
UNIVERSITY OF PITTSBURGH
GREENSBURG
Teacher Education Program

**TEACHER EDUCATION
HANDBOOK**

**PROGRAM COMPLETION
POLICIES AND PROCEDURES
2018-2019**

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TABLE OF CONTENTS

Introduction to the Student Handbook.....	1
Education Department Faculty and Staff Members	2
Education Department Mission Statement	3
Becoming a Teacher in Pennsylvania	4
Majoring in Education at Pitt-Greensburg: An Overview.....	5
Program Completion Time-Line.....	8
An Overview to All Programs of Study	10
Double Majors, Dual Certification, and Minors.....	12
Relocation and Transfer Students.....	14
Student Teaching Abroad	15
Application for Admission to the Upper Level.....	16
Requirements for Admission to the Upper Level.....	19
Application and Requirements for Admission to Student Teaching	22
Application and Requirements for Graduation and Certification	25
Teaching Certification in Pennsylvania and in other States	27
Selected and Major Course Descriptions and Listings	29
Oral Language Screening.....	31
State-Mandated Certification Tests	32
Required Background Clearances.....	35
Pre-Student Teaching Field Experiences	38
Department of Education Exit Standards	40
Pennsylvania K-12 Academic Standards.....	41
The Ten Learning Principles	42
The Special Needs Curriculum	45
Professional Portfolio	47
Pennsylvania’s Professional Educator’s Code of Conduct.....	49
Policies Regarding Transfer of Credits to the Education Program	52
Repeating Courses.....	54
Determining Grade Point Average (GPA) and Combined GPA	55
Pitt-Greensburg Accommodation for Students with Disabilities	56
Pitt-Greensburg Academic Integrity Policy	57
Glossary of Terms for Students	58
Appendix A: Distribution of Credit Forms	64
Appendix B: Advising and Assessment Forms.....	86

INTRODUCTION TO THE STUDENT HANDBOOK

Welcome to the University of Pittsburgh at Greensburg Education Department. The Education Department's Student Handbook is a vital source of information for education majors. While education advisors and other education faculty and staff may assist students in making decisions about their programs, ***students have the responsibility to read and fully understand all information and to abide by all policies and procedures described in the Student Handbook.***

The Education Department's certification program requirements and policies described in the Student Handbook are modified annually. The Director of Education Program reserves the right to direct students who have not taken classes at Pitt-Greensburg for one or more academic terms to complete the program requirements which are in effect at the time of their return to Pitt-Greensburg.

This Student Handbook specifies the exit criteria or standards that students must meet in order to complete their programs. In consideration of its mission statement, the Education Department expects students in all programs to demonstrate excellent performance in meeting the exit criteria.

EDUCATION DEPARTMENT FACULTY AND STAFF

The Education Department Office is located in Frank A. Cassell Hall (FACH 211); the office is open Monday through Friday from 8:00am to 4:30pm. All forms for the Teacher Education Program are available in the Education Department office. Questions regarding teacher certification may be addressed to the Director of Field Placement and Teacher Certification in FACH 233. Students wishing to make appointments with any Education Faculty member can reach them by (1) leaving a voicemail message on the faculty member's office phone or (2) sending the faculty member an email at their university email address. Faculty members post their office hours on their office doors. This makes it relatively easy for students to meet with Education Department faculty members.

Note: Most Education faculty members are not on campus from May through August.

Education Department Faculty

Faculty/Staff Member	Position	Office	Office Phone	E-mail
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EDUCATION DEPARTMENT MISSION STATEMENT

(Updated July, 2015)

The mission of the education program at Pitt-Greensburg is to prepare highly skilled and knowledgeable secondary, early childhood, and K-12 teachers capable of empowering their students to master the challenges of an increasingly technological and science-driven global society.

Goals of the Education Department

Pitt-Greensburg pre-service teachers will:

- Partake in a comprehensive curriculum emphasizing inquiry-based learning and innovative coursework coupled with progressive, diverse and carefully supervised field experiences
- Share a common vision dedicated to excellence in teaching with a focus on student learning and a commitment to lifelong learning for themselves and their students
- Be well prepared to create environments in which ALL children have opportunities to achieve excellence in learning
- Demonstrate the professional dispositions essential for working with families and the broader community to support student learning
- Engage in experiences that connect content and education courses with real world practices across the natural, social, and behavioral sciences

It is the specific intention of the Education Department to prepare highly qualified and effective teachers who will not only have a solid command of the content knowledge of their academic discipline and the ability to teach that content effectively, but will be better prepared to:

- Manage classrooms and deal with misbehaviors
- Help students master state content standards
- Provide a deep love of learning in students
- Provide appropriate instruction for students with different abilities and backgrounds
- Use classroom and standardized assessments to best determine students' needs and strengths in order to differentiate and improve instruction
- Integrate technology throughout lessons to provide universally accessible instruction and increase student technological proficiency
- Bridge the gap between pedagogy and content by being taught by professors across content disciplines who model best practices
- Meet the needs of students by integrating university teachings and classroom based practices by participating in pedagogy labs that are taught by university professors and/or master classroom teachers

To fulfill the mission of preparing exemplary teachers, the Education Department has designed programs of study that meet or exceed Pennsylvania certification standards.

All programs are designed so that entering freshmen who make a commitment to academic excellence may complete their requirements in a four-year (eight-term) period of full-time study, earning both teacher certification and a Bachelor of Science (BS) degree in either Early Childhood Education, Secondary Education, or K-12 Spanish.

BECOMING A TEACHER IN PENNSYLVANIA

College students who consider teaching careers have had a lot of first-hand experience seeing teachers at work. They were able to see that in spite of the inevitable difficulties and frustrations of teaching, teachers can have very rewarding experiences in helping students learn and in passing on our culture to future generations.

An individual wishing to become a teacher in Pennsylvania must begin by attending one of the colleges and universities in Pennsylvania that offer teacher certification programs. Some of the colleges offer only a limited number of programs while others offer a wider variety of programs. While specific programs can differ from college to college, all of these programs are monitored by the Pennsylvania Department of Education to assure that state standards are met.

To become certified teachers at the beginning level (Instructional I certificate), teaching candidates must complete their bachelor's degree and their college's certification program with a minimum 3.0 grade point average, pass the state-mandated exams, and successfully complete student teaching. In addition, teaching candidates must go through criminal, federal background checks, child abuse clearances, mandated reporter training, and a TB test.

In order to attain the Instructional II certificate, teachers are required to complete three years of successful teaching in an accredited public or private school with an approved first-year induction (mentoring) program. They also must complete 24 additional college credits of study at an undergraduate or graduate institution before completing six years of teaching. Many teachers use these credits toward earning a master's degree and another area of certification. In order for teachers to maintain the Instructional II level of certification and to continue learning and growing in their profession, every five years they must complete additional college courses or approved in-service programs earning Act 48 credit, or they may engage in other types of professional work as determined by the school district where they are employed.

There are a wide variety of opportunities for certified teachers in Pennsylvania. There are 500 public school districts in the state as well as many private and non-public schools. There were about 1,781,065 (<https://www.education.pa.gov/Data-and-Statistics/Pages/Enrollment>) (2016- 2017) students in Pennsylvania schools and about 127,761 public school teachers and 7,638 administrators (2012-2013). Teachers in Pennsylvania earn compensation similar to teachers throughout the northeast. In the 2016-2017 school year the average salary was \$65,151 in 2016. Starting average salary for a teacher in 2016-2017 is \$44,144 (<http://www.nea/org>).

Historically, Pennsylvania colleges have prepared more new teachers each year than are needed in the state to replace teachers who retire or who otherwise leave their positions. That means that in some parts of the state teaching jobs are quite competitive. Therefore, many Pennsylvania-trained teachers are working throughout the country, especially in those geographic areas with severe teacher shortages. Pennsylvania has reciprocal agreements with many states so that a Pennsylvania teaching certificate is recognized in those states and allows one to begin teaching without meeting any further requirements. At last count, Pennsylvania had reciprocal agreements with 45 other states and the District of Columbia. A list of those can be found at <http://certificationmap.com/states/pennsylvania-teacher-certification/#reciprocity>. In spite of the current overabundance of qualified teachers in some geographic areas of the state and in some teaching fields, many of Pennsylvania's teachers are nearing retirement and the number of expected retirements will increase each year in the near future. Therefore, the outlook for finding a teaching job in Pennsylvania improves yearly.

Teaching in Pennsylvania is and will continue to be both professionally challenging and personally rewarding.

Adapted from the University of Pittsburgh at Johnstown Division of Education Student Handbook by permission of Dr. Karen Cameron Scanlon, former Chairperson of the Division of Education.

MAJORING IN EDUCATION AT PITT-GREENSBURG: AN OVERVIEW

1. PROGRAMS: The Education Department offers four-year programs of study leading to Pennsylvania teacher certification and (1) the Bachelor of Science (BS) degree in Early Childhood (PK– 4) Education, and/or (2) the Bachelor of Science (BS) degree in Secondary Education (7-12) with a choice of several certification programs: Biology, Chemistry, English, Mathematics, and Social Studies; and Spanish (K-12). Some students choose to complete a double major or to fulfill requirements for a minor; this option requires careful planning. See page 12 for information on double majors, dual certifications, and minors.
2. LEVELS OF STUDY: Successful education majors complete two levels of study: pre-education and upper level. All education majors begin their program of study in the pre-education level of their chosen certification program and must meet requirements to advance to the upper level.
3. ADVISING/REGISTRATION: All students at Pitt-Greensburg are assigned advisors. While students should make appointments with their assigned advisors, it is *imperative* that all Education majors attend a group advising session each semester. Education faculty administer these group sessions. To attend, students contact the Education office to sign up for one of the sessions offered. Students are expected to bring their latest DOC and a tentative schedule. Any student who fails to attend a group advising session may not be able to meet with a faculty member for advising; this may jeopardize timely progression through the program.
4. BACKGROUND CLEARANCES: All students are required to obtain and submit to the Education Department Office the appropriate background clearances including; (a) a Criminal Background check, (b) a Child Abuse Clearance, (c) a Federal Criminal History background check (fingerprinting), and (d) mandated reporter training. Any student whose clearances are not submitted by the end of the drop/add period, may not be able to register for Social Foundations (ADMPS 1001) thereby jeopardizing their ability to move forward in the program.

The Criminal and Child Abuse clearances may need renewed on a yearly basis depending on field experience placement requirements. An Arrest/Conviction Report and Certification Form (Act 24) will be required during your sophomore and junior year. Criminal Background, Child Abuse Clearance, Federal Criminal History background check (fingerprinting), and Mandated Reporter Training will need to be renewed prior to pre-student teaching. See page 33 for more information about (a) obtaining forms, (b) submitting background clearances to the Education Department, and (c) the importance of the background clearances.

A TB test is required before the start of your freshman year. This test must be completed by your own physician prior to beginning the freshman semester and proof must be submitted to the Education Program (FACH 211) by the end of the drop/add period. A subsequent TB test is required prior to pre-student teaching and will be conducted for a nominal fee at the nurse's office (Chambers Hall 216). Anyone whose TB test is positive must obtain proof of being TB-free from his/her own doctor.

5. APPLICATION TO THE UPPER LEVEL/CLEARANCES: Freshmen who enter Pitt-Greensburg as declared pre-education majors typically spend their first four terms meeting requirements needed to attain upper level standing. In order to proceed in a timely fashion through the Pitt-Greensburg education program it is recommended that students need to apply for admission to the upper level by January 15th of their sophomore year. Pre-education students are encouraged to apply for admission to the upper level as soon as they have met all application requirements, and they must apply by the recommended deadlines. See page 16 for information on steps, deadlines, and requirements for applying to the upper level.
6. ADMISSION TO THE UPPER LEVEL/BASIC SKILLS ASSESSMENT: Pre-Education students who apply to the upper level must meet all requirements, including passing the basic skills assessment. Upon declaring pre-education as a major, students should gain a complete understanding of the requirements that they must meet to be admitted to the upper level and should read page 18 very carefully for this purpose. Students should see page 31 for required state-mandated tests.
7. TRANSFER: Special policies and requirements for admission to the upper level apply to transfer students and to students relocating from other University of Pittsburgh campuses. Prospective Pitt-Greensburg students should understand all policies pertaining to completing an education program at Pitt-Greensburg prior to seeking admission or relocation to Pitt-Greensburg and should read page 13 very carefully for this purpose.
8. UPPER LEVEL COURSES: Upper level early childhood, secondary, and K-12 education courses are taken during the junior year and first term of the senior year and all must be passed at Pitt-Greensburg. They are open only to students who have gained admission to the upper level. Each transfer student transcript will be evaluated on an individual basis by admissions and/or an education department faculty member.
9. PRE-STUDENT TEACHING: Upper level students will spend four (4) hours per week in the classrooms in which they will student teach. During this time, teacher candidates will observe the class, learn the management policies of their cooperating teacher, gain an understanding of class and school policies, and begin to be integrated into the class. This will allow them to transition smoothly into student teaching the next semester and have a greater time period actually teaching the students. **Note:** *Students admitted to pre-student teaching are assigned to the student teaching placement they designate on their application for pre-student/student teaching.*
10. STUDENT TEACHING: Upper level students typically complete their programs with a full term of student teaching. Students must meet requirements to be admitted to student teaching.

Upper level students must apply for student teaching by established deadlines and meet all requirements to be actually assigned a student teaching placement. The Education Department chooses student teaching placements and does not grant students permission to student teach in a non-Pitt-Greensburg established site. All students should gain a complete understanding of the requirements that they must meet to be assigned a student teaching placement. Students should read page 21 very carefully for this purpose. Students may seek additional clarification from the Director of Field Placement and Teacher Certification.

11. GRADUATION: Upper level students who meet all graduation requirements are eligible for the baccalaureate degree. (Page 24)
12. TEACHING CERTIFICATION: The Education Department designates all upper level students as program completers when they have completed all program and graduation requirements, including student teaching and exit standards. (Page 37) Program completers become eligible for Pennsylvania

teaching certification when the Education Department receives verification that they have passed all required certification tests, achieved acceptable dispositions, and earned a minimum overall GPA of 3.0. The Director of Field Placement and Teacher Certification then submits the program completer's application for certification to the Pennsylvania Department of Education, which typically issues the certification to the new graduate within a few weeks. See page 24 for information about certification requirements and page 26 for information about teacher certification in Pennsylvania and in other states.

13. WRITTEN COMMUNICATION: From time to time, letters or other communication may be sent to education majors for a number of reasons including when a change of policy occurs. All students, whether they live on or off campus, should check their campus email and/or mailboxes on a regular basis and should carefully read the information contained in these letters.

PROGRAM COMPLETION TIME-LINE

This time-line identifies the actions of students who complete the following sequence in the program:

- a. Enter Pitt-Greensburg in the fall term of their freshmen year as declared pre-education majors.
- b. Are admitted to the upper level for the first semester of their junior year.
- c. Student teach in the spring term of their senior year.

This time-line will vary for students who do not declare education as a major when first admitted to Pitt-Greensburg, for students choosing to obtain a double major and/or additional certificates and/or minor, and for transfer, and relocation students. **Students should place the date on the appropriate line after they have completed each action**, and should share this information with their advisors at each advising session.

