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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 PreK-12 students and their families.

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

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

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

Department Mission Statement

The mission of the Education Department at The University of Scranton is to prepare students for success

must complete 78

Core Beliefs

believe in the transformative power of learning;

The Education Department at The University of Scranton, a Catholic and Jesuit institution, is committed to:
Excellence in all things, the "Magis." As such we:

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

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

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

Monitoring Student Progress

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

Academic Standards

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

1. the overall, cumulative GPA;
2. all education courses must be 3.00 or higher and no individual grade below C;
3. all teaching area courses (courses in the cognate along with any general educati:

students who hope to successfully enter the teaching profession. For example, professional conduct that faculty will consider is reflected in the following:

- recognizes and practices proper professional behaviors, including punctuality and dependability
- demonstrates concern for appearance and professional dress
- has a positive attitude toward learning and demonstrates a willingness to try new methods and technologies
- deals ethically with colleagues, supervisors, students and families
- accepts and considers feedback from others
- reacts with sensitivity to the needs and feelings of others
- believes that all students can learn
- facilitates the social acceptance of persons by encouraging positive relationships and shows concern for peers and students
- shows an appreciation for diversity in backgrounds, experiences and abilities

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

At the meeting with the Undergraduate Program Director, the student will be provided with a template for developing their plan of action. The template will provide an outline of the five components that should be included in the plan, a sample student action plan, the Pennsylvania Department of Education (PDE) Code of Professional Practice and Conduct for Educators, and a copy of Appendix C from the Undergraduate Student Handbook (The Evaluation of Student Dispositions). The student must sign the plan of action. A copy of the plan will be placed in the student's file in the Undergraduate Program Director's office. Remediation could be as simple as attending classes regularly. Remediation may also require more formal

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

Teacher Education Committee (TEC)

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

- A. The Teacher Education Committee (TEC) is responsible for monitoring the progress of all students applying for student teaching. The TEC recommends, approves, conditionally approves, or denies student teaching applications.
- B. The TEC may make recommendations for dismissal from the Education Department as described under the Student Dispositions section above.
- C. Notification and Appeals
 1. A student reviewed by the Teacher Education Committee who is denied a student teaching placement or is recommended for dismissal from the Education Department will be notified in writing of t

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

5. The student's Dean makes the final decision on the case.

Teacher Candidacy Evaluation Process

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

The due dates for submitting all required documents for teacher candidacy screening are the following:

- Fall semester – October 15 and December 15
- Intersession – January 30
- Spring semester – March 15 and June 1
- Summer term – July 15

Teacher candidacy applications include the following documents:

- Application for teacher candidacy (Submitted on Taskstream)
- Transcripts (submitted on Taskstream)
- CAPP Report or Degree Works Report (submitted on Taskstream)
- Current Act 151 PA Child Abuse History Clearance indicating No Record (submitted on Taskstream)
- Current Act 34 PA Criminal Record Background Clearance indicating No Record (submitted on Taskstream)
- Current Act 114 FBI Criminal Record Clearance indicating No Record (submitted on Taskstream)
- Current Act 24 of 2011 (submitted on Taskstream)
- Current TB test results (submitted on Taskstream)
- Signed Retention Statement (submitted on Taskstream)
- Recommendations (see below)

Students are also responsible for completing the top half of each recommendation request and submitting it to the relevant instructor, who, after completing the bottom half, will return the signed form to the office of the Undergraduate Program Director electronically or via Campus Mail. **These recommendations should be returned in a confidential manner.** It is a requirement of the teacher candidacy process that students receive an overall positive recommendation on each recommendation form. Any overall recommendation that is not positive will prompt a meeting with the Director of Undergraduate Programs and the Chair of the Education Department and will place the student's teacher candidacy application at risk. The Education Department office and Undergraduate Program Director uploads the recommendations to Taskstream as they are forwarded (these recommendations are confidential and not accessible by students).

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

Should the student need recommendations from instructors no longer at the University, the Chair or his/her designee shall complete the recommendation based upon a copy of an official transcript or CAPP sheet to be provided by the student.

The Undergraduate Program Director distributes screening application files to faculty and/or professional staff for evaluation. The Chair or Undergraduate Program Director will notify students of their status via e-mail by **November 15, January 15, February 15, April 15, June 15, and August 15**.

