

*The University of Scranton*

*Student Handbook*

*For*

*Undergraduate  
Education Majors  
2009-2010*

*Early & Primary Education  
Middle Level Education*

*Early Childhood Education/Special Education  
Elementary Education/Early Childhood Education  
Elementary Education/Special Education*

*Secondary Education*

*Revised August 2009*

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## Introduction to the Student

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

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

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

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

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

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

## Department (Unit) Philosophy

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

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

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

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

Teacher candidates and teachers preparing for leadership roles need, therefore, to study the various disciplines humans have used to understand and improve themselves and their potential. This implies that teachers are scholars in liberal general education, as well as in all aspects of human diversity. The University of Scranton requires that all of its students complete a rigorous curriculum designed to foster the development of their analytical and critical abilities. Thus, the core curriculum of the University seeks to impart to students a knowledge of scientific principles, methods and skills, an appreciation of literary and artistic expression, an awareness of historical perspectives, and an understanding of religious, philosophical and moral values." Consequently, all baccalaureate students, including education students, must complete 77 to 85 credits in general education, depending upon their major. These credits must include a minimum of two courses that are writing intensive and two courses with a strong cultural diversity component.

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

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

### **Department (Unit) Core Beliefs**

The Unit's Core Beliefs include the following:

Effective educators:

- must be reflective practitioners, involved in a developmental process to improve and enhance their own knowledge and practice; they must be committed to a lifetime of learning focused on student outcomes.
- are prepared to deal analytically and constructively with social issues and problems.
- appreciate that active engagement of students in the learning process is central to effective teaching.
- have a broad and strong knowledge base that includes effective pedagogy, social and cultural dynamics, expertise in technology, and pertinent current research that enhances the educational experience for all children.
- manifest an appreciation and enthusiasm for learning and plan opportunities for students that are developmentally appropriate.
- demonstrate a variety of knowledge-based strategies that facilitate learning and promote social and psychological growth.
- involve students in decision-making and problem-solving within an ethical and moral framework.
- are aware of the diverse needs of students and value this diversity within the teaching/learning process.

The Department's philosophy, as evidenced in the belief statements above, emphasizes the importance of preparing men and women who value diversity and can make a difference in the field of education.

### **Dispositions**

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

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

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

### **Department (Unit) Standards as a Unifying Element**

The philosophy of the Unit leads to a series of standards that are consistent with the philosophy of the Department. In educating for scholarship and decision-making, the Department recognizes the importance of both establishing and maintaining the professional growth and development of students. The student as a reflective practitioner is a key component of scholar/decision-making model used to realize the Unit's standards. Throughout the process of learning to become a teacher, students engage in guided reflection in coursework, fieldwork, and service learning. Each education student is advised to be aware of the following standards as s/he proceeds through selected education programs. The Unit standards are aligned with the core beliefs and dispositions as follows.

**A. Scholar** *The reflective pre-service practitioner actively seeks knowledge and facilitates that habit of mind in students.*

S-1. Candidates plan teaching models that use major concepts, principles, theories, research and technology related to learning, including attention to the needs of diverse learners. (*Dispositions 3,6,9; Core Beliefs 3,4,8,7*)

S-2. Candidates implement the central concepts, tools of inquiry, and structures of content for the various developmental levels of diverse populations and use continuous reflective self-assessment for professional growth. (*Dispositions 3,7,9; Core Beliefs 1,2,3,4,5,8*)

S-3. Candidates utilize data gathering techniques that include research, analytical processes, assessment and the use of appropriate technology throughout the curriculum. Candidates practice proper professional behaviors and deal ethically with colleagues, superiors, students and families. (*Dispositions 1,2,3,4,5,6; Core Beliefs 1,4,8*)

S-4. Candidates apply effective verbal, written and technological communication and management techniques, and react with sensitivity to the various needs and feelings of students, families, colleagues and others. (*Dispositions 4,5,6,7,9; Core Beliefs 1,2,4*)

**B. Decision Maker** *The candidate will make reasoned and thoughtful professional decisions.*

D-1. Candidates design instruction for the diversity of student needs, based on the use of appropriate learning theory, content knowledge including academic content standards, multicultural materials, and technological options. (*Dispositions 3,6,7,9; Core Beliefs 3,4,5,6*)

D-2. Candidates develop goals and objectives appropriate for all students and integrate a variety of teaching strategies based on the assessed needs of their diverse student population. (*Dispositions 3,6,7,9;*

*Core Beliefs 1,2,3,4,5,6)*

D-3. Candidates show concern for peers and students by managing positive, respectful and safe learning environments, and by demonstrating the belief that all children can learn. (*Dispositions 4,5,7,8,9; Core Beliefs 2,4,6,7,8)*

D-4. Candidates effectively communicate with colleagues, administrators, families and other professionals and facilitate the social acceptance of diverse populations by encouraging positive relationships, and considering feedback from those relationships. Appropriate professional behaviors are practiced consistently. (*Dispositions 1,2,4,5,6,7,8; Core Beliefs 1,2,4,6,7,8)*

**The unit philosophy, as articulated in the core beliefs and dispositions, leads to a natural alignment with the unit's standards or outcomes of the teacher education program. Because these standards emerged from the institutional mission, the unit's vision and philosophy and because the standards are aligned with the appropriate professional state and national standards, they are an integral part of the conceptual framework and are the unifying element. (See Appendix A for alignment of PDE standards, Unit standards for Initial Programs, and INTASC principles.)**

### **Monitoring Student Progress**

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

### **Academic Standards**

The academic standards expected of education majors are higher than most majors at the University of Scranton. You must maintain a 3.0 grade point average (GPA) in each of the following areas:

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

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

## Non Academic Standards

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

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

- the student recognizes and practices proper professional behaviors
- the student displays good grooming, hygiene and concern for appearance
- the student is dependable, punctual and responsible
- the student displays an appropriate sense of humor
- the student deals ethically with colleagues, superiors, students and parents
- the student accepts and considers feedback from others
- the student reacts with sensitivity to the needs and feelings of others
- the student facilitates the social acceptance of persons by encouraging positive relationships
- the student shows concern for peers and students

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

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

It is important to note that the semi-annual review is an attempt to assist the student in professional growth. Should a student receive a negative assessment and remediate the area of deficiency, the issue is closed. However, a second negative assessment in the same professional conduct area would indicate that the deficiency remains and is cause for referral to the Chair of the Education Department who will recommend action to the Teacher Education Committee (TEC).

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

### **Department Probation Policy**

Undergraduate students must maintain a 3.0 grade point average (GPA) in the overall calculation as well as the calculation of education and cognate courses. If a student's GPA falls below 3.0 in any of the above areas the student will be placed on academic probation for one semester. If, at the end of the probationary semester, the student fails to raise the deficient GPA to the 3.0 minimum, the Chair will recommend to the Dean that the student be dismissed from the program.

A student who receives a grade lower than a "C" in any education course, cognate course, or general education course necessary for certification must retake the course.

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

### **The Teacher Education Committee (TEC)**

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

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

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

specific competency. Approval of the student's Dean is required for the actions listed above.

B. The TEC may recommend that a student be placed on departmental probation for one regular semester for failing to meet program requirements. Students being admitted in transfer may also be recommended for probationary status.

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

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

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

F. Notification and Appeals

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

## Teacher Candidate Screening Process

The Department Chair or his/her designee and the Director of Field Experience holds a "class meeting" for sophomore students at which application packets are distributed. Additional packets are available in the Field Director's office, MGH 201. Packets for the application process include an application packet checklist, and forms for instructor recommendations (SEC ED majors require additional content area recommendations).

- Students are responsible for ordering a copy of their transcript as well as providing copies of valid Act 151, Act 34 and Act 114 FBI Fingerprints.
- Students are also responsible for completing the top half of each recommendation request and submitting it to the relevant instructor, who, after completing the bottom half, will return the signed form to the office of the Field Director via Campus Mail. These recommendations should be returned in a confidential manner (stapled closed).
- Should the students need recommendations from instructors no longer at the University, the Chair or his/her designee shall complete the recommendation based upon a copy of an official transcript or CAPP sheet to be provided by the student.
- The Field Director files the recommendations as they are forwarded as well as the final application packet submitted by each student.
- The due date for the fall Portal is October 15. The spring portal date is March 15. The summer portal is July 15. If any due dates fall on a weekend or holiday, the due date will be on the first Monday following.
- The Field Director distributes Portal application packets to faculty for feedback. The Chair or his/her designee will notify students of their status via e-mail by November 15, April 15, and August 15. Names of students who do not meet the requirements will be forwarded to the Advising Center for schedule adjustments as might be required.
- Appeal by anyone who fails to meet Portal requirements is to be made directly to the Dean of the College or his/her designee, whose decision on the issue will be final.

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

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

2. Verification of at least 3.0 GPA in "Education," "Teaching Area," and "Overall." In addition, verification of "C" or above in all "Education " and "Teaching Area" courses taken by the time of application.

Teaching Area Courses

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

3. Copies of official Act 34, Act 151, and Act 114 FBI Fingerprint Clearances indicating: *No Record*.

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

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

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

5. Copy of passing Praxis I examination scores (Reading, Writing, Mathematics)

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

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

8. Complete a Statement of Intent, contents to be used in the candidacy interview. Prompt: "Define what you see as the role of the teacher" **OR** "What are the attributes of an effective teacher and which of those attributes do you have?"

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

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations
2. Verification of at least 3.0 GPA in “Education,” “Teaching Area,” and “Overall.” In addition, verification of “C” or above in all “Education “ and “Teaching Area” courses taken by the time of application.  
Teaching Area Courses  
At least six (6) credit hours in area of concentration taken by the time of application
3. Copies of official Act 34, Act 151, and Act 114 FBI Fingerprint Clearances indicating: *No Record*
4. Completion of the following with a minimum grade of “C”  
  
EDUC 200 Adolescent Physical & Social Development  
EDUC 223 Educational Psychology  
WRTG 107 Composition (**OR**: WRTG 105 **and** WRTG 106)  
ENLT 140 English Inquiry (**OR**: ENLT 12X Lit Elect)  
  
MATH: 6-credits of college-level mathematics at the 102 or higher level as defined by area of concentration
5. Copy of passing Praxis I examination scores (Reading, Writing, Mathematics)
6. Completed recommendations from two (preferably, full-time) instructors in the Education Department with whom you have taken courses. (*It is the student's responsibility to obtain the recommendations from each instructor.*)
7. Satisfactory completion of a candidacy interview process as designed and implemented by the Education Department
8. Complete a Statement of Intent, contents to be used in the candidacy interview. Prompt: “Define what you see as the role of the teacher” **OR** “What are the attributes of an effective teacher and which of those attributes do you have?”

**Early Childhood Education/Elementary Education  
Early Childhood Education/Special Education  
Elementary Education/Special Education  
Certification Candidacy Track  
Admission to Teacher Education Programs**

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations
2. Verification of at least a 3.0 GPA in "Education," "Teaching Area," and "Overall"
3. Copies of official Act 34, Act 151, and Act 114 FBI Fingerprint Clearances
4. Completion of the following with a minimum grade of "C":

EDUC 141	History and Philosophy of Education
EDUC 222	Educational Psychology
WRTG 107	Composition (or WRTG 105 and WRTG 106)
ENLT Elective	

Six (6) semester hour credits of college-level mathematics that must include EDUC 120 Applied Statistics or another approved statistics course and three (3) semester hour credits of non-remedial mathematics at the 102 or higher level.

5. Copy of passing Praxis I examination scores (Reading, Writing, Mathematics)
- 6.. Completed recommendations from instructors in the following courses:

EDUC 141	History and Philosophy of Education
EDUC 222	Educational Psychology

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

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations
2. Verification of at least a 3.0 GPA in "Education," "Teaching Area," and "Overall"
3. Copies of official Act 34, Act 151, and Act 114 FBI Fingerprint Clearances
4. Completion of the following courses with a minimum grade of "C":

EDUC141	History and Philosophy of Education
EDUC 222	Educational Psychology
EDUC 280	Field Experience II
WRTG 107	Composition (or WRTG 105 and WRTG 106)
MATH 114	Analysis I
ENLT Elective	

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

5. Copy of passing Praxis I examination scores (Reading, Writing, Mathematics)
6. Completed recommendations from instructors in the following courses:

EDUC 141	History and Philosophy of Education
EDUC 222	Educational Psychology
EDUC 280	Field Experience II
BIOL 141 or BIOL 142	
BIOL 141L or BIOL 142L	
Any other science instructor with whom a course was taken	

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

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations
2. Verification of at least a 3.0 GPA in "Education," "Teaching Area," and "Overall"
3. Copies of official Act 34, Act 151, and Act 114 FBI Fingerprint Clearances
4. Completion of the following courses with a minimum grade of C:
  - EDUC 141 History and Philosophy of Education
  - EDUC 222 Educational Psychology
  - EDUC 280 Field Experience II
  - WRTG 107 Composition (or WRTG 105 and WRTG 106)
  - MATH 114 Analysis I
  - MATH 221 Analysis II
  - ENLT Elective
5. Copy of passing Praxis I examination scores (Reading, Writing, Mathematics)
6. Completed recommendations from instructors in the following courses:
  - EDUC 141 History and Philosophy of Education
  - EDUC 222 Educational Psychology
  - EDUC 280 Field Experience II
  - CHEM 112 or CHEM 113
  - CHEM 112L or CHEM 113 L
  - Any other science instructor with whom a course was taken

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

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations
2. Verification of at least a 3.0 GPA in "Education," "Teaching Area," and "Overall"
3. Copies of official Act 34, Act 151 and Act 114 FBI Fingerprint Clearances
4. Completion of the following courses with a minimum grade of C:

EDUC 141	Foundations of Education
EDUC 222	Educational Psychology
EDUC 280	Field Experience II
WRTG 107	Composition (or WRTG 105 and WRTG 106)
ENLT Elective	

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

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

5. Copy of passing Praxis I examination scores (Reading, Writing, Mathematics)
6. Completed recommendations from instructors in the following courses:

EDUC 141	History and Philosophy of Education
EDUC 222	Educational Psychology
EDUC 280	Field Experience II
HIST 120 or HIST 121	
HIST 110 or HIST 111	
One other HIST, PS or SOC instructor with whom a course was taken	

