

SPRING 2024

EDUCATION STUDENT HANDBOOK

Education Department and Teacher Certification
Program



SAINT VINCENT COLLEGE

education.stvincent.edu

EDUCATION STUDENT HANDBOOK

SAINT VINCENT COLLEGE

300 FRASER PURCHASE ROAD

LATROBE, PA 15650

Education Department

Ground Floor Prep Hall

Education Chairperson: Veronica I. Ent, Ed.D.

Secretary Phone: 724-805-2096

TABLE OF CONTENTS

Welcome to Teacher Education	1
Introduction	1
The Mission of the Education Department	2
Education Directory	3
Chapter 1: Requirements for Teacher Education	4
Certification Areas	4
Courses for Certification Offering Schedule	5
Final Capstone Teaching Portfolio	8
ED 00A Formal Education Admission	8
Academic Advising	9
Testing Information	11
ACT 151, ACT 34, ACT 126, FBI Fingerprinting Clearances, and TB Test	18
Fieldwork, Teaching Observations and Volunteerism	20
Education Program Exit Criteria	25
Chapter 2: Student Teaching Program Guidelines	27
Formal Admission to the Teacher Certification Program	27
ED 400 Pre-Student Teaching Practicum Guidelines	33
ED 410 Student Teaching Internship Guidelines	36
Chapter 3: Graduate Programs in Education and Dual Certification Options	38
Appendices	43
Appendix A	45
Pennsylvania Code of Professional Practice and Conduct for Educators	45
Appendix B	51
Saint Vincent College Lesson Plan Format	51
Appendix C	55
Lesson Observations and Teaching Evaluation Forms	55
Appendix D	60
Pennsylvania Department of Education Form 430 Categories and INTASC	60

Appendix E	63
Checklist for the Application for Advanced Standing	63
Appendix F	66
Verification of Required Hours of Fieldwork	66
Appendix G	70
Recommendation for Advanced Standing: Pre-Student Teaching Candidacy at Saint Vincent College	70
Appendix H	72
Application Procedure for Alternative Admission to the Teacher Certification Program	72
Appendix I	74
Advising Sheets for Certification Programs	74
Appendix J	127
Common Field Rubrics	127
Appendix K	130
Formal Education Admission and Dispositions	130
Appendix L	133
Pennsylvania Teacher Reciprocity Agreements	133

WELCOME TO TEACHER EDUCATION

Choosing a career in education is a commitment to serve society and a career that will be gratifying and fulfilling for years to come.

Introduction

Welcome to the Education Department at Saint Vincent College. You have chosen teaching as your life's work; this choice makes you a very special person. You will be contributing to the betterment of the world throughout your career.

This Handbook describes the procedures and policies of both the Pennsylvania Department of Education and the Saint Vincent College Education Department. To learn about the procedures and policies of the College, please refer to the Saint Vincent College Bulletin and the Student Handbook.

The Saint Vincent College and Teacher Education Program is housed on the ground floor of Prep Hall. Faculty offices are in Prep Hall and Carey Center.

The Education Department provides all requirements as delineated by the Pennsylvania Department of Education for certification in specific content areas. Undergraduate students seeking a secondary or a PreK-12 teaching certificate declare a minor in Education and a major in a specific content field such as English, Mathematics, Art, etc. Undergraduate students seeking an Early Childhood, Middle Grade, or Health and Physical Education teaching certificate declare a major in their respective field. To learn more about the different programs, see *Appendix I* of this Handbook.

Post baccalaureate students wishing to earn secondary or PreK-12 certification should declare teacher certificate candidacy and must complete the necessary course work required in their specialty area.

Saint Vincent College has constructed its teacher certification program based on the general and specialty area guidelines of the Pennsylvania Department of Education (PDE). See the PDE web site for information and clarification at www.pde.pa.state.us. The Education Department also conforms to the PDE Form 430 as well as the INTASC Principles, which can be found on the web site and *Appendix D* of this handbook. The Principles are compatible with the PDE guidelines.

The Mission of the Education Department

The Department derives its direction and vitality from the mission statement of the College. As the College seeks to integrate professional ethics and goals with the broader purposes of human life, so the Education Department seeks to focus its field and classroom experiences on the development of teachers who understand the integral relationship of parents, family, school, and community to the general development of children. The Department's certification programs, activities, and encounters encourage theoretical studies of curricula and child/adolescent development; induction into the conventions and practices of masterful teaching; the nurturing of personal aspirations to serve and care for children; and the personal maturation into socially, emotionally, and intellectually well-adjusted educators who will make positive contributions to the schools and communities in which they teach. The means to these ends are fully accredited Instructional I Certification undergraduate study programs in art, biology, business computers and information technology, chemistry, Chinese, early childhood education, French, health and physical education, English, mathematics, middle grade education, music, physics, social studies, Spanish, and special education. Additional graduate instructional certification programs are Instructional Technology Specialist, Reading Specialist, School Counselor Education, Special Education, and PreK-12 Principal.

EDUCATION DIRECTORY

Faculty and Staff in the Education Department

<u>Chairperson</u>	Dr. Veronica I. Ent	Prep Ground floor	724-805-2586
--------------------	---------------------	-------------------	--------------

<u>Certification Officers</u>	Dr. Veronica I. Ent	Prep Ground floor	724-805-2586
	Dr. Tracy McNelly	Carey Center	724-805-2447

<u>Administrative Assistant</u>	Mrs. Joan Roach	Prep Ground floor	724-805-2096
---------------------------------	-----------------	-------------------	--------------

<u>Full Time Faculty</u>	Dr. Kathy Beining	Carey 2 nd floor K-21B	724-805-2981
	Dr. Jennifer Buxton	Prep Ground floor	724-805-2515
	Fr. Philip Kanfush	Roderick	724-805-2417
	Dr. Tracy McNelly	Carey 2 nd floor K-25	724-805-2447
	Ms. Makayla McMullen	Prep Ground floor	724-805-2224
	Dr. Stacie Nowikowski	Prep Ground floor	724-805-2686
	Dr. William Rullo	Carey 2 nd floor K-21B	724-805-2475
	Dr. Aaron Sams	Prep Ground floor	724-805-2710
	Dr. Dawn Turkovich	Carey 2 nd floor K-21A	724-805-2714

Adjunct Faculty and Student Teacher Supervisors

All adjunct faculties keep office hours before and after classes and by appointment. Their mailboxes are located in the Education Office on the Ground Floor of Prep Hall. Please refer to individual course syllabi for additional contact information. Call the department secretary, Ms. Joan Roach (724-805-2096), to speak with an adjunct professor or leave a message.

Mr. Eric Bartels	Ms. Lindsay Hirshberg
Mr. David Byers	Ms. Kathy Kelly
Ms. Hope Creamer	Mrs. Taundra Krall
Mr. Mark Curcio	Mrs. Brandy Lockwood
Mr. Jay DiBernardo	Ms. Kate McCauley
Mrs. Deborah Fischer	Mr. Patrick Myers
Ms. Amanda Freger	Mr. Brian Niemiec
Ms. Kimberly Fulton	Mr. Jeremy Zufall

Adjunct Faculty Graduate Studies

Ms. Allison Arendas	Ms. Susan McKeever
Mrs. Beth Ann Butala	Dr. Richard Nichols
Ms. Lucy Iapalucci	Ms. Brooke Pierce
Ms. Briana Keith	Mr. James Simpson
Dr. Lisa Maloney	Ms. Patricia Soforic

Email addresses for all faculty and staff are firstname.lastname@stvincent.edu

CHAPTER 1: REQUIREMENTS FOR TEACHER EDUCATION

Students can become certified in various areas of teaching at Saint Vincent College. By following specified guidelines provided by their education advisor, students can become dual-certified as well as add certifications.

Certification Areas Available through Saint Vincent College

Commonwealth of Pennsylvania's Current Authorized Certification Programs at Saint Vincent College

PreK-4	Early Childhood Education
4-8	Middle Grade Education
7-12	Biology; Chemistry; English; Mathematics; Physics; Social Studies
PK-12	Art; Business, Computer, and Information Technology; Chinese; French; Health and Physical Education; Music, Spanish; Special Education
PK-12: Graduate	Instructional Technology Specialist; School Counselor; Reading Specialist; School Principal

For general course requirements for each certification area, visit the Saint Vincent College website: www.stvincent.edu. For more details, please visit the Education Department website: <http://education.stvincent.edu>

Second Certifications

Add-on certifications can be obtained through taking the praxis, PECT, or appropriate certification test AFTER obtaining your initial certification through Saint Vincent College. You cannot add certifications until you have successfully obtained your FIRST certification through TIMS. Not all certifications can be added. Please review the Department of Education website to ensure that the desired additional certification can be added.

Instructional Add-ons

Educators who hold an Instructional or an Intern certificate may add an Instructional content area. EXCLUDED: American Sign Language, Cooperative Education, Health and Physical Education, Reading Specialist, and all Special Education areas require completion of an approved program.

Often, students can receive two different certifications at the time of initial certification (e.g., PreK-12 Special Education). See your advisor, Dr. Tracy McNelly, or Dr. Stacie Nowikowski for additional information.

Dual Certification in Special Education

Candidates are permitted to earn dual certification in Special Education, PreK-12. This can be done by taking the required minor in disabilities studies and successfully passing the PDE required special education assessment. Candidates seeking both special education certificates MUST complete the following:

- Hold the appropriate subject matter certificates
- Complete the Special Education program
- Complete course work assignments
- Participate in field experiences and/or student teaching that includes both certificate grade spans
- Pass the Special Education licensure test

Educators may not use the GPA scores for add-ons. Students must achieve the passing score listed on the GPA/Test Scores chart. See Pennsylvania Department of Education website:

www.education.pa.gov.

COURSES FOR CERTIFICATION OFFERING SCHEDULE

The following pages list courses offered for teacher certification programs. With the assistance of your education advisor and content area advisor, you will be able to schedule and complete all education coursework required for your certification program.

PLEASE CONSULT WITH YOUR ADVISOR. THE COURSE SCHEDULE IS SUBJECT TO CHANGE.

Course Title (Schedule may be modified. Please consult your advisor.) (* Denotes Courses offered <u>every other</u> year or <u>as needed</u>)	No.	Offered in semesters			
		Fall & spring	Fall	Spring	Summer
EDUCATION	ED				
Foundations of Education	100	X			
Field Experience I: PREK-4	101	X			
Field Experience I: Middle Grade 4-8 (as needed)	102		X		
Field Experience I: 7-12/K-12	103	X			
Physical and Cultural Geography	109	X			
Reg Behavior Tech Training	114				
Educational Psychology	115	X			
Curriculum, Project, and Play for the Developing Child	122	X			
Math for Teachers	142	X			
Geometric and Measurement Theory	155		X*		
Strategies and Techniques of Instruction	205	X			
Field Experience II: Strategies and Techniques of Instruction	206	X			
Practicum in Education	207			X	
Classroom Partnerships and Inclusion	208	X			
Reading, Writing, and Differentiation in the Content Area	220	X			
Social Studies for Early and Special Learners	230			X	
Teaching of Math and Science for Middle and Special Learners	235			X*	
Teaching of Humanities for Middle and Special Learners	237		X*		
Numerical and Manipulative Math for Early and Special Learners	242			X	
Science and Environment for Early and Special Learners	244		X		
Reading and Writing for Early and Special Learners	250		X		
Education and Psychology of the Exceptional Student	290	X			
Teaching Foreign Language, K-12	300		X*		
Teaching English, 7-12 (fall even years)	301		X*		
Teaching Social Studies, 7-12	302			X*	

Teaching Mathematics, 7-12 (as needed)	303		X*		
Teaching Science, 7-12 (spring odd years)	304			X*	
Teaching of Art, K-12 (spring even years)	305			X*	
Teaching Business, Computer and Information Technology, K-12	306			X*	
Performance and Visual Arts for Early and Special Learners	308			X	
Field Experience III: Middle Grade Instruction and Theory	311			X	
Program Development for Infants and Toddlers	317	X			
Field Experience III: Early Childhood Instruction and Theory	318	X			
Composition and Language Arts for Upper Elementary	320			X	
Field Experience III: Secondary & K-12 Instruction and Theory	322	X			
Physical Health and Wellness for Early Educators	325		X		
Early Childhood Education Leadership	330	X			
Instructional Inter. For students with High Incidence Dis.	355		X		
Strategies and Assessments for Students with Sig. & Mult. Dis.	360			X	
Classroom Approaches for Students with Behavioral & ASD	362		X		
Education Testing	381		X		
Teaching Nonnative Speaking and Culturally Diverse Students	390	X			
Field Experience IV: Pre-Student Teaching Practicum	400	X			
Field Experience V: Student Teaching Internship	410	X			
Professional Seminar	411	X			
Special Education Consultation, Transition, and Law	412			X	
PSYCHOLOGY	PY				
Child Development	212		X		
Adolescent Development	214			X	X
CHILDREN'S LITERATURE	CL				
Young Adult Literature	129		X		
Children's Literature	130			X	

FINAL CAPSTONE TEACHING PORTFOLIO

All students seeking certification should expect to reference earlier coursework and assignments for their final portfolio. It is the responsibility of the student to keep archives from all courses in order to have a repertoire of artifacts to be used in the final portfolio introduced in ED 400 Pre-Student Teaching. This portfolio will serve as evidence to the college and to the Commonwealth of Pennsylvania that you have met and successfully learned the required guidelines for your certification. While courses will not require a class notebook, it is highly recommended that you keep all materials in an organized fashion to be quickly referenced when building your portfolio.

Please note that faculty members are not expected to provide past copies of handouts, assignments or syllabi. You are responsible for these items when you are taking the course and after. Students that have been diligent in keeping materials and course information both electronically and in hard-copy are the most successful during the development of the final capstone electronic portfolio. Last, it is recommended that you keep all feedback forms and lesson observations to use when preparing the evidence of teaching sections of your portfolio. These items are often not electronic and cannot be reproduced at a later time.

ED 00A FORMAL EDUCATION ADMISSION

In ED 100 Foundations of Education prospective education students are instructed in the process of registering for the required Pennsylvania Department of Education Pre-service Academic Performance (PAPA) and/or Core Academic Skills for Educators (CORE) and in the methods of using their SAT or ACT scores to exempt the students from taking the pre-service tests.

When students register for ED 205 Strategies and Techniques of Instruction, they are instructed to enroll in ED 00A Formal Education Admission, which is the verification process for official acceptance into the advanced coursework in education. ED 205 is the gatekeeper course for your candidacy to continue toward methods courses and student teaching. To be considered for full admission a student at the completion of ED 205 and ED 00A must:

- Pass ED 205 Strategies and Techniques of Instruction with a B- or higher or repeat the course.
- Have the required clearances registered in the Education Office file.
- Have completed the requirements for the early teacher licensure exams (PAPA or CORE or have a SAT/ACT qualifying score, see IV. Testing Information page 13).
- Sign a FERPA disclosure. During the formal education admission process, candidates will be given a FERPA disclosure to sign acknowledging that a limited number of supervising faculty will receive information about individuals' college disciplinary records. This information is provided to these specific faculty members to ensure the safety of the children served at partner schools in advanced fieldwork settings.

ACADEMIC ADVISING

EARLY CHILDHOOD AND MIDDLE GRADE TEACHER CERTIFICATION CANDIDATES

Undergraduate students seeking an early childhood or middle grade teaching certificate declare a major in Early Childhood or Middle Grade Education. A Bachelor of Science in Early Childhood Education emphasizes teaching experiences in the younger grades, with opportunities to visit preschools and elementary classrooms, whereas a Bachelor of Science in Middle Grade Education provides certification for grade 4-8. Contact the Director of Early and Middle Grade Education for more information.

SECONDARY AND PK-12 TEACHER CERTIFICATION CANDIDATES MAJOR IN AN ACADEMIC AREA

Undergraduate students seeking a secondary or a PK-12 teaching certification are required to major in a subject area related to their teaching certification area. Contact the Director of PK-12 and Secondary Education for more information.

SECONDARY AND PK-12 TEACHER CERTIFICATION CANDIDATES MINOR IN EDUCATION

A student's minor area depends on the certification desired. All post baccalaureate students will minor in Education but will not have a major at the College. Students should select their minor based on the area of certification desired:

Certification Area	Minor	Code
Secondary Education	Secondary	ED2
PK-12 Areas	PK-12	EK12

MAJOR AREA ADVISORS AND EDUCATION ADVISORS COLLABORATE

Undergraduate students will be assigned an advisor in their major area. They will also have an Education Advisor assigned to them by the Education Department. Students should consult the list of Education Advisors on the next page. This list changes as faculty members change. An updated advisors list is always available in the Education Office.

Note: All post baccalaureate students' academic advisors will be members of the Education Department. See advisor list.

NOTIFICATION OF ACADEMIC STANDING

Each semester your Education Advisor reviews your academic performance. This review is intended to assure that you are making progress and completing program requirements for teacher certification. Your transcripts will be reviewed for appropriate coursework and advisement, to ensure a 3.0 or higher GPA, and to assure your PAPA/PECT tests are completed and filed. Depending on your review, you will either be advised to make an appointment with your advisor or to continue as planned.

EDUCATION ADVISORS

For undergraduate, graduate, and post baccalaureate students

Dr. Kathy Beining: Director of Early, Middle Grade, Secondary and K-12 Education
All Early Childhood Majors with a Freshman Start of 2021
Transfers and Post-Bac (PK-4 & Middle Grades)

Dr. Jennifer Buxton
All Early Childhood Majors with Freshman Start of 2022

Dr. Veronica Ent: Education Chair
M.S. in School Administration
M.S. in Curriculum and Instruction, including dual teaching certification
M.S. in Educational Information and Library Studies
M.S. in Special Education
M.S. in Counselor Education

Fr. Philip Kanfush
Health and Physical Education

Dr. Tracy McNelly
English
Social Studies (with Start date prior to Fall 2022)

Dr. Stacie Nowikowski: Director of Field Experience
Middle Grades
Psychology/Education Majors

Dr. William Rullo
Social Studies (with a Freshman Start of 2022 and 2023)

Dr. Aaron Sams
All Early Childhood Majors with a Freshman Start of Fall 2023

Dr. Dawn Turkovich
Art
BCIT
Biology
Chemistry
Foreign Language
Mathematics
Music
Physics

TESTING INFORMATION

Students seeking certification in Pennsylvania are required to take a prescribed set of tests. Students seeking certification in most other states are also required to take these examinations. Please note there are new testing requirements for all certification areas. Please see the chart below as a guideline for new requirements.

The testing program required by the Pennsylvania Department of Education (PDE) is called the Preservice Academic Performance Assessment (PAPA) and will use the Pennsylvania Education Certification Tests (PECT) from Pearson Evaluation. Alternatively, students may take the Core Academic Skills for Educators (CORE) Tests from ETS.

- **Information about the PECT exams can be found at: <http://www.pa.nesinc.com>**
- **Information about the Praxis exams can be found at: <http://www.ets.org/praxis>**

For information about the ACT 55 waiver, please see your education advisor.

All students will now take the PAPA or CORE for reading, writing, and math exams rather than the Praxis I. Scores from different vendors may be combined to meet the basic skills requirement.

New Requirements		
PreK-4	4-8	7-12/K-12
PAPA: Reading, Writing, and Math OR Core Academic Skills for Educators (CORE) Tests	PAPA: Reading, Writing, and Math OR Core Academic Skills for Educators (CORE) Tests	PAPA: Reading, Writing, and Math OR Core Academic Skills for Educators (CORE) Tests
Grades PreK-4: Core professional knowledge – PECT exam	Praxis II test from ETS: PA Grades 4-8: Core Assessment (5152) AND concentration area exam (i.e., English, Social Studies, Math, or Science)	Educators applying for an initial Instructional PK–12 areas are required to pass a Fundamental Subjects: Content Knowledge test AND the appropriate Praxis test. ----- Educators applying for initial Instructional 7-12 areas must pass the appropriate content area Praxis test(s).

Students who are in the Disabilities Studies minor (Special Education) will also be required to take the Special Education PECT licensure test.

Print all test results and provide a copy to the Education Department.

REQUIRED PRE-SERVICE EXAM – WHEN TAKING FOUNDATIONS OF EDUCATION (ED 100)
Pre-service Academic Performance Assessment (PAPA) or Core Academic Skills for Educators (CORE).
These tests are to be taken in the freshman year for undergraduate students. Students must have passed or show exemption from the mathematics, reading, and writing portions of the

PAPA/CORE by their completion of ED 205. The PAPA/CORE is not required for most post-baccalaureate students. Students are required to provide proof of registration or have taken the PAPA/CORE by the time they complete ED 100 (Foundations of Education).

You are responsible for printing your test results and providing a copy to the Education Department. You must also send electronic score copies to SAINT VINCENT for any SAT or ACT test used for exemption.

Failure to hand in/submit scores may result in a delay of your certification and additional costs.

PAPA / CORE EXEMPTIONS

You may be exempt from taking the PAPA / CORE. Please discuss with your advisor.

"You may combine reading, writing and mathematics module scores from different test providers to meet the basic skills requirements. You may use the composite score method to meet the requirement when you do well in one or two areas to compensate for a lower score in the other area. The composite score is the sum of the passing scores. Use the Composite Score Calculator when mixing tests. Note when using the composite score, each test must meet or exceed the minimum score listed" (PDE, Fall 2017).

II. CORE Academic		Test Registration Link: ETS	
CORE Test Option Effective 6/1/2014 for non-vocational certifications		Test Number	Minimum Composite Score
Reading	5713	156	148
Mathematics	5723	142	132
Writing	5733	162	158
Composite CORE Test Score:		460	

III. PAPA		Test Registration Link: ES Pearson	
Test Name	Test Number	Passing Score	Minimum Composite Score
Reading	8001	220	193
Mathematics	8002	193	176*
Writing	8003	220	192
Composite PAPA Test Score:		633	
*We will accept 174 from candidates accepted into an educator certification program prior to 8/31/2016			

Note the change in test numbers above for the CORE tests. These new test numbers begin initial test administration 9/1/2019 and will be mandatorily required 3/1/2020. The previous test numbers (5712, 5722, and 5732) will be accepted if taken before 9/1/2020.

For information directly from PDE, see

<https://www.education.pa.gov/Educators/Certification/CertTestingRequirements/Pages/default.aspx>.

SAT and ACT Exemptions

You may be exempt from taking the Basic Skills Assessments if you have high enough scores on either the SAT or ACT.

IV. SAT		Test Registration Link: College Board	
Test Date	Test	Passing Score	Minimum Composite Score
SAT – prior to March 1, 2016	Critical Reading	500	500
	Mathematics	500	500
	Writing	500	500
	Composite SAT Test Score:	1500	
SAT - after February 29, 2016	Reading	27	25
	Mathematics	26	24
	Writing and Language	28	26
	Composite SAT Test Score:	81	

I. ACT		Test Registration Link: ACT	
Test Name	Section	Passing Score	Minimum Composite Score
ACT - before September 1, 2015: Submit a help ticket with a copy of your full score report for a determination.			
ACT – September 1, 2015 to August 31, 2016	Reading	22	20
	Writing	21	17
	Mathematics	21	19
	Composite ACT Test Score:	64	
ACT – after August 31, 2016	Reading	22	20
	Writing after Sept. 2016	8	7
	Mathematics	21	19
	Composite ACT Test Score:	51	

If you believe you are exempt, see your advisor for specific requirements and verification. Mixed score options are available – see your advisor for details.

ED 142- Basic Math Skills Competency

In some cases, ED 142 may be used to show proficiency in the basic math competency. If the candidate has taken the course, ED 142-Math for Teachers, and earned a grade of B or better, the ED 142 course may count as the Basic Math Competency component. See your advisor for details.