Freshman Year

• September:

- _____ Attend the Annual Education Kick-Off meeting and the annual Education Town Hall Meeting.
- _____ Submit TB test, criminal clearance, child abuse background clearances, FBI clearance, and mandated reporter certification of completion to FACH 211. (End of Add/Drop Period) (Page 33)

• October:

- _____ Sign up for group advising for spring term registration after receiving notification of the dates and times.
- _____ Continue to attend group advising sessions for each subsequent term.
- _____ Speak with an education faculty member about double majors, additional certificates, and minors. (Page 12)

• March:

- _____ Begin to organize your Professional Portfolio. (Page 44)
- _____ When registering for fall term courses, be sure you follow the program map for your prospective major. Any instances of not following your program map may jeopardize your timely progression through the program. (Page 58)

• May:

- _____ Register for a summer testing date for all three basic skills assessment modules if you haven't already met the basic skills assessment requirements. (Page 30)

Sophomore Year

• September:

- _____ Fall Advising Period: Obtain upper level application and letter of recommendation forms from the Education Office. Distribute letter of recommendation forms to faculty members before the end of the term. (Page 15)
- _____ Sign Arrest/Conviction Report and Certification Form (Act 24)

• January:

- _____ Students who plan to begin their upper level program the subsequent fall term: By January 15th, submit completed upper level application form to the Education Department Office. For students unable to qualify for this January date, applications will be accepted through alternative admission to the Upper Level; the due date will be May 15th. For students who plan to begin their upper level program the subsequent spring term, application admission deadline will be September 15th. (Page 17)

(Note: Acceptance into the Upper-Level Education Track is conditional based on successful completion of the coursework and field hours).

Junior Year

- September:
_____ Sign Arrest/Conviction Report and Certification Form. (Act 24)
- November:
_____ Attend Pre-student Teaching/Student Teaching Information Session. (Page 20)
- January:
_____ Submit completed pre-student teaching application to Education Department Office by January 15th for pre-student teaching in the fall (with student teaching to commence the following spring). (Page 20)

Note: *If you are not on schedule, the dates would be: obtain application in February and submit no later than September 15th for pre-student teaching in the spring (with student teaching to commence the following fall).* (Page 20)

- March or April:
_____ Make an appointment for a senior audit at the Advising Office.
- May
_____ Apply for updates to background clearances (child abuse, criminal, and FBI fingerprinting) and TB test result July 1 if you are pre-student teaching in the fall. (Note: These clearances MUST be valid through your student teaching year **and** received 60 days prior to pre-student teaching.)
- July
_____ Submit updated background clearances (child abuse, criminal, FBI fingerprinting) to Education Department secretary (FACH 211) by July 1 if you are pre-student teaching in the fall.

Senior Year

- September
_____ Register for graduation at Advising Office (Millstein 105).
- October
_____ Register for second set of state mandated tests
Secondary and K-12: Praxis II should be taken during November or December prior to student teaching. Early Childhood: PECT not before March of the student teaching semester.

Students not in the above sequence of program completion:

Plan your time-line for variations of dates shown above, particularly for applying for updated Background clearances (page 33), taking second set of state-mandated certification tests (page 30), applying for student teaching (page 20), and meeting to review Education Department Graduation/Certification Application. **Place dates on appropriate lines above.** Your advisor can assist you with this task, if necessary.

AN OVERVIEW TO ALL PROGRAMS OF STUDY

Completing a Certification Program in a Four-Year Period

Students enrolled in all certification programs should first read the section of this Student Handbook entitled Majoring in Education at Pitt-Greensburg: an overview on page 5 and preview the Program Completion Time-Line on page 9. By meeting all requirements to advance in a timely fashion, students may complete any single certification program in a four-year period. Students must take approximately 15-18 credits over eight academic terms (fall and spring terms) in order to graduate and to meet certification requirements in a four-year period.

Students who want to average fewer than 15-18 credits per term and still graduate in four years will need to take courses during the Pitt-Greensburg summer term. However, students who choose this option must plan carefully as no upper level education required courses are not typically offered in the summer term, and some content courses are not offered during the summer term. Students should read carefully the Pitt-Greensburg policies concerning taking courses at other colleges during the summer term (page 49) before enrolling in any courses.

All education students should also be aware that in order to complete their program in a four-year period, they will need to meet requirements by the end of their sophomore year to be admitted to the upper level. The upper level program is designed in a sequential manner in the regular academic terms, so students who gain admission after their sophomore year, drop out of an upper level course, or plan to enroll on a part-time basis will not be able to complete their program in a four-year period.

Sources of Information for Completing a Program in Four Years

A number of students may have their program delayed because they do not seek information from reliable sources. This point cannot be overstated: ***Wise students keep themselves appropriately informed.*** The best sources of information for education majors are this Teacher Education Handbook and Education faculty and staff. Information obtained from other students, commonly referred to as the "grapevine," is often inaccurate. Education Department policies and Pennsylvania Department of Education requirements change from time to time, and a policy that applies to students who enter the program at one time may not apply to students who enter at another time.

A Town Hall meeting is held annually and student-teacher meetings held biannually. Students are expected to attend all mandatory meetings.

Students should contact the Education office for information pertaining to: admission to the upper level, certification tests, graduation, background checks, field experiences/practicum courses, and pre-student and student teaching.

Academic Advising and Registration for Courses

Upon declaration of their major as Pre-Education, students are assigned to an Education Department faculty member and/or a designated academic advisor who will serve as their academic advisor. Education advisors guide students toward successful completion of their program, maintain their advisees' academic folders, and offer office hours designating times that students may meet with them. Over a four-year period, there are times when some courses may not be offered as scheduled, so during advising sessions students should ask the advisors if they are aware of any modifications to the information shown in the plan of study. Occasionally, an advisor may not be available during posted office hours.

Typically in the second month of each term, students will receive notification via campus email about registration for the next term. At this point, students **MUST** sign up for one of the group advising sessions. Students are responsible to make an advising session appointment with their education advisor prior to the beginning of each term's registration date. Students who fail to attend a group advising session should not expect their faculty members to be available for advising. Students may also find that some courses are no longer open.

Psychology Course Sequencing

Pre-education students typically take Introduction to Psychology (PSY 0100) during their first semester freshman year. Introduction to Psychology (PSY 0100) is a prerequisite for subsequent courses students take, including Developmental Psychology (PSY 0310) and Educational Psychology (PSY 1001). **Students are not eligible to take Developmental Psychology, Lifespan Psychology PSY 0311 (secondary students only), or Educational Psychology if they have not earned at least a C- grade in Introduction to Psychology (PSY 0100).**

The Department strongly advises students to take Educational Psychology (PSY 1001/EDPSY 1001) prior to taking Teaching Exceptional Children I (I&L 1060), which should be taken second semester of sophomore year.

Students should take Teaching Exceptional Children I (I&L 1060) prior to beginning the upper level program.

Background Checks/TB Test and Social Foundations of Education (ADMPS 1001)

Prior to the Social Foundations of Education course (ADMPS 1001), all students are required to obtain and submit to the Education Department Office clean records for a) criminal background check, b) child abuse background clearance, c) a federal criminal history background check (fingerprinting), d) mandated reporter training and e) results of TB testing. This course typically is taken during the freshman year. (Page 33)

Pitt-Greensburg General Education Curriculum

All students must complete the requirements of the Pitt-Greensburg General Education curriculum. This curriculum has two foci: a) knowledge area courses in which students in each program must complete designated courses in three areas -- natural sciences, social sciences, and humanities; and b) skill competency courses in which students in each program must complete designated courses that have been designed to assure that students acquire and further develop the skills of speaking, writing, and quantitative reasoning. By successfully completing all courses mandated in the education programs at Pitt-Greensburg, students will automatically fulfill both the knowledge area and skill competency requirements of Pitt-Greensburg's general education curriculum.

Note that state requirements mandate all students complete two math courses (Secondary: Algebra or above; Early Childhood: Math 0050 and Math 0052) and two English classes (ENGCOMP 0020 and American or British Literature) before their junior year in order to be accepted into the Upper Level of the Education program.

DOUBLE MAJORS, DUAL CERTIFICATIONS, MINORS, ADDITIONAL CERTIFICATES AND ENDORSEMENTS

Double Majors

Education students may choose to complete the requirements for an additional major. For example, a student may choose to complete the requirements for both a major in Secondary Education: Social Studies and a major in History. This student would earn one degree, with both majors listed on the academic transcript. Students completing requirements for a double major should choose Education as their primary field of study, as a number of education courses are restricted to education majors.

Students interested in this option should speak with an education faculty member as early in their program as possible. With careful planning, students may be able to complete the requirements for two majors in a 9-semester period.

Dual Teaching Certifications

Education students may choose to earn a second certification by passing all state-mandated certification tests required for that certification area. Students interested in this option should speak with an Education faculty member as early in their program as possible.

Minors

Education majors also may earn a minor in available areas by completing the appropriate requirements. Requirements for Minors at Pitt-Greensburg can be found on the Pitt-Greensburg website at <http://www.Pitt-Greensburg.pitt.edu/prospective/programsMinors.aspx>. Advisors also have copies of the requirements for academic minors. Students who earn a minor may enjoy a marketability advantage in some school districts. A popular minor for Early Childhood Education majors is psychology. Early Childhood and Secondary Education majors interested in a minor should discuss this option with an Education faculty member as early in their program as possible.

Education majors must inform their advisors of their progress toward earning a minor. At the completion of the program, the education advisor must verify that the student has completed requirements for the minor. Education students are not likely to complete requirements for a minor without extending beyond their four-year program period. All paperwork for minors and additional certifications should be submitted to Education Office (FACH 211).

STEM Endorsement Program

Early Childhood Education majors may opt to earn the Engineering and Technology in the Elementary Classroom (I&L 1425) endorsement by completing one additional course during their senior year. The institution's certification officer will recommend the candidate for the endorsement after successful completion of the STEM Endorsement Program. The candidate must complete the required PDE application for endorsement.

Gifted Endorsement Program

Any Education major may opt to earn the Gifted Endorsement by completing one additional course (Gifted Education, I&L 1075) during their junior or senior year. The institution's certification officer will recommend the candidate for the endorsement after successful completion of the Gifted Endorsement Program. The candidate must complete the required PDE application for endorsement.

Seton Hill Agreement

The University of Pittsburgh at Greensburg and Seton Hill University have established a partnership that will allow undergraduate students majoring in Education at Pitt-Greensburg to seamlessly enter the Seton Hill Master of Arts in Special Education program upon the baccalaureate graduation.

Pitt-Greensburg Education majors who are juniors and seniors and meet the established criteria will have the opportunity to cross-register for up to two Seton Hill graduate-level courses as an undergraduate. These courses will not replace any undergraduate courses but will provide an opportunity for students to complete six of the 30 graduate credits prior to graduating from their undergraduate program.

Undergraduate students desiring to cross-register for graduate-level courses must be a junior or senior in good standing, have a 3.0 minimum cumulative GPA, provide an official college transcript to the Seton Hill Graduate Program Director for review, receive approval from Seton Hill's Graduate Program Director or Education Division Chair, and complete the appropriate forms for cross registration.

Additional Certificates

Early Childhood Education majors may opt to earn a Children's Literature Certificate by completing three additional courses.

The coursework towards a Behavioral Analyst Certificate may be taken in the form of three or four additional specified courses. **Note: Additional requirements are needed to earn actual certification.** Check PDE website for additional certifications. (www.education.pa.gov)

RELOCATION AND TRANSFER STUDENTS

There are two categories of prospective applicants to the Education program at Pitt-Greensburg who have taken courses at other campuses. Relocation Students are undergraduate students who plan to relocate to Pitt-Greensburg from another University of Pittsburgh (Pitt) campus. Transfer Students are undergraduate students who have earned nine or more credits at another college/university and who plan to transfer to Pitt-Greensburg. Those who are admitted to the Education Department begin as pre-education majors and must be admitted to the upper level education program. (Page 18) Prospective applicants are advised to read carefully all policies pertaining to completing an education program at Pitt-Greensburg and to be certain those policies are understood prior to applying for admission to Pitt-Greensburg.

Transfer Students

Prospective transfer students who meet the minimum GPA criteria explained above should complete the following steps:

1. Request an initial transcript review from the Pitt-Greensburg Advising Office by submitting: a letter designating the intended program and legible and complete copies of transcripts from all colleges/universities attended. This review is unofficial and for informational purposes only. Requests should be mailed, not sent by fax or e-mail, to Ms. Kearsten Adams or Mr. Rich Romano (Millstein 105). The review will be returned in as timely a manner as possible, typically within 30 days.
2. Upon receipt of the transcript review, students interested in completing the education program at Pitt-Greensburg should apply for admission. Once the student is admitted to Pitt-Greensburg, it is the responsibility of the Office of the Advisement to determine officially which of the admitted student's courses will be accepted by Pitt-Greensburg and whether such accepted courses are the equivalent of Pitt-Greensburg courses. In some cases, transferred courses accepted by Pitt-Greensburg will not apply to the student's program. Further, each program has specified courses that must be taken at Pitt-Greensburg. All programs require that Strategies and Techniques of Instruction (I&L 1330/1332/1333), Early Field Experience (I&L 1700/1702/1703) and all upper level courses be taken at Pitt-Greensburg.

Students should schedule a meeting with the Education Director as early as two terms prior to relocating to Pitt-Greensburg.

STUDENT TEACHING ABROAD

Students who are eligible for student teaching may opt to complete half of their student teaching abroad. In this case, the entire pre-student teaching and eight weeks of student teaching would be completed in the classroom of the US-based placement. The other seven weeks would occur overseas (e.g., New Zealand and Bolivia).

Corresponding to the Pennsylvania Department of Education's standards, all cooperating teachers in the student teaching abroad program will be trained in their field, be certified in the area that the student teacher is pursuing, will have taught for a minimum of three years, and will be recommended as a highly qualified teacher. Pitt-Greensburg student teachers participating in this program will be assessed in the same manner as our current program. The **PDE 430 form** will be used to document all observations. In addition, the cooperating teacher will complete formative and summative evaluation forms provided in the Student Teaching Handbook. *All evaluation forms apply to both domestic student teaching and student teaching abroad.*

Likewise, all student teachers will attend weekly seminar sessions to reflect on their teaching practices. To this end, students will attend the Professional Seminar class on the Pitt-Greensburg campus while student teaching in the US and will attend a similar seminar while student teaching abroad. Students are expected to compile a portfolio to present upon completion of the education program; one requirement is detailed reflection on all field experiences. Students participating in the student teaching abroad programs will also be required to keep a student teaching file, complete with reflections.

The cost for the student teaching abroad program is not included as part of the regular student teaching. The cost for student teaching abroad is slightly more than the traditional student teaching program. However, every effort has been made to keep the costs as low as possible.

APPLICATION FOR ADMISSION TO THE UPPER LEVEL

WHO MAY APPLY: Pre-education students are eligible to apply for admission to the upper level when they meet the following two criteria:

1. Will have earned a minimum of 48 total credits (Pitt-Greensburg credits plus any transfer credits) by the end of the semester.
2. Students who do not meet the 3.0 GPA requirement can be provisionally accepted into the program if:
 - They have taken and passed the courses required for Upper Level
 - They meet the basic skill requirements
 - They have at least a 2.8 overall GPA
 - They have signed a Student Acknowledgement of Conditional Acceptance form after having met with the education program director.

It is important to note that no student can enter student teaching without at least a 3.0 overall GPA.

3. Passing of the basic skills assessments (Page 17, reference #7). The PA State Department of Education forbids us from allowing any student into upper level who has not yet passed all basic skills assessment modules or who has not waived them via a qualifying SAT/ACT score. Please plan on taking these tests the 2nd semester of your freshman year.

HOW TO OBTAIN AN APPLICATION FORM: Pre-education students should obtain an application form from the Education Department Office (FACH 211) during the advising/registration period the term before they intend to submit an application for admission. This allows adequate time for applicants to distribute recommendation forms to Pitt-Greensburg faculty members who agree to write recommendations. Applications and faculty recommendation forms can also be found on the Education Department web site at:

<http://www.greensburg.pitt.edu/academics/majors/education/site/forms>

WHERE TO SUBMIT THE COMPLETED APPLICATION: Pre-education students submit their completed applications to the Education Department Office (FACH 211) by the established deadlines indicated on the completion timeline on page 8. Faxes and emails will not be considered.

WHEN TO SUBMIT THE COMPLETED APPLICATION: Pre-education students should pay close attention to the following deadlines for submitting their applications. Students who miss one admission period deadline may choose to submit an application for a later one.

