

SPRING 2025

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

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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 | 6 |
| Final Capstone Teaching Portfolio | 9 |
| Teacher Candidacy ED 00A Formal Education Admission..... | 9 |
| Teacher Certification Requirements..... | 11 |
| Academic Advising | 12 |
| Testing Information | 14 |
| ACT 151, ACT 34, ACT 126, FBI Fingerprinting Clearances, and TB Test | 16 |
| Fieldwork, Teaching Observations and Volunteerism | 18 |
| Professionalism and Ethics..... | 23 |
| Education Program Exit Criteria | 25 |
| Chapter 2: Student Teaching Program Guidelines | 27 |
| Formal Admission into Pre- and Student Teaching | 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 | 44 |
| Pennsylvania Code of Professional Practice and Conduct for Educators | 45 |
| Appendix B | 50 |
| Saint Vincent College Lesson Plan Format | 51 |
| Appendix C | 53 |
| Lesson Observations and Teaching Evaluation Forms | 54 |
| Appendix D | 58 |
| Pennsylvania Department of Education Form 430 Categories and INTASC | 69 |

| | |
|--|------------|
| Appendix E | 61 |
| Checklist for the Application for Advanced Standing | 62 |
| Appendix F | 64 |
| Verification of Required Hours of Fieldwork | 65 |
| Appendix G | 68 |
| Disposition Assessment and Pre-Student Teaching Recommendation Form..... | 70 |
| Appendix H | 71 |
| Application Procedure for Alternative Admission to the Teacher Certification Program | 72 |
| Appendix I | 73 |
| Advising Sheets for Certification Programs | 74 |
| Appendix J | 147 |
| Common Field Rubrics | 148 |
| Appendix K | 152 |
| Pennsylvania Teacher Reciprocity Agreements | 153 |

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 PA School Code, 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 education.pa.gov. 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 mean to these ends is 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

Chairperson Dr. Tracy McNelly Carey Center 724-805-2447
Certification Officer

Administrative Assistant Mrs. Joan Roach Prep Ground floor 724-805-2096

Full Time Faculty

| | | |
|-----------------------|------------------------------------|--------------|
| Dr. Kathy Beining | Carey 2 nd floor K-21B | 724-805-2981 |
| Dr. Jennifer Buxton | Prep Ground floor | 724-805-2515 |
| Dr. Veronica Ent | Carey 2 nd floor, K-25 | 724-805-2586 |
| Fr. Philip Kanfush | Carey 2 nd floor, K-20A | 724-805-2417 |
| Dr. Tracy McNelly | Carey 2 nd floor K-20B | 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 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.

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 and 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; 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 help of your education advisor and content area advisor, you can schedule and complete all education coursework required for your certification program.

PLEASE CONSULT 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 year</u> 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 | | | |
| 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 | | | |
| Comprehension & Vocabulary Essentials for Early and Special Learners | 200 | | | 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 or as needed) | 301 | | X* | | |
| Teaching Social Studies, 7-12 | 302 | | | X | |
| Teaching Mathematics, 7-12 (fall or as needed) | 303 | | X* | | |

| | | | | | |
|--|------------|---|---|----|---|
| Teaching Science, 7-12 (as needed) | 304 | | | X* | |
| Teaching of Art, K-12 (spring or as needed) | 305 | | | 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 | | | |
| Pre-Student Teaching Seminar | 401 | 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 | | |
| HEALTH & PHYSICAL EDUCATION | HPE | | | | |

| | | | | | |
|---|--|---|---|---|--|
| Field Experience I: HPE | | | X | | |
| Baseball and Softball (even years) | | | X | | |
| Emergency Care and Prevention of Injury (even years) | | | X | | |
| Strength and Weightlifting (even years) | | | X | | |
| Wrestling and Track and Field (odd years) | | | | X | |
| Dance and Aerobics (odd years) | | | | X | |
| Customized Training and Assessment (odd years) | | | | X | |
| Racquet Sports (odd years) | | | | X | |
| Teaching of Health and Physical Education (odd years) | | | | X | |
| Soccer and Lacrosse (odd years) | | X | | | |
| Adaptive Physical Education (odd years) | | X | | | |
| Games Athletic Activities (odd years) | | X | | | |
| Volleyball and Basketball (odd years) | | X | | | |
| BL Exercise Physiology (odd years) | | X | | | |
| Swimming and Water Safety (even years) | | | X | | |
| Gymnastics and Systematic Exercise (even years) | | | X | | |
| Special Topics (even years) | | | X | | |
| NSCI Wellness and Nutrition (even years) | | | X | | |
| NSCI Human Anatomy/Kinesiology and Lab | | | X | | |
| BL Introduction to Exercise Science | | | X | | |
| PY Health Psychology | | | X | | |
| PY Addictive Behaviors | | X | | | |
| PY Sports Psychology (even years) | | X | | | |
| PS Sports Law (even years) | | X | | | |
| BA Sports Administration | | | X | | |

FINAL CAPSTONE TEACHING PORTFOLIO

All students seeking certification should expect to reference earlier coursework and assignments for their final portfolio. It is the student's responsibility to keep archives from all courses to have a repertoire of artifacts to be used in the final portfolio introduced in ED 401 Pre-Student Teaching Seminar. 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 later.

TEACHER CANDIDACY ED 00A FORMAL EDUCATION ADMISSION

To gain formal admission to the teacher certification program, students must be enrolled in the B.S. in Early Childhood Education, B.S. in Middle Grade Education, PK-12 Health and Physical Education, or PreK-12 or 7-12 Education minor and have accumulated 48 earned credits, with a minimum cumulative grade point average of 3.0, and have evidence of an appropriate disposition assessment (including a signed FERPA disclosure), as well as up-to-date clearances on file. In addition, students must have successfully completed ED 205 Strategies and Techniques of Instruction with a grade of B- or higher. Students must have a P grade in **ED 00A Formal Education Admission**.

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. ED205 Strategies and Techniques may be repeated one (1) time if a student has earned a grade lower than a B- or has withdrawn from the course.

As per Since Title 22, Chapter 49 of the Pennsylvania Code, to be considered for full admission a student must:

- Have not less than 48 credit hours. *Students who do not meet Candidacy Admission requirements by the time they complete 60 credits may not take professional core courses and must either take steps to remediate and delay candidacy or change their major.*

- Have the required clearances registered in the Education Department office.
- Have a minimum cumulative GPA of 3.0. Students with a GPA between 2.8 and 2.99 can still gain candidacy if they meet the following criteria:
 - A 2.8 GPA and a combined score of 1050 on the SAT, with no score lower than 500 on either the verbal or mathematics subtests; or
 - A 2.8 GPA and a score of no less than 23 on the English subtest and 20 on the mathematics subtest of the ACT.
 - Qualifying scores on the preprofessional skills test (Praxis Core or PAPA)
- Have evidence of an appropriate disposition assessment completed by faculty.

Education Department Requirements:

- Pass ED 205 Strategies and Techniques of Instruction with a B- or higher or repeat the course (This course can only be repeated once; students who fail to pass the course with a B- after a second try will NOT be admitted into the teacher certification program).
- 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.

The Teacher Candidacy policy and application can be found on the Education Department website. <https://education.stvincent.edu/teacher-candidacy.html>

Transfer Students

Undergraduate students transferring to SVC must follow the standard application process outlined above. To be admitted directly into the College of Education, transfer students must have earned a minimum 3.0 GPA at their previous institution, meet all prerequisites for admission to Teacher Candidacy, and achieve a 3.0 GPA after completing 12 credits at SVC. Transfer students are eligible to apply once they have earned at least 48 combined credits from SVC and transfer coursework. Students transferring with more than 48 credits must apply to the College of Education before accumulating 60 combined credits.

Post-Baccalaureate Students

Individuals who have earned a baccalaureate degree from an accredited institution may qualify for initial teacher certification by completing the required coursework in one or more of the approved undergraduate programs. To gain unconditional admission to a College of Education post-baccalaureate program, applicants must provide evidence of a minimum 3.0 GPA in their undergraduate degree or graduate degree. Additionally, students must submit an Application for Admission to Teacher Candidacy along with clearances.

TEACHER CERTIFICATION REQUIREMENTS

In order to obtain teacher certification in the state of Pennsylvania, candidates must be of good moral character, complete an approved teacher preparation program that includes student teaching or practicum, pass the appropriate certification tests, and have an overall 3.0 GPA. Students with less than a 3.0 can only receive certification if they have a higher test score on their subject matter content test according to Chapter 354.

(5) The preparing institution shall ensure that candidates in initial programs culminating in a bachelor's degree or higher complete the program with an overall minimum GPA of 3.0.

(6) As an alternative to the overall minimum GPA of 3.0, the preparing institution may recommend candidates for certification if they have achieved one of the following:

(i) An overall minimum GPA of 2.8 and have earned a score on the appropriate subject area assessment required under § 49.18 (relating to assessment) that is at least one standard error of measure above the established qualifying score for that assessment.

(ii) An overall minimum GPA of 2.8 and have an earned score on the appropriate professional knowledge assessment required under § 49.18 (relating to assessment) of at least one standard error of measure above the established qualifying score for that assessment.

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 PK-12 Education for more information.

HEALTH AND PHYSICAL EDUCATION

Undergraduate students seeking a health and physical education certificate declare a major in Health and Physical Education. A Bachelor of Science in Health and Physical Education emphasizes teaching experiences across PK-12 grades, with opportunities to visit a variety of classrooms at these levels. Contact the Director of PK-12 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.

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 PK-12 Education

All Early Childhood Majors with a Freshman Start of 2024
Transfers (PK-4 & Middle Grades)

Dr. Jennifer Buxton

All Early Childhood Majors with Freshman Start of 2022 and 2026

Dr. Veronica Ent

All Early Childhood Majors with a Freshman Start of 2025
Art (starting fall 2025)

Fr. Philip Kanfush

Health and Physical Education

Dr. Tracy McNelly, Education Chair

English

Foreign Language (starting fall 2025)

Social Studies (with start date prior to Fall 2022)

Post-Baccalaureate and Intern certification

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)

M.S. in Counselor Education

Dr. Aaron Sams, Director of Graduate Programs

All Early Childhood Majors with a Freshman Start of Fall 2023

M.S. in Educational Leadership

M.S. in Curriculum and Instruction, including dual teaching certification

M.S. in Instructional Design and Technology

M.S. in Special Education

Dr. Dawn Turkovich

Art (current students)

Biology

Chemistry

Mathematics

Physics

TESTING INFORMATION

In order to obtain certification in Pennsylvania, students must take the appropriate certification test(s). These tests are typically taken during the senior year. PK-4 candidates will take the PECT exam, which is delivered through the PA Department of Education, which all other candidates will take tests offered through ETS Praxis.

- 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>
- Information about all testing can be found on the Education Department website: <https://education.stvincent.edu/testing-info.html>

Students should print all test results and provide a copy to the Education Department.

| PreK-4 | 4-8 | 7-12/K-12 |
|--|---|---|
| Grades PreK-4: Core professional knowledge – PECT exam | Praxis II test from ETS: PA Grades 4-8: Core Assessment 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). |

TESTING ASSISTANCE AND REMEDIATION

Praxis ETS and the PA PECT both provide test preparation manuals free of charge. Please also visit the Education Department website for test preparation information:

<https://education.stvincent.edu/test-preparation.html>

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. Information about waivers can be found in the links below:

<https://praxis.ets.org/test/takers/register-waivers.html>

https://education.stvincent.edu/uploads/9/6/6/8/9668125/pect_feewaiverrequestform.pdf

RETRIEVING SCORES

To retrieve scores for the 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 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 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 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 examination ONLY must specify who should receive the scores. PDE will automatically receive your scores if you take the tests in Pennsylvania; however, if you test out of state, you must indicate that test scores be sent to the **Pennsylvania Department of Education**. Additionally, you must also indicate **Saint Vincent College** as a recipient. If it asks for the college code, **submit 2808**. It is subject to change for PECT. Please double check the code when you register. If you don't specify that you want your score report sent to SVC, it will not be sent here, the Department will not receive score report, and we will not be able to submit your teaching certificate. You will have to re-order your scores at a cost to the student and have them sent to SVC.