What you need to do:

Obtain an unofficial copy of your test scores and meet with your advisor to determine if you are exempt from the PAPA / CORE exam. Once your advisor confirms your positive exemption outcome, send from College Board (the organization that administers the SAT) or the American College Test (the organization that administers the ACT) your test scores to Saint Vincent College. Use the appropriate code so that your report goes directly to the college. These scores are added to the student record database and will be verified at the time of advanced standing application

and teacher certification application through the TIMS system. It is the responsibility of the student to ensure that official scores have been sent through the testing companies. Incomplete or inaccurate records at the time of certification will delay certification. At the time of certification, the entire package will be mailed to:

Department of Education
Bureau of School Leadership and Teacher Quality
333 Market Street, 12th Floor
Harrisburg, PA 17126-0333

Required PECT Exam, Praxis II or Specialty Area Test – Before Student Teaching

The tests above measure ability in the various instructional content areas. Passing scores on the PAPA exams are required before students can register for Student Teaching Orientation and ED 400 (Pre-Student Teaching). Additionally, students must pass all PECT exams for early childhood or PRAXIS II exams for middle grade, secondary, and PK-12 to become state certified.

DETERMINING WHAT TESTS ARE NEEDED

To determine what tests are needed, check the Pennsylvania Educator Certification website <http://www.pa.nesinc.com>, the PDE website www.education.state.pa.us, and the ETS website <http://www.ets.org/praxis>. Because PDE is subject to changing testing requirements, **it is the responsibility of the student to check current requirements and register for the correct tests.** There have been recent changes to test codes. Check <https://www.education.pa.gov/Educators/Certification/CertTestingRequirements> for updates.

TESTING ASSISTANCE AND REMEDIATION:

Diagnostic Preparation Program (DPP): Educational Testing Service (ETS) has introduced the Diagnostic Preparation Program in response to requests by examinees, licensing agencies, and Institutes of Higher Education for more diagnostic information to assist examinees that need to retake a Praxis II test. For more information, please contact ETS at 1-609-771-7395 or visit www.ets.org/praxis.

Test Preparation Manuals: To help prepare for the Praxis II and PAPA exams, FREE test preparation materials are available. Visit the PECT/pa.nesinc.com and ETS websites or check for other publishers at your favorite bookstore.

TEST FEES AND PAYMENT INFORMATION

Test registration fees must be paid using a credit card (VISA or MasterCard only) or a debit or check card that carries the VISA or MasterCard logo and that can be used without entry of a personal identification number (PIN). Bank cards without a VISA or MasterCard logo cannot be accepted. The merchant that will appear on your credit card statement is “Eval Systems Test Fee.”

FINANCIAL ASSISTANCE VOUCHERS

Fee waivers may be available for college students who meet eligibility criteria indicated below. You may receive only one waiver per year. Requests are processed on a first-come, first-served basis.

To be eligible for a fee waiver, you must meet the following conditions:

- You must be enrolled in an undergraduate or graduate degree program.
- You must be currently receiving financial aid.

To apply for a fee waiver, submit a completed “Fee Waiver Request Form” before registering for a test.

HOW AND WHERE TO TAKE THE TESTS

The PAPA tests are given in two formats: paper-pencil and computerized. Test dates and locations can be found on the pa.nescinc.com website. Registration for tests can be completed online. Testing sites for the PAPA test include: Indiana, East Pittsburgh, West Pittsburgh, Johnstown, and Loretto, Pennsylvania.

All PRAXIS II exams (other than Braille versions) are computer-based format and registration can be completed through the ETS website.

RETRIEVING SCORES

To retrieve scores for the PAPA/CORE/PECT Tests, create an online account to access your scores. Results for the PAPA reading and mathematics are available within 10 business days after testing reports for the writing module are available within 20 business days after testing. Please make sure to create an online account and get an official score report printed. Score reports are only available for 30 days. In addition, the Education Department does NOT receive copies of PAPA/CORE/PECT scores, so be sure to **PRINT AND SAVE YOUR SCORES AND BRING IN AN ADDITIONAL COPY FOR YOUR EDUCATION FILE.**

To retrieve scores for Praxis II Tests, go online. Your official score report will be available online at [My Praxis account](#) on the score release date. Online scores are downloadable for 30 calendar days. After 30 days, they will no longer be available. Additional reports are available for a \$40 fee per request. It is recommended that a copy of the report be printed and saved.

REQUEST SCORES BE SENT TO SAINT VINCENT EDUCATION DEPARTMENT

Students registering for the PRAXIS II examination ONLY must specify who should receive the scores. PDE will automatically receive your scores; however, you must also indicate Saint Vincent College as a recipient.

When registering for the Praxis II exam students should request their score report be sent to Saint Vincent College. When it asks where the test scores are to be sent select Saint Vincent College. If it asks for the college code, **submit 2808**. 2808 is the code for the PRAXIS exams. It is subject to change for PAPA and PECT. Please double check the code when you register. If you don't specify that you want your score report sent to SVC, they will not be sent here, the Department will not receive score report, and we will not be able to send for your teaching certificate. You will have to re-order your scores at a cost to the student and have them sent to SVC. The only form that we can submit to PDE is the one sent directly to the Education Department. **Please be careful about this point.**

You must request that your scores be sent to Saint Vincent College when you register for any Praxis II exam.

In addition, you must print your test results and provide a copy to the Education Department for your Praxis II exam.

You are responsible for printing your test results and providing a copy to the Education Department for your PAPA/CORE/PECT exams. Failure to hand in scores may result in a delay of your certification and additional costs.

QUALIFYING SCORES

All candidates for certification must meet the qualifying scores for the PAPA or Praxis I and the appropriate Praxis II tests before their application for certification is received by the Bureau of Teacher Certification and Preparation. PLEASE NOTE THAT QUALIFYING SCORES ARE SUBJECT TO CHANGE AS REQUIRED BY PDE.

PECT

Module 1	197
Module 2	193
Module 3	193

Praxis II:

Middle School Module 1: Pedagogy	162
Middle School Module 2: LA & SS	152
Middle School Module 3: Math & Science	164
<u>Middle Level Concentration Areas</u>	
Middle School English/Language Arts	156
Middle School Mathematics	173
Middle School Science	156
Middle School Social Studies	150

Secondary Tests Depend on Subject

TEST SUMMARY

PAPA or CORE tests are required for admission to a teacher certification program: Certification candidates must pass the Pre-service tests in reading, writing, and mathematics (or demonstrate exempted status) before they may be officially admitted to a teacher certification program. Students must make certain that they take these tests early enough so that the Education Department receives their scores during the course, Strategies and Techniques for Instruction (ED 205). Students who do not meet this requirement may not be formally admitted to the program and could encounter delays in advanced education coursework. Check the testing websites for test dates, test locations, deadlines for registration and receipt of scores.

Students will not be permitted to register for courses above ED 205/206 unless the required test scores are on file. In preparation, pay special attention to the following:

1. Students are required to take the pre-service tests (PAPA or CORE) no later than their freshman year. No courses can be taken with higher course numbers than 207 until the PAPA or CORE is passed. The tests are meant to identify students who need remediation. If a student does not pass a test, he or she needs sufficient time to seek remediation in those areas of need.
2. Completion of specialty area and concentration area tests is not required for admission into the program. However, students must pass all the required PRAXIS II and/or PECT exams before the Education Department can submit students' applications for teaching certification to the state.

The Saint Vincent College Education Department is not responsible for students taking the wrong exam. Students should always refer to the ETS website, PECT website, and PDE website for specific state testing requirements. (www.ets.org, www.pa.nesinc.com, and www.education.state.pa.us).

ACT 151, ACT 34, ACT 126, FBI FINGERPRINTING CLEARANCES, AND TB TEST

IMPORTANT: Immediately upon your acceptance to the teacher certification program, you must obtain the following clearances. Not receiving your clearance will affect your ability to register, as well as take part in student teaching. Please complete the following immediately. Reason for clearances: School employee.

- **Criminal Record**
- **Child Abuse**
- **TB Test**
- **FBI Fingerprinting**
- **Mandated Reporter Training**

CRIMINAL RECORD (Act 34): *(Must be completed yearly)*

- Go to: <https://epatch.pa.gov/>
- Click the gray "Submit a New Record Check" button (Do NOT use the volunteer button)
- Accept the terms and conditions
- Click "Individual Request"
- As reason for request, click "Employment" or "Other"
- Complete the application
- Cost will be \$22.00
- We recommend keeping track of your "R number/Control Number." This number can help you access your results.
- When your results are ready, view and print the certificate.

CHILD ABUSE (Act 151): *(Must be completed yearly)*

- Go to: <https://www.compass.state.pa.us/cwis/public/home>
- If you are a returning user, click "Individual Login."
- If you have never completed this clearance before, click "Create Individual Account."
- Click "Access My Clearances."
- If you have completed this clearance before, you will be able to re-submit a previous application. If you have not previously submitted the clearance, you will need to complete the application.
- Notes for the application:
 - Please select "School Employee" as the purpose of the application.
 - You are not required to add your Social Security number. However, if you do, you will receive your results more quickly.
- Cost will be \$13.00
- You will receive an email once your results have processed. When you receive your email, view and print your results.

MANDATED REPORTER CERTIFICATION (Act 126):

- All students entering any Education field experience course must have the Mandated Child Abuse Reporter Certification. A copy of the certification needs to be submitted to the Education Department.
- The website for the free, 3-hour training is: <https://www.reportabusepa.pitt.edu/>
- Course title: Recognizing and Reporting Child Abuse: Mandated and Permissive Reporting in Pennsylvania

TUBERCULOSIS TESTING - TB Test: (Good for two years, but additional testing may be required)

Directions to get your clearance:

- Make an appointment with the Saint Vincent College Wellness Center by calling 724-805-2115. Testing can be done on Mon/Tue/Wed, as you must return two days later to be checked.
- The fee for the TB test will be \$10.00.
- If you choose to get a TB test with your family doctor make sure to have a written document with date of the test, date it was read, results, doctor's signature, and doctor's medical ID#.

FBI FINGERPRINTING (Must be completed upon entrance into the program, but additional requests may be required)

- Go to: <https://uenroll.identogo.com>
- Use the Service Code 1KG6RT
- Click "Schedule or Manage Appointment"
- Complete the registration information
- You may schedule your fingerprinting appointment for one of the listed locations or for the SVC Public Safety Office (Ground Floor, Alfred Hall); however, Public Safety may not be listed on the site. If you would like to complete your fingerprinting session with Public Safety, choose a "Walk-In" appointment.
- Print the receipt with your UEID number. Bring the UEID number with you to your appointment, and keep a copy of it for your records.
- Go to your scheduled location and complete your fingerprinting session. You can normally pay on-site. The cost will be \$23.85.

Students should not take these clearances lightly. Most school districts will NOT accept a student teacher or hire a teacher who has any criminal or child abuse infraction. A "Driving Under the Influence" (DUI) citation may keep a person out of the classroom. Shoplifting and other seemingly minor crimes are viewed as serious offenses by professional educators. Be very guarded in your behavior so that you do not become involved in a situation that could lead to such a citation.

Remember YOU are responsible for providing copies of all your clearances to the Education Department. Please make several copies of these documents for your own files as well and keep your originals in a safe place.

Note: You must report any offenses that appear on your clearances to the Education Department Chair immediately. All offenses will be reviewed before you can continue in your education program. Options will be discussed. Please note that students with offenses may be dismissed from the Education Program.

FIELDWORK, TEACHING OBSERVATIONS AND VOLUNTEERISM

FIELD EXPERIENCE REQUIREMENTS IN PREPARATORY COURSES

General comments and concerns should be directed to the Coordinator for Experiential Learning in Teacher Education at 724-805-2224, Education Department, Carey Center.

TRANSPORTATION

Saint Vincent College does not provide transportation to advanced field placements such as methods courses, field experience 3, pre-student and student teaching. Students in upper-level field experiences should plan in advance to provide personal, reliable transportation to/from the district they are assigned. Requests for specific districts due to transportation problems are not taken because they cannot be guaranteed.

Required Introductory Fieldwork Course – ED 101/102/103, ED 206.

ED 101/102/103 are structured courses that involve class discussions, case studies, visits to schools in the local area. Students also have the opportunity to work with younger students in the grade level or specialty area for which they are preparing. These classes meet one day per week for approximately three hours.

For students with work or class schedules that conflict with the timing of ED 101, 102 or 103 an option is available—ED 207. This class meets on campus once a week during the semester for approximately two hours per class. Students in ED 207 have an additional requirement of observing in one public school and one private school setting.

ED 206, Field Experience II: Strategies and Techniques of Instruction Lab, is an opportunity for education students to teach a course to home school children through the Step-Up Program.

Method Courses and Field Experience Requirements

Because fieldwork is an essential part of the preparation required of future teachers, students will also participate in structured fieldwork experiences in all of the methods classes. All students are required to meet with the coordinator to discuss options. *Appendix F* is a **Validation of Hours Fieldwork** that students must submit as part of their pre-student teaching application to the Education Department showing that they have completed required hours of fieldwork.

VOLUNTEERISM AND SERVICE

Education students need to develop a history of working with children and helping others. The Education Department offers numerous opportunities for students to volunteer their time and work with children. Schools need tutors on a regular basis or occasionally need childcare programs. Parents often call the education department looking for tutors for their children.

Below is a list of popular volunteering and fieldwork settings. Students interested in participating in fieldwork for class requirements or would like to volunteer can contact the coordinator, 724-805-2224. In all cases, you should meet with the coordinator before volunteering. More are added each semester, so check in the Education Department Office for updates and sign-up sheets.

Remember to keep all information related to your service with children. They will be an excellent addition to your resume and credentials. You must be certain to save all types of “artifacts” of your service (certificates, handouts, lessons, photographs, letters, etc.) to include in your portfolio.

Field Experience Placement Settings

Adelphoi: Ketterer Charter School	Ligonier Valley School District
Belle Vernon School District	Kinderschull (Ligonier Valley Learning Center)
Burrell School District	Kiski Area School District
Calvary Preschool	Mt. Pleasant Area School District
Derry Area School District	Penn-Trafford School District
Diocese of Greensburg	River Valley School District
Fort Ligonier	Saint Vincent Bearcat BEST
Franklin Regional	Saint Vincent STEP-UP
Grandparents Group (Tutoring)	Southmoreland School District
Greensburg-Salem School District	Valley School of Ligonier
Greensburg YMCA	Winnie Palmer Nature Reserve
Hempfield Area School District	Westmoreland Intermediate Unit: Clairview
Jeannette City School District	Yough School District
Latrobe Art Center	

Contact Ms. Makayla McMullen (Prep Hall Ground Floor, 724-805-2224) for more information and opportunities!

STUDENT ORGANIZATIONS AND CLUBS

Student Pennsylvania State Education Association (SPSEA) Club

The Pennsylvania State Education Association (PSEA) is our state's branch of the National Education Association (NEA). When students join SPSEA, they are automatically a member of PSEA and NEA. As members, students receive monthly publications from the NEA and PSEA along with 1 million dollars of liability insurance for their professional semester and student teaching experiences. Dues are only \$30 per year with multiyear discounts. This organization is the same as the Education Club. To join, contact Dr. Nowikowski at ext. 2686 or submit a membership form on the Internet:

<https://www.psea.org/student/index.cfm>. Another possible option is to join Christian Educators Association International. Membership fees are \$35.00. Please visit <https://christianeducators.org/> for more information.

Early Childhood Education Club

The Early Childhood Education Club provides an opportunity for education students to gather in a social setting enabling them to form bonds that will strengthen their college experiences. The ECE Club hosts family fun nights, an annual Santa and cookies event for children from the community, club member bowling nights and fundraisers. There are no annual dues, but the organization requests your participation in as many events as possible. Active members receive a certification of participation, which is a great piece for future teachers to include in their portfolio. Look for ECE on Facebook under Saint Vincent College- Early Childhood Education Club or contact Dr. Beining at ext. 2981 for information.

Bearcat Buddies

Bearcat Buddies works to promote awareness and inclusion about individuals with disabilities and/or gifts or talents. Working closely with the Bearcat B.E.S.T. program, we plan activities and educational opportunities for all. Membership is open to all students. Contact Dr. Turkovich at dawn.turkovich@stvincent.edu for membership information.

Helping Minds Club

Helping Minds seeks to promote awareness of mental health within the field of special education. Contact Dr. Buxton at jennifer.buxton@stvincent.edu for more information.

Kappa Delta Pi

Saint Vincent College also has a chapter of Kappa Delta Pi, an education honor society. Take advantage of the membership offer that may come your way. Not only will you be part of the organization on campus, but you will have professional networking connections regardless of where you go to teach. Again, membership in KDP is an impressive addition to your resume. Contact Dr. Tracy McNelly at ext. 2447 for membership information.

The leadership of SPSEA, ECE, Bearcat Buddies, Helping Minds, and KDP are eager to be active and productive. To be such, students must participate in activities planned by these groups. At a minimum, each organization should have one service project, one fund raising project and one social event. Students are encouraged to talk to the Presidents and Boards of each organization to find out how they can help. Students with suggestions about activities or ways to involve more members should convey their ideas to the Presidents and Board members.

PROFESSIONALISM AND ETHICS

DRESS AND DEPORTMENT

The goal of the Education program is preparation for teaching, with each class providing some form of practice. Realizing the world of teaching does not include t-shirts and jeans, teacher candidates are **required** to practice appropriate dress and deportment in classes and in field experiences.

While in any field placement, teacher candidates **must** wear their St. Vincent College ID badge. Field experiences require students to dress in a professional manner. For men, that includes a shirt, tie, dress trousers and leather shoes. For women, that includes a dress or skirt/pants and blouse/sweater and leather shoes. Women are advised to use common sense about dress. Clothes that are too short, too tight, or low cut are inappropriate. Short tops are included in this category. Jewelry and makeup should be subtle.

School district policies prohibit any aspect of appearance that might cause disruption. This includes facial and body piercings, gauges, multiple ear piercings, eccentric hairstyles, obvious tattoos and other unusual, distracting forms of decoration or apparel.

Additionally, as role models for students, teacher candidates should exhibit good grooming, hygiene and exemplary personal health habits. Showing up for field experiences with unkempt hair or body odors stemming from cigarette smoke or not bathing is unacceptable.

The following is **not** appropriate:

1. Jewelry or gauges placed in the nose, eyebrow, lip, cheek, tongue, or on a visible area of the body
2. Clothing that contains vulgar or indecent messages
3. Clothing that promotes alcohol, tobacco or controlled substances
4. Clothing that contains profanity, nudity or depicts violence or has sexual innuendos
5. Clothing that is sheer and see through
6. Undergarments of any kind that show through clothing or that you can see when sitting or bending over
7. Tight tank tops, crop tops, shirts with spaghetti straps, mesh clothing, and bare midriff attire; low cut clothing that reveals cleavage
8. Sport jerseys promoting your favorite team
9. Short mini-skirts or dresses. Skirts must be two inches above the knees. Slits in skirts and dresses must be an appropriate length. Skirts should not be tight or form fitting.
10. Ripped or torn clothing

11. Sweatpants, spandex, or athletic wear (unless you are pre-student teaching or student teaching as a physical education teacher)
12. Jeans or shorts
13. Leggings or tight pants that are not worn with an appropriate length tunic or sweater
14. Flip flops or beach-type sandals, crocs or other similar casual shoes; heels higher than 2 inches
15. Items on your head such as hats, bandanas, sweatbands, etc.
16. Sunglasses inside the school building
17. Wearing dyed or sprayed hair of an unnatural color or improper hair adornments
18. Costume-like clothing or accessories, unless previously approved by a cooperating teacher as part of a school celebration (i.e.: Halloween contact lenses, elf ears, Santa hats)

This list is not all-inclusive; other items of question are at the discretion of the individual field supervisor. Students who are not appropriately dressed for a fieldwork experience will not be able to participate that day.

CLASSROOM MANAGEMENT AND TEACHER-STUDENT INTERACTIONS

Often college students are given opportunities to interact with school-aged children that require the college student to enforce boundaries to ensure a mutual respect between the school-aged children, college student(s) and school district faculty. College students are expected to uphold the **Pennsylvania Code of Professional Practice and Conduct for Educators** when working in field experiences or student teaching. College students are to review this Code especially considering the sections regarding conduct, relationships with students and professional relationships. It is expected that any college student experiencing a violation to the PA Code of Professional Practice and Conduct for Educators or believes an experience to be inappropriate should report the incident to the Education Department Chairperson immediately. See the Pennsylvania Code Of Professional Practice and Conduct for Educators, *Appendix A*.

EDUCATION PROGRAM EXIT CRITERIA

For successful completion of the Saint Vincent College teacher preparation program, which leads to teacher certification in the State of Pennsylvania, candidates must successfully complete the following. This information and additional exit criteria resources can be found here: <http://education.stvincent.edu/program-exit-criteria.html>

1. ED411 Professional Seminar

Candidates must earn a passing grade in ED411 Professional Seminar, by completing all course requirements in a satisfactory manner, as outlined in the course syllabus.

2. ED410 Student Teaching Practicum

Candidates must satisfactorily complete the fourteen (14) week student teaching practicum under the direction of a certified cooperating teacher and the college supervisor. The college supervisor will complete the PDE 430 form evaluating the student's performance at both the mid-point and final review. Candidates must earn a minimum score of 4 (satisfactory) on the PDE 430 final evaluation.

3. Electronic Portfolio

Candidates must complete the capstone electronic portfolio, demonstrating proficiency in the following areas: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Proficiency is indicated by earning at least an 80% (B-) on the ePortfolio before his/her teaching application can be submitted to PDE (SVC Education Department Policy).

4. Licensure Assessments

Candidates must pass the appropriate content specific assessment tests for licensure (Praxis II/Pearson) prior to graduation.

5. TIMS Certification Application

Candidates will apply for teacher certification through the Pennsylvania Department of Education Teacher Management System (TIMS), paying the appropriate fees.

6. GPA: 3.0 or Higher

Candidates in Pennsylvania must maintain a 3.0 or above to receive certification in the state of Pennsylvania.

7. SVC Graduation Requirements

Candidates must meet all Saint Vincent College graduation requirements.

8. Exit Interview

At the end of the semester, upon completion of ED 400 and ED 411 requirements the student teacher will set up a time to meet with the Certification Officer for an exit interview. The student teacher will present his or her electronic portfolio and other supporting certification documents during the exit interview. The Certification Officer will also verify the candidate completed the student teaching practicum with a satisfactory rating. Once information is complete and verified, the Certification Officer will submit your TIMS application to the Pennsylvania Department of Education for evaluation.

9. Code of Professional Practice and Conduct for Educator

Candidates must submit a signed copy of the Code of Professional Practice and Conduct for Educators, indicating that they read and agree to abide by the laws governing teachers in Pennsylvania.

10. Education Department Exit Survey

Candidates will complete an Exit Survey that asks for their demographic information, future employment status, and their perceptions about the teacher education program at Saint Vincent College. The Exit Survey is typically completed during the Exit Interview.

CHAPTER 2: STUDENT TEACHING PROGRAM GUIDELINES

Student teaching is one of the most valuable experiences in your education preparation. At Saint Vincent College, every attempt is made to ensure you have a successful and professional experience.

FORMAL ADMISSION TO THE TEACHER CERTIFICATION PROGRAM

TRANSPORTATION

Saint Vincent College does not provide transportation to advanced field placements such as methods courses, field experience 3, pre-student and student teaching. Students in upper-level field experiences should plan in advance to provide personal, reliable transportation to/from the district they are assigned. Requests for specific districts due to transportation problems are not taken because they cannot be guaranteed.

REQUIREMENTS THAT MUST BE MET

The Education Department at Saint Vincent College has an application process through which students may gain admission into the Teacher Certification Program.

ONLINE APPLICATION FOR PRE-STUDENT TEACHING AND ADVANCED STANDING

Applications for Pre-student teaching and advanced standing are required to be submitted the semester prior to the semester the student plans to pre-student teach. This can be done through an online process. The **Online Pre-Student Teaching Application will open Friday, January 19, 2024, the day AFTER the Town Meeting- and will remain open until Friday, January 26, 2024. The application can be accessed at: education.stvincent.edu.** Questions completed on the online application will determine preliminary placement. After students submit the online application, a **Certificate of Submission** will appear on the website. **Students must print the Certificate and submit it in person to the Education Department, PREP Hall no later 4pm January 26, 2024.** In return for the Certificate, the Application Packet for Advanced Standing will be provided. **The Application for Advanced Standing is due by 4pm Friday, February 23, 2024.** The application will be fully reviewed to ensure candidacy for pre-student teaching. The following should be included in the Advanced Standing Application envelope and returned to Dr. Stacie Nowikowski, Education Office-PREP Hall.

