

The University of Scranton

Student Handbook

For

Undergraduate Education Majors 2018-2019

Early & Primary Education

Middle Level Education

Secondary Education

Revised August 2018

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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 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.

Department Mission Statement

The mission of the Education Department at The University of Scranton is to prepare students for successful employment and/or for the pursuit of advanced degrees in a variety of education related fields. Rooted in the Ignatian pedagogical tradition of preparing men and women to be for and with others, and building upon a solid liberal arts foundation, faculty assist future teachers and educational leaders in developing the knowledge, skills, and methods necessary for collaborating with schools and communities to enhance the human prospect and realize a more just world.

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 78 to 87 credits in general education, depending upon their major.

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 Department 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 Program Learning Outcomes that represent the foundation for the conceptual framework. These beliefs, dispositions and learning outcomes impact directly on the continuous development of programs and courses, field experiences, service opportunities and assessment. The Department Program Learning Outcomes 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 Department philosophy, vision and resulting Scholar/Decision-Maker/Service to Others 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 hope 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 other 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 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 asset of professional dispositions necessary for successful progress in their coursework, field experiences, and academic service learning.

Program Learning Outcomes as a Unifying Element

Program Learning Outcomes: Scholar/Decision-Maker/Service to Others

The faculty and staff of the Education Department prepare teachers 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 who are driven by the care and service for others is demonstrated through an academic service learning component on the undergraduate 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 program learning outcomes.

PLO # 1 (Content knowledge): Teacher candidates will demonstrate the content and/or pedagogical content knowledge necessary to teach effectively in their teaching area.

PLO #2 (Planning): Teacher candidate s will plan and adjust lesson and unit plans based on relevant research and the identified strengths and needs of all students.

PLO #3 (Instruction): Teacher candidates will use and adjust a variety of evidence-based teaching strategies based on identified strengths and needs of all students.

PLO #4 (Assessment): Teacher candidates will design and apply formative and summative assessments to make educational decisions based on identified strengths and needs of all students.

PLO #5 (Learning Environment): Teacher candidates will create inclusive and culturally responsive learning environments based on knowledge of developmental, learning and classroom management theories so that all students become engaged and successful learners.

PLO #6 (Professionalism): Teacher candidates will demonstrate professional behaviors and dispositions and will uphold professional responsibilities when interacting with all students and collaborating with other educators and the community. Teacher candidates will practice self-assessment, reflection, and life-long learning to improve teaching practice and to advance the profession.

PLO #7 (Service): Teacher candidates will demonstrate a commitment to the Jesuit ideals in service to others.

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 Department 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. all education courses must be 3.00 or higher and no individual grade below C;
3. all teaching area courses (courses in the cognate along with any general education (GE) courses necessary for certification) required by a program of study as outlined on the program specific teacher candidacy requirement form and recorded in student's Curriculum and Program Planning form(CAPP sheet) must be a 3.00 or higher and no individual grade below C.

These requirements must be met in order to successfully complete the teacher candidacy screening process. Following teacher candidacy, falling below the GPA expectation in any way can result in the student being placed on academic probation for one semester.

Academic Probation

Upon completion of teacher candidacy, if a student earns a GPA below 3.00 in the areas of education courses, teaching area courses, or overall GPA, a student will be put 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 in all three areas of courses (education, teaching area, overall GPA), the Chair will recommend to the Dean that the student be dismissed from the program. 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 Commonwealth 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 education students. 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:

- recognizes and practices proper professional behaviors, including punctuality and dependability
- demonstrates concern for appearance and professional dress
- has a positive attitude toward learning and demonstrates a willingness to try new methods and technologies
- deals ethically with colleagues, supervisors, students and families
- accepts and considers feedback from others
- reacts with sensitivity to the needs and feelings of others
- 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

A **first negative assessment** occurs when at least two faculty/professional staff members concurrently report concern in any professional conduct areas listed under dispositions at the semi-annual review or when at least two faculty/professional staff members report concern in any professional conduct areas listed under dispositions at the semi-annual reviews during two consecutive semesters. 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 Undergraduate Programs Director so that, together, a plan of action can be made that will assist the student in remediation of the deficiency.