- **You must request that your scores be sent to Saint Vincent College when you register for exams.**
- **You must print your test results and provide a copy to the Education Department for your 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 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. You can find qualifying scores on the Education Department website.

The Saint Vincent College Education Department is not responsible for students taking the wrong exam. Students should always refer to the ETS website and PECT website for specific state testing requirements.

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 clearances will affect your ability to register and 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 can 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 been 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. Make several copies of these documents for your own files and keep your originals safe.

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

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

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 to provide personal, reliable transportation to/from the district they are assigned. Students may not make requests for a field placement at a specific district due to transportation problems.

Field I & II, Introductory Fieldwork Course: Stage 1 & 2

ED 101/102/103 and HPE 103 are structured courses that involve class discussions, case studies, and visits to schools in the local area. Students also have the chance to work with younger students in the grade level or specialty area they are preparing for. 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 about two hours. 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: Stage 2

Because fieldwork is an essential part of the preparation required of future teachers, students will also participate in structured fieldwork experiences in all the methods classes. All students must 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.

Field III: Stage 3

ED 311/318/322, Field Experience III courses are structured to provide education students with direct experiences working with students at one school or educational site.

Pre-Student Teaching & Student Teaching Field Experience Requirements: Stage 3 & 4

During ED 400, pre-student teaching, education students will work in a school district one day per week the entire semester under the tutelage of a cooperating teacher. Education students will be responsible for working with students and teaching lessons. During ED 410, student teaching, education students will be placed in a school district for 14-weeks under the tutelage of a

cooperating teacher. Depending on certification, education students' placements may be split among two cooperating teachers and across two different sites, as needed. The Field Placement Director oversees ED 400 and ED 410 placements.

<https://www.pa.gov/content/dam/copapwp-pagov/en/education/documents/educators/certification-preparation-programs/framework-guidelines-and-rubrics/k-12%20program%20framework%20guidelines.pdf>

VOLUNTEERISM AND SERVICE

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. 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.

SUBSTITUTE TEACHING AS A STUDENT TEACHER

Saint Vincent College's teacher preparation program aims to collaborate in good faith with local school districts to ensure that student teachers receive proper support during their teaching experience while also meeting the school district's need for qualified substitute teachers within their buildings. This policy outlines the guidelines for student teachers at Saint Vincent College who wish to substitute teach in the absence of their cooperating teacher. The policy ensures compliance with PA state regulations, maintains high educational standards, and supports the professional development of student teachers.

To be eligible to substitute teach, student teachers:

- Must be enrolled in a teacher preparation program at Saint Vincent College and enrolled in a credit bearing course called ED410 Field V where they are under the daily mentorship of a cooperating teacher and supervised by a college faculty member or adjunct faculty member designated by the Director of Field Experience.
- May serve as a substitute for no more than 10 days for an individual professional or for 20 days for the school year (per 22 PA code 354.25(f)).
- May only substitute teach within their cooperating teacher's classroom in that teacher's absence. Student teachers are not permitted to substitute teach in a classroom outside of their cooperating teacher's classroom.
- Must maintain a minimum GPA of 3.0 during their time in ED410 Field V.
- Must have received at least one satisfactory observation during their student teaching experience completed by the College's student teacher supervisor. For students in split placements, at least one satisfactory observation at each placement site is required before being permitted to substitute teach for that cooperating teacher in his/her absence. A satisfactory observation is defined as an overall score of 60/80 on the Student Teaching Lesson Observation Form with no rating below a basic in any category.
- Must have been in the student teaching placement a minimum of 15 full school days before they can substitute teach for their cooperating teacher.
- Must demonstrate professional conduct by adhering to all host school district policies and procedures, maintaining professional behavior and attire, and arriving on time prepared for the day's responsibilities.
- Must possess all necessary clearances as required by Pennsylvania state law (e.g., criminal background check, child abuse clearance, and FBI fingerprinting).

Students can access the entire policy here: [Substitute Teaching as a Student Teacher.docx](#)

STUDENT ORGANIZATIONS AND CLUBS

Students can obtain various volunteer hours by actively participating in the clubs sponsored by the Education Department. A listing of the clubs is below.

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 allows education students to gather in a social setting, enabling them to form bonds to 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 kathleen.beining@stvincent.edu 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 promotes mental health awareness within special education. Contact Dr. Buxton at jennifer.buxton@stvincent.edu for more information.

STEM Club

The STEM Education Club aims to cultivate a community of students who value and understand the importance of interdisciplinary learning within the Science, Technology, Engineering, and

Mathematics subjects. The club provides valuable opportunities for Saint Vincent students within and outside of the Education Department in which members gain experience in properly blending these disciplines to educate students. Most of these experiences occur within the MakerSpace Lab that is located on the bottom floor of the Latimer Library and involve the use of a 3-D printer, hand tools, a laser cutter/engraver, a vinyl cutter, and more! Contact Dr. Aaron Sams at aaron.sams@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 tracy.mcnelly@stvincent.edu for membership information.

The leadership of SPSEA, ECE, Bearcat Buddies, Helping Minds, STEM Club, 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 DEPARTMENT

Teacher candidates must practice appropriate dress and department in classes and 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 appropriate dress shoes. For women, that includes a dress or skirt/pants and blouse/sweater and appropriate shoes. Clothes that are too short, too tight, or low cut are inappropriate. 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 miniskirts or dresses. 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 of 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 midpoint 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 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. Candidates with a GPA between 2.8 and 2.99 must have earned a score on the appropriate subject area assessment required under § 49.18 (relating to assessment) that is at

least one standard error of measure above the established qualifying score for that assessment; or an overall minimum GPA of 2.8 and have an earned score on the appropriate professional knowledge assessment required under § 49.18 (relating to assessment) of at least one standard error of measure above the established qualifying score for that assessment (Chapter 354).

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 410 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 PRE- AND STUDENT TEACHING

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 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 must be submitted the semester before 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 17, 2025, the day AFTER the Town Meeting- and will remain open until Friday, January 24, 2025. 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 than 4pm January 24, 2025.** 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 21, 2025.** 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**. The online application will ask you questions that will determine your preliminary placement.
- Submit **Application for Advanced Standing packet** (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
 - Highlighted completion of six credits in English/writing.
 - 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. Include a signature.

Alternative Admission

Students who do not meet all 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 between 2.8-2.99 and meet one the following criteria under to be considered for application:

1. A 2.8 GPA and a combined score of 1050 on the SAT, with no score lower than 500 on either the verbal or mathematics subtests; or
2. A 2.8 GPA and a score of no less than 23 on the English subtest and 20 on the mathematics subtest of the ACT.

3. Qualifying scores on the preprofessional skills test (Praxis Core or PAPA)

In order to earn teacher certification from PDE, students who have earned below a 3.0 at the conclusion of the student teaching semester will be required to have an earned score on the appropriate knowledge assessment required under § 49.18 (relating to assessment) of at least one standard error of measure above the established qualifying score for that assessment.

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 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 and ED155 Geometric Measurement. However, all teacher certification students can take these courses 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 of 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
Derry Area School District
Franklin Regional School District
Gateway School District
Greater Latrobe School District
Greensburg Salem School District
Hempfield Area School District
Jeannette City School District
Kiski Area School District
Ligonier Valley School District
McKeesport School District

Mt. Pleasant School District
Norwin School District
Penn Trafford School District
Plum Area School District
River Valley School District
Southmoreland School District
Steel Valley
West Mifflin School District
Woodland Hills School District
Yough School District

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 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. Students 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 for 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 spends the day observing or performing other assigned duties. Any missed days must be made up by the pre-student teacher.

The semester visits 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 electronic portfolio as described in the ED 401/411 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 401 seminars and other related campus activities.
- Completion of all forms included in the PRE-STUDENT TEACHING HANDBOOK given during the first class meeting.
- 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 the 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-. Students who are eligible take ED 401 for 0 Credits will have their ED 401 requirements graded with their ED 400 requirements.

IMPORTANT POINTS TO REMEMBER ABOUT ED 400 PRE- STUDENT TEACHER PRACTICUM and ED 401 PRE-STUDENT TEACHER SEMINAR

- 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. With permission, a student may do two split days, but anything more divided than two half days is not permitted.
- Students will also meet weekly on campus during ED401 Pre-student Teaching Seminar. 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. These should be four distinct lessons. (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.
- Students are not permitted to do any substituting and count it toward their pre-student teaching time.

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 college's calendar once student teaching begins and are **not permitted to take other classes except for professional seminars. Substituting as a student teacher is permitted under the certain conditions covered in the Student Teacher Substituting Policy (pages 19-21).**

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 lesson plans 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 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 are 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-.

The department tries to keep continuity between pre-student and student teaching by maintaining the same placements or districts in both semesters. Since final acceptance of placement is approved by the school district, the department cannot guarantee the same placement or district from pre-student to student teaching.

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 focus of educating educators.

Courses are arranged in 7-week accelerated sequences year around. Students can apply to the master's degree program at any time. Contact the Director of Graduate Programs in Education, Dr. Aaron Sams, at aaron.sams@stvincent.edu or 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 |

| | |
|-------------|---|
| 3 Electives | 3 elective courses (any graduate education course not listed) |
| GCED 800 | Comprehensive Exam |

M.S. in SPECIAL EDUCATION

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 that can be completed in about 5 semesters. The courses are held in a year-round sequence, including summer, fall, and spring semesters.

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, & Mathematics |
| GCSE 687 | Teaching Students with Autism Spectrum & 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 many 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 |

M.S. IN EDUCATIONAL LEADERSHIP

The Master of Science Degree in Educational Leadership 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 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 Educational Leadership 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.

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.

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 |

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 it 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)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § 1101.1201(a)(1), (2) and (4) and (b)(1), (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 | |
|--|--|
| <p>Enduring Understandings: <i>Use unit plan big ideas & situated context/your established unit plan goals</i></p> | |
| <p>Essential Questions: <i>What do you hope students will investigate?</i></p> | |
| <p>Essential Skills & Knowledge: <i>What knowledge & skills will students leave with?</i></p> | |
| 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</p> <p><input type="checkbox"/> Middle</p> <p><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 (*may occur on another day: unit, final, capstone, project*):

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

Student Teacher: _____ Grade: _____

School _____ Subject _____

Cooperating Teacher _____ College Supervisor _____

Observer's Signature: _____ Date of Observation: _____

Score Guide:

Check boxes of the teaching behaviors the candidate displays in each category. Blank check boxes are for observer to add a description not included in the category list, if needed. For each category, choose a rating. Fractional points are permitted. Total grade is out of 80 points. In the comment section provide strengths demonstrated, growth shown, or improvements needed by the candidate.