APPLICATION FOR ADVANCED STANDING

A. *Application Requirements include*

- Completed **Online Pre-Student Teaching Application** and printed **Certificate of Submission** due by **Friday January 26, 2024**. The online application will ask you questions that will determine your preliminary placement.
- Submit **Application for Advanced Standing packet** by **February 23, 2024** (See Checklist *Appendix E*) containing:
 - Unofficial Transcripts or Academic Record from St. Vincent Portal with marker highlighted areas below:
 - Highlighted grades of B- or better in ED 100, 101/102/103, and 205.
 - Highlighted overall grade point average of 3.0.
 - Grade point average of at least a 2.0 in the major.
 - Highlighted completion of six credits in mathematics including MA 104 or higher
 - Photocopies of passing scores on PAPA or CORE (or copies of how test exemptions were met through SAT or ACT or ED 142).
 - Photocopies of Act 34, Act 151, Act 126, and FBI Fingerprinting clearances, and tuberculosis test results.
 - Three recommendations. One (1) from an education faculty and two (2) from outside of the Department or personal references. The faculty members and references may return forms to the student or submit them personally. If they submit them individually, a statement indicating the names of the faculty members or other individuals that should be returning them must be included. See Recommendation form *Appendix G*.
 - Four (4) copies of the Autobiographical Statement. A 200 – 300 word statement where the student introduces him/herself to the cooperating teacher and principal. Please include: background education, desire to teach, hobbies, experience with children, and other information to help the cooperating teacher and principal better know you. Please use 12 pt. font and double space the document.

Alternative Admission

Students who do not meet all of the requirements listed above may apply for admission through the Alternative Application Process. Only 10% of the students admitted to the program annually may come through this process. Students must complete the needed items above along with the Application Procedure for Alternate Admission (See *Appendix H p. 72*). Students applying for alternative admission must also have a minimum GPA of 2.9. Students are required to have a 3.0 to continue into their student teaching experience the following semester.

B. *General course requirements and grades:*

- ED 100, Foundations of Education, will count as partial fulfillment of the social science core requirement.
- Grades of B- or better must be earned in ED 100, ED 101/102/103, ED 205 or the courses must be retaken.
- ED 109, Physical and Cultural Geography, will count as partial fulfillment of the social science core requirement.
- ED 115, Education Psychology, is considered an entry-level class.

C. Mathematics Requirements:

- The PA Department of Education requires that an undergraduate student seeking initial certification take six credits in college mathematics.
- All early childhood and middle grade students must take ED 142 Mathematics for Teachers. However, all teacher certification students can take this course to partly fulfill the state's requirement of 6 credits of mathematics.
- Any two of the following courses or higher courses fulfill the Education mathematics requirement:

Mathematics for Teachers, Elementary Functions, Geometric Measurement and Theory, Mathematical Statistics, Calculus I. *The Education Department cannot accept non-math courses as substitutes for this requirement, e.g. Statistics will not count.*

D. Required grade point averages

1. Before students can register for ED 400, Field Experience IV, they must have an overall grade point average 3.0. The grade point average requirement is a state mandate.
2. Students must also have earned a grade point average of 2.0 in their majors. This requirement is college wide.

E. School district contact

- All contact with school districts will be conducted by the Education Office.
- **Students are not permitted to contact school districts.**
- Students may be dropped from the Teaching Certification Program if all rules and regulations are not followed.

COLLABORATING SCHOOLS DISTRICTS FOR STUDENT TEACHING PLACEMENT

Over the years, Saint Vincent College has developed partnerships with school districts in our service area. Our students are able to participate in field experiences, including student teaching, in these districts, and the administration and teachers from the area districts often participate in professional development programs sponsored by the College. We work together in a mutually beneficial way and we value the relationship we have with these school districts.

Belle Vernon School District	Ligonier Valley School District
Derry Area School District	McKeesport School District
Franklin Regional School District	Mt. Pleasant School District
Gateway School District	Penn Trafford School District
Greater Latrobe School District	Plum Area School District
Greensburg Salem School District	River Valley School District
Hempfield Area School District	Southmoreland School District
Jeannette City School District	West Mifflin School District
Kiski Area School District	Woodland Hills School District
	Yough School District

Student teachers are placed in these school districts. These students meet on campus weekly and College supervisors visit students on a regular basis in their schools.

POLICY REGARDING STUDENT ATHLETICS

This policy applies to any student participating in an athletic team at Saint Vincent College during the time said student is assigned to the pre-student teaching or student teaching experience.

Any time missed in pre-student teaching or student teaching in order to participate in an athletic contest will be made up in the following manner:

1. The student must notify the Saint Vincent College Supervisor by completing the appropriate form at least one week prior to the athletic contest.
2. The student must notify the School District cooperating teacher at least one week prior to the athletic contest.
3. For every hour missed an equal number of hours must be made up in the following manner:
 - a. Student missing time during pre-student teaching will go to the School District on another day or on a day when Saint Vincent College is on a break and the School District is in session.
 - b. Students missing time during student teaching will extend the student teaching experience to make up the missed hours.

ATHLETIC CONTEST VERIFICATION FORM

This form is to be submitted to your Saint Vincent College Supervisor

I _____ will be participating in an athletic contest in the
(Student Name)

sport of _____ on _____. This contest will
(Name of Sport) (Date)

require me to miss _____ hours of _____.
(Number) (Pre-Student or Student Teaching)

I will make up the missed hours at the School District on

_____.
(Date)

(Student Signature)

(Date)

(Cooperating Teacher Signature)

(Date)

PRE-STUDENT TEACHING PRACTICUM GUIDELINES

OBJECTIVES FOR PRE-STUDENT TEACHERS

1. The Pre-Student Teaching Practicum is designed to provide the student teacher with the opportunity to become familiar with:

- The cooperating teacher(s), administrators, and other staff members
- The content, methods, and techniques of instruction in a particular school
- The students in the classes they will be teaching in this school
- The characteristics specific to students at the observed grade level(s)
- The learning resources available at the school
- The specific policies and philosophy of the school and district in reference to teaching materials, student rights and responsibilities, teacher rights and responsibilities, classroom management, instructional and non-instructional assignments, and appropriate professional dress and behavior.

2. Provide the opportunity to establish a working relationship between the cooperating teacher and the pre-student teacher.

3. Provide the pre-student teacher the opportunity to observe the modeling of methods, skills, attitudes, manners, and language by the cooperating teacher.

4. Provide the opportunity for the pre-student teacher to engage in planning with the cooperating teacher for the practicum semester and formulate ideas for the sequential student teaching semester.

5. Provide the opportunity for the pre-student teacher to plan instructional activities and lessons, work with students, and teach a minimum of two initial lessons during the semester which are to be observed by the cooperating teacher and the college supervisor.

6. Provide the opportunity for the pre-student teacher to engage in reflective thinking on various aspects of the teaching profession and to assess, evaluate, and improve in any area of concern before the actual student teaching semester begins.

PRACTICUM SEMESTER SCHEDULE

In Pre-Student Teaching Practicum ED 400, the pre-student teacher will meet with the cooperating teacher at the school site at least once each week during the semester. The pre-student teacher and the cooperating teacher shall mutually agree upon the day(s) of the week. It is preferred that the pre-student teacher arrives in the morning at the time of the cooperating teacher's arrival and spend the day observing or performing other assigned duties. Any missed days must be made up by the pre-student teacher.

The semester visitations begin on the date designated by the college during the first week of the college semester and continue until the last week of the college semester. In other words, the pre-student teacher shall follow the school district's calendar within the college calendar. Early childhood pre-student teachers shall have half of this experience at the primary level and half in the third and fourth grades. Middle grade pre-student teachers shall have half the experience in the upper elementary and half in the middle school. The specific date for movement to the second placement shall be designated by the college supervisor for early and middle grade teachers.

A log of site visits and classroom experiences by the pre-student teacher is required. The log shall be completed by the student teacher and initialed by the cooperating teacher(s).

PRE-STUDENT TEACHER'S RESPONSIBILITIES

When enrolling in Pre-Student Teaching, students must complete the following responsibilities.

1. Satisfactory participation at the school site in college-designated and school-designated activities under the direction of the cooperating teacher.
2. Attendance and contributions to the course orientations and all scheduled course seminars on the college campus.
3. Proper preparation and teaching of a minimum of four lessons in each classroom with each cooperating teacher, using a pre-approved lesson plan by the cooperating teacher. All students in all classes should use the Saint Vincent College Lesson Plan Format, *Appendix B*. The pre-student teacher **may not** teach without an approved lesson plan.
4. Completion of the course binder as described in the ED 400 Handbook.
5. Completion of the electronic portfolio as described in the ED 400410 Portfolio Handbook.

OVERVIEW OF COURSE REQUIREMENTS, SUPERVISION, AND EVALUATION

Course Requirements (not limited to):

- Participation at the school site in college-designated and school-designated professional activities under the direction of the cooperating teacher.
- Participation in ED 400 seminars and other related campus activities.
- Completion of all forms included in the PRE-STUDENT TEACHING HANDBOOK given during the first class meeting. All completed forms should be placed in a three-ring binder for evaluation.
- Completion of the electronic portfolio.

ED 400 Supervision:

The cooperating teacher will supervise the pre-student teacher in this practicum semester at the school site. The college supervisor of pre-student teachers will be in periodic contact with the cooperating teacher to determine progress of the pre-student teacher. The college supervisor shall attempt to contact the pre-student teacher at the school site and will meet periodically in the ED 400 seminars.

Course Evaluation:

Both the cooperating teacher and the college supervisor shall contribute to the course evaluation process. The student's assigned college supervisor shall determine the final grade for ED 400. All students are expected to earn an A in this practicum. The lowest grade a student can achieve and still pass the practicum is a B.

IMPORTANT POINTS TO REMEMBER ABOUT ED 400 PRE- STUDENT TEACHER PRACTICUM

- Saint Vincent College makes all arrangements for placements; students are **NOT** permitted to contact school districts. Procedures for arranging placements are between Saint Vincent College and the school district.
- Students are expected to spend one full day per week at the Pre-Student Teaching Practicum Placement site.
- Students will also meet weekly on campus. These class meetings are **MANDATORY**.
- Students will prepare their lessons using the Saint Vincent College Lesson Plan format, *Appendix B*.
- Students will be observed by their supervisors a minimum of two times and by their cooperating teachers a minimum of two times. (See Lesson Observation and Teaching Evaluation Form, *Appendix C*).
- School districts make the final decision to accept a pre-student teacher. Saint Vincent College can only request placements, not guarantee them.

ED 410 STUDENT TEACHING INTERNSHIP GUIDELINES

COURSE OBJECTIVES FOR STUDENT TEACHING INTERNSHIP:

The Student Teaching Internship is designed to provide:

- The student teacher with the opportunity to work with experienced teachers and to participate in their professional activities;
- The student teacher with the opportunity to teach early childhood, middle, or secondary students under the guidance of a qualified professional educator;
- Resources and experiences not available to students within the college methods courses;
- Professional skills and knowledge necessary for the development of role competencies and subsequent entry into the profession;
- Learning opportunities to fulfill the requirements for Instructional I Certification by the Commonwealth of Pennsylvania.

STUDENT TEACHING INTERNSHIP SEMESTER SCHEDULE

During the course of the 14-week student teaching internship, the student teacher will progressively increase his or her classroom responsibilities and teaching time, so that near the end of the internship, the student teacher will have assumed the equivalent of a full teaching load. Student teachers are to follow the **school district's calendar** once student teaching begins, and are **not permitted to take other classes or accept substitute-teaching positions** during this semester.

STUDENT TEACHER'S RESPONSIBILITIES

The student teacher must present all daily lesson plans to the cooperating teacher at least one day prior to teaching the assigned class. Student teachers should use the Saint Vincent College Lesson Plan format, *Appendix B*. The student teacher may not teach without an approved lesson plan. The cooperating teacher is advised not to allow the student teacher to move forward with the lesson without an approved lesson plan. A repeated failure to present a lesson plan will result in withdrawal from student teaching.

A copy of the daily lesson plan, the textbook, and any supporting materials must be presented to the college supervisor, the cooperating teacher, or any school administrators who observe the class. Student teacher competency will be evaluated by the student's abilities to demonstrate supervisory competencies in the following areas that are applicable: Home Room, Study Hall, Cafeteria, Detention, In-School Suspension, Bus Duty, Hall Duty, Field Trips, Laboratory Assignments, Computer Laboratory, Writing Laboratory, Tutoring, Playground/ Recess-Duty, etc.

OVERVIEW OF COURSE REQUIREMENTS, SUPERVISION, AND EVALUATION

Course Requirements (not limited to):

- Participation in the school-designated professional activities and full-load teaching in the student's certification area(s) under the direction of the cooperating teacher(s) for 14 weeks.
- Participation and assignments required of ED 411 indicating professional seminars and other related campus activities.
- Final completion and presentation of a professional binder portfolio by the end of the student teaching experience.
- Final completion of the electronic portfolio by the end of the student teaching experience.
- Attendance at an exit interview with the certification officer and finalization of an application for certification.
- **All coursework in major and minor must be completed prior to Student Teaching.**

ED 410 Supervision:

The Education Department is committed to frequent contact, observation, and feedback for all student teachers (See Lesson Observation and Teaching Evaluation Form, *Appendix C*). These contacts provide an avenue for ongoing communication between the student teacher, the cooperating teacher(s), and the college supervisor with the intention of facilitating the success of the student teacher. Each college supervisor will outline his or her preferences for formal observations and conferences with the student teacher and cooperating teacher(s).

Course Evaluation and Recommendation for Certification

Frequent observation and evaluation is vital to the success of the student teacher. Both the cooperating teacher(s) and the college supervisor will conduct formal observations. These observations will be spaced throughout the student teaching experience. Both the cooperating teacher(s) and college supervisor will prepare formal recommendations of the student teacher commensurate with his or her performance during the student teaching experience. The student teacher is also required to participate in an exit interview with the certification officer to review his or her experience and teaching portfolio. All students are expected to earn an A in this internship. The lowest grade a student can achieve and still pass the internship is a B.

Please note that candidates entering into student teaching are expected to remain with their cooperating teacher(s) from pre-student teaching. All exceptions must be made through Saint Vincent College Education Department, **NOT** by the candidates.

CHAPTER 3: GRADUATE PROGRAMS IN EDUCATION AND DUAL CERTIFICATION OPTIONS

Saint Vincent College undergraduates and graduated seniors have new opportunities to build their credentials by adding a Master's Degree or complete teacher certification along with a Master's Degree.

SAINT VINCENT COLLEGE MASTER'S DEGREES IN EDUCATION

CURRICULUM AND INSTRUCTION MASTER'S PROGRAM

The Curriculum and Instruction Master's Degree offers an advanced degree that will provide teacher practitioners, industry trainers, community non-profit educators, and individuals pursuing teacher certification at the Master's level a complete and versatile program to assist in professional development and career advancement. Some degree candidates will be employed as classroom teachers, department heads or lead teachers, curriculum developers or evaluators, human resource managers and/or training specialists, educational program directors, and other related instructional professionals. The program's curriculum has been adapted to address these areas in addition to the main focus of educating educators.

Courses are arranged in 7-week accelerated sequences year around. Students can apply to the Master's Program at any time. Contact the Graduate and Continuing Education Coordinator, Gianna Donate, at 724-805-2933 for more information.

Required Curriculum and Instruction Graduate courses: – 30 Credits

- GCED 600 Educational Leadership and Professional Development
- GCED 605 Statistics and Research Design
- GCED 610 Current Issues and Trends
- GCED 615 Curriculum and Systems Design
- GCED 620 Assessment and Diagnostics
- GCED 625 Instructional Technology
- GCED 635 Instructional Methodology
- 1 elective course (any graduate education course not listed above)
- 1 elective course (any graduate education course not listed above)
- 1 elective course (any graduate education course not listed above)
- GCED 800 Comprehensive Exam

Special Education Master's Degree

Special education master's degree provides specialized training in educating students with disabilities, with an emphasis on behavior. The program is designed for Special Education certified teachers. The program is a 30-credit hour program that can be completed in approximately 5 semesters. The courses are held in a year-round sequence, including summer, fall, and spring semesters. Undergraduates who are interested in this option should contact the Graduate and Continuing Education Coordinator, Gianna Donate, at 724-805-2933.

REQUIRED SPECIAL EDUCATION GRADUATE COURSES: 30 CREDITS

GCED 605	Statistics and Research Design
GCSE 607	Family and Professional Collaboration
GCSE 617	Diagnosis and Evaluation of Students with High Incidence Disabilities
GCSE 647	Advanced Clinical Applications in Applied Behavior Analysis
GCSE 667	Advanced Intervention Strategies in Reading, Writing, and Mathematics
GCSE 687	Teaching Students with Autism Spectrum and Developmental Disorders
GCSE 717	Typical & Atypical Human Growth & Development
GCSE 727	Methods & Assessment for Life Span Transition
GCSE 737	Special Ed Law & Ethics
GCSE 747	Emotional & Mental Health Disabilities
GCED 800	Comprehensive Exam

M.S. IN INSTRUCTIONAL DESIGN AND TECHNOLOGY

The Instructional Design and Technology (IDT) master's degree program allows candidates to meet the technological and educational needs in the ever-changing field of education. The program welcomes professionals from various educational backgrounds. Through this program, candidates will prepare training, teach online, participate in technology-enriched fieldwork placements, design modules, and much more technology infused opportunities. For those desiring a K-12 or higher education setting, an optional Pennsylvania Department of Education Instructional Technologist Specialist certification can be obtained.

Required Instructional Technology courses: 30 Credits

GCIT 614	Emergent Information Management and Instructional Technologies
GCIT 624	Usability, Engagement, and Assessment Systems for Online Education
GCIT 684	Advanced Instructional Design for Online Education
GCIT 694	Practicum in Instructional Technology
GCED 605	Statistics and Research Design
GCED 615	Curriculum and Systems Design
GCED 625	Instructional Technology
GCED 635	Instructional Methodology
GCED 660	Adult Learning
GCSE 657	Technological Applications for Differentiated Instruction
GCED 800	Comprehensive Exam

30 credits

M.S. IN EDUCATIONAL LEADERSHIP

The Master of Science Degree in School Administration and Supervision offers veteran educators a degree program to obtain Pennsylvania Certification as a preK-12 Principal. This 39 credit hour graduate degree requires students to have three years of documented teaching experience. However, students can enroll in the same courses required for the Master's of Science in Curriculum and Instruction; therefore, allowing students to still work toward a degree while concluding their three years of teaching. Students can transfer to the School Administration and Supervision degree program from the Curriculum and Instruction or they can simply add the needed preK-12 Principal courses to become certified. This program is designed with the school administrator in mind; therefore, most courses will address current issues, techniques, and necessary information needed for school principals. Undergraduates who are interested in this option should contact the Graduate and Continuing Education Coordinator, Gianna Donate, at 724-805-2933.

Required Educational Leadership courses: 39 Credits

GCED 600	Educational Leadership and Professional Development
GCED 605	Statistics and Research Design
GCED 610	Current Issues and Trends
GCED 615	Curriculum and Systems Design
GCED 620	Assessment and Diagnostics
GCED 630	Managing Financial and Material Resources
GCED 645	Philosophical and Ethical Perspectives in Education
GCED 655	Educational Jurisprudence
GCED 675	Inclusionary Education
GCED 680	Supervision of Instruction
GCAD 676	Internship in School Administration I: Fall Term
GCAD 686	Internship in School Administration II: Spring Term
GCAD 696	Internship in School Administration III: Summer Term
GCSE 607	Family and Professional Collaboration
GCSE 697	Teaching Culturally Diverse Students with Limited English Proficiencies
GCED 800	Comprehensive Exam

M.S. IN SCHOOL COUNSELOR EDUCATION

The Master of Science Degree in Counselor Education, certifying in PA School Counseling PreK-12, prepares candidates for a career as a professional counselor in the school setting. Candidates will receive instruction in school policies and clinical counseling for children and young adults. The 39-credit program is contemporary in design in that it addresses current trends and theory and includes extensive competency-based fieldwork, PreK-12, that prepares candidates for the 21st century. The program is designed to provide excellent training and experiences in current methods, trends and strategies to become effective school counselors. Candidates will be offered resources, professional contacts and tools that enable a pre-service counselor to be successful and effective in guiding youth to reach academic, social and professional goals. Candidates will be exposed to current philosophies, assessment reporting, community collaboration, creative practices and proactive counselor trends that help develop student achievement and a strong school leadership team. Candidates graduating from this program will be prepared to take the Praxis II: Professional School Counselor exam. Undergraduates who are interested in this option should contact the Graduate and Continuing Education Coordinator, Gianna Donate, at 724-805-2933.

Required School Counselor Education Courses: 39 Credits

GCCE 601 Orientation to Counselor Education, Services, and Technology

GCCE 611 Career and Lifestyle Counseling

GCED 650 Human Learning

GCCE 621 Counseling of Children and Young Adults

GCCE 631 Theory and Practices of Group Counseling

GCCE 641 Counseling Techniques for Violent, Addictive and Abusive Behaviors

GCCE 605 Statistics and Research Design

GCCE 615 Curriculum and Systems Design

GCCE 620 Assessment and Diagnostics

GCCE 645 Philosophical and Ethical Perspectives in Education

GCCE 607 Family and Professional Collaboration

GCCE 697 Teaching Culturally Diverse Students with Limited English Proficiencies

GCCE 651 Practicum in School Counseling Administration PreK-12

GCCE 661 Internship in Counselor Education: Fall Term

GCCE 671 Internship in Counselor Education: Spring Term

GCCE 800 Comprehensive Exam

APPENDICES

Students should review the included appendices to help organize their future in teacher education. Each document provided in the sections will be necessary for every student to have and use as guidelines when proceeding through the teacher certification program at Saint Vincent College.

INDEX

Pennsylvania Code of Professional Practice and Conduct for Educators	A
Saint Vincent College Lesson Plan Format	B
Lesson Observation and Teaching Evaluation Form	C
PDE 430	D
Checklist for Advanced Standing Application	E
Verification of 40 Hours of Fieldwork	F
Recommendation for Admission to Advanced Standing	G
Application Procedure for Alternative Admission	H
Advising Sheets for Certification Programs	I
Common Field Rubrics	J
Dispositions for ED00A Formal Education Admissions	K
Pennsylvania Teacher Reciprocity Agreements	L
Service Log	M



APPENDIX A

Pennsylvania Code of Professional Practice and Conduct for Educators

Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 1. Mission

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

Section 2. Introduction

- a. Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251 - 12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a) (10).
- b. This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose

- a. Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.
- b. Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices

- a. Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become

professional educators in this Commonwealth, they are expected to abide by this section.

- b. Professional educators are expected to abide by the following:
1. Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(l), (2) and (4) and (b)(l), (2) and (4) of the Public Employee Relations Act (43 P. S. § § 1101.1201(a)(l), (2) and (4) and (b)(l), (2) and (4)) and this chapter.
 2. Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.
 3. Professional educators shall maintain high levels of competence throughout their careers.
 4. Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.
 5. Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
 6. Professional educators shall impart to their students principles of good citizenship and societal responsibility.
 7. Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
 8. Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
 9. Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.
 10. Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of § § 235.6-235.11 may constitute an

independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6. Legal obligations

- a. The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251-12-1268), known as the Teacher Certification Law.
- b. The professional educator may not engage in conduct prohibited by:
 1. The Public School Code of 1949 (24 P. S. § § 1-101-27-2702) and other laws relating to the schools or the education of children.
 2. The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401-413), known as the Public Official and Employee
 3. Ethics Law. (c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not:

- a. Accept employment, when not properly certificated, in a position for which certification is required.
- b. Assist entry into or continuance in the education profession of an unqualified person.
- c. Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not:

- a. Discriminate on the basis of race. National or ethnic origin, culture, religion, sex or sexual orientation, mental status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
- b. Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain

The professional educator may not:

- a. Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
- b. Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students

The professional educator may not:

- a. Knowingly and intentionally distort or misrepresent evaluations of students.
- b. Knowingly and intentionally misrepresent subject matter or curriculum.