At the meeting with the Undergraduate Program Director, the student will be provided with a template for developing their plan of action. The template will provide an outline of the five components that should be included in the plan, a sample student action plan, the Pennsylvania Department of Education (PDE) Code of Professional Practice and Conduct for Educators, and a copy of Appendix C from the Undergraduate Student Handbook (The Evaluation of Student Dispositions). 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 regularly. Remediation may also require more formal actions such as participation in career counseling or a counseling 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 first negative assessment and remediate the area(s) of deficiency, no further remediation is required for that negative assessment. However, a **second negative assessment** would indicate that the dispositions deficiency remains and is cause for referral to the Chair of the Education Department. A **second negative assessment** occurs when at least one faculty/professional staff member reports concern in any conduct area listed under dispositions at the semi-annual review in the semester following the first negative assessment

Upon a second negative assessment, 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 receipt of notification to appeal to the TEC. If the TEC denies the appeal, the student will have ten calendar days from that receipt of notification to appeal directly to the appropriate Dean.

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 their future certification potential as well.

Teacher Education Committee (TEC)

The TEC is composed of four (4) members of the Department of Education to include the Undergraduate Program Director, the Graduate Program Director and the Director of Field Placements 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 cognate and general education. Their specific responsibilities follow:

- A. The Teacher Education Committee (TEC) is responsible for monitoring the progress of all students applying for student teaching. The TEC recommends, approves, conditionally approves, or denies student teaching applications.
- B. The TEC may make recommendations for dismissal from the Education Department as described under the Student Dispositions section above.
- C. Notification and Appeals
 1. A student reviewed by the Teacher Education Committee who is denied a student teaching placement or is recommended for dismissal from the Education Department will be notified in writing of the TEC's decision. The TEC also submits its decision to the student's Dean.
 2. The student may formally appeal the TEC's decision to the TEC within ten calendar days of receipt of notification.
 - The student is responsible for initiating and providing supporting information for an appeal.
 - The student may present evidence to assist the TEC in its decision-making processes.
 - The student being reviewed may appear before the TEC to present evidence on his or her behalf. The student will appear by him/herself.
 3. Following the student's appeal to the TEC, the student will be notified in writing of the TEC's decision. The TEC also submits its decision to the student's Dean.

4. The student may formally appeal the TEC's decision to the student's Dean within ten calendar days of receipt of notification.
 - The student is responsible for initiating and providing supporting information for an appeal.
 - The student may present evidence to assist the Dean in the decision-making processes.
 - The student being reviewed may appear before the Dean to present evidence on his or her behalf. The student will appear by him/herself.
5. The student's Dean makes the final decision on the case.

Teacher Candidacy Screening Process

The teacher candidacy screening process includes two components: (1) the teacher candidacy application (submitted on Taskstream) and (2) the teacher candidacy screening interview. The Director of Undergraduate Programs in Education holds a meeting (twice per year) with students interested in learning more about teacher candidacy. Information concerning the teacher candidacy screening process is available on Taskstream.

The due date for the fall teacher candidacy screening is **October 15**, intersession screening date is **January 30**, spring screening date is **March 15** and summer screening date is **July 15**. If any due dates fall on a weekend or holiday, the due date will be on the first Monday following. These dates are the deadlines for completing and submitting all teacher candidacy screening process requirements, with the exception of the writing sample, due earlier in the month. Students must indicate the date intended for submission of all teacher candidacy screening process requirements. This form is to be completed on Taskstream.

Teacher candidacy screening interviews include: (1) a writing sample (Letter of Intent); (2) a professional interview with two or more professionals (University professors and/or practitioners). Students may submit a writing sample and participate in the interview during the session prior to the one in which they choose to complete their teacher candidacy application (e.g., submit writing sample by March 1, participate in interview during early March, submit all other requirements for teacher candidacy by July 15). Writing samples must be submitted to Taskstream by **October 1, January 1, March 1, or July 1**. These dates are the final deadlines for submitting the writing sample.