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

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations
2. Verification of at least a 3.0 GPA in "Education," "Teaching Area," and "Overall"
3. Copies of official Act 34, Act 151 and Act 114 FBI Fingerprint Clearances
4. Completion of the following courses with a minimum grade of C:

EDUC 141	History and Philosophy of Education
EDUC 222	Educational Psychology
EDUC 280	Field Experience II
WRTG 107	Composition (or WRTG 105 and WRTG 106)
ENLT 140	English Inquiry (or another ENLT course at the 120 or higher level)

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

Six (6) semester hour credits of college-level mathematics that must include EDUC 120 Applied Statistics or another approved statistics course and three (3) semester hour credits of non-remedial mathematics at the 102 or higher level

5. Copy of passing Praxis I examination scores (Reading, Writing, Mathematics)
6. Completed recommendations from instructors in the following courses:

EDUC 141	History and Philosophy of Education
EDUC 222	Educational Psychology
EDUC 280	Field Experience II

Any two (2) communications instructors with whom a course was taken

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

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations
2. Verification of at least a 3.0 GPA in "Education," "Teaching Area," and "Overall"
3. Copies of official ACT 34, Act 151, and Act 114 FBI Fingerprint Clearances
4. Completion of the following courses with a minimum grade of C:

EDUC 141	History and Philosophy of Education
EDUC 222	Educational Psychology
WRTG 107	Composition (or WRTG 105 and WRTG 106)
ENLT 140	English Inquiry (or another ENLT course at the 120 or higher level)

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

Six (6) semester hour credits of college-level mathematics that must include EDUC 120 Applied Statistics or another approved statistics course and three (3) semester hour credits of non-remedial mathematics at the 102 or higher level

5. Copy of passing Praxis I examination scores (Reading, Writing, Mathematics)
6. Completed recommendations from instructors in the following courses:

EDUC 141	History and Philosophy of Education
EDUC 222	Educational Psychology
EDUC 280	Field Experience II
ENLT 140	English Inquiry
Any two (2) English instructors with whom a course was taken	

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

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations
2. Verification of at least a 3.0 GPA in "Education," "Teaching Area," and "Overall"
3. Copies of official Act 34, Act 151 and Act 114 FBI Fingerprint Clearances
4. Completion of the following courses with a minimum grade of C:
  - EDUC 141      History and Philosophy of Education
  - EDUC 222      Educational Psychology
  - EDUC 280      Field Experience II
  - WRTG 107      Composition (or WRTG 105 and WRTG 106)
  - MATH 114      Analysis I
  - ENLT Elective

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

5. Copy of passing Praxis I examination scores (Reading, Writing, Mathematics)
6. Completed recommendations from instructors in the following courses:
  - EDUC 141      History and Philosophy of Education
  - EDUC 222      Educational Psychology
  - EDUC 280      Field Experience II
  - BIOL 140 or BIOL 141
  - CHEM 112 or CHEM 113
  - 1 Lab course

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

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations
2. Verification of at least a 3.0 GPA in "Education," "Teaching Area," and "Overall"
3. Copies of official Act 34, Act 151, and Act 114 FBI Fingerprint Clearances
4. Completion of the following courses with a minimum grade of C:

EDUC 141	History and Philosophy of Education
EDUC 222	Educational Psychology
EDUC 280	Field Experience II
WRTG 107	Composition (or WRTG 105 and WRTG 106)
ENLT Elective	

Six (6) semester hour credits of college-level mathematics that must include EDUC 120 Applied Statistics or another approved statistics course and three (3) semester hour credits of non-remedial mathematics at the 102 or higher level

5. Copy of passing Praxis I examination scores (Reading, Writing, Mathematics)
6. Completed recommendations from instructors in the following courses:

EDUC 141	History and Philosophy of Education
EDUC 222	Educational Psychology
EDUC 280	Field Experience II

Any two (2) Foreign Language instructors with whom a course was taken

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

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations
2. Verification of at least a 3.0 GPA in "Education," "Teaching Area," and "Overall"
3. Copies of official Act 34, Act 151, and Act 114 FBI Fingerprint Clearances
4. Completion of the following courses with a minimum grade of C:
  - EDUC 141 History and Philosophy of Education
  - EDUC 222 Educational Psychology
  - EDUC 280 Field Experience II
  - WRTG 107 Composition (or WRTG 105 and WRTG 106)
  - MATH 114 Analysis I
  - MATH 221 Analysis II
  - ENLT Elective
5. Copy of passing Praxis I examination scores (Reading, Writing, Mathematics)
6. Completed recommendations from instructors in the following courses:
  - EDUC 141 History and Philosophy of Education
  - EDUC 222 Educational Psychology
  - EDUC 280 Field Experience II
  - MATH 114 Analysis I
  - MATH 142 Discrete Structures
  - MATH 221 Analysis II

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

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations
2. Verification of at least a 3.0 GPA in "Education," "Teaching Area," and "Overall"
3. Copies of official Act 34, Act 151, and Act 114 FBI Fingerprint Clearances
4. Completion of the following courses with a minimum grade of C:

EDUC 141      History and Philosophy of Education  
EDUC 222      Educational Psychology  
EDUC 280      Field Experience II  
WRTG 107      Composition (or WRTG 105 and WRTG 106)  
ENLT Elective

Six (6) semester hour credits of college-level mathematics that must include EDUC 120 Applied Statistics or another approved statistics course and three (3) semester hour credits of a non-remedial math at the 102 or higher level

5. Copy of passing Praxis I examination scores (Reading, Writing, Mathematics)
6. Completed recommendations from instructors in the following courses:

EDUC 141      History and Philosophy of Education  
EDUC 222      Educational Psychology  
EDUC 280      Field Experience II  
Any two (2) language instructors with whom a course was taken

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

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations
2. Verification of at least a 3.0 GPA in "Education," "Teaching Area," and "Overall"
3. Copies of official Act 34, Act 151, and Act 114 FBI Fingerprint Clearances
4. Completion of the following courses with a minimum grade of C:
  - EDUC 141 History and Philosophy of Education
  - EDUC 222 Educational Psychology
  - EDUC 280 Field Experience II
  - WRTG 107 Composition (or WRTG 105 and WRTG 106)
  - MATH 114 Analysis I
  - MATH 221 Analysis II
  - ENLT Elective
5. Copy of passing Praxis I examination scores (Reading, Writing, Mathematics)
6. Completed recommendations from instructors in the following courses:
  - EDUC 141 History and Philosophy of Education
  - EDUC 222 Educational Psychology
  - EDUC 280 Field Experience II
  - PHYS 140 or PHYS 141
  - PHYS 140L or PHYS 141L
  - Any other science instructor with whom a course was taken

## Teacher Preparation Programs

The Education Department offers teacher preparation programs that lead to teacher certification in pre-kindergarten to Grade 12. Existing teacher certifications in Pennsylvania are: Early Childhood Education, Elementary Education, Special Education, and Secondary Education.

In recent years, the Pennsylvania Department of Education collaborated with educators across the state in designing new teacher certifications for pre-kindergarten-to-Grade-4 and Grades-4 to-8 which will be in effect by August 2013. Therefore, the teacher preparation programs offered by the Education Department include **early childhood education/elementary education**, **early childhood education/special education**, and **elementary education/special education** that meet existing Pennsylvania teacher certification regulations, as well as **early & primary education** and **middle level education** that meet Pennsylvania teacher certification regulations that will be in effect by August 2013. In addition, the Education Department offers teacher preparation programs in **secondary education** that lead to existing, and unchanged, teacher certification regulations.

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

Early Childhood/Elementary Education (PreK-3/K-6; until 2013)

Early Childhood/Special Education (PreK-3/K-12; until 2013)

Early & Primary Education (PreK-4; 2013)

Elementary/Special Education (K-6/K-12; until 2013)

Middle Level (Grades 4-8; 2013)

Secondary Education (Grades 7-12):

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

The teacher preparation programs are accredited by the Pennsylvania Department of Education and the National Council for Accreditation of Teacher Education. Interstate certificate agreements between Pennsylvania and selected states assure that programs completed will be considered as meeting academic program requirements in other states for their initial certification. See Appendix E for a listing of states with interstate certification agreements.

### Preparation Program Guides

The following pages contain program guides for each of the teacher preparation programs. These guides list the courses necessary for completion of the selected program as well as the term in which the

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

- Four courses (12 credits) in at least two of the following disciplines are required: History, Literature, Foreign Languages. However, one course in art or music history can be used as one of the four courses.
- All students take two courses designated as **writing intensive** and two courses designated as **cultural diversity**. Where possible, at least one of the writing intensive courses should be in the major. Cultural diversity and writing intensive courses may also fulfill other requirements in the General Education (GE) curriculum.
- The courses that comprise the student teaching block are scheduled together in the same semester for a given teacher preparation program. The student teaching semester may be reversed at the discretion of the Undergraduate Programs Director.

## Early & Primary Teacher Education

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

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

			Fall	Spring	
<b>FIRST YEAR</b>					
MAJOR	EDUC 143	Adolescent Physical & Social Development	3		
COGNATE	(S) GEOG 134	World Regional Geography	3		
MAJOR	(S,W) EDUC 223	Educational Psychology, Gr 4-8		3	
COGNATE	(O) MATH 102	Fundamentals of Numerical Math	3		
COGNATE	MATH 105	Fundamentals of Geometric Math		3	
GE WRTG	WRTG 107	Composition	3		
GE SPCH	COMM 100	Public Speaking		3	
COGNATE	(E) BIOL 102	Organisms, Environment, and Evolution	3		
GE T/RS	(P)T/RS 121	Theology I		3	
COGNATE	(CH) HIST 110 OR 111	History of the United States		3	
GE FSEM	FRESHMAN SEMINAR	Freshman Seminar	1		
GE PHED	PHED elective	Any activity PHED	1		
GE C/IL	C/IL 102/102L	Computer Literacy		3	
		<b>TOTAL</b>	<b>17</b>	<b>18</b>	<b>35</b>
<b>SECOND YEAR</b>					
MAJOR	EDUC 221	Middle Level Cognitive Development	3		
MAJOR	EDUC 245	Interdisciplinary Assessment		3	
MAJOR	(CL) ENLT 140	English Inquiry	3		
COGNATE	ENLT 200 Level or 300 Level	British Literature		3	
COGNATE	ENLT 200 Level or 300 Level	American Literature		3	
COGNATE	MATH 204	Special Topics in Statistics	3		
COGNATE	(S) PS 130	American National Government I	3		
COGNATE	(CL) ENLT 12X	ENLT 12X	3		
GE T/RS	(P) T/RS 122	Theology II		3	
COGNATE	(E) CHEM 100	Elements of Chemistry		3	
GE PHED	PHED elective	Any activity PHED		1	
GE PHED	PHED elective	Any activity PHED	1		
		<b>TOTAL</b>	<b>16</b>	<b>16</b>	<b>32</b>
<b>THIRD YEAR</b>					
MAJOR	EDUC 348	Math/Science Methods		3	
MAJOR	EDUC 349	Social Studies/Literacy Methods	3		
MAJOR	(D) EDUC 359	Introduction to English Language Learning	3		
MAJOR	(D) EDUC 364	Inclusionary Practices		3	
MAJOR	EDUC 361	Reading to Learn with Trade-books & Texts	3		
MAJOR	EDUC 360	Assessment for Middle School Curriculum	3		
COGNATE	MATH 106 or 107	MATH 106 or 107		3	
COGNATE	(W) WRTG 310	Strategies for Teaching Writing		3	
GE PHIL	(P) PHIL 120	Intro to Philosophy	3		
COGNATE	PHYS 102	Earth Science	3		
GE PHIL	(P) PHIL 210	Ethics		3	
COGNATE	ENLT Area G Course	English Elective		3	
		<b>TOTAL</b>	<b>18</b>	<b>18</b>	<b>36</b>
<b>FOURTH YEAR</b>					
COGNATE	ENLT 200 Level or 300 Level	British Literature	3		
COGNATE	ECO 410	Economic Concepts & Applications	3		
COGNATE	ENLT 200 Level or 300 Level	American Literature	3		
GE PHIL or T/RS	(P) PHIL or T/RS ELECT	Philosophy or T/RS Elective	3		
COGNATE	(CA) THTR 111	Introduction to Acting	3		
COGNATE	PHYS 107	"Hands-On" Physics	3		
MAJOR	EDUC 450	Professional Practice Seminar, Gr 4-8		3	
MAJOR	EDUC 452-455	Grades 4-8 Student Teaching		10	
		<b>TOTAL</b>	<b>18</b>	<b>13</b>	<b>31</b>
<b>GRAND TOTAL</b>			<b>17</b>	<b>18</b>	<b>35</b>