- January Admission Period: Students who plan to begin upper level programs the subsequent fall term -- Students who meet all admission criteria and are admitted at this time will be able to register for fall term upper level courses.
Recommended deadline to submit application for the January Admission Period: January 15.
- May Admission Period: Students who did not apply to the upper level during the January Admission Period and still plan to begin upper level programs the subsequent fall term -- Students who meet all admission criteria and are admitted at this time will be able to register for fall term upper level courses through the add-drop process if seats are available.
Recommended deadline to submit application for the May Admission Period: May 15.
- September Admission Period: Students who plan to begin their upper level program the subsequent

spring term -- Students who meet all admission criteria and are admitted at this time will be able to register for spring term upper level courses. **Note:** *not all classes are available each term.*

Recommended deadline to submit application for the September Admission Period: September 15.

NOTE: *Applications will be accepted the following Monday when the 15th falls on a weekend.*

STEPS TO ENSURE A COMPLETE AND ACCURATE APPLICATION: Incomplete or inaccurate applications will not be considered. Therefore, all applicants should take the following steps before submitting applications to insure completeness and accuracy:

- Check your academic record carefully if you have repeated courses to assure that the original grade is not being counted as part of your cumulative GPA. Applicants should also check with the Registrar's Office if you need clarification. See page 51 for information on repeating courses.
- Check with the Education Department Office secretary to determine whether all of your letters of recommendation have been received prior to the recommended deadline. ***It is the student's responsibility to make sure that these are received on time.***

ADMISSION DECISION: The Education Department will review eligible applications and will render a decision on whether the applicant has met all admission requirements. All applicants will be notified in writing of your admission status prior to the subsequent registration period. All students, whether admitted or not, should read the notification letter carefully, as it will contain information important to completing the program satisfactorily.

REQUIREMENTS FOR ADMISSION TO THE UPPER LEVEL

To be admitted to the upper level, applicants must have submitted a complete and accurate application by the deadline established (as previously stated) and must meet all eight requirements as follows:

1. Earned Credits: The applicant must have earned at least 48 credits, including any credits transferred or applied to his/her program. Transfer students must have earned at least 15 credits at Pitt-Greensburg.
2. Selected Courses: The applicant must have earned at least a B- in the selected courses specified for his/her program.

Selected courses for Secondary Education include: Social Foundations of Education (ADMPS 1001), Strategies and Techniques of Instruction (I&L 1332), Early Field Experience (I&L 1702).

Selected courses for K-12 Spanish include: Social Foundations of Education (ADMPS 1001), Strategies and Techniques of Instruction (I&L 1333), Early Field Experience (I&L 1703).

Selected courses for Early Childhood Education include: Social Foundations of Education (ADMPS 1001), Strategies and Techniques of Instruction (I&L 1330).

3. English Composition/English Literature Courses: The applicant must earn a minimum grade of C- in English composition II and one British or American literature course required for his/her program. (See DOCs for accepted courses.)
4. Math Courses: All applicants must earn a minimum grade of C- in two math courses (minimum 6 credits) required for his/her program.

Note: Applicants who are registered for the English and/or math courses during the term in which they apply for upper level will be admitted if they meet all other requirements and may then register for upper level education courses. However, as this is a Pennsylvania Department of Education requirement, applicants who do not pass a course (minimum C- where noted above) will have their admission revoked and will be withdrawn from all upper level courses. Applicants in this situation should understand this risk before applying.

5. Letters of Recommendation: The Education Department must receive a minimum of three "satisfactory" recommendations using the University of Pittsburgh at Greensburg Recommendation Form (Page 90). At least one recommendation must be from a professor (not in the Education Department) and one must be a character reference from a non-faculty member. This form can be accessed from the Pitt-Greensburg Education Department website (<http://www.greensburg.pitt.edu/academics/majors/education/site/forms>) or via the Education Department office (FACH 211). All letters of recommendation will be kept confidential.
6. Career goal statement: a well-written statement with evidence of their progress toward developing knowledge, skills, and dispositions.
7. State Certification Tests: The applicant must have passed all three basic skills assessments (Reading, Writing, and Mathematics).
8. Grade Point Average (GPA): The applicant must have earned a minimum Pitt-Greensburg cumulative GPA of 2.8.

Note: Applicants who have earned a minimum GPA of 2.8 when applying to the upper level and

meeting all other requirements will be admitted and may then register for upper level education courses.

However, applicants whose cumulative GPA (Pitt-Greensburg and/or Combined) falls below 2.8 before they have begun the upper level will have admission revoked and will be withdrawn from all upper level courses. Applicants in this situation should understand this risk before applying.

9. Professional Dispositions: The applicant consistently and effectively displays appropriate dispositions as defined by the program. No disposition charges have been recorded in candidate's file or if disposition charges are present in candidate's file, the applicant has worked to successfully correct the disposition deficiencies as verified by the Director.

Other Important Policies Concerning Admission to the Upper Level:

Pre-education students should be aware of the following policies related to application and admission to the upper level:

- Applicants not admitted in one Admission Period and who wish to be considered for a later Admission Period in the same academic year must submit a new application by established deadlines. Applicants have the option of using the same letters of recommendation.
- Students admitted to one upper level program may not automatically transfer to another upper level program. For example, a student admitted to Secondary Education Mathematics may not later automatically transfer to Secondary Education English or to Early Childhood Education. They must seek special permission from the Director of Education Program who will consider the number of admission spaces remaining in their desired program. In addition, students seeking to change upper level programs must meet all requirements for admission to the desired program. Students not meeting the admission requirements of the desired program may be eligible to apply to that program through the normal process in a future term.

APPLICATION AND REQUIREMENTS FOR ADMISSION TO STUDENT TEACHING

Policies Related to Pre-Student Teaching

Upper level students will pre-student teach the semester prior to student teaching, typically their second to last semester at Pitt-Greensburg. Their pre-student teaching will take place within the same classroom as their student teaching (unless changes must be made according to the Education Department). Therefore, it is necessary for students to plan well and to confirm all benchmarks are met so that the transition into student teaching can occur. (See Advising Benchmark Sheet Side B on page 80-81 for all of the benchmarks, including those for the student teaching). See policies related to student teaching below.

All students must submit pre-student teaching applications in the term prior to the one in which they will pre-student teach. See below for specific information on application steps and policies. Upon review of students' applications, the Education Department will determine whether applicants meet all criteria required for admission to pre-student teaching.

Policies Related to Student Teaching

Students will student teach in the same placement in which they served their pre-student teaching unless the Education Department feels that it is necessary to re-assign the student. If a student does not fulfill the student teaching benchmarks, he or she may not be allowed to continue into student teaching.

The student teaching term is approximately fifteen weeks long. Early Childhood and Secondary Education student teachers are assigned to one placement in approved sites within proximity of Pitt-Greensburg. Student teaching sites are determined solely by the Education Department; students must teach at schools partnered with Pitt-Greensburg. Education student teachers generally are not assigned to the school district from which they graduated. Transportation to student teaching sites is solely the student's responsibility.

Students are strongly advised against participating in other major extra-curricular activities during student teaching. Student teaching is very demanding and the most successful students are totally focused on teaching during this fifteen-week period. Students with disabilities should read page 53 for information concerning the Department's policies on reasonable accommodation in field experiences. Inquiries concerning student teaching policies should be directed to the Director of Field Placement and Teacher Certification.

The Student Teaching Seminar is a co-requisite to student teaching. All students should read page 35 for information on professional appearance during student teaching.

Pre-Student Teaching/Student-Teaching Application Steps and Policies

1. If planning to pre-student teach in the fall semester, the student must secure an application in November of the previous fall term. This application is available on the Education Department website.
2. It is the responsibility of the student to verify that all pre-requisites and all junior benchmarks have been met. Students must submit the completed application to the Education Department Office by the recommended deadline established for each term: January 15 for fall pre-student teaching or September 15 for spring pre-student teaching. Students who fail to meet the established deadline will not be admitted to pre-student teaching and must see the Director of Field Placement and Teacher Certification for re-assignment.

3. Applicants are responsible for turning in updated background clearances to the Education Office no later than July 1st if pre-student teaching in the fall on October 1st, if pre-student teaching in the spring. Any student who has not submitted updated background clearances by the above dates will not be admitted to pre-student teaching and must see the Director of Field Placement and Teacher Certification for re-assignment. See page 33 for more information on sending for background clearances.
4. In order to begin pre-student teaching, students must have a current TB test on file. The TB test must be current as of the first day of pre-student teaching. It is the student's responsibility to make sure that the test on file is current.
5. Students must also register for the appropriate pre-student teaching, student teaching, and student teaching seminar courses. Students should follow the usual registration process which is signing up for a group advising session then registering for the appropriate student teaching and seminar courses.
6. Students who fail to maintain eligibility requirements in the term in which they submitted their application will have their student teaching admission revoked and must see the Director of Field Placement and Teacher Certification for re-assignment or for alternatives to receive a bachelor's degree without teaching certification.
7. Should the Director of Field Placement and Teacher Certification determine that the student did not fulfill all requirements for pre-student teaching or student teaching during the pre-student teaching and student teaching term, the student will be withdrawn from pre-student teaching or student teaching.

Requirements for Pre-Student Teaching and Student Teaching

1. Submission of current background checks, including FBI fingerprinting and TB test results by established deadline.
2. Completion of 100% of the selected courses with a minimum B- grade in each. See page 24 for a listing of selected courses. Students who fail to earn at least a B- after completing any of these courses a total of two times will be ineligible to student teach.
3. Secondary Education Students only: Completion of 75% of Specialty Area course requirements.
4. Completion of a minimum of 90 earned credits.
5. Cumulative GPA of at least 3.00 for student teaching semester. GPA in major of at least 2.75. See page 27 for the Major Course Descriptions list.
6. A passing score on the oral language screening. (Page 29)
7. Demonstration of positive performance in all field experiences, including directed tutoring courses and all upper level courses. Failure to demonstrate positive performances includes the following circumstances:
 - Inadequacies and/or irresponsibility as indicated by a professional educator
 - Violation of the Education Department's Professional Ethics for Field Experiences policy
 - Earned grade of a C+ or lower in the pre-student teaching practicum
 - Lack of professional dispositions
 - Academic integrity violations
8. Professional Dispositions: Students who demonstrate behaviors or activities that indicate a lack of professional dispositions may be denied permission to student teach by the Director of Field Placement and Teacher Certification. These behaviors include illegal conduct as noted on background checks or other misconduct on or off campus indicating lack of good moral character. See page 82-84 for the entire list of professional and personal dispositions expected.

NOTE: Should an instance of any of the behaviors indicated in #8 and #9 above be brought to the attention of the Education Department, the situation will be investigated. The student will have the right to respond to the situation through due process. The Director of the Program, with input from the Director of Field Placement and Teacher Certification, will conduct any needed further investigation and will render a decision which either: a) allows the student to student

teach in the designated term, b) allows the student the opportunity to student teach in a future term under specified conditions by which the student demonstrates that problematic behaviors have been remediated, or c) denies the student the opportunity to student teach at any future time in the program. The Director of Field Placement and Teacher Certification will inform the student of the decision in writing either by mail or in a personal meeting. The student may appeal the decision of the Director through the normal Pitt-Greensburg appeal procedures. These procedures may be obtained in the Office of the Vice-President for Academic Affairs.

APPLICATION AND REQUIREMENTS FOR GRADUATION AND CERTIFICATION

Education students apply for graduation at the Office of the Registrar one term prior to their intended graduation date. Students apply for certification with the Education Department after their student teaching term in order for the Education Department to verify to the Pennsylvania Department of Education that students have met all Department requirements for both graduation and certification (see Graduation Requirements and Certification Requirements below).

Steps for Application for Graduation: Office of the Registrar

- Two terms prior to graduation, students should arrange for a senior audit in the University Advising Office.
- Students should apply for graduation in the Registrar's Office early in the first term of their senior year.
- Students should be aware of their advising transcript on-line to verify that all courses completed have been recorded by the University and that all repeated courses have been designated on the transcript.
- Students should check with the Registrar and with their advisor to be certain that, where course substitutions have been permitted, course waiver forms have been submitted by the advisor to the Registrar.
- It is the student's responsibility to bring any discrepancies to the attention of the Registrar and of their advisor as quickly as possible.
- It is the student's responsibility to check that desired minors/special certificates are appropriately designated.

Steps for Application for Certification: Department of Education

- In the student teaching seminar course, students will be instructed on the certification process through the TIMS system.
- During the student teaching seminar, students will need to show that they have met all of the certification benchmarks. If all have not been met at that point, students will need to meet with Director of Field Placement and Teacher Certification to verify their ability to gain certification.

Requirements for Graduation with a Bachelors of Science in Early Childhood Education or Bachelors of Science in Secondary Education

1. Completion of all courses required by the program -- In some cases, the Education Department allows students who are not seeking certification to substitute courses for student teaching.
2. Completion of the minimum number of credits required by the program
3. Completion of all Pitt-Greensburg General Education requirements

Requirements for Certification

1. Fulfillment of all program completion requirements as follows:
 - Completion of all courses required by the program, including minimum C grade in student teaching and student teaching seminar. Note: The pre-student teaching seminar requires completion of a professional portfolio that earns at least a satisfactory rating. (See page 44 for information on the portfolio.)
 - Completion of the minimum number of credits required by the program.
 - Completion of all Pitt-Greensburg General Education requirements.
 - Demonstration that all Program Exit Standards have been met. (See page 37 for Exit Standards.)
 - Cumulative Pitt-Greensburg GPA of at least 3.00.
 - Cumulative GPA in their major of at least 2.75. (See page 28 for the Major Course Descriptions list.)
2. Passing scores on all required state-mandated certification tests.
3. Complete adherence to the Education Department's Professional Ethics for Field Experiences policy.
4. Achievement of acceptable dispositions on the Education Department's Dispositions Rubric. (Pages 82-84)

List of Grade Requirements	
C- or better	Math Classes
C- or better	Comp II, American or British Literature
C- or better	General Psychology Classes
C or better	Student Teaching
C or better	Student Teaching Seminar
B- or better	Selected Courses (Page 28)
B- or better	Pre-Student Teaching Seminar

Note: Earning less than a B- in any Methods class may jeopardize your ability for employment.

TEACHER CERTIFICATION IN PENNSYLVANIA AND IN OTHER STATES

Applying for the Pennsylvania Teaching Certificate (through the TIMS system)

The Bureau of Teacher Certification of the Pennsylvania Department of Education (PDE) in Harrisburg grants the Instructional I Certificate upon recommendation from the institution's Director of Field Placement and Teacher Certification. Certified graduates of Early Childhood education are eligible to teach grades PK-4. Certified graduates of secondary education are certified to teach their content area in grades 7-12.

Successful program completers may apply for the Instructional I Certificate with verification that they have passed all required state-mandated certification tests and have completed all program requirements.

As a service to students during their student teaching term, the Director of Field Placement and Teacher Certification will assist them in processing the Instructional I Certificate application and accompanying fees. Fees are paid to PDE; the Education Department charges no fee for this service. Students not meeting established deadlines may receive their certifications from PDE significantly later than those students who meet deadlines.

All education majors should be aware that the application for a Pennsylvania Teaching Certificate and the College Verification include affirmation on the following issues concerning the candidate:

Certification Officer's Attestment: "that the candidate is known and regarded by the preparing institution as a person of good moral character and possesses those personal qualities and professional knowledge and skill which warrant issuance of the requested certificate."

NOTE: *All students should read the Academic Integrity Policy on page 43. The Education Department reserves the right not to recommend for certification any student found guilty of an academic integrity violation.*

The Bureau of Teacher Certification of the Pennsylvania Department of Education will notify the program completers approximately four to six weeks after receiving their application for certification.