Teacher candidacy applications include the following documents:

- Transcripts (submitted on Taskstream)
- CAPP Report (submitted on Taskstream)
- Current Act 151 PA Child Abuse History Clearance indicating No Record (submitted on Taskstream)
- Current Act 34 PA Criminal Record Background Clearance indicating No Record (submitted on Taskstream)
- Current Act 114 FBI Criminal Record Clearance indicating No Record (submitted on Taskstream)
- Current Act 24 of 2011 (submitted on Taskstream)
- Current TB test results (submitted on Taskstream)

- Passing PAPA test scores - reading, writing and mathematics (submitted on Taskstream)
- Signed Retention Statement (submitted on Taskstream)
- Recommendations (see below)

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. It is a 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. The Education Department office and Undergraduate Program Director uploads the recommendations to Taskstream as they are forwarded (these recommendations are confidential and not accessible by students).

Should the student 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 distributes screening application files to faculty for feedback. The Chair or Undergraduate Program Director will notify students of their status via e-mail by **November 15th**, **February 15th**, **April 15th**, and **August 15th**.
- 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	Natural 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 of grade “C”
 - EDUC 144 Foundations of American 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 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*.¹
4. Copy of TB test results.
5. Completion of the following with a minimum of grade “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** 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 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.

¹ For individuals who have or are serving in the military, the statement “no negative record” will be accepted as “no record.”

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 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 with a minimum of grade “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 score report showing passing PAPA 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 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 with a minimum of grade "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 score report showing passing PAPA 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 113L
 - 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 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 with a minimum of grade "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 (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 score report showing passing PAPA 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 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 with a minimum of grade “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 score report showing passing PAPA 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 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 with a minimum of grade “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 level 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 score report showing passing PAPA 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 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 with a minimum of grade “C”
 - EDUC 142 Exceptional Lives
 - EDUC 223 Educational Psychology, Grades 4-12
 - 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 score report showing passing PAPA 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 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 with a minimum of grade “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 score report showing passing PAPA 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) 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 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 with a minimum of grade "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 score report showing passing PAPA 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 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 with a minimum of grade "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 score report showing passing PAPA 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) 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 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 with a minimum of grade “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 score report showing passing PAPA 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 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.

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 PAPA, PECT, and/or Praxis examinations will lead to a Pennsylvania teaching certificate.

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 Teacher Education Accreditation Council (TEAC). 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 D 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, performance assessments, etc.). Students are to refer to the website of the Department of Education in the state in which they are applying for certification.

Educational Studies Minor

The Minor in Educational Studies is a six-course undergraduate program of study open to students of all majors. The minor allows students to study education both as a liberal arts discipline-furthering student interests in the foundations of education, child and adolescent development, and the science and art of teaching; as well as a professional resource, suited especially for careers in corporate training, human resources development, child advocacy and policy, and university research and teaching.

Required Courses for the Minor in Educational Studies (18 credits):

Course Number and Title	Credits
EDUC 142 – Exceptional Lives	3
EDUC 144 – Foundations of American Education	3
EDUC 222 – (W) Educational Psychology, PreK-4 or	3
EDUC 223 – (W) Educational Psychology, Grades 4-12	
EDUC 313 – General Methods and Planning	3
EDUC 465 – Seminar in Educational Studies	3
EDUC Elective	3
	18

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 advisor 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 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 220 Middle School Concept and Curriculum
EDUC 223 Educational Psychology, Grades 4-12
EDUC 240 Early Language and Literacy, Birth to Age 5
EDUC 241 Foundations of Literacy Development I
EDUC 245 Interdisciplinary Assessment
EDUC 246 Interdisciplinary Assessment, Grades 4-12
EDUC 250 Early Development & Intervention
EDUC 252 Assessment and Evaluation in Early and Primary Education
EDUC 280 Field Experience II
EDUC 357 Methods Across the Integrated Curriculum II
EDUC 370 Inclusionary Classroom Practices, Grades 4-12
EDUC 380 Field Experience 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.**

Community-Based Learning

Community-based 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. Community-based learning, therefore, becomes a central component to the student's education, and students perform 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