## Middle Level Teacher Education (Mathematics Concentration)

			Fall	Spring	
<b>FIRST YEAR</b>					
MAJOR	EDUC 143	Adolescent Physical & Social Development	3		
COGNATE	(S) GEOG 134	World Regional Geography	3		
MAJOR	(S,W) EDUC 223	Educational Psychology, Gr 4-8		3	
COGNATE	(O) MATH 102	Fundamentals of Numerical Math	3		
COGNATE	MATH 105	Fundamentals of Geometric Math		3	
GE WRTG	WRTG 107	Composition	3		
GE SPCH	COMM 100	Public Speaking		3	
COGNATE	(E) BIOL 102	Organisms, Environment, and Evolution	3		
GE T/RS	(P) T/RS I21	Theology I		3	
COGNATE	(CH) HIST 110 OR 111	History of the United States		3	
GE FSEM	FRESHMAN SEMINAR	Freshman Seminar	1		
GE PHED	PHED ELECT	Any PHED course	1		
GE C/IL	C/IL 102/102L	Computer Literacy		3	
		<b>TOTAL</b>	<b>17</b>	<b>18</b>	<b>35</b>
<b>SECOND YEAR</b>					
MAJOR	EDUC 221	Middle Level Cognitive Development		3	
MAJOR	EDUC 245	Interdisciplinary Assessment	3		
COGNATE	(CL) ENLT 140	English Inquiry	3		
GE PHED	PHED ELECT	Any PHED course		1	
GE PHED	PHED ELECT	Any PHED course	1		
COGNATE	MATH 142	Discrete Structures	4		
COGNATE	(S) PS 130	American National Government I	3		
COGNATE	(CL) ENLT 12X	ENLT 12X		3	
GE T/RS	(P) T/RS 122	Theology II		3	
COGNATE	(E) CHEM 100	Elements of Chemistry		3	
COGNATE	MATH 114	Calculus I	4		
COGNATE	MATH 221	Calculus II		4	
		<b>TOTAL</b>	<b>18</b>	<b>17</b>	<b>35</b>
<b>THIRD YEAR</b>					
MAJOR	EDUC 348	Math/Science Methods		3	
MAJOR	EDUC 349	Social Studies/Literacy Methods	3		
MAJOR	(D) EDUC 359	Introduction to English Language Learning	3		
MAJOR	(D) EDUC 364	Inclusionary Practices		3	
MAJOR	EDUC 361	Reading to Learn with Trade-books & Texts, Gr 4-8	3		
MAJOR	EDUC 360	Assessment for Middle School Curriculum	3		
COGNATE	MATH 204	Special Topics in Statistics	3		
COGNATE	MATH ELECT	Any Math course above 221 that is 3 cr		3	
COGNATE	(W) WRTG 310	Strategies for Teaching Writing		3	
GE PHIL	(P) PHIL 120	Intro to Philosophy	3		
GE PHIL	(P) PHIL 210	Ethics		3	
COGNATE	PHYS 107	"Hands-On" Physics		3	
		<b>TOTAL</b>	<b>18</b>	<b>18</b>	<b>36</b>
<b>FOURTH YEAR</b>					
COGNATE	ECO 410	Economic Concepts & Applications	3		
COGNATE	(E) PHYS 102	Earth Science	3		
GE HUMN	(CA, CH, OR CF)HUMN ELECT	Humanities Elective (Arts, History or Language)	3		
GE PHIL or T/RS	(P) PHIL or T/RS ELECT	Philosophy or T/RS Elective	3		
COGNATE	MATH ELECT	Any Math course above 221 that is 3 cr	3		
COGNATE	MATH ELECT	Any Math course above 221 that is 3 cr	3		
MAJOR	EDUC 450	Professional Practice Seminar, Gr 4-8		3	
MAJOR	EDUC 452-455	Grades 4-8 Student Teaching		10	
		<b>TOTAL</b>	<b>18</b>	<b>13</b>	<b>31</b>
<b>GRAND TOTAL</b>					<b>137</b>

## Middle Level Teacher Education (Science Concentration)

			Fall	Spring	
<b>FIRST YEAR</b>					
MAJOR	EDUC 143	Adolescent Physical & Social Development	3		
COGNATE	BIOL 141/141L	(E)General Biology with Labs	4.5		
COGNATE	CHEM 112/112L	(E)General and Analytical Chemistry with Labs	4.5		
MAJOR	(S,W) EDUC 223	Educational Psychology, Gr 4-8		3	
COGNATE	(Q) MATH 102	Fundamentals of Numerical Math	3		
GE WRTG	WRTG 107	Composition	3		
GE SPCH	COMM 100	Public Speaking		3	
COGNATE	BIOL 142/142L	General Biology with Labs		4.5	
GE T/RS	(P)T/RS I21	Theology I		3	
COGNATE	CHEM 113/113L	General and Analytical Chemistry with Labs		4.5	
GE FSEM	FRESHMAN SEMINAR	Freshman Seminar	1		
		<b>TOTAL</b>	<b>19</b>	<b>18</b>	<b>37</b>
<b>SECOND YEAR</b>					
MAJOR	EDUC 221	Middle Level Cognitive Development	3		
COGNATE	MATH 204	Special Topics in Statistics	3		
MAJOR	EDUC 245	Interdisciplinary Assessment		3	
GE PHIL	(P) PHIL 120	Intro to Philosophy		3	
GE T/RS	(P) T/RS 122	Theology II	3		
COGNATE	(Q) MATH 103	Pre-Calculus Mathematics		4	
COGNATE	MATH 105	Fundamentals of Geometric Math		3	
GE C/IL	C/IL 102/102L	Computer Literacy	3		
COGNATE	(S) PS 130	American National Government I	3		
COGNATE	(CL) ENLT 12X	ENLT 12X	3		
COGNATE	PHYS 102	Earth Science		3	
GE PHED	PHED Elective	Any PHED Elective		1	
		<b>TOTAL</b>	<b>18</b>	<b>17</b>	<b>35</b>
<b>THIRD YEAR</b>					
MAJOR	EDUC 348	Math/Science Methods		3	
MAJOR	EDUC 349	Social Studies/Literacy Methods	3		
MAJOR	(D) EDUC 359	Introduction to English Language Learning	3		
MAJOR	(D) EDUC 364	Inclusionary Practices		3	
MAJOR	EDUC 361	Reading to Learn with Trade-books & Texts, Gr 4-8	3		
MAJOR	EDUC 360	Assessment for Middle School Curriculum	3		
COGNATE	(W) WRTG 310	Strategies for Teaching Writing		3	
COGNATE	PHYS 120/120L	General Physics with Labs	4		
COGNATE	PHYS 121/121L	General Physics with Labs		4	
COGNATE	(CL) ENLT 140	English Inquiry		3	
GE PHED	PHED elective	Any activity PHED		1	
GE PHED	PHED Elective	Any PHED Elective	1		
MAJOR	NSCI 301	Advanced Topics in Science		1	
		<b>TOTAL</b>	<b>17</b>	<b>18</b>	<b>35</b>
<b>FOURTH YEAR</b>					
GE PHIL	(P) PHIL 210	Ethics	3		
COGNATE	ECO 410	Economic Concepts and Applications	3		
GE HUMN	(C) HUMN ELECT	Humanities Elective (Hist, Lang or Arts)	3		
GE PHIL or T/RS	(P) PHIL or T/RS ELECT	Philosophy or T/RS Elective	3		
COGNATE	(S) GEOG 134	World Regional Geography	3		
GE HUMN	(CH) HIST 110 OR 111	History of the United States	3		
MAJOR	EDUC 450	Professional Practice Seminar, Gr 4-8		3	
MAJOR	EDUC 452-455	Grades 4-8 Student Teaching		10	
		<b>TOTAL</b>	<b>18</b>	<b>13</b>	<b>31</b>
<b>TOTAL</b>					<b>138</b>

## Middle Level Teacher Education (Social Studies Concentration)

			Fall	Spring	
<b>FIRST YEAR</b>					
MAJOR	EDUC 143	Adolescent Physical & Social Development	3		
COGNATE	GEOG 134	World Regional Geography	3		
MAJOR	(S,W) EDUC 223	Educational Psychology, Gr 4-8		3	
COGNATE	(O) MATH 102	Fundamentals of Numerical Math	3		
COGNATE	MATH 105	Fundamentals of Geometric Math		3	
GE WRTG	WRTG 107	Composition	3		
GE SPCH	COMM 100	Public Speaking		3	
COGNATE	(E) BIOL 102	Organisms, Environment, and Evolution	3		
GE T/RS	(P) T/RS I21	Theology I		3	
COGNATE	(CH) HIST 110 OR 111	History of the United States		3	
GE FSEM	FRESHMAN SEMINAR	Freshman Seminar	1		
GE PHED	PHED elective	Any activity PHED	1		
GE C/IL	C/IL 102/102L	Computer Literacy		3	
		<b>TOTAL</b>	<b>17</b>	<b>18</b>	<b>35</b>
<b>SECOND YEAR</b>					
MAJOR	EDUC 221	Middle Level Cognitive Development	3		
MAJOR	EDUC 245	Interdisciplinary Assessment		3	
COGNATE	(CL) ENLT 140	English Inquiry		3	
COGNATE	MATH 204	Special Topics in Statistics	3		
COGNATE	(E) PHYS 107	"Hands-On" Physics		3	
COGNATE	(CH) HIST 130	World History I	3		
COGNATE	(S) PS 130	American National Government I	3		
COGNATE	(CL) ENLT 12X	ENLT 12X	3		
GE T/RS	(P) T/RS 122	Theology II	3		
COGNATE	HIST 131	World History II		3	
COGNATE	PS 131	American National Government II		3	
COGNATE	PS 135	State and Local Government		3	
		<b>TOTAL</b>	<b>18</b>	<b>18</b>	<b>36</b>
<b>THIRD YEAR</b>					
MAJOR	EDUC 348	Math/Science Methods		3	
MAJOR	EDUC 349	Social Studies/Literacy Methods	3		
MAJOR	(D) EDUC 359	Introduction to English Language Learning	3		
MAJOR	(D) EDUC 364	Inclusionary Practices		3	
MAJOR	EDUC 361	Reading to Learn with Trade-books & Texts, Gr 4-8	3		
MAJOR	EDUC 360	Assessment for Middle School Curriculum	3		
COGNATE	MATH 106 OR 107	MATH 106 OR 107		3	
COGNATE	(W) WRTG 310	Strategies for Teaching Writing		3	
GE PHIL	(P) PHIL 120	Intro to Philosophy	3		
COGNATE	PHYS 102	Earth Science	3		
GE PHIL	(P) PHIL 210	Ethics		3	
GE PHED	PHED elective	Any activity PHED		1	
		<b>TOTAL</b>	<b>18</b>	<b>16</b>	<b>34</b>
<b>FOURTH YEAR</b>					
COGNATE	ECO 410	Economic Concepts & Applications	3		
COGNATE	PS 212	International Relations	3		
GE PHIL or T/RS	(P)PHIL or T/RS ELECT	Philosophy or T/RS Elective	3		
COGNATE	CHEM 100	Elements of Chemistry	3		
COGNATE	HIST ELECT	History Elective at 200 level or above	3		
GE PHED	PHED elective	Any activity PHED	1		
MAJOR	EDUC 450	Professional Practice Seminar, Gr 4-8		3	
MAJOR	EDUC 452-455	Grades 4-8 Student Teaching		10	
		<b>TOTAL</b>	<b>16</b>	<b>13</b>	<b>29</b>

## Early Childhood Education/Special Education

### FIRST YEAR

MAJOR	EDUC 141	History and Phil of Education	3	or	
MAJOR	EDUC 142	(D) Exceptional Lives		or	3
TEACHING AREA	MATH 102	Fundamentals of Numerical Math	3		
GE QUAN	(Q)MATH 204 or EDUC 120 or PSYCH 210	Statistics			3
GE WRTG-SPCH	WRTG 107-COMM 100	Composition-Public Speaking	3		3
GE S/BH	(S)PSYC 110	Fundamentals of Psychology	3	or	
GE T/RS or PHIL	(P)T/RS I21	Theology I/Intro to Philosophy			3
GE HUM	(CH) HIST 110 OR 111	History of the United States	3	or	
GE HUM	(CL) ENLT requirement	ENLT 100 level			3
GE FSEM	FRESHMAN SEMINAR	Freshman Seminar	1		
GE PHED	PHED 135 and PHED 119 or 126	Dance or Wellness (one dance and wellness required)	1		
GE C/IL	C/IL 102/102L	Computer Literacy		or	3
			<b>17</b>		<b>18</b>

### SECOND YEAR

MAJOR	EDUC 222	(W) Educational Psychology	3		
MAJOR	EDUC 225	(W) Planning Differentiated Instruction	3		
MAJOR	EDUC 225L	Field	1		
MAJOR	EDUC 241	Foundations of Reading		or	3
MAJOR	EDUC 245	Interdisciplinary Assessment		or	3
GE T/RS or PHIL	(P) PHIL 120 or T/RS 122	Theology I/Intro to Philosophy	3		3
GE NSCI	(E) PHYS 101 or 102	Physical Science	3	or	
GE NSCI	(E) See options below <sup>1</sup>	Natural Science		or	3
MAJOR/ECE	EDUC 256	Family and Community Relations			3
MAJOR/EDSP	EDUC 267	Learning Disabilities	3		
GE PHED	PHED 135 and PHED 119 or 126	Dance or Wellness (one dance and wellness required)	1		
GE PHED	PHED elective	Any activity PHED			1
			<b>17</b>		<b>17</b>

### THIRD YEAR

MAJOR	EDUC 342	Media and Tech		or	3
MAJOR	EDUC 350	Designing Curriculum for Special needs		or	3
MAJOR	EDUC 358	Reading to Learn with Trade-books and Texts	3	or	
MAJOR/EDSP	EDUC 366	Emotional and Behavior Disabilities	3		
MAJOR/EDSP	EDUC 367	Designing Curriculum for Low Incidence Disabilities	3		
MAJOR/EDSP	EDUC 367L	Field	1		
MAJOR/ECE	EDUC 354 AND EDUC 356	Integrated Methods: Math/Science/Health AND Social Studies/Language/Expressive Arts	4	or	4
MAJOR/ECE	EDUC 354L or EDUC 356L	Field	1	or	
MAJOR/ECE	EDUC 259	Early Development and Intervention			3
GE S/BH	(S) PS 130 or 131 or 135	State or National Political Science	3		
GE PHIL	PHIL 210	Ethics			3
			<b>18</b>		<b>16</b>

### FOURTH YEAR

MAJOR	EDUC 359	(D) Introduction to English Language Learning	3		
TEACHING AREA	ECO 410	Economics for Educators	3		
GE HUM	SEE OPTIONS BELOW <sup>2</sup>	(CL) or (CA) option	3		
GE HUM	HUMANITIES ELCTIVE	Elective per GE	3		
GE PHIL OR T/RS	(P) ELECTIVE	Any course designated as (P)	3		
MAJOR	STUDENT TEACHING	Track specific Student Teaching			13
			<b>15</b>		<b>13</b>
Total					<b>131</b>

<sup>1</sup> Select one of the following: NSCI 201, BIOL 100, BIOL101, BIOL 108, CHEM 104, PHYS 105, PHYS 106

