143	Adolescent Physical & Social Development	3		
COGNATE	GEOG 134	World Regional Geography	3		
MAJOR	(S,W) EDUC 223	Educational Psychology, Grades 4-12		3	
COGNATE	(Q) MATH 102	Fundamentals of Numerical Math	3		
COGNATE	MATH 105	Fundamentals of Geometric Math		3	
GE WRTG	WRTG 107	Composition	3		
GE SPCH	COMM 100	Public Speaking		3	
COGNATE	(E) BIOL 102	Organisms, Environment, and Evolution	3		
GE T/RS	(P) T/RS I21	Theology I		3	
COGNATE	(CH) HIST 110 OR 111	History of the United States		3	
GE FSEM		First Year Seminar	3**		
GE PHED	PHED elective	Any activity PHED	1		
GE C/IL	C/IL 102/102L	Computer Literacy		3	
		TOTAL	17	18	35
SECOND YEAR					
MAJOR	EDUC 221	Middle Level Cognitive Development	3		
MAJOR	EDUC 245	Interdisciplinary Assessment		3	
COGNATE	(CL) ENLT 140	English Inquiry		3	
COGNATE	MATH 204	Special Topics in Statistics	3		
COGNATE	(E) PHYS 107	"Hands-On" Physics		3	
COGNATE	(CH) HIST 130	World History I	3		
COGNATE	(S) PS 130	American National Government I	3		
COGNATE	(CL) ENLT 12X	ENLT 12X	3		
GE T/RS	(P) T/RS 122	Theology II	3		
COGNATE	HIST 131	World History II		3	
COGNATE	PS 131	American National Government II		3	
COGNATE	PS 135	State and Local Government		3	
		TOTAL	18	18	36
THIRD YEAR					
MAJOR	EDUC 372	Integrated Methods: Middle Level Math/Science		3	
MAJOR	EDUC 373	Integrated Methods: Middle Level Social Studies/Literacy	3		
MAJOR	(D) EDUC 359	Introduction to English Language Learning	3		
MAJOR	(D) EDUC 364	Inclusionary Practices		3	
MAJOR	EDUC 361	Reading to Learn with Trade-books & Texts, Gr 4-8	3		
MAJOR	EDUC 360	Assessment for Middle School Curriculum	3		
COGNATE	MATH 106 OR 107	MATH 106 OR 107		3	
COGNATE	(W) WRTG 310	Strategies for Teaching Writing		3	
GE PHIL	(P) PHIL 120	Intro to Philosophy	3		
COGNATE	PHYS 102	Earth Science	3		
GE PHIL	(P) PHIL 210	Ethics		3	
GE PHED	PHED elective	Any activity PHED		1	
		TOTAL	18	16	34
FOURTH YEAR					
COGNATE	ECO 410	Economic Concepts & Applications	3		
COGNATE	PS 212	International Relations	3		
GE PHIL or T/RS	(P)PHIL or T/RS ELECT	Philosophy or T/RS Elective	3		
COGNATE	CHEM 100	Elements of Chemistry	3		
COGNATE	HIST ELECT	History Elective at 200 level or above	3		
GE PHED	PHED elective	Any activity PHED	1		
MAJOR	EDUC 450	Professional Practice Seminar, Grades 4-8		3	
MAJOR	EDUC 452-455	Grades 4-8 Student Teaching		10	
		TOTAL	16	13	29

SECONDARY EDUCATION (Biology) CURRICULUM

	<u>Dept. and No.</u>	<u>Descriptive Title of Course</u>	<u>Credits</u>	
			FALL	SPRING
FIRST YEAR				
GE S/BH	EDUC 142	Exceptional Lives	3	
COGNATE	BIOL 141-142	General Biology I-II	4.5	4.5
COGNATE	CHEM 112-113	General Chemistry I-II	4.5	4.5
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3.	3
GE C/IL	C/IL 102	Computing and Information Literacy		3
GE S/BH	EDUC 223	Educational Psychology for Grades 4-12		3
GE FSEM	FIRST YEAR SEMINAR	First Year Seminar	3**	
			—	—
			16	18
SECOND YEAR				
MAJOR	EDUC 280	Field Exp. II	1	
COGNATE	CHEM 232-233	Organic Chemistry	3	3
COGNATE	BIOL 349	Plant Physiology		3
GE QUAN	MATH 114	Calculus I	4	
GE NSCI	PHYS 102	Earth Science		3
GE HUMN	LIT ELECT/ELECT	Literature/Humanities Electives	3	3
MAJOR	EDUC 246	Interdisciplinary Assessment for High School	3	
GE ELECT	STAT ELECT	Statistics Elective	3	
GE PHIL	PHIL 120	Introduction to Philosophy		3
GE PHED	PHED ELECT	Physical Education	1	
GE T/RS	T/RS 121	Theology I		3
			—	—
			18	18
THIRD YEAR				
MAJOR	EDUC 370	Inclusionary Class Practices (Secondary)	3	
MAJOR	EDUC 314	Specific Subj. Methods*		3
MAJOR	EDUC 371	Literacy Strategies in Secondary Schools		3
MAJOR	EDUC 380	Field Experience III	1	
COGNATE	BIOL 250//250L	Microbiology	5	
COGNATE	BIOL 370/370L	Animal Behavior		4.5
COGNATE	BIOL 375	Evolution	3	
COGNATE	BIOL 361	Molecular Bio		5
GE PHIL	PHIL 210	Ethics	3	
GE HUMN	HUMN ELEC	Humanities Elective	3	
GE ELECT	BIOL 273/473	Marine or Estuarine Ecology		3
			—	—
			18	18.5
FOURTH YEAR***				
MAJOR	EDUC 475	Professional Seminar		3
MAJOR	EDUC 476	Planning in Secondary Student Teaching		2
MAJOR	EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR	EDUC 478	Managing Classrooms in Secondary Student Teaching		2
MAJOR	EDUC 479	Professional Growth in Secondary Student Teaching*		3
MAJOR	EDUC 359	Introduction to ELL		3
GE HUMN	HUMN ELECT	Humanities Elective	3	
COGNATE	BIOL371	Ecology	3	
GE T/RS	T/RS 122	Theology II	3	
GE NSCI	PHYS 120/120L	General Physics	4	
GE PHIL	PHIL 306	Philosophy of Education	3	
GE PHED	PHED ELECT	Physical Education	2	
			—	—
			18	18

Total 140.5 CREDITS

* Includes service-learning component.

*** Semesters may be reversed at the discretion of the department.

For a second major in Biology an additional 6.5 credits in Biology, CHEM 232L and 233L, PHYS 121 and 121L, and 4 elective credits in Chemistry, Math or Physics are required.

SECONDARY EDUCATION (Chemistry) CURRICULUM

	<u>Dept. and No.</u>	<u>Descriptive Title of Course</u>	<u>Credits</u>	
			FALL	SPRING
FIRST YEAR				
GE S/BH	EDUC 142	Exceptional Lives	3	
GE NSCI	CHEM 112-113	General Analytical Chemistry I-II	4.5	4.5
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3.	3
GE C/IL	C/IL 102	Computing and Information Literacy		3
GE QUAN	MATH 114	Calculus I	4	
GE S/BH	EDUC 223	Educational Psychology for Grades 4-12		3
GE HUMN	LIT ELECT	Literature Elective	3	
GE ELECT	MATH 221	Calculus II		4
GE FSEM	FIRST YEAR SEMINAR	First Year Seminar	3**	
			—	—
			18.5	17.5
SECOND YEAR				
MAJOR	EDUC 280	Field Exp. II		1
COGNATE	CHEM 232-233	Organic Chemistry I-II	4.5	4.5
COGNATE	PHYS 140-141	General Physics I-II	4	4
COGNATE	CHEM 240	Inorganic Chemistry		3
GE PHIL	PHIL 120	Introduction to Philosophy		3
GE T/RS	T/RS 121-122	Theology I-II	3	3
MAJOR	EDUC 246	Interdisciplinary Assessment for High School	3	
GE ELECT	MATH 222	Calculus III	4	
			—	—
			18.5	18.5
THIRD YEAR				
MAJOR	EDUC 314	Specific Subject Methods		3
MAJOR	EDUC 370	Inclusionary Class Practices (Secondary)	3	
MAJOR	EDUC 371	Literacy Strategies in Secondary Schools		3
MAJOR	EDUC 380	Field Experience III	1	
COGNATE	CHEM 362-363	Physical Chemistry I-II	4.5	4.5
COGNATE	CHEM 344	Environmental GeoChem		3
COGNATE	BIOL 141	General Biology	3	
COGNATE	CHEM 370	Instrumental Analysis		5
GE HUMN	HUMN ELEC	Humanities Elective	3	
GE PHIL	PHIL 210	Ethics	3	
GE PHED	PHED ELECT	Physical Education	1	
			—	—
			18.5	18.5
FOURTH YEAR***				
MAJOR	EDUC 475	Professional Seminar		3
MAJOR	EDUC 476	Planning in Secondary Student Teaching		2
MAJOR	EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR	EDUC 478	Managing Classrooms in Secondary Student Teaching		2
MAJOR	EDUC 479	Professional Growth in Secondary Student Teaching*		3
MAJOR	EDUC 359	Introduction to ELL		
COGNATE	CHEM 440	Advanced Inorganic	3	
COGNATE	CHEM 350	General Biochemistry I	3	
GE PHIL	PHIL 306	Philosophy of Education	3	
GEHUMN	HUMN ELECT	Humanities Electives	6	
GE ELECT	CHEM 493-494	Undergraduate Research	1.5	1.5
PHED	PHED ELECT	Physical Education	2	
			18.5	17.5
			Total:	146 CREDITS