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

1. Planning and Preparation

| | | | | | | | |
|--|--|-----------|----------|----------|--|--|--|
| <p>Candidate's plans are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> in the Saint Vincent College format. <input type="checkbox"/> reflect the district curriculum/PA Standards/Common Core. <input type="checkbox"/> contain clear and relevant behavioral (instructional) objectives. <input type="checkbox"/> include adaptations/ accommodations for diverse learners and pupils with special needs. <input type="checkbox"/> contain sufficient detail and organization to be easily followed, evaluated, and taught. <input type="checkbox"/> | <p>Rating</p> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">BB</td> <td style="width: 33%;">B</td> <td style="width: 33%;">P</td> </tr> <tr> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> </tr> </table> | BB | B | P | | | |
| BB | B | P | | | | | |
| | | | | | | | |

2. Introduction to Learning

| | | | | | | | |
|--|--|-----------|----------|----------|--|--|--|
| <p>Candidate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> assesses students' prior learning before proceeding with a new lesson. <input type="checkbox"/> has a clear connection between appropriate prior and new learning. <input type="checkbox"/> clearly communicates new learning goals/objectives in observable and measurable terms. <input type="checkbox"/> motivates students to participate. <input type="checkbox"/> | <p>Rating</p> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">BB</td> <td style="width: 33%;">B</td> <td style="width: 33%;">P</td> </tr> <tr> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> </tr> </table> | BB | B | P | | | |
| BB | B | P | | | | | |
| | | | | | | | |

3. Delivery of Instruction

| | | | | | | | |
|---|--|-----------|----------|----------|--|--|--|
| <p>Candidate displays:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ample content knowledge and enthusiasm. <input type="checkbox"/> interest in the subject matter and a positive attitude towards the class. <input type="checkbox"/> appropriate models for students. <p>Candidate presents info:</p> <ul style="list-style-type: none"> <input type="checkbox"/> matched to the lesson objectives. <input type="checkbox"/> sequenced so that the class can easily process at the proper level of difficulty. <input type="checkbox"/> adapted for diverse learners and students with special needs. <input type="checkbox"/> in a variety of ways using research-based pedagogy, appropriate strategies, materials, and/or technology. | <p>Rating</p> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">BB</td> <td style="width: 33%;">B</td> <td style="width: 33%;">P</td> </tr> <tr> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> </tr> </table> | BB | B | P | | | |
| BB | B | P | | | | | |
| | | | | | | | |

4. Student Engagement

| | | | | | | | |
|---|--|-----------|----------|----------|--|--|--|
| <p>Candidate uses:</p> <ul style="list-style-type: none"> <input type="checkbox"/> varied questioning techniques and addresses multiple taxonomies or depths of knowledge. <input type="checkbox"/> appropriate checks throughout lesson to ensure that the students comprehend the concepts and skills. <input type="checkbox"/> opportunities for active participation. <p>Students are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> held accountable for completing tasks. <input type="checkbox"/> provided with immediate and specific feedback. <input type="checkbox"/> Candidate monitors: <input type="checkbox"/> lesson progress toward learning objectives/goals and adjusts the lesson as needed utilizing formative or summative assessment. <input type="checkbox"/> | <p>Rating</p> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">BB</td> <td style="width: 33%;">B</td> <td style="width: 33%;">P</td> </tr> <tr> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> </tr> </table> | BB | B | P | | | |
| BB | B | P | | | | | |
| | | | | | | | |

5. Guided and Independent Practice

| | | | | | | | |
|--|--|-----------|----------|----------|--|--|--|
| <p>Candidate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses activities and/or assignments congruent with the learning goals/objectives. <input type="checkbox"/> provides expectations, procedures, and practices/models tasks prior to assigning independent practice. <input type="checkbox"/> | <p>Rating</p> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">BB</td> <td style="width: 33%;">B</td> <td style="width: 33%;">P</td> </tr> <tr> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> </tr> </table> | BB | B | P | | | |
| BB | B | P | | | | | |
| | | | | | | | |

6. Closure

| | | | | | | | |
|---|--|-----------|----------|----------|--|--|--|
| <p>Candidate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides closure to give the students an opportunity to summarize the lesson. <input type="checkbox"/> provides for a smooth transition to the next activity. <input type="checkbox"/> | <p>Rating</p> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">BB</td> <td style="width: 33%;">B</td> <td style="width: 33%;">P</td> </tr> <tr> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> </tr> </table> | BB | B | P | | | |
| BB | B | P | | | | | |
| | | | | | | | |

7. Classroom Environment

| | | | | | | | |
|---|--|-----------|----------|----------|--|--|--|
| <p>Candidate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> offers a positive, safe, and secure environment conducive to learning. <input type="checkbox"/> Makes appropriate transitions. <input type="checkbox"/> treats students with courtesy and respect. <input type="checkbox"/> stops, identifies, and immediately corrects inappropriate behavior consistent with school and classroom policy. <input type="checkbox"/> acknowledges desirable behaviors. <input type="checkbox"/> eliminates down time. <input type="checkbox"/> | <p>Rating</p> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">BB</td> <td style="width: 33%;">B</td> <td style="width: 33%;">P</td> </tr> <tr> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> </tr> </table> | BB | B | P | | | |
| BB | B | P | | | | | |
| | | | | | | | |

8. Professionalism

| | | | | | | | |
|--|--|-----------|----------|----------|--|--|--|
| <p>Candidate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates professional dress and manner in conformity with the SVC Education Department Handbook. <input type="checkbox"/> uses correct grammar, vocabulary, and expression in written and oral communications <input type="checkbox"/> delivers lesson in an effective volume and diction, <input type="checkbox"/> is free of distracting mannerisms <input type="checkbox"/> conducts herself/himself in an ethical and professional manner <input type="checkbox"/> works effectively with other faculty & support personnel. <input type="checkbox"/> | <p>Rating</p> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">BB</td> <td style="width: 33%;">B</td> <td style="width: 33%;">P</td> </tr> <tr> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> <td style="border: 1px solid black; height: 20px;"></td> </tr> </table> | BB | B | P | | | |
| BB | B | P | | | | | |
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| | |
|---|---------------------------------|
| <p>Space for comments, grading rationale, descriptions of strengths, improvements, and/or growth:</p> | <p>Total Points: /80</p> |
|---|---------------------------------|

Student Teaching Lesson Observation Form

Saint Vincent College Education Department

Student Teacher: _____ Grade: _____

School _____ Subject _____

Cooperating Teacher _____ College Supervisor _____

Observer's Signature: _____ Date of Observation: _____

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.

| | | | |
|--|--|---|--|
| <p>Below Basic (BB) Candidate is very limited; does not illustrate a working knowledge of the descriptors.</p> <p>POINT VALUE: 5-6</p> | <p>Basic (B) Candidate can replicate theory and strategies; able to demonstrate the descriptors as a novice to the field; needs practice to become proficient.</p> <p>POINT VALUE: 7-8</p> | <p>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.</p> <p>POINT VALUE: 9</p> | <p>Advanced (A) Candidate motivates and creatively generates unique and original deliveries with effective learning results; outstanding ability with descriptors; extremely skilled candidate.</p> <p>POINT VALUE: 10</p> |
|--|--|---|--|

1. Planning and Preparation

| | | | | | | | | | |
|---|---|----|---|---|---|--|--|--|--|
| <p>Candidate's plans are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> in the Saint Vincent College format, <input type="checkbox"/> reflect the district curriculum/PA Standards/Common Core, <input type="checkbox"/> contain clear and relevant behavioral (instructional) objectives, <input type="checkbox"/> include adaptations/ accommodations for students with special needs, <input type="checkbox"/> contain sufficient detail and organization to be easily followed, evaluated, and taught. <input type="checkbox"/> | <p>Rating</p> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">BB</td> <td style="border: 1px solid black; padding: 2px;">B</td> <td style="border: 1px solid black; padding: 2px;">P</td> <td style="border: 1px solid black; padding: 2px;">A</td> </tr> <tr> <td style="border: 1px solid black; height: 20px; width: 40px;"></td> <td style="border: 1px solid black; height: 20px; width: 40px;"></td> <td style="border: 1px solid black; height: 20px; width: 40px;"></td> <td style="border: 1px solid black; height: 20px; width: 40px;"></td> </tr> </table> | BB | B | P | A | | | | |
| BB | B | P | A | | | | | | |
| | | | | | | | | | |

2. Introduction to Learning

| | | | | | | | | | |
|--|---|----|---|---|---|--|--|--|--|
| <p>Candidate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> assesses students' prior learning before proceeding with a new lesson, <input type="checkbox"/> has a clear connection between appropriate prior and new learning, <input type="checkbox"/> clearly communicates new learning goals/objectives in observable and measurable terms. <input type="checkbox"/> motivates students to participate. <input type="checkbox"/> | <p>Rating</p> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">BB</td> <td style="border: 1px solid black; padding: 2px;">B</td> <td style="border: 1px solid black; padding: 2px;">P</td> <td style="border: 1px solid black; padding: 2px;">A</td> </tr> <tr> <td style="border: 1px solid black; height: 20px; width: 40px;"></td> <td style="border: 1px solid black; height: 20px; width: 40px;"></td> <td style="border: 1px solid black; height: 20px; width: 40px;"></td> <td style="border: 1px solid black; height: 20px; width: 40px;"></td> </tr> </table> | BB | B | P | A | | | | |
| BB | B | P | A | | | | | | |
| | | | | | | | | | |

3. Delivery of Instruction

| | | | | | | | | | |
|--|---|----|---|---|---|--|--|--|--|
| <p>Candidate displays:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ample knowledge, enthusiasm, <input type="checkbox"/> interest in the subject matter and a positive attitude towards the class. <p>Candidate presents Info:</p> <ul style="list-style-type: none"> <input type="checkbox"/> matched to the lesson objectives, <input type="checkbox"/> sequenced so that the class can easily process at the proper level of difficulty <input type="checkbox"/> adapted for diverse learners and students with special needs. <input type="checkbox"/> In a variety of ways using research-based pedagogy, appropriate strategies, materials, and/or technology. <input type="checkbox"/> | <p>Rating</p> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">BB</td> <td style="border: 1px solid black; padding: 2px;">B</td> <td style="border: 1px solid black; padding: 2px;">P</td> <td style="border: 1px solid black; padding: 2px;">A</td> </tr> <tr> <td style="border: 1px solid black; height: 20px; width: 40px;"></td> <td style="border: 1px solid black; height: 20px; width: 40px;"></td> <td style="border: 1px solid black; height: 20px; width: 40px;"></td> <td style="border: 1px solid black; height: 20px; width: 40px;"></td> </tr> </table> | BB | B | P | A | | | | |
| BB | B | P | A | | | | | | |
| | | | | | | | | | |

4. Student Engagement

| | | | | | | | | | |
|---|--|-----------|----------|----------|----------|--|--|--|--|
| <p>Candidate uses:</p> <ul style="list-style-type: none"> <input type="checkbox"/> varied questioning techniques and addresses multiple taxonomies or depths of knowledge. <input type="checkbox"/> appropriate checks throughout lesson to insure that the students comprehend the concepts and skills. <input type="checkbox"/> opportunities for active participation. <p>Students are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> held accountable for completing tasks. <input type="checkbox"/> provided with immediate and specific feedback. <p>Candidate monitors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> lesson progress toward learning objectives/goals and adjusts the lesson as needed utilizing formative or summative assessment. <input type="checkbox"/> | <p>Rating</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25%; text-align: center;">BB</td> <td style="width: 25%; text-align: center;">B</td> <td style="width: 25%; text-align: center;">P</td> <td style="width: 25%; text-align: center;">A</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> </table> | BB | B | P | A | | | | |
| BB | B | P | A | | | | | | |
| | | | | | | | | | |

5. Guided and Independent Practice

| | | | | | | | | | |
|--|--|-----------|----------|----------|----------|--|--|--|--|
| <p>Candidate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses activities and/or assignments congruent with the learning goals/objectives. <input type="checkbox"/> provides expectations, procedures, and practices/models tasks prior to assigning independent practice. <input type="checkbox"/> | <p>Rating</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25%; text-align: center;">BB</td> <td style="width: 25%; text-align: center;">B</td> <td style="width: 25%; text-align: center;">P</td> <td style="width: 25%; text-align: center;">A</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> </table> | BB | B | P | A | | | | |
| BB | B | P | A | | | | | | |
| | | | | | | | | | |

6. Closure

| | | | | | | | | | |
|---|--|-----------|----------|----------|----------|--|--|--|--|
| <p>Candidate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides closure to give the students an opportunity to summarize the lesson. <input type="checkbox"/> provides for a smooth transition to the next activity. <input type="checkbox"/> | <p>Rating</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25%; text-align: center;">BB</td> <td style="width: 25%; text-align: center;">B</td> <td style="width: 25%; text-align: center;">P</td> <td style="width: 25%; text-align: center;">A</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> </table> | BB | B | P | A | | | | |
| BB | B | P | A | | | | | | |
| | | | | | | | | | |