<sup>2</sup> Select one of the following: ARTH 111 or ARTH 112 or MUS

## Elementary Education/Early Childhood Education

### FIRST YEAR

MAJOR	EDUC 141	History and Phil of Education	3	or	
MAJOR	EDUC 142	(D) Exceptional Lives		or	3
TEACHING AREA	MATH 102	Fundamentals of Numerical Math	3		
GE QUAN	(Q)MATH 204 or EDUC 120 or PSYCH 210	(Q) Statistics			3
GE WRTG-SPCH	WRTG 107-COMM 100	Composition-Public Speaking	3		3
GE S/BH	(S)PSYC 110	Fundamentals of Psychology	3	or	
GE T/RS or PHIL	(P)T/RS I21	Theology I			3
GE HUM	(CH) HIST 110 OR 111	History of the United States	3	or	
GE HUM	(CL) ENLT requirement	ENLT 100 level			3
GE FSEM	FRESHMAN SEMINAR	Freshman Seminar	1		
GE PHED	PHED 135 and PHED 119 or 126	Dance or Wellness (one dance and wellness required)	1		
GE C/IL	C/IL 102/102L	Computer Literacy		or	3
			<b>17</b>		<b>17</b>

### SECOND YEAR

MAJOR	EDUC 222	(W) Educational Psychology	3		
MAJOR	EDUC 225	(W) Planning Differentiated Instruction	3	or	
MAJOR	EDUC 225L	Field	1		
MAJOR	EDUC 241	Foundations of Reading		or	3
MAJOR	EDUC 245	Interdisciplinary Assessment			3
GE T/RS or PHIL	(P) PHIL 120 or T/RS 122	Theology II/Intro to Philosophy	3		3
GE NSCI	(E) PHYS 101 or 102	Physical Science	3	or	
GE NSCI	(E) See options below <sup>1</sup>	Natural Science		or	3
MAJOR/ECE	EDUC 256	Family and Community Relations			3
GE S/BH	(S) PS 130 or 131 or 135	State or National Political Science	3		
GE PHED	PHED 135 and PHED 119 or 126	Dance or Wellness (one dance and wellness required)		or	1
GE PHED	PHED elective	Any activity PHED			1
			<b>16</b>		<b>17</b>

### THIRD YEAR

MAJOR	EDUC 342	Media and Tech			3
MAJOR	EDUC 350	Designing Curriculum for Special needs		or	3
MAJOR	EDUC 358	Reading to Learn with Trade-books and Texts	3	or	
MAJOR/ELED	EDUC 348 AND EDUC 349	Integrated Methods: Math/Science AND Language Arts/Social Studies	4	and/or	4
MAJOR/ELED	EDUC 348L OR EDUC 349L	Field	1	or	
MAJOR/ECE	EDUC 354 AND EDUC 356	Integrated Methods: Math/Science/Health AND Social Studies/Language/Expressive Arts	4	or	4
MAJOR/ECE	EDUC 354L or EDUC 356L	Field		or	1
MAJOR/ECE	EDUC 259	Early Development and Intervention	3		
GE PHIL	PHIL 210	Ethics			3
			<b>15</b>		<b>18</b>

### FOURTH YEAR

MAJOR	EDUC 359	(D) Introduction to English Language Learning	3		
GE PHIL OR T/RS	(P) ELECTIVE	Any course designated as (P)	3		
TEACHING AREA	ECO 410	Economics for Educators	3		
GE HUM	SEE OPTIONS BELOW <sup>2</sup>	(CL) or (CA) option	3		
GE HUM	ELECTIVE	Humanities per GE	3		
MAJOR	STUDENT TEACHING	Track specific Student Teaching			13
			<b>15</b>		<b>13</b>
Total					<b>130</b>

<sup>1</sup> Select one of the following: NSCI 201, BIOL 100, BIOL101, BIOL 108, CHEM 104, PHYS 105, PHYS 106

<sup>2</sup> Select one of the following: ARTH 111 or ARTH 112 or MUS 111 or MUS 112 or THTR 110

## Elementary Education/Special Education

<b>FIRST YEAR</b>					
MAJOR	EDUC 141	History and Phil of Education	3	or	
MAJOR	EDUC 142	(D) Exceptional Lives		or	3
TEACHING AREA	MATH 102	Fundamentals of Numerical Math	3		
GE QUAN	(Q)MATH 204 or EDUC 120 or PSYCH 210	Statistics			3
GE WRTG-SPCH	WRTG 107-COMM 100	Composition-Public Speaking	3		3
GE S/BH	(S)PSYC 110	Fundamentals of Psychology	3	or	
GE T/RS or PHIL	(P)T/RS I21	Theology I			3
GE HUM	(CH) HIST 110 OR 111	History of the United States	3	or	
GE HUM	(CL) ENLT requirement	ENLT 100 level			3
GE FSEM	FRESHMAN SEMINAR	Freshman Seminar	1		
GE PHED	PHED 135 and PHED 119 or 126	Dance or Wellness (one dance and wellness required)	1		
GE C/IL	C/IL 102/102L	Computer Literacy		or	3
			<b>17</b>		<b>18</b>
<b>SECOND YEAR</b>					
MAJOR	EDUC 222	(W) Educational Psychology	3		
MAJOR	EDUC 225	(W) Planning Differentiated Instruction		or	3
MAJOR	EDUC 225L	Field			1
MAJOR	EDUC 241	Foundations of Reading		or	3
MAJOR	EDUC 245	Interdisciplinary Assessment	3	or	
GE T/RS or PHIL	(P) PHIL 120 or T/RS 122	Theology II/Intro to Philosophy	3		3
GE NSCI	(E) PHYS 101 or 102	Physical Science	3	or	
GE NSCI	(E) See options below <sup>1</sup>	Natural Science		or	3
MAJOR/EDSP	EDUC 267	Learning Disabilities			3
TEACHING AREA	(S) PS 130 or 131 or 135	State or National Political Science	3		
GE PHED	PHED 135 and PHED 119 or 126	Dance or Wellness (one dance and wellness required)	1		
			<b>16</b>		<b>16</b>
<b>THIRD YEAR</b>					
MAJOR	EDUC 342	Media and Tech	3	or	
MAJOR	EDUC 350	Designing Curriculum for Special needs		or	3
MAJOR	EDUC 358	Reading to Learn with Trade-books and Texts	3	or	
MAJOR	EDUC 359	(D) Introduction to English Language Learning		or	3
MAJOR/ELED	EDUC 348 AND EDUC 349	Integrated Methods: Math/Science AND Language Arts/Social Studies	4	or	4
MAJOR/ELED	EDUC 348L OR EDUC 349L	Field	1	or	
MAJOR/EDSP	EDUC 366	Emotional/Behavior Disabilities	3	or	
MAJOR/EDSP	EDUC 367	Designing Curriculum for Low Incidence Disabilities		or	3
MAJOR/EDSP	EDUC 367L	Field			1
GE FREE	ANY THREE CREDIT COURSE	Free Elective	3		
GE PHIL	PHIL 210	Ethics			3
			<b>17</b>		<b>17</b>
<b>FOURTH YEAR</b>					
GE PHIL OR T/RS	(P) ELECTIVE	Any course designated as (P)	3		
TEACHING AREA	ECO 410	Economics for Educators	3		
GE HUM	SEE OPTIONS BELOW <sup>2</sup>	(CL) or (CA) option	3		
GE HUM	HUMANITIES ELCTIVE	Humanities per GE	3		
GE PHED	PHED elective	Any activity PHED	1		
MAJOR	STUDENT TEACHING	Track specific Student Teaching			13
GE FREE	ANY THREE CREDIT COURSE	Free Elective	3		

## SECONDARY EDUCATION (Biology) CURRICULUM

		<u>Dept. and No.</u>	<u>Descriptive Title of Course</u>	<u>Credits</u>	
				<u>FALL</u>	<u>SPRING</u>
<b>FIRST YEAR</b>					
MAJOR		EDUC 141	History and Philosophy of Ed	3	
COGNATE		BIOL 141-142	General Biology I-II	4.5	4.5
COGNATE		CHEM 112-113	General Chemistry I-II	4.5	4.5
GE SPCH-WRTG		COMM 100-WRTG 107	Public Speaking-Composition	3.	3
GE C/IL		C/IL 102	Computing and Information Literacy		3
GE PHIL		PHIL 120	Introduction to Philosophy		3
GE FSEM		INTD 100	Freshman Seminar*	1	
				<hr style="width: 100%;"/>	<hr style="width: 100%;"/>
				16	18
<b>SECOND YEAR</b>					
MAJOR		EDUC 280	Field Exp. II	1	
COGNATE		CHEM 232-233	Organic Chemistry	3	3
COGNATE		BIOL 349	Plant Physiology		3
GE QUAN		MATH 114	Analysis I	4	
GE NSCI		PHYS 102	Earth Science		3
GE HUMN		LIT ELECT/ELECT	Literature/Humanities Electives	3	3
GE S/BH		PSYC 110	Fundamentals of Psychology		3
GE S/BH		EDUC 222	Educational Psychology		3
GE ELECT		STAT ELECT	Statistics Elective	3	
GE PHED		PHED ELECT	Physical Education	1	
GE T/RS		T/RS 121	Theology I	3	
				<hr style="width: 100%;"/>	<hr style="width: 100%;"/>
				18	18
<b>THIRD YEAR</b>					
MAJOR		EDUC 313	General Methods and Planning	3	
MAJOR		EDUC 314	Specific Subj. Methods*		3
MAJOR		EDUC 340	Reading in Secondary Schools		3
MAJOR		EDUC 380	Field Experience III	1	
COGNATE		BIOL 250//250L	Microbiology	5	
COGNATE		BIOL 370/370L	Animal Behavior		
COGNATE	4.5	BIOL 375	Evolution	3	
COGNATE		BIOL 361	Molecular Bio		5
GE T/RS		T/RS 122	Theology II	3	
GE HUMN		HUMN ELEC	Humanities Elective	3	
GE ELECT		BIOL 273/473	Marine or Estuarine Ecology		3
				<hr style="width: 100%;"/>	<hr style="width: 100%;"/>
				18	18.5
<b>FOURTH YEAR****</b>					
MAJOR		EDUC 475	Secondary Classroom Mgmt & Disc.		3
MAJOR		EDUC 476	Planning in Secondary Student Teaching		2
MAJOR		EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR		EDUC 478	Managing Classrooms in Secondary Student Teaching		2
MAJOR		EDUC 479	Professional Growth in Secondary Student Teaching*		3
GE HUMN		HUMN ELECT	Humanities Elective	3	
COGNATE		BIOL371	Ecology	3	
GE PHIL		PHIL 210	Ethics	3	
GE NSCI		PHYS 120/120L	General Physics	4	
GE PHIL		PHIL 306	Philosophy of Education	3	
GE PHED		PHED ELECT	Physical Education	<u>2</u>	
				13	<hr style="width: 100%;"/>
				18	18

Total: 137.5

CREDITS

Service commitment is 20 hours in Freshman Seminar with no service requirement in sophomore year.

\* Includes service-learning component.

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

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

## SECONDARY EDUCATION (Chemistry) CURRICULUM

	<u>Dept. and No.</u>	<u>Descriptive Title of Course</u>	<u>Credits</u>	
			<u>FALL</u>	<u>SPRING</u>
<b>FIRST YEAR</b>				
MAJOR	EDUC 141	History and Philosophy of Ed	3	
GE NSCI	CHEM 112-113	General Analytical Chemistry I-II	4.5	4.5
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3.	3
GE C/IL	C/IL 102	Computing and Information Literacy		3
GE QUAN	MATH 114	Analysis I	4	
GE S/BH	PSYCH 110	Fundamentals of Psychology	3	
GE HUMN	LIT ELECT	Literature Elective		3
GE ELECT	MATH 221	Analysis II		4
GE FSEM	INTD 100	Freshman Seminar*	1	
			<hr style="width: 100%; border: 0.5px solid black;"/>	<hr style="width: 100%; border: 0.5px solid black;"/>
			18.5	18.5
<b>SECOND YEAR</b>				
MAJOR	EDUC 280	Field Exp. II	1	
COGNATE	CHEM 232-233	Organic Chemistry I-II	4.5	4.5
COGNATE	PHYS 140-141	General Physics I-II	4	4
COGNATE	CHEM 240	Inorganic Chemistry		3
GE PHIL	PHIL 120	Introduction to Philosophy		3
GE T/RS	T/RS 121-122	Theology I-II	3	3
GE S/BH	EDUC 222	Educational Psychology	3	
GE ELECT	MATH 222	Analysis III	4	
			<hr style="width: 100%; border: 0.5px solid black;"/>	<hr style="width: 100%; border: 0.5px solid black;"/>
			18.5	18.5
<b>THIRD YEAR</b>				
MAJOR	EDUC 313	General Methods and Planning	3	
MAJOR	EDUC 314	Specific Subj. Methods*		3
MAJOR	EDUC 340	Reading in Secondary Schools		3
MAJOR	EDUC 380	Field Experience III	1	
COGNATE	CHEM 362-363	Physical Chemistry I-II	4.5	4.5
COGNATE	CHEM 344	Environmental GeoChem		3
COGNATE	BIOL 141	General Biology	3	
COGNATE	CHEM 370	Instrumental Analysis		5
GE HUMN	HUMN ELEC	Humanities Elective	3	
GE PHIL	PHIL 210	Ethics	3	
GE PHED	PHED ELECT	Physical Education	1	
			<hr style="width: 100%; border: 0.5px solid black;"/>	<hr style="width: 100%; border: 0.5px solid black;"/>
			18.5	18.5
<b>FOURTH YEAR****</b>				
MAJOR	EDUC 475	Secondary Classroom Mgmt & Disc.		3
MAJOR	EDUC 476	Planning in Secondary Student Teaching		2
MAJOR	EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR	EDUC 478	Managing Classrooms in Secondary Student Teaching		2
MAJOR	EDUC 479	Professional Growth in Secondary Student Teaching*		3
COGNATE	CHEM 440	Advanced Inorganic	3	
COGNATE	CHEM 350	General Biochemistry I	3	
GE PHIL	PHIL 306	Philosophy of Education	3	
GEHUMN	HUMN ELECT	Humanities Electives	6	
GE ELECT	CHEM 493-494	Undergraduate Research	1.5	1.5
PHED	PHED ELECT	Physical Education	<u>2</u>	
			14.5	<hr style="width: 100%; border: 0.5px solid black;"/>
			18.5	18.5
Total:			143	CREDITS

Service commitment is 20 hours in Freshman Seminar with no service requirement in sophomore year.