*** Semesters may be reversed at the discretion of the department

For a second major in Chemistry, the following are required: CHEM 330, 390, 440L

SECONDARY EDUCATION (CITIZENSHIP WITH HISTORY)

	<u>Dept. and No.</u>	<u>Descriptive Title of Course</u>	<u>FALL</u>	<u>Credits SPRING</u>
FIRST YEAR				
GE S/BH	EDUC 142	Exceptional Lives	3	
COGNATE	HIST 110-111	US History I-II	3	3
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE C/IL	C/IL 102	Computing and Information Literacy	3	
GE QUAN-STAT	MATH ELECT-STAT ELECT	Mathematics Elective-Statistics Elective	3	3
GE T/RS	T/RS 121	Theology I		3
GE S/BH	EDUC 223	Educational Psychology for Grades 4-12		3
GE FSEM	FIRST YEAR SEMINAR	First Year Seminar	3**	
GE NSCI	ELECT	Natural Science Elective		3
GE PHED	PHED ELECT	Physical Education	1	—
			17	18
SECOND YEAR				
MAJOR	EDUC 246 -280	Interd. Assessment for High School.-Field Exp. II	3	1
COGNATE	GEOG 134	World Regional Geography		3
COGNATE	HIST 140	Craft of the Historian	3	
COGNATE	PS 130-131	Am. Nat. Government I-II	3	3
GE HUMN	LIT ELECT	Literature Elective	3	
GE PHIL	PHIL 120	Introduction to Philosophy		3
GE HUMN	HIST 120-121	European History I-II	3	3
GE NSCI	NSCI ELECT	Natural Science Elective		3
GE ELECT	PS 135	State and Local Government	3	
GE PHED	PHED ELECT	Physical Education	—	1
			18	17
THIRD YEAR				
MAJOR	EDU 370	Inclusionary Class Practices (Secondary)	3	
MAJOR	EDUC 380-314	Field III- Specific Subj. Methods*	1	3
MAJOR	EDUC 371	Literacy Strategies in Secondary Schools		3
COGNATE	HIST 219	Modern World History	3	
COGNATE	HIST 214	History of Contemporary World Politics		3
COGNATE	ELECT	History Elective	3	3
COGNATE	ELECT	Minority History	3	
PHIL	PHIL 210	Ethics		3
GE/TRS	TRS 122	Theology II		3
GE ELECT	PS 212	International Relations	3	
GE PHED	PHED ELECT	Physical Education	1	—
			17	18
FOURTH YEAR*****				
MAJOR	EDUC 475	Professional Seminar		3
MAJOR	EDUC 476	Planning in Secondary Student Teaching		2
MAJOR	EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR	EDUC 478	Managing Classrooms in Secondary Student Teaching		2
MAJOR	EDUC 479	Professional Growth in Secondary Student Teaching*		3
MAJOR	EDUC 359	Introduction to ELL		3
COGNATE	PS ELECT	History Elective	6	
GE PHIL	PHIL 306	Philosophy of Education	3	
GE HUMN	HUMN ELECT	Humanities Elective***	3	
GE ELECT	ECO 410	Economics for Education Majors	3	
GE ELECT	HIST 490 or 491	Seminar in History****	3	—
			18	16
Total:			139 CREDITS	

* Includes service-learning component.

*** Humanities Electives: Students must earn 6 credits in Lit. or Foreign Language with no more than 3 credits in Art or Music.

**** Students may substitute the Seminar with a 300 or 400 level course with permission of the History Dept. Chair.

***** Student Teaching semesters may be reversed at the discretion of the department.

SECONDARY EDUCATION (CITIZENSHIP WITH POLITICAL SCIENCE)

	<u>Dept. and No.</u>	<u>Descriptive Title of Course</u>	<u>Credits</u>	
			FALL	SPRING
FIRST YEAR				
GE S/BH	EDUC 142	Exceptional Lives	3	
COGNATE	HIST 110-111	US History I-II	3	3
GE WRTG-SPCH	WRTG 107-COMM 100	Composition-Public Speaking	3	3
GE C/IL	C/IL 102	Computing and Information Literacy		3
GE QUAN-STAT	MATH ELECT-PS 240	Mathematics Elective-PS Statistics	3	3
COGNATE	PS 130-131	Am. Nat. Government I-II	3	3
GE S/BH	EDUC 223	Educational Psychology for Grades 4-12		3
GE FSEM	FIRST YEAR SEMINAR	First Year Seminar	<u>3**</u>	
			16	18
SECOND YEAR				
MAJOR	EDUC 246-280	Interd. Assessment for High School-Field Exp. II	3	1
COGNATE	GEOG 134	World Regional Geography		3
COGNATE	PS ELECT	Political Science Elective		3
GE T/RS	T/RS 121	Theology I	3	
GE HUMN	LIT ELECT	Literature Elective	3	
GE PHIL	PHIL 120	Introduction to Philosophy		3
GE HUMN	HIST 120-121	European History I-II	3	3
GE ELECT	PS 135	State and Local Government	3	
GE PHED	PHED ELECT	Physical Education		1
GE NSCI	ELECT	Natural Science Elective	<u>3</u>	<u>3</u>
			18	17
THIRD YEAR				
MAJOR	EDU 370	Inclusionary Class Practices (Secondary)	3	
MAJOR	EDUC 380-314	Field III- Specific Subj. Methods*	1	3
MAJOR	EDUC 371	Literacy Strategies in Secondary School		3
COGNATE	PS 313 or 314	Political Ideas	3	
COGNATE	PS 217	Comparative Politics		3
COGNATE	PS ELECT	PS Electives	3	6
GE PHIL	PHIL 210	Ethics		3
GE T/RS	T/RS 122	Theology II	3	
GE ELECT	PS 212	International Relations	3	
GE PHED	PHED ELECT	Physical Education	<u>2</u>	
			18	18
FOURTH YEAR***				
MAJOR	EDUC 475	Professional Seminar		3
MAJOR	EDUC 476	Planning in Secondary Student Teaching		2
MAJOR	EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR	EDUC 478	Managing Classrooms in Secondary Student Teaching		2
MAJOR	EDUC 479	Professional Growth in Secondary Student Teaching*		3
MAJOR	EDUC 359	Introduction to ELL		3
COGNATE	PS ELECT	PS Electives	6	
GE PHIL	PHIL 306	Philosophy of Education	3	
GE HUMN	HUMN ELECT	Humanities Elective***	3	
GE ELECT	ECO 410	Economics for Education Majors	3	
GE PHED	PHED ELECT	Physical Education	<u>1</u>	
			16	16
Total:			137	CREDITS

* Includes service-learning component.

*** Humanities Electives: Students must earn 6 credits in Literature, History, or Foreign Language with no more than 3 credits in Art or Music.