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

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations.
 2. Verification of at least 3.00 GPA in “Education,” “Teaching Area,” and “Overall.” In addition, verification of “C” or above in all “Education” and “Teaching Area” courses taken by the time of application.
Teaching Area Courses
At least six (6) credit hours in area of concentration taken by time of application
 3. Copies of official Act 24 of 2011, Act 34 PA Criminal Record Check, Act 151 PA Child Abuse History Clearance, and Act 114 FBI Fingerprint Clearances indicating: .¹
 4. Copy of TB test results.
 5. Completion of the following with a minimum of grade “C”

EDUC 142 Exceptional Lives
EDUC 223 Educational Psychology, Grades 4-12
WRTG 107 Composition (**OR** WRTG 105 **and** WRTG 106)
ENLT 140 English Inquiry (**OR** ENLT 12X Lit Elect)
MATH: 6-credits of college-level mathematics at the 102 or higher level as defined by area of concentration
 6. Completed positive recommendations from two (preferably, full-time) instructors in the Education Department with whom you have taken courses.
 7. Satisfactory completion of a candidacy interview process as designed and implemented by the Education Department.
-

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

1.

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

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations.
2. Verification of at least 3.00 GPA in "Education," "Teaching Area," and "Overall."
3. Copies of official Act 24 of 2011, Act 34 PA Criminal Record Check, Act 151 PA Child Abuse History Clearance, and Act 114 FBI Fingerprint Clearances indicating:

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

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations.
2. Verification of at least 3.00 GPA in "Education," "Teaching Area," and "Overall."
3. Copies of official Act 24 of 2011, Act 34 PA Criminal Record Check, Act 151 PA Child Abuse History Clearance, and Act 114 FBI Fingerprint Clearances indicating:
4. Copy of TB test results.
5. Completion of the following with a minimum of grade "C"

EDUC 142 Exceptional Lives

EDUC 223 Educational Psychology, Grades 4-12

WRTG 107 Composition (**OR** WRTG 105 **and** WRTG 106)

ENLT 140 English Inquiry (or another ENLT course at the 120 level or higher level)

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

Six (6) semester hour credits of college-level mathematics at the 102 or higher level. Three credits of this requirement can be satisfied with a college-level statistics course.

6. Completed positive recommendations from instructors in the following courses:

EDUC 142 Exceptional Lives

EDUC 223 Educational Psychology, Grades 4-12

ENLT 140 English Inquiry

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

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

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

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations.
2. Verification of at least 3.00 GPA in "Education," "Teaching Area," and "Overall."
3. Copies of official Act 24 of 2011, Act 34 PA Criminal Record Check, Act 151 PA Child Abuse History Clearance, and Act 114 FBI Fingerprint Clearances indicating:
.
4. Copy of TB test results.
5. Completion of the following with a minimum of grade "C"

EDUC 142 Exceptional Lives
EDUC 223 Educational Psychology, Grades 4-12
WRTG 107 Composition (**OR** WRTG 105 **and** WRTG 106)
MATH 103 Pre-Calculus Mathematics (or MATH 114 Calculus I)
ENLT Elective

Three (3) semester hour credits of a statistics elective.
6. Completed positive recommendations from instructors in the following courses:

EDUC 142 Exceptional Lives
EDUC 223 Educational Psychology, Grades 4-12
BIOL 141 General Biology (or BIOL 142 General Biology)
CHEM 112 (or CHEM 113)
Any one instructor with whom a lab course was taken
7. Satisfactory completion of a candidacy interview process as designed and implemented by the Education Department.

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

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations.
2. Verification of at least 3.00 GPA in “Education,” “Teaching Area,” and “Overall.”
3. Copies of official Act 24 of 2011, Act 34 PA Criminal Record Check, Act 151 PA Child Abuse History Clearance, and Act 114 FBI Fingerprint Clearances indicating: .
4. Copy of TB test results.
5. Completion of the following with a minimum of grade “C”

EDUC 142 Exceptional Lives
EDUC 223 Educational Psychology, Grades 4-12
WRTG 107 Composition (**OR** WRTG 105

Secondary Education (Mathematics)