1. Students who began the program prior to Fall 2016 have community-based learning experiences in the following courses:
 - Year 1 (10 hours) – TAPESTRY
 - Year 2 (10 hours) – EDUC 241 Foundations of Literacy Development I
 - Year 3 (10 hours) – EDUC 357 Integrated Methods Across Curriculum
 - Year 4 (10 hours) – EDUC 459 Professional Growth in PreK-4 Student Teaching
2. Students who began the program in Fall 2016 and later:
 - Year 1 (10 hours) – TAPESTRY (Blessing of the Books)
 - Year 2 (15 hours) – EDUC 256 Family, School, and Community Relations in a Diverse Society
 - Year 3 (15 hours) – EDUC 357 Integrated Methods Across Curriculum

Middle Level Education

1. Students who began the program prior to Fall 2016 have community-based learning experiences in the following courses:
 - Year 1 (10 hours) – TAPESTRY
 - Year 2 (10 hours) – EDUC 246 Interdisciplinary Assessment, Grades 4-12
 - Year 3 (10 hours) – EDUC 314 Specific Subject Methods
 - Year 4 (10 hours) – EDUC 455 Professional Growth in Middle Level Student Teaching
2. Students who began the program in Fall 2016 and later:
 - Year 1 (10 hours) – TAPESTRY (Blessing of the Books)
 - Year 2 (10 hours) – EDUC 246 Interdisciplinary Assessment, Grades 4-12
 - Year 3 (20 hours) – EDUC 314 Specific Subject Methods

Secondary Education Program

1. Students who began the program prior to Fall 2016 have community-based learning experiences in the following courses:
 - Year 1 (10 hours) – TAPESTRY
 - Year 2 (10 hours) – EDUC 246 Interdisciplinary Assessment, Grades 4-12
 - Year 3 (10 hours) – EDUC 314 Specific Subject Methods
 - Year 4 (10 hours) – EDUC 479 Professional Growth in Secondary Student Teaching

3. Students who began the program in Fall 2016 and later:
 - Year 1 (10 hours) – TAPESTRY (Blessing of the Books)
 - Year 2 (10 hours) – EDUC 246 Interdisciplinary Assessment, Grades 4-12
 - Year 3 (20 hours) – EDUC 314 Specific Subject Methods

Field Experiences and Student Teaching

Clearance 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:

- Act 151 PA Child Abuse History Clearance indicating No Record
- Act 34 PA Criminal Records Check Clearance indicating No Record
- Act 24 of 2011
- Act 114 FBI Fingerprints indicating No Record
- 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.** 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. Failure to produce these required documents in a timely manner may prevent students from completing the required field experience component for relevant courses.

Field Experience Requirements

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

Early & Primary Education

1. Students who began the program in Fall 2014 have field experiences in the following courses:

Stages 1 & 2 – Observation & Participation

EDUC 240 Early Language and Literacy, Birth to Age 5 (10 hrs)

EDUC 241 Foundations of Literacy Development I (20 hrs)

EDUC 250 Early Development and Intervention (10 hrs)

EDUC 252 Assessment and Evaluation in Early & Primary Education (10 hrs)

Stage 3 – Pre-Student Teaching

EDUC 351 Methods Across the Integrated Curriculum I (60 hrs)

EDUC 357 Methods Across the Integrated Curriculum II (60 hrs)

3. Students who began the program in Fall 2015 have field experiences in the following courses:

Stages 1 & 2 – Observation & Participation

EDUC 240 Early Language and Literacy, Birth to Age 5 (10 hrs)

EDUC 241 Foundations of Literacy Development I (20 hrs)

EDUC 250 Early Development and Intervention (10 hrs)

EDUC 252 Assessment and Evaluation in Early & Primary Education (10 hrs)

Stage 3 – Pre-Student Teaching

EDUC 357 Methods Across the Integrated Curriculum II (30 hrs)

EDUC 339 Mathematics Grades 2 – 4 (40 hours)

EDUC 363 Foundations of Literacy II (30)

4. Students who began the program in Fall of 2017 have field experiences in the following courses:

Stages 1 & 2 – Observation & Participation

EDUC 240 Early Language and Literacy, Birth to Age 5 (15 hrs)

EDUC 241 Foundations of Literacy Development I (15 hrs)

EDUC 250 Early Development and Intervention (10 hrs)