**** Student teaching semesters may be reversed at the discretion of the department.

SECONDARY EDUCATION (COMMUNICATION)***

	<u>Dept. and No.</u>	<u>Descriptive Title of Course</u>	<u>Credits</u>	
			FALL	SPRING
FIRST YEAR				
GE S/BH	EDUC 142	Exceptional Lives	3	
COGNATE	COMM 110 or 130	Interpersonal Comm/Hist. of Electronic Media		3
COGNATE	COMM 115	Writing for Communications		3
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking – Composition	3	3
GE C/IL	C/IL 102	Computing and Information Literacy	3	
GE QUAN	ELECT	Quant. Reasoning Elective		3
GE PHIL-T/RS	PHIL 120-T/RS 121	Introduction to Philosophy - Theology I	3	3
GE ELECT	ENLT 140	English Inquiry	3	
GE S/BH	EDUC 223	Educational Psychology for Grades 4-12		3
GE FSEM	FIRST YEAR SEMINAR	First Year Seminar	3**	
GE PHED	PHED ELECT	Physical Education	1	
			17	18
SECOND YEAR				
MAJOR	EDUC 246-280	Interd. Assessment for High School-Field Exp. II	3	1
COGNATE	COMM ELECT	Communication Elective****	3	
COGNATE	COMM ELECT	Communication Elective****		3
COGNATE	ENLT ELECT	British Literature Elective	3	
GE T/RS	T/RS 122	Theology II		3
GE HUMN	ENLT ELECT	American Lit. Elective		3
GE ELECT	WRTG 210	Advanced Composition	3	
GE NSCI	PSYC 105	Brain & Human Nature		3
GE QUAN	STAT ELECT	Statistics Elective	3	
GE ELECT	COMM 210	Logical & Rhetorical Analysis	3	
GE HUMN	COMM 215	Intro to Communication Theory		3
GE PHED	PHED ELECT	Physical Education		1
			18	17
THIRD YEAR				
MAJOR	EDUC 370	Inclusionary Class Practices (Secondary)-Field III	3	1
MAJOR	EDUC 314	Specific Subject Methods*		3
MAJOR	EDUC 371	Literacy Strategies in Secondary Schools		3
COGNATE	COMM 316	Comm. Ethics	3	
COGNATE	COMM ELECT	Communications Electives****	6	3
MAJOR	ELECT	ENLT Elective	3	
GE PHIL	PHIL 210	Ethics		3
GE ELECT	ENLT ELECT	Theatre Elective		3
GE NSCI	NSCI ELECT	Natural Science Elective	3	
GE PHED	PHED ELECT	Physical Education		1
			18	17
FOURTH YEAR*****				
MAJOR	EDUC 359	Introduction to ELL		3
MAJOR	EDUC 475	Professional Seminar		3
MAJOR	EDUC 476	Planning in Secondary Student Teaching		2
MAJOR	EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR	EDUC 478	Managing Classrooms in Secondary Student Teaching		2
MAJOR	EDUC 479	Professional Growth in Secondary Student Teaching*		3
COGNATE	COMM 415	Communication Senior Seminar	3	
COGNATE	ELECT	Communication Elective	3	
GE PHIL	PHIL 306	Philosophy of Education	3	
GE ELECT	ENLT 462	Literacy Criticism & Theory	3	
GE HUMN	ELECT	World Literacy Elective	3	
			15	16

Total: 136 CREDITS

* Includes service-learning component.

*** The course configuration allows for a minor in English with careful planning. It is the student's responsibility to plan for a minor if one is desired.

**** The following classes are recommended-but not required-as options for elective choices: COMM 211 Argument and Debate;

COMM 214 Small-Group Communication; COMM 228 Intercultural Communication; COMM 224 News- writing

***** Student teaching semesters may be reversed at the discretion of the department.

SECONDARY EDUCATION (ENGLISH)***

<u>Dept and No.</u>		<u>Descriptive Title of Course</u>	<u>Credits</u>	
FIRST YEAR			FALL	SPRING
GE S/BH	EDUC 142	Exceptional Lives	3	
COGNATE	ENLT 140	English Inquiry	3	
COGNATE	ELECT	ENLT Requirement		3
WRTG-COGNATE	WRTG 107-ELECT	Composition-Theatre Elective	3	3
GE C/IL	C/IL 102	Computing and Information Literacy		3
GE QUAN	ELECT	Quant. Reasoning Elective	3	
GE PHIL-T/RS	PHIL 120-T/RS 121	Intro to Philosophy-Theology I	3	3
GE S/BH	EDUC 223	Educational Psychology for Grades 4-12		3
GE FSEM	FIRST YEAR SEMINAR	First Year Seminar	3**	
GE PHED	PHED ELECT	Physical Education		1
			<u>16</u>	<u>16</u>
SECOND YEAR				
MAJOR	EDUC 246-280	Interd. Assessment for High School - Field II	3	1
COGNATE	ELECT	Area Requirement	3	
COGNATE	ELECT	Area Requirement	3	
COGNATE	ENLT 220 or 341	Shakespeare Elective		3
GE SPCH	COMM 100	Public Speaking		3
GE PHIL	PHIL 210	Ethics	3	
GE ELECT	WRTG 211 or 218	Advanced Writing Elective		3
GE HUMN	HUMN	Rep. World Literature		3
GE NSCI	NSCI	Natural Science Electives	3	3
GE PHED	PHED ELECT	Physical Education		1
GE ELECT	STAT ELECT	Statistics Elective	<u>3</u>	
			18	<u>17</u>
THIRD YEAR				
MAJOR	EDUC 370	Inclusionary Class Practices (Secondary)	3	
MAJOR	EDUC 314	Specific Subject Methods*		3
MAJOR	EDUC 371	Literacy Strategies for Secondary Schools	3	
MAJOR	EDUC 380	Field Experience III	1	
MAJOR	ELECT	ENLT Elective		3
COGNATE	ENGL 310	Strat. For Teaching Writing	3	
COGNATE	ELECT	ENLT Area Requirements	3	3
GE T/RS	T/RS 122	Theology II	3	
GE HUMN	HUMN	ENLT Area Requirements		3
GE HUMN	HUMN	Minority Literature Elective		3
GE PHED	PHED	Physical Education	1	
			<u>17</u>	<u>15</u>
FOURTH YEAR*****				
MAJOR	EDUC 359	Introduction to ELL		3
MAJOR	EDUC 475	Professional Seminar		3
MAJOR	EDUC 476	Planning in Secondary Student Teaching		2
MAJOR	EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR	EDUC 478	Managing Classrooms in Secondary Student Teaching		2
MAJOR	EDUC 479	Professional Growth in Secondary Student Teaching*		3
COGNATE	ENLT ELECT	Theory Intensive Elective****	3	
COGNATE	ENLT 490-491	Senior Seminar	3	
GE PHIL	PHIL 306	Philosophy of Education	3	
GE ELECT	ELECT	Open Electives	<u>6</u>	
			15	<u>16</u>

Total: 130 CREDITS

* Includes service-learning component.

*** Secondary Education/English Majors will complete a second major in English. English Majors at the University of Scranton are required to take at least four (4) courses in British Literature, and at least two (2) in American Literature. These appear above as "Area Requirements." For further details, students should consult their English Department Advisors.

**** Students who have not already done so must complete the English Department's Theory Intensive Requirement.

***** Student teaching semesters may be reversed at the discretion of the department.

SECONDARY EDUCATION (GENERAL SCIENCE)

		<u>Dept. and No.</u>	<u>Descriptive Title of Course</u>	<u>Credits</u>	
				FALL	SPRING
FIRST YEAR					
GE S/BH		EDUC 142	Exceptional Lives	3	
COGNATE		BIOL 141-142	General Biology I-II	4.5	4.5
GE SPCH		COMM 100	Public Speaking	3	
GE WRTG		WRTG 107	Composition	3	
GE S/BH		EDUC 223	Educational Psychology for Gr. 4-12		3
GE QUAN		MATH 103 or 114	Pre-Calculus Math or Calculus I		4
GE PHIL		PHIL 120	Introduction to Philosophy	3	
GE T/RS		T/RS 121	Theology I		3
GE HUMN		LIT ELECT	Literature Elective		3
GE FSEM		FIRST YEAR SEMINAR	First Year Seminar	3**	
				17.5	17.5
SECOND YEAR					
MAJOR		EDUC 280	Field Experience II		1
COGNATE		PHYS 120-121	General Physics I-II	4	4
COGNATE		CHEM 112-113	General / Analy. Chemistry I-II	4.5	4.5
COGNATE		STATS ELECT	Statistics Elective	3	
GE PHIL		PHIL 210	Ethics		3
GE T/RS		T/RS 122	Theology II	3	
MAJOR		EDUC 246	Interd. Assessment for HS	3	
GE C/IL		C/IL 102	Computing and Information Literacy		3
GE PHED		PHED ELECT	Physical Education		1
				17.5	16.5
THIRD YEAR					
MAJOR		EDUC 370	Inclusionary Class Practices (Secondary)	3	
MAJOR		EDUC 380-314	Field III -- Specific Subject Methods*	1	3
MAJOR		EDUC 371	Literacy Strategies in Secondary Schools		3
COGNATE		COGNATE ELECT	Techno Context - Environmental Context	3	3
GE ELECT		PHIL 431	Philosophy of Science	3	
GE NSCI		PHYS 101-102	Modern Astronomy-Earth Science	3	3
GE HUMN		HUMN ELECT	Humanities Elective	3	
GE ELECT		ELECT	Free Elective		3
GE PHED		PHED ELECT	Physical Education		2
				16	17
FOURTH YEAR***					
MAJOR		EDUC 475	Professional Seminar		3
MAJOR		EDUC 476	Planning in Secondary Student Teaching		2
MAJOR		EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR		EDUC 478	Managing Classrooms in Secondary Student Teaching		2
MAJOR		EDUC 479	Professional Growth in Secondary Student Teaching*		3
MAJOR		EDUC 359	Introduction to ELL		3
COGNATE		ELECT	Environmental Context	3	
COGNATE		CHEM 104	Science and Society	3	
GE HUMN		HUMN ELECT	Humanities Elective	3	
GE ELECT		FREE ELECT	Free Electives	6	
GE PHIL		PHIL 306	Philosophy of Education	3	
				18	16
				Total:	136 CREDITS

* Includes service-learning component.