Certification Candidacy Track Admission to Teacher Education Programs

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations.
2. Verification of at least 3.00 GPA in "Education," "Teaching Area," and "Overall."
3. Copies of official Act 24 of 2011, Act 34 PA Criminal Record Check, Act 151 PA Child Abuse History Clearance, and Act 114 FBI Fingerprint Clearances indicating: .
4. Copy of TB test results.
5. Completion of the following with a minimum of grade "C"

EDUC 142 Exceptional Lives
EDUC 223 Educational Psychology, Grades 4-12
WRTG 107 Composition (**OR** WRTG 105 **and** WRTG 106)
MATH 114 Calculus I
MATH 221 Calculus II
ENLT Elective
6. Completed positive recommendations from instructors in the following courses:

EDUC 142 Exceptional Lives
EDUC 223 Educational Psychology, Grades 4-12
MATH 114 Calculus I
MATH 221 Calculus II
7. Satisfactory completion of a candidacy interview process as designed and implemented by the Education Department.

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

1. Verification of at least forty-eight (48) semester hours in order to meet PDE Chapter 354.23 state regulations.
2. Verification of at least 3.00 GPA in "Education," "Teaching Area," and "Overall."
- 3.

Teacher Preparation Programs

The Education Department offers teacher preparation programs that lead to teacher certification in Pre-kindergarten to Grade 12.

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

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

The teacher preparation programs are accredited by the Pennsylvania Department of Education. *Please note—students are still required to meet additional certification requirements for the state(s) in which they are applying for certification (i.e., test scores, seminars, performance assessments, etc.). Students are to refer to the website of the Department of Education in the state in which they are applying for certification.

Educational Studies Minor

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

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

Student Advisement

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

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

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

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

EDUC 220 Middle School Concept and Curriculum
EDUC 223 Educational Psychology, Grades 4-12
EDUC 240 Early Language and Literacy, Birth to Age 5
EDUC 241 Foundations of Literacy Development I
EDUC 246 Interdisciplinary Assessment, Grades 4-12
EDUC 250 Early Development & Intervention
EDUC 252 Assessment and Evaluation in Early and Primary Education
EDUC 311 Planning and Instruction
EDUC 314 Specific Subject Methods: World Languages, or EDUC 315 Subject Methods: Citizenship/Communication, English, or EDUC 316 Subject Methods: Mathematics/Science
EDUC 339 Mathematics for Grades 2-4
EDUC 357 Methods Across the Integrated Curriculum II
EDUC 370 Inclusionary Classroom Practices, Grades 4-12

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

Community-Based Learning

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

Early & Primary Education

- Year 1 (10 hours) – TAPESTRY (Blessing of the Books)
- Year 2 (15 hours) – EDUC 256 Family, School, and Community Relations in a Diverse Society
-

Field Experiences and Student Teaching

Clearance Requirements

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

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

A clearance packet can be obtained from the following website:

<http://universityofscrantonfieldoffice.weebly.com/clearances.html>

Students must take the original copy of each clearance to the school to which they are assigned. It is the student's responsibility to reapply whenever necessary to ensure that clearances do not lapse. **No student will be allowed to enter a school site without all five current clearances.** When students register for these courses, they must sign an Education Department policy acknowledging that they understand that required clearances must be submitted to the instructor no later than the last day of 100% refund on the University's academic calendar for that semester. Failure to produce these required documents in a timely manner may prevent students from completing the required field experience component for relevant courses.

Field Experience Requirements

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

Stages 1 & 2 – Observation & Participation

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

EDUC 241 Foundations of Literacy Development I (15 hrs)

EDUC 250 Early Development and Intervention (10 hrs)

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

Stage 3 – Pre-Student Teaching

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

EDUC 339 Mathematics Grades 2 – 4 (40 hours)

EDUC 363 Foundations of Literacy II (30)

Stages 1 & 2 – Observation & Participation

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

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

EDUC 220 Middle School Concept and Curriculum (20 hrs)

Stage 3 – Pre-Student Teaching

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

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

EDUC 363 Foundations of Literacy II (30)

Stages 1 & 2 – Observation and Participation

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

EDUC 246 Interdisciplinary Assessment – (20 hrs)

Stage 3 – Pre-Student Teaching -

Student Teaching

Application for student teaching

The culminating experience in the Teacher Education Program is student teaching. To apply for student teaching, the student will have:

- completed or be currently enrolled in all major courses required to be completed prior to student teaching (as noted on specific program guides),
- earned a grade of "C" or better in major courses completed prior to student teaching,
- earned a grade of "C" or better in teaching area courses completed prior to student teaching,
- obtained a GPA of 3.00 or greater in major courses, teaching area courses, and overall.