- c. Sexually harass or engage in sexual relationships with students.
- d. Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional relationships

The professional educator may not:

- a. Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- b. Knowingly and intentionally distort evaluations of colleagues.
- c. Sexually harass a fellow employee.
- d. Use coercive means or promise special treatment to influence professional decisions of colleagues
- e. Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of laws, agency regulations or standards



APPENDIX B

Saint Vincent College Lesson Plan Format

Saint Vincent College, Education Department
LESSON PLAN

Name of Student Teacher: _____

Date/time: _____ Duration: _____ Grade/Subject/Course: _____

Cooperating Teacher's Initials/Signature Pre-Approving this Lesson _____

Stage 1 – Desired Results	
Enduring Understandings: <i>Use unit plan big ideas & situated context/your established unit plan goals</i>	
Essential Questions: <i>What do you hope students will investigate?</i>	
Essential Skills & Knowledge: <i>What knowledge & skills will students leave with?</i>	
PA Core Standard:	Objective Derived from PA Core Standard:
PA Academic Standard:	Objective Derived from PA Academic Standard:

Stage 2 – Assessment Evidence	Stage 3 – Learning Plan	
<p>This lesson occurs in the unit (check one):</p> <p> <input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> End </p>	<p>Introduction, Value Statement, and Motivation</p> <p><i>How will you inform students of lesson's purpose, connect to the previous lesson, and "hook" the students into learning?</i></p>	<p>Time</p>
<p>Formative Assessment: <i>Break your objectives into small tasks</i></p> <p>Learning Target A: <i>Student-friendly language "I can..."</i></p> <p>Look for: <i>How do students know target is met?</i></p> <p>Learning Target B <i>(if applicable):</i></p> <p>Look for:</p> <p>Learning Target C <i>(if applicable):</i></p> <p>Look for:</p>	<p>Procedures and content presentation</p> <p><i>Provide instruction for each learning target; include modeling, guided practice, feedback and transitions. Attach notes.</i></p>	<p>Time</p>
<p>Evidence of Understanding: <i>List performances and checks that demonstrate targets are met.</i></p>	<p>Summary and Closure</p>	<p>Time</p>

Stage 4 - Special Considerations	
Summative Assessment <i>(may occur on another day: unit, final, capstone, project)</i> :	
Adaptations for Students with Disabilities:	Enrichment for Gifted Support Students:
Materials Needed:	
Homework Assignment:	



APPENDIX C

Lesson Observations and Teaching Evaluation Forms

Pre-Student Teaching Lesson Observation Form

Saint Vincent College Education Department

Pre-Student Teacher _____ Date _____ Grade _____

School _____ Subject _____

Cooperating Teacher _____ College Supervisor _____

Score Guide :

Please indicate a point value and rationale for each category based on the chosen rating. Fractional points are permitted. Total grade is out of 80 points

Below Basic (BB) Student is very limited; does not illustrate a working knowledge of the descriptors Point Value: 5-6	Basic (B) Student can replicate theory and strategies; able to demonstrate the descriptors as a novice to the field; needs practice to become proficient Point Value: 7-8	Progressing (P) Student is able to effectively apply and manipulate theory and strategies to deliver messages and assess; has a working knowledge of the descriptors; student is successful and effective; very competent candidate Point Value: 9-10
-----------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

1. Planning/Preparation: Written Lesson Plan

Candidate's plans are: <ul style="list-style-type: none"> in the Saint Vincent College format. reflect the district curriculum/PA Standards/Common Core. contain clear and relevant behavioral (instructional) objectives. include adaptations/ accommodations for diverse learners and pupils with special needs. contain sufficient detail and organization to be easily followed, evaluated, and taught. 	<div style="display: flex; justify-content: space-between;"> <div>Anecdotal Response/Suggestions</div> <div style="text-align: right;"> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <th style="padding: 2px 5px;">BB</th> <th style="padding: 2px 5px;">B</th> <th style="padding: 2px 5px;">P</th> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table> </div> </div>	BB	B	P			
BB	B	P					

2. Anticipatory Set: Motivation Techniques

Candidate: <ul style="list-style-type: none"> assesses students' prior learning before proceeding with a new lesson. has a clear connection between appropriate prior and new learning. clearly communicates new learning goals/objectives in observable and measurable terms. motivates students to participate. 	<div style="display: flex; justify-content: space-between;"> <div>Anecdotal Response/Suggestions</div> <div style="text-align: right;"> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <th style="padding: 2px 5px;">BB</th> <th style="padding: 2px 5px;">B</th> <th style="padding: 2px 5px;">P</th> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table> </div> </div>	BB	B	P			
BB	B	P					

3. Delivery: Strategies and Materials

Candidate displays: <ul style="list-style-type: none"> ample content knowledge and enthusiasm. interest in the subject matter and a positive attitude towards the class. appropriate models for students. Candidate presents info: <ul style="list-style-type: none"> matched to the lesson objectives. sequenced so that the class can easily process at the proper level of difficulty. adapted for diverse learners and students with special needs. in a variety of ways using research-based pedagogy, appropriate strategies, materials, and/or technology. 	<div style="display: flex; justify-content: space-between;"> <div>Anecdotal Response/Suggestions</div> <div style="text-align: right;"> <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <th style="padding: 2px 5px;">BB</th> <th style="padding: 2px 5px;">B</th> <th style="padding: 2px 5px;">P</th> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table> </div> </div>	BB	B	P			
BB	B	P					

4. Student Engagement/Formative Assessment: Embedded Checking/Assessment Techniques

Candidate uses: <ul style="list-style-type: none"> varied questioning techniques and addresses multiple taxonomies or depths of knowledge. appropriate checks throughout lesson to ensure that the students comprehend the concepts and skills. opportunities for active participation. Students are: <ul style="list-style-type: none"> held accountable for completing tasks. provided with immediate and specific feedback. Candidate monitors: <ul style="list-style-type: none"> lesson progress toward learning objectives/goals and adjusts the lesson as needed utilizing formative or summative assessment. 	Anecdotal Response/Suggestions <table border="1"> <tr> <td>BB</td> <td>B</td> <td>P</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	BB	B	P			
BB	B	P					

5. Guided and Independent Practice: Extending Activities

Candidate: <ul style="list-style-type: none"> uses activities and/or assignments congruent with the learning goals/objectives. provides expectations, procedures, and practices/models tasks prior to assigning independent practice. 	Anecdotal Response/Suggestions <table border="1"> <tr> <td>BB</td> <td>B</td> <td>P</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	BB	B	P			
BB	B	P					

6. Evaluation/Closure: Concluding Strategies

Student provides closure before independent practice to give the pupils an opportunity to summarize the lesson.	Anecdotal Response/Suggestions <table border="1"> <tr> <td>BB</td> <td>B</td> <td>P</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	BB	B	P			
BB	B	P					

7. Classroom Environment/Classroom Management

Candidate: <ul style="list-style-type: none"> offers a positive, safe, and secure environment conducive to learning. Makes appropriate transitions. treats students with courtesy and respect. stops, identifies, and immediately corrects inappropriate behavior consistent with school and classroom policy. acknowledges desirable behaviors. eliminates down time. 	Anecdotal Response/Suggestions <table border="1"> <tr> <td>BB</td> <td>B</td> <td>P</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	BB	B	P			
BB	B	P					

8. Communication Skills: Professionalism

Candidate: <ul style="list-style-type: none"> demonstrates professional dress and manner in conformity with the SVC Education Department Handbook. uses correct grammar, vocabulary, and expression in written and oral communications delivers lesson in an effective volume and diction, is free of distracting mannerisms conducts herself/himself in an ethical and professional manner works effectively with other faculty & support personnel. 	Anecdotal Response/Suggestions <table border="1"> <tr> <td>BB</td> <td>B</td> <td>P</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	BB	B	P			
BB	B	P					

Comments/Recommendations:

Total Points:	/80
----------------------	------------

Observer Electronic Signature

Student Teaching Lesson Observation Form

Saint Vincent College Education Department

Student Teacher _____ Date _____ Grade _____

School _____ Subject _____

Cooperating Teacher _____ College Supervisor _____

Score Guide:

Please indicate a point value and rationale for each category based on the chosen rating. Fractional points are permitted. Total grade is out of 80 points.

Below Basic (BB) Candidate is very limited; does not illustrate a working knowledge of the descriptors. POINT VALUE: 5-6	Basic (B) Candidate can replicate theory and strategies; able to demonstrate the descriptors as a novice to the field; needs practice to become proficient. POINT VALUE: 7-8	Proficient (P) Candidate is able to effectively apply and manipulate theory and strategies to deliver messages and assess; has a working knowledge of the descriptors; student is successful and effective; competent candidate. POINT VALUE: 9	Advanced (A) Candidate motivates and creatively generates unique and original deliveries with effective learning results; outstanding ability with descriptors; extremely skilled candidate. POINT VALUE: 10
--------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

1. Planning and Preparation

Planning and Preparation		Anecdotal Rationale/Suggestions			
<p>Candidate's plans are:</p> <ul style="list-style-type: none">• in the Saint Vincent College format,• reflect the district curriculum/PA Standards/Common Core,• contain clear and relevant behavioral (instructional) objectives,• include adaptations/ accommodations for students with special needs,• contain sufficient detail and organization to be easily followed, evaluated, and taught.		BB	B	P	A

2. Introduction to Learning

<div>Candidate:</div> <ul style="list-style-type: none">assesses students' prior learning before proceeding with a new lesson,has a clear connection between appropriate prior and new learning,clearly communicates new learning goals/objectives in observable and measurable terms.motivates students to participate.	<div>Anecdotal Rationale/Suggestions</div> <table><tr><td>BB</td><td>B</td><td>P</td><td>A</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	BB	B	P	A				
BB	B	P	A						

3. Delivery of Instruction

<div>Candidate displays:</div> <ul style="list-style-type: none">ample knowledge, enthusiasm,interest in the subject matter and a positive attitude towards the class. <div>Candidate presents Info:</div> <ul style="list-style-type: none">matched to the lesson objectives,sequenced so that the class can easily process at the proper level of difficultyadapted for diverse learners and students with special needs.In a variety of ways using research-based pedagogy, appropriate strategies, materials, and/or technology.	<div>Anecdotal Rationale/Suggestions</div> <table><tr><th>BB</th><th>B</th><th>P</th><th>A</th></tr><tr><td></td><td></td><td></td><td></td></tr></table>	BB	B	P	A				
BB	B	P	A						

4. Student Engagement

Candidate uses: <ul style="list-style-type: none"> varied questioning techniques and addresses multiple taxonomies or depths of knowledge. appropriate checks throughout lesson to insure that the students comprehend the concepts and skills. opportunities for active participation. Students are: <ul style="list-style-type: none"> held accountable for completing tasks. provided with immediate and specific feedback. Candidate monitors: <ul style="list-style-type: none"> lesson progress toward learning objectives/goals and adjusts the lesson as needed utilizing formative or summative assessment. 	Anecdotal Rationale/Suggestions	BB	B	P	A

5. Guided and Independent Practice

Candidate: <ul style="list-style-type: none"> uses activities and/or assignments congruent with the learning goals/objectives. Provides expectations, procedures, and practices/models tasks prior to assigning independent practice. 	Anecdotal Rationale/Suggestions	BB	B	P	A

6. Closure

Candidate: <ul style="list-style-type: none"> provides closure to give the students an opportunity to summarize the lesson. provides for a smooth transition to the next activity. 	Anecdotal Rationale/Suggestions	BB	B	P	A

7. Classroom Environment

Candidate: <ul style="list-style-type: none"> offers a positive, safe, and secure environment conducive to learning. treats students with courtesy and respect. stops, identifies, and immediately corrects inappropriate behavior consistent with school and classroom policy. acknowledges desirable behaviors. eliminates down time. 	Anecdotal Rationale/Suggestions	BB	B	P	A

8. Communication Skills: Professionalism

Candidate: <ul style="list-style-type: none"> demonstrates professional dress and manner in conformity with the SVC Education Department Handbook. uses correct grammar, vocabulary, and expression in written and oral communications. delivers lesson in an effective volume and diction. is free of distracting mannerisms. conducts herself/himself in an ethical and professional manner. works effectively with other faculty and support personnel. 	Anecdotal Rationale/Suggestions	BB	B	P	A

Comments/Recommendations:

Observer's Electronic Signature

Total Points:	/80
----------------------	------------



APPENDIX D

Pennsylvania Department of Education Form 430 Categories and INTASC

Pennsylvania Statewide Evaluation Form 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, knowledge of assigned students, and the instructional context.

Alignment: 354.33. (1)(i)(A), (B), (C), (G), (H)

Student Teacher/Candidate's performance appropriately demonstrates:

- Knowledge of content
- Knowledge of pedagogy
- Knowledge of Pennsylvania's K-12 Academic Standards
- Knowledge of students and how to use this knowledge to impart instruction
- Use of resources, materials, or technology available through the school or district
- Instructional goals that show a recognizable sequence with adaptations for individual student needs
- Assessments of student learning aligned to the instructional goals and adapted as required for student needs
- Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

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: 354.33. (1)(i)(E), (B)

Student Teacher/Candidate's performance appropriately demonstrates:

- Expectations for student achievement with value placed on the quality of student work
- Attention to equitable learning opportunities for students
- Appropriate interactions between teacher and students and among students
- Effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- Ability to establish and maintain rapport with students

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: 354.33. (1)(i)(D), (F), (G)

Student Teacher/candidate's performance appropriately demonstrates:

- Use of knowledge of content and pedagogical theory through his/her instructional delivery
- Instructional goals reflecting Pennsylvania K-12 standards
- Communication of procedures and clear explanations of content
- Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
- Use of questioning and discussion strategies that encourage many students to participate
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of disciplines within the educational curriculum

Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building. Alignment: 354.33. (1)(i)(I), (J)

Student Teacher/Candidate's performance appropriately demonstrates:

- Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
- Knowledge of school or district requirements for maintaining accurate records and communicating with families
- Knowledge of school and/or district events
- Knowledge of district or college's professional growth and development opportunities
- Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, and federal, laws and regulations
- Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure

PDE 430 Categories Matched to the Interstate New Teacher Assessment and Support Consortium (INTASC) Model Standards for Beginning Teachers Licensing and Development

Category I – Planning and Preparation

Principle #1

The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. Principle #2

The teacher understands how children learn and develop, and can provide opportunities that support their intellectual, social, and personal development.

Principle #3

The teacher understands how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.

Principle #4

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Category II – Classroom Environment

Principle #5

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle #6

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Category III – Instructional Delivery

Principle #7

The teacher plans instruction based upon knowledge of the subject matter, the community, and the curriculum goals. Principle #8

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Category IV – Professionalism

Principle #9

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.



APPENDIX E

Checklist for the Application for Advanced Standing



Application for Advanced Standing

Checklist for Submission – Page 1 of 2

Name: _____

Email: _____

ID Number: _____

Cell Phone: _____

After completing the **Online Application for Pre-Student Teaching**, submit the following in the provided application envelope by the date indicated on the front of the packet. *Please include separate letters explaining if you are awaiting results or do not have one or more of the following requirements:

- ☐ 1. Academic Record or Transcript from St. Vincent College (obtained from the registrar's office or web information system on the St. Vincent College homepage) with yellow highlighted information:
 - Highlighted grades of B- or better in ED 100, 101/102/103, and 205.
 - Earned a "P" in ED 00A
 - Highlighted overall grade point average of 3.0.
 - Grade point average of at least a 2.0 in the major.
 - Highlighted completion of six credits in mathematics including MA 104 or higher
- ☐ 2. Copies of your Act 34, Act 126 (beginning Fall 2016), Act 151, FBI Fingerprinting clearances (Required when entering into the Education program and then renewed prior to Pre-Student Teaching), and Tuberculosis test, dated within the year. CLEARANCES MUST BE UNDER 1 YEAR OLD (Expired or soon to be expired clearances and tests will result in cancelled pre-student teaching.).
- ☐ 3. Copies of your passed PAPA or CORE scores for Writing, Reading and Mathematics and/or copies and narrative explanation of exempted status. OR Signed copy of ACT 55 Waiver for PAPA Exam.
- ☐ 4. Validation of Required Hours of Fieldwork. Completed enclosed Validation Form with signature from the Director of Experiential Education (724-805-2224).
- ☐ 5. Three (3) recommendations. One (1) from an education faculty and two (2) from outside of the department or personal references. The faculty members and references may return them to you or can submit these. If they decide to submit, please enclose a statement indicating the names of the faculty members or other individuals that should be returning them shortly.
- ☐ 6. Four (4) copies of your Autobiographical Statement. 200 – 300 word statement introducing you to your cooperating teacher and principal. Please include: background education, desire to teach, hobbies, experience with children, and other information to help your cooperating teacher and principal better know you. Please type at 12 pt. font and double space this document.



Application for Advanced Standing

Checklist for Submission – Page 2 of 2

☐7. Signed undergraduate registration form. Once you have been cleared and accepted into advanced standing, this form will be completed by Dr. Stacie Nowikowski and submitted to the registrar's office for ED 400 Pre-Student Teaching. Please check the web registration web site before classes begin to learn of your course section and college supervisor. **Please keep one full day open to observe classes.** Graduate students should enclose a "Graduate Registration Form" instead.

☐8 Signed FERPA Disclosure Form.

*Please note that any GPA under 3.0 must submit an **alternative application** in addition to these items. See *Appendix H – pg. 72*.

**** Student with offenses appearing on their FBI clearance must report these in person to the education department before submission of the application.**

Please read and check below.

☐ I fully plan to enroll in ED 400 Field Experience II: Pre-Student Teaching for the following term. Upon review of this application, I am aware that the Education Department will approve my placement into ED 400 based upon the satisfactory submission of the required application items and courses. I also agree that **I will not contact** any school district or school personnel regarding a placement, for that will be secured through the Education Department at Saint Vincent College.

Student Signature

***Return application envelope to Dr. Stacie Nowikowski
Education Department, Prep Hall 724-805-2686***



APPENDIX F

Verification of Required Hours of Fieldwork



SAINT VINCENT COLLEGE

Validation of Required Hours Fieldwork 7-12 or K-12

Please submit this form with your Pre-Student Teaching Application after receiving a signature from the Director of Experiential Education, Ground Floor Prep Hall, 724-805-2224.

Name: _____ ID number: _____

☐ Secondary or ☐ K-12 (indicate area) _____

Desired Pre-Student Teaching Term: _____ (i.e. Spring 2013)

The following is to validate your fieldwork outside of the pre-student teaching semester. Each student is required to have verified hours of fieldwork. **It is expected that you will have the minimum hours completed before you enter ED 410 Student Teaching.**

*Please note that a maximum of 20 hours can be counted for each site. Even if you have exceeded 20 hours at one site, please indicate more than one site in which you have served to reach your verified hours. ED 101 Field Experience I, ED 207 Practicum in Education, and ED 206 Field Experience II: Strategies and Techniques fieldwork do not count for this requirement.

Hours	Site	Duties (briefly describe)	Semester
_____ / 20			
_____ / 20			
_____ / 20			
_____ / 20			
_____ / 20			
_____ Total 40 hours			

The student: (Director's use only)

- ☐ has successfully completed the minimum hours.
- ☐ will have the fieldwork completed by _____ (Date) before ED 400 enrollment
- ☐ does not have the hours or a suitable fieldwork plan to be accepted in Ed 400.

Student Signature

Director of Experiential Experiences in Education

**Validation of Required Hours
B.S. in Early Childhood**



SAINT VINCENT COLLEGE

**Fieldwork
Education: PreK-4**

Please submit this form with your Pre-Student Teaching Application after receiving a signature from the Director of Experiential Education, Prep Ground Floor, 724-805-2224.

Name: _____ ID number: _____

Desired Pre-Student Teaching Term: _____ (i.e. Spring 2013)

The following is to validate your fieldwork outside of the pre-student teaching semester. Each student is required to have verified hours of fieldwork. **It is expected that you will have the minimum hours completed before you enter ED 410 Student Teaching.**

*Please note that a field experience is required for each course below and the course instructor must evaluate it.

Course/Hours	Site	Duties (briefly describe)	Semester
ED 122 _____ / 5			
ED 208 _____ / 5			
ED 242 _____ / 5			
ED 244 _____ / 5			
ED 250 _____ / 5			
ED 317 _____ / 5			
ED 325 _____ / 10			
Total			

The student: (Director's use only)

- ☐ has successfully completed the minimum hours.
- ☐ will have the minimum of completed by _____ (Date) before ED 400 enrollment
- ☐ does not have the hours or a suitable fieldwork plan to be accepted in Ed 400.

Student Signature

Director of Experiential Experiences in Education



SAINT VINCENT COLLEGE

**Validation of Required Hours Fieldwork
B.S. in Middle Grade Education: 4-8**

Please submit this form with your Pre-Student Teaching Application after receiving a signature from the Director of Experiential Education, Carey 20, 724-805-2944

Name: _____ ID number: _____

Desired Pre-Student Teaching Term: _____ (i.e. Spring 2013)

The following is to validate your fieldwork outside of the pre-student teaching semester. Each student is required to have verified hours of fieldwork. **It is expected that you will have the minimum hours completed before you enter ED 410 Student Teaching.**

*Please note that a field experience is required for each course below and the course instructor must evaluate it.

Course/Hours	Site	Duties (briefly describe)	Semester
ED 208 _____ / 5			
ED 235 _____ / 10			
ED 237 _____ / 10			
ED 320 _____ / 10			
Other _____ / 20			
Total			

The student: (Director's use only)

- ☐ has successfully completed the minimum hours.
- ☐ will have the minimum of hours completed by _____ (Date) before ED 400 enrollment
- ☐ does not have the hours or a suitable fieldwork plan to be accepted in Ed 400.

Student Signature

Director of Experiential Experiences in Education



APPENDIX G

Recommendation for Advanced Standing: Pre-Student Teaching Candidacy at Saint Vincent College



SAINT VINCENT COLLEGE

Recommendation for Advanced Standing: Pre-Student Teaching Candidacy at Saint Vincent College

Student Name _____ Major _____

Certification Area: Early Childhood ___ Middle Grade ___ Secondary ___ K-12 ___ List discipline: _____

The person named above is applying for formal admission into the Teacher Certification Program at Saint Vincent College. Please reflect on this person's personality, character, scholastic achievement, and ability to work with children as they relate to his/her potential for success as a teacher.

Please rate the applicant in the following areas compared with other students with whom you have worked:

Criteria	Lower 25%	Middle 50%	Upper 25%	Top 10% *	Not Obser.
Reliability					
Personal warmth					
Mastery of Content					
Emotional Stability					
Assertiveness					
Dependability					
Cooperation					
Work Ethic					
Poise					
Creativity					
Enthusiasm					
Punctuality					
Understanding/Sympathetic					
Potential for Leadership					
Organizational Skills					
Instructional Skills					
Written Communication					
Oral Communication					
Flexibility					
Initiative					
Responses to Criticism					
Professional Interest					
Probable Success as a Teacher					

Comments: (use additional paper, if necessary)

Signature _____ Date _____

Your printed name _____

Title _____ Place of employment _____

Relationship to student _____

Return to student or send to Education Department, Saint Vincent College, 300 Fraser Purchase Rd. Latrobe, PA 15650



APPENDIX H

Application Procedure for Alternative Admission to the Teacher Certification Program

APPLICATION PROCEDURE FOR ALTERNATIVE ADMISSION

Grade point averages, College Placement Examination scores, and other indicators of academic performance may not always be true predictors of a student's potential for success as a classroom teacher. For that reason, the Saint Vincent College Education Department provides an alternative procedure for students with a GPA between a 2.9 and a 2.99 to gain admission into Pre-Student Teaching Orientation by submitting information that the candidate believes will demonstrate his or her potential to be a successful classroom teacher.

Submit the following to

Admissions Committee
Education Department
Saint Vincent College
c/o Dr. Stacie Nowikowski
300 Fraser Purchase Road
Latrobe, PA 15650

- A. Submit all documents required for the standard admission process.
- B. In a narrative essay, explain why the Admissions Committee of the Saint Vincent College Education Department should grant you alternative admission.
 1. Explain any intervening factors that may have contributed to the current GPA. Describe any special skills or abilities you have that will make you a successful classroom teacher.
 2. Illustrate ways that have you worked with children that document your history of being interested in educating young people.
 3. Provide examples of volunteer service that have you provided to your school or community.