EDUC 252 Assessment and Evaluation in Early & Primary Education (10 hrs)

Stage 3 – Pre-Student Teaching

EDUC 357 Methods Across the Integrated Curriculum II (30 hrs)

EDUC 339 Mathematics Grades 2 – 4 (40 hours)

EDUC 363 Foundations of Literacy II (30)

Middle Level Education

1. Students who began the program in Fall 2014 or later have field experiences in the following courses:

Stages 1 & 2 – Observation & Participation

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

EDUC 246 Interdisciplinary Assessment, Grades 4-12 (10 hrs)

EDUC 220 Middle School Concept and Curriculum (20 hrs)

Stage 3 – Pre-Student Teaching

EDUC 357 Methods Across the Integrated Curriculum II (40 hrs)

EDUC 370 Inclusionary Classroom Practices, Grades 4-12 (20 hrs)

2. Students who began the program in Fall 2015 or later have field experience in the following courses:

Stages 1 & 2 – Observation & Participation

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

EDUC 246 Interdisciplinary Assessment, Grades 4-12 (10 hrs)

EDUC 220 Middle School Concept and Curriculum (20 hrs)

Stage 3 – Pre-Student Teaching

EDUC 357 Methods Across the Integrated Curriculum II (40 hrs)

EDUC 370 Inclusionary Classroom Practices, Grades 4-12 (20 hrs)
EDUC 363 Foundations of Literacy II (30)

Secondary Education

1. Students who began the program in Fall 2014 or later have field experiences in the following courses:

Stages 1 & 2 – Observation & Participation

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

EDUC 246 Interdisciplinary Assessment (10 hrs)

EDUC 280 Field Experience II (20 hrs)

Stage 3 – Pre-Student Teaching

EDUC 370 Inclusionary Classroom Practices, Grades 4-12 (20 hrs)

EDUC 380 Field Experience III (40 hrs)

Students are responsible for their own transportation to and from the school site for Field Experiences.

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 or currently enrolled in all education courses required prior to student teaching (except as noted on specific program guides),
- A grade of “C” or better in all major and teaching area courses, and
- Have a GPA of 3.00 or greater in your major, teaching area and overall.

Students must demonstrate that these requirements are still met at the end of the fall or spring semester of application.

Because of demands placed upon student teachers, the Education Department ordinarily does not permit students to take courses concurrently with the student teaching sequence, unless noted on specific program guides. 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 during the first three weeks of the semester, once mid-semester, and during the last week of the semester. This course meets for three hours per session and 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 an 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. This application package includes the following components:

- 1) application signed by advisor,
- 2) current transcripts, and
- 3) current CAPP report.

By **December 15th** (for a Student Teaching placement in the Spring semester) and by **July 15th** (for a Student Teaching placement in the Fall semester), the following supporting documents must be delivered to the Director of Field Placements:

- 1) Current Act 51 PA Child Abuse History Clearance indicating No Record, 2) Current Act 34 PA Criminal Record background Clearance indicating No Record,
- 3) Current Act 114 FBI Criminal Record Clearance indicating No Record,
- 4) Current Act 24 of 2011,
- 5) Current TB test results, and
- 6) documentation of appropriate PECT or PRAXIS II test results.

Clearances and TB results must be current for the entire duration of the student teaching semester. In addition, students are responsible for submitting an updated CAPP report to the Director of Field Placements **within five days of the posting of final grades for the Fall or Spring semester**

immediately prior to student teaching. The Director of Field Placements will review supporting documents and updated CAPP reports to confirm that requirements for student teaching are still met.

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 process and requirements for applying for student teaching.

Applications for student teaching must be approved by the Teacher Education Committee (TEC). Failure to meet deadlines or to submit an application and supporting documents that demonstrate the completion of all requirements may result in the denial of the student teaching application. The process for appealing a denial of a student teaching application is described under the Teacher Education Committee (TEC) section of this handbook. The student teaching application process is a lengthy one, so do not wait until time for registration is near—complete this application process early to meet all deadlines.

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 districts 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.

Check with the PCPS Advising Center to be sure you are enrolled in all required courses for student teaching in the appropriate program (Early and Primary, Middle Level, or Secondary). In addition to the Professional Practice Seminar, student teachers are enrolled in the following courses.