7. Classroom Environment

| | | | | | | | | | |
|--|--|-----------|----------|----------|----------|--|--|--|--|
| <p>Candidate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> offers a positive, safe, and secure environment conducive to learning. <input type="checkbox"/> treats students with courtesy and respect. <input type="checkbox"/> stops, identifies, and immediately corrects inappropriate behavior consistent with school and classroom policy. <input type="checkbox"/> acknowledges desirable behaviors. <input type="checkbox"/> eliminates down time. <input type="checkbox"/> | <p>Rating</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25%; text-align: center;">BB</td> <td style="width: 25%; text-align: center;">B</td> <td style="width: 25%; text-align: center;">P</td> <td style="width: 25%; text-align: center;">A</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> </table> | BB | B | P | A | | | | |
| BB | B | P | A | | | | | | |
| | | | | | | | | | |

8. Professionalism

| | | | | | | | | | |
|---|--|-----------|----------|----------|----------|--|--|--|--|
| <p>Candidate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates professional dress and manner in conformity with the SVC Education Department Handbook. <input type="checkbox"/> uses correct grammar, vocabulary, and expression in written and oral communications. <input type="checkbox"/> delivers lesson in an effective volume and diction. <input type="checkbox"/> is free of distracting mannerisms. <input type="checkbox"/> conducts herself/himself in an ethical and professional manner. <input type="checkbox"/> works effectively with other faculty and support personnel. <input type="checkbox"/> | <p>Rating</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25%; text-align: center;">BB</td> <td style="width: 25%; text-align: center;">B</td> <td style="width: 25%; text-align: center;">P</td> <td style="width: 25%; text-align: center;">A</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> </table> | BB | B | P | A | | | | |
| BB | B | P | A | | | | | | |
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|--|----------------------|-----|
| Space for comments, grading rationale, descriptions of strengths, improvements, and/or growth: | 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 portal 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.
 - A GPA between a 2.8-2.99 requires appropriate SAT/ACT scores and those score reports should be attached to the application.
 - Grade point average of at least a 2.0 in the major.
 - Highlighted completion of six credits in mathematics including MA 104 or higher
 - Highlighted completion of six credits in English/Literature/Writing
- 2. Copies of your Act 34, Act 126, Act 151, FBI Fingerprinting clearances (Required when entering into the Education program (possibly renewed before pre-student teaching based on assigned district. Tuberculosis test, dated non-expired through the student teaching experience. (Expired or soon to be expired clearances and tests will result in cancelled pre-student teaching.))
- 3. Validation of Required Hours of Fieldwork. Completed enclosed Validation Form with signature from the Director of Experiential Education.
- 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 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.

Table with 4 columns: Hours, Site, Duties (briefly describe), Semester. It contains 6 rows for data entry and a final row for a total of 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



**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

Disposition Assessment for Teacher Candidacy and Pre-Student Recommendation Form

Disposition Assessment Rubric for Teacher Candidacy

COMING SOON

Recommendation for Pre-Student Teaching 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 Pre-student Teaching 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 2.8 and a 2.99 to gain admission into Pre-Student Teaching by submitting information that the candidate believes will demonstrate his or her potential to be a successful classroom teacher.

Students who do not meet all the requirements listed on the application process 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 between 2.8-2.99 and meet the following criteria under to be considered for application:

1. A 2.8 GPA and a combined score of 1050 on the SAT, with no score lower than 500 on either the verbal or mathematics subtests; or
2. A 2.8 GPA and a score of no less than 23 on the English subtest and 20 on the mathematics subtest of the ACT.
3. Qualifying scores on the preprofessional skills test (Praxis Core or PAPA)

In order to earn teacher certification from PDE, students who have earned below a 3.0 at the conclusion of the student teaching semester will be required to have an earned score on the appropriate knowledge assessment required under § 49.18 (relating to assessment) of at least one standard error of measure above the established qualifying score for that assessment.

Submit the following to the education office:

- A. Submit all documents required for the standard admission process.
- B. Copies of qualifying test scores as listed above.
- C. 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 you have worked with children that document your history of being interested in educating young people.
 3. Provide examples of volunteer service that you have 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 a 2.8 GPA or higher

The Alternative Admissions Application is to be submitted in conjunction with the Application for Pre-Student Teaching

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 & Special Learners L
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 Promoting Youth Cultural Competence and Diversity

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 & Math for the Middle & Special Learners
ED 237 Teaching of Humanities for the Middle and Special Learners
- ELL ED 390 Promoting Youth Cultural Competence and Diversity

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 Promoting Youth Cultural Competence and Diversity

Undergraduate Certification & Advising Guides

ART CERTIFICATION WITH ART EDUCATION MAJOR

| 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 400/410) Student Teaching | XX | | | |
| CORE 2600 | Fulfilled by (ED 400/410) 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 | | | |

BIOLOGY CERTIFICATION (with B.S. in Biology)

| 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 (400/410) Student Teaching* | XX | | |
| CORE 2600 | Fulfilled by ED (400/410) 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 # | 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 (400/410) Student Teaching* | XX | | |
| CORE 2600 | Fulfilled by ED (400/410) 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 # | 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 (400/410) Student Teaching* | XX | | |
| CORE 2600 | Fulfilled by ED (400/410) 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 # | 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 | <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 (400/410) Student Teaching* | XX | | |
| CORE 2600 | Fulfilled by ED (400/410) 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 ∅ | 1 | |
| HPE 125 | Gymnastics & Systematic Ex + | 1 | | HPE 230 | Strength and Weightlifting + | 1 | |
| HPE 130 | Swimming and Water Safety + | 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 ∅ | 1 | | HPE 330 | Special Topic: Alternative Sport + | 1 | |
| HPE 215 | Soccer and Lacrosse ∅ | 1 | | HPE 340 | Customized Training and Assessment ∅ | 3 | |
| HPE 220 | Football and Rugby ∅ | 1 | | Total PDE Specific Physical Education Courses | | | 21 |

∅ 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 # | 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 (400/410) Student Teaching* | XX | | |
| CORE 2600 | Fulfilled by ED (400/410) Student Teaching* | XX | | |
| CORE 3400 | Loving Seminar | 3 | | |
| Total Credits for Core Curriculum (*designates course also meets PDE) | | 27 | | |

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

| | | | | |
|--|---|--------------|--|--|
| 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 231 | Methods of Proof | 3 | | |
| 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 or MA 241 | Probability and Statistics or Statistics I | 3 | | |
| MA 421 | Real Analysis I | 4 | | |
| MA 451 | Abstract Algebra I | 4 | | |
| CS 110, 190, 270, or ENGR 115 | Computer Science/Programming Course (note: CS 190 is one credit) | 1 or 3 | | |
| MA 501 | Capstone Course 1 | 1 or 2 | | |
| Total Other Approved PDE Required Content Courses | | 46/49 | | |

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 | | 120/ | | |
| ** 124 credits required for graduation | | 123 | | |

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

| 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 (400/410) Student Teaching* | XX | | |
| CORE 2600 | Fulfilled by ED (400/410) 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*****

PHYSICS CERTIFICATION (with B.S. in Physics Education)

| 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 | 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 (400/410) Student Teaching* | XX | | |
| CORE 2600 | Fulfilled by ED (400/410) 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 Education Major | | 130 | | |

PK-4 CERTIFICATION WITH EARLY CHILDHOOD EDUCATION MAJOR (B.S. in ECE)

| 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</i> Core Writing* | 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 (400/410) Student Teaching* | XX | | |
| CORE 2600 | Fulfilled by ED (400/410) 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 # | 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 PSYCHOLOGY 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)

| | | | | |
|--|---|-----------|--|--|
| 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 (400/410) Student Teaching* | XX | | |
| CORE 2600 | Fulfilled by ED (400/410) 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 # | 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 | 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 (400/410) Student Teaching* | XX | | |
| CORE 2600 | Fulfilled by ED (400/410) 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 | | | | |

Undergraduate Advising Guides

For students enrolled beginning Fall 2024

Note: As we make final adjustments to the new advising guides, course requirements may change. Please check with your advisor to ensure you are registering for the appropriate courses.

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

September 2024

| COURSE # | COURSE TITLE | CR. | GRADES | |
|--|--|-----------|--------|--|
| Tier I – The Foundations (8 courses) | | | | |
| CORE SLO1 | Intro Theology (TH) | 3 | | |
| CORE SLO2 | History, Language, Literature, Politics (Select 1) | 3 | | |
| CORE SLO3 | Natural Science (NSCI) | 4 | | |
| CORE SLO3 | ED100* Foundations of Education | 3 | | |
| CORE SLO3 | ED142* Math for Teachers | 3 | | |
| CORE SLO4 | Listening Seminar | 3 | | |
| CORE SLO5 | Core Writing* | 3 | | |
| CORE SLO6 | Intro Philosophy and Ethics (PL) | 3 | | |
| Tier II – Exploration and Reflection (4 courses) | | | | |
| CORE SLO1 or SLO6 | Select 1 | 3 | | |
| CORE SLO2 | CL129* Adolescent Literature | 3 | | |
| CORE SLO3 Elective | ED290* Psychology of the Exceptional | 3 | | |
| CORE SLO5 Elective | AR Elective | DC | | |
| Tier III – Core Capstone | | | | |
| CORE SLO4 | Integrative Seminar | 3 | | |
| Total Credits for Core Curriculum (*designates course also meets PDE) | | 37 | | |

MAJOR COURSES

| | | | | | |
|--------------------------------|-----------------------------------|-----------|--|--|--|
| AR 101 & 102 | Art History I and II | 6 | | | |
| AR 130 | Drawing I | 3 | | | |
| AR 131 | Points, Lines, Planes, and Beyond | 3 | | | |
| AR 135 | Materials and Processes | 3 | | | |
| AR 225 & 325 | Painting I and II | 6 | | | |
| AR 238 | Clay and Pottery | 3 | | | |
| AR | 3 Selected 3 Credit Art Courses | 9 | | | |
| AR 404 | Senior Exhibit (Fall) | 3 | | | |
| AR 405 | Senior Exhibit (Spring) | 3 | | | |
| Total Credits for Major | | 39 | | | |

TEACHER CERTIFICATION COURSES

| | | | | | |
|--------|---|---|--|--|--|
| ED 115 | Educational Psychology | 3 | | | |
| PY 214 | Adolescent Development | 3 | | | |
| ED 103 | Field Experience I: K-12 | 1 | | | |
| 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 | Field Experience IV | 2 | | | |

| | | | | | |
|---|------------------------------|----------------|--|--|--|
| ED 401 | Pre-student Teaching Seminar | 3 | | | |
| ED 410 | Field Experience V | 8-9 | | | |
| ED 411 | Professional Seminar | 3 | | | |
| Total Credits for Teacher Certification Requirements | | 44-45 | | | |
| Total Credits for Art Certification | | 119-120 | | | |

BIOLOGY CERTIFICATION (*with B.S. in Biology*)

August 2024

| COURSE # | COURSE TITLE | CR. | GRADES | |
|--|--|-----------|--------|--|
| Tier I – The Foundations (8 courses) | | | | |
| CORE SLO 1 | Intro Theology (TH) | 3 | | |
| CORE SLO 2 | History, Language, Literature, Politics (Select 1) | 3 | | |
| CORE SLO 3 | Foundations of Education* (ED100) | 3 | | |
| CORE SLO 3 | Calculus I (MA109) | 4 | | |
| CORE SLO 3 | General Chemistry I and Lab (CH 101/103) | 4 | | |
| CORE SLO 4 | Listening Seminar | 3 | | |
| CORE SLO 5 | Core Writing* OR Science Writing (NSCI 161) | 3 | | |
| CORE SLO 6 | Intro Philosophy and Ethics (PL) | 3 | | |
| Tier II – Exploration and Reflection (4 courses) | | | | |
| CORE SLO 1/SLO5/SLO6 | Select 2 | 6 | | |
| CORE SLO 2 | Adolescent Literature* (CL129) | 3 | | |
| CORE SLO3 | Psych of the Exceptional Student* (ED290) | 3 | | |
| Tier III – Core Capstone | | | | |
| CORE 3400 | Integrative Seminar | 3 | | |
| Total Credits for Core Curriculum (*designates course also meets PDE) | | 41 | | |