If alternative admission to the Teacher Certification Program at Saint Vincent College is granted, the candidate may remain in the program only as long as he or she maintains the required Grade Point Average of 3.0.

The Alternative Admissions Application is to be submitted in conjunction with the Application for Advanced Standing.

APPENDIX I

Advising Sheets for Certification Programs

This appendix contains advising guides for undergraduate and post baccalaureate certification programs. The accommodations and adaptations for diverse learners required under 22 PA Code Chapter 49,13(b) – at least 9 credits or 270 hours regarding accommodations and adaptations for students with disabilities in an inclusive setting and at least 3 credits or 90 hours regarding the instructional needs of English language learners (Endorsement programs are not required to address the 9 & 3) are reflected on the advising guides and summarized below.

PK-4 Certification Programs

- ED 290 Psychology/Education of the Exceptional Student
- ED 208 Classroom Partnerships and Inclusion
- Split: ED 242 Numerical and Manipulative Math for Early and Special Learners
ED 230 Social Studies for Early and Special Learners
ED 250 Reading and Writing for Early and Special Learners
ED 244 Science and the Environment for Early and Special Learners
- ELL ED 390 Teaching Nonnative Speaking and Culturally Diverse Students

Middle Grades 4-8 Programs

- ED 290 Psychology/Education of the Exceptional Student
- ED 208 Classroom Partnerships and Inclusion
- Split: ED 235 Teaching of Science and Math for the Middle and Special Learners
ED 237 Teaching of Humanities for the Middle and Special Learners
- ELL ED 390 Teaching Nonnative Speaking and Culturally Diverse Students

Secondary 7-12 and K-12 Programs

- ED 290 Psychology/Education of the Exceptional Student
- ED 208 Classroom Partnerships and Inclusion
- ED 220 Reading, Writing, and Differentiation in the Content Area
- ELL - ED 390 Teaching Nonnative Speaking and Culturally Diverse Students

Undergraduate Certification & Advising Guides

ART CERTIFICATION WITH ART EDUCATION MAJOR (with B.A. in ART EDUCATION)

COURSE #	COURSE TITLE	CR.	GRADES		
CORE CURRICULUM					
CORE 1100	Theological Foundations	3			
CORE 1200	History, Culture, and Politics	3			
CORE 12070	Fulfilled by (ED 100) Foundations of Education	XX			
CORE 1300	Investigating and Reasoning	3			
CORE 1400	Listening Seminar	3			
CORE 1500	Required Core Writing*	3			
CORE 1502	Required and fulfilled by Young Adult Literature*	XX			
CORE 1600	Ethics and Service	3			
CORE 2100	Theological Foundations	3			
CORE 2200	Fulfilled by (PY 214) Adolescent Development	XX			
CORE 2300	Fulfilled by (ED 290) Psych of the Exceptional Student	XX			
CORE 2400	Learning Seminar	3			
CORE 2500	Fulfilled by (ED 410) Student Teaching	XX			
CORE 2600	Fulfilled by (ED 410) Student Teaching	XX			
CORE 3400	Loving Seminar	3			
Total Credits for Core Curriculum		27			
MAJOR COURSES					
AR 101 and 102	Art History I and II	6			
AR 130	Drawing I	3			
AR 131	Points, Lines, Planes, and Beyond	3			
AR 225 and 325	Painting I and II	6			
AR 238	Clay and Pottery	3			
AR 240	Sculpture I	3			
AR 205 or 310	World Art or American Art	3			
AR	2 Selected 3 Credit Art Courses	6			
AR 405	Senior Exhibit	3			
Total Credits for Major		36			
TEACHER CERTIFICATION COURSES					
ED 115	Educational Psychology	3			
PY 214	Adolescent Development	3			
CORE 1502	Young Adult Literature	3			
ED 290	Psychology/Education of the Exceptional Student	3			
ED 100	Foundations of Education	3			
ED 103	Field Experience I: K-12	1			
ED 142	Math for Teachers	3			
ED 155	Geometric and Measurement Theory	3			
ED 205	Strategies and Techniques of Instruction	3			
ED 206	Field Experience II: Strategies and Techniques of Instruction	1			
ED 208	Classroom Partnerships and Inclusion	3			
ED 220	Reading, Writing, and Differentiation in the Content Area	3			
ED 305	Teaching of Art PK-12	3			
ED 322	Field Experience III: K-12 Instruction & Theory	1			
ED 390	Promoting Youth Cultural Competence and Diversity	3			
ED 400 and 410	Field Experience IV and V	10-11			
ED 411	Professional Seminar	3			
Total Credits for Teacher Certification Requirements		52-53			
Total Credits for Art Certification		115-116			

***BUSINESS, COMPUTING, AND INFORMATION TECHNOLOGY (BCIT) CERTIFICATION
WITH BUSINESS EDUCATION MAJOR (with B.S. in BUSINESS EDUCATION)***

Course Requirements (New Core)

COURSE #	COURSE TITLE	CR.	GRADES	
CORE 1100	Theological Foundations	3		
CORE 1201	<i>Required and fulfilled by American Regime</i>	XX		
CORE 1200	Fulfilled by (ED100) Foundations of Education*	XX		
CORE 1300	Investigating and Reasoning	3		
CORE 1400	Listening Seminar	3		
CORE 1500	<i>Required Core Writing*</i>	3		
CORE 1502	<i>Required and fulfilled by Young Adult Literature*</i>	XX		
CORE 1600	Ethics and Service	3		
CORE 2100	Theological Foundations	3		
CORE 2200	Fulfilled by (PY214) Adolescent Development *	XX		
CORE 2300	Fulfilled by (ED290) Psych of the Exceptional Student*	XX		
CORE 2400	Learning Seminar	3		
CORE 2500	Fulfilled by ED (410) Student Teaching*	XX		
CORE 2600	Fulfilled by ED (410) Student Teaching*	XX		
CORE 3400	Loving Seminar	3		
Total Credits for Core Curriculum (*designates course also meets PDE)		24		
SPECIFIED BUSINESS/ACCOUNTING/ECONOMICS COURSES WITHIN MAJOR				
MA 109	Calculus 1	4		
BA 102	Survey of Accounting	3		
BA 170	Organizational Behavior	3		
BA 220	Marketing Management	3		
BA 230	Introduction to Entrepreneurship	3		
BA 250 or BA 251	International Management or International Business	3		
BA 265	Management Information Systems (sophomore year)	3		
BA 305	Business Ethics	3		
BA 310	Taxes I	3		
BA 320	Corporation Finance (sophomore year)	3		
BA 340	Business Law	3		
BA 495	Business Policy and Strategy	3		
CS 110	Computing and Information Science I	3		
CA 235	Introduction to Web Design	3		
EC 101 & 102	Principles of Economics: Micro & Macro	6		
CORE 1201	American Regime	3		
Total Other Approved PDE Required Content Courses		55		
TEACHER CERTIFICATION COURSES				
PY 214	Adolescent Development	3		
ED 100	Foundations of Education	3		
CORE 1502	Young Adult Literature	3		
BA 350 & BA350A	Business Statistics I and Excel lab I	4		
ED 103	Field Experience I: K-12/7-12	1		
ED 115	Educational Psychology	3		
ED 142	Mathematics for Teachers	3		
ED 205	Strategies and Techniques of Instruction	3		

ED 206	Field Experience II: Strategies and Techniques of Instruction	1		
ED 208	Classroom Partnerships and Inclusion	3		
ED 220	Reading, Writing, and Differentiation in the Content Area	3		
ED 290	Psychology of the Exceptional Student	3		
ED 306	Teaching of BCIT, PK-12	3		
ED 322	Field Experience III: Secondary Instruction & Theory	1		
ED 390	Promoting Youth Cultural Competence & Diversity	3		
ED 400	Field Experience IV: Pre-Student Teaching Practicum	2		
ED 410	Field Experience V: Student Teaching Internship	9		
ED 411	Professional Seminar	3		
Total Credits for Teacher Certification		54		
Total Credits for BCIT Certification with Business Education Major		130		

BIOLOGY CERTIFICATION (with B.S. in Biology)

Course Requirements (New Core)

COURSE #	COURSE TITLE	CR.	GRADES	
CORE 1100	Theological Foundations	3		
CORE 1200	History, Culture, and Politics	3		
CORE 1200	Fulfilled by (ED100) Foundations of Education*	XX		
CORE 1300	Investigating and Reasoning	3		
CORE 1400	Listening Seminar	3		
CORE 1500	<i>Required</i> Core Writing*	3		
CORE 1502	<i>Required and fulfilled by</i> Young Adult Literature*	XX		
CORE 1600	Ethics and Service	3		
CORE 2100	Theological Foundations	3		
CORE 2200	Fulfilled by (PY214) Adolescent Development *	XX		
CORE 2300	Fulfilled by (ED290) Psych of the Exceptional Student*	XX		
CORE 2400	Learning Seminar	3		
CORE 2500	Fulfilled by ED (410) Student Teaching*	XX		
CORE 2600	Fulfilled by ED (410) Student Teaching*	XX		
CORE 3400	Loving Seminar	3		
Total Credits for Core Curriculum (*designates course also meets PDE)		27		

SPECIFIED SCIENCE COURSES TO BE TAKEN WITHIN MAJOR

MA 109	Calculus I	4		
BL 150/151	General Biology I and Lab	4		
BL 152/153	General Biology II and Lab	4		
CH 101/103	General Chemistry I and Lab	4		
CH 102/104	General Chemistry II and Lab	4		
CH 221/223	Organic Chemistry I and Lab	4		
CH 222/224	Organic Chemistry II and Lab	4		
PH 109/113	College Physics I and Lab	4		
PH 110/114	College Physics II and Lab	4		
ES 150/151	Earth Systems Science and Lab	4		
BL 208/209	Cell Biology and Lab	4		
BL 301	Junior Research Seminar	2		
BL 302	Research Project	2		
BL 303	Research Thesis	1		
BL 232/233	Concentration A & Lab: Ecology	4		
BL 214/215	Concentration B & Lab: Molecular Genetics	4		
BL 220/221	Concentration C & Lab: Comparative Vertebrate Anatomy	4		
Total Other Approved PDE Required Content Courses		61		

TEACHER CERTIFICATION COURSES

PY 214	Adolescent Development	3		
ED 100	Foundations of Education	3		
CORE 1502	Young Adult Literature	3		
ED 103	Field Experience I: K-12/7-12	1		
ED 115	Educational Psychology	3		
ED 142	Mathematics for Teachers	3		

ED 205	Strategies and Techniques of Instruction	3		
ED 206	Field Experience II: Strategies and Techniques of Instruction	1		
ED 208	Classroom Partnerships and Inclusion	3		
ED 220	Reading, Writing, and Differentiation in the Content Area	3		
ED 290	Psychology of the Exceptional Student	3		
ED 304	Teaching of Science 7-12	3		
ED 322	Field Experience III: Secondary Instruction & Theory	1		
ED 390	Promoting Youth Cultural Competence & Diversity	3		
ED 400	Field Experience IV: Pre-Student Teaching Practicum	2		
ED 410	Field Experience V: Student Teaching Internship	9		
ED 411	Professional Seminar	3		
Total Credits for Teacher Certification		50		
Total Credits for Biology Certification with Biology Major		138		

CHEMISTRY CERTIFICATION (with B.S. in Chemistry)

Course Requirements (New Core)

COURSE #	COURSE TITLE	CR.	GRADES	
CORE 1100	Theological Foundations	3		
CORE 1200	History, Culture, and Politics	3		
CORE 1200	Fulfilled by (ED100) Foundations of Education*	XX		
CORE 1300	Investigating and Reasoning	3		
CORE 1400	Listening Seminar	3		
CORE 1500	<i>Required</i> Core Writing*	3		
CORE 1502	<i>Required and fulfilled by</i> Young Adult Literature*	XX		
CORE 1600	Ethics and Service	3		
CORE 2100	Theological Foundations	3		
CORE 2200	Fulfilled by (PY214) Adolescent Development *	XX		
CORE 2300	Fulfilled by (ED290) Psych of the Exceptional Student*	XX		
CORE 2400	Learning Seminar	3		
CORE 2500	Fulfilled by ED (410) Student Teaching*	XX		
CORE 2600	Fulfilled by ED (410) Student Teaching*	XX		
CORE 3400	Loving Seminar	3		
Total Credits for Core Curriculum (*designates course also meets PDE)		27		

SPECIFIED SCIENCE/MATH COURSES TO BE TAKEN WITHIN MAJOR

CH 101/103	General Chemistry I and Lab	4		
CH 102/104	General Chemistry II and Lab	4		
CH 216/218	Quantitative Analysis and Lab	4		
CH 221/223	Organic Chemistry I and Lab	4		
CH 222/224	Organic Chemistry II and Lab	4		
CH 231/233	Physical Chemistry I and Lab	4		
CH 232	Physical Chemistry II	3		
CH 241	Inorganic Chemistry I	3		
CH 242	Instrumental Analysis	3		
CH 282	Advanced Physical Methods	2		
CH 285	Teaching of Chemistry	2		
CH 301	Research Laboratory	2		
CH 302	Research Seminar II	1		
MA 111	Calculus 1	4		
MA 112	Calculus II	4		
MA	Math Course 4 cr. (Recommended MA 211)	4		
PH 111/113	Physics I and Lab	4		
PH 112/114	Physics II and Lab	4		
Total Other Approved PDE Required Content Courses		56		

TEACHER CERTIFICATION COURSES

PY 214	Adolescent Development	3		
ED 100	Foundations of Education	3		
CORE 1502	Young Adult Literature	3		
ED 103	Field Experience I: K-12	1		
ED 115	Educational Psychology	3		

ED 205	Strategies and Techniques of Instruction	3		
ED 206	Field Experience II: Strategies and Techniques of Instruction	1		
ED 208	Classroom Partnerships and Inclusion	3		
ED 220	Reading, Writing, and Differentiation in the Content Area	3		
ED 290	Psychology of the Exceptional Student	3		
ED 304	Teaching of Science 7-12	3		
ED 322	Field Experience III: Secondary Instruction & Theory	1		
ED 390	Promoting Youth Cultural Competence & Diversity	3		
ED 400	Field Experience IV: Pre-Student Teaching Practicum	2		
ED 410	Field Experience V: Student Teaching Internship	9		
ED 411	Professional Seminar	3		
Total Credits for Teacher Certification		47		
Total Credits for Chemistry Certification with Chemistry Major		130		

ENGLISH CERTIFICATION WITH ENGLISH MAJOR (with B.A. in English)
Course Requirements (New Core)

COURSE #	COURSE TITLE	CR.	GRADES	
CORE 1100	Theological Foundations	3		
CORE 1200	History, Culture, and Politics	3		
CORE 1200	Fulfilled by (ED100) Foundations of Education*	XX		
CORE 1300	Investigating and Reasoning	3		
CORE 1400	Listening Seminar	3		
CORE 1500	<i>Required Core Writing*</i>	3		
CORE 1502	<i>Required and fulfilled by Young Adult Literature*</i>	XX		
CORE 1600	Ethics and Service	3		
CORE 2100	Theological Foundations	3		
CORE 2200	Fulfilled by (PY214) Adolescent Development *	XX		
CORE 2300	Fulfilled by (ED290) Psych of the Exceptional Student*	XX		
CORE 2400	Learning Seminar	3		
CORE 2500	Fulfilled by ED (410) Student Teaching*	XX		
CORE 2600	Fulfilled by ED (410) Student Teaching*	XX		
CORE 3400	Loving Seminar	3		
Total Credits for Core Curriculum (*designates course also meets PDE)		27		

SPECIFIED ENGLISH COURSES TO BE TAKEN WITHIN MAJOR

CORE 1502	Young Adult Literature	3		
EL 119	History of the English Language	3		
EL xxx	English Elective (See Bulletin)	3		
EL 103	Principles of Literary Study	3		
EL 114, 115, or 118	British Literature	3		
EL 133	American Literature	3		
EL 127, 165, 213, or 214	Shakespeare Course	3		
EL 200	Literary Theory	3		
EL 205	Workshop in Peer Writing Consultations	3		
EL 2xx	Selected English Course 200 Level	3		
EL 400	Senior Research	3		
EL 550	English Internship	3		
EL 551	English Travel	1		
Total Other Approved PDE Required and English Major Courses		37		

TEACHER CERTIFICATION COURSES

AR or MU	Art or Music Course	3		
PY 214	Adolescent Development	3		
ED 100	Foundations of Education	3		
ED 103	Field Experience I: 7-12	1		
ED 115	Educational Psychology	3		
ED 142	Mathematics for Teachers	3		
ED 155	Geometric and Measurement Theory	3		
ED 205	Strategies and Techniques of Instruction	3		
ED 206	Field Experience II: Strategies and Techniques of Instruction	1		

ED 208	Classroom Partnerships and Inclusion	3		
ED 220	Reading, Writing, and Differentiation in the Content Area	3		
ED 290	Psychology of the Exceptional Student	3		
ED 301	Teaching of English 7-12	3		
ED 322	Field Experience III: Secondary Instruction & Theory	1		
ED 390	Promoting Youth Cultural Competence & Diversity	3		
ED 400	Field Experience IV: Pre-Student Teaching Practicum	2		
ED 410	Field Experience V: Student Teaching Internship	9		
ED 411	Professional Seminar	3		
Total Credits for Teacher Certification		53		
Total Credits for English Certification with English Major **		117		
124 credits required for graduation				

**HEALTH & PHYSICAL EDU CERTIFICATION WITH
B.S. IN HEALTH AND PHYSICAL EDUCATION**

Course Requirements (New Core)

COURSE #	COURSE TITLE	CR.	GRADES	
CORE 1100	Theological Foundations	3		
CORE 1200	History, Culture, and Politics	3		
CORE 1200	Fulfilled by (ED100) Foundations of Education*	XX		
CORE 1300	Fulfilled by (NSCI 235) Human Anatomy*	XX		
CORE 1400	Listening Seminar	3		
CORE 1500	Required Core Writing*	3		
CORE 1502	Required and fulfilled by Young Adult Literature*	XX		
CORE 1600	Ethics and Service	3		
CORE 2100	Theological Foundations	3		
CORE 2200	Fulfilled by (PY214) Adolescent Development *	XX		
CORE 2300	Fulfilled by (ED290) Psych of the Exceptional Student*	XX		
CORE 2400	Learning Seminar	3		
CORE 2500	Fulfilled by ED (410) Student Teaching*	XX		
CORE 2600	Fulfilled by ED (410) Student Teaching*	XX		
CORE 3400	Loving Seminar	3		
Total Credits for Core Curriculum (*designates course also meets PDE)		24		

SPECIFIED HEALTH AND MANAGEMENT COURSES TO BE TAKEN WITHIN MAJOR

CORE 2300/NSCI 235	Human Anatomy/Kinesiology & Lab	4		
BL 140	Intro to Exercise Science	3		
BL 245	Exercise Physiology	3		
HSCI 250	Wellness and Nutrition	4		
PY 250	Addictive Behaviors	3		
BA 209	Sports Administration	3		
PY 275	Sport Psychology	3		
PY 322	Health Psychology	3		
PS 374	Sports Law	3		
Total Approved PDE Required Health and Management Content Courses		29		

SPECIFIED PHYSICAL EDUCATION COURSES

HPE 120	ER Care & Prevent of Injury	3		HPE 225	Wrestling and Track and Field Ø	1	
HPE 125	Gymnastics & Systematic Ex Ø	1		HPE 230	Strength and Weightlifting Ø	1	
HPE 130	Swimming and Water Safety Ø	1		HPE 315	Dance and Aerobics+	1	
HPE 135	Racquet Sports+	1		HPE 320	Games, Athletic Activities, & Rec+	1	
HPE 140	Baseball and Softball +	1		HPE 325	Adaptive Physical Education	3	
HPE 210	Volleyball and Basketball Ø	1		HPE 330	Special Topic: Alternative Sport Ø	1	
HPE 215	Soccer and Lacrosse Ø	1		HPE 340	Customized Training and Assessment	3	
HPE 220	Football and Rugby Ø	1		Total PDE Specific Physical Education Courses			21

Ø odd year offering; +even year offering

Teacher Certification Courses Listed on back.

TEACHER CERTIFICATION COURSES

PY 214	Adolescent Development	3		
ED 100	Foundations of Education	3		
CORE 1502	Young Adult Literature	3		
ED 103	Field Experience I: K-12 /7-12	1		
ED 115	Educational Psychology	3		
ED 142	Mathematics for Teachers	3		
ED 155	Geometric and Measurement Theory	3		
ED 205	Strategies and Techniques of Instruction	3		
ED 206	Field Experience II: Strategies and Techniques of Instruction	1		
ED 290	Psychology of the Exceptional Student	3		
ED 208	Classroom Partnerships and Inclusion	3		
ED 220	Reading, Writing, and Differentiation in the Content Area	3		
ED 307	Teaching of Health and Physical Education PK-12	3		
ED 322	Field Experience III: Secondary Instruction/K-12 & Theory	1		
ED 390	Promoting Youth Cultural Competence & Diversity	3		
ED 400	Field Experience IV: Pre-Student Teaching Practicum	2		
ED 410	Field Experience V: Student Teaching Internship	9		
ED 411	Professional Seminar	3		
Total Credits for Teacher Certification		53		
Total Credits for Health and Physical Ed Certification and Major		127		

MATHEMATICS CERTIFICATION (with B.S. in MATHEMATICS)

Course Requirements (New Core)

COURSE #	COURSE TITLE	CR.	GRADES	
CORE 1100	Theological Foundations	3		
CORE 1200	History, Culture, and Politics	3		
CORE 1200	Fulfilled by (ED100) Foundations of Education*	XX		
CORE 1304	<i>Required and fulfilled by</i> Logic and Theory of Knowledge	XX		
CORE 1400	Listening Seminar	3		
CORE 1500	<i>Required Core Writing*</i>	3		
CORE 1502	<i>Required and fulfilled by</i> Young Adult Literature*	XX		
CORE 1600	Ethics and Service	3		
CORE 2100	Theological Foundations	3		
CORE 2200	Fulfilled by (PY214) Adolescent Development *	XX		
CORE 2300	Fulfilled by (ED290) Psych of the Exceptional Student*	XX		
CORE 2400	Learning Seminar	3		
CORE 2500	Fulfilled by ED (410) Student Teaching*	XX		
CORE 2600	Fulfilled by ED (410) Student Teaching*	XX		
CORE 3400	Loving Seminar	3		
Total Credits for Core Curriculum (*designates course also meets PDE)		24		

SPECIFIED MATH/SCIENCE/ECONOMICS COURSES TO BE TAKEN WITHIN MAJOR

CORE 1304	Logic and Theory of Knowledge	3		
CH 101/103	General Chemistry I and Lab	4		
PH 111/113	General Physics I and Lab	4		
MA 111	Analytical Calculus 1	4		
MA 112	Analytical Calculus II	4		
MA 211	Analytical Calculus III	4		
MA 212	Ordinary and Partial Differential Equations	4		
MA 251	Linear Algebra	3		
MA 301	History of Mathematics (see Math department for info)	3		
MA 311	Probability and Statistics	3		
MA 421	Real Analysis I	4		
MA 451	Abstract Algebra I	4		
CS 110, 190, 270, or ENGR 115	Computer Science/Programming Course	3		
Total Other Approved PDE Required Content Courses		47		

TEACHER CERTIFICATION COURSES

PY 214	Adolescent Development	3		
ED 100	Foundations of Education	3		
CORE 1502	Young Adult Literature	3		
ED 103	Field Experience I: K-12/7-12	1		
ED 115	Educational Psychology	3		
ED 205	Strategies and Techniques of Instruction	3		
ED 206	Field Experience II: Strategies and Techniques of Instruction	1		
ED 208	Classroom Partnerships and Inclusion	3		
ED 220	Reading, Writing, and Differentiation in the Content Area	3		
ED 290	Psychology of the Exceptional Student	3		