(All major courses must be completed prior to student teaching as noted in specific program guides; not all teaching area courses must be completed before student teaching.)

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

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

During the same semester as student teaching, you will take the Personal Practice Seminar. The Personal Practice Seminar is a 10-week course that is required for all students in the Teacher Education Program. It is a 10-week course that is required for all students in the Teacher Education Program. It is a 10-week course that is required for all students in the Teacher Education Program.

filled out and submitted for a Student Teaching

placement in the Spring semester, at

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

Certification Tests

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

and successful progression through your program of study. Frequent consultation with an advisor is in your best interest. You should complete a Request for Recommendation for Pennsylvania Professional Educator Certificate during the semester immediately preceding your graduation and turn it in to the Education Department secretary. This form may be obtained on the Education Department website.

Appendices

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APPENDIX A
UNDERGRADUATE PREPARATION PROGRAM
SELECTION AND RETENTION POLICY

I. Admission to the program

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

II. Retention in the program

Following teacher candidacy, a student must maintain a 3.00 GPA in all Education courses, teaching area courses, and overall through the completion of the program. It is also necessary to achieve a grade of C or higher in all the courses in the major and the teaching area, as this is the minimum grade required for certification as a teacher in the Commonwealth of Pennsylvania. Please refer to the Department Probation Policy section in this handbook for information on the department probation policy which takes effect if the minimum GPA requirements are not met.

I have beiseo read The **Education Stud Det H 1.3** handbook whiccound on the University's website.

(Initials) _____

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APPENDIX B
EVALUATION OF STUDENT DISPOSITIONS

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

- recognizes and practices proper professional behaviors, including punctuality and dependability
- demonstrates concern for appearance and professional dress
- has a positive attitude toward learning and demonstrates a willingness to try new methods and technologies
- deals ethically with colleagues, supervisors, students and families
- accepts and considers feedback from others
- reacts with sensitivity to the needs and feelings of others
- believes that all students can learn
- facilitates the social acceptance of persons by encouraging positive relationships and shows concern for peers and students
- shows an appreciation for diversity in backgrounds, experiences and abilities

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

At the meeting with the Undergraduate Program Director, the student will be provided with a template for developing their plan of action. The template will provide an outline of the five components that should be included in the plan, a sample student action plan,

Semi-Annual Review of Student Dispositions

Student: _____ Evaluating Faculty: _____

Semester ending: December _____ May _____ 2022__or 2023__ **Directions:** List the specific behaviors that indicate the student needs assistance in one or more of the following dispositions. At the semi-annual review, a **first negative assessment** occurs when at least two faculty/professional staff members concurrently report concern in any professional conduct areas listed under dispositions at the semi-annual review or when at least two faculty/professional staff members report concern in any professional conduct areas listed under dispositions at the semi-annual reviews during two consecutive semesters. The Undergraduate Programs Director will be the person to contact the student and request that the student meet with the Director. The student is expected to arrange a meeting with the Undergraduate Programs Director so that, together, a plan of action can be made that will assist the student in remediation of the deficiency. It is important to note that the semi-annual review is an attempt to assist the student in professional growth. Should a student receive a first negative assessment and remediate the area(s) of deficiency, no further remediation is required for that negative assessment. However, a **second negative assessment** would indicate that the dispositions

APPENDIX C
WHO DO I SEE IF...

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

The Undergraduate Programs Director

Dr. Tata Mbugua

MGH 145

570-941-5884

tata.mbugua@scranton.edu

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

The Director of Graduate Programs

Dr. Maria Oreshkina

MGH 130

570-941-6244

maria.oreshkina@scranton.edu

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

The Director of Field Placements

Mr. David Angeloni

MGH 117D

570-941-5518

david.angeloni@scranton.edu

Assistant Field Director

Prof. Scott Reilly

MGH 117H

570-941-7405

scott.reilly@scranton.edu

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

Certification Officer

Prof. Scott Reilly

MGH 117H

570-941-7405

scott.reilly@scranton.edu

Who do I see to register for courses?

PCPS Advising

570-941-6390