\*\* For a second major in Chemistry, the following are required: CHEM 330, 390, 440L, 493 and 494

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

## SECONDARY EDUCATION (CITIZENSHIP WITH HISTORY)

		<u>Dept. and No.</u>	<u>Descriptive Title of Course</u>	<u>Credits</u>	
				<u>FALL</u>	<u>SPRING</u>
<b>FIRST YEAR</b>					
MAJOR		EDUC 141	History and Philosophy of Ed	3	
COGNATE		HIST 110-111	US History I-II	3	3
GE SPCH-WRTG		COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE C/IL		C/IL 102	Computing and Information Literacy	3	
GE QUAN-STAT		MATH ELECT-STAT ELECT	Mathematics Elective-Statistics Elective	3	3
GE T/RS		T/RS 121	Theology I		3
GE S/BH		PSYC 110	Fundamentals of Psychology		3
GE FSEM		INTD 100	Freshman Seminar*	1	
GE NSCI		ELECT	Natural Science Elective		3
GE PHED		PHED ELECT	Physical Education	<u>1</u>	
				17	<u>18</u>
<b>SECOND YEAR</b>					
MAJOR/GE/ S/BH		EDUC 222 -280	Educational Psych.-Field Exp. II	3	1
COGNATE		GEOG 134	World Regional Geography		3
COGNATE		HIST 140	Craft of the Historian	3	
COGNATE		PS 130-131	Am. Nat. Government I-II	3	3
GE HUMN		LIT ELECT	Literature Elective	3	
GE PHIL		PHIL 120	Introduction to Philosophy		3
GE HUMN		HIST 120-121	European History I-II	3	3
GE NSCI		NSCI ELECT	Natural Science Elective		3
GE ELECT		PS 135	State and Local Government	3	
GE PHED		PHED ELECT	Physical Education	<u>1</u>	
				17	<u>18</u>
<b>THIRD YEAR</b>					
MAJOR		EDUC 313	General Methods and Planning	3	
MAJOR		EDUC 380-314	Field III- Specific Subj. Methods*	1	3
MAJOR		EDUC 340	Reading in Secondary Schools		3
COGNATE		HIST 219	Modern World History	3	
COGNATE		H/PS 214	World Politics		3
COGNATE		ELECT	History Elective	3	3
COGNATE		ELECT	Minority History	3	
GE PHIL		ED/P 306	Philosophy of Education		3
GE T/RS		T/RS 122	Theology II		3
GE ELECT		PS 212	International Relations	3	
GE PHED		PHED ELECT	Physical Education	<u>1</u>	
				18	<u>17</u>
<b>FOURTH YEAR****</b>					
MAJOR		EDUC 475	Secondary Classroom Mgmt & Disc.		3
MAJOR		EDUC 476	Planning in Secondary Student Teaching		2
MAJOR		EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR		EDUC 478	Managing Classrooms in Secondary Student Teaching		2
MAJOR		EDUC 479	Professional Growth in Secondary Student Teaching*		3
COGNATE		PS ELECT	History Elective	6	
GE PHIL		PHIL 210	Ethics	3	
GE HUMN		HUMN ELECT	Humanities Elective**	3	
GE ELECT		ECO 410	Economics for Education Majors	3	
GE ELECT		HIST 490 or 491	Seminar in History***	<u>3</u>	
				13	<u>18</u>
Total:				136	CREDITS

Service commitment is 20 hours in Freshman Seminar with no service requirement in sophomore year.

\* Includes service-learning component.

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

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

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

## SECONDARY EDUCATION (CITIZENSHIP WITH POLITICAL SCIENCE)

	<u>Dept. and No.</u>	<u>Descriptive Title of Course</u>	<u>Credits</u>	
			<u>FALL</u>	<u>SPRING</u>
<b>FIRST YEAR</b>				
MAJOR	EDUC 141	History and Philosophy of Education	3	
COGNATE	HIST 110-111	US History I-II	3	3
GE WRTG-SPCH	WRTG 107-COMM 100	Composition-Public Speaking	3	3
GE C/IL	C/IL 102	Computing and Information Literacy	3	
GE QUAN-STAT	MATH ELECT-PS 240	Mathematics Elective-PS Statistics	3	3
GE T/RS	T/RS 121	Theology I		3
GE S/BH	PSYC 110	Fundamentals of Psychology		3
GE FSEM	INTD 100	Freshman Seminar*	1	
GE NSCI	ELECT	Natural Science Elective		3
			16	18
<b>SECOND YEAR</b>				
MAJOR/GE/ S/BH	EDUC 222 - 280	Educational Psych.-Field Exp. II	3	1
COGNATE	GEOG 134	World Regional Geography		3
COGNATE	PS ELECT	Political Science Elective		3
COGNATE	PS 130-131	Am. Nat. Government I-II	3	3
GE HUMN	LIT ELECT	Literature Elective	3	
GE PHIL	PHIL 120	Introduction to Philosophy		3
GE HUMN	HIST 120-121	European History I-II	3	3
GE NSCI	NSCI ELECT	Natural Science Elective		3
GE ELECT	PS 135	State and Local Government	3	
GE PHED	PHED ELECT	Physical Education		1
			17	18
<b>THIRD YEAR</b>				
MAJOR	EDUC 313	General Methods and Planning	3	
MAJOR	EDUC 380-314	Field III- Specific Subj. Methods*	1	3
MAJOR	EDUC 340	Reading in Secondary Schools		3
COGNATE	PS 313 or 314	Political Ideas	3	
COGNATE	PS 217	Comparative Politics		3
COGNATE	PS ELECT	PS Electives	3	6
GE PHIL	ED/P 306	Philosophy of Education		3
GE T/RS	T/RS 122	Theology II	3	
GE ELECT	PS 212	International Relations	3	
GE PHED	PHED ELECT	Physical Education	2	
			18	18
<b>FOURTH YEAR***</b>				
MAJOR	EDUC 475	Secondary Classroom Mgmt & Disc.		3
MAJOR	EDUC 476	Planning in Secondary Student Teaching		2
MAJOR	EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR	EDUC 478	Managing Classrooms in Secondary Student Teaching		2
MAJOR	EDUC 479	Professional Growth in Secondary Student Teaching*		3
COGNATE	PS ELECT	PS Electives	6	
GE PHIL	PHIL 210	Ethics	3	
GE HUMN	HUMN ELECT	Humanities Elective**	3	
GE ELECT	ECO 410	Economics for Education Majors	3	
GE PHED	PHED ELECT	Physical Education	1	
			13	16

Total: 134 CREDITS

Service commitment is 20 hours in Freshman Seminar with no service requirement in sophomore year.

\* Includes service-learning component.

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

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

## SECONDARY EDUCATION (COMMUNICATION)\*\*

	<u>Dept. and No.</u>	<u>Descriptive Title of Course</u>	<u>Credits</u>	
			<u>FALL</u>	<u>SPRING</u>
<b>FIRST YEAR</b>				
MAJOR	EDUC 141	History and Philosophy of Ed	3	
COGNATE	COMM 110 or 130	Interpersonal Comm/Hist. of Electronic Media		3
COGNATE	COMM 115	Writing for Communications		3
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking – Composition	3	3
GE C/IL	C/IL 102	Computing and Information Literacy	3	
GE QUAN	ELECT	Quant. Reasoning Elective		3
GE PHIL-T/RS	PHIL 120-T/RS 121	Introduction to Philosophy - Theology I	3	3
GE ELECT	ENLT 140	English Inquiry	3	
GE S/BH	PSYC 110	Fundamentals of Psychology		3
GE FSEM	INTD 100	Freshman Seminar*	1	
GE PHED	PHED ELECT	Physical Education	<u>1</u>	<u>—</u>
			17	18
<b>SECOND YEAR</b>				
MAJOR	EDUC 222 - 280	Educational Psychology- Field II	3	1
COGNATE	COMM ELECT	Communication Elective***	3	
COGNATE	COMM ELECT	Communication Elective***		3
COGNATE	ENLT ELECT	British Literature Elective	3	
GE T/RS	T/RS 122	Theology II		3
GE HUMN	ENLT ELECT	American Lit. Elective		3
GE ELECT	WRTG 210	Advanced Composition	3	
GE NSCI	PSYC 105	Brain & Human Nature		3
GE QUAN	STAT ELECT	Statistics Elective	3	
GE ELECT	COMM 210	Logical & Rhetorical Analysis	3	
GE HUMN	COMM 215	Intro to Communication Theory		3
GE PHED	PHED ELECT	Physical Education	<u>—</u>	<u>1</u>
			18	17
<b>THIRD YEAR</b>				
MAJOR	EDUC 313 - 380	General Methods and Planning-Field III	3	1
MAJOR	EDUC 314	Specific Subject Methods*		3
MAJOR	EDUC 340	Reading in Secondary Schools		3
MAJOR	EDUC 262	Psycho Linguistics	3	
COGNATE	COMM 316	Comm. Ethics	3	
COGNATE	COMM ELECT	Communications Electives***	6	3
MAJOR	EDUC 341	Exceptional Child		3
GE ELECT	ENLT ELECT	Theatre Elective		3
GE NSCI	NSCI ELECT	Natural Science Elective	3	
GE PHED	PHED ELECT	Physical Education	<u>—</u>	<u>1</u>
			18	17
<b>FOURTH YEAR****</b>				
MAJOR	EDUC 475	Secondary Classroom Mgmt & Disc.		3
MAJOR	EDUC 476	Planning in Secondary Student Teaching		2
MAJOR	EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR	EDUC 478	Managing Classrooms in Secondary Student Teaching		2
MAJOR	EDUC 479	Professional Growth in Secondary Student Teaching*		3
COGNATE	COMM 415	Communication Senior Seminar	3	
COGNATE	ELECT	Communication Elective	3	
GE PHIL	PHIL 210	Ethics	3	
GE PHIL	ED/P 306	Philosophy of Education	3	
GE ELECT	ENLT 462	Literacy Criticism & Theory	3	
GE HUMN	ELECT	World Literacy Elective	<u>3</u>	<u>—</u>
			18	13

Total: 136 CREDITS

Service commitment is 20 hours in Freshman Seminar with no service requirement in sophomore year.

\* Includes service-learning component.

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

\*\*\* The following classes are recommended-but not required-as options for elective choices: COMM 211 Argument and Debate; COMM 214 Small-Group Communication; COMM 228 Intercultural Communication; COMM 224 News- writing

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

## SECONDARY EDUCATION (ENGLISH)\*\*

		<u>Dept and No.</u>	<u>Descriptive Title of Course</u>	<u>Credits</u>	
				FALL	SPRING
<b>FIRST YEAR</b>					
MAJOR		EDUC 141	History and Philosophy of Ed	3	
COGNATE		ENLT 140	English Inquiry	3	
COGNATE		ELECT	ENLT Requirement		3
WRTG-COGNATE		WRTG 107-ELECT	Composition-Theatre Elective	3	3
GE C/IL		C/IL 102	Computing and Information Literacy		3
GE QUAN		ELECT	Quant. Reasoning Elective	3	
GE PHIL-T/RS		PHIL 120-T/RS 121	Intro to Philosophy-Theology I	3	3
GE S/BH		PSYC 110	Fundamentals of Psychology		3
GE FSEM		INTD 100	Freshman Seminar*	1	
GE PHED		PHED ELECT	Physical Education	—	1
				16	16
<b>SECOND YEAR</b>					
MAJOR		EDUC 222 - 280	Educational Psychology- Field II	3	1
COGNATE		ELECT	Area Requirement	3	
COGNATE		ELECT	Area Requirement	3	
COGNATE		ENLT 220 or 341	Shakespeare Elective		3
GE SPCH		COMM 100	Public Speaking		3
GE PHIL		PHIL 210	Ethics	3	
GE ELECT		WRTG 211 or 218	Advanced Writing Elective		3
GE HUMN		HUMN	Rep. World Literature		3
GE NSCI		NSCI	Natural Science Electives	3	3
GE PHED		PHED ELECT	Physical Education		1
GE ELECT		STAT ELECT	Statistics Elective	3	
				18	17
<b>THIRD YEAR</b>					
MAJOR		EDUC 313	General Methods and Planning	3	
MAJOR		EDUC 314	Specific Subject Methods*		3
MAJOR		EDUC 340	Reading in Secondary Schools	3	
MAJOR		EDUC 380	Field Experience III	1	
COGNATE		ENGL 310	Strat. For Teaching Writing	3	
MAJOR		EDUC 362	Psycho Linguistics		3
COGNATE		ELECT	ENLT Area Requirements	3	3
GE T/RS		T/RS 122	Theology II	3	
GE HUMN		HUMN	ENLT Area Requirements		3
GE HUMN		HUMN	Minority Literature Elective		3
GE PHED		PHED	Physical Education	1	
GE ELECT		EDUC 341	Ed Exceptional Child	—	3
				18	17
<b>FOURTH YEAR****</b>					
MAJOR		EDUC 475	Secondary Classroom Mgmt & Disc.		3
MAJOR		EDUC 476	Planning in Secondary Student Teaching		2
MAJOR		EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR		EDUC 478	Managing Classrooms in Secondary Student Teaching		2
MAJOR		EDUC 479	Professional Growth in Secondary Student Teaching*		3
COGNATE		ENLT ELECT	Theory Intensive Elective***		3
COGNATE		ENLT 490-491	Senior Seminar		3
GE PHIL		ED/P 306	Philosophy of Education		3
GE ELECT		ELECT	Open Electives	—	6
				13	15

Total: 130 CREDITS

Service commitment is 20 hours in Freshman Seminar with no service requirement in sophomore year.

\* Includes service-learning component.