NOTE: *The Pennsylvania Department of Education reserves the right to deny certification to any student convicted of a misdemeanor or felony.*

Substitute Teaching in Pennsylvania

At the conclusion of the student teaching term, the Director of Field Placement and Teacher Certification will prepare a letter only for students who meet all three state requirements for certification: a) completion of all program requirements at the end of the term including successful completion of student teaching, b) eligibility for graduation at the end of the student teaching term, and c) passing of all required state-mandated certification tests. This letter will make students eligible for substitute teaching in Pennsylvania while they await processing of the Instructional I Certificate. Students may present this letter to prospective employers.

Students who are approached by school districts to provide verification of their graduation prior to the conclusion of the college term in which they are student teaching should contact the Registrar to request a letter indicating that the student is expected to graduate at the conclusion of student teaching. The Director of Field Placement and Teacher Certification cannot provide any letter verifying that the student will complete all requirements for certification until the academic term has concluded and all requirements actually have been met.

Teaching in Other States

There are numerous current and projected public school teaching opportunities in states other than Pennsylvania, particularly in the southern and western United States. Many school districts in Maryland, Virginia, North Carolina, South Carolina, Texas, Arizona, Nevada, Idaho, Colorado, and California are in need of many qualified teachers. Education majors should give serious consideration to relocating to another state after graduation to gain a full-time teaching position in a public school.

The Pennsylvania Teaching Certification is accepted for initial employment in most states. Pennsylvania certification holders must then apply for certification in the new state by contacting its State Department of Education. Typically, graduates with Pennsylvania certification have one or two years to meet certification requirements of the new state. In some states, the certification requirements differ minimally from Pennsylvania's. Other states require different or additional state-mandated tests than those required by Pennsylvania. Educational Testing Service (ETS) lists on its website (www.ets.org) the certification tests required by each state. The Department of Education lists all of the mandated tests for Pennsylvania on their website (www.pa.nesinc.com). Students also may want to check the on-line home pages of various state departments of education for certification requirements and listings and web addresses of school districts.

Some states require the Education Department to complete forms verifying the applicant's certification in Pennsylvania. Students should speak with the Director of Field Placement and Teacher Certification for this purpose.

The Education Department posts all announcements received for teaching positions and job fairs. Students should regularly check education bulletin boards. Students also may wish to check with the Office of Career Services (Chambers Hall 219) for additional information on employment opportunities. The Office of Career Services provides an electronic notification service of available job openings for interested graduates.

SELECTED AND MAJOR COURSE DESCRIPTIONS AND LISTINGS

Selected Courses: Selected courses are those courses in which students learn fundamental concepts and skills necessary to be a successful teacher in a particular program. Students will not be allowed to student teach until they have earned at least a B- grade in all of the selected courses. (Students who fail to earn a B- grade in a selected course at Pitt-Greensburg, at another Pitt campus, or at another institution must repeat that course within the University of Pittsburgh system.) Students who choose to repeat the course at another university/college may call Pitt-Greensburg's Advising Office (724-836-9174) to be assured that it is the same course.

Students who fail to earn at least a B- after completing any of these courses a total of two times will be ineligible to student teach.

Selected courses for Secondary Education include: Social Foundations of Education (ADMPS 1001), Strategies and Techniques of Instruction (I&L 1332), Early Field Experience (I&L 1702), Pre-Student Teaching (I&L 1811).

Selected courses for K-12 Spanish include: Social Foundations of Education (ADMPS 1001), Strategies and Techniques of Instruction (I&L 1333), Early Field Experience (I&L 1703), Pre-Student Teaching (I&L 1812).

Selected courses for Early Childhood Education include: Social Foundations of Education (ADMPS 1001), Strategies and Techniques of Instruction (I&L 1330), Engaging Young Children in Learning (I&L 1324), Early Field Experience (I&L 1700), Pre-student teaching (I&L 1810).

Major Courses: Those courses that establish a range of study most relevant to a particular program, including Specialty Area courses and education courses, which differ for each program.

When applying for teaching and other professional positions, graduates may be asked to specify their GPA in their major.

NOTE: If pursuing a double major or a minor, additional courses may be added to these lists.

Early Childhood

ADMPS 1001

EDPSY 0009

ENGLIT 1640

I&L 1060, I&L 1061, I&L 1150, I&L 1161, I&L 1210, I&L 1215, I&L 1218, I&L 1220, I&L 1222,

I&L 1225, I&L 1275, I&L 1330, I&L 1324, I&L 1410, I&L 1420, I&L 1700, I&L 1810, I&L 1820,

I&L 1875

PSY 0310, PSY 1001

SOC 0455

Secondary Biology

ADMPS 1001

BIOSC 0170 & 0070, 0180 & 0080, 0350, 1385,

CHEM 0830, 0831, 1500, 1510

EDPSY 0009

I&L 1332, 1702, 1060, 1061, 1440, 1441, 1442, 1811, 1821, 1876

NATSC 0040, NATSC 0075

PEDC 0310

PHIL 0310

PSY 0310, 1001

SOC 0455

Secondary Chemistry

ADMPS 1001

CHEM 0110, 0120, 0310 & 0330, 0320 & 0340, 0250 & 0260, 1410, 1035

EDPSY 0009

I&L 1332, 1702, 1060, 1061, 1440, 1441, 1442, 1811, 1821, 1876

NATSC 0040

PEDC 0310

PHIL 0310

PHYS 0212

PSY 0310, 1001

SOC 0455

Secondary English

All English literature and writing courses (chosen from required courses)

ADMPS 1001

EDPSY 0009

I&L 1332, 1702, 1060, 1061, 1235, 1236, 1811, 1821, 1876

PSY 0310, 1001

SOC 0455

Secondary Math

ADMPS 1001

EDPSY 0009

I&L 1332, 1060, 1061, 1702, 1470, 1471, 1811, 1821, 1876

MATH 0220, 0230, 0240, 0413, 0420, 0430, 1180, 1270, 1020, 1290, 1230,

PSY 1001, 0310 or 0311

SOC 0455

STAT 1000

Secondary Social Studies

All history, political science, geography, anthropology, economics courses (chosen from required courses)

ADMPS 1001

EDPSY 0009

I&L 1332, 1702, 1060, 1061, 1280, 1281, 1811, 1821, 1876

PSY 0310, 1001

SOC 0455

K-12 Spanish

SPAN 0003, 0004, 0020 OR 0025, 0055, 1302, 1300 OR 1331 PLUS four upper level Spanish classes
(chosen from required courses)

ADMPS 1001

EDPSY 0009

I&L 1333, 1703, 1060, 1061, 1237, 1238, 1812, 1822, 1877

PSY 0310, 1001

SOC 0455

ORAL LANGUAGE SCREENING

To be eligible for student teaching, all pre-education students must demonstrate proficiency in spoken Standard English by passing the Education Department's oral language screening assessment with a minimum score of 75 percent. This screening is administered in the course Social Foundations of Education (ADMPS 1001). The screening procedure is as follows:

- As part of an end of the term research project presentation, each student will speak for two to three minutes. Thus, students should prepare the presentation in advance. During the presentation, students may refer to note cards, but in doing so they should demonstrate consistent oral fluency and maintain eye contact with the audience.
- The screening administrator will evaluate students' oral Standard English proficiency and assign a pass/fail rating based on the following criteria:
 - a. Organization (15%)
 1. Consistently orders ideas.
 2. Consistently maintains the topic.
 - b. Delivery (60%)
 1. Consistently uses proper expression.
 2. Consistently demonstrates appropriate volume.
 3. Consistently articulates/pronounces.
 4. Consistently uses appropriate rate of speech.
 5. Consistently maintains eye contact with audience.
 6. Consistently maintains fluent speech.
 7. Uses non-distracting mannerisms.
 - c. Usage (25%)
 1. Uses correct verb tenses.
 2. Demonstrates correct subject-verb agreement.
 3. Uses appropriate word forms.
- To pass this screening, students must earn an acceptable rating in each of the categories of Organization, Delivery and Usage and earn an overall 75% rating.
- The result of the screening is maintained in students' advising folders, so students should check with their advisor to determine whether they have passed the screening.
- Students who fail the oral language screening remain eligible for admission to the upper level, but are required to satisfactorily complete remediation prior to student teaching. Students who fail the screening and who have not yet completed the course COMMRC 0520 (Public Speaking) may elect to repeat the oral language screening after completing that course as part of their remediation. Students who again fail to pass the screening after taking Public Speaking will need to have additional remediation.

Basic Skills Assessment Policy Change

All students must pass the basic skills assessment requirement set forth by the Pennsylvania Department of Education.

Please review the following options carefully. There are now many options in obtaining qualifying scores for the basic skills requirements in order to move forward in the Pitt-Greensburg Education Program.

SAT (Scholastic Achievement Test) Option

Test scores prior to March 1, 2016

Composite score of 1500 or greater with individual passing scores of 500 (or better) in each of the three modules (Critical Reading, Mathematics and Writing).

Test scores after February 29, 2016

A passing score of Reading (27), Mathematics (26) and Writing and Language (28) is required. However, a composite score of 81 is also acceptable IF minimum scores of Reading (25), Mathematics (24) and Writing and Language (26) are met.

- ✓ Obtain test scores in the College Board website and submit to the Pitt-Greensburg Education Department (FACH211). Score report must include your first and last name as well as your mailing address. Scores will be verified by the Education Department and processed through the TIMS system.

ACT (The American College Test) Plus Writing Option

Tests scores from between September 1, 2015 and August 31, 2016

A passing score of Reading (22), Mathematics (21), and Writing (21) is required. However, a composite score of 64 is also acceptable IF minimum scores of Reading (20), Mathematics (19), and Writing (17) are met.

Test scores after August 31, 2016

A passing score of Reading (22), Mathematics (21), and Writing (8) is required. However, a composite score of 51 is also acceptable IF minimum scores of Reading (20), Mathematics (19), and Writing (7) are met.

- ✓ Obtain test scores in the American College Test website and submit to the Pitt-Greensburg Education Department (FACH211). Scores will be verified by the Education Department and processed through the TIMS system.

PAPA (Pre-service Academic Performance Assessment) Option

A passing score of Reading (220), Mathematics (193), and Writing (220) is required. However, a composite score of 663 is also acceptable IF minimum scores of Reading (193), Mathematics (176) [OR a score of 174 if the test is taken prior to 8/31/2016] and Writing (192) are met.

- ✓ Scores will be electronically submitted directly to the Pennsylvania Department of Education, Bureau of School Leadership and Teacher Quality from the test vendor.

CORE (Core Academic Skills for Educators) Option

A passing score of Reading (156), Mathematics (142), and Writing (162) is required. However, a composite score of 460 is also acceptable IF minimum passing scores of Reading (148), Mathematics (132), and Writing (158) are met.

- ✓ Scores will be electronically submitted directly to the Pennsylvania Department of Education, Bureau of School Leadership and Teacher Quality from the test vendor.

Mix and Match Option

Passing test scores from different vendors is permissible. A passing test score must be met in each category (Reading, Writing, and Mathematics) of the Basic Skills Assessment to meet the Basic Skills testing requirements.

For example:

Mathematics – SAT score of 500 or higher

Reading – PAPA score of 220 or higher

Writing – CORE score of 162

- ✓ **Composite scores do not factor into this option.**
- ✓ **Submit official test scores from SAT and/or ACT must be submitted to the Pitt-Greensburg Education Department. Scores will be verified by the Pennsylvania Department of Education, Bureau of School Leadership and Teacher Quality from the test vendor.**
- ✓ **PAPA and/or CORE scores will be electronically submitted directly to the Pennsylvania Department of Education, Bureau of School Leadership and Teacher Quality from the test vendor.**

Scheduling your PAPA and/or CORE test

Freshman should review all scores immediately and determine the following:

1. Do I have a qualifying SAT or ACT score? If so, log into the appropriate site and print score report. Submit score report to the Pitt-Greensburg Education Department (Cassell Hall Room 211).
2. If I do not have all three qualifying scores, review my options.
 - ✓ Review test preparation materials for the PAPA and CORE.
 - ✓ Review test information below for the PAPA and CORE.
3. Determine a plan of action. Am I going to take the PAPA, CORE or mix and match modules from both tests?
4. Schedule tests prior to the start of your sophomore year. Keeping in mind that the basic skills assessment is based on skills taught in high school. Test taking is advised to be done prior to your sophomore year.

Other Useful Information

PAPA (Pre-service Academic Performance Assessment) testing information

Website: http://www.pa.nesinc.com/				
<click> TEST				
<click> Pre-service Academic Performance Assessment (PAPA)				
Test Number	Test Title	Testing Time	Number of Questions	Cost
8001	Reading	45 minutes	36	\$37
8002	Mathematics	75 minutes	36 (formula page and online calculator will be provided)	\$44
8003	Writing	75 minutes	36 (2 sentence correction assignments and 1 extended response assignment)	\$37
PA701	All Three Modules during one setting	15 minute break between each module	See above	\$110
Additional Notes: Fee waivers are available for qualifying students. Fee waivers can be obtained by contacting in the Education Department Office at Pitt-Greensburg. Waivers must be completed by the Financial Aid office prior to scheduling the PAPA test. If financial eligibility is met, the fee waiver can only be used ONCE for the initial test.				

Testing sites/dates are listed on the www.pa.nesinc.com testing site. Additional helpful hints are also available at this web address.

This resource will be available after August 1, 2017

Sample/practice tests are available at the pa.nesinc.com website. As well, Pitt-Greensburg has given you access to a PAPA Online Course and Practice Test tutorial and tests. To utilize this online course and practice test please use the following information:

<http://www.longsdalepub.com/papa>

<click> Register NEW Account

Register using the following information: School Number: 92114; School Key: papasuccess

After entering this information, the next screen to appear will require you to enter an email address and your first and last name into the spaces provided. The ID Number field is optional. Utilize your @pitt.edu email.

When you have completed the registration process, you will be issued a user name and password. Since you will be asked to enter your user name and password each time you login, it is important that you keep a copy in a safe place.

After logging into the program for the first time, we encourage you to begin with the section entitled, "Introduction to the PAPA". This section will introduce you to the course and offer suggestions on how to get the most out of the instruction and practice tests. The program is flexible, so after reading the introduction you can begin working through the material from the beginning covering all sections, or you can navigate to areas of specific need. This online course and practice tests is FREE for your usage. Take advantage of this opportunity.

CORE (Core Academic Skills for Educators Praxis)

Website: ets.org/praxis/pa

<click> "For Test Takers"

Select Pennsylvania from drop down menu

Test Number	Test Title	Testing Time	Number of Questions	Cost
5712	Reading	1 hour, 25 minutes	56	\$90
5722	Writing	1 hour, 40 minutes	40 questions and 2 essays	\$90
5732	Mathematics	1 hour, 25 minutes	56	\$90
5751	All Three Modules during one setting	5 hours	See above	\$150

Additional Notes:

Fee waivers are available for qualifying students. Fee waivers can be obtained by contacting in the Education Department Office at Pitt-Greensburg. Waivers must be completed by the Financial Aid office prior to scheduling the CORE test. If financial eligibility is met, the fee waiver can only be used ONCE for the initial test.

Testing sites/dates are listed on the www.ets.org/praxis/pa testing site. Additional valuable information/videos is available at this web site.

Do your research. Explore your options and make the right choice regarding your Basic Skills Assessment.

Questions, please contact the Education Department Office at 724-836-9860.

REQUIRED BACKGROUND CLEARANCES

Freshman through Junior Year

During their first term as pre-education majors, all students are required to submit a copy of four background clearance documents: Pennsylvania Criminal Record Check (Act 34), Pennsylvania Child Abuse History Clearance (Act 151), Federal Criminal History Background Check (Act 114), and Mandated Reporter Training (Act 26). Students should have the clearances sent to their own address and **should keep the originals for their records**, submitting a copy of each to the Education Department.