*** Student teaching semesters may be reversed at the discretion of the department.

SECONDARY EDUCATION (LATIN)***

		<u>Dept. and No</u>	<u>Descriptive Title of Course</u>	<u>Credits</u>	
			FIRST YEAR	FALL	SPRING
GE S/BH		EDUC 142	Exceptional Lives	3	
COGNATE		LAT 211-212	Intermediate Latin I-II	3	3
GE SPCH-WRTG		COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE C/IL		C/IL 102	Computing and Information Literacy		3
GE QUAN		MATH ELECT	Quant. Reasoning Course	3	
GE PHIL		PHIL 120	Introduction to Philosophy	3	
GE T/RS		T/RS 121	Theology I		3
GE S/BH		EDUC 223	Educational Psychology for Grades 4-12		3
FSEM-PHED		FIRST YEAR SEMINAR-PHED ELECT	First Year Seminar - Physical Education	3**	1
				16	16
			SECOND YEAR		
MAJOR		EDUC 280	Field Exp. II		1
COGNATE		ELECT	Latin Electives	6	6
GE PHIL		T/RS 122	Theology II		3
GE HUMN		LIT ELECT-HUMN ELECT	Literature Elective-Humanities Elective	3	3
GE NSCI		NSCI	Natural Science Electives	3	3
MAJOR		EDUC 246	Interd. Assessment for High School	3	
GE PHED		PHED ELECT	Physical Education		1
GE ELECT		Elect	Statistics Elective	3	
				18	17
			THIRD YEAR		
MAJOR		EDUC 370	Inclusionary Class Practices (Secondary)	3	
MAJOR		EDUC 380-314	Field III -- Specific Subj. Methods*	1	3
MAJOR		EDUC 371	Literacy Strategies in Secondary School		3
COGNATE		ELECT	Latin Electives	6	6
COGNATE		ELECT	Related Electives		3
GE PHIL		PHIL 210	Ethics		3
GE ELECT		SOC 234	Cultural Anthropology	3	
GE ELECT		ELECT	Open Elective	3	
GE PHED		PHED ELECT	Physical Education	1	
				17	18
			FOURTH YEAR****		
MAJOR		EDUC 475	Professional Seminar		3
MAJOR		EDUC 476	Planning in Secondary Student Teaching		2
MAJOR		EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR		EDUC 478	Managing Classrooms in Secondary Student Teaching		2
MAJOR		EDUC 479	Professional Growth in Secondary Student Teaching*		3
MAJOR		EDUC 359	Introduction to ELL		3
COGNATE		ELECT	Latin Elective	3	
COGNATE		ELECT	Related Elective	3	
GE HUMN		HUMN	Humanities Elective	6	
GE PHIL		PHIL 306	Philosophy of Education	3	
GE ELECT		ELECT	Latin Elective	3	
				18	16
				Total: 136 CREDITS	

* Includes service-learning component.

*** Program results in second major in Latin

**** Student teaching semesters may be reversed at the discretion of the department.

SECONDARY EDUCATION (MATHEMATICS)

<u>Dept. and No.</u>		<u>Descriptive Title of Course</u>	<u>Credits</u>	
			FALL	SPRING
FIRST YEAR				
GE S/BH	EDUC 142	Exceptional Lives	3	
GE HUMN	LIT Elective	Humanities Elective	3	
COGNATE	MATH 114	Calculus I	4	
COGNATE	MATH 221	Calculus II		4
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE S/BH	EDUC 223	Educational Psychology for Grades 4-12		3
GE C/IL	C/IL 102	Computing and Information Literacy		3
GE PHIL	PHIL 120	Introduction to Philosophy	3	
GE T/RS	T/RS 121	Theology I		3
GE FSEM - PHED	FIRST YEAR SEMINAR	First Year Seminar - Physical Education Elect.	<u>3**</u>	<u>1</u>
			17	17
SECOND YEAR				
MAJOR	EDUC 280	Field Experience II		1
MAJOR	EDUC 246	Interd. Assessment for High School	3	
COGNATE	MATH 221-222	Calculus III-Intro Math Proof	4	4
GE PHIL	T/RS 122	Theology II		3
GE HUMN	HUMN Elective	Humanities Elective	3	
GE NSCI	PHYS 140 -141	Elem. of Physics I-II	4	4
GE ELECT	CMPS 134	Computer Science I		3
COGNATE	MATH 351	Linear Algebra		3
GE PHED	PHED ELECT	Physical Education	<u>2</u>	
			16	18
THIRD YEAR				
MAJOR	EDUC 370	Inclusionary Class Practices (Secondary)	3	
MAJOR	EDUC 380-314	Field Exp. III - Specific Subject Methods*	1	3
MAJOR	EDUC 371	Literacy Strategies in Secondary Schools		3
MAJOR	EDUC 312	Secondary Math Curriculum	3	
COGNATE	MATH 310	Applied Probability and Math Statistics	4	
COGNATE	MATH 345 or 325	Geometry or History/Philosophy of Math	3	
COGNATE	MATH 446 or 448**	Real Analysis I or Mod. Algebra I	3	
GE PHIL	PHIL 210	Ethics		3
COGNATE	MATH 447 or 449	Real Analysis II or Modern Algebra II		3
COGNATE	MATH ELECT	Math Elective (Upper Division)		<u>6</u>
			17	18
FOURTH YEAR****				
MAJOR	EDUC 475	Professional Seminar		3
MAJOR	EDUC 476	Planning in Secondary Student Teaching		2
MAJOR	EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR	EDUC 478	Managing Classrooms in Secondary Student Teaching		2
MAJOR	EDUC 479	Professional Growth in Secondary Student Teaching*		3
MAJOR	EDUC 359	Introduction to ELL		3
COGNATE	MATH 446 or 448	Real Analysis I or Mod Algebra I***	3	
COGNATE	MATH ELECT	Math Elective (Upper Division)	3	
COGNATE	MATH 345 or 325	Geometry or History/Phil of Math	3	
GE PHIL	PHIL 306	Philosophy in Education	3	
GE HUMN	HUMN ELECT	Humanities Elective	<u>6</u>	
			18	16
Total:			136	CREDITS

* Includes service-learning component.

*** Real Analysis I should be taken Fall of Junior year in odd numbered years; Modern Algebra I should be taken in the Fall of Junior Year in even numbered years.