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

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

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

## SECONDARY EDUCATION (GENERAL SCIENCE)

	<u>Dept. and No.</u>	<u>Descriptive Title of Course</u>	<u>Credits</u>	
		<b>FIRST YEAR</b>	<b>FALL</b>	
<b>SPRING</b>				
MAJOR	EDUC 141	History and Philosophy of Ed/field	3	
COGNATE	BIOL 141-142	General Biology I-II	4.5	4.5
GE SPCH	COMM 100	Public Speaking	3	
GE WRTG	WRTG 107	Composition	3	
GE C/IL	C/IL 102	Computing and Information Literacy		3
GE QUAN	MATH 103 or 114	Pre-Calculus Math or Analysis I		4
GE PHIL	PHIL 120	Introduction to Philosophy	3	
GE T/RS	T/RS 121	Theology I		3
GE HUMN	LIT ELECT	Literature Elective		3
GE FSEM	INTD 100	Freshman Seminar*	<u>1</u>	
			17.5	17.5
<b>SECOND YEAR</b>				
MAJOR	EDUC 280	Field Experience II		1
COGNATE	PHYS 120-121	General Physics I-II	4	4
COGNATE	CHEM 112-113	General / Analy. Chemistry I-II	4.5	4.5
COGNATE	STATS ELECT	Statistics Elective	3	
GE PHIL	PHIL 210	Ethics		3
GE T/RS	T/RS 122	Theology II	3	
GE S/BH	EDUC 222-PSYC 110	Education of Psych-Fundamentals of Psych	3	3
GE PHED	PHED ELECT	Physical Education	<u>1</u>	
			17.5	16.5
<b>THIRD YEAR</b>				
MAJOR	EDUC 313	General Methods and Planning	3	
MAJOR	EDUC 380-314	Field III -- Specific Subject Methods*	1	3
MAJOR	EDUC 340	Reading in Secondary Schools		3
COGNATE	COGNATE ELECT	Techno Context - Environmental Context	3	3
GE ELECT	PHIL 431	Philosophy of Science	3	
GE NSCI	PHYS 101-102	Modern Astronomy-Earth Science	3	3
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE ELECT	ELECT	Free Elective		3
GE PHED	PHED ELECT	Physical Education	<u>2</u>	
			17	16
<b>FOURTH YEAR**</b>				
MAJOR	EDUC 475	Secondary Classroom Mgmt & Disc.		3
MAJOR	EDUC 476	Planning in Secondary Student Teaching		2
MAJOR	EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR	EDUC 478	Managing Classrooms in Secondary Student Teaching		2
MAJOR	EDUC 479	Professional Growth in Secondary Student Teaching*		3
COGNATE	ELECT	Environmental Context	3	
COGNATE	CHEM 104	Science and Society	3	
GE HUMN	HUMN ELECT	Humanities Elective	3	
GE ELECT	FREE ELECT	Free Electives	6	
GE PHIL-T/RS	PHIL-T/RS ELECT	Philosophy or T/RS Elective	<u>3</u>	
			13	18
Total:			133	CREDITS

Service commitment is 20 hours in Freshman Seminar with no service requirement in sophomore year.

\* Includes service-learning component.

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

## SECONDARY EDUCATION (LATIN)\*\*

	<u>Dept. and No</u>	<u>Descriptive Title of Course</u>	<u>Credits</u>	
<b>SPRING</b>		<b>FIRST YEAR</b>	<b>FALL</b>	
MAJOR	EDUC 141	History and Philosophy of Ed/field	3	
COGNATE	LAT 211-212	Intermediate Latin I-II	3	3
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE C/IL	C/IL 102	Computing and Information Literacy		3
GE QUAN	MATH ELECT	Quant. Reasoning Course	3	
GE PHIL	PHIL 120	Introduction to Philosophy	3	
GE T/RS	T/RS 121	Theology I		3
GE S/BH	PSYC 110	Fundamentals of Psychology		3
FSEM-PHED	INTD 100-PHED ELECT	Freshman Seminar* - Physical Education	<u>1</u>	<u>1</u>
			16	16
<b>SECOND YEAR</b>				
MAJOR	EDUC 280	Field Exp. II		1
COGNATE	ELECT	Latin Electives	6	6
GE PHIL	T/RS 122	Theology II		3
GE HUMN	LIT ELECT-HUMN ELECT	Literature Elective-Humanities Elective	3	3
GE NSCI	NSCI	Natural Science Electives	3	3
GE S/BH	EDUC 222	Educational Psychology	3	
GE PHED	PHED ELECT	Physical Education		1
GE ELECT	Elect	Statistics Elective	<u>3</u>	
			17	18
<b>THIRD YEAR</b>				
MAJOR	EDUC 313	General Methods and Planning	3	
MAJOR	EDUC 380-314	Field III -- Specific Subj. Methods*	1	3
MAJOR	EDUC 340	Reading in Secondary Schools		3
COGNATE	ELECT	Latin Electives	6	6
COGNATE	ELECT	Related Electives		3
GE PHIL	ED/P 306	Philosophy of Education		3
GE ELECT	SOC 234	Cultural Anthropology	3	
GE ELECT	ELECT	Open Elective	3	
GE PHED	PHED ELECT	Physical Education	<u>1</u>	
			18	17
<b>FOURTH YEAR***</b>				
MAJOR	EDUC 475	Secondary Classroom Mgmt & Disc.		3
MAJOR	EDUC 476	Planning in Secondary Student Teaching		2
MAJOR	EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR	EDUC 478	Managing Classrooms in Secondary Student Teaching		2
MAJOR	EDUC 479	Professional Growth in Secondary Student Teaching*		3
COGNATE	ELECT	Latin Elective	3	
COGNATE	ELECT	Related Elective	3	
GE HUMN	HUMN	Humanities Elective	6	
GE PHIL	PHIL 210	Ethics	3	
GE ELECT	ELECT	Latin Elective	<u>3</u>	
			13	18
Total			133	CREDITS

Service commitment is 20 hours in Freshman Seminar with no service requirement in sophomore year.

\* Includes service-learning component.

\*\* Program results in second major in Latin

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

## SECONDARY EDUCATION (MATH)

	<u>Dept. and No.</u>	<u>Descriptive Title of Course</u>	<u>Credits</u>	
			<u>FALL</u>	<u>SPRING</u>
<b>FIRST YEAR</b>				
MAJOR	EDUC 141	History/Philosophy of Ed	3	
GE HUMN	HUMN ELECT	Humanities Elective	3	
COGNATE	MATH 114	Analysis I		4
COGNATE	MATH 142	Discrete Structures	4	
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE C/IL	C/IL 102	Computing and Information Literacy		3
GE ELECT	CMPS 134	Computer Science I		3
GE PHIL	PHIL 120	Introduction to Philosophy	3	
GE T/RS	T/RS 121	Theology I		3
GE FSEM - PHED	INTD 100	Freshman Seminar* - Physical Education Elect.	1	1
			17	17
<b>SECOND YEAR</b>				
MAJOR	EDUC 280	Field Experience II		1
GE SB/H	EDUC 222	Educational Psychology	3	
COGNATE	MATH 221-222	Analysis II-III	4	4
GE PHIL	T/RS 122	Theology II		3
GE HUMN	LIT ELECT	Literature Elective	3	
GE NSCI	PHYS 140 -141	Elem. of Physics I-II	4	4
GE S/BH	PSYC 110	Fundamentals of Psychology	3	
COGNATE	MATH 351	Linear Algebra		3
GE PHED	PHED ELECT	Physical Education	1	1
			16	18
<b>THIRD YEAR</b>				
MAJOR	EDUC 313	General Methods and Planning	3	
MAJOR	EDUC 380-314	Field Exp. III - Specific Subject Methods*	1	3
MAJOR	EDUC 340	Reading in Secondary Schools		3
MAJOR	EDUC 312	Secondary Math Curriculum	3	
COGNATE	MATH 312	Special Topics Statistics Probability		3
COGNATE	MATH 345 or 325	Geometry or History/Philosophy of Math	3	
COGNATE	MATH 446 or 448**	Real Analysis I or Mod. Algebra I	3	
COGNATE	MATH ELECT	Math Elective (Upper Division)		3
GE HUMN	HUMN ELECT	Humanities Elective		3
COGNATE	MATH 447 or 449	Real Analysis II or Modern Algebra II		3
COGNATE	MATH ELECT	Math Elective (Upper Division)	3	
			18	16
<b>FOURTH YEAR***</b>				
MAJOR	EDUC 475	Secondary Classroom Mgmt & Disc.		3
MAJOR	EDUC 476	Planning in Secondary Student Teaching		2
MAJOR	EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR	EDUC 478	Managing Classrooms in Secondary Student Teaching		2
MAJOR	EDUC 479	Professional Growth in Secondary Student Teaching*		3
GE PHIL	PHIL 210	Ethics	3	
COGNATE	MATH 446 or 448	Real Analysis I or Mod Algebra I**	3	
COGNATE	MATH ELECT	Math Elective (Upper Division)	3	
COGNATE	MATH 345 or 325	Geometry or History/Phil of Math	3	
GE PHIL/ED	ED/P 306	Philosophy in Education	3	
GE HUMN	HUMN ELECT	Humanities Elective	3	
			13	18
Total:			133	CREDITS

Service commitment is 20 hours in Freshman Seminar with no service requirement in sophomore year.

\* Includes service-learning component.

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

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

## SECONDARY EDUCATION (Modern Language)

		<u>Dept. and No.</u>	<u>Descriptive Title of Course</u>	<u>Credits</u>	
				FALL	SPRING
<b>FIRST YEAR</b>					
MAJOR		EDUC 141	History and Philosophy of Ed/field	3	
COGNATE		MLANG 211-212**	Intermediate Mod Language	3	3
GE SPCH-WRTG		COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE C/IL		C/IL 102	Computing and Information Literacy		3
GE HUMN		LIT ELECT	Literature Elective		3
GE QUAN		QUAN ELECT	Quant. Reasoning Elective	3	
GE PHIL-T/RS		T/RS-PHIL 120	Theology I - Intro. To Philosophy	3	3
GE S/BH		PSYC 110	Fundamentals of Psychology		3
GE FSEM		INTD 100	Freshman Seminar <sup>1</sup>	<u>1</u>	
				16	18
<b>SECOND YEAR</b>					
MAJOR		EDUC 280	Field Exp. II		1
COGNATE		MLANG 311-312**	Advanced Comp/Conv. I-II	3	3
COGNATE		COGNATE ELECT	Related Electives	3	3
GE PHIL		T/RS 122	Theology II	3	
GE HUMN		MLANG ELECT	Modern Language Elective		3
GE NSCI		NSCI	Natural Science Electives	3	3
GE S/BH		EDUC 222	Educational Psychology		3
GE PHIL		PHIL 210	Ethics	3	
GE ELECT		STATS ELECT	Statistics Elective	3	
GE PHED		PHED ELECT	Physical Education Elective	<u>1</u>	
				18	17
<b>THIRD YEAR</b>					
MAJOR		EDUC 313	General Methods and Planning	3	
MAJOR		EDUC 314	Specific Subject Methods*	3	
MAJOR		EDUC 380	Field Experience III	1	
MAJOR		EDUC 340***	Reading in Secondary Schools		3
COGNATE		MLANG 321-322*****	Stylistics I-II	3	3
COGNATE		COGNATE ELECT	Modern Language Electives*****	3	6
GE HUMN		ELECT	Free Elective		3
GE ELECT		SOC 234	Cultural Anthropology	3	
GE PHED		PHED ELECT	Physical Education	<u>2</u>	
				15	18
<b>FOURTH YEAR*****</b>					
MAJOR		EDUC 475	Secondary Classroom Mgmt & Disc.		3
MAJOR		EDUC 476	Planning in Secondary Student Teaching		2
MAJOR		EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR		EDUC 478	Managing Classrooms in Secondary Student Teaching		2
MAJOR		EDUC 479	Professional Growth in Secondary Student Teaching*		3
COGNATE		COGNATE ELECT	Modern Language Elective*****	9	
GE PHIL		ED/P 306	Philosophy of Education	3	
GE PHIL		PHIL 210	Ethics	3	
GE ELECT		ELECT	Related Elective	<u>3</u>	
				13	18
				Total:	

133 CREDITS

Service Learning Commitment is 20 hours in Freshman Seminar with no service requirement in sophomore year.

\* Includes the service learning component.

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

\*\*\* All Secondary Education MLANG Majors are strongly encouraged to study abroad for a period of at least one (1) semester. Students studying abroad should take EDUC 340 during intercession.

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

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

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

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

## SECONDARY EDUCATION (PHYSICS)

	<u>Dept. and No.</u>	<u>Descriptive Title of Course</u>	<u>Credits</u>	
		<b>FIRST YEAR</b>	<b>FALL</b>	
<b>SPRING</b>				
MAJOR	EDUC 141	History and Philosophy of Ed/field	3	
COGNATE	PHYS 140-141	Elements of Physics I-II	4	4
COGNATE	MATH 221	Analysis II		4
GE SPCH-WRTG	COMM 100-WRTG 107	Public Speaking-Composition	3	3
GE QUAN	Math 114	Analysis I	4	
GE C/IL	C/IL 102	Computing and Information Literacy	3	
GE PHIL	PHIL 120	Intro. Philosophy		3
GE HUMN	LIT ELECT	Literature Elective		3
GE FSEM	INTD 100	Freshman Seminar*	<u>1</u>	<u>—</u>
			17	18
<b>SECOND YEAR</b>				
MAJOR	EDUC 280	Field Exp. II		1
COGNATE	MATH 222	Analysis III	4	
COGNATE	PHYS 270	Modern Physics	4	
COGNATE	PHYS 102	Earth Science		3
COGNATE	PHYS 352	Stat & Eng. Thermodynamics		3
COGNATE	EE 241	Circuits		4
GE ELECT	MATH 341	Differential Equations		3
GE PHIL	PHIL 210	Ethics	3	
GE T/RS	T/RS 121	Theology I	3	
GE S/BH	PSYC 110-EDUC 222	Fundamentals of Psych - Education Psych	3	3
GE PHED	PHED ELECT	Physical Education	<u>—</u>	<u>1</u>
			18	17
<b>THIRD YEAR</b>				
MAJOR	EDUC 313	General Methods and Planning	3	
MAJOR	EDUC 380-314	Field III - Specific Subj. Methods*	1	3
MAJOR	EDUC 340	Reading in Secondary Schools		3
COGNATE	PHYS 447-448	Electromagnetics I & II	3	4
GE T/RS	T/RS 122	Theology II	3	
GE ELECT	PHYS 350	Applied & Engineering Math		3
GE NSCI	BIOL 101	General Biology I	3	
GE ELECT	CHEM 100	General Chemistry	3	
GE ELECT	PHIL 372	Atomic/Laser Physics		3
GE PHED	PHED ELECT	Physical Education	<u>1</u>	<u>1</u>
			17	17
<b>FOURTH YEAR**</b>				
MAJOR	EDUC 475	Secondary Classroom Mgmt & Disc.		3
MAJOR	EDUC 476	Planning in Secondary Student Teaching		2
MAJOR	EDUC 477	Instruction in Secondary Student Teaching		3
MAJOR	EDUC 478	Managing Classrooms in Secondary Student Teaching		2
MAJOR	EDUC 479	Professional Growth in Secondary Student Teaching*		3
COGNATE	PHYS 493-494	Undergraduate Physics Research		3
COGNATE	ENGR 250	Statics	3	
COGNATE	PHYS 371	Advanced Mechanics	3	
GE HUMN	HUMN ELECT	Humanities Electives	9	
GE PHIL-T/RS	PHIL-T/RS ELECT	Philosophy or T/RS elective	<u>3</u>	<u>—</u>
			16	18
			Total: 138	
		CREDITS		

Service commitment is 20 hours in Freshman Seminar with no service requirement in sophomore year.