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 Growth in Secondary Student Teaching (EDUC 479)

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 work.

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

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 behavior 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 behavior 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 behavior 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 behavior 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 supervisor and agree on a plan of action.

If the uncomfortable situation involves your university supervisor, approach this sequence of staff for resolution:

- 1) The University Supervisor with whom you are having a problem in order to try to arrive at a resolution. Failing to reach a resolution . . .
- 2) The Director of Field Placement. Failing to reach a resolution . . .
- 3) The Department Chair. Failing to reach a resolution . . .
- 4) The Dean of the College of Professional Studies, for a final decision in the process.

It is important that you do not discuss these issues at school sites for reasons of school-university relationships. Failure to follow these guidelines appropriately could result in discontinuation of the assignment.

Certification Tests

Completion of all required tests with a passing score is a requirement for Pennsylvania certification. A passing score on the PAPA is required as part of the Teacher Candidacy Screening process following the first 48 credit hours of study. Early & Primary undergraduate students must provide evidence of having taken the PECT prior to student teaching. Middle Level and Secondary Education undergraduate students must provide evidence of having taken the Praxis II test(s) prior to student teaching. It is important to note that students must pass both the PAPA and the applicable PECT or Praxis II tests in order to be recommended for Pennsylvania teacher certification.

Exit Interview and Portfolio

Balancing the Education Department's entrance criteria of the Teacher Candidacy Screening process, the exit criteria are **the student's exit interview with Education Department faculty**. Education majors are required to successfully meet the interview requirements in order to graduate.

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 the 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)

Professionalism

When you report to the school to which you are assigned, for field experiences or student teaching, you represent your program, the Education Department, and the University of Scranton. Therefore, our expectations of you include appropriate professional dress and demeanor. Your dress should be reflective of the normal expectation 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 and failure 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 behaviors. Today, 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 behavior 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.

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 it in to the Education Department secretary. This form may be obtained on the Education Department website (certification link).

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> and PECT and 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 Teacher Information Management System (TIMS). PDE will no longer request or accept complete paper applications. It is strongly suggested that candidates review the following documents before entering their application into the Teacher Information System (TIMS):

- Create a TIMS account and 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 fee, and a copy of the existing certificate. New regulations also require a passing score of the Praxis specialty area test.

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APPENDIX A
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, enrollment in 300-level Education courses may occur only upon successful application for Teacher Candidate status. Students are referred to the section on the Teacher Candidacy Screening Process in this handbook for Teacher Candidacy Screening information and criteria in their program of study.
- B. A student enrolled at the University of Scranton as a major in another department who wishes to transfer into another 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. the overall, cumulative GPA;
 2. all education courses must be 3.00 or higher and no individual grade below C;
 3. all teaching area courses (courses in the cognate along with any general education (GE) courses necessary for certification) required by a program of study as outlined on the program specific teacher candidacy requirement form and recorded in student's Curriculum and Program Planning form(CAPP sheet) must be a 3.00 or higher and no individual grade below C.

II. Retention in the program

Following teacher candidacy, a student must maintain a 3.00 GPA in all Education courses, teaching area courses, and overall through the completion of the program. 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 Commonwealth of Pennsylvania. Please refer to the Department Probation Policy section in this handbook for information on the department probation policy which takes effect if the minimum GPA requirements are not met.

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.

(Initials) _____

PRINTED NAME

SIGNATURE

DATE

APPENDIX C

EVALUATION OF STUDENT DISPOSITIONS

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:

- recognizes and practices proper professional behaviors, including punctuality and dependability
- demonstrates concern for appearance and professional dress
- has a positive attitude toward learning and demonstrates a willingness to try new methods and technologies
- deals ethically with colleagues, supervisors, students and families
- accepts and considers feedback from others
- reacts with sensitivity to the needs and feelings of others
- 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

A **first negative assessment** occurs when at least two faculty/professional staff members concurrently report concern in any professional conduct areas listed under dispositions at the semi-annual review or when at least two faculty/professional staff members report concern in any professional conduct areas listed under dispositions at the semi-annual reviews during two consecutive semesters. 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 Undergraduate Programs Director so that, together, a plan of action can be made that will assist the student in remediation of the deficiency.