SPECIFIED SCIENCE COURSES TO BE TAKEN WITHIN MAJOR

| | | | | |
|--|---|-----------|--|--|
| BL 150/151 | General Biology I and Lab | 4 | | |
| BL 152/153 | General Biology II 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 | | 53 | | |

TEACHER CERTIFICATION COURSES

| | | | | |
|--------|---|---|--|--|
| PY 214 | Adolescent Development | 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 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 401 | Pre-Student Teaching Seminar | 3 | | |
| ED 410 | Field Experience V: Student Teaching Internship | 9 | | |
| ED 411 | Professional Seminar | 3 | | |
| Total Credits for Teacher Certification | | 44 | | |
| Total Credits for Biology Certification with Biology Major | | 138 | | |

CHEMISTRY CERTIFICATION (with B.S. in Chemistry)

August 2024

| COURSE # | COURSE TITLE | CR. | GRADES | |
|--|--|------------|---------------|--|
| Tier I – The Foundations (8 courses) | | | | |
| CORE SLO 1 | Intro Theology (TH) | 3 | | |
| CORE SLO 2 | History, Language, Literature, Politics (Select 1) | 3 | | |
| CORE SLO 3 | Foundations of Education* (ED100) | 3 | | |
| CORE SLO 3 | Calculus I (MA 111) | 4 | | |
| CORE SLO 3 | General Chemistry I and Lab (CH 101/103) | 4 | | |
| CORE SLO 4 | Listening Seminar | 3 | | |
| CORE SLO 5 | Core Writing* or Scientific Writing * (NSCI 161) | 3 | | |
| CORE SLO 6 | Intro Philosophy and Ethics (PL) | 3 | | |
| Tier II – Exploration and Reflection (4 courses) | | | | |
| CORE SLO 1/SLO 5/ SLO 6 | Select 2 | 6 | | |
| CORE SLO 3 | Psych of the Exceptional Student* (ED290) | 3 | | |
| CORE SLO 2 | Adolescent Literature* (CL129) | 3 | | |
| Tier III – Core Capstone | | | | |
| CORE 3400 | Integrative Seminar | 3 | | |
| Total Credits for Core Curriculum (*designates course also meets PDE) | | 41 | | |

SPECIFIED SCIENCE/MATH COURSES TO BE TAKEN WITHIN MAJOR

| | | | | |
|--|--|-----------|--|--|
| 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 300 | Research Seminar I | 1 | | |
| CH 301 | Research Laboratory | 2 | | |
| CH 302 | Research Seminar II | 1 | | |
| 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 | | 53 | | |

TEACHER CERTIFICATION COURSES

| | | | | |
|--------|---|---|--|--|
| PY 214 | Adolescent Development | 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 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 401 | Pre-Student Teaching Seminar | 3 | | |
| ED 410 | Field Experience V: Student Teaching Internship | 9 | | |
| ED 411 | Professional Seminar | 3 | | |
| Total Credits for Teacher Certification | | 41 | | |
| Total Credits for Chemistry Certification with Chemistry Major | | 135 | | |

ENGLISH CERTIFICATION WITH ENGLISH MAJOR (with B.A. in English)
CORE COURSES

| COURSE # | COURSE TITLE | CR. | GRADES | |
|--|---------------------------------------|------------|---------------|--|
| Tier I – The Foundations (8 courses) | | | | |
| CORE SLO1 | Intro Theology | 3 | | |
| CORE SLO2 | English Elective | DC | | |
| CORE SLO3 | Natural Science | 4 | | |
| CORE SLO3 | ED100* Foundations of Education | 3 | | |
| CORE SLO3 | ED142* Math for Teachers | 3 | | |
| CORE SLO4 | Listening Seminar | 3 | | |
| CORE SLO5 | Core Writing | 3 | | |
| CORE SLO6 | Intro Philosophy and Ethics | 3 | | |
| Tier II – Exploration and Reflection (4 courses) | | | | |
| CORE SLO1/SLO 6 Elective | Theology Elective or Ethics Elective | 3 | | |
| CORE SLO2 Elective | EL119 History of the English Language | DC | | |
| CORE SLO3 Elective | ED290* Psychology of the Exceptional | 3 | | |
| CORE SLO5 Elective | EL205 Advanced Writing | DC | | |
| Tier III – Core Capstone | | | | |
| CORE SLO4 | Integrative Seminar | 3 | | |
| Total Credits for Core Curriculum (*designates course also meets PDE) <i>DC denotes Double Count</i> | | 31 | | |

| SPECIFIED ENGLISH COURSES TO BE TAKEN WITHIN MAJOR | | | | |
|--|---|-----------|--|--|
| EL 103 | Principles of Literacy Study | 3 | | |
| EL 114, 115, or 118 | British Literature or Global Literature | 3 | | |
| EL 133 | American Literature | 3 | | |
| EL 127, 165, or 214 | Shakespeare Course | 3 | | |
| EL119 | History of English Language | 3 | | |
| CL129 | Adolescent Literature | 3 | | |
| EL | English Elective | 3 | | |
| EL 200 | Literary Theory | 3 | | |
| EL 205 | Advanced Writing | 3 | | |
| EL 300 | Junior Seminar | 3 | | |
| EL 551 | English Travel | 0 | | |
| EL 400 | Senior Capstone | 3 | | |
| EL 550 | English Internship (Writing Consultant) | 1 | | |
| Total Other Approved PDE Required and English Major Courses | | 34 | | |

| TEACHER CERTIFICATION COURSES | | | | |
|--------------------------------------|--|---|--|--|
| PY 214 | Adolescent Development | 3 | | |
| ED 103 | Field Experience I: K-12 | 1 | | |
| ED115 | Educational Psychology | 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 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 401 | Pre-student Teaching Seminar | 3 | | |
| ED 410 | Field Experience V: Student Teaching Internship | 8-9 | | |
| ED 411 | Professional Seminar | 3 | | |
| Total Credits for Teacher Certification | | 44 | | |
| Total Credits for English Certification with English Major | | 110 | | |

HEALTH & PHYSICAL EDU CERTIFICATION WITH

B.S. IN HEALTH AND PHYSICAL EDUCATION

August 2024

| COURSE # | COURSE TITLE | CR. | GRADES | |
|--|---|------------|---------------|--|
| Tier I – The Foundations (8 courses) | | | | |
| CORE SLO 1 | Intro Theology | 3 | | |
| CORE SLO 2 | History Course | 3 | | |
| CORE SLO 3 | Foundations of Education* (ED100) | 3 | | |
| CORE SLO 3 | Math for Teachers* (ED142) | 3 | | |
| CORE SLO 3 | Human Anatomy/Kinesiology* (NSCI 235) | 4 | | |
| CORE SLO 4 | Listening Seminar | 3 | | |
| CORE SLO 5 | Core Writing* | 3 | | |
| CORE SLO 6 | Intro Philosophy and Ethics | 3 | | |
| Tier II – Exploration and Reflection (4 courses) | | | | |
| CORE SLO 1, SLO5, or SLO 6 | Theological Foundations or Philosophy and Ethics Choose 2 | 6 | | |
| CORE SLO 2 | Children’s Literature* (CL130) or Adolescent Literature* (CL19) | 3 | | |
| CORE SLO 3 | Psych of the Exceptional Student* (ED290) | 3 | | |
| Tier III – Core Capstone | | | | |
| CORE 3400 | Integrative Seminar | 3 | | |
| Total Credits for Core Curriculum (*designates course also meets PDE) | | 40 | | |

SPECIFIED HEALTH AND MANAGEMENT COURSES TO BE TAKEN WITHIN MAJOR

| | | | | |
|--|---------------------------|-----------|--|--|
| BL 140 | Intro to Exercise Science | 3 | | |
| BL 150/150 | General Biology I and Lab | 4 | | |
| 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 385 | Sports Law | 3 | | |
| Total Approved PDE Required Health and Management Content Courses | | 33 | | |

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 + | 1 | | HPE 230 | Strength and Weightlifting + | 1 | |

| | | | | | | | |
|---------|-----------------------------|---|--|--|--------------------------------------|---|-----------|
| HPE 130 | Swimming and Water Safety + | 1 | | HPE 315 | Dance and Aerobics Ø | 1 | |
| HPE 135 | Racquet Sports Ø | 1 | | HPE 320 | Games, Athletic Activities, & Rec Ø | 1 | |
| HPE 140 | Baseball and Softball + | 1 | | HPE 325 | Adaptive Physical Education Ø | 3 | |
| HPE 210 | Volleyball and Basketball Ø | 1 | | HPE 330 | Special Topic: Alternative Sport + | 1 | |
| HPE 215 | Soccer and Lacrosse Ø | 1 | | HPE 340 | Customized Training and Assessment Ø | 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

| | | | | |
|---|---|------------|--|--|
| HPE 103 | Field Experience I: K-12 | 1 | | |
| ED 115 | Educational Psychology | 3 | | |
| ED 155 | Geometric and Measurement Theory | 3 | | |
| PY 214 | Adolescent Development | 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 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 401 | Pre-Student Teaching Seminar | 3 | | |
| ED 410 | Field Experience V: Student Teaching Internship | 9 | | |
| ED 411 | Professional Seminar | 3 | | |
| Total Credits for Teacher Certification | | 44 | | |
| Total Credits for Health and Physical Ed Certification and Major | | 138 | | |

MATHEMATICS CERTIFICATION (with B.S. in MATHEMATICS)

August 2024

| COURSE # | COURSE TITLE | CR. | GRADES |
|--|--|-----------|--------|
| Tier I – The Foundations (8 courses) | | | |
| CORE SLO1 | Intro Theology (TH) | 3 | |
| CORE SLO2 | History, Language, Literature, Politics (Select 1) | 3 | |
| CORE SLO3 | General Chemistry I and Lab (CH 101/103) | 4 | |
| CORE SLO3 | *Foundations of Education (ED100) | 3 | |
| CORE SLO3 | Mathematics Course (MA) | DC | |
| CORE SLO4 | Listening Seminar | 3 | |
| CORE SLO5 | Core Writing | 3 | |
| CORE SLO6 | Intro Philosophy and Ethics (PL) | 3 | |
| Tier II – Exploration and Reflection (4 courses) | | | |
| CORE SLO1 or SLO 5 | Select 1 | 3 | |
| CORE SLO 2 | *Adolescent Literature (CL129) | 3 | |
| CORE SLO 3 | *Psychology of the Exceptional (ED290) | 3 | |
| CORE SLO 6 | Philosophy and Ethics | 3 | |
| Tier III – Core Capstone | | | |
| CORE SLO4 | Integrative Seminar | 3 | |
| Total Credits for Core Curriculum (*designates course also meets PDE) | | 37 | |

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

| | | | |
|--|--|--------------|--|
| 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 231 | Methods of Proof | 3 | |
| 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 or MA 241 | Probability and Statistics or Statistics I | 3 | |
| MA 421 | Real Analysis I | 4 | |
| MA 451 | Abstract Algebra I | 4 | |
| CS 110, 190, 270, or ENGR 115 | Computer Science/Programming Course (note: CS 190 is one credit) | 1 or 3 | |
| MA 501 | Capstone Course 1 | 1 or 2 | |
| Total Other Approved PDE Required Content Courses | | 43-45 | |

TEACHER CERTIFICATION COURSES

| | | | |
|--------|---|---|--|
| PY 214 | Adolescent Development | 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 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 401 | Pre-student Teaching Seminar | 3 | | |
| ED 410 | Field Experience V: Student Teaching Internship | 9 | | |
| ED 411 | Professional Seminar | 3 | | |
| Total Credits for Teacher Certification | | 41 | | |
| Total Credits for Mathematics Certification with Mathematics | | 123 | | |
| Major ** 124 credits required for graduation | | | | |