**** Student teaching semesters may be reversed at the discretion of the department.

SECONDARY EDUCATION (Modern Language)

		<u>Dept. and No.</u>	<u>Descriptive Title of Course</u>	<u>Credits</u>	
			FIRST YEAR	FALL	SPRING
SE S/BH		EDUC 142	Exceptional Lives	3	
COGNATE		MLANG 211-212***	Intermediate Mod Language	3	3
GE SPCH-WRTG		COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE C/IL		C/IL 102	Computing and Information Literacy		3
GE HUMN		LIT ELECT	Literature Elective(English)		3
GE QUAN		QUAN ELECT	Quant. Reasoning Elective	3	
GE PHIL-T/RS		T/RS-PHIL 120	Theology I - Intro. To Philosophy	3	3
SE S/BH		EDUC 223	Educational Psychology for Gr. 4-12		3
GE FSEM		FIRST YEAR SEMINAR	First Year Seminar	3**	
				16	18
			SECOND YEAR		
MAJOR		EDUC 246	Interd. Assessment for Adolescents	3	
MAJOR		EDUC 280	Field Exp. II		1
COGNATE		MLANG 311-312***	Advanced Comp/Conv. I-II	3	3
COGNATE		COGNATE ELECT	Related Electives	3	3
GE PHIL		T/RS 122-PHIL 210	Theology II/Ethics	3	3
GE HUMN		MLANG ELECT	Modern Language Elective		3
GE NSCI		NSCI ELECT	Natural Science Electives	3	3
GE ELECT		STATS ELECT	Statistics Elective	3	
GE PHED		PHED ELECT	Physical Education Elective		1
				18	17
			THIRD YEAR		
MAJOR		EDUC 370	Inclusionary Class Practices (Secondary)	3	
MAJOR		EDUC 380	Field Experience III	1	
MAJOR		EDUC 371	Literacy Strategies in Secondary Schools	3	
COGNATE		MLANG 321-322****	Stylistics I-II	3	3
COGNATE		COGNATE ELECT	Modern Language Electives*****	3	9
GE HUMN		ELECT	Related Electives	3	3
GE PHED		PHED ELECT	Physical Education	2	
				18	15
			FOURTH YEAR*****		
MAJOR		EDUC 475	Professional Seminar		3
MAJOR		EDUC 476	Planning in Secondary Student Teaching		2
MAJOR		EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR		EDUC 478	Managing Classrooms in Secondary Student Teaching		2
MAJOR		EDUC 479	Professional Growth in Secondary Student Teaching*		3
MAJOR		EDUC 359	Introduction to ELL		3
MAJOR		EDUC 314	Specific Subj Methods	3	
COGNATE		COGNATE ELECT	Modern Language Elective	3	
GE PHIL		PHIL 306	Philosophy of Education	3	
GE ELECT		Free ELECT	Free Elect	6	
				15	16
				Total:	133

* Includes the service learning component.

*** Spanish, French, or German should be selected as a specialization with Modern Language (MLANG). Program results in a second major in the area of the Modern Language chosen.

****All Secondary Education MLANG Majors are strongly encouraged to study abroad for a period of at least one (1) semester. Students studying abroad should take EDUC 371 during intercession.

***** Before enrolling in Education 314, students are required to pass a proficiency exam at the intermediate-high level.

***** Students whose specialization within Modern Languages is Spanish are required to take SPAN 320, and SPAN 321 and three (3) of the following: SPAN 313, SPAN 314, SPAN 330 and/or SPAN 331. In Spanish, there is no Advanced Stylistics II.

***** Students who begin language study at the advanced level (311) will take six (6) credits in advanced MLANG electives.

***** Student teaching semesters may be reversed at the discretion of the department

SECONDARY EDUCATION (PHYSICS)

<u>Dept. and No.</u>		<u>Descriptive Title of Course</u>	<u>Credits</u>	
FIRST YEAR			FALL	SPRING
GE S/BH	EDUC 142	Exceptional Lives	3	
COGNATE	PHYS 140-141	Elements of Physics I-II	4	4
COGNATE	MATH 114	Calculus I	4	
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE QUAN	MATH 221	Calculus II		4
GE PHIL	PHIL 120	Intro. Philosophy	3	
GE S/BH	EDUC 223	Educational Psychology for Grades 4-12		3
GE HUMN	LIT ELECT	Literature Elective		3
GE FSEM	FIRST YEAR SEMINAR	First Year Seminar	3**	
			18	17
SECOND YEAR				
MAJOR	EDUC 280	Field Exp. II		1
COGNATE	MATH 222	Calculus III	4	
COGNATE	PHYS 270	Modern Physics	4	
COGNATE	PHYS 102	Earth Science		3
COGNATE	PHYS 352	Stat & Eng. Thermodynamics		3
COGNATE	EE 241	Circuits		4
GE ELECT	MATH 341	Differential Equations		3
GE C/IL	C/IL 102	Computing and Information Literacy		3
GE PHIL	PHIL 210	Ethics	3	
GE T/RS	T/RS 121	Theology I	3	
MAJOR	EDUC 246	Interdisciplinary Assessment for High School	3	
GE PHED	PHED ELECT	Physical Education	—	1
			17	18
THIRD YEAR				
MAJOR	EDUC 370	Inclusionary Class Practices (Secondary)	3	
MAJOR	EDUC 380-314	Field III - Specific Subj. Methods*	1	3
MAJOR	EDUC 371	Literacy Strategies in Secondary Schools		3
COGNATE	PHYS 447-448	Electromagnetics I & II	3	4
GE T/RS	T/RS 122	Theology II	3	
GE ELECT	PHYS 350	Applied & Engineering Math		3
GE NSCI	BIOL 101	General Biology I	3	
GE ELECT	CHEM 100	General Chemistry	3	
GE ELECT	PHYS 372	Quantum Mechanics		3
GE PHED	PHED ELECT	Physical Education	1	1
			17	17
FOURTH YEAR***				
MAJOR	EDUC 475	Professional Seminar		3
MAJOR	EDUC 476	Planning in Secondary Student Teaching		2
MAJOR	EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR	EDUC 478	Managing Classrooms in Secondary Student Teaching		2
MAJOR	EDUC 479	Professional Growth in Secondary Student Teaching*		3
COGNATE	PHYS 493-494	Undergraduate Physics Research		3
MAJOR	EDUC 359	Introduction to ELL		3
COGNATE	ENGR 250	Statics	3	
COGNATE	PHYS 371	Advanced Mechanics	3	
GE HUMN	HUMN ELECT	Humanities Electives	9	
GE PHIL	PHIL 306	Philosophy of Education	3	
			18	19
Total:			141	CREDITS

* Includes service-learning component.

*** Student teaching semesters may be reversed at the discretion of the department.

Student Advisement

For course registration and general advising, undergraduate students are officially advised by the PCPS Advising Center. Prior to the registration period, all undergraduate students will receive a packet of materials from the Registrar. It will contain course schedules, an updated CAPP Evaluation Sheet, and a class request form. **It is advisable to get these packets early and make contact with the advising center and your mentor well in advance of registration.** Advisors are busy professionals with busy schedules during the preregistration period. Visit the Advising Center well before registration week and make an appointment.

Teacher Education Programs contain 190 field experience hours for which current and valid clearances are required. These clearances are:

- a) Act 151 PA Child Abuse History Clearance indicating No Record
- b) Act 34 PA Criminal Records Check Clearance indicating No Record
- c) Act 24 of 2011
- d) Act 114 FBI Fingerprints indicating No Record
- e) TB test results

Every semester when students register for a course that contains field experiences, they must sign an Education Department policy acknowledging that they understand that required clearances must be submitted to the instructor no later than the last day of 100% refund on the University's academic calendar for that semester. Courses that have a field experience component are:

EDUC 223 Educational Psychology, Grades 4-12 (20 hrs)
EDUC 240 Literacy at the Preschool Level (15 hrs)
EDUC 241 Foundations of Reading, K-1 (15 hrs)
EDUC 245 Interdisciplinary Assessment (20 hrs)
EDUC 250 Early Development & Intervention (20 hrs)
EDUC 252 Assessment in Early Childhood Education (20 hrs)
EDUC 280 Field Experiences II
EDUC 351 Methods Across the Integrated Curriculum, PreK-1 (60 hrs)
EDUC 357 Methods Across the Integrated Curriculum, Grades 2-4 (60 hrs)
EDUC 360 Assessment for Middle School Curriculum (20 hrs)
EDUC 364 Inclusionary Practices (20 hrs)
EDUC 372 Integrated Methods: Middle Level Math/Science (55 hrs)
EDUC 373 Integrated Methods: Middle Level Social Studies/Literacy (55 hrs)
EDUC 380 Field Experiences III

Your advisor will assist you in arranging courses and schedules where you have any difficulty. PCPS advisors know the program and its requirements, so you should invest your trust in them and their advice. **However, no one can take the ultimate responsibility for your progress through your program away from you, the student.**

Service Learning

Service Learning is an experiential approach to education. It refers to the idea that learning flows from

service activities. The programs in the Panuska College of Professional Studies (PCPS) encourage students to not only look at their chosen field of study, but also the world around them. Service learning, therefore, becomes a central component to the student's education; and, students perform community service annually as a requirement for graduation. As in other professional Departments in PCPS, the Education Department links service learning to specific courses.