NOTE: New FERPA Interpretation dictates that the University is no longer allowed to:

1. Send clearances to field placements
2. Make copies of the FBI rap sheet for students

Therefore, we recommend you scan a photograph your clearance. Failure to provide clearances to field placements may lead to the inability to complete field experiences in a timely manner.

Once all clearances are submitted to the education office, a letter will be provided to the school regarding your clearances on file.

The Federal Criminal History Background Check (fingerprinting) for school employment and student teaching must be conducted through Cogent Systems (<http://www.pa.cogentid.com>) sites designated by the Pennsylvania Department of Education (PDE). Fingerprinting results will be transmitted securely to PDE. A fee of \$28.50 is charged. Unofficial results will be mailed to each applicant. The UPS store in downtown Greensburg maintains one of the PDE sites for fingerprinting. Before going to the UPS store or any designated center for fingerprinting, students must register and pay through Cogent Systems by Internet (<http://www.pa.cogentid.com>). No cash transactions or personal checks will be accepted at the fingerprinting locations. Students who miss a semester or who transfer to another institution will be required to repeat the fingerprinting process.

At the current time, all four clearances are valid for all Pitt-Greensburg field experiences prior to student teaching. Depending on placement of your field experience during your junior year, both the Child Abuse and PA Criminal Record Check renewal **may be requested**. At the beginning of your sophomore and junior year, signature is required on an Arrest/Conviction Report and Certification Form (Act 24). Students are ineligible to participate in Pitt-Greensburg field experiences without all clearances. Students, who have failed to submit clearances may not register for Social Foundations of Education, directed tutoring courses, any upper level courses, or student teaching.

Note: Schools Districts may ask for additional clearances.

Prior to Student Teaching

Updated clearances including FBI fingerprinting are required to enter pre-student teaching, are valid for only one year, and must be effective throughout the pre-student and the student teaching terms. Upper level students who pre-student teach in the fall term of their senior year should send for their updated Pennsylvania background checks the previous July 1st deadline for submission. Upper level students who pre-student teach in the spring term should send for their updated background checks the previous September in order to meet the October 1st deadline for submission. **(Note: Your clearances must be valid for your pre-student teaching and student teaching experiences).**

The Education Department reserves the right to deny or revoke admission to the upper level and to student teaching to any student who has been convicted of any child abuse or Act 30 offense.

Child Abuse History Clearance (Act 151): As part of the amended PA Domestic Relations Code, Act 151 of 1994 and effective July 1, 1996, applicants for school employment are required to submit an official

clearance statement obtained from the Department of Public Welfare. In no case shall an administrator hire an applicant where the department has verified that the applicant is named in the central register as the perpetrator of a founded report of child abuse committed within the five-year period immediately preceding verification. A founded report is based on a judicial adjudication of guilt or nolo contendere. An indicated report is based on a determination by a court agency that substantial evidence of abuse exists. School authorities currently have the discretion whether to hire someone who has been named on an indicated report.

Criminal Record Check (Act 34): Police background checks for all persons seeking employment with public school districts, intermediate units, vocational-technical schools or private schools throughout the Commonwealth of Pennsylvania are required by the state of Pennsylvania. The requirement known as Act 34 became effective January 1, 1986. Graduates should complete and process all necessary forms related to Act 34 prior to seeking employment. Failure to secure a criminal background check may delay the individual's employment applications.

Act 30 Offenses: According to Act 30 [Section 111 (e 1, 2 and 3)], as amended in 1997, "no person subject to this act shall be employed in a public school, intermediate unit or area vocational-technical school where the report of criminal history record information indicates the applicant has been convicted, within five (5) years immediately preceding the date of the report, of any of the following offenses:"

- Aggravated Assault
- Aggravated Indecent Assault
- Concealing the Death of A Child Born Out of Wedlock
- Corruption of Minors
- Criminal Homicide
- Dealing in Infant Children
- Dealing in Obscene/Other Sexual Materials Performance
- Endangering the Welfare of Children
- Harassment
- Incest
- Indecent Assault
- Involuntary Deviate Sexual Intercourse
- Offenses designated as a felony under the "Controlled Substance, Drug, Device, and Cosmetic Act" (PL 2333 #64)
- Kidnapping
- Prostitution and Related Offenses
- Rape
- Sexual Abuse of Children
- Sexual Assault
- Stalking
- Statutory Rape
- Statutory Sexual Assault
- Unlawful Restraint
- Indecent Exposure
- An Out-Of-State Federal Offense Similar to Those Listed Above

NOTE: *The Criminal Background Check reveals all criminal offenses committed over the age of 18, including dismissed or quashed charges and suspended sentences. Education majors should be aware that some prospective employers might look with disfavor at past offenses. Also, students should be advised that the corruption of minors offense listed above includes the distribution of alcohol and drugs to minors. Education majors should feel free to discuss this issue with their advisor or with an education faculty member within the Education Department.*

Federal Criminal History Background Check (Act 114, Section 111): The requirement known as Act 114 became effective April 1, 2007. It states that anyone hired by public and private schools, Intermediate Units, and area vocational-technical schools, who will work in direct contact with students, will be required to provide a copy of their federal criminal history background check (fingerprinting) in addition to the Pennsylvania criminal background check and child abuse clearance. This regulation also applies to all students in teacher preparation programs that enter public and private schools, Intermediate Unit classrooms, and area vocational-technical schools.

PDE Review of Good Moral Character

The Pennsylvania Department of Education (PDE) maintains the authority to approve or deny application for teacher certification for applicants with criminal convictions or misconduct. In a June 1997 communication to all Pennsylvania Teacher Education institutions, PDE issued the following statement:

"Convictions for misdemeanors and felonies can and have resulted in the denial of Pennsylvania teacher certification. **Candidates should be informed that consumption of alcoholic beverages at a college party could lead to criminal convictions such as Underage Drinking, or worse, Driving Under the Influence or Assault. It is possible that these offenses may prevent certification, or later on, employment as a teacher in Pennsylvania.**"

PRE-STUDENT TEACHING FIELD EXPERIENCES

Prior to student teaching, education majors participate in a variety of field experiences that take place in area schools. Students are ineligible to participate in pre-student teaching field experiences without having submitted all required background clearances to the Education Department. (Page 33)

Students participating in any field experience are also responsible for following the Department's Professional Dispositions for Field Experience Policies (Pennsylvania's Educators Code of Conduct, page 46-47). There are three types of field experiences: observation experience, directed tutoring, and pre-student teaching practica. These experiences will be gained through various classes, such as Social Foundations, Strategies (I&L 1330/1332/1333), Early Field (I&L 1700/1702/1703), and Methods with Pedagogy Lab (specific for each discipline).

Practicum students are expected to demonstrate professional behavior and dress, to be fully prepared for all activities, to show strong initiative and enthusiasm, and to establish a comfortable rapport with teachers and students. The Department considers the act of not notifying the school of an absence, in advance of the absence, a serious breach of professional conduct. Students are responsible for communicating with their co-op teachers about policy related to inclement weather/emergencies; students are responsible for completing all required hours. Students who do not perform satisfactorily in their field experiences may be denied permission to pre-student teach and student teach. All students should also be aware that they are responsible for their own transportation for field experiences and practicum courses.

Students enrolled in practicum courses should report to the school on the pre-determined day, inform all course instructors about any problems in the practicum as they occur, and check with their professors the week prior to finals to see whether their practicum evaluation has been returned by their practicum teacher. If a practicum evaluation has not been returned, the students should contact their teacher and diplomatically request that the evaluation be sent to the Department.

Professional Ethics for Field Experiences Policies

Education majors serve as representatives of Pitt-Greensburg each time they participate in a field experience in an area school. School district personnel may judge the quality of Pitt-Greensburg's education program on the basis of the attitudes and performance exhibited by education majors. The Education Department is committed to maintaining the positive relationships it has developed with area school districts. Therefore, we ask each education major, when participating in area schools, to strive for excellence to help ensure the continuation of these relationships.

The following professional ethics policies apply to all types of field experiences: Observation (Social Foundations), field practica (Strategies, Early Field, Methods/Pedagogy Lab), and pre-student teaching/student teaching. Students who violate any of these policies will be ineligible for admission to the upper level, for admission to student teaching, and for application for certification.

- You are eligible to participate in field experiences only after you have submitted copies of all background clearances to the Education Department.
- You must maintain the confidentiality of any privileged, sensitive, and/or confidential information gained directly from a member of the school staff or indirectly through any other means.
- You may not make critical mention of the name of any student, teacher, administrator, or other staff member in class discussions or in any other venue.
- You may not use the name of any school student in any written assignment.
- If you are unable to attend a field experience session, you must call the school in advance of the absence and inform appropriate school personnel of the situation. It is your responsibility to determine

which school personnel to call upon your first visit to the school site.

- You must promptly return any materials teachers have lent you.
- You must follow the Department's "Recommendations for Professional Appearance" (see below) for the Observation Experience, Pre-Student Teaching Practica, Directed Tutoring, and Student Teaching.

The faculty members of the Education Department offer the following recommendations for professional appearance for students who observe, participate, tutor, or student teach in all classrooms or who attend official school district functions. Students should be aware that clothing considered appropriate and "stylish" for social events may not always be appropriate in school settings where professional dress styles are expected. Furthermore, students need to be advised that school administrators or teachers may ask those students who arrive at school dressed inappropriately to return home to change their clothing or accessories to a more professional appearance.

Recommendations for Professional Appearance

1. Professional personnel are clean and well-groomed with hairstyles that do not cause a disruption to the educational process.
2. Appropriate dress may include the following (gender appropriateness considered, as applicable): dress shirts; ties; clean dress shoes; sports jackets and blazers; dress pants; dresses; pant suits; skirts; blouses; and sweaters. Appropriate dress would **exclude** jeans, yoga pants, sweatshirts, sneakers, T-shirts, tank tops, and Ugg boots. It is better to over-dress than underdress.
3. For all schools, professional attire excludes clothing that is excessively tight or revealing, bare midriffs, or excessively short skirts.
4. Some schools object to jewelry that is worn in excessive amounts, that impedes diction (e.g., tongue piercing), that distracts students by its placement (e.g., eyebrow piercing) or by the noise that it makes, or that causes a disruption to the educational process in any other way.
5. Most schools object to visible tattoos. Those students who have tattoos are advised to make them as unobtrusive as possible. When present in area schools, students need to remember that they are invited guests and representatives of the Education Department. Through their dress and behavior, pre-service teachers are expected to convey a sense of dignity and respect for themselves and for all others in the school.

Students are reminded that they are required to wear appropriate identification badges while in schools.

DEPARTMENT OF EDUCATION EXIT STANDARDS

The Pennsylvania Department of Education's Chapter 354 of Title 22 of the Pennsylvania School Code General Standards for the Preparation of Professional Educators (October 7, 2000), mandates that all teacher education institutions in Pennsylvania design education programs to ensure that students demonstrate, by the conclusion of their program, that they have learned or exhibited a number of competencies that collectively are called Exit Standards. Although each institution may establish its own set of exit standards, the K-12 Pennsylvania Academic Standards, and the Ten Learning Principles as delineated by section 354.33 (i) must be included. Pitt-Greensburg's teacher candidates will be required to meet additional criteria, including the following components: (a) Specific Program Guidelines pertinent to each certification area; (b) documentation of successfully meeting INTASC Standards; (c) competencies gained through the Pitt-Greensburg Special Needs Curriculum, which will include two sequential courses and various assignments embedded in both course requirements and field experiences; (d) examination of the Pennsylvania Professional Educator's Code of Conduct (page 47); (e) completion of a Professional Portfolio and the additional competencies gained through the required set of professional activities organized into that portfolio; and (f) demonstration of appropriate dispositions for entering the field of Education.

These exit criteria will be discussed with education majors in the appropriate courses that help candidates to meet the competencies outlined in by the Department of Education's Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice (PDE-430), which outlines what student teachers must be able to do to be certified.

In addition to graded assignments and examinations pertaining to some of the competencies, all candidates will be evaluated using a consistent set of documents throughout the education program. Means of assessment will include PDE-430, INTASC standards, content specific student teaching evaluations, the Pitt-Greensburg Dispositions Standards rubric, program benchmarks established by Pitt-Greensburg, and a portfolio rubric. Pre-student teachers will create a portfolio to identify artifacts that support their competency in each of the indicators as explicated in PDE-430. This portfolio will be assessed by the Director of Field Placement and Teacher Certification.

The K-12 PENNSYLVANIA ACADEMIC STANDARDS

The K-12 Pennsylvania Academic Standards are those concepts and skills that students in grades kindergarten through twelfth grade must learn and demonstrate. Thus, as part of their teacher education program, future Pennsylvania teachers must learn the standards applicable to their range of certification (Early childhood Education: PK-4; Secondary Education: seventh through twelfth grade) and include the standards on all lesson plans and unit plans written for course presentations and field experiences. Standards currently in effect are included in the Department of Education's program as follows:

PDE K-12 standards	Early Childhood Education	Secondary Education	K-12 (Spanish) Education
Reading, Writing, Speaking & Listening	ENGCOMP 0010, 0020, 0030 COMM 0520 ENGLIT 1012, 1175, 1215 or 0570 ENGLIT 1640	ENGCOMP 0010, 0020, 0030 COMM 0520 ENGLIT 1012, 1175, 1215 or 0570 ENGLIT 1647	ENGCOMP 0010, 0020, 0030 COMM 0520 ENGLIT 1012, 1175, 1215, or 0570 ENGLIT 1647
Mathematics	MATH 0050 MATH 0052	MATH 0031 (or higher) STAT 0200 or STAT 1000	MATH 0031 (or higher) STAT 0200 or STAT 1000
Environmental & Ecology	NATSC 0070 NATSC 0270 I&L 1420 BIO 1372 or GEOL 0860	NATSC 0070 & 0270 for non- science majors; BIO 1385 for Biology Ed. majors. CHEM 1035 for Chem. Ed. Majors.	NATSC 0070 & 0270
Science & Technology	NATSC 0070 NATSC 0270 I&L 1420	NATSC 0070 & 0270 for non- science majors	NATSC 0070 & 0270
Geography, History, Economics and Civics/Government	GEOG 0101 ECON 0100 or 0110 PS 0200 HIST 0600 or 0601	General Education Requirements: History, Geography, Political Science (SS1, SS2, SS3).	General Education Requirements: History, Geography, Political Science (SS1, SS2, SS3)
Arts & Humanities	Pitt-Greensburg students are required to take at least one art and one humanities course (e.g. History of Art, Western Music, etc.)	Pitt-Greensburg students are required to take at least one art and one humanities course (e.g. History of Art, Western Music, etc.)	Pitt-Greensburg students are required to take at least one art and one humanities course (e.g. History of Art, Western Music, etc.)