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

September 2024

| COURSE # | COURSE TITLE | CR. | GRADES |
|--|--|-----------|--------|
| Tier I- The Foundation (8 courses) | | | |
| CORE SLO 1 | Intro Theology (TH) | 3 | |
| CORE SLO 2 | Topics in American History II (HI107) | 3 | |
| CORE SLO 3 | Foundations of Education* (ED100) | 3 | |
| CORE SLO 3 | Math for Teachers* (ED142) | 3 | |
| CORE SLO 3 | Intro to Environmental Science with Lab (NSCI 125/126) | 4 | |
| CORE SLO 4 | Listening Seminar | 3 | |
| CORE SLO 5 | Core Writing | 3 | |
| CORE SLO 6 | Intro Philosophy and Ethics (PL) | 3 | |
| Tier II: Exploration and Reflection (4 courses) | | | |
| CORE SLO 1, 5 or 6 | Select two | 6 | |
| CORE SLO 3 | Psychology of the Exceptional* (ED290) | 3 | |
| CORE SLO 2 | Adolescent Literature* (CL129) | 3 | |
| Tier III: Core Capstone | | | |
| CORE 3400 | Integrative Seminar | 3 | |
| Total Credits for Core Curriculum (*designates course also meets PDE) | | 40 | |

SPECIFIED CONTENT COURSES TO BE TAKEN WITHIN MAJOR

| | | | |
|--|----------------------------------|-----------|--|
| PS 100 | American Government | 3 | |
| PY 214 | Adolescent Development | 3 | |
| ED 155 | Geometric and Measurement Theory | 3 | |
| HI 258 | Pennsylvania History | 3 | |
| Total Other Approved PDE Required Courses | | 12 | |

TEACHER CERTIFICATION COURSES

| | | | |
|---|---|-----------|--|
| 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 234 | Teaching of Science/Middle and Special Learners | 3 | |
| ED 235 | Teaching of Mathematics/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 | 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 401 | Pre-Student Teaching Seminar | 3 | |
| ED 410 | Field Experience V: Student Teaching Internship | 9 | |
| ED 411 | Professional Seminar | 3 | |
| Total Credits for Teacher Certification <i>(15 education credits count as Core so the total education credits are 54)</i> | | 47 | |

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 | 117 | |

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 | 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*****

PHYSICS CERTIFICATION *(with B.S. in Physics)*

August 2024

| COURSE # | COURSE TITLE | CR. | GRADES | |
|--|--|-----------|--------|--|
| Tier I – The Foundations (8 courses) | | | | |
| CORE SLO 1 | Intro Theology (TH) | 3 | | |
| CORE SLO 2 | History, Language, Literature, Politics (Select 1) | 3 | | |
| CORE SLO 3 | Foundations of Education* (ED100) | 3 | | |
| CORE SLO 3 | Astronomy* (PH 151/153) | 4 | | |
| CORE SLO 3 | Calculus I (MA111) | 4 | | |
| CORE SLO 4 | Listening Seminar | 3 | | |
| CORE SLO 5 | Core Writing* or Scientific Writing * (NSCI 161) | 3 | | |
| CORE SLO 6 | Intro Philosophy and Ethics (PL) | 3 | | |
| Tier II – Exploration and Reflection (4 courses) | | | | |
| CORE SLO 1/SLO5/SLO 6 | Select 2 | 6 | | |
| CORE SLO 2 | Adolescent Literature* (CL129) | 3 | | |
| CORE SLO 3 | Psych of the Exceptional Student* (ED290) | 3 | | |
| Tier III – Core Capstone | | | | |
| CORE SLO 4 | Integrative Seminar | 3 | | |
| Total Credits for Core Curriculum (*designates course also meets PDE) | | 41 | | |

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 | | |
| CH 101/103 | General Chemistry I and Lab | 4 | | |
| CH 102/104 | General Chemistry II and Lab | 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 | | 52 | | |

TEACHER CERTIFICATION COURSES

| | | | | |
|--------|--|---|--|--|
| PY 214 | Adolescent Development | 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 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 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 401 | Pre-Student Teaching Seminar | 3 | | |
| ED 410 | Field Experience V: Student Teaching Internship | 9 | | |
| ED 411 | Professional Seminar | 3 | | |
| Total Credits for Teacher Certification | | 41 | | |
| Total Credits for Physics Certification with Physics Education Major | | 134 | | |

PK-4 CERTIFICATION WITH EARLY CHILDHOOD EDUCATION MAJOR (B.S. in ECE)

August 2024

| COURSE # | COURSE TITLE | CR. | GRADES | |
|---|--|------------|---------------|--|
| Tier I – The Foundations (8 courses) | | | | |
| CORE SLO1 | Intro Theology (TH) | 3 | | |
| CORE SLO2 | *HI 107 Topics in US History | 3 | | |
| CORE SLO3 | * Intro to Environmental Science with Lab (NSCI 125/126) | 4 | | |
| CORE SLO3 | *ED100 Foundations of Education | 3 | | |
| CORE SLO3 | *ED142 Math for Teachers | 3 | | |
| CORE SLO4 | Listening Seminar | 3 | | |
| CORE SLO5 | *Core Writing | 3 | | |
| CORE SLO6 | Intro Philosophy and Ethics (PL) | 3 | | |
| Tier II – Exploration and Reflection (4 Courses) | | | | |
| CORE SLO1, SLO 5, SLO 6 | Select 2 Courses | 6 | | |
| CORE SLO2 Elective | *CL130 Children’s Literature | 3 | | |
| CORE SLO3 Elective | *ED290 Psychology of the Exceptional | 3 | | |
| Tier III – Core Capstone | | | | |
| CORE SLO4 | Integrative Seminar | 3 | | |
| Total Credits for Core Curriculum | | 40 | | |
| *Designates course also meets PDE competencies | | | | |

| TEACHER CERTIFICATION COURSES | | | | |
|--------------------------------------|--|---|--|--|
| ED 101 | Field Experience I: PreK-4 | 1 | | |
| ED 115 | Educational Psychology | 3 | | |
| ED 122 | Curriculum, Projects, & Play for the Developing Child | 3 | | |
| ED 155 | Geometric and Measurement Theory | 3 | | |
| ED 200 | Comprehension & Vocabulary Essentials for Early and Special Learners | 3 | | |
| ED 205 | Strategies and Techniques of Instruction | 3 | | |
| ED 206 | Field Experience II: Strategies & Techniques of Instruction | 1 | | |
| ED 208 | Classroom Partnerships & Inclusion | 3 | | |
| PY 212 | Child Development | 3 | | |
| ED 230 | Social Studies for Early & Special Learners | 3 | | |
| ED 242 | Numerical and Manipulative Math for Early & Special Learners | 3 | | |
| ED 244 | Science and the Environment for Early & Special Learners | 3 | | |
| ED 250 | Reading and Writing for Early & Special Learners | 3 | | |
| ED 308 | Performance and Visual Arts for Early & Special Learners | 3 | | |
| ED 317 | Program Development for Infants & Toddlers | 3 | | |
| ED 318 | Field Experience III: Early Childhood Instruction & Theory | 3 | | |
| ED 320 | Composition and Language Arts for Upper Elementary | 3 | | |
| ED 325 | Physical Health & Wellness for Early Educators | 3 | | |

| | | | | |
|--|---|----------------|--|--|
| ED 330 | Early Childhood Leadership & 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 401 | Pre-student Teaching Seminar | 3 | | |
| ED 410 | Field Experience V: Student Teaching Internship | 8-9 | | |
| ED 411 | Professional Seminar | 3 | | |
| Total Credits for Teacher Certification | | 75-76 | | |
| Total Credits for PK-4 Certification with B.S. in Early Childhood Education | | 117-118 | | |
| Total Credits needed for graduation (<i>Students must elect 8-9 additional credits via electives or by obtaining a minor</i>) | | 124 | | |

Available Education Minors and Endorsements

| Minor/Concentration Area | Recommended Credits |
|---|---|
| Disability Studies Minor (18 credits) | <i>In addition to the courses taken within your program, you will need 4 courses:</i> ED 355 Instructional Interventions for Students with High Incidence Disabilities ED 360 Strategies & Assessment for Students with Significant and Multiple Disabilities ED 362 Classroom Approaches for Students with Behavioral & Autism Spectrum Disorders ED 412 Special Education Consultation, Transition, Law |
| Children's Literature Minor (18 credits) | <i>Children's Literature minors must choose six of the following courses:</i> CL 129 Young Adult Literature CL 130 Children's Literature (<i>taken as part of PK-4 program</i>) CL 221 Historical Literature for Children CL 259 Critical Approaches to Children's Literature CL 272 Special Topics in Children's Literature CL 295 Writing for Children and Young Adults CA 274 Children's Literature and Film |
| PK-12 Integrated STEM Education Endorsement | <i>In addition to the courses taken within your program, you will need 5 courses:</i> INTS 101 Introduction to Integrated Science ENGR 100 Introduction to Engineering ED 214 Interdisciplinary STEM Approaches and Connections ED 319 Inquiry Investigation, Design, and Assessment in STEM Education ED 385 Applied Practicum in STEM Learning STEM Content Electives (6 credits) – See STEM minor advisor for options |
| Children's Studies Minor (18 credits through Fred Rogers Institute) | <i>Required courses:</i> PY 212 Child Development (<i>taken as part of PK-4 program</i>) CA 281 Children and the Media FRC 376 Creating Change for Children (2) FRC 499 Project in Children's Studies (1) <i>Need 9 Additional Credits:</i> CL 130 Children's Literature (<i>taken as part of PK-4 program</i>) ED 122 Curriculum Projects & Play for the Developing Child (<i>taken as part of PK-4 program</i>) PY 214 Adolescent Development CA 381 Research on Children and the Media CL 129 Young Adult Literature FRC 301 Applied Research at FRC (1) FRC 370 Relationships for Children FRC 373 What Would Fred Rogers Do? PY 214 Adolescent Development PY 251 Family Systems HI 282 American Childhood History SO 202 Sociology of Childhood TH 272 Theology of Children |

B. A. IN PSYCHOLOGY EDUCATION

August 2024

| COURSE # | COURSE TITLE | CR. | GRADES | |
|--|--|-----------|--------|--|
| Tier I – The Foundations (8 courses) | | | | |
| CORE SLO 1 | Intro Theology (TH) | 3 | | |
| CORE SLO 2 | History, Language, Literature, Politics (Select 1) | 3 | | |
| CORE SLO 3 | Foundations of Education* (ED100) | 3 | | |
| CORE SLO 3 | Mathematics for Teachers* (ED142) | 3 | | |
| CORE SLO 3 | Natural Science (NSCI) | 4 | | |
| CORE SLO 4 | Listening Seminar | 3 | | |
| CORE SLO 5 | Core Writing* | 3 | | |
| CORE SLO 6 | Intro Philosophy and Ethics (PL) | 3 | | |
| Tier II – Exploration and Reflection (4 courses) | | | | |
| CORE SLO 1/ SLO5/ SLO6 | Select 2 | 6 | | |
| CORE SLO 2 | Children’s Literature* (CL130) or Adolescent Literature* (CL129) | 3 | | |
| CORE SLO 3 | Psych of the Exceptional Student* (ED290) | 3 | | |
| Tier III – Core Capstone | | | | |
| CORE 3400 | Integrative Seminar | 3 | | |
| Total Credits for Core Curriculum (*designates course also meets PDE) | | 40 | | |

SPECIFIED PSYCHOLOGY 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

| | | | | |
|--|---|--------------|--|--|
| ED 101, 207, or 103 | Field Experience I | 1 | | |
| ED 115 | Educational Psychology | 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 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 for Specified Education Credits | | 31-32 | | |
| Total Credits for Psychology Education Major ** | | 86- | | |
| 124 credits required for graduation | | 87 | | |

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 401 | Pre-Student Teaching Seminar | 3 | | |
| ED 410 | Field Experience V: Student Teaching | 9 | | |
| ED 411 | Professional Seminar | 3 | | |
| Total Credits for Teacher Certification | | 29-30 | | |
| Total Credits for Sp. Ed. Certification with Psychology Education Major ** 124 credits required for graduation | | 116-117 | | |