Early & Primary Education

<u>Freshman Year</u>			<u>Service</u>
T.A.P.E.S.T.R.Y.	T.A.P.E.S.T.R.Y.	0cr	10hrs
<u>Sophomore Year</u>			
EDUC 241	Foundations of Reading Instruction, K-1	3cr	10hrs
<u>Junior Year</u>			
EDUC 351	Methods across the Integrated Curriculum, PreK-1	3cr	10hrs
<u>Senior Year</u>			
EDUC 459	Prof Growth in PreK-4 Student Teach	3cr/Fall-Spr	10hrs

Middle Level Education

<u>Freshman Year</u>			<u>Service</u>
T.A.P.E.S.T.R.Y.	T.A.P.E.S.T.R.Y.	0cr	10hrs
EDUC 223	Educational Psychology, Grades 4-12	3cr	20hrs
<u>Sophomore Year</u>			
	No Service-Learning is required		
<u>Junior Year</u>			
EDUC 372	Integrated Methods Elementary Math/Science	3cr	10hrs
<u>Senior Year</u>			
EDUC 455	Prof Growth in Middle Level Student Teaching	3cr	10hrs

Secondary Education

<u>Freshman Year</u>			<u>Service</u>
T.A.P.E.S.T.R.Y.	T.A.P.E.S.T.R.Y.	0cr	10hrs
EDUC 223	Educational Psychology, Grades 4-12	3cr	20hrs

Sophomore Year

No Service-Learning is required

Junior Year

EDUC 314

Specific Subject Methods: Secondary Ed

3cr

10hrs

Senior Year

EDUC 479

Prof Growth in Sec Student Teach

3cr

10hrs.

Field Experiences & Student Teaching

Field Experience Requirements

The Education Department has a responsibility to assess both academic and non-academic progress of students and their readiness to participate in the Field Experience and Student Teaching programs. As a part of the non-academic assessment, students are required to secure a copy of the following clearances:

- current Act 151 PA Child Abuse History Clearance indicating No Record
- current Act 34 PA Criminal Record Background Clearance indicating No Record
- current Act 114 FBI Criminal Record Clearance indicating No Record
- current Act 24 of 2011
- current TB test results

A clearance packet can be obtained from the following website:
<http://universityofscrantonfieldoffice.weebly.com/clearances.html>

Students must take the original copy of each clearance to the school to which they are assigned. It is the student's responsibility to reapply whenever necessary to ensure that clearances do not lapse. **No student will be allowed to enter a school site without all five current clearances.** Failure to produce these required documents in a timely manner may result in your removal from the field experience.

An important feature of the Teacher Education Programs is the series of courses that integrate a field component. There are prerequisites for these courses. Each course has specific objectives, is related to specific courses in your program, and will help you prepare for your student teaching. This sequence of courses is designed to help you answer the question "Do I really want to teach?"

Early & Primary Program

Stages 1 & 2 – Observation & Participation

EDUC 250 Early Development & Intervention (20 hrs)

EDUC 252 Assessment in Early Childhood Education (20 hrs)

Stage 3 – Pre-Student Teaching

EDUC 240 Literacy at the Preschool Level (15 hrs)

EDUC 241 Foundations of Reading, K-1 (15 hrs)

EDUC 351 Methods Across the Integrated Curriculum, PreK-1 (60 hrs)

EDUC 357 Methods Across the Integrated Curriculum, Grades 2-4 (60 hrs)

Middle Level Education

Stages 1 & 2 – Observation & Participation

EDUC 223 Educational Psychology, Grades 4-12 (20 hrs)

EDUC 245 Interdisciplinary Assessment (20 hrs)

Stage 3 – Pre-Student Teaching

EDUC 360 Assessment for Middle School Curriculum (20 hrs)
EDUC 372 Integrated Methods: Middle Level Math/Science (55 hrs)
EDUC 373 Integrated Methods: Middle Level Social Studies/Literacy (55 hrs)
EDUC 364 Inclusionary Practices (20 hrs)

***Secondary students* who began the program prior to Fall 2011 have field experiences in EDUC 280 and EDUC 380.**

Secondary students who begin the program Fall 2011 or later have field experiences in these courses:

Stages 1 & 2 – Observation & Participation
EDUC 223 Educational Psychology, Grades 4-12 (20 hrs)
TBA – 20 hours

Stage 3 – Pre-Student Teaching
TBA – 150 hours

Students are responsible for their own transportation to and from the school site for Field Experiences and are reminded that current and valid clearances are required. These clearances are:

- a) Act 151 PA Child Abuse History Clearance indicating No Record
- b) Act 34 PA Criminal Records Check Clearance indicating No Record
- c) Act 24 of 2011
- d) Act 114 FBI Fingerprints indicating No Record
- e) TB test results

When students register for these courses, they must sign an Education Department policy acknowledging that they understand that required clearances must be submitted to the instructor no later than the last day of 100% refund on the University's academic calendar for that semester.

Student Teaching

The culminating experience in your Teacher Education Program should be your student teaching experience. To apply for student teaching, you should have

- completed all your *major* and *cognate area* courses, and
- have a G.P.A. of 3.00 or greater in your major, cognate and general education areas.

Because of demands placed upon student teachers, the Education Department ordinarily does not permit students to take courses concurrently with the student teaching sequence. Deviations from this policy must have the recommendation of the Undergraduate Program Director, the Education Department Chairperson, and approval of the appropriate Dean.

During the same semester as student teaching, you will take the Professional Practice Seminar. The Professional Practice Seminar meets the first two weeks of the semester and the last week of the semester. This course meets during the morning or afternoon sessions, but may require full days of commitment. In addition, students will meet with their University supervisors each week throughout the 12 weeks of student teaching. Student Teaching occupies the entire school day as defined by the in-school schedule of the school to which you are assigned.

Student Teaching is a twelve-week culminating professional experience. Applications are necessary for all Student Teaching courses in order to receive an approved assignment in a school. Applications should be filled out and submitted to your advisor. After obtaining the confirming signature of your advisor, you must deliver a completed application package to the Director of Field Placements by **October 1st** for a Student Teaching placement in the **Spring** semester, and by **March 1st** for a Student Teaching placement in the **Fall** semester. It behooves students who are interested in student teaching in a particular semester to attend the Student Teaching meeting conducted by The Director of Field Placements each semester. During this meeting the Field Placements Director advises students of the contents of a completed student teaching application package.

- Application signed by advisor
- Official Transcripts
- CAPP Report
- current Act 151 PA Child Abuse History Clearance indicating No Record
- current Act 34 PA Criminal Record Background Clearance indicating No Record
- current Act 114 FBI Criminal Record Clearance indicating No Record
- current Act 24 of 2011
- current TB test results
- Passing PAPA or Praxis I test scores (reading, writing and mathematics)
- Undergraduates need to take the appropriate PECT or Praxis II tests

As with other field placements, students are responsible for their own transportation to and from the school site. Students are not permitted to student teach in schools where they graduated or where close relatives serve in teaching, administrative, or supervisory roles. **Formal arrangements for these placements are University functions and should not be pursued on your own.** The completed

application must be approved by the Teacher Education Committee (TEC). Once approved by the TEC, applicants are permitted to student teach. The student teaching application process is a lengthy one, so do not wait until time for registration is near --complete this detail early to meet all deadlines.

Early and Primary Education – 10 credits

Planning in PreK-4 Student Teaching (Educ. 456)
Instruction in PreK-4 Student Teaching (Educ. 457)
Managing Classrooms in PreK-4 Student Teaching (Educ. 458)
Professional Growth in PreK-4 Student Teaching (Educ. 459)

Middle Level Education – 10 credits

Planning in Grades 4-8 Student Teaching (Educ. 452)
Instruction in Grades 4-8 Student Teaching (Educ. 453)
Managing Classrooms in Grades 4-8 Student Teaching (Educ. 454)
Professional Growth in Grades 4-8 Student Teaching (Educ. 455)

Secondary Program – 10 credits

Planning in Secondary Student Teaching (Educ. 476)
Instruction in Secondary Student Teaching (Educ. 477)
Managing Classrooms in Secondary Student Teaching (Educ. 478)
Professional Development in Secondary Student Teaching (Educ. 479)

Special Education Program – 10 credits

Planning in Special Education Student Teaching (Educ. 461)
Instruction in Special Education Student Teaching (Educ. 462)
Managing Special Education Instruction (Educ. 463)
Professional Growth in Student Teaching (Educ. 464)

You should register for all four courses in the appropriate Program (Early and Primary, Middle Level, or Secondary). Competencies and procedures will be explained in your Professional Practice Seminar that begins before you are expected to report to your school. ***A grade of "C" or better is required in each of these four courses before certification can be recommended.*** The importance of this experience cannot be overemphasized as grades in these courses are nearly always examined carefully by prospective employers. This is a demanding experience and it should represent your best, most professional and diligent effort.