THE TEN LEARNING PRINCIPLES

The Ten Learning Principles are fundamental to the preparation of teachers and are met in a number of courses and field experiences. The learning principles are broad understandings and practices that are gained over time as students experience the many facets of their program, including content and methodology courses and field experiences. Thus, assessment is both formative and summative and is conducted through a variety of means including testing, assignments, and observation of performance. The following table lists the courses in which the Learning Principles are met:

The Ten Learning Principles	Early Childhood Education	Secondary Education	K-12 (Spanish) Education
<p>1. Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>Except. Std.I I&L 1060 Except. Std II I&L1061 Diversity in America SOC 0455 Discipline methods courses With Pedagogy Lab Intro. Psych. PSY 0010 Dev. Psych. PSY 0310 Ed. Psych. PSY 1001 English Language Learners PSY 0009 Family-School Collaboration</p>	<p>Except. Std.I I&L 1060 Except. Std II I&L 1061 Diversity in America SOC 0455 Discipline methods courses With Pedagogy Lab Intro. Psych. PSY 0010 Dev. Psych. PSY 0310/0311 Ed. Psych. PSY 1001 English Language Learners PSY 0009</p>	<p>Except. Std.I I&L 1060 Except. Std II I&L 1061 Diversity in America SOC 0455 Discipline methods courses With Pedagogy Lab Intro. Psych. PSY 0010 Dev. Psych. PSY 0310/0311 Ed. Psych. PSY 1001 English Language Learners PSY 0009</p>
<p>2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>ADMPS 1001 Diversity in America SOC 0455 Early Field I&L 1700 Except. Std.I I&L 1060 Except. Std II I&L 1061 Discipline methods courses With Pedagogy Lab Engaging Young Children in Learning Family-School Collaboration English Language Learners PSY 0009 Pre-student Teaching I&L 1810 Student Teaching I&L 1820</p>	<p>Social Found. ADMPS 1001 Diversity in America SOC 0455 Early Field I&L 1702 Except. Std.I I&L 1060 Except. Std II I&L 1061 English Language Learners PSY 0009 Discipline methods courses With Pedagogy Lab Pre-student Teaching I&L 1811 Student Teaching I&L 1821</p>	<p>Social Found. ADMPS 1001 Diversity in America SOC 0455 Early Field I&L 1703 Except. Std.I I&L 1060 Except. Std II I&L 1061 English Language Learners PSY 0009 Discipline methods courses With Pedagogy Lab Pre-student Teaching I&L 1812 Student Teaching I&L 1822</p>
<p>3: Learning Environment The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Intro. Psych. PSY 0010 Dev. Psych. PSY 0310 Ed. Psych. PSY 1001 Strategies I&L 1330 Engaging Young Children in Learning Family-School Collaboration English Language Learners PSY 0009 Early Field I&L 1700 Discipline Methods Courses With Pedagogy Lab Pre-student Teaching I&L 1810 Student Teaching I&L 1820</p>	<p>Intro. Psych. PSY 0010 Dev. Psych. PSY 0310/0311 Ed. Psych. PSY 1001 Strategies I&L 1332 Early Field I&L 1702 English Language Learners PSY 0009 Discipline Methods Course With Pedagogy Lab Pre-student Teaching I&L 1811 Student Teaching I&L 1821</p>	<p>Intro. Psych. PSY 0010 Dev. Psych. PSY 0310/0311 Ed. Psych. PSY 1001 Strategies I&L 1333 Early Field I&L 1703 English Language Learners PSY 0009 Discipline Methods Course With Pedagogy Lab Pre-student Teaching I&L 1812 Student Teaching I&L 1822</p>
<p>4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the</p>	<p>Strategies I&L 1330 Engaging Young Children in Learning Discipline Methods courses with Pedagogy Lab Early Field I&L 1700 Pre-student Teaching I&L 1810</p>	<p>Strategies I&L 1332 Discipline Methods courses with Pedagogy Labs Early Field I&L 1702 Pre-student Teaching I&L 1811 Student Teaching I&L 1821</p>	<p>Strategies I&L 1333 Discipline Methods courses with Pedagogy Labs Early Field I&L 1703 Pre-student Teaching I&L 1812 Student Teaching I&L 182</p>

discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.	Student Teaching I&L 1820 Student Teaching Seminar I&L 1875	Student Teaching Seminar I&L 1876	Student Teaching Seminar I&L 1877
5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Strategies I&L 1330 Engaging Young Children in Learning Early Field I&L 1700 Discipline Methods Courses With Pedagogy Lab Pre-student Teaching I&L 1810 Student Teaching I&L 1820	Strategies I&L 1330 Early Field I&L 1702 Discipline Methods Courses With Pedagogy Labs Pre-student Teaching I&L 1811 Student Teaching I&L 1821	Strategies I&L 1333 Early Field I&L 1703 Discipline Methods Courses With Pedagogy Labs Pre-student Teaching I&L 1812 Student Teaching I&L 1822
6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners' decision making.	Strategies I&L 1330 Engaging Young Children in Learning Assessment in Education I&L 1218 Early Field I&L 1700 Discipline Methods Courses With Pedagogy Lab Ed. Psych. PSY 1001 Except. Std.I I&L 1060 Except. Std II I&L 1061 Pre-student Teaching I&L 1810 Student Teaching I&L 1820	Strategies I&L 1332 Early Field I&L 1702 Discipline Methods Courses With Pedagogy Labs Ed. Psych. PSY 1001 Except. Std.I I&L 1060 Except. Std II I&L 1061 Pre-student Teaching I&L 1811 Student Teaching I&L 1821	Strategies I&L 1333 Early Field I&L 1703 Discipline Methods Courses With Pedagogy Labs Ed. Psych. PSY 1001 Except. Std.I I&L 1060 Except. Std II I&L 1061 Pre-student Teaching I&L 1812 Student Teaching I&L 1822
7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Strategies I&L 1330 Engaging Young Children in Learning Early Field I&L 1700 Discipline Methods Courses With Pedagogy Lab Pre-student Teaching I&L 1810 Student Teaching I&L 1820	Strategies I&L 1332 Early Field I&L 1702 Discipline Method Courses With Pedagogy Labs Pre-student Teaching I&L 1811 Student Teaching I&L 1821	Strategies I&L 1333 Early Field I&L 1703 Discipline Method Courses With Pedagogy Labs Pre-student Teaching I&L 1812 Student Teaching I&L 1822
8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and	Strategies I&L 1330 Early Field I&L 1700 Discipline Methods Courses With Pedagogy Lab Engaging Young Children in Learning Pre-student Teaching Student Teaching	Strategies I&L 1332 Early Field I&L 1702 Discipline Methods Course With Pedagogy Lab Pre-student Teaching I&L 1811 Student Teaching I&L 1821	Strategies I&L 1333 Early Field I&L 1703 Discipline Methods Course With Pedagogy Lab Pre-student Teaching I&L 1812 Student Teaching I&L 1822

<p>their connections, and to build skills to apply knowledge in meaningful ways.</p>			
<p>9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Soc. Found. ADMPS 1001 Strategies I&L 1330 Engaging Young Children in Learning Family-School Collaboration Early Field I&L 1700 Discipline Methods Courses With Pedagogy Lab Ed. Psych. PSY 1001 Except. Std.I I&L 1060 Except. Std II I&L 1061 Pre-student Teaching I&L 1810 Student Teaching I&L 1820 Student Teaching Seminar I&L 1875</p>	<p>Soc. Found. ADMPS 1001 Strategies I&L 1332 Early Field I&L 1702 Discipline Methods Courses With Pedagogy Labs Ed. Psych. PSY 1001 Except. Std.I I&L 1060 Except. Std II I&L 1061 Pre-student Teaching I&L 1811 Student Teaching I&L 1821 Student Teaching Seminar I&L 1876</p>	<p>Soc. Found. ADMPS 1001 Strategies I&L 1333 Early Field I&L 1703 Discipline Methods Courses With Pedagogy Labs Ed. Psych. PSY 1001 Except. Std.I I&L 1060 Except. Std II I&L 1061 Pre-student Teaching I&L 1812 Student Teaching I&L 1822 Student Teaching Seminar I&L 1877</p>
<p>10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>Strategies I&L 1330 Engaging Young Children in Learning Family-School Collaboration Early Field I&L 1700 Discipline Methods Courses With Pedagogy Lab Pre-student Teaching I&L 1810 Student Teaching I&L 1820</p>	<p>Strategies I&L 1332 Early Field I&L 1702 Discipline Methods Courses With Pedagogy Labs Pre-student Teaching I&L 1811 Student Teaching I&L 1821</p>	<p>Strategies I&L 1333 Early Field I&L 1703 Discipline Methods Courses With Pedagogy Labs Pre-student Teaching I&L 1812 Student Teaching I&L 1822</p>

THE SPECIAL NEEDS CURRICULUM

The Education Department developed the Special Needs Curriculum to ensure that students in all programs are prepared for the diversity of student needs that they will meet in their future classrooms. All students are required to take I&L 1060, I&L 1061, and SOC 0455 and will complete a set of competencies in required courses.

Students are required to include the competencies completed through the Special Needs Curriculum in a folder to place in their professional portfolio.

Competency	Early Childhood Education	Secondary Education	K-12 (Spanish) Education	Documentation
A. Identify the various legal and humanistic factors that influence special education.	I&L 1060	I&L 1060	I&L 1060	Testing
B. Describe the locations and levels of intervention available to students and when each might be most appropriate.	I&L 1060 I&L 1061	I&L 1060 I&L 1061	I&L 1060 I&L 1061	Testing
C. Describe the essential characteristics and impact of those disabilities covered under current special education legislation.	I&L 1060	I&L 1060	I&L 1060	Testing
D. Define/explain common terminology used by schools with reference to the following categories: (a) children and youth with special needs; (b) support personnel; (c) adaptive techniques used by regular classroom teachers for instruction, assessment, and behavior management; and (d) adaptive equipment used by regular teachers.	I&L 1060 I&L 1061 PSY 1001	I&L 1060 I&L 1061 PSY 1001	I&L 1060 I&L 1061 PSY 1001	-Testing -Simulations with response paper
E. Research and explain instructional adaptations commonly made for children or youth with special needs in a regular classroom such as different instructional procedures, support personnel, in-class or out-of-class assistance, and adapted materials/equipment.	I&L 1060 I&L 1061 PSYED 0009	I&L 1060 I&L 1061 PSYED 0009	I&L 1060 I&L 1061 PSYED 0009	- Lesson Plans -Testing
F. Design a lesson plan that considers the cognitive, affective/ behavioral, and psychomotor skill development of special needs students.	I&L 1060	I&L 1060	I&L 1060	-Lesson Plans with adaptations -Simulations -Case studies
G. Observe, describe, and participate in effective grouping strategies in whole group instruction, cooperative learning groups, and individualized instruction for integrating special needs students into regular classrooms	I&L 1060	I&L 1060	I&L 1060	-Lesson Plans with adaptations -Simulations -Field experiences

<p>H. Write a response paper, based upon the analysis of current educational literature that discusses the issue of inclusion of special needs students in the regular classroom and describes concrete suggestions for adapting to the needs of this population in that setting.</p>	<p>I&L 1060 I&L 1061</p>	<p>I&L 1060 I&L 1061</p>	<p>I&L 1060 I&L 1061</p>	<p>Literature Critique</p>
<p>I. Prepare instructional activities and materials or adapt those that have already been prepared to meet the differing developmental requirements of all students including those who are exceptional.</p>	<p>I&L 1060 I&L 1061 Methods courses & Pedagogy Lab</p>	<p>I&L 1060 I&L 1061 Methods courses & Pedagogy Lab</p>	<p>I&L 1060 I&L 1061 Methods courses & Pedagogy Lab</p>	<p>-Lesson Plans -Tests -Practicum</p>
<p>J. Synthesize a plan for meeting the needs of all students (including students who are exceptional) in a future classroom. This assignment entitled "Designing an Inclusive Classroom" includes the following components for targeted special needs categories: (1) description of the special needs categories, (2), accommodations for instruction, (3) adaptations for assessment measures, (4) classroom environment accommodations, and (5) school-wide accommodations.</p>	<p>I&L 1061</p>	<p>I&L 1061</p>	<p>I&L 1061</p>	<p>-Assignment</p>

PROFESSIONAL PORTFOLIO

An education student is required to assemble and maintain a professional portfolio related to activities and projects developed and accomplished prior to graduation. The professional portfolio is developed over the course of the student's program. A student will add some material, such as his philosophy of education statement and journals completed in specified courses, during the pre-education portion of the program. A student will add most of the other material, such as sample lesson plans, practica evaluations, and photographs, during the upper level portion of the program, including from student teaching. A student should maintain their portfolio in preparation for securing a teaching position after graduation since many prospective school district employers request that portfolios be available during the interview process. After becoming a teacher, the portfolio can be maintained and continue to be built upon for professional review and towards National Board Certification.

Education Department faculty members will assess the portfolio at appropriate times during the student's course of study.

The following is a listing of suggested types of entries, materials, and artifacts to be included in the portfolio between admission to Pitt-Greensburg and graduation:

Introductory Letter/Preface (description of self, teaching position being sought, and portfolio arrangement)

Credentials (résumé, letter of application, references, recommendation letters, background clearances, state-mandated test scores, college transcript, teaching certificate, academic awards/honors)

Teaching Philosophy/Philosophy of Education

Instructional Planning

- Lesson Plans (sample lessons that differ by grade level, and type of instructional strategy [e.g., technology integration, cooperative learning, inquiry-based, direct teaching, inter-disciplinary, hands-on activity]) and corresponding materials (teacher-created worksheets, designed handouts, visual aids, transparencies, PowerPoint slides, study guides, etc.)
- Unit Plan(s)

Assessments

- Formal and Informal Assessments (teacher-designed exams, quizzes, and/or assignments; teacher-designed rubrics and/or checklists; other alternative assessment examples [e.g., projects, Presentations, journal writings])
- Sample Student Work (samples of graded papers, assignments, projects, research papers -- students' names deleted)

Special Needs Accommodations

- Curricular materials created or adapted, and utilized for lessons with annotation about special accommodation/adaptation
- Special Needs Project(s) completed during Pitt-Greensburg coursework

Other Relevant Pitt-Greensburg Coursework Materials

- Instructional Technology projects
- Sample Journals from Directed Tutoring/Practicum courses
- Samples of work from Field Practicum experiences
- Checklist of classroom work accomplished during field practicum experiences
- Evaluations from cooperating teachers during field experiences

Photographs/Digital Pictures (bulletin boards, visual aids, special projects, classroom environment, teacher and students working in various teaching/learning settings)

Other Teaching Artifacts (classroom management and motivation plans; course syllabi designed (Secondary only); home/school contact, letters, newsletters; family/community involvement)

Other Relevant Materials from Student Teaching

- Evidence of participation in extra-curricular, school activities, or committee work

- Observational reports from Pitt-Greensburg Supervisor
- Critiques and Feedback from Cooperating Teacher
- Self-critiques/reflections on teaching performance
- Observation reactions from attendance at school-related functions (e.g., School Board, PTA/PTO meetings)
- Evidence of professional involvement in the field of education
- Memberships in professional organizations
- Attendance at professional development conferences or workshops
- Participation in service projects relating to the field of education
- Work experiences relating to the field of education
- Coaching experience
- Community/volunteer work
- Log of professional reading

PENNSYLVANIA'S PROFESSIONAL EDUCATOR'S CODE OF CONDUCT

Section 1. Mission

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

Section 2. Introduction

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

Section 3. Purpose

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

Section 4. Practices

- (a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.
- (b) Professional educators are expected to abide by the following: (1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. §§ 1-101—27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee.

Relations Act (43 P. S. §§ 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4) and this chapter. (2) Professional educators shall be prepared, and legally certified, in their areas of assignment.

Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in Early Childhood Education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in Library Science. (3) Professional educators shall maintain high levels of competence throughout their careers. (4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of biases or discrimination is not all-inclusive.

- (5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
- (6) Professional educators shall impart to their students' principles of good citizenship and societal responsibility.
- (7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
- (8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
- (9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.
- (10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of §§ 235.6—235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6. Legal Obligations

- (a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251—12-1268), known as the Teacher Certification Law.
- (b) The professional educator may not engage in conduct prohibited by: (1) The Public School Code of 1949 (24 P. S. §§ 1-101—27-2702) and other laws relating to the schools or the education of children. (2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the Act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. §§ 401—413), known as the Public Official and Employee Ethics Law.