ED 303	Teaching of Math 7-12	3		
ED 322	Field Experience III: Secondary Instruction & Theory	1		
ED 390	Promoting Youth Cultural Competence & Diversity	3		
ED 400	Field Experience IV: Pre-Student Teaching Practicum	2		
ED 410	Field Experience V: Student Teaching Internship	9		
ED 411	Professional Seminar	3		
Total Credits for Teacher Certification		47		
Total Credits for Mathematics Certification with Mathematics Major **		118		
124 credits required for graduation				

4-8 CERTIFICATION WITH MIDDLE GRADE EDUCATION MAJOR (B.S. in MGE)

Course Requirements (New Core)

COURSE #	COURSE TITLE	CR.	GRADES	
CORE 1100	Theological Foundations	3		
CORE 1206	<i>Required and fulfilled by</i> Physical and Cultural Geography*	XX		
CORE 1200	Fulfilled by (ED100) Foundations of Education*	XX		
CORE 1300	Investigating and Reasoning	3		
CORE 1400	Listening Seminar	3		
CORE 1500	<i>Required Core Writing*</i>	3		
CORE 1502	<i>Required and fulfilled by</i> Young Adult Literature*	XX		
CORE 1600	Ethics and Service	3		
CORE 2100	Theological Foundations	3		
CORE 2200	Fulfilled by (PY214) Adolescent Development *	XX		
CORE 2300	Fulfilled by (ED290) Psych of the Exceptional Student*	XX		
CORE 2400	Learning Seminar	3		
CORE 2500	Fulfilled by ED (410) Student Teaching*	XX		
CORE 2600	Fulfilled by ED (410) Student Teaching*	XX		
CORE 3400	Loving Seminar	3		
Total Credits for Core Curriculum (*designates course also meets PDE)		24		

SPECIFIED CONTENT COURSES TO BE TAKEN WITHIN MAJOR

CA 235	Introduction to Web Design	3		
NSCI 100/ 101	Astronomy and Lab	4		
NSCI 125/126	Intro to Environmental Science with Lab	4		
CORE 2300/NSCI 235	Human Biology (Human Anatomy &Kinesiology &Lab)	4		
PS 101	(or CORE 1201) American Regime	3		
PY 214	Adolescent Development	3		
ED 142	Mathematics for Teachers	3		
ED 155	Geometric and Measurement Theory	3		
ED 109	(or CORE 1206) Physical and Cultural Geography	3		
HI 106	Topics in American History I	3		
HI 258	(or CORE 2203) Pennsylvania History	3		
Total Other Approved PDE Required Courses		36		

TEACHER CERTIFICATION COURSES

ED 100	Foundations of Education	3		
CORE 1502	Young Adult Literature	3		
ED 102	Field Experience I: 4-8	1		
ED 115	Educational Psychology	3		
ED 205	Strategies and Techniques of Instruction	3		
ED 206	Field Experience II: Strategies and Techniques of Instruction	1		
ED 208	Classroom Partnerships and Inclusion	3		
ED 235	Teaching of Science and Mathematics/Middle and Special Learners	3		
ED 237	Teaching of Humanities for the Middle and Special Learners	3		
ED 290	Psychology of the Exceptional Student	3		
ED 311	Field Experience III: Middle Grade Instruction and Theory	1		

ED 320	Composition and Language Arts for Upper Elementary	3		
ED 381	Educational Testing	3		
ED 390	Promoting Youth Cultural Competence & Diversity	3		
ED 400	Field Experience IV: Pre-Student Teaching Practicum	2		
ED 410	Field Experience V: Student Teaching Internship	9		
ED 411	Professional Seminar	3		
Total Credits for Teacher Certification		50		

Option 1 Concentration Area must have minimum 18 additional credits in **one** content area; none of the above can count)

Select one concentration area below		
Total Credits for Concentration	18	
Total Credits for 4-8 Certification with Middle Grade Education Major	128	

Select 18 credits. None of the listed courses above can be used as a part of your 18-credit concentration.

Concentration Area:	Recommended 18 Credits
Language Arts (at least 1 communication course, 1 writing course, and 1 literature course)	6 courses: EL 110 Introduction to Creative Writing EL 131 American Literature: Exploration to Civil War EL 142 Poetry in Public CA 100 Introduction to Mass Media CA 120 Public Presentation CL 130 Children's Literature
Social Studies (at least 1 EC, 1 PS and 1 SO course)	6 courses: HI 123 Global History I HI 228 Twentieth Century America 1941-2008 CLS 155 American Judicial Systems EC 101/2 Micro or Macro Economics PS 222 or PS 336 or CLS 227 SO 106 Sociology and Global Issues
Science (not more than 2 BL courses)	5 courses: CH 101/103 General Chemistry/ Lab BL 150/151 General Biology I/Lab NSCI 260 Understanding Biotechnology NSCI 130/131 Introduction to Physics NSCI 150/152 Earth Systems Science/Lab
Mathematics	5 courses: CORE 1302 Intro to Mathematical Thinking MA 109 Calculus I MA 110 Calculus II/MA 112 Calculus II PY 203 Statistics I MA 301 History of Mathematics

*****Select only courses not used for core or competency on the major advising guide*****

MUSIC CERTIFICATION WITH MUSIC MAJOR (with B.A. in MUSIC)
Course Requirements (New Core)

COURSE #	COURSE TITLE	CR.	GRADES	
CORE 1100	Theological Foundations	3		
CORE 1200	History, Culture, and Politics	3		
CORE 1200	Fulfilled by (ED100) Foundations of Education*	XX		
CORE 1300	Investigating and Reasoning	3		
CORE 1400	Listening Seminar	3		
CORE 1500	<i>Required</i> Core Writing*	3		
CORE 1502	<i>Required and fulfilled by</i> Young Adult Literature*	XX		
CORE 1600	Ethics and Service	3		
CORE 2100	Theological Foundations	3		
CORE 2200	Fulfilled by (PY214) Adolescent Development *	XX		
CORE 2300	Fulfilled by (ED290) Psych of the Exceptional Student*	XX		
CORE 2400	Learning Seminar	3		
CORE 2500	Fulfilled by ED (410) Student Teaching*	XX		
CORE 2600	Fulfilled by ED (410) Student Teaching*	XX		
CORE 3400	Loving Seminar	3		
Total Credits for Core Curriculum (*designates course also meets PDE)		27		

SPECIFIED MUSIC COURSES TO BE TAKEN WITHIN MAJOR

MU 108	Music History: Baroque & Classical	3		
MU 109	Music History: Romantic & Contemporary	3		
MU 205 - 206	Sight Singing, Ear training and Solfeggio I, II	6		
MU 208 -209	Harmony I, II	6		
MU 220	Form and Analysis	3		
MU 170/180	Music Ensemble - 0 cr. or 1cr. (7 semesters prior to ED410)	0-7		
MU 090	Recital Attendance - 0 cr. or 1cr. (7 semesters prior to ED 410)	0-7		
MU 243	Music Technologies and Digital Orchestration	3		
MU 244	Woodwind Methods	1		
MU 245	Brass Methods	1		
MU 246	String Methods	1		
MU 247	Percussion Methods	1		
MU 248	Keyboard Methods	1		
MU 249	Vocal and Choral Methods	1		
MU 325	Primary Instrument 2 cr. (7 semesters prior to ED 410)	14		
MU 335	Senior Recital	2		
MU 345-346	Conducting Music I, II	2		
Total Other Approved PDE Required Content Courses		48-62		

TEACHER CERTIFICATION COURSES

PY 214	Adolescent Development	3		
ED 100	Foundations of Education	3		
CORE 1502	Young Adult Literature	3		
ED 103	Field Experience I: K-12	1		
ED 115	Educational Psychology	3		
ED 142	Mathematics for Teachers	3		
ED 155	Geometric and Measurement Theory	3		

ED 205	Strategies and Techniques of Instruction	3		
ED 206	Field Experience II: Strategies and Techniques of Instruction	1		
ED 208	Classroom Partnerships and Inclusion	3		
ED 220	Reading, Writing, and Differentiation in the Content Area	3		
ED 290	Psychology of the Exceptional Student	3		
ED 310	Teaching of Music PK-12	3		
ED 322	Field Experience III: Secondary Instruction & Theory	1		
ED 390	Promoting Youth Cultural Competence & Diversity	3		
ED 400	Field Experience IV: Pre-Student Teaching Practicum	2		
ED 410	Field Experience V: Student Teaching Internship	9		
ED 411	Professional Seminar	3		
Total Credits for Teacher Certification		53		
Total Credits for Music Certification with Music Major		128 -142		

PHYSICS CERTIFICATION (with B.S. in Physics)

Course Requirements (New Core)

COURSE #	COURSE TITLE	CR.	GRADES	
CORE 1100	Theological Foundations	3		
CORE 1200	History, Culture, and Politics	3		
CORE 1200	Fulfilled by (ED100) Foundations of Education*	XX		
CORE 1300	Fulfilled by (CORE 1306/PH 151/153) Astronomy*	XX		
CORE 1400	Listening Seminar	3		
CORE 1500	<i>Required</i> Core Writing*	3		
CORE 1502	<i>Required and fulfilled by</i> Young Adult Literature*	XX		
CORE 1600	Ethics and Service	3		
CORE 2100	Theological Foundations	3		
CORE 2200	Fulfilled by (PY214) Adolescent Development *	XX		
CORE 2300	Fulfilled by (ED290) Psych of the Exceptional Student*	XX		
CORE 2400	Learning Seminar	3		
CORE 2500	Fulfilled by ED (410) Student Teaching*	XX		
CORE 2600	Fulfilled by ED (410) Student Teaching*	XX		
CORE 3400	Loving Seminar	3		
Total Credits for Core Curriculum (*designates course also meets PDE)		24		

SPECIFIED SCIENCE/MATH COURSES TO BE TAKEN WITHIN MAJOR

PH 100	Physics Seminar	1		
PH 111/113	General Physics I and Lab	4		
PH 112/114	General Physics II and Lab	4		
CORE 1306	Astronomy to Astrophysics	3		
CH 101/103	General Chemistry I and Lab	4		
CH 102/104	General Chemistry II and Lab	4		
MA 111	Calculus I	4		
MA 112/211	Calculus II and III	8		
MA 212	Ordinary & Partial Differential Equations	4		
PH 211/213	Modern Physics and Lab	4		
PH 215	Thermodynamics	3		
PH 221	Classical Mechanics	3		
PH 241/243	Optics and Lab	4		
PH 244	Advanced Laboratory	1		
PH 261/263	Electronics and Lab	4		
PH 322	Quantum Mechanics	3		
PH 381	Research	1		
Total Other Approved PDE Required Content Courses		59		

TEACHER CERTIFICATION COURSES

PY 214	Adolescent Development	3		
CORE 1502	Young Adult Literature	3		
ED 100	Foundations of Education	3		
ED 103	Field Experience I: K-12	1		
ED 115	Educational Psychology	3		
ED 205	Strategies and Techniques of Instruction	3		
ED 206	Field Experience II: Strategies and Techniques of Instruction	1		

ED 208	Classroom Partnerships and Inclusion	3		
ED 220	Reading, Writing, and Differentiation in the Content Area	3		
ED 290	Psychology of the Exceptional Student	3		
ED 304	Teaching of Science PK-12	3		
ED 322	Field Experience III: Secondary Instruction & Theory	1		
ED 390	Promoting Youth Cultural Competence & Diversity	3		
ED 400	Field Experience IV: Pre-Student Teaching Practicum	2		
ED 410	Field Experience V: Student Teaching Internship	9		
ED 411	Professional Seminar	3		
Total Credits for Teacher Certification		47		
Total Credits for Physics Certification with Physics Major		130		

PK-4 CERTIFICATION WITH EARLY CHILDHOOD EDUCATION MAJOR (B.S. in ECE)*Course Requirements (New Core)*

COURSE #	COURSE TITLE	CR.	GRADES	
CORE 1100	Theological Foundations	3		
CORE 1206	<i>Required and fulfilled by</i> Physical and Cultural Geography*	XX		
CORE 1200	Fulfilled by (ED100) Foundations of Education*	XX		
CORE 1300	Investigating and Reasoning	3		
CORE 1400	Listening Seminar	3		
CORE 1500	<i>Required Core Writing*</i>	3		
CORE 1501	<i>Required and fulfilled by</i> Early Childhood Literature*	XX		
CORE 1600	Ethics and Service	3		
CORE 2100	Theological Foundations	3		
CORE 2203	<i>Required and fulfilled by</i> Topics in American History II *	XX		
CORE 2300	Fulfilled by (ED290) Psych of the Exceptional Student*	XX		
CORE 2400	Learning Seminar	3		
CORE 2500	Fulfilled by ED (410) Student Teaching*	XX		
CORE 2600	Fulfilled by ED (410) Student Teaching*	XX		
CORE 3400	Loving Seminar	3		
Total Credits for Core Curriculum (*designates course also meets PDE)		24		

SPECIFIED CONTENT COURSES TO BE TAKEN WITHIN MAJOR

NSCI 100/ 101	Astronomy and Lab	4		
NSCI 125/126	Intro to Environmental Science with Lab	4		
PY 212	Child Development	3		
PY 251	Family Systems	3		
ED 142	Mathematics for Teachers	3		
ED 155	Geometric and Measurement Theory	3		
CORE 1206	Physical and Cultural Geography	3		
AR 100	Art and Music of Western Culture	3		
CORE 1501	Early Childhood Literature	3		
HI106	U.S. History before 1865	3		
HI107	(or CORE 1215) U.S. History since 1865	3		
Total Other Approved PDE Required Courses		35		

TEACHER CERTIFICATION COURSES

ED 100	Foundations of Education	3		
ED 101	Field Experience I: PreK-4	1		
ED 115	Educational Psychology	3		
ED 122	Curriculum, Projects, and Play for the Developing Child	3		
ED 205	Strategies and Techniques of Instruction	3		
ED 206	Field Experience II: Strategies and Techniques of Instruction	1		
ED 208	Classroom Partnerships and Inclusion	3		
ED 230	Social Studies for Early and Special Learners	3		
ED 242	Numerical and Manipulative Math for Early and Special Learners	3		
ED 244	Science and the Environment for Early and Special Learners	3		
ED 250	Reading and Writing for Early and Special Learners	3		
ED 290	Psychology/Education of the Exceptional Student	3		
ED 308	Performance and Visual Arts for Early and Special Learners	3		

ED 317	Program Development for Infants and Toddlers	3		
ED 318	Field Experience III: Early Childhood Instruction and Theory	1		
ED 320	Composition and Language Arts for Upper Elementary	3		
ED 325	Physical Health and Wellness for Early Educators	3		
ED 330	Early Childhood Leadership and Community Advocacy	3		
ED 381	Educational Testing	3		
ED 390	Promoting Youth Cultural Competence & Diversity	3		
ED 400	Field Experience IV: Pre-Student Teaching Practicum	2		
ED 410	Field Experience V: Student Teaching Internship	9		
ED 411	Professional Seminar	3		
Total Credits for Teacher Certification		68		
Total Credits for PK-4 Certification with B.S. in Early Childhood Education		127		

B. A. IN PSYCHOLOGY EDUCATION

Course Requirements (New Core)

COURSE #	COURSE TITLE	CR.	GRADES	
CORE 1100	Theological Foundations	3		
CORE 1206	<i>Required and fulfilled by</i> Physical and Cultural Geography*	XX		
CORE 1200	Fulfilled by (ED100) Foundations of Education*	XX		
CORE 1300	Investigating and Reasoning	3		
CORE 1400	Listening Seminar	3		
CORE 1500	<i>Required Core Writing*</i>	3		
CORE 1501 or 1502	<i>Required and fulfilled by</i> Early Childhood or Adolescent Literature*	XX		
CORE 1600	Ethics and Service	3		
CORE 2100	Theological Foundations	3		
CORE 2203	Fulfilled by (PY214) Adolescent Development	XX		
CORE 2300	Fulfilled by (ED290) Psych of the Exceptional Student*	XX		
CORE 2400	Learning Seminar	3		
CORE 2500	Effective and Charitable Expression	3		
CORE 2600	Ethics and Service	3		
CORE 3400	Loving Seminar	3		
Total Credits for Core Curriculum (*designates course also meets PDE)		30		

SPECIFIED PSCHOLOGY COURSES TO BE TAKEN WITHIN MAJOR

PY 212	Child Development	3		
PY 214	Adolescent Development	3		
PY 251	Family Systems	3		
PY 260	Social Psychology	3		
PY or ED	Selected a 3cr. Course	3		
Total Other Approved PDE Required Content Courses		15		

SPECIFIED EDUCATION COURSES TO BE TAKEN WITHIN MAJOR

CORE 1206	Physical and Cultural Geography	3		
ED 100	Foundations of Education	3		
CORE 1501 or 1502	Early Childhood Literature or Adolescent Literature	3		
ED 101, 207, or 103	Field Experience I	1		
ED 115	Educational Psychology	3		
ED 1XX	100 Level Education Course (ED 142 & 155 for SPE cert)	3		
ED 205	Strategies and Techniques of Instruction	3		
ED 206	Field Experience II: Strategies of Instruction	1		
ED 208	Classroom Partnership and Inclusion	3		
ED 290	Psychology of the Exceptional Student	3		
ED 333	Intro to School Counseling and Family Services	3		
ED 381	Educational Testing	3		
ED XXX	Education Courses (reading & math methods for SPE cert)	12		
ED 550 (or ED 400)	Psychology/Education Internship	2-3		
Total Credits for Psychology Education Major **		91-92		
124 credits required for graduation				

OPTIONAL PK-12 Special Education Stand Alone Certification (must have 3.0 GPA):

ED 355	Instructional Interventions/Student w High Incid. Disabilities	3		
ED 360	Strategies & Assessment/Students w Sig & Multi Disabilities	3		
ED 362	Class Approaches/Students w Beh. & Autism Spect. Disorders	3		
ED 412	Special Education Consultation Transition and Law	3		
ED 400 or 413	Field Experience IV: Pre-Student Teaching or Sp. Ed. Internship	2-3		
ED 410	Field Experience V: Student Teaching	9		
ED 411	Professional Seminar	3		
Total Credits for Teacher Certification		26-27		
Total Credits for Sp. Ed. Certification with Psychology Education Major **		117-119		
124 credits required for graduation				

SOCIAL STUDIES CERTIFICATION WITH HISTORY MAJOR (with B.A. in History)

Course Requirements (New Core)

CORE 1100	Theological Foundations	3		
CORE 1206	<i>Required and fulfilled by</i> Physical and Cultural Geography*	XX		
CORE 1200	Fulfilled by (ED100) Foundations of Education*	XX		
CORE 1300	Investigating and Reasoning	3		
CORE 1400	Listening Seminar	3		
CORE 1500	<i>Required Core Writing*</i>	3		
CORE 1502	<i>Required and fulfilled by</i> Young Adult Literature*	XX		
CORE 1600	Ethics and Service	3		
CORE 2100	Theological Foundations	3		
CORE 2200	Fulfilled by (PY214) Adolescent Development *	XX		
CORE 2300	Fulfilled by (ED290) Psych of the Exceptional Student*	XX		
CORE 2400	Learning Seminar	3		
CORE 2500	Fulfilled by ED (410) Student Teaching*	XX		
CORE 2600	Fulfilled by ED (410) Student Teaching*	XX		
CORE 3400	Loving Seminar	3		
Total Credits for Core Curriculum (*designates course also meets PDE)		24		

SPECIFIED HISTORY COURSES TO BE TAKEN WITHIN MAJOR

HI 100	Introduction to the History Major	1		
HI 104 & 105	Contemporary Europe I, II	6		
HI 106 & 107	Topics in US History before 1865, since 1865	6		
HI 1##	100 Level History Course	3		
HI 1##	Areas Studies: Non-Western	3		
HI 2##	200 Level History Course	3		
HI 2##	200 Level History Course	3		
HI 2##	200 Level History Course	3		
HI 232	Race and Ethnicity	3		
HI 300	Historian's Profession	3		
HI 301/302	Junior/Senior Seminars	6		
HI 303	Historical Writing	3		
Total Other Approved PDE Required History Courses		43		

OTHER SOCIAL SCIENCE/POLITICAL SCIENCE/ECONOMICS

PS 222	State and Local Government	3		
EC 102	Macro Economics	3		
SO 106	Sociology of Global Issues	3		
Other PDE Required Social Science, Political Science and Economics Courses		9		

TEACHER CERTIFICATION COURSES

PY 214	Adolescent Development	3		
CORE 1206	Physical and Cultural Geography	3		
ED 100	Foundations of Education	3		
CORE 1502	Young Adult Literature	3		
ED 103	Field Experience I: K-12	1		
ED 115	Educational Psychology	3		

ED 142	Mathematics for Teachers	3		
ED 155	Geometric and Measurement Theory	3		
ED 205	Strategies and Techniques of Instruction	3		
ED 206	Field Experience II: Strategies and Techniques of Instruction	1		
ED 208	Classroom Partnerships and Inclusion	3		
ED 220	Reading, Writing, and Differentiation in the Content Area	3		
ED 290	Psychology of the Exceptional Student	3		
ED 302	Teaching of Social Studies 7-12	3		
ED 322	Field Experience III: Secondary Instruction & Theory	1		
ED 390	Promoting Youth Cultural Competence & Diversity	3		
ED 400	Field Experience IV: Pre-Student Teaching Practicum	2		
ED 410	Field Experience V: Student Teaching Internship	9		
ED 411	Professional Seminar	3		
Total Credits for Teacher Certification		56		
Total Credits for Social Studies Certification with History Major		132		

FOREIGN LANGUAGE SPANISH CERTIFICATION WITH SPANISH MAJOR (with B.A. in SPANISH)

Course Requirements (New Core)

COURSE #	COURSE TITLE	CR.	GRADES	
CORE 1100	Theological Foundations	3		
CORE 1200	History, Culture, and Politics	3		
CORE 1200	Fulfilled by (ED100) Foundations of Education*	XX		
CORE 1300	Investigating and Reasoning	3		
CORE 1400	Listening Seminar	3		
CORE 1500	<i>Required</i> Core Writing*	3		
CORE 1502	<i>Required and fulfilled by</i> Young Adult Literature*	XX		
CORE 1600	Ethics and Service	3		
CORE 2100	Theological Foundations	3		
CORE 2200	Fulfilled by (PY214) Adolescent Development *	XX		
CORE 2300	Fulfilled by (ED290) Psych of the Exceptional Student*	XX		
CORE 2400	Learning Seminar	3		
CORE 2500	Fulfilled by ED (410) Student Teaching*	XX		
CORE 2600	Fulfilled by ED (410) Student Teaching*	XX		
CORE 3400	Loving Seminar	3		
Total Credits for Core Curriculum (*designates course also meets PDE)		27		

SPECIFIED HISTORY/SPANISH/ENGLISH COURSES TO BE TAKEN WITHIN MAJOR

AR 100, 102, 200	Art & Music of Western Culture	3		
SP 203 or 315	Spanish Language Placement	3		
SP 204 or 317	Spanish Language	3		
SP 300	Peninsular Literature Course	3		
SP 320	Developing Oral Prof and Phonetics	3		
SP 342	Contemporary Latin America	3		
SP 444	Peninsular Culture and Civilization	3		
SP 445	Spanish American Culture and Civilization	3		
SP	Advanced Spanish	3		
SP 300- 400	Spanish American Literature I, II	6		
SP 450	Study Abroad Experience or Immersion Experience	3		
HI 233	History of Latin America	3		
AN 222 or 328	Cultural Anthropology or Anthropology of Community	3		
Total Other Approved PDE Required Content Courses		42		

TEACHER CERTIFICATION COURSES

PY 214	Adolescent Development	3		
ED 100	Foundations of Education	3		
CORE 1502	Young Adult Literature	3		
ED 103	Field Experience I: K-12	1		
ED 115	Educational Psychology	3		
ED 142	Mathematics for Teachers	3		
ED 155	Geometric and Measurement Theory	3		
ED 205	Strategies and Techniques of Instruction	3		
ED 206	Field Experience II: Strategies and Techniques of Instruction	1		
ED 208	Classroom Partnerships and Inclusion	3		