\* Includes service-learning component.

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

Student Advisement – Faculty Mentors *(Final Updates Pending)*

Students majoring in education, and students majoring in other disciplines yet seeking certification through the Department of Education, are assigned mentors according to their teaching areas. Undergraduate mentors are:

***Undergraduate Mentors***

Dr. Dona Bauman	Special Education Majors. Phone: 941-6282
Dr. Barbara Cozza	Elementary Education Majors. Phone: 941-4215
Dr.	Secondary Social Studies and Foreign Language, and All Other Secondary Students. Phone: 941-4352
Dr. Patricia Gross	Secondary Communication and English. Phone: 941-6288
Dr. Kathleen Wasserman	Phone: 941-5846
Dr. Tata Mbugua	Elementary Education Majors. Phone: 941-5884
Dr. Kathleen Montgomery	Elementary Education Majors. Phone: 941-4157
Dr. Gloria Tansits Wenze	Early Childhood Majors & ECE/Elementary/Continuing Education students. Phone: 941-6124.
Dr.	All Secondary (Continuing Education) Mathematics and Science. Phone: 941-4032

For course registration and general advising, undergraduate students are officially advised by the PCPS Advising Center. While you will receive your initial advisement through the PCPS Advising Center, you should consult with the appropriate education faculty mentor as listed above for any issues outside of the usual course registration. Issues for faculty advisement might be that you need help with planning your program so that there is space for you to study abroad or goals counseling, for example. Without using all of the advisement that you have available to you, the responsibility for the applicability of the courses and their place within your program is entirely yours. Education Department faculty members are very accessible to students and wish to help you in any way possible.

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

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

**Service Learning**

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

<u>Freshman Year</u>			<u>Service</u>
INTD 100	Freshman Seminar (Early & Primary and Middle Level)	1cr/Fall	10hrs
INTD 100	Freshman Seminar (Secondary Ed)	1cr/Fall	20hrs
<u>Sophomore Year</u>			
EDUC 241	Foundations of Reading Instruction	3cr/Fall-Spr	10hrs
<u>Junior Year</u>			
EDUC 314	Specific Subject Methods	3cr/Fall-Spr	10hrs
EDUC 348	Integrated Methods: Elem Math/Sci	4cr/Fall-Spr	10hrs
EDUC 356	ECE LA/SS/ExpArts Methods	4cr/Fall-Spr	10hrs
<u>Senior Year</u>			
EDUC 444	Prof Growth in Elem Student Teach	3cr/Fall-Spr	10hrs
EDUC 459	Prof Growth in ECE Student Teach	3cr/Fall-Spr	10hrs
EDUC 464	Prof Growth in Sp Ed Student Teach	3cr/Fall-Spr	10hrs
EDUC 479	Prof Growth in Sec Student Teach	3cr/Fall-Spr	10hrs

\*Secondary Education majors are not required to complete Service Learning in their sophomore year.

\*PCPS students who are concurrently enrolled in major and cognate courses that carry a service learning component, will be exempt from the Service Learning requirement of the cognate course. (Special Education – HS 241, HS 333)

\*Your Service Learning Liaison is:

Dr. Kathleen Wasserman  
 McGurrin Hall Rm 141  
[wassermank2@scranton.edu](mailto:wassermank2@scranton.edu)  
 941-5846

## Field Experiences & Student Teaching

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

Elementary Education/Early Childhood Education, Early Childhood Education/Special Education and Elementary/Special Education have field experiences in conjunction with EDUC 225 and their methods courses.

Secondary students have field experiences in EDUC 280 and EDUC 380.

Early & Primary Education and Middle Education have 190 hours of field experiences embedded in courses throughout the sophomore through senior years.

- **Field experience taken during sophomore year** (ECE/EIEd, ECE/SpEd, EIEd/SpEd)  
This experience requires classroom hours of observation and assisted instruction. The level of the classroom for the in-school component should be: primary grades for students pursuing early childhood certification, elementary grades for students pursuing elementary certification, special education settings for students pursuing special education certification, and middle or high school grades for students pursuing secondary certification. The Director of Field Placement assigns students to a school for the classroom observation and assisted instruction component. **Students are responsible for their own transportation to the school site.**
- **Field experience taken during junior year** (ECE/EIEd, ECE/SpEd, EIEd/SpEd)  
This experience requires classroom hours of observation and instruction. The Director of Field Placement will assign students to placements in the Pocono Mountain School District, which is culturally diverse. The activities to be completed are many and varied, but include observation, teacher assistance, and teaching several lessons. Students will not only observe in the classroom and prepare to teach, but they will also interact with guest speakers and engage in guided reflective practice. This model is to provide pre-service teachers with a guided experience in a school district rich with diversity and quality education. **Students are responsible for their own transportation.**
- **Student Teaching** is a twelve-week culminating professional experience. Applications are necessary for all Student Teaching courses in order to receive an approved assignment in a school. Applications should be filled out and submitted to your advisor. After obtaining the confirming signature of your advisor, you must deliver the application to the Director of Field Placements by October 1<sup>st</sup> for a Student Teaching placement in the spring semester, and by March 1<sup>st</sup> for a Student Teaching placement in the fall semester. **As with other field placements, students are responsible for their own transportation to the school site.** Students are not permitted to student teach in schools where close relatives serve in teaching, administrative, or supervisory roles. **Formal arrangements for these placements are University functions and should not be pursued on your own.** The application begins the process in its proper form.

## Field Experience Requirements

The Education Department has a responsibility to assess both academic and non-academic progress of students and their readiness to participate in the Field Experience and Student Teaching programs. As a part of the non-academic assessment, students are required to secure an **Act 34 Clearance Criminal Record Check, Act 151 Child Abuse History Clearance, and Act 114 FBI Fingerprint Clearance**. These forms can be obtained from pockets outside of the Education Department office, or they can be downloaded from the Web at the following site: [www.dpw.state.pa.us/general/guides.asp](http://www.dpw.state.pa.us/general/guides.asp). **It is the student's responsibility to obtain the Act 34, Act 151 Clearances and Act 114 FBI Fingerprint and give them to the Director of Field Placements with any application for Field Experience or Student Teaching.** Students must take the original copy of each clearance to the school to which they are assigned. Clearances will not be maintained by the University after they are checked by the Director of Field Placements. **Act 34 and Act 151 Clearances remain current for only a year.** It is the student's responsibility to reapply whenever necessary to ensure that clearances do not lapse. **No student will be allowed to enter a school site without a valid Act 34, Act 151 and Act 114 Clearance.** Failure to produce these clearances in a timely manner may result in your removal from the field experience.

## Liability

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

(D. Christiansen, 2001)

## Professional Courtesy

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

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

There may be times when you find you are uncomfortable with circumstances in your assigned school or classroom (e.g., with the manner in which a student is disciplined or with curriculum issues). **Professional courtesy dictates that you respect the professional educator's decision.** In other words, you do not question decisions in front of colleagues and/or students. Should you need to ask about a professional decision or action, professional courtesy dictates a one-on-one conference be held between you and the professional.

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

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

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

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

### Student Teaching

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

- completed all your *major* and *cognate area* courses, and
- have a G.P.A. of 3.0 or greater in your major, cognate and general education areas.

**Because of demands placed upon student teachers, the Education Department ordinarily does not permit students to take courses concurrently with the student teaching sequence.**

Deviations from this policy must have the recommendation of the Undergraduate Programs, the Education Department chairperson, and approval of the appropriate Dean.

During the same semester as student teaching, you will take the Professional Seminar (SpecEd), Professional practice seminar (EIEd and ECE) or Classroom Management (SecEd). The Professional Practice Seminar meets the first two weeks of the semester, and the last week of the semester, after an interim of 12 weeks of student teaching. Classroom Management meets the first two weeks of the semester followed by 12 weeks of student teaching. Both courses meet during the morning or afternoon sessions, but may require full days of commitment. Professional Seminar meets the entire semester in conjunction with student teaching. Student Teaching occupies the entire school day as defined by the in-school schedule of the school to which you are assigned.

Specific school assignments are made by the Director of Field Placement after the student has completed the necessary application. The Director is limited by the number of available "slots" in a limited number of local schools and the increasing number of students requesting placement. **The placement of student teachers, therefore, is a complex process and the placement you receive is final.** Applications for student teaching must be received no later than **October 1 for assignment during Spring Semesters** and **March 1 for the Fall Semesters.** Current Act 34 and Act 151 clearances and Act 114 FBI fingerprints must accompany your application.

When you are ready for Student Teaching, you must apply by the dates above. Your application must be completely filled out, and then it must be confirmed with your advisor's signature. You then have the responsibility to submit the form **directly to the Director of Field Placement**, located in MGH 201. The Director of Field Placements submits the list of student teaching applicants to the Teacher Education Committee (TEC) for final approval. Once approved by the TEC, applicants are permitted to student teach. The student teaching application process is a lengthy one, so do not wait until time for registration is near -- complete this detail early to meet all deadlines.

### Elementary Program

Planning in Elementary Student Teaching (Educ. 441)	2 credits
Instruction in Elementary Student Teaching (Educ. 442)	3 credits
Managing Classrooms in Elementary Student Teaching (Educ. 443)	2 credits
Professional Growth in Elementary Student Teaching (Educ. 444)	3 credits

Early Childhood Education Program (Must be at the third grade level or below)

Planning in Early Childhood Student Teaching (Educ. 456)	2 credits
Instruction in Early Childhood Student Teaching (Educ. 457)	3 credits
Managing Classrooms in Early Childhood Student Teaching (Educ. 458)	2 credits
Professional Growth in Early Childhood Student Teaching (Educ. 459)	3 credits

*Note: Early Childhood candidates will Student Teach in a primary grade (K-3) for 6 weeks, and at the preschool level for 6 weeks.*

Secondary Program

Planning in Secondary Student Teaching (Educ. 476)	2 credits
Instruction in Secondary Student Teaching (Educ. 477)	3 credits
Managing Classrooms in Secondary Student Teaching (Educ. 478)	2 credits
Professional Development in Secondary Student Teaching (Educ. 479)	3 credits

Special Education Program

Planning in Special Education Student Teaching (Educ. 461)	2 credits
Instruction in Special Education Student Teaching (Educ. 462)	3 credits
Managing Special Education Instruction (Educ. 463)	2 credits
Professional Growth in Student Teaching (Educ. 464)	3 credits

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

Media Support for Classes and Student Teachers

A policy on supplies for computing, media and audiovisual support has been instituted by the Education Department. Conditions have changed and rising costs dictate this policy. **Secretaries are NEVER to be asked to prepare materials for a course or for use of the departmental copy machine.** Students must purchase materials to be used. Machines (thermofax, lamination, Ellison press, and spirit duplication) may be used only by those who have been TRAINED in Educ. 313, Educ. 342 or by an Education staff member in the use of those machines.

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

Praxis Tests

Completion of the Praxis Series Tests with a passing score is a requirement for Pennsylvania Certification. A passing score on the Praxis I Tests is required as part of the Teacher Candidate Screening process during the first 48 credit hours of study.

### E-Portfolio

Balancing the Education Department's entrance criteria of the Teacher Candidate Screening process, the exit criteria is the student's **electronic portfolio**. Students are advised to begin to collect evidence of planning, instruction, management, and professional growth throughout their teacher training program. During EDUC 342 (Elementary Education, Early Childhood Education, and Special Education) and EDUC 313 (Secondary Education), students become familiar with the technology needed to display their evidence in an electronic format. Presentation of each student's electronic portfolio is made to the Education Department at the conclusion of the student teaching experience. A passing score illustrates that the student met the eight (8) standards of the Scholar/Decision-maker Model (Appendix B). It is also necessary for the Education Department's recommendation for teacher certification.

## Teacher Certification

Certification in Pennsylvania is a function of the Pennsylvania Department of Education (PDE). The teacher preparation programs at the University of Scranton are approved by the Pennsylvania Department of Education and satisfy PDE standards for initial certification. It is important that you concentrate on a smooth and successful progression through your program of study. Frequent consultation with an advisor is in your best interest. You should complete application forms for the instructional certificate during the semester immediately preceding your graduation and turn them in to the Education Department secretary. Certification applications must be obtained on-line through Pennsylvania Department of Education's website: <http://www.pde.state.pa.us>

Before the University can recommend you to the Pennsylvania Department of Education for an instructional certificate, you must complete all curricular and testing requirements. In compliance with PDE regulations, testing requirements are passing scores on the Praxis Series tests. To obtain current requirements go to the following website: [www.teaching.state.pa.us/teaching/site/default.asp](http://www.teaching.state.pa.us/teaching/site/default.asp)

You must register for the proper tests and forward reports of the scores to **PDE and the University**. **You must identify the University to receive your score**. Students must register for Praxis Series tests through ETS: [www.ets.org](http://www.ets.org). Other states may also require entry tests, either their own test or parts of the Praxis Series tests.