Student teachers are expected to use the equipment at their school for routine class preparation.

Certification Tests

Completion of the Praxis Series Tests with a passing score is a requirement for Pennsylvania Certification. A passing score on the PAPA or Praxis Test is required as part of the Teacher Candidacy Screening process during the first 48 credit hours of study. Undergraduate students must provide evidence of having taken the Praxis II test prior to student teaching but must pass both Praxis I and Praxis II tests in order to be recommended for Pennsylvania teacher certification.

Exit Interview

Balancing the Education Department's entrance criteria of the Teacher Candidacy Screening process, the exit criteria is the student's **exit interview and presentation of professional portfolio**. Students are advised to begin to collect evidence of planning, instruction, management, and professional growth throughout their teacher-training program. Student's exit professional portfolio is presented to the Education Department faculty at the conclusion of the student teaching experience. A passing score illustrates that the student met the eight (8) standards of the Scholar/Decision-maker Model (Appendix A). It is also necessary for the Education Department's recommendation for teacher certification.

Liability

Student teachers are covered by the University's insurance policies while they are teaching. That covers liability. However, it should be noted that in the case of a physical injury to a student while the student is teaching, the student is not covered by the University's workers' compensation policy because the student is not an employee of the University. The student's own personal medical insurance would have to cover any claims from such injuries or, depending on the circumstances of the injury, the teaching site may be liable. (E. Steinmetz, 2011)

Professional Courtesy

When you report to the school to which you are assigned, you represent your program, the Education Department, and the University. Therefore, our expectations of you include appropriate professional dress, grooming, and demeanor. Your dress should be reflective of the normal expectations for the teaching staff of the school to which you are assigned. Appropriate professional demeanor toward the administrators, faculty and staff at the school is of paramount importance. Any violation of the trust and confidentiality invested in you during your assignment may result in a discontinuance and failure of the course.

Professional demeanor includes your dress and professional courtesies. In today's society we all need to be cognizant of the impact of social networking. Students should not be sharing confidential information, opinions or attitudes regarding their field experiences or student teaching on social networking sites.

Professional courtesy is a critical issue when working as a pre-service teacher. Although you are working at a school site, you are technically a guest and must behave accordingly.

There may be times when you find you are uncomfortable with circumstances in your assigned school or classroom (e.g., with the manner in which a student is disciplined or with curriculum issues). **Professional**

courtesy dictates that you respect the professional educator's decision. In other words, you do not question decisions in front of colleagues and/or students. Should you need to ask about a professional decision or action, professional courtesy dictates a one-on-one conference be held between you and the professional.

Similarly, to know when and how to treat matters confidentially shows professional courtesy and is an important element of your professional development. If there is any question about appropriateness, consult your university supervisor. Examples would be discussing your observations outside the school environment, observations about children and their abilities, families, and/or behaviors, and your perceptions about teachers and administrators in the school to which you are assigned.

Professional courtesy also plays a role when you encounter an uncomfortable situation with your cooperating teacher or staff in the classroom. You should communicate with your university instructor or supervisor and agree on a plan of action. If the uncomfortable situation involves your university instructor or supervisor, approach this sequence of staff for both field and coursework:

- 1) The Professor or Instructor with whom you are having a problem in order to try to arrive at a resolution
- 2) The Department Chair, failing to reach a resolution.
- 3) The Dean of the College of Professional Studies, for a final decision in the appeal process.

It is important that you do not discuss these issues at school sites for reasons of school-university relationships. It is equally important to operate within this hierarchy because it is a reflection of the management of school systems in which you will be employed. Failure to follow these guidelines appropriately could result in discontinuation of the assignment.

Teacher Certification

Certification in Pennsylvania is a function of the Pennsylvania Department of Education (PDE). The teacher preparation programs at the University of Scranton are approved by the Pennsylvania Department of Education and satisfy PDE standards for initial certification. It is important that you concentrate on a smooth and successful progression through your program of study. Frequent consultation with an advisor is in your best interest. You should complete a Request for Recommendation for Pennsylvania Professional Educator Certificate during the semester immediately preceding your graduation and turn them in to the Education Department secretary. This form may be obtained outside of McGurkin 139.

You must register for the proper tests required for your certification and forward reports of the scores to PDE. Students must register for Praxis Series tests through ETS:

<http://www.ets.org/praxis/pa/requirements> and PECT as well as PAPA tests through Pearson:
<http://www.pa.nesinc.com/>

Other states may also require entry tests, either their own tests or parts of the Praxis Series tests.

Staying alert for current developments to ensure your preparation will qualify you for certification in the states of your choice. Other states may also require additional course work (in rare cases) or workshops not related to curricular requirements. You will need to contact the appropriate state department of education if you wish to be certified in other states. Beginning this process early is advisable.

The Pennsylvania Department of Education (PDE) is requiring all applications for credentials be completed and submitted through the new Teacher Information Management System (TIMS). PDE will no longer request or accept complete paper applications. The rules for certification have not changed, only the way that you submit your application. It is strongly suggested that candidates review the following documents before entering their application into the Teacher Information Management System (TIMS):

- Review the application booklets currently available with the paper applications to verify the certification requirements and credentials available before starting the application process in TIMS. This information can be found at:
<http://www.portal.state.pa.us/portal/server.pt?open=514&objID=506890&mode=2>
- Review the TIMS User Guides. The applicant user guide can be found at:
http://www.portal.state.pa.us/portal/server.pt/community/tims_-_teacher_information_management_system/20476/page/1040213

It is strongly recommended that you apply for and obtain your Pennsylvania Certificate whether or not you ever intend to teach in Pennsylvania, as you may need it at some later time. In most cases, possession of the PA certificate can facilitate your application for another state's certificate. If you delay applying for your PA certificate, you will have to meet any new requirements that might be mandated by PDE. To apply for a second certificate area to be added to your existing certificate, refer to specific instructions online. The process requires the same application, the same money order, and a copy of the existing certificate. New regulations also require a passing score on the Praxis specialty area test. Processing is the same and begins with your advisor.

Appendices

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Appendix A: ALIGNMENT OF PDE STANDARDS, UNIT STANDARDS FOR INITIAL PROGRAMS, AND INTASC PRINCIPLES

Pennsylvania Statewide Evaluation for Student Professional Knowledge and Practice			
Category I: Planning and Preparation – Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught learned, their knowledge of assigned students and his/her instructional context. Alignment with PA Code, Act 354.33. (1)(i)(A), (B), (C), (G), (H) Aligned with the U of S Scholar/Decision-Maker: Planning Domains	Category II: Classroom Environment – Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior. Alignment with PA Code, Act 354.33. (1)(i)(E), (B) Aligned with the U of S Scholar/Decision-Maker: Instruction Domains	Category III – Instructional Delivery - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies. Alignment with PA Code 22, Act 354.33. (1)(i)(D),(F),(G) Aligned with the U of S Scholar/Decision-Maker: Management Domains	Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building. Alignment with PA Code 22, Act 354.33. (1)(i)(I),(J) Aligned with the U of S Scholar/Decision-Maker: Professional Growth Domains

The University of Scranton Unit Standards							
<i>As Scholars, teacher candidates...</i>				<i>As Decision-Makers, teacher candidates...</i>			
plan teaching models that use major concepts, principles, theories, research and technology related to learning, including attention to the needs of diverse learners 1 .Planning	implement the central concepts, tools of inquiry, and structures of content for the various developmental levels of diverse populations and use continuous reflective self-assessment for professional growth. 2 .Instruction	apply effective verbal, written and technological communication and management techniques, and react with sensitivity to the various needs and feelings of students, families, colleagues and others. 3 .Management	utilize data gathering techniques that include research, analytical processes, assessment and the use of appropriate technology throughout the curriculum. Candidates practice proper professional behaviors and deal ethically with colleagues, superiors, students and families. 4 .Professional Growth	<i>design instruction for the diversity of student needs, based on the use of appropriate learning theory, content knowledge including academic content standards, multicultural materials, and technological options.</i> 1 .Planning	develop goals and objectives appropriate for all students and integrate a variety of teaching strategies based on the assessed needs of their diverse student population. 2 .Instruction	show concern for peers and students by managing positive, respectful and safe learning environments, and by demonstrating the belief that all children can learn. 3 .Management	effectively communicate with colleagues, administrators, families and other professionals and facilitate the social acceptance of diverse populations by encouraging positive relationships, and considering feedback from those relationships. Appropriate professional behaviors are practiced consistently. 4 .Professional Growth

The Teacher...