- (c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not: (1) Accept employment, when not properly certificated, in a position for which certification is required. (2) Assist entry into or continuance in the education profession of an unqualified person. (3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not: (1) Discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status; disabling condition or vocational interest against a student or fellow professional. This list of biases or discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline. (2) interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper Personal or Financial Gain

The professional educator may not: (1) Accept gratuities, gifts or favors that might impair or appear to impair professional judgment. (2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with Students

The professional educator may not: (1) knowingly and intentionally distort or misrepresent evaluations of students. (2) Knowingly and intentionally misrepresent subject matter or curriculum. (3) Sexually harass or engage in sexual relationships with students. (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 11. Professional Relationships

The professional educator may not: (1) knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator. (2) Knowingly and intentionally distort evaluations of colleagues. (3) Sexually harass a fellow employee. (4) Use coercive means or promise special treatment to influence professional decisions of colleagues. (5) Threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

The Code of Professional Practice and Conduct of Educators can be found at 22 Pa. Code §§ 235.1 – 235.11. All questions should be directed to the Professional Standards and Practices Commission at (717) 787-6576.

POLICIES REGARDING TRANSFER OF CREDITS TO THE EDUCATION PROGRAM

Transfer of Credits When Applying for Admission to Pitt-Greensburg

Registrar's Office Policies and Responsibilities

- An advanced standing credit evaluation will be completed by the Registrar's Office only after a student has applied for transfer admission.
- Students are responsible to ensure that an official transcript of any course taken at another institution is mailed directly to Pitt-Greensburg's Office of the Registrar upon completion of the course.
- For Pitt-Greensburg acceptance, courses must be passed with a C (not C-) or better and must be earned at an institution accredited by the appropriate regional accrediting association.
- In most cases, Pitt-Greensburg will accept credits earned only in the prior twelve years.
- No more than 90 credits may be transferred from four-year schools, nor more than 60 from two-year schools.
- All transfer credits are subject to re-evaluation if the student relocates to Pitt-Greensburg from another University of Pittsburgh campus.
- It is the responsibility of the Advising Office to determine whether accepted courses are the equivalent of Pitt-Greensburg courses.
- The number of credits granted for any given course may not exceed the number on the transcript from the school where they were earned, nor may it exceed the credit value of the corresponding course at Pitt-Greensburg.
- Should a student take a course at Pitt-Greensburg that is the same as an equivalent course already transferred to Pitt-Greensburg, the student will lose the transferred credits.

Department of Education Policies and Responsibilities

- The Education Department will determine which courses accepted by Pitt-Greensburg will be applied to a specific certification program.
- The Education Department uses the grade point credits in courses accepted by Pitt-Greensburg that were taken at another college (or colleges) in the calculation of the combined GPA for transfer students. See pages 52 for additional information on the combined GPA policy.

Transfer of Credits While Attending Pitt-Greensburg

- *Before* enrolling in a course at another campus or college, education students must complete an approval form, with course description attached, and submit the form for approval by the registrar's office (Pitt-Greensburg policy).
- Students who have earned 60 or more credits may not take courses in two-year schools (Pitt-Greensburg policy).
- Courses must be taken at an accredited institution (Pitt-Greensburg policy).
- The final 30 credits required for a degree must be accomplished at Pitt-Greensburg (Pitt-Greensburg policy).
- A maximum of two summer or special sessions may be taken at other institutions with a maximum of two courses a session (Pitt-Greensburg policy).
- Students may not take upper level education courses at another institution. Some upper level programs also designate content courses that must be taken at Pitt-Greensburg (Education Department policy).
- Transferred credits taken at another college after students begin their Pitt-Greensburg courses are not used in the computation of the student's Pitt-Greensburg GPA (Pitt-Greensburg policy).
- Students are responsible to ensure that an official transcript of any course taken at another institution is mailed directly to Pitt-Greensburg's Office of the Registrar upon completion of the

course and students are responsible to inform their academic advisor that a course has been transferred to Pitt-Greensburg (Pitt-Greensburg policy).

Advanced Placement Credits

The Education Department will apply to the student's pre-education program any credits accepted by Pitt-Greensburg through the Advanced Placement Tests offered by the College Entrance Examination Board. Students should inform their advisors of any Advanced Placement Test upon its acceptance by Pitt-Greensburg. These credits do not apply to the student's GPA.

CLEP Credits

The Education Department will accept a maximum of 18 College Level Examination Program (CLEP) credits if the student's passing score is accepted by Pitt-Greensburg. These credits can be used as free electives only and may not replace any course specifically required in any program or to fulfill Pitt-Greensburg general education requirements. For example, a student who has earned three CLEP credits in Composition may apply it as a free elective, but not to replace ENGCOMP 0010, 0020 or 0030.

REPEATING COURSES

Courses That Must Be Repeated

Education students are required to repeat any selected course designated for their program in which they earn lower than a B- (see below). Selected courses must be repeated at the University of Pittsburgh system. Furthermore, students who fail to earn at least a B- after completing a selected course a total of two times will be ineligible to continue in the education program.

Selected courses for Secondary Education include: Social Foundations of Education (ADMPS 1001), Strategies and Techniques of Instruction (I&L 1332), Early Field Experience (I&L 1702), Pre-Student Teaching (I&L 1811).

Selected courses for K-12 Spanish include: Social Foundations of Education (ADMPS 1001), Strategies and Techniques of Instruction (I&L 1333), Early Field Experience (I&L 1703), Pre-Student Teaching (I&L 1812).

Selected courses for Early Childhood Education include: Social Foundations of Education (ADMPS 1001), Strategies and Techniques of Instruction (I&L 1330), Engaging Young Children in Learning (I&L 1324), Early Field Experience (I&L 1700), Pre-student teaching (I&L 1810).

Students are not allowed to student teach until they have earned at least a B- grade in all of the selected courses. A minimum of a 3.0 QPA must be maintained throughout student teaching.

***Note:** If a student earns C or C- in I&L 1330/1332/1333 (Strategies and Techniques of Instruction), the student may opt to take I&L 1700/1702/1703 (Early Field Experience). However, students are advised that the content and skills demanded in I&L 1700/1702/1703 are based on those taught in I&L 1330/1332/1333. Therefore, students are advised to seek additional counseling and assistance in order to reach the B- in Early Field.*

The Course Repeat Card

Students may repeat any course at Pitt-Greensburg. Students who repeat selected courses or choose to repeat other courses to raise their cumulative GPA should complete a Course Repeat Card with the Office of the Registrar when they register for a course they are repeating. Students who fail to complete a Course Repeat Card will find that their cumulative GPA will include grades in both courses, to the detriment of the cumulative GPA. This lower GPA could have an impact on whether students meet requirements for admission to the upper level. Students who repeat a course should check their academic records to verify that the course is credited as repeated (an R is shown next to the original grade). **Note:** No matter whether the grade is higher or lower on the second try, the second grade will be the grade that is recorded. So recognize the risk in re-taking a class that you passed.

Repeat Courses and Student Financial Aid Implications

Students should be aware that repeated courses do not count toward the minimum total of credits needed each year for financial aid eligibility. Students who repeat courses would be wise to check with the Office of Student Aid (Millstein 120) to gain current information on the number of courses needed each year to remain in good standing for financial aid.

If a student earns less than a B- in I&L 1330/1332/1333 (Strategies and Techniques of Instruction) the course must be repeated in order to apply for advanced standing and remain in the education major. If a student earns a C- or better in the I&L 1330/1332/1333 the student may take the I&L 1700/1702/1703 Early Field Experience course in order to seek a minor in Education. However, if a student earns less than a C- in I&L 1330/1332/1333 they would not have successfully earned the prerequisite of successfully passing I&L 1330/1332/1333 to be admitted to I&L 1700/1702/1703.

DETERMINING GRADE POINT AVERAGE (GPA) AND COMBINED GPA*

Pre-education students must earn a minimum cumulative Pitt-Greensburg GPA of 2.8 to be eligible for admission to the upper level and for teacher certification. Students therefore should know how to determine their Grade Point Average (GPA). The GPA is determined by dividing the total number of earned grade points by the total number of earned grade point credits. In calculating the GPA, F's count in the number of grade point credits, and Pass-Fail credits do not. For example, after his freshman year, one student had earned 98.25 total grade points, and 27 total grade point credits, for a cumulative GPA of 3.64 (98.25 divided by 27). Students earn grade points for each credit at a rate of four grade points for an A, three for a B, two for a C, one for a D, and zero for an F. These grade points are then multiplied by the number of course credits. The following Table of Grade Points indicates the number of grade points earned in all one to four credit courses.

GRADE	1 CREDIT	2 CREDITS	3 CREDITS	4 CREDITS
A+, A	4.00	8.00	12.00	16.00
A-	3.75	7.50	11.25	15.00
B+	3.25	6.50	9.75	13.00
B	3.00	6.00	9.00	12.00
B-	2.75	5.50	8.25	11.00
C+	2.25	4.50	6.75	9.00
C	2.00	4.00	6.00	8.00
C-	1.75	3.50	5.25	7.00
D+	1.25	2.50	3.75	5.00
D	1.00	2.00	3.00	4.00
D-	0.75	1.50	2.25	3.00
F	0.00	0.00	0.00	0.00

PITT-GREENSBURG ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 prohibit discrimination on the basis of disability and require the University to make reasonable and appropriate accommodations for students with permanent physical or mental disabilities that are known to the institution.

Students with disabilities who require academic or environmental accommodations should notify Dr. Lou Ann Sears, Director of Learning Resources Center, within the first few weeks of the term or before the term begins. Students will be expected to provide Dr. Sears (Millstein Library 240) with appropriate documentation of their disability.

The Education Department will make every effort to provide reasonable and appropriate accommodations for students with disabilities in their field experiences. Whether the disability can be accommodated in a student teaching or pre-student teaching situation will depend on the nature of the disability, as inherent in the role of the teacher is the ability to adequately manage an entire classroom, to control off-task behavior, and to react quickly and appropriately to students' actions and questions. All student teachers must demonstrate that they can perform acts of instruction and classroom management both reflectively and spontaneously in a satisfactory manner. Early in their program students with disabilities should obtain a copy of the Department's Student Teaching Handbook from Education Department Office and review the competencies student teachers need to demonstrate.

PITT-GREENSBURG ACADEMIC INTEGRITY POLICY

The Education Department and its faculty support the Pitt-Greensburg policy on Academic Integrity as revised in September 1991. (Students may obtain a copy of Pitt-Greensburg's Guidelines on Academic Integrity at the Office of the Associate Vice-President for Academic Affairs, Lynch Hall). Essentially, this means that all academic work done by students will represent their own accomplishments without unauthorized outside help. Students must neither give or receive help on any class assignment, examination, project, paper, etc. beyond what is permitted by the instructor. Academic integrity violations also include acts of plagiarism; that is, in writing projects, students may not submit any direct statements or ideas, etc. written by another source without reference to the originator. Students should read the complete listing of academic integrity violations included in Pitt-Greensburg's current catalog. All students who witness infractions of academic integrity must report those infractions to their instructors.

Infractions of the Academic Integrity Policy may result in any of the following penalties:

- Reduction in grade or failure on the examination or assignment
- Reduction in grade or failure in the course
- Removal from the Education program
- Rejection of the opportunity to student teach
- Suspension from the University
- Dismissal from the University

The Education Department also reserves the right to refuse recommending for teaching certification and/or permitting participation in the student teaching semester any student found guilty of an academic integrity violation.

GLOSSARY OF TERMS

ABT (All But certification Tests requirements met) Student: An applicant for admission to the upper level who has met other admission requirements, but has not been admitted because he/she has not yet passed (or is waiting notification of passing) all three PAPA tests.

Academic History: an internal Pitt-Greensburg document issued by the Office of the Registrar that indicates the earned credits and grades by subject area in all courses taken at Pitt-Greensburg

Academic Integrity: a principle obligating the student to exhibit honesty in carrying out academic requirements.

Act 24: provides background checks after criminal and child abuse clearances are completed. Provides assurance that they have not been convicted or arrested since initial clearances.

Act 34: a criminal record check that certifies that the student has not committed any of a number of specified criminal offenses. This criminal record check is required by the State of Pennsylvania for employment of teachers, and by Pitt-Greensburg Department of Education for participation in course-related field experiences.

Act 114: a federal criminal history background check (fingerprinting) that identifies any crimes for which a student was arrested in the United States. This federal criminal record check is required by the State of Pennsylvania for employment of teachers, and by Pitt-Greensburg's Education Department for participation in course-related field experiences.

Act 151: a child abuse history clearance that certifies that the student has not committed any acts of child abuse. This clearance is required by the State of Pennsylvania for employment of teachers, and by Pitt-Greensburg's Education Department for participation in course related field experiences.

Admission Period: Any one of three times during the academic year (September, January, May) in which Education Department faculty members review applications to the upper level.

Advisor: an Education Department faculty member who guides a student through his/her academic program. All pre-education students are assigned an advisor with whom they must meet for academic guidance in an advising session prior to each term's registration period.

Basic Skills Assessment: comprehensive tests to be taken prior to entering upper level. Tests include PAPA, CORE, or SAT, or a combination of all.

CLEP (College Level Examination Program): comprehensive tests that may be taken by adult students to obtain college credit for previous knowledge or life experiences.

CORE: core academic skills for educators' praxis.

Combined GPA: Applied to transfer students, the combination of grade point credits earned at Pitt-Greensburg and all grade point credits in all courses taken at any college, whether or not the courses were accepted by Pitt-Greensburg. However, courses with grades of C- or lower not applied to the student's program, and that were taken more than five years prior to the date of admission to Pitt-Greensburg, will not be counted in the Combined GPA.

Co-op (Cooperating Teacher): a teacher in whose classroom a student completes his/her student teaching assignments.

Course Equivalent: a course transferred from another college and determined by Pitt-Greensburg's Office of the Registrar to be essentially the same as a Pitt-Greensburg course.

Exit Criteria: standards that students must meet in order to complete their education program.

Field Practicum: see practicum (pl: practica).

General Education Curriculum: courses and competencies in a number of areas from across the curriculum that provide breadth to all students' studies.

Grade Point Average (GPA): a measurement of a student's academic performance based on an A+ to F grading scale.

Instructional I Certificate: a state license required to teach kindergarten through twelfth grade in Pennsylvania.

Major: a student's primary field of study.

Major Courses: those courses that establish a range of study most relevant to a particular program.

Methods Courses: required education courses that deal with the methodology of teaching.

Minor: a concentration of at least eighteen credits in one field of study chosen by a student. The completion of a minor is shown on the academic transcript.

Oral Language Screening: an Education Department assessment that evaluates the student's proficiency in oral language.

PAPA: Pre-service Academic Performance Assessment

PECT: Pennsylvania Educators Certification Tests.

Portfolios: a collection of material related to teaching and other educational activities compiled by students as evidence of their range of experiences.

Practicum: a pre-student teaching field experience, included primarily in the upper level program.

Praxis II: standardized tests of pedagogical and content knowledge that secondary students must pass to be eligible for teacher certification in Pennsylvania.

Pre-Education Student: an education major who is working to meet requirements for advancement to the upper level.

Prerequisite: a course that must be taken prior to another specified course.

Program Completer: a student who has met all program requirements including student teaching and, upon verification of passing scores on all required Praxis I, PECT/Praxis II tests, will be eligible for Pennsylvania teaching certification.

Relocation Student: a student who has relocated to Pitt-Greensburg as an undergraduate from another campus in the University of Pittsburgh system.

Selected Courses: courses in which students learn fundamental concepts and skills needed to be a

successful teacher in a particular program.

Special Needs Curriculum: Courses and competencies that ensure that students in all certification programs are prepared for the diversity of student needs that they will meet in their future classrooms.

TIMS: an application for a Pennsylvania Teaching Certificate through the Department of Education must be completed by a student prior to applying for certification and endorsed by the Director of Field Placement & Teacher Certification of Pitt-Greensburg's Education Department.

Transfer Student: a student who has transferred to Pitt-Greensburg with nine or more credits from another college not in the University of Pittsburgh system.

Transcript: an academic record of a student's earned credits and grades that is maintained in the Office of the Registrar.

Upper Level Student: an education major, typically in his/her junior and senior year, who is working to meet requirements for the completion of his/her education degree.