**Certification applications cannot be processed until scores from Praxis II tests are submitted to PDE and to the University. Make sure you correctly mark your application to ensure test scores are properly forwarded to the University of Scranton.** Staying alert for current developments to ensure your preparation will qualify you for certification in the states of your choice. Other states may also require additional course work (in rare cases) or workshops not related to curricular requirements. You will need to contact the appropriate state department of education if you wish to be certified in other states. Beginning this process early is advisable.

To apply for your Pennsylvania Certificate all sections of the Praxis test series and e-portfolio must be successfully completed. Upon completion of your approved program, it is your responsibility to submit to the Education Department secretarial staff the completed Application forms, accompanied by a \$40.00 check or money order payable to the UNIVERSITY OF SCRANTON. The Registrar will verify that you have completed the program and will then forward the application to the Certification Officer. The Certification Officer will endorse and forward your application to PDE after confirming that your program is complete. Upon receipt of an approved application and following their procedures, PDE issues the certificate to the student. This fee may change by action of the Pennsylvania State Legislature.

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

specialty area test. Processing is the same and begins with your advisor.

## Appendices

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

**Pennsylvania Statewide Evaluation for Student Professional Knowledge and Practice**

<p>Category I: <b>Planning and Preparation</b> – Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught learned, their knowledge of assigned students and his/her instructional context. Alignment with PA Code, Act 354.33. (1)(i)(A), (B), (C), (G), (H)  <i>Aligned with the U of S Scholar/Decision-Maker: Planning Domains</i></p>	<p>Category II: <b>Classroom Environment</b> – 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. <i>Alignment with PA Code, Act 354.33. (1)(i)(E), (B)</i>  <i>Aligned with the U of S Scholar/Decision-Maker: Instruction Domains</i></p>	<p>Category III – <b>Instructional Delivery</b> - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies. Alignment with PA Code 22, Act 354.33. (1)(i)(D),(F),(G)  <i>Aligned with the U of S Scholar/Decision-Maker: Management Domains</i></p>	<p>Category IV – <b>Professionalism</b> - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building. <i>Alignment with PA Code 22, Act 354.33. (1)(i)(I),(J)</i>  <i>Aligned with the U of S Scholar/Decision-Maker: Professional Growth Domains</i></p>
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**The University of Scranton Unit Standards**

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

The Teacher...

Interstate New Teacher Assessment and Support Consortium (INTASC) Principles

<p><i>understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</i></p> <p><i>Aligned with Scholar 1</i></p>	<p>understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</p> <p><i>Aligned with Scholar 1,4</i></p>	<p>understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p> <p><b>Aligned with Scholar 2; Decision-Maker 2</b></p>	<p>understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p> <p><i>Aligned with Decision-Maker 1</i></p>	<p>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.</p> <p><i>Aligned with Scholar 3; Decision-Maker 3</i></p>	<p>uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <p><i>Aligned with Decision-Maker 3</i></p>	<p>plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> <p><i>Aligned with Decision-Maker 1</i></p>	<p>understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p> <p><i>Aligned with Decision-Maker 2</i></p>	<p>is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p> <p><i>Aligned with Scholar 4; Decision-Maker 3,4</i></p>	<p>fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p> <p><b>Aligned with Decision-Maker 4</b></p>
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**Appendix B: UNIVERSITY OF SCRANTON PROFESSIONAL EDUCATOR EXIT ELECTRONIC PORTFOLIO RUBRIC**

e-Portfolio of: \_\_\_\_\_ ID#: \_\_\_\_\_

Program: \_\_\_\_\_ College: \_\_\_\_ PCPS \_\_\_\_ DHC \_\_\_\_ Grad

**Standards in the area of Scholarship:**

*Scoring: 5-4 strong 3 average 2-1 weak*

Standard Number	Statement of standard (Candidates...)	Artifact #1 Description _____	Artifact #1 Reflection	Artifact #2 Description _____	Artifact #2 Reflection		Assessment of the Standard
S-1 <b>Planning</b>	plan teaching models that use major concepts, principles, theories, research and technology related to learning, including attention to the needs of diverse learners	Artifact is clearly and directly related to the standard. 5 4 3 2 1	Reflection clearly describes why artifact demonstrates achievement of standard. 5 4 3 2 1	Artifact is clearly and directly related to the standard. 5 4 3 2 1	Reflection clearly describes why artifact demonstrates achievement of standard. 5 4 3 2 1	PDE 430 and/or other evidence attests to knowledge of planning as relates to use of learning theory at levels termed... 5 4 3 2 1	Overall ○ Exceeds: (4-5) ○ Met: (3) ○ Not Met: (1-2)
S-2 <b>Instruction</b>	implement the central concepts, tools of inquiry, and structures of content for the various developmental levels of diverse populations and use continuous reflective self-assessment for professional growth.	Artifact is clearly and directly related to the standard. 5 4 3 2 1	Reflection clearly describes why artifact demonstrates achievement of standard. 5 4 3 2 1	Artifact is clearly and directly related to the standard. 5 4 3 2 1	Reflection clearly describes why artifact demonstrates achievement of standard. 5 4 3 2 1	Written comments and/or other evidence attests to knowledge of subject content appropriate to student develop termed... 5 4 3 2 1	Overall ○ Exceeds: (4-5) ○ Met: (3) ○ Not Met: (1-2)
S-3 <b>Management</b>	apply effective verbal, written and technological communication and management techniques, and react with sensitivity to the various needs and feelings of students, families, colleagues and others.	Artifact is clearly and directly related to the standard. 5 4 3 2 1	Reflection clearly describes why artifact demonstrates achievement of standard. 5 4 3 2 1	Artifact is clearly and directly related to the standard. 5 4 3 2 1	Reflection clearly describes why artifact demonstrates achievement of standard. 5 4 3 2 1	Written comments and/or other evidence of knowledge of and plan for use of management strategy at levels termed... 5 4 3 2 1	Overall ○ Exceeds: (4-5) ○ Met: (3) ○ Not Met: (1-2)

<b>S-4</b> <b>Professional Growth</b>	utilize data gathering techniques that include research, analytical processes, assessment and the use of appropriate technology throughout the curriculum. Candidates practice proper professional behaviors and deal ethically with colleagues, superiors, students and families.	Artifact is clearly and directly related to the standard. 5 4 3 2 1	Reflection clearly describes why artifact demonstrates achievement of standard. 5 4 3 2 1	Artifact is clearly and directly related to the standard. 5 4 3 2 1	Reflection clearly describes why artifact demonstrates achievement of standard. 5 4 3 2 1	Written comments and/or other evidence attests ability to utilize data for analysis or assessment at levels termed... 5 4 3 2 1	Overall ○ Exceeds: (4-5) ○ Met: (3) ○ Not Met: (1-2)
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Standards in the area of Decision-making:

Scoring: 5-4 strong 3 average 2-1 weak

Standard Number	Statement of standard (Candidates...)	Artifact #1 Description	Artifact #1 Reflection	Artifact #2 Description	Artifact #2 Reflection		Assessment of the Standard
<b>D-1</b> <b>Planning</b>	...design instruction based on knowledge of students, learning theory & subject content	Artifact is clearly and directly related to the standard. 5 4 3 2 1	Reflection clearly describes why artifact demonstrates achievement of standard. 5 4 3 2 1	Artifact is clearly and directly related to the standard. 5 4 3 2 1	Reflection clearly describes why artifact demonstrates achievement of standard. 5 4 3 2 1	Lesson plan with reflection and/or other evidence attests to knowledge of theory, students, and content at levels termed... 5 4 3 2 1	Overall ○ Exceeds: (4-5) ○ Met: (3) ○ Not Met: (1-2)
<b>D-2</b> <b>Instruction</b>	...integrate a variety of teaching strategies based on the assessed needs of their students	Artifact is clearly and directly related to the standard. 5 4 3 2 1	Reflection clearly describes why artifact demonstrates achievement of standard. 5 4 3 2 1	Artifact is clearly and directly related to the standard. 5 4 3 2 1	Reflection clearly describes why artifact demonstrates achievement of standard. 5 4 3 2 1	Unit plan and/or other evidence attests to appropriate use of various teaching strategies given needs at levels termed... 5 4 3 2 1	Overall ○ Exceeds: (4-5) ○ Met: (3) ○ Not Met: (1-2)
<b>D-3</b> <b>Management</b>	...create and manage a positive, respectful and safe learning environment	Artifact is clearly and directly related to the standard. 5 4 3 2 1	Reflection clearly describes why artifact demonstrates achievement of standard. 5 4 3 2 1	Artifact is clearly and directly related to the standard. 5 4 3 2 1	Reflection clearly describes why artifact demonstrates achievement of standard. 5 4 3 2 1	PDE 430 and/or other evidence attests to ability to create / maintain appropriate teaching/learning env. at levels termed... 5 4 3 2 1	Overall ○ Exceeds: (4-5) ○ Met: (3) ○ Not Met: (1-2)
<b>D-4</b> <b>Professional Growth</b>	...effectively communicate with colleagues, administrators, families and other professionals for the benefit of their students	Artifact is clearly and directly related to the standard. 5 4 3 2 1	Reflection clearly describes why artifact demonstrates achievement of standard. 5 4 3 2 1	Artifact is clearly and directly related to the standard. 5 4 3 2 1	Reflection clearly describes why artifact demonstrates achievement of standard. 5 4 3 2 1	PDE 430 and/or other evidence attests to ability to communicate to those vested persons appropriately at levels termed... 5 4 3 2 1	Overall ○ Exceeds: (4-5) ○ Met: (3) ○ Not Met: (1-2)

<b>Professional Style:</b>	Appropriate content and appearance for professional audience	5	4	3	2	1	<b>General Comments:</b>
	Readability of pages (font types and sizes, color schemes)	5	4	3	2	1	
	Clarity and conciseness of written text	5	4	3	2	1	
	No errors in written text (spelling, punctuation, grammar)	5	4	3	2	1	

Faculty Signature represents: Program Requirements Are Met \_\_\_\_\_ Date: \_\_\_\_\_

OR Program Requirements Not Met \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX C:**  
**UNDERGRADUATE PREPARATION PROGRAM**  
**SELECTION AND RETENTION POLICY**

**I. Admission to the program.**

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

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

1. An overall 3.0 G.P.A.
2. A 3.0 average in teaching area courses (cognate and general education courses appropriately marked).
3. A 3.0 average in courses required in the professional educational sequence.
4. Successfully fulfill the program's Teacher Candidacy Screening process

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

**II. Retention in the program**

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

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

C. A student must register an overall GPA of 3.0 or higher in all course work by the end of the fourth full semester, normally the end of the student's sophomore year. The student must then maintain a 3.0 average through completion of the program.

D. A student must register an overall GPA of 3.0 or higher in all teaching area course work (including cognate and GE courses appropriately marked) and, separately, in professional education courses, by the end of the student's fourth full semester, normally the end of the student's sophomore year. The student must then maintain a 3.0 average through completion of the program.

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

(Initials) \_\_\_\_\_

**I have received a copy of this policy and have had the opportunity to discuss the policy with my mentor/Freshman Seminar instructor.**

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

**APPENDIX D:**  
**EVALUATION OF NON-ACADEMIC CRITERIA**

**Non Academic Standards**

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

- the student recognizes and practices proper professional behaviors
- the student displays good grooming and concern for appearance
- the student is dependable, punctual and responsible
- the student displays an appropriate sense of humor
- the student deals ethically with colleagues, superiors, students and parents
- the student accepts and considers feedback from others
- the student reacts with sensitivity to the needs and feeling of others
- the student facilitates the social acceptance of persons by encouraging positive relationships
- the student shows concern for peers and students

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

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

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

**I have received a copy of this policy and have had the opportunity to discuss the policy with my mentor/Freshman Seminar instructor.**

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE

## Semi-Annual Review of Student Dispositions

Student: \_\_\_\_\_ Evaluating Faculty: \_\_\_\_\_

Semester ending: December \_\_\_\_\_ May \_\_\_\_\_ 200\_\_\_\_

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

### Dispositions

### Specific Behaviors

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

**APPENDIX E**  
**REFERENCE LIST OF INTERSTATE CERTIFICATION AGREEMENTS**

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

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

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

Placement officials and graduates of Pennsylvania approved teacher preparation programs seeking specific procedural information concerning the issuance of certificate by another state (whether or not that state appears on the below listing) should make direct inquiry the State Director of Teacher Certification in the respective state(s). Names and addresses should be available in most college libraries and placement offices.

	Vocational	No contracts			
Pennsylvania	Teacher	Alabama Alaska Arizona Arkansas	Idaho Illinois Indiana Kansas	Nevada New Hampshire New Jersey New Mexico	S. Carolina Tennessee Texas Utah

		California Colorado Connecticut Delaware District of Columbia Florida Georgia Hawaii	Kentucky Louisiana Maine Maryland Massachusetts Michigan Mississippi Montana Nebraska	New York N. Carolina N. Dakota Ohio Oklahoma Oregon Puerto Rico Rhode Island	Vermont Virginia Washington W. Virginia Wyoming
	Support Administrator Vocational	No contracts No contracts No contracts			

APPENDIX F:

## *Who do I see if...*

**Who do I see if I have questions about the undergraduate programs in Early & Primary Education, Middle Level Education, ECE/EIEd, ECE/SpEd, EIEd/SpEd, or secondary education?**

*The Undergraduate Programs Director*  
Dr. Robert Walker  
MGH 135  
570-941-4667  
[walkerr3@scranton.edu](mailto:walkerr3@scranton.edu)

**Who do I see if I have questions about the reading program, school supervision and administration, all options of graduate and secondary education programs, subject areas studies, curriculum and instruction, psychology, or the general studies option?**

*The Director of Advanced Certification Programs*  
Prof Arthur Chambers  
MGH 137  
570-941-4668  
[chambersa2@scranton.edu](mailto:chambersa2@scranton.edu)

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

*The Director of Field Placements*  
Mrs. Kathleen Juracek  
MGH 201  
570-941-5518  
[juracekk2@scranton.edu](mailto:juracekk2@scranton.edu)

**Who do I see if I can't get into a class?**

*CPS Academic Advising Center*  
101 MGH  
570-941-6390

**Who do I see if I want to arrange to study abroad?**

Your faculty mentor