Interstate New Teacher Assessment and Support Consortium (INTASC) Principles

APPENDIX B
UNDERGRADUATE PREPARATION PROGRAM
SELECTION AND RETENTION POLICY

I. Admission to the program.

A. Students meeting admission requirements and accepted to the University of Scranton are accepted in the Education Department as Education Majors; however, progress beyond 48 credits may occur only upon application for Teacher Candidate status. (Students are referred to Admission to the Education Programs in this handbook for Teacher Candidate Screening criteria in their program of studies.)

B. A student enrolled at the University of Scranton as a major in another department and wishing to transfer into a teacher preparation program, or a student transferring to the University of Scranton to enter a teacher preparation program, will be admitted to the teacher preparation program after meeting the following criteria:

1. An overall 3.00 G.P.A.
2. A 3.00 average in teaching area courses (cognate and general education courses appropriately marked).
3. A 3.00 average in courses required in the professional educational sequence.
4. Successfully fulfill the program's Teacher Candidacy Screening process

C. A student having earned a bachelor's degree (or higher) may be admitted as a candidate for certification after meeting the criteria listed above.

II. Retention in the program

A. A student seeking a degree and/or certification must meet established minimum competencies in oral and written communications as determined by the University.

B. A student must successfully demonstrate all stated professional and teaching area competencies.

C. A student must register an overall GPA of 3.00 or higher in all course work by the end of the fourth full semester, normally the end of the student's sophomore year. The student must then maintain a 3.00 average through completion of the program.

D. A student must register an overall GPA of 3.00 or higher in all teaching area course work (including cognate and GE courses appropriately marked) and, separately, in professional education courses, by the end of the student's fourth full semester, normally the end of the student's sophomore year. The student must then maintain a 3.00 average through completion of the program.

I have been advised to read The Education Student Handbook, which can be found on the University's website.

(Initials) _____

I have met with an Education Department faculty member and had the opportunity to discuss this policy and to ask questions. I received a copy of this policy.

PRINTED NAME

SIGNATURE

DATE

APPENDIX C

EVALUATION OF STUDENT DISPOSITIONS

Non Academic Standards

Twice a year, the Education Department faculty engages in a frank and confidential discussion of the progress of every education student. This semi-annual review is an attempt to assist students in positive professional growth and it is at this time that the informal evaluations of non academic criteria are made formal. The conduct discussed by the faculty is conduct that is critical to the professional development of students who hope to successfully enter the teaching program. For example, professional conduct that faculty will consider are reflected in the following:

- the student recognizes and practices proper professional behaviors
- the student displays good grooming and concern for appearance
- the student is dependable, punctual and responsible
- the student displays an appropriate sense of humor
- the student has a positive attitude toward learning
- the student deals ethically with colleagues, superiors, students and parents
- the student accepts and considers feedback from others
- the student reacts with sensitivity to the needs and feeling of others and believes that all students can learn
- the student facilitates the social acceptance of persons by encouraging positive relationships and shows concern for peers and students
- the student shows an appreciation for diversity in backgrounds and abilities

At the semi-annual review, concurrent concern of more than one Education faculty member is considered to be a first warning negative assessment. In other words, if two or more faculty reported that a student had several absences, that student would receive a negative assessment in the appropriate professional conduct area.

The student is expected to arrange a meeting with the Undergraduate Programs Director so that, together, a plan of action can be made that will assist the student in remediation of the deficiency

It is important to reiterate that the semi-annual review is an attempt to assist the student in professional growth. Should a student receive a negative assessment and remediate the area of deficiency, the issue is closed. However, a second negative assessment in the same professional conduct area would indicate that the deficiency remains and is cause for referral to the Chair of the Education Department who will recommend action to the Teacher Education Committee (TEC). The Teacher Education Committee will then make a recommendation to the Dean of the College of Professional Studies. The process for appealing the Dean's decision is outlined in the *University of Scranton Student Handbook*, which can be found on the University's website.

I have been advised to read The Education Student Handbook, which can be found on the University's website.

(Initials) _____

I have met with an Education Department faculty member and had the opportunity to discuss this policy and to ask questions. I received a copy of this policy.

PRINTED NAME

SIGNATURE

DATE

Semi-Annual Review of Student Dispositions

Student: _____ Evaluating Faculty: _____

Semester ending: December _____ May _____ 201____

Directions: List the specific behaviors that indicate the student needs assistance in one or more of the following dispositions. At the semi-annual review, concurrent concern of more than one faculty member is considered to be a first warning negative assessment and the student must meet with the appropriate Director to present a plan of remediation. Should a student receive a negative assessment and remediate the area of deficiency, the issue is closed. However, a second negative assessment in the same professional conduct area would indicate that the deficiency remains and is cause for referral to the Chair of the Education Department who will recommend action to the Teacher Education Committee (TEC).

Dispositions	Specific Behaviors	Steps Taken by Instructor
Recognizes and practices proper professional behaviors, including punctuality and dependability.		
Displays good grooming and concern for appearance		
Is dependable, punctual and responsible		
Displays an appropriate sense of humor		
Has a positive attitude toward learning and demonstrates willingness to try new methods and technologies.		
Deals ethically with colleagues, superiors, students and families		
Accepts and considers feedback from others		
Reacts with sensitivity to the needs and feelings of others and believes that all students can learn.		
Facilitates the social acceptance of persons by encouraging positive relationships and shows concern for peers and students.		
Shows an appreciation for diversity in backgrounds, experiences and abilities.		

APPENDIX D

REFERENCE LIST OF INTERSTATE CERTIFICATION AGREEMENTS

Across the United States today there are many interstate certification agreements between respective states but virtually no true reciprocity system in teacher certification. (Reciprocity means the automatic issuance of a state's comparable certificate based upon the candidate's holding a similar certification of another state -- without any additional requirements). Interstate certification agreements are a set of negotiated conditions upon which a certificate in one state may simplify the issuance of the comparable certificate by another state. A broad array of factors is addressed. These may include: regency of preparation, regency of certificated service, whether preparation was completed through an approved preparation/certification program in the other state, the standards of preparation, whether the preparation consisted of an academic major concentration, date of graduation, certification tests, and others.

As of April 2001, the states/jurisdiction listed below agreed to sign a contract with Pennsylvania. Therefore, if a person holds a certificate from a state listed below, there is some possibility that the person may be eligible for the Pennsylvania certificate when they have met established conditions and criteria. A person certified in a state listed below is not automatically assured of Pennsylvania certification which matches those held from other states.

Teachers prepared outside Pennsylvania and seeking Pennsylvania certificates should apply directly to this bureau. If the person holds the certificate of a state not listed, the person must apply for a Pennsylvania certificate via the candidate evaluation procedure.

Placement officials and graduates of Pennsylvania approved teacher preparation programs seeking specific procedural information concerning the issuance of certificate by another state (whether or not that state appears on the below listing) should make direct inquiry the State Director of Teacher Certification in the respective state(s). Names and addresses should be available in most college libraries and placement offices. You may also consult the following website: <http://www.nasdtc.org/agreement.php>

**2010 – 2015 Interstate Agreement Signees
as of 6/30/2012**

Alabama
Alaska
Arkansas
British Columbia
California
Colorado
Connecticut
District of Columbia
Department of Defense Education Activity
Florida
Georgia
Guam
Hawaii
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts

Michigan
Minnesota
Mississippi
Missouri
Montana
Nevada
New Hampshire
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
South Carolina
Tennessee
Texas
Utah
Vermont
Virginia
Washington
West Virginia
Wyoming

APPENDIX E

Who do I see if...

Who do I see if I have questions about the undergraduate programs in Early & Primary Education, Middle Level Education, or Secondary Education?

The Undergraduate Program Director
Dr. Darryl M. De Marzio
MGH 133
570-941-5438
darryl.demarzio@scranton.edu

Who do I see if I have questions about entering a graduate program?

The Director of Graduate Programs
Prof Arthur Chambers
MGH 137
570-941-4668
arthur.chambers@scranton.edu

Who do I see if I have questions about student teaching and my student teaching placement?

The Director of Field Placements
Ms. Anne Butler
MGH 201
570-941-5518
anne.butler@scranton.edu

Assistant Field Director
Prof. Scott Reilly
MGH 201
570-941-7405
scott.reilly@scranton.edu

Who do I see if I have questions about teacher certification?

Certification Officer
Dr. Vanessa Talarico
MGH 141
570-941-5810
vanessa.talarico@scranton.edu

Who do I see to register for courses?

PCPS Academic Advising Center
101 MGH
570-941-6390