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

August 2024

CORE COURSES

| COURSE # | COURSE TITLE | CR. | GRADES | |
|--|---|------------|---------------|--|
| Tier I – The Foundations (8 courses) | | | | |
| CORE SLO1 | Intro Theology (TH) | 3 | | |
| CORE SLO2 | HI 104 Contemporary Europe I | DC | | |
| CORE SLO3 | SO101 Introduction to Sociology | DC | | |
| CORE SLO3 | ED100* Foundations of Education | 3 | | |
| CORE SLO3 | ED142* Math for Teachers | 3 | | |
| CORE SLO4 | Listening Seminar | 3 | | |
| CORE SLO5 | Core Writing | 3 | | |
| CORE SLO6 | Intro Philosophy and Ethics (PL) | 3 | | |
| Tier II – Exploration and Reflection (4 courses) | | | | |
| CORE SLO 1 or 5 Elective | Select 1 | 3 | | |
| CORE SLO2 Elective | CL 129* Adolescent Literature | 3 | | |
| CORE SLO3 Elective | ED290* Psychology of the Exceptional Student | 3 | | |
| CORE SLO6 Elective | Ethics Elective: <i>HI 226 Society and the Environment in Global Perspective or HI 290 Peace, Justice and Historical Perspective</i> | DC | | |
| Tier III – Core Capstone | | | | |
| CORE SLO4 | Integrative Seminar | 3 | | |
| Total Credits for Core Curriculum (*designates course also meets PDE) | | 20 | | |
| <i>DC=double-count</i> | | | | |

| 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 | Topics in US History before 1865 | 3 | | |
| HI 107 | Topics in US History after 1865 | 3 | | |
| HI 123 | Non-Western Area Studies | 3 | | |
| HI 124 | Non-Western Area Studies | 3 | | |
| HI 2## | 200 Level History Course | 3 | | |
| HI 226 or HI 290 | 200 Level History Course | 3 | | |
| HI 2## | 200 Level History Course | 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 | | 40 | | |
| OTHER SOCIAL SCIENCE/POLITICAL SCIENCE/ECONOMICS | | | | |
| PY 214 | Adolescent Development* | 3 | | |
| EC 101 or EC 102 | Microeconomics or Macroeconomics | 3 | | |
| SO 101 | Intro to Sociology | 3 | | |

| | | | | |
|--|---|------------|--|--|
| PS 100 | Introduction to American Government | 3 | | |
| Other PDE Req'd Social Science, Political Science and Economics Courses | | 12 | | |
| TEACHER CERTIFICATION COURSES | | | | |
| ED 103 | Field Experience I: K-12 | 1 | | |
| ED115 | Educational Psychology | 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 303 | 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 401 | Pre-student Teaching Seminar | 3 | | |
| ED 410 | Field Experience V: Student Teaching Internship | 9 | | |
| ED 411 | Professional Seminar | 3 | | |
| Total Credits for Teacher Certification | | 44 | | |
| Total Credits for Social Studies Certification with History Major | | 123 | | |

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

August 2024

| COURSE # | COURSE TITLE | CR. | GRADES | |
|--|--|------------|---------------|--|
| Tier I – The Foundations (8 courses) | | | | |
| CORE SLO 1 | Intro Theology (TH) | 3 | | |
| CORE SLO 2 | Intermediate Spanish I or II or Advanced Spanish (SP203, 204 or 315) | 3 | | |
| CORE SLO 3 | Foundations of Education* (ED100) | 3 | | |
| CORE SLO 3 | Mathematics for Teachers* (ED142) | 3 | | |
| CORE SLO 3 | Natural Science (NSCI) | 4 | | |
| CORE SLO 4 | Listening Seminar | 3 | | |
| CORE SLO 5 | Core Writing* | 3 | | |
| CORE SLO 6 | Intro Philosophy and Ethics (PL) | 3 | | |
| Tier II – Exploration and Reflection (4 courses) | | | | |
| CORE SLO 1/SLO5/SLO 6 | Select 2 | 6 | | |
| CORE SLO 2 | Adolescent Literature* (CL129) | 3 | | |
| CORE SLO 3 | Psych of the Exceptional Student* (ED290) | 3 | | |
| Tier III -Core Capstone | | | | |
| CORE 3400 | Integrative Seminar | 3 | | |
| Total Credits for Core Curriculum (*designates course also meets PDE) | | 40 | | |

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

| | | | | |
|--|--|-----------|--|--|
| SP 317 | Spanish Literary Analysis | 3 | | |
| SP 321 or 426 | Peninsular Literature Course | 3 | | |
| SP 320 | Developing Oral Proficiency | 3 | | |
| SP 322/327/or 425 | Spanish American Literature | 3 | | |
| SP 444 | Peninsular Culture and Civilization | 3 | | |
| SP 445 | Spanish American Culture and Civilization | 3 | | |
| SP 300- 400 | 300 or 400 level electives | 9 | | |
| SP 450 | Study Abroad Experience or Immersion Experience | 3 | | |
| HI 104 or 105 | Contemporary Europe I or II | 3 | | |
| AN 222 or 328 | Cultural Anthropology or Anthropology of Community | 3 | | |
| EL 118 or EL 138 | Global Literature or Multiethnic Literature | 3 | | |
| Total Other Approved PDE Required Content Courses | | 39 | | |

TEACHER CERTIFICATION COURSES

| | | | | |
|--------|---|---|--|--|
| PY 214 | Adolescent Development | 3 | | |
| ED 103 | Field Experience I: K-12 | 1 | | |
| ED 115 | Educational Psychology | 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 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 401 | Pre-Student Teaching Seminar | 3 | | |
| ED 410 | Field Experience V: Student Teaching Internship | 8-9 | | |
| ED 411 | Professional Seminar | 3 | | |
| Total Credits for Teacher Certification | | 43-474 | | |
| Total Credits for Spanish Certification with Spanish Major ** 124 credits required for graduation | | 122-1263 | | |

Advising Guides for Minors

DISABILITY STUDIES MINOR – With Certification

August 2024

| COURSE # | COURSE TITLE | CR. | GRADE |
|---|---|------------|--------------|
| PREREQUISITES COURSES | | | |
| ED 115 | Educational Psychology | 3 | |
| ED 100 | Foundations of Education | 3 | |
| ED 205 | Strategies and Techniques of Instruction | 2 | |
| ED 206 | Field Experience II: Strategies and Techniques of Instruction | 1 | |
| REQUIRED FOUNDATIONAL COURSES | | | |
| ED 290 | Psychology and Education of Exceptional Children | 3 | |
| ED 250 | Reading and Writing for Early and Special Learners | 3 | |
| DISABILITY MINOR COURSES | | | |
| ED 355 | Instructional Interventions for Students with High Incidence Disabilities | 3 | |
| ED 360 | Strategies and Assessment for Students with Significant and Multiple Disabilities | 3 | |
| ED 362 | Classroom Approaches for Students with Behavioral & Autism Spectrum Disorders | 3 | |
| ED 412 | Special Education Consultation, Transition, and Law | 3 | |
| Total Credits for All Courses | | 27 | |
| Total Credits for Disability Minor Courses | | 18 | |

January 2017

DISABILITY STUDIES MINOR – Without Certification

August 2024

| COURSE # | COURSE TITLE | CR. | GRADE |
|---|--|------------|--------------|
| PREREQUISITES COURSES | | | |
| ED 115 | Educational Psychology | 3 | |
| ED 100 | Foundations of Education | 3 | |
| REQUIRED FOUNDATIONAL COURSES | | | |
| ED 290 | Psychology and Education of Exceptional Children | 3 | |
| PY ____ | Any one of the following Psychology Courses: PY 100, 115, 212, 214, 216, 219, 243, 244, 251, 252, 260, 308, 309, 322, 331 | 3 | |
| ED 250 | Reading and Writing for Early and Special Learners | 3 | |
| DISABILITY MINOR COURSES | | | |
| ED 355 | Instructional Interventions for Students with High Incidence Disabilities | 3 | |
| ED 360 | Strategies and Assessment for Students with Significant and Multiple Disabilities | 3 | |
| ED 362 | Classroom Approaches for Students with Behavioral & Autism Spectrum Disorders | 3 | |
| ED 412 | Special Education Consultation, Transition, and Law | 3 | |
| Total Credits for All Courses | | 27 | |
| Total Credits for Disability Minor Courses | | 21 | |

CHILDREN'S LITERATURE MINOR

| COURSE # | COURSE TITLE | CR. | GRADE |
|--|---|------------|--------------|
| Choose 4 of the following courses (12 credits total): | | | |
| CL 129 | Young Adult Literature | 3 | |
| CL 130 | Children's Literature | 3 | |
| CL 175 | Nonfiction and Informational Texts for Children | 3 | |
| CL 221 | Historic Literature for Children | 3 | |
| CL 259 | Critical Approaches to Children's Literature | 3 | |
| CL 272 | Special Topics in Children's Literature | 3 | |
| CL 295 | Writing for Children and Young Adults | 3 | |
| CA 274 | Children's Literature and Film | 3 | |
| Also complete: | | | |
| CL XXX | 6 credits of Related Electives | 6 | |
| Total Credits for Children's Literature Minor Courses | | 18 | |

STEM MINOR WITH PK-12 STEM ENDORSEMENT

Course Requirements: Students must complete Prerequisite and STEM courses

**Candidates seeking teacher education certification will be eligible for the PA Integrative STEM Education Endorsement upon completion of their initial certification*

| COURSE # | COURSE TITLE | CR. | GRADE |
|---|---|------------|--------------|
| PREREQUISITE COURSES | | | |
| ED 115 | Educational Psychology | 3 | |
| ED 100 | Foundations of Education | 3 | |
| ED 205 | Strategies and Techniques of Instruction | 3 | |
| ED 206 | Field Experience II: Strategies and Techniques of Instruction | 1 | |
| | | | |
| STEM COURSES | | | |
| INTS 101 or ENGR 100 | Introduction to Integrated Science or Introduction to Engineering | 3 | |
| ED 214 | Interdisciplinary STEM Approaches and Connections | 3 | |
| ED 319 | Inquiry Investigation, Design, and Assessment in STEM Education | 3 | |
| ED 385 | Applied Practicum in STEM Learning | 3 | |
| ED XXX | 6 credits of STEM Electives | 6 | |
| | | | |
| Total Credits for All Courses | | 28 | |
| Total Credits for STEM Minor Courses | | 18 | |

Post Baccalaureate Advising Guides

EARLY CHILDHOOD PreK-4

Post Baccalaureate

| COURSE # | COURSE TITLE | CR. | GRADES |
|----------------------|--|------------|---------------|
| ED 100 | Foundations of Education | 3 | |
| HI 107 | U.S. History | 3 | |
| NCSI | Natural Science/Lab | 3 | |
| ED 115 | Educational Psychology | 3 | |
| ED 122 | Curriculum, Projects, and Play for the Developing Child | 3 | |
| ED 142 | Math for Teachers | 3 | |
| ED 155 | Geometric Measurement | 3 | |
| CL 129 | Children's Literature | 3 | |
| PY 212 | Child Development | 3 | |
| ED 290 | Psychology/Education of the Exceptional Student | 3 | |
| ED 381 | Educational Testing | 3 | |
| ED 101 | Field Experience I: Prek-4 | 1 | |
| ED 200 | Comprehension & Vocabulary Essentials for Early and Special Learners | 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 308 | Performance and Visual Arts for Early and Special Learners, or similar | 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 401 | Pre-student Teaching Seminar | 3 | |
| ED 410 | Field Experience V: Student Teaching Internship | 9 | |
| ED 411 | Professional Seminar | 3 | |
| TOTAL CREDITS | | 92 | |