ED 220	Reading, Writing, and Differentiation in the Content Area	3		
ED 290	Psychology of the Exceptional Student	3		
ED 300	Teaching of Foreign Language PK-12	3		
ED 322	Field Experience III: Secondary Instruction & Theory	1		
ED 390	Promoting Youth Cultural Competence & Diversity	3		
ED 400	Field Experience IV: Pre-Student Teaching Practicum	2		
ED 410	Field Experience V: Student Teaching Internship	9		
ED 411	Professional Seminar	3		
Total Credits for Teacher Certification		53		
Total Credits for Spanish Certification with Spanish Major **		122		
124 credits required for graduation				

Post Baccalaureate Advising Guides



EARLY CHILDHOOD PreK-4

Post Baccalaureate

COURSE #	COURSE TITLE	CR.	GRADES		
CORE CURRICULUM					
HI	U.S. History Course	3			
EL	Writing Course	3			
EL	Literature Course	3			
NSCI	Natural Science/Lab	4			
MA --	Math course higher than 100	3			
ED 142	Mathematics for Teachers	3			
ED 308	Performance and Visual Arts for Early and Special Learners, or similar	3			
(Total Credits For Core Curriculum)		22			
MAJOR COURSES					
ED 115	Educational Psychology	3			
PY 212	Child Development	3			
PY 251	Family Systems	3			
ED 290	Psychology/Education of the Exceptional Student	3			
ED 381	Educational Testing	3			
ED 100	Foundations of Education	3			
ED 109	Physical and Cultural Geography	3			
ED 101	Field Experience I: Prek-4	1			
ED 205	Strategies and Techniques of Instruction	3			
ED 206	Field Experience II: Strategies and Techniques of Instruction	1			
ED 208	Classroom Partnerships and Inclusion	3			
ED 215	Curriculum, Projects, and Play for the Developing Child	3			
ED 230	Social Studies for Early and Special Learners	3			
ED 242	Numerical and Manipulative Math for Early and Special Learners	3			
ED 244	Science and the Environment for Early and Special Learners	3			
ED 250	Reading and Writing for Early and Special Learners	3			
ED 317	Program Development for Infants and Toddlers	3			
ED 318	Field Experience III: Early Childhood Instruction and Theory	1			
ED 320	Composition and Language Arts for Upper Elementary	3			
ED 325	Physical Health and Wellness for Early Educators	3			
ED 330	Early Childhood Leadership and Community Advocacy	3			
ED 390	Teaching Nonnative Speaking and Culturally Diverse Students	3			
ED 400	Field Experience IV: Pre-Student Teaching Practicum	2			
ED 410	Field Experience V: Student Teaching Internship	9			
ED 411	Professional Seminar	3			
(Total Credits of Required Courses)		74			
Post-Bac Early Childhood Education (PreK-4)		96			

January 2017



MIDDLE GRADE 4-8 CERTIFICATION

Post Baccalaureate

COURSE #	COURSE TITLE	CR.	GRADES		
CORE CURRICULUM					
HI	U.S. History Course	3			
HI 258 or HI	Pennsylvania History or Local History	3			
EL	Writing Course	3			
EL	Literature Course	3			
MA 104	Elementary Functions	3			
NSCI	Earth and Space Science Course	4			
NSCI	Life Science Course	4			
PS	Government or political science course	3			
Total Credits For Core Curriculum		26			

PROFESSIONAL & MIDDLE GRADE COMPETENCY COURSES

AR 235 or CS	Introduction to Web Design or computer course	3			
ED 142	Mathematics for Teachers	3			
ED 155	Geometric and Measurement Theory (or Geometry course)	3			
NSCI	Physical Science Course	4			
ED 115	Educational Psychology	3			
PY 214	Adolescent Development	3			
ED 290	Psychology/Education of the Exceptional Student	3			
ED 381	Educational Testing	3			
ED 100	Foundations of Education	3			
ED 102	Field Experience I: 4-8	1			
ED 109	Physical and Cultural Geography	3			
ED 208	Classroom Partnerships and Inclusion	3			
ED 205	Strategies and Techniques of Instruction	3			
ED 206	Field Experience II: Strategies and Techniques of Instruction	1			
ED 235	Teaching of Science and Mathematics for the Middle and Special Learners	3			
ED 237	Teaching of Humanities for the Middle and Special Learners	3			
ED 311	Field Experience III: Middle Grade Instruction and Theory	3			
ED 320	Composition and Language Arts for Upper Elementary	3			
ED 390	Teaching Nonnative Speaking and Culturally Diverse Students	3			
ED 400	Field Experience IV: Pre-Student Teaching Practicum	2			
ED 410	Field Experience V: Student Teaching Internship	9			
ED 411	Professional Seminar	3			
Total Credits of Required Courses		74			

Option 1 Concentration Area must have minimum 18 additional credits in **one** content area; none of the above can count)

Select one concentration area below				
Mathematics, Social Studies, Language Arts, Science				
Must be 18 separate credits not from above.				
Total Credits for Concentration		18		
Middle Grade Education (4-8) Certification		118		

**SPECIAL EDUCATION PreK-12***Post Baccalaureate*

Initial certification area(s): _____ Date Earned: _____ Institution: _____

COURSE #	COURSE TITLE	CR.	GRADES		
CORE CURRICULUM					
HI	U.S. History Course	3			
EL	Writing Course	3			
EL	Literature Course	3			
NSCI	Natural Science/Lab	4			
MA --	Math course higher than 100	3			
(Total Credits For Core Curriculum)		16			
MAJOR COURSES					
ED 290	Psychology/Education of the Exceptional Student	3			
ED 205	Strategies and Techniques of Instruction	3			
ED 208	Classroom Partnerships and Inclusion	3			
ED 250, ED 220, ED 237, ED 320 or similar	Reading Methods Education Course	3			
ED 242, ED 235, ED 303 or similar	Mathematics Methods Education Course	3			
ED 355	Instructional Interventions for Students with High Incidence Disabilities	3			
ED 360	Strategies and Assessment for Students with Significant and Multiple Dis.	3			
ED 362	Classroom Approaches for Students with Behavioral & Autism Spectrum	3			
ED 390	Teaching Nonnative Speaking and Culturally Diverse Students	3			
ED 412	Special Education Consultation, Transition, and Law	3			
ED 413	Internship in Special Education (PreK-12)	3			
(Total Credits of Required Courses)		33			
Post-Bac Special Education (PreK-12)		49			

August 2017



SPECIAL EDUCATION PREK-12
Post Baccalaureate: For Students Seeking Initial Certification

COURSE #	COURSE TITLE	CR.	GRADES		
CORE CURRICULUM					
HI	U.S. History Course	3			
EL	Writing Course	3			
EL	Literature Course	3			
ED 142	Mathematics for Teachers	3			
MA--	Math course higher than 100	3			
NSCI	Natural Science/Lab	4			
ED 100	Foundations of Education	3			
ED 115	Educational Psychology	3			
PY 212 and 214	Child and Adolescent Development	6			
(Total Credits for Core Curriculum)		31			
MAJOR COURSES					
PY 251	Family Systems	3			
PY 260	Social Psychology	3			
ED 355	Instructional Interventions for Students with High Incidence Disabilities	3			
ED 360	Strategies and Assessment for Students with Significant and Multiple Dis.	3			
ED 362	Classroom Approaches for Students with Behavioral & Autism Spectrum	3			
ED 412	Special Education Consultation, Transition, and Law	3			
(Total Credits for Major Courses)		18			
TEACHER CERTIFICATION COURSES					
ED 101, 102, or 103	Field Experience I	1			
ED 205	Strategies and Techniques of Instruction	3			
ED 206	Field Experience II: Strategies and Techniques of Instruction	1			
ED 290	Psychology/Education of the Exceptional Student	3			
ED 208	Classroom Partnerships and Inclusion	3			
ED 250, ED 220, ED 237, ED 320 or similar	Reading Methods Education Course	3			
ED 242, ED 235, ED 303 or similar	Mathematics Methods Education Course	3			
ED 318, 311, or 322	Field Experience III	1			
ED 381	Educational Testing	3			
ED 390	Teaching Nonnative Speaking and Culturally Diverse Students	3			
ED 400	Field Experience IV: Pre-Student Teaching	2			
ED 410	Field Experience V: Student Teaching	8 or 9			
ED 411	Professional Seminar	3			
(Total Credits of Teacher Certification Courses)		37-38			
Post-Bac Special Education (PreK-12)		86-87			

**COURSE REQUIREMENTS FOR ART CERTIFICATION***Post Baccalaureate*

Insert course grades earned (where applicable) in white boxes.

COURSE #	COURSE TITLE	CR.	GRADES		
CORE CURRICULUM					
	History	3			
EL	Writing Course	3			
EL	Literature Course	3			
	Science and Lab	4			
ED 142	Mathematics for Teachers or higher	3			
MA	Mathematics course (Algebra or higher)*	3			
ED 115	Educational Psychology	3			
PY 214	Adolescent Development	3			
ED 100	Foundations of Education	3			
Total Credits for Core Curriculum		28			
MAJOR COURSES					
AR 101	Caves & Cathedrals	3			
AR 102	Art History II	3			
AR 130 & 230	Drawing I & II	6			
AR 131	Points, Lines, Planes and Beyond	3			
AR 135	Materials and Processes	3			
AR 225 & 325	Painting I & II	6			
AR 240	Sculpture I: Introductory Sculpture	3			
AR 238	Clay & Pottery	3			
AR 200, 310 or 1061	Pre-Columbian Art/Arch. or American Art/Arch. or Art of Middle East	3			
AR 140, 212, 233, 234, 236, 333, 338, 348; CA 235, 285	Digital Photography, Begin. B&W Photography, Engineering Drawing, Intro to Stained Glass, Fiber Art, Advanced B&W Photography, Printmaking I, Printmaking II, Intro to Web Design, Electronic Media	6			
Total Credits for Major		39			
TEACHER CERTIFICATION COURSES					
ED 290	Psychology/Education of the Exceptional Student	3			
ED 103	Field Experience I: K-12	1			
ED 205	Strategies and Techniques of Instruction	3			
ED 206	Field Experience II: Strategies and Techniques of Instruction	1			
ED 208	Classroom Partnerships and Inclusion	3			
ED 220	Reading, Writing, and Differentiation in the Content Area	3			
ED 301	Teaching of Art K-12	3			
ED 322	Field Experience III: Secondary Instruction & Theory	1			
ED 390	Teaching Nonnative and Culturally Diverse Students	3			
ED 400	Field Experience IV: Pre-Student Teaching Practicum	2			
ED 410	Field Experience V: Student Teaching Internship	8-9			
ED 411	Professional Seminar	3			
Total Credits for Teacher Certification Requirements		34-35			
Total Credits for Art Certification		101-102			

*Pre-college level mathematics does not count

January 2020



COURSE REQUIREMENTS FOR BIOLOGY CERTIFICATION

Post Baccalaureate

Insert course grades earned (where applicable) in white boxes.

COURSE #	COURSE TITLE	CR.	GRADES		
CORE CURRICULUM					
	History	3			
EL	Writing Course	3			
EL	Literature Course	3			
FA	Fine Arts	3			
MA 109	Calculus I	4			
Total Credits for Core Curriculum		16			
MAJOR COURSES					
CH 101/103	General Chemistry I and Lab	4			
CH 102/104	General Chemistry II and Lab	4			
CH 221/223	Organic Chemistry I and Lab	4			
ES 150/151	Earth Systems Science and Lab	4			
PH 111/113	General Physics I and Lab	4			
BL 150/151	General Biology I and Lab	4			
BL 152/153	General Biology II and Lab	4			
BL 208/209	Cell Biology and Lab	4			
BL 232/233 or BL 236/237	Ecology and Lab or Environmental Disturbances and Lab	4			
BL 214/215 or BL 212/213	Molecular Genetics and Lab or Microbiology and Lab	4			
BL 220/221 or BL 224/225	Comparative Anatomy or Mammalian Physiology	4			
Total Credits for Major		44			
TEACHER CERTIFICATION COURSES					
ED 115	Educational Psychology	3			
PY 214	Adolescent Development	3			
ED 290	Psychology/Education of the Exceptional Student	3			
ED 100	Foundations of Education	3			
ED 103	Field Experience I: 7-12	1			
ED 205	Strategies and Techniques of Instruction	3			
ED 206	Field Experience II: Strategies and Techniques of Instruction	1			
ED 208	Classroom Partnerships and Inclusion	3			
ED 220	Reading, Writing, and Differentiation in the Content Area	3			
ED 304	Teaching of Science 7-12	3			
ED 322	Field Experience III: Secondary Instruction & Theory	1			
ED 390	Teaching Nonnative and Culturally Diverse Students	3			
ED 400	Field Experience IV: Pre-Student Teaching Practicum	2			
ED 410	Field Experience V: Student Teaching Internship	8-9			
ED 411	Professional Seminar	3			
Total Credits for Teacher Certification Requirements		43-44			
Total Credits for Biology Certification		103-104			

January 2017



**COURSE REQUIREMENTS FOR BUSINESS, COMPUTER AND INFORMATION TECHNOLOGY
CERTIFICATION**

Post Baccalaureate Insert

course grades earned (where applicable) in white boxes.

COURSE #	COURSE TITLE	CR.	GRADES		
CORE CURRICULUM					
	History	3			
EL	Writing Course	3			
EL XXX	Any writing class beyond EL102	3			
EL	Literature Course	3			
	Science and Lab	4			
MA 109 or 111	Calculus	4			
BA 350+BA350A	Business Statistics and Excel lab	4			
AR 235	Introduction to Web Design	3			
Total Credits for Core Curriculum		27			
MAJOR COURSES					
BA 102	Survey of Accounting	3			
BA 170	Organizational Behavior	3			
BA 220	Marketing Management	3			
BA 230	Introduction to Entrepreneurship	3			
BA 250 or 251	Global Business Management or International Business	3			
BA 265	Management Information Systems and Technology Entrepreneurship	3			
BA 310	Taxes I	3			
BA 320	Corporation Finance	3			
BA 340	Business Law	3			
CS 110	Computing and Information Science I	3			
EC 101, 102	Principles of Economics, Micro and Macro	6			
Total Credits for Major		36			
TEACHER CERTIFICATION COURSES					
ED 115	Educational Psychology	3			
PY 214	Adolescent Development	3			
ED 290	Psychology/Education of the Exceptional Student	3			
ED 100	Foundations of Education	3			
ED 103	Field Experience I: K-12	1			
ED 205	Strategies and Techniques of Instruction	3			
ED 206	Field Experience II: Strategies and Techniques of Instruction	1			
ED 208	Classroom Partnerships and Inclusion	3			
ED 220	Reading, Writing, and Differentiation in the Content Area	3			
ED 306	Teaching of Business, Computer and Information Technology	3			
ED 322	Field Experience III: K-12 Instruction & Theory	1			
ED 390	Teaching Nonnative and Culturally Diverse Students	3			
ED 400	Field Experience IV: Pre-Student Teaching Practicum	2			
ED 410	Field Experience V: Student Teaching Internship	8-9			
ED 411	Professional Seminar	3			
Total Credits for Teacher Certification Requirements		43-44			
Total Credits for BCIT Certification		106-107			

**COURSE REQUIREMENTS FOR CHEMISTRY CERTIFICATION***Post Baccalaureate*

Insert course grades earned (where applicable) in white boxes.

COURSE #	COURSE TITLE	CR.	GRADES		
CORE CURRICULUM					
	History	3			
EL	Writing Course	3			
EL	Literature Course	3			
FA	Fine Arts	3			
MA 111	Calculus I	4			
Total Credits for Core Curriculum		16			
MAJOR COURSES <i>*Consult with Chemistry advisor</i>					
CH 101/103	General Chemistry I and Lab	4			
CH 102/104	General Chemistry II and Lab	4			
CH 216/218	Quantitative Analysis and Lab	4			
CH 221/223	Organic Chemistry I and Lab	4			
CH 222/224	Organic Chemistry II and Lab	4			
CH 231/233	Physical Chemistry I and Lab	4			
CH 232	Physical Chemistry II	3			
CH 241	Inorganic Chemistry I	3			
CH 285	Teaching of Chemistry	2			
MA 112	Calculus II	4			
PH 111/113	Physics I and Lab	4			
PH 112/114	Physics II and Lab	4			
Total Credits for Major		44			
TEACHER CERTIFICATION COURSES					
ED 115	Educational Psychology	3			
PY 214	Adolescent Development	3			
ED 290	Psychology/Education of the Exceptional Student	3			
ED 100	Foundations of Education	3			
ED 103	Field Experience I: 7-12	1			
ED 205	Strategies and Techniques of Instruction	3			
ED 206	Field Experience II: Strategies and Techniques of Instruction	1			
ED 208	Classroom Partnerships and Inclusion	3			
ED 220	Reading, Writing, and Differentiation in the Content Area	3			
ED 304	Teaching of Science 7-12	3			
ED 322	Field Experience III: Secondary Instruction & Theory	1			
ED 390	Teaching Nonnative and Culturally Diverse Students	3			
ED 400	Field Experience IV: Pre-Student Teaching Practicum	2			
ED 410	Field Experience V: Student Teaching Internship	8-9			
ED 411	Professional Seminar	3			
Total Credits for Teacher Certification Requirements		43-44			
Total Credits for Chemistry Certification		106-107			

January 2017



COURSE REQUIREMENTS FOR HEALTH & PHYSICAL EDU CERTIFICATION

Post-Baccalaureate

CORE 1200/ED 100	Education Foundations*	3		
CORE 1200	History, Culture, and Politics	3		
CORE 1300/MA	Math course (required by PDE)*	3		
CORE 1500/EL	English writing course (required by PDE)*	3		
CORE 1510/CL129	Young Adult Literature*	3		
CORE 2200/PY 214	Adolescent Development*	3		
CORE 2300/NSCI or INTS 222/223	Human Anatomy and Kinesiology/Lab* or Human Anatomy and Physiology/Lab	4		
CORE 2600/ED 390	Promoting Youth Cultural Competence and Diversity*	3		
Total Credits for Core Curriculum (*designates core that also meet PDE)		25		

SPECIFIED HEALTH AND MANAGEMENT COURSES TO BE TAKEN WITHIN MAJOR

BL 140	Intro to Exercise Science	3		
BL 245	Exercise Physiology	3		
HSCI 250	Wellness and Nutrition	4		
PY 250	Addictive Behaviors	3		
BA 209	Sports Administration	3		
PY 275	Sports Psychology	3		
PY 322	Health Psychology	3		
PS 374	Sports Law	3		
Total Approved PDE Required Health and Management Content Courses		25		

SPECIFIED PHYSICAL EDUCATION COURSES

HPE 120	ER Care & Prevent of Injury	3		HPE 225	Wrestling and Track and Field Ø	1	
HPE 125	Gymnastics & Systematic Ex Ø	1		HPE 230	Strength and Weightlifting Ø	1	
HPE 130	Swimming and Water Safety Ø	1		HPE 315	Dance and Aerobics+	1	
HPE 135	Racquet Sports+	1		HPE 320	Games, Athletic Activities, & Rec+	1	
HPE 140	Baseball and Softball +	1		HPE 325	Adaptive Physical Education	3	
HPE 210	Volleyball and Basketball Ø	1		HPE 330	Special Topic: Alternative Sport Ø	1	
HPE 215	Soccer and Lacrosse Ø	1		HPE 340	Customized Training and Assessment	3	
HPE 220	Football and Rugby Ø	1		Total PDE Specific Physical Education Courses			21

Ø odd year offering; +even year offering

TEACHER CERTIFICATION COURSES

ED 142	Math course (recommended: ED 142 Math for Teachers)	3		
ED 103	Field Experience I: K-12	1		
ED 115	Educational Psychology	3		
ED 205	Strategies and Techniques of Instruction	3		
ED 206	Field Experience II: Strategies and Techniques of Instruction	1		
ED 290	Psychology of the Exceptional Student	3		
ED 208	Classroom Partnerships and Inclusion	3		
ED 220	Reading, Writing, and Differentiation in the Content Area	3		
ED ###	Teaching of Health and Physical Education PK-12	3		
ED 322	Field Experience III: Secondary Instruction & Theory	1		
ED 400	Field Experience IV: Pre-Student Teaching Practicum	2		
ED 410	Field Experience V: Student Teaching Internship	9		
ED 411	Professional Seminar	3		
Total Credits for Teacher Certification (*PDE core courses above excepted)		38		
Total Credits for Health and Physical Education Certification		109		



COURSE REQUIREMENTS FOR ENGLISH CERTIFICATION
Post Baccalaureate

Insert course grades earned (where applicable) in white boxes.

COURSE #	COURSE TITLE	CR.	GRADES		
CORE CURRICULUM					
	History	3			
	Science and Lab	4			
ED 142	Mathematics for Teachers or higher	3			
MA	Mathematics course (Algebra or higher)*	3			
FA	Fine Arts	3			
Total Credits for Core Curriculum		16			
MAJOR COURSES					
EL 119	History of the English Language	3			
EL 127, 213 or 214	Shakespeare on Film or Shakespeare’s Histories or Shakespeare’s Comedies	3			
EL 129 or 273	Young Adult Fiction or Representations of Childhood in Literature for Young Adults	3			
EL 131 or 132	American Literature	3			
EL 202	Intermediate Writing	3			
EL 325	Literary Criticism I	3			
EL 326	Literary Criticism II	3			
EL	Elective in English	3			
EL	Elective in English	3			
EL	Elective in English	3			
Total Credits for Major		30			
TEACHER CERTIFICATION COURSES					
ED 115	Educational Psychology	3			
PY 214	Adolescent Development	3			
ED 290	Psychology/Education of the Exceptional Student	3			
ED 100	Foundations of Education	3			
ED 103	Field Experience I: 7-12	1			
ED 205	Strategies and Techniques of Instruction/Lab	3			
ED 206	Field Experience II: Strategies and Techniques of Instruction	1			
ED 208	Classroom Partnerships and Inclusion	3			
ED 220	Reading, Writing, and Differentiation in the Content Area	3			
ED 301	Teaching of English 7-12	3			
ED 322	Field Experience III: Secondary instruction & Theory	1			
ED 390	Teaching Nonnative and Culturally Diverse Students	3			
ED 400	Field Experience IV: Pre-Student Teaching Practicum	2			
ED 410	Field Experience V: Student Teaching Internship	8-9			
ED 411	Professional Seminar	3			
Total Credits for Teacher Certification Requirements		46-47			
Total Credits for English Certification		92-93			

*Pre-college level mathematics does not count
 January 2017



COURSE REQUIREMENTS FOR MATHEMATICS CERTIFICATION

Post Baccalaureate

Insert course grades earned (where applicable) in white boxes.