At the meeting with the Undergraduate Program Director, the student will be provided with a template for developing their plan of action. The template will provide an outline of the five components that should be included in the plan, a sample student action plan, the Pennsylvania Department of Education (PDE) Code of Professional Practice and Conduct for Educators, and a copy of Appendix C from the Undergraduate Student Handbook (The Evaluation of Student Dispositions). 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 regularly. Remediation may also require more formal actions such as participation in career counseling or a counseling 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 first negative assessment and remediate the area(s) of deficiency, no further remediation is required for that negative assessment. However, a **second negative assessment** would indicate that the dispositions deficiency remains and is cause for referral to the Chair of the Education Department. A **second negative assessment** occurs when at least one faculty/professional staff member reports concern in any conduct area listed under dispositions at the semi-annual review in the semester following the first negative assessment.

Upon a second negative assessment, 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 receipt of notification to appeal to the TEC. If the TEC denies the appeal, the student will have ten calendar days from that receipt of notification to appeal directly to the appropriate Dean. The appeal process is outlined in the *University of Scranton Undergraduate 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. (Initials) _____

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, a **first negative assessment** occurs when at least two faculty/professional staff members concurrently report concern in any professional conduct areas listed under dispositions at the semi-annual review or when at least two faculty/professional staff members report concern in any professional conduct areas listed under dispositions at the semi-annual reviews during two consecutive semesters. 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 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 note that the semi-annual review is an attempt to assist the student in professional growth. Should a student receive a first negative assessment and remediate the area(s) of deficiency, no further remediation is required for that negative assessment. However, a **second negative assessment** would indicate that the dispositions deficiency remains and is cause for referral to the Chair of the Education Department. A **second negative assessment** occurs when at least one faculty/professional staff member reports concern in any conduct area listed under dispositions at the semi-annual review in the semester following the first negative assessment.

Dispositions	Specific Behaviors	Steps Taken by Instructor
Recognizes and practices proper professional behaviors, including punctuality and dependability		
Demonstrates concern for appearance and professional dress		
Has a positive attitude toward learning and demonstrates a willingness to try new methods and technologies		
Deals ethically with colleagues, supervisors, students and families		
Accepts and considers feedback from others		
Reacts with sensitivity to the needs and feelings of others		
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 verification 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 certified service, whether preparation was completed through an approved preparation/certification program in the other state, the standards of preparation, whether the preparation considered 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 help from other states.

Teachers prepared outside of 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.net/?page=interstate>

**2010 – 2015 Interstate Agreement Signees
(As of September 5, 2013)**

Alabama	Rhode Island
Alaska	South Carolina
Arkansas	Tennessee
British Columbia	Texas
California	Utah
Colorado	Vermont
Connecticut	Virginia
Delaware	Washington
District of Columbia	West Virginia
Department of Defense Education Activity (DODEA)	Wyoming
Florida	
Georgia	
Guam	
Hawaii	
Idaho	
Illinois	
Indiana	
Iowa	
Kansas	
Kentucky	
Louisiana	
Maine	
Maryland	
Massachusetts	
Michigan	
Minnesota	
Mississippi	
Missouri	
Montana	
Nevada	
New Hampshire	
New Jersey	
North Dakota	
Ohio	
Oklahoma	
Oregon	
Pennsylvania	

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. Vanessa Ferrance

MGH 141

570-941-5810

vanessa.ferrance@scranton.edu

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

The Director of Graduate Programs

Dr. Maria Oreshkina

MGH 133

570-941-6244

maria.oreshkina@scranton.edu

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

The Director of Field Placements

Mr. David Angeloni

MGH 201

570-941-5518

david.angeloni@scranton.edu

Assistant Field Director

Prof. Scott Reilly

MGH 201A

570-941-7405

scott.reilly@scranton.edu

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

Certification Officer

Dr. Vanessa Ferrance

MGH 141

570-941-5810

vanessa.ferrance@scranton.edu

Who do I see to register for courses?

PCPS Advising

570-941-6390