August 2024

MIDDLE GRADE 4-8 CERTIFICATION

Post Baccalaureate

| COURSE # | COURSE TITLE | CR. | GRADES | | |
|--|---|------------|---------------|--|--|
| PS 100 | American Government | 3 | | | |
| HI 258 | Pennsylvania History | 3 | | | |
| HI 107 | Topics in American History II | 3 | | | |
| ED 142 | Mathematics for Teachers | 3 | | | |
| ED 155 | Geometric and Measurement Theory (or Geometry course) | 3 | | | |
| 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 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 234 | Teaching of Science for Middle and Special Learners | 3 | | | |
| ED 235 | Teaching of 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 401 | Pre-Student Teaching Seminar | 3 | | | |
| 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 for Candidates with an Initial Certification

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

| COURSE # | COURSE TITLE | CR. | GRADES | | |
|---|---|------------|---------------|--|--|
| 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 | | | |
| Post-Bac Special Education (PreK-12) | | 33 | | | |

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

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 238 | Clay & Pottery | 3 | | | |
| AR | Pre-Columbian Art/Arch. or American Art/Arch. or Art of Middle East | 3 | | | |
| AR 404 | Senior Studio | 3 | | | |
| AR | Art Electives | 9 | | | |
| Total Credits for Major | | 42 | | | |

TEACHER CERTIFICATION COURSES

| | | | | | |
|---|---|-------------|--|--|--|
| ED 100 | Foundations of Education | 3 | | | |
| ED 115 | Educational Psychology | 3 | | | |
| PY 214 | Adolescent Development | 3 | | | |
| 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 401 | Pre-Student Teaching Seminar | 3 | | | |
| ED 410 | Field Experience V: Student Teaching Internship | 8-9 | | | |
| ED 411 | Professional Seminar | 3 | | | |
| Total Credits for Teacher Certification Requirements | | | | | |
| Total Credits for Art Certification | | 104- | | | |
| | | 105 | | | |

COURSE REQUIREMENTS FOR BIOLOGY CERTIFICATION

Post Baccalaureate

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 109/113 | College Physics I and Lab | 4 | | | |
| PH 110/114 | College Physics II 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 | Ecology and Lab | 4 | | | |
| BL 214/215 | Molecular Genetics and Lab | 4 | | | |
| BL 220/221 | Comparative Anatomy | 4 | | | |
| Total Credits for Major | | 48 | | | |

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 401 | Pre-Student Teaching Seminar | 3 | | | |
| 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 Biology Certification | | 107-108 | | | |

January 2017

COURSE REQUIREMENTS FOR CHEMISTRY CERTIFICATION

Post Baccalaureate

MAJOR COURSES

| | | | | | |
|--------------------------------|-------------------------------|-----------|--|--|--|
| 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 | | | |
| MA 111 | Calculus I | 4 | | | |
| MA 112 | Calculus II | 4 | | | |
| MA | Math course | 4 | | | |
| PH 111/113 | Physics I and Lab | 4 | | | |
| PH 112/114 | Physics II and Lab | 4 | | | |
| Total Credits for Major | | 57 | | | |

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 401 | Pre-Student Teaching Seminar | 3 | | | |
| 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 Chemistry Certification | | 101-102 | | | |

January 2017

COURSE REQUIREMENTS FOR HEALTH & PHYSICAL EDU CERTIFICATION
Post-Baccalaureate

SPECIFIED HEALTH AND MANAGEMENT COURSES TO BE TAKEN WITHIN MAJOR

| | | | | |
|--|--|-----------|--|--|
| BL 140 | Intro to Exercise Science | 3 | | |
| NSCI or INTS 222/223 | Human Anatomy and Kinesiology/Lab* or Human Anatomy and Physiology/Lab | 4 | | |
| 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 Courses | | 29 | | |

SPECIFIED PHYSICAL EDUCATION COURSES

| | | | | | | | |
|---------|------------------------------|---|--|--|------------------------------------|---|-----------|
| HPE 120 | ER Care & Prevent of Injury | 3 | | HPE 225 | Wrestling and Track and Field ∅ | 1 | |
| HPE 125 | Gymnastics & Systematic Ex ∅ | 1 | | HPE 230 | Strength and Weightlifting ∅ | 1 | |
| HPE 130 | Swimming & Water Safety ∅ | 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 ∅ | 1 | | HPE 330 | Special Topic: Alternative Sport ∅ | 1 | |
| HPE 215 | Soccer and Lacrosse ∅ | 1 | | HPE 340 | Customized Training and Assessment | 3 | |
| HPE 220 | Football and Rugby ∅ | 1 | | Total PDE Specific Physical Education Courses | | | 21 |

∅ odd year offering; +even year offering

TEACHER CERTIFICATION COURSES

| | | | | |
|--------|---|---|--|--|
| ED 100 | Education Foundations* | 3 | | |
| PY 214 | Adolescent Development* | 3 | | |
| ED 390 | Promoting Youth Cultural Competence and Diversity* | 3 | | |
| 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) | | 47 | | |
| Total Credits for Health and Physical Education Certification | | 97 | | |

COURSE REQUIREMENTS FOR ENGLISH CERTIFICATION

Post Baccalaureate

MAJOR COURSES

| | | | |
|--------------------------------|---|-----------|--|
| EL 103 | Principles of Literacy Study | 3 | |
| EL 114, 115, or 118 | British Literature or Global Literature | 3 | |
| EL 133 | American Literature | 3 | |
| EL 127, 165, or 214 | Shakespeare Course | 3 | |
| EL119 | History of English Language | 3 | |
| CL129 | Adolescent Literature | 3 | |
| EL | English Elective | 3 | |
| EL 200 | Literary Theory | 3 | |
| EL 205 | Advanced Writing | 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/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 401 | Pre-student Teaching Seminar | 3 | |
| ED 410 | Field Experience V: Student Teaching Internship | 8 | |
| ED 411 | Professional Seminar | 3 | |
| Total Credits for Education Coursework | | 43 | |
| TOTAL CREDITS | | 70 | |

COURSE REQUIREMENTS FOR MATHEMATICS CERTIFICATION

Post Baccalaureate

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 231 | Methods of Proof | 3 | | | |
| 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 | | 43 | | | |

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 401 | Pre-Student Teaching Seminar | 3 | | | |
| ED 410 | Field Experience V: Student Teaching Internship | 8-9 | | | |
| ED 411 | Professional Seminar | 3 | | | |
| Total Credits for Teacher Certification | | 46-47 | | | |
| Total Credits for Mathematics Certification | | 89-90 | | | |

COURSE REQUIREMENTS FOR PHYSICS CERTIFICATION

Post Baccalaureate

MAJOR COURSES

| | | | | | |
|--------------------------------|------------------------------|-----------|--|--|--|
| PH 111/113 | General Physics I and Lab | 4 | | | |
| PH 100 | Physics Seminar | 1 | | | |
| PH 112/114 | General Physics II and Lab | 4 | | | |
| PH 151/153 | 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 261/263 | Electronics and Lab | 4 | | | |
| MA 112 | Calculus II | 4 | | | |
| MA 211 | Calculus III | 4 | | | |
| CH 101/103 | General Chemistry I and Lab | 4 | | | |
| CH 102/104 | General Chemistry II and Lab | 4 | | | |
| Total Credits for Major | | 47 | | | |

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 | | | 1 |
| ED 401 | Pre-Student Teaching Seminar | 3 | | | |
| ED 410 | Field Experience V: Student Teaching Internship | 8-9 | | | |
| ED 411 | Professional Seminar | 3 | | | |
| Total Credits for Teacher Certification Requirements | | 47-48 | | | |
| Total Credits for Physics Certification | | 94-95 | | | |

August 2019

COURSE REQUIREMENTS FOR SOCIAL STUDIES CERTIFICATION
Post Baccalaureate

MAJOR AND SOCIAL STUDIES COURSES

| COURSE # | COURSE TITLE | CR | GRADES |
|---|-------------------------------------|-----------|---------------|
| HI 100 | Introduction to the History Major | 1 | |
| HI 104 & 105 | Contemporary Europe I, II | 6 | |
| HI 106 | Topics in US History before 1865 | 3 | |
| HI 107 | Topics in US History after 1865 | 3 | |
| HI 123 | Non-Western Area Studies | 3 | |
| HI 124 | Non-Western Area Studies | 3 | |
| HI 2## | 200 Level History Course | 3 | |
| HI 226 or HI 290 | 200 Level History Course | 3 | |
| HI 2## | 200 Level History Course | 3 | |
| HI 300 | Historian's Profession | 3 | |
| HI 301/302 | Junior/Senior Seminars | 6 | |
| HI 303 | Historical Writing | 3 | |
| PY 214 | Adolescent Development* | 3 | |
| EC 101 or EC 102 | Microeconomics or Macroeconomics | 3 | |
| SO 101 | Intro to Sociology | 3 | |
| PS 100 | Introduction to American Government | 3 | |
| Total Credits Major and Social Studies | | 40 | |

TEACHER CERTIFICATION COURSES

| | | | |
|---|---|-----------|--|
| ED 115 | Educational Psychology | 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 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 401 | Pre-student Teaching Seminar | 3 | |
| ED 410 | Field Experience V: Student Teaching Internship | 8 | |
| ED 411 | Professional Seminar | 3 | |
| Total Credits for Teacher Certification Requirements | | 44 | |
| TOTAL CREDITS | | 84 | |

August 2024

COURSE REQUIREMENTS FOR SPANISH CERTIFICATION, PK-12
Post Baccalaureate

MAJOR COURSES

| | | | | | |
|--|--|-----------|--|--|--|
| SP 317 | Spanish Literary Analysis | 3 | | | |
| SP 321 or 426 | Peninsular Literature Course | 3 | | | |
| SP 320 | Developing Oral Proficiency | 3 | | | |
| SP 322/327/or 425 | Spanish American Literature | 3 | | | |
| SP 444 | Peninsular Culture and Civilization | 3 | | | |
| SP 445 | Spanish American Culture and Civilization | 3 | | | |
| SP 300- 400 | 300 or 400 level electives | 9 | | | |
| SP 450 | Study Abroad Experience or Immersion Experience | 3 | | | |
| HI 104 or 105 | Contemporary Europe I or II | 3 | | | |
| AN 222 or 328 | Cultural Anthropology or Anthropology of Community | 3 | | | |
| EL 118 or EL 138 | Global Literature or Multiethnic Literature | 3 | | | |
| Total Other Approved PDE Required Content Courses | | 39 | | | |

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 401 | Pre-Student Teaching Seminar | 3 | | | |
| ED 410 | Field Experience V: Student Teaching Internship | 8-9 | | | |
| ED 411 | Professional Seminar | 3 | | | |
| Total Credits for Teacher Certification Requirements | | 47-48 | | | |
| Total Credits for Spanish Certification | | 86-87 | | | |

July 2018

Graduate Level Degrees, Certifications, & Advising Guides

ONLINE INSTRUCTION PK-12 ENDORSEMENT *Graduate Requirements*

| COURSE # | MASTER'S COURSE | CR. | GRADE |
|---|---|------------|--------------|
| GCED 625 | Instructional Technology | 3 | |
| GCIT 614 | Emerging Technologies and Information Management | 3 | |
| GCIT 624 | Usability and Assessment of Online Technologies | 3 | |
| GCIT 684 | Advanced Instructional Design for Online Learning | 3 | |
| Total Credits for PK-12 Online Instruction Endorsement | | 12 | |

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 | |

STEM PK-12 ENDORSEMENT *Graduate Requirements*

| COURSE # | MASTER'S COURSE | CR. | GRADE |
|---|--|------------|--------------|
| GCED 625 | Instructional Technology | 3 | |
| GCSC 608 | Introduction to Integrated STEM Education | 3 | |
| GCSC 648 | Learning and Assessing STEM Through the Maker Movement | 3 | |
| GCSC 658 | Applied Practicum in STEM Learning | 3 | |
| Total Credits for PK-12 STEM Endorsement | | 12 | |

**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.

- **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

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 | | 36 | |

- *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 **ED** _____
Student _____ **Location** _____ **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
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 | |