COURSE #	COURSE TITLE	CR.	GRADES		
CORE CURRICULUM					
	History	3			
EL	Writing Course	3			
EL	Literature Course	3			
FA	Fine Arts	3			
Total Credits for Core Curriculum		12			
MAJOR COURSES					
MA 111	Calculus I	4			
MA 112	Calculus II	4			
MA 211	Analytical Calculus III	4			
MA 212	Ordinary and Partial Differential Equations	4			
MA 251	Linear Algebra	3			
MA 451	Abstract Algebra I	4			
MA 421	Real Analysis I	4			
MA 311	Probability and Statistics	3			
MA301	History of Mathematics	3			
PH 111/113	General Physics and Lab	4			
CS 110, 190, 270, or ENGR 115	Computer Science/Programming Class	3			
Total Credits for Major		40			
TEACHER CERTIFICATION COURSES					
ED 115	Educational Psychology	3			
PY 214	Adolescent Development	3			
ED 290	Psychology/Education of the Exceptional Student	3			
ED 100	Foundations of Education	3			
ED 103	Field Experience I: 7-12	1			
ED 205	Strategies and Techniques of Instruction	3			
ED 206	Field Experience II: Strategies and Techniques of Instruction	1			
ED 208	Classroom Partnerships and Inclusion	3			
ED 220	Reading, Writing, and Differentiation in the Content Area	3			
ED 303	Teaching of Math 7-12	3			
ED 322	Field Experience III: Secondary Instruction & Theory	1			
ED 390	Teaching Nonnative and Culturally Diverse Students	3			
ED 400	Field Experience IV: Pre-Student Teaching Practicum	2			
ED 410	Field Experience V: Student Teaching Internship	8-9			
ED 411	Professional Seminar	3			
Total Credits for Teacher Certification		43-44			
Total Credits for Mathematics Certification		95-96			

August 2019



COURSE REQUIREMENTS FOR MUSIC CERTIFICATION

Post Baccalaureate

COURSE #	COURSE TITLE	CR.	GRADES		
CORE CURRICULUM					
HI	History	3			
EL	Writing Course	3			
EL	Literature Course	3			
	Science and Lab	4			
MA 104 or higher	Elementary Functions	3			
ED 115	Educational Psychology	3			
PY 214	Adolescent Development	3			
ED 100	Foundations of Education	3			
(Total Credits for Core Curriculum)		25			

MAJOR COURSES

MU 108-109	Music History I, II	6			
MU 205 - 206	Sight Singing, Ear training and Solfeggio I, II	6			
MU 208 -209	Harmony I, II	6			
MU 220	Form and Analysis	3			
MU 171,175,180, 181, 182, 185	Marching Band, Instrumental Ensemble, College Singers, Musical Theater Workshop, Opera Workshop, Camerata	4			
MU 243	Music Technologies and Digital Orchestration	3			
MU 244	Woodwind Methods	1			
MU 245	Brass Methods	1			
MU 246	String Methods	1			
MU 247	Percussion Methods	1			
MU 248	Keyboard Methods	1			
MU 249	Vocal and Choral Methods	1			
MU 325	Primary Instrument Lessons 2 cr. (must take 3 times)	6			
MU 345-346	Conducting Music I, II	2			
(Total Credits for Major)		42			

TEACHER CERTIFICATION COURSES

ED 103	Field Experience I	1			
ED 142	Math for Teachers	3			
ED 290	Psychology/Education of the Exceptional Student	3			
ED 205	Strategies and Techniques of Instruction	3			
ED 206	Field Experience II: Strategies and Techniques	1			
ED 208	Classroom Partnerships and Inclusion	3			
ED 220	Reading, Writing and Differentiation in the Content Area	3			
ED 310	Teaching of Music K-12	3			
ED 322	Field Experience III: Secondary Instruction & Theory	1			
ED 390	Teaching Nonnative and Culturally Diverse Students	3			
ED 400-410	Field Experience IV and V	10-11			
ED 411	Professional Seminar	3			
(Total Credits for Teacher Certification Requirements)		37-38			
Total Credits for Music Certification		104-105			

**COURSE REQUIREMENTS FOR PHYSICS CERTIFICATION***Post Baccalaureate*

COURSE #	COURSE TITLE	CR.	GRADES		
CORE CURRICULUM					
	History	3			
EL	Writing Course	3			
EL	Literature Course	3			
FA	Fine Arts	3			
MA 111	Calculus I	4			
Total Credits for Core Curriculum		16			
MAJOR COURSES					
BL 150/151	General Biology I and Lab	4			
PH 111/113	General Physics I and Lab	4			
PH 112/114	General Physics II and Lab	4			
NSCI 100/101	Astronomy and Lab	4			
PH 211/213	Modern Physics and Lab	4			
PH 215	Thermodynamics	3			
PH 221	Classical Mechanics	3			
PH 241/243	Optics and Lab	4			
PH 251	Electrical Circuits and Electronics	2			
MA 112	Calculus II	4			
CH 101/103	General Chemistry I and Lab	4			
CH 102/104	General Chemistry II and Lab	4			
Total Credits for Major		44			
TEACHER CERTIFICATION COURSES					
ED 115	Educational Psychology	3			
PY 214	Adolescent Development	3			
ED 290	Psychology/Education of the Exceptional Student	3			
ED 100	Foundations of Education	3			
ED 103	Field Experience I: 7-12	1			
ED 205	Strategies and Techniques of Instruction	3			
ED 206	Field Experience II: Strategies and Techniques of Instruction	1			
ED 208	Classroom Partnerships and Inclusion	3			
ED 220	Reading, Writing, and Differentiation in the Content Area	3			
ED 304	Teaching of Science 7-12	3			
ED 322	Field Experience III: Secondary Instruction & Theory	1			
ED 390	Teaching Nonnative and Culturally Diverse Students	3			
ED 400	Field Experience IV: Pre-Student Teaching Practicum	2			
ED 410	Field Experience V: Student Teaching Internship	8-9			
ED 411	Professional Seminar	3			
Total Credits for Teacher Certification Requirements		43-44			
Total Credits for Physics Certification		103-104			

August 2019



COURSE REQUIREMENTS FOR SOCIAL STUDIES CERTIFICATION

Post Baccalaureate

COURSE #	COURSE TITLE	CR.	GRADES		
CORE CURRICULUM					
EL	Writing Course	3			
EL	Literature Course	3			
	Science and Lab	4			
ED 142	Mathematics for Teachers or higher	3			
MA	Mathematics course (Algebra or higher)*	3			
CA 235 AR 100	Web Design or Fine Arts	3			
Total Credits for Core Curriculum		19			
MAJOR AND SOCIAL STUDIES COURSES					
HI 104/105	Contemporary Europe I and II	6			
HI 106/107	Topics in US History I and II	6			
EC 102	Macro Economics	3			
ED 109	Physical and Cultural Geography	3			
PS 222	State and Local Government	3			
HI	Upper Level History: Race and Ethnicity recommended	3			
SO 106	Sociology of Global Issues	3			
Total Credits for Major		27			
TEACHER CERTIFICATION COURSES					
ED 115	Educational Psychology	3			
PY 214	Adolescent Development	3			
ED 290	Psychology/Education of the Exceptional Student	3			
ED 100	Foundations of Education	3			
ED 103	Field Experience I: 7-12	1			
ED 205	Strategies and Techniques of Instruction	3			
ED 206	Field Experience II: Strategies and Techniques of Instruction	1			
ED 208	Classroom Partnerships and Inclusion	3			
ED 220	Reading, Writing, and Differentiation in the Content Area	3			
ED 302	Teaching of Social Studies 7-12	3			
ED 322	Field Experience III: Secondary Instruction & Theory	1			
ED 390	Teaching Nonnative and Culturally Diverse Students	3			
ED 400	Field Experience IV: Pre-Student Teaching Practicum	2			
ED 410	Field Experience V: Student Teaching Internship	8-9			
ED 411	Professional Seminar	3			
Total Credits for Teacher Certification Requirements		43-44			
Total Credits for Social Studies Certification		89-91			

*Pre-college level mathematics does not count
July 2018



SAINT VINCENT COLLEGE

COURSE REQUIREMENTS FOR SPANISH CERTIFICATION, PK-12

Post Baccalaureate

COURSE #	COURSE TITLE	CR.	GRADES		
CORE CURRICULUM					
EL	Writing Course	3			
EL	Literature Course	3			
CA 235 or AR 00	Web Design or Art and Music of Western Culture	3			
	Science and Lab	4			
MA 100, 102, 104, 109, 111, 208	Mathematical Overview, Mathematics for Teachers, Elementary Functions, Mathematical Statistics, Calculus I, or higher (or a score of 560 or above on the SAT II Math Level IC Assessment)	6-7			
Total Credits for Core Curriculum		19-20			
MAJOR COURSES					
SP 203/204	Intermediate Spanish I & II	6			
SP 228	Spanish Literary Analysis	3			
SP 315	Advanced Grammar and Composition	3			
SP 320	Developing Oral Proficiency and Phonetics	3			
SP 444	Peninsular Culture and Civilization	3			
SP 445	Spanish Culture and Civilization	3			
SP	Any 300 or 400 Peninsular Literature class	3			
SP	Any 300 or 400 Spanish American Literature class	3			
Electives	Any 3 courses above SP 204	9			
SP 450/451	Electives/Study Abroad Experience or Immersion Experience* * approved by Education Advisor	9			
Total Credits for Major		45			
TEACHER CERTIFICATION COURSES					
ED 115	Educational Psychology	3			
PY 214	Adolescent Development	3			
ED 290	Psychology/Education of the Exceptional Student	3			
ED 100	Foundations of Education	3			
ED 103	Field Experience I: K-12	1			
ED 205	Strategies and Techniques of Instruction	3			
ED 206	Field Experience II: Strategies and Techniques of Instruction	1			
ED 208	Classroom Partnerships and Inclusion	3			
ED 220	Reading, Writing, and Differentiation in the Content Area	3			
ED 300	Teaching of Spanish K-12	3			
ED 322	Field Experience III: K-12 Instruction & Theory	1			
ED 390	Teaching Nonnative and Culturally Diverse Students	3			
ED 400	Field Experience IV: Pre-Student Teaching Practicum	2			
ED 410	Field Experience V: Student Teaching Internship	8-9			
ED 411	Professional Seminar	3			
Total Credits for Teacher Certification Requirements		43-44			
Total Credits for Spanish Certification		107-109			

July 2018

Graduate Level Degrees, Certifications, & Advising Guides



SAINT VINCENT COLLEGE

READING SPECIALIST PK-12 CERTIFICATION

Graduate Requirements

COURSE #	MASTER'S COURSE	CR.	GRADE
GCED 620	Assessment and Diagnostics	3	
GCED 635	Instructional Methodology	3	
GCRS 603	Foundations of Literacy	3	
GCRS 613	Complex Text and Disciplinary Literacy	3	
GCRS 623	Diagnosis of Reading Difficulties	3	
GCRS 633	Techniques for Reading Difficulties and Remediation	3	
GCRS 643	Reading Specialist Practicum PreK-12	3	
Total Credits for PK-12 Reading Specialist		21	



**MASTER OF SCIENCE IN COUNSELOR EDUCATION:
SCHOOL COUNSELOR (PRE K-12) CERTIFICATION**

Course Requirements

Insert course grades earned (where applicable) in white boxes.

COURSE #	MASTER'S COURSE	CR.	GRADE
GCED 605	Statistics and Research Design	3	
GCED 615	Curriculum Systems Design	3	
GCED 620	Assessment and Diagnostics	3	
GCED 645	Philosophical and Ethical Perspectives in Education	3	
GCED 650	Human Learning	3	
GCSE 607	Family and Professional Collaboration	3	
GCSE 697	Teaching Culturally Diverse Students with Limited English Proficiency	3	
GCCE 601	Orientation to Counselor Education, Services and Technology	3	
GCCE 611	Career and Lifestyle Counseling	3	
GCCE 621	Counseling of Children and Young Adults	3	
GCCE 631	Theory and Practices of Group Counseling	3	
GCCE 641	Counseling Techniques for Violent, Addictive, & Abusive Behaviors	3	
GCCE 651	Pre-Practicum in School Counseling	1	
GCCE 661	Practicum in Counselor Education (Fall Term)	1	
GCCE 671	Internship in Counselor Education (Spring Term)	1	
GCED 800 Comprehensive Exam (last semester)			
Total Credits for Major		39	

January 2018

- *Complete Comprehensive Exam Application semester prior to exam date – All applications are found on the Schoology group: Graduate Education Student Information

**CURRICULUM AND INSTRUCTION MASTER'S DEGREE***Course Requirements*

COURSE #	MASTER'S COURSE	CR.	GRADE
GCED 600	Educational Leadership and Professional Development	3	
GCED 605	Statistics and Research Design	3	
GCED 610	Current Issues and Trends	3	
GCED 615	Curriculum and Systems Design	3	
GCED 620	Assessment and Diagnostics	3	
GCED 625	Instructional Technology	3	
GCED 635	Instructional Methodology	3	
	Elective*	3	
	Elective*	3	
	Elective*	3	
GCED 800 Comprehensive Exam (last semester)			
Total Credits for Major		30	

Insert course grades earned (where applicable) in white boxes.

January 2017

- **Electives:**

Any graduate course outside of the Curriculum and Instruction program.

- *Complete Comprehensive Exam Application semester prior to exam date – All applications are found on Schoology under Graduate Education Student Information



**MASTER OF SCIENCE IN INSTRUCTIONAL DESIGN AND TECHNOLOGY:
INSTRUCTIONAL TECHNOLOGY SPECIALIST K-12 CERTIFICATION**

Course Requirements

Insert course grades earned (where applicable) in white boxes.

COURSE #	MASTER'S COURSE	CR.	GRADE
GCED 605	Statistics and Research Design	3	
GCED 615	Curriculum and Systems Design	3	
GCED 625	Instructional Technology	3	
GCED 635	Instructional Methodology	3	
GCED 660	Adult Learning	3	
GCSE 657	Technological Applications for Differentiated Instruction	3	
GCIT 614	Emergent Information Management and Instructional Technologies	3	
GCIT 624	Usability, Engagement, and Assessment Systems for Online Education	3	
GCIT 684	Advanced Instructional Design for Online Education	3	
GCIT 694	Practicum in Instructional Technology	3	
*Comprehensive Exam (last semester – GCED 800)			
Total Credits for Major		30	

January 2017

- *Complete Comprehensive Exam Application semester prior to exam date – All applications are found on Schoology under Graduate Education Student Information



**EDUCATIONAL LEADERSHIP MASTER'S DEGREE AND
K-12 SCHOOL PRINCIPAL CERTIFICATION**

Course Requirements

COURSE #	MASTER'S COURSE	CR.	GRADE
GCED 600	Educational Leadership and Professional Development	3	
GCED 605	Statistics and Research Design	3	
GCED 610	Current Issues and Trends	3	
GCED 615	Curriculum and Systems Design	3	
GCED 620	Assessment and Diagnostics	3	
GCED 630	Managing Financial and Material Resources	3	
GCED 645	Philosophical and Ethical Perspectives in Education	3	
GCED 655	Educational Jurisprudence	3	
GCED 675	Inclusionary Education	3	
GCED 680	Supervision of Instruction	3	
GCAD 676	Internship in School Administration I: Fall Term	1	
GCAD 686	Internship in School Administration II: Spring Term	1	
GCAD 696	Internship in School Administration III: Summer Term	1	
GCSE 607	Family and Professional Collaboration	3	
GCSE 697	Teaching Culturally Diverse Students with limited English Proficiencies	3	
GCED 800 Comprehensive Exam (last semester)			
Total Credits for Major		39	

Insert course grades earned (where applicable) in white boxes.

PA State Required Prerequisites *Must be completed before GCED 685 & GCED 690*****

Teacher Certification (Specify Area)	
Three (3) or more years of professional experience	

Required Praxis Test	Date Passed
-----------------------------	--------------------

School Leaders Licensure Assessment (SLLA) (1011 or 6011)	
-----------------------------------------------------------	--

January 2017

- *Complete Comprehensive Exam Application semester prior to exam date – All applications are found on Schoology under Graduate Education Student Information



SAINT VINCENT COLLEGE

MASTER OF SCIENCE IN SPECIAL EDUCATION
(For Already Certified Special Educators – Advanced Degree)
Course Requirements

COURSE #	MASTER'S COURSE	CR.	GRADE
GCSE 607	Family and Professional Collaboration	3	
GCSE 617	Diagnosis and Evaluation/High Incidence Disabilities	3	
GCSE 647	Advanced Clinical Applications in ABA	3	
GCSE 667	Advanced Intervention Strategies in Reading, Writing, and Math	3	
GCSE 687	Teaching Students with Autistic Spectrum and Developmental Disorders	3	
GCSE 717	Typical and Atypical Growth and Development	3	
GCSE 727	Methods and Assessment for Life-Span Transition	3	
GCED 737	Special Education Law and Ethics	3	
GCED 747	Emotional and Mental Health Disabilities	3	
GCED 605	Statistics and Research Design	3	
Comprehensive Exam (last semester)			
Total Credits for Major		360	

- *Complete Comprehensive Exam Application semester prior to exam date – All applications are found on the Schoology group Graduate Education Student Information



APPENDIX J



COMMON FIELD RUBRICS

These rubrics are to be completed by the instructor for each course containing a field experience prior to pre-student teaching. Note there is one rubric for undergraduate field experiences and a different rubric for graduate field experiences. A rubric is to be completed for each student and submitted to the Director of Experiential Learning, Ms. Makayla McMullen at the end of the semester.

UNDERGRADUATE Checklist of Field Competencies met in
Student _____ **Location** _____

ED _____

Instructor _____

Stages 1 and 2 Field Experiences: All Instructional I Certificates

Below Basic: Candidate is very limited; does not illustrate a working knowledge of the descriptors.	Basic: Candidate can replicate theory and strategies; able to demonstrate the descriptors as a novice to the field; needs practice to become proficient.	Proficient: Candidate is able to effectively apply and manipulate theory and strategies to deliver messages and assess; has a working knowledge of the descriptors; student is successful and effective; competent candidate	Advanced: Candidate motivates and creatively generates unique and original deliveries with effective learning results; outstanding ability with descriptors; extremely skilled candidate
------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Competency Domain A. Planning and Preparation	Requirement is Met When: The candidate: <ol style="list-style-type: none"> Reflects on elements of planning and preparation from observations in educational settings. Applies knowledge of PA PreK-12 Academic Standards to classroom observations. Identifies ways in which the age and/or related characteristics of students observed in various learning were reflected in instructional planning. Identifies how learning goals were developed to address individual student needs. Identifies how various resources, materials, technology and activities engage students in meaningful learning based on the instructional goals. 			
Missing – 0	Below Basic – 0	Basic – 1	Proficient – 2	Advanced – 3
Comments (Provide details for a score of 0 or 1.):				

Competency Domain B. Classroom Environment	Requirement is Met When: The candidate: <ol style="list-style-type: none"> Describes elements of effective classroom management observed in various educational settings. Observes teacher-to-student and student-to-student interactions and reflects on those observations. Observes how classroom resources are used to make adaptations and accommodations required to differentiate instruction for all learners. 			
Missing – 0	Below Basic – 0	Basic – 1	Proficient – 2	Advanced – 3
Comments (Provide details for a score of 0 or 1.):				

Competency Domain C. Instructional Delivery	Requirement is Met When: The candidate: <ol style="list-style-type: none"> Observes and reflects on effective verbal and non-verbal communication techniques. Observes and reflects on effective questioning and discussion techniques. Identifies ways in which technology is used as a teaching and learning tool. Reflects on the level of active student engagement during instructional delivery. Observes methods of communication of instructional goals, procedures and content. 			
Missing – 0	Below Basic – 0	Basic – 1	Proficient – 2	Advanced – 3
Comments (Provide details for a score of 0 or 1.):				

Competency Domain D. Professional Conduct	Requirement is Met When: The candidate: 1. Represents integrity, ethical behavior and professional conduct as stated in the “PA Code of Professional Practice & Conduct for Educators,” as well as local, state and federal laws and regulations. 2. Complies with school policies and procedures regarding professional dress, attendance and punctuality			
Missing – 0	Below Basic – 0	Basic – 1	Proficient – 2	Advanced – 3
Comments (Provide details for a score of 0 or 1.):				

Competency Domain E. Assessment	Requirement is Met When: The candidate: 1. Identifies and reports on various kinds of assessments used in instruction. 2. 2. Assesses their own professional growth through focused self-reflection.			
Missing – 0	Below Basic – 0	Basic – 1	Proficient – 2	Advanced – 3
Comments (Provide details for a score of 0 or 1.):				

Competency Domain F. Knowledge of Diverse Learners	Requirement is Met When: The candidate: 1. Reports on the unique characteristics and learning needs of diverse learners (age, gender, culture or ability) in the classroom. 2. Reports on effective practices and opportunities designed to communicate with and engage families, caregivers and the broader community.			
Missing – 0	Below Basic – 0	Basic – 1	Proficient – 2	Advanced – 3
Comments (Provide details for a score of 0 or 1.):				

Include any additional information about the field experience unique to this course or student



APPENDIX K

Formal Education Admission and Dispositions

Formal Admission

What are the requirements for Formal Admission to the Education Department?

You must have:

1. Earned a minimum of sophomore status in credits at the college-level (100 level or above) and/or be enrolled in ED205 Strategies and Techniques of Instruction and ED00A Formal Education Admission.
2. Declared an education major or minor.
3. Earned a minimum cumulative GPA of 2.8 for all courses on your transcript/s.
4. Achieved a passing score as established by the Pennsylvania Department of Education on the SAT or ACT or PAPA or CORE or a combination of qualifying scores.
5. Completed negative TB test, no record FBI clearance, Act 34, 151, and 126 on file in the department.
6. Demonstrated the following dispositions in the education courses in which you have already taken. These will be verified during a departmental review of all students enrolled in ED 00A Formal Education Admission. Each student will be endorsed by three education faculty during this review.

Commitment

Student:

- Is on time and prepared to engage each day.
- Completes assignments on time.
- Takes responsibility for reading and adhering to course syllabus and guidelines before contacting instructor.
- Has the ability and desire to take responsibility for their own learning and actions.
- Demonstrates appropriate use of electronic equipment in all courses-related settings.
- Attendance is regular and in rare cases when absence occurs the student informs the appropriate individuals per the norms established for the specific setting.
- Exhibits body language and class participation show appropriate levels of engagement for the specific setting.
- Demonstrates respect for own learning by seeking timely support.
- Demonstrates professionalism in all settings which includes adhering to dress codes for the specific setting.

Integrity

Student:

- Demonstrates a respect for privacy by the way in which sensitive information is handled in interactions in all settings.
- Maintains professional courtesy when expressing thoughts and opinions.
- Demonstrates ethical conduct by meeting established standards for assignment submissions and intellectual honesty.
- Is honest in interactions with professionals, peers, and families.

Communication

Student:

- Interaction with peers, instructors, and/or other professionals is appropriate and professional.
- Demonstrates the ability to listen and be respectful of divergent viewpoints.
- Demonstrates professional use of electronic communication.
- Demonstrates the ability to accept evaluative feedback and constructive criticism from peers, instructors, and/or other professionals.

Fairness

Student:

- Demonstrates behaviors that are consistent with the belief that all individuals have value and inherent capabilities to learn and develop.
- Demonstrates behaviors that are consistent with the belief that respect for diversity throughout all work, communications, and interactions is essential in the learning environment.



APPENDIX L

Pennsylvania Teacher Reciprocity Agreements

PENNSYLVANIA TEACHER RECIPROCITY AGREEMENTS

Through the NASDTEC Interstate Agreement, Pennsylvania allows individuals who have completed a teacher preparation program, or who have already become teachers in other states, to be awarded Pennsylvania teaching certification through reciprocity. Requirements of candidates through reciprocity are the following:

- Been awarded a baccalaureate degree.
- Completed a state-approved teacher education program, including a supervised student teaching experience, leading to a comparable or broader certificate in the member state.
- Received the recommendation from the certification officer at the college or university on an application form designated by this Bureau.
- Complied with all ancillary requirements, including Pennsylvania tests and 3.0 GPA. Six credits in math and six credits in English are also required for full certification.
- Met all Pennsylvania requirements related to citizenship as well as moral, ethical and physical/mental fitness.

For more information about the process of earning teaching certification through reciprocity, explore the Pennsylvania Department of Education website, <http://www.education.pa.gov> or call **717-728-3224**.

Information about Interstate agreements can be found here: [PDE Interstate Certification Agreement,
https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/CSPG18.aspx](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/CSPG18.aspx)

Transferring a PA Teaching Certificate to Another State

Students holding a Pennsylvania teaching certification can also transfer their teaching certificate to any of the states listed below without completing a teacher education program within that state. Each state may have different testing and application requirements, but PA certified candidates can apply to transfer their certificate, and if need be, take the specific state's licensure exam(s). Students need to check each state's department of education website for specific information on what is needed to transfer a PA certificate.

The following are member states of the NASDTEC Interstate Agreement who have signed reciprocity agreements with Pennsylvania.

Alabama	Kansas	New Hampshire	Tennessee
Arizona	Kentucky	New Jersey	Texas
Arkansas	Louisiana	New Mexico	Utah
California	Maine	New York	Vermont
Colorado	Maryland	North Carolina	Virginia
Connecticut	Massachusetts	North Dakota	Washington
Delaware	Michigan	Ohio	West Virginia
Florida	Mississippi	Oklahoma	Wisconsin
Georgia	Missouri	Oregon	Wyoming
Hawaii	Montana	Rhode Island	
Idaho	Nebraska	South Carolina	
Illinois	Nevada	South Dakota	