APPENDIX A: DISTRIBUTION OF CREDIT FORMS

Bachelors Degree in Early Childhood Education (PK-4)

Early Childhood Education (PK-4).....	65
Early Childhood Education (PK-4) with Children’s Literature Certificate.....	66
Early Childhood Education (PK-4) with Behavioral Analysis Coursework.....	67
Early Childhood Education (PK-4) with Psychology Minor	68
Early Childhood Education (PK-4) with STEM endorsement	69

Bachelors Degree in Secondary Education (7-12)

Biology Education.....	70
Dual Major: Biology & Biology Education	71
Chemistry Education	72
Dual Major: Chemistry & Chemistry Education	73
English Education: Literature	74
Dual Major: English Literature & English Education	75
English Education: Writing	76
Dual Major: English Writing & English Education.....	77
History (Social Studies Education)	78
Dual Major: History and Social Studies Education.....	79
Mathematics Education	80
Dual Major: Mathematics & Mathematics Education	81
Political Science (Social Studies Education)	82
Dual Major: Political Science and Social Studies Education	83

Bachelors Degree in K-12

Spanish Education	84
Dual Major: Spanish & Spanish Education	85

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University of Pittsburgh at Greensburg

Early Childhood Education - Effective from Fall 2013 and beyond

COMPETENCIES	Sem	CE	CA	GR
ENGCMP 0010			3	
ENGCMP 0020			3	
+ENGCMP 0030 (fulfilled in major by I&L 1220)				
COMMRC 0520			3	
MATH 0050			3	
Second Language*(if not exempt)				
Second Language*(if not exempt)				
Second Language*(if not exempt)				

+credits counted toward major

HUMANITIES**	Sem	CE	CA	GR
ENGLIT 1640			3	
AT Artistic Tradition (not studio or performing)			3	
PT Phil. Tradition			3	
ENGLIT 0110, 0570, 1012, 1175, or 1215			3	

SOCIAL/BEHAVIORAL SCIENCES**	Sem	CE	CA	GR
PSY 0010			3	
HIST 0600 or 0601			3	
GEOG 0101			3	
PS 0200			3	
ECON 0100 or 0110			3	

NATURAL SCIENCES**	Sem	CE	CA	GR
NATSCI 0070			4	
NATSCI 0270			4	
BIOSC 1385			4	
GEOL 0860			3	
MATH 0052			3	

FOREIGN CULTURE	Sem	CE	CA	GR
SOC 0455			3	

*Second Language must be taken if student does not enter with expected second language requirement.

**No more than 3 courses within a discipline.

PEOPLESOFT ID:

NAME:

EARLY CHILDHOOD EDUCATION MAJOR	Sem	CE	CA	GR
PSY 0310 (Developmental Psychology)			3	
PSY 1001 (Educational Psychology)			3	
ADMPS 1001 (Social Foundations of Education)			3	
EDPSY 0009 (English Language Learners)			1	
I&L 1060 (Education of Exceptional Student I)			3	
I&L 1061 (Education of Exceptional Student II)			3	
I&L 1150 (Health Education in Primary Years)			3	
I&L 1161 (Social Studies in Primary Years)			2	
I&L 1210 (Emergent Literacy)			3	
I&L 1215 (Reading in Primary Years)			3	
I&L 1218 (Assessment in Education)			3	
I&L 1220 (Lang Arts in Primary Years)(W course)			3	
I&L 1222 (Math in Primary Years)			3	
I&L 1225 (Pedagogy Lab, Lit/Math)			1	
I&L 1275 (Integrating Creative Arts)			3	
I&L 1330 (Strategies of Instruction)			3	
I&L 1324 (Engaging Young Children in Learning)			3	
I&L 1410 (School-Family-Comm-Collaboration)			2	
I&L 1420 (Science in Primary Years)			2	
I&L 1700 (Early Field Experience)			3	
I&L 1810 (Pre-Student Teaching)			1	
I&L 1820 (Student Teaching)			12	
I&L 1875 (Student Teaching Seminar)			1	
I&L 0020 (Directed Tutoring-optional)			1-3	

Certificate Programs/Minors – Children’s Literature Certificate, Psychology minor, Behavior Analysis coursework, STEM Endorsement (optional).

(Please see appropriate alternative advisement sheets for each of These options.)

General Education Credits			60	
PK-4 Education Credits			67	
TOTAL			127	

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PEOPLESOFT ID:

NAME:

Early Childhood Education and Children's Literature Certificate - Effective from Fall 2013 and beyond

COMPETENCIES	Sem	CE	CA	GR
ENGCMP 0010			3	
ENGCMP 0020			3	
+ENGCMP 0030 (fulfilled in major by I&L 1220)				
COMMRC 0520			3	
MATH 0050			3	
Second Language*(if not exempt)				
Second Language*(if not exempt)				
Second Language*(if not exempt)				

+credits counted toward major

HUMANITIES**	Sem	CE	CA	GR
ENGLIT 1640***			3	
AT Artistic Tradition (not studio or performing)			3	
PT Phil. Tradition			3	
ENGLIT 0110, 0570, 1012, 1175, or 1215			3	

SOCIAL/BEHAVIORAL SCIENCES**	Sem	CE	CA	GR
PSY 0010			3	
HIST 0600 or 0601			3	
GEOG 0101			3	
PS 0200			3	
ECON 0100 or 0110			3	

NATURAL SCIENCES**	Sem	CE	CA	GR
NATSCI 0070			4	
NATSCI 0270			4	
BIOSC 1385			4	
GEOL 0860			3	
MATH 0052			3	

FOREIGN CULTURE	Sem	CE	CA	GR
SOC 0455			3	

*Second Language must be taken if student does not enter with expected second language requirement.

**No more than 3 courses within a discipline.

EARLY CHILDHOOD EDUCATION MAJOR	Sem	CE	CA	GR
PSY 0310 (Developmental Psychology)***			3	
PSY 1001 (Educational Psychology)			3	
ADMPS 1001 (Social Foundations of Education)			3	
EDPSY 0009 (English Language Learners)			1	
I&L 1060 (Education of Exceptional Student I)			3	
I&L 1061 (Education of Exceptional Student II)			3	
I&L 1150 (Health Education in Primary Years)			3	
I&L 1161 (Social Studies in Primary Years)			2	
I&L 1210 (Emergent Literacy)			3	
I&L 1215 (Reading in Primary Years)			3	
I&L 1218 (Assessment in Education)			3	
I&L 1220 (Lang Arts in Primary Years)(W course)			3	
I&L 1222 (Math in Primary Years)			3	
I&L 1225 (Pedagogy Lab, Lit/Math)			1	
I&L 1275 (Integrating Creative Arts)			3	
I&L 1330 (Strategies of Instruction)			3	
I&L 1324 (Engaging Young Children in Learning)			3	
I&L 1410 (School-Family-Comm-Collaboration)			2	
I&L 1420 (Science in Primary Years)			2	
I&L 1700 (Early Field Experience)			3	
I&L 1810 (Pre-Student Teaching)			1	
I&L 1820 (Student Teaching)			12	
I&L 1875 (Student Teaching Seminar)			1	
I&L 0020 (Directed Tutoring-optional)			1-3	

Certificate Program – Children's Literature (optional)	Sem	CE	CA	GR
ENGLIT 1645 (Crit. App. Children's Literature)			3	
ENGLIT 1647 (Literature of Adolescents)			3	
PSY 0402 (or Advisor approved elective)			4	

***Six additional credits counted toward major used to fulfill Requirements for Children's Literature Certificate.

General Education Credits			60	
PK-4 Education Credits			67	
Additional credits Children's Literature Cert			10	
TOTAL			137	

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PEOPLESOFT ID:
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Early Childhood Education and Behavior Analysis (coursework) - Effective from Fall 2015 and beyond

COMPETENCIES	Sem	CE	CA	GR
ENGCMP 0010			3	
ENGCMP 0020			3	
+ENGCMP 0030 (fulfilled in major by I&L 1220)				
COMMRC 0520			3	
MATH 0050			3	
Second Language*(if not exempt)				
Second Language*(if not exempt)				
Second Language*(if not exempt)				

+credits counted toward major

HUMANITIES**	Sem	CE	CA	GR
ENGLIT 1640			3	
AT Artistic Tradition (not studio or performing)			3	
PT Phil. Tradition			3	
ENGLIT 0110, 0570, 1012, 1175, or 1215			3	

SOCIAL/BEHAVIORAL SCIENCES**	Sem	CE	CA	GR
PSY 0010			3	
HIST 0600 or 0601			3	
GEOG 0101			3	
PS 0200			3	
ECON 0100 or 0110			3	

NATURAL SCIENCES**	Sem	CE	CA	GR
NATSCI 0070			4	
NATSCI 0270			4	
BIOSC 1385			4	
GEOL 0860			3	
MATH 0052			3	

FOREIGN CULTURE	Sem	CE	CA	GR
SOC 0455			3	

*Second Language must be taken if student does not enter with expected second language requirement.

**No more than 3 courses within a discipline.

EARLY CHILDHOOD EDUCATION MAJOR	Sem	CE	CA	GR
PSY 0310 (Developmental Psychology)			3	
PSY 1001 (Educational Psychology)			3	
ADMPS 1001 (Social Foundations of Education)			3	
EDPSY 0009 (English Language Learners)			1	
I&L 1060 (Education of Exceptional Student I)			3	
I&L 1061 (Education of Exceptional Student II)			3	
I&L 1150 (Health Education in Primary Years)			3	
I&L 1161 (Social Studies in Primary Years)			2	
I&L 1210 (Emergent Literacy)			3	
I&L 1215 (Reading in Primary Years)			3	
I&L 1218 (Assessment in Education)			3	
I&L 1220 (Lang Arts in Primary Years)(W course)			3	
I&L 1222 (Math in Primary Years)			3	
I&L 1225 (Pedagogy Lab, Lit/Math)			1	
I&L 1275 (Integrating Creative Arts)			3	
I&L 1330 (Strategies of Instruction)			3	
I&L 1324 (Engaging Young Children in Learning)			3	
I&L 1410 (School-Family-Comm-Collaboration)			2	
I&L 1420 (Science in Primary Years)			2	
I&L 1700 (Early Field Experience)			3	
I&L 1810 (Pre-Student Teaching)			1	
I&L 1820 (Student Teaching)			12	
I&L 1875 (Student Teaching Seminar)			1	
I&L 0020 (Directed Tutoring-optional)			1-3	

Coursework-Behavior Analysis (optional)***	Sem	CE	CA	GR
PSY 0402 (Experimental Learning)			4	
PSY 1475 (Applied Behavior Analysis)			3	
PSY 1485 (Advanced Behavior Analysis)			3	
PSY 1495 (Advanced Behavior Analysis II)			3	

***The Behavior Analyst Certificate Board, Inc. has approved the above coursework requirements for eligibility to take board Certified Assistant Behavior Analyst Exam. Applicants will have to meet additional requirements to qualify.

General Education Credits			60	
PK-4 Education Credits			67	
Add. credits Behavior Analysis coursework			13	
TOTAL			140	

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PEOPLESOFT ID:

NAME:

Early Childhood Education and Psychology Minor - Effective from Fall 2013 and beyond

COMPETENCIES	Sem	CE	CA	GR
ENGCMP 0010			3	
ENGCMP 0020			3	
+ENGCMP 0030 (fulfilled in major by I&L 1220)				
COMMRC 0520			3	
MATH 0050			3	
Second Language*(if not exempt)				
Second Language*(if not exempt)				
Second Language*(if not exempt)				

+credits counted toward major

HUMANITIES**	Sem	CE	CA	GR
ENGLIT 1640			3	
AT Artistic Tradition (not studio or performing)			3	
PT Phil. Tradition			3	
ENGLIT 0110, 0570, 1012, 1175, or 1215			3	

SOCIAL/BEHAVIORAL SCIENCES**	Sem	CE	CA	GR
PSY 0010***			3	
HIST 0600 or 0601			3	
GEOG 0101			3	
PS 0200			3	
ECON 0100 or 0110			3	

NATURAL SCIENCES**	Sem	CE	CA	GR
NATSCI 0070			4	
NATSCI 0270			4	
BIOSC 1385			4	
GEOL 0860			3	
MATH 0052			3	

FOREIGN CULTURE	Sem	CE	CA	GR
SOC 0455			3	

EARLY CHILDHOOD EDUCATION MAJOR	Sem	CE	CA	GR
PSY 0310 (Developmental Psychology)***			3	
PSY 1001 (Educational Psychology)***			3	
ADMPS 1001 (Social Foundations of Education)			3	
EDPSY 0009 (English Language Learners)			1	
I&L 1060 (Education of Exceptional Student I)			3	
I&L 1061 (Education of Exceptional Student II)			3	
I&L 1150 (Health Education in Primary Years)			3	
I&L 1161 (Social Studies in Primary Years)			2	
I&L 1210 (Emergent Literacy)			3	
I&L 1215 (Reading in Primary Years)			3	
I&L 1218 (Assessment in Education)			3	
I&L 1220 (Lang Arts in Primary Years)(W course)			3	
I&L 1222 (Math in Primary Years)			3	
I&L 1225 (Pedagogy Lab, Lit/Math)			1	
I&L 1275 (Integrating Creative Arts)			3	
I&L 1330 (Strategies of Instruction)			3	
I&L 1324 (Engaging Young Children in Learning)			3	
I&L 1410 (School-Family-Comm-Collaboration)			2	
I&L 1420 (Science in Primary Years)			2	
I&L 1700 (Early Field Experience)			3	
I&L 1810 (Pre-Student Teaching)			1	
I&L 1820 (Student Teaching)			12	
I&L 1875 (Student Teaching Seminar)			1	
I&L 0020 (Directed Tutoring-optional)			1-3	

Psychology Minor (optional)***	Sem	CE	CA	GR
PSY 0402 (Exp. Learn.) or other approved PSY elective			4	
PSY 0160 (Psy of Person) or other appr PSY elective			3	

***Nine additional PSY credits are counted toward major.

*Second Language must be taken if student does not enter with expected second language requirement.

**No more than 3 courses within a discipline.

General Education Credits			60	
PK-4 Education Credits			67	
Additional credits Psychology Minor			7	
TOTAL			134	

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PEOPLESOFT ID:

NAME:

Early Childhood Education and STEM Endorsement - Effective from Fall 2016 and beyond

COMPETENCIES	Sem	CE	CA	GR
ENGCMP 0010			3	
ENGCMP 0020			3	
+ENGCMP 0030 (fulfilled in major by I&L 1220)				
COMMRC 052			3	
MATH 0050***			3	
Second Language*(if not exempt)				
Second Language*(if not exempt)				
Second Language*(if not exempt)				

+credits counted toward major

HUMANITIES**	Sem	CE	CA	GR
ENGLIT 1640			3	
AT Artistic Tradition (not studio or performing)			3	
PT Phil. Tradition			3	
ENGLIT 0110, 0570, 1012, 1175, or 1215			3	

SOCIAL/BEHAVIORAL SCIENCES**	Sem	CE	CA	GR
PSY 0010			3	
HIST 0600 or 0601			3	
GEOG 0101			3	
PS 0200			3	
ECON 0100 or 0110			3	

NATURAL SCIENCES**	Sem	CE	CA	GR
NATSCI 0070***			4	
NATSCI 0270***			4	
BIOSC 1385***			4	
GEOG 0860***			3	
MATH 0052***			3	

FOREIGN CULTURE	Sem	CE	CA	GR
SOC 0455			3	

*Second Language must be taken if student does not enter with expected second language requirement.

**No more than 3 courses within a discipline.

EARLY CHILDHOOD EDUCATION MAJOR	Sem	CE	CA	GR
PSY 0310 (Developmental Psychology)			3	
PSY 1001 (Educational Psychology)			3	
ADMPS 1001 (Social Foundations of Education)			3	
EDPSY 0009 (English Language Learners)			1	
I&L 1060 (Education of Exceptional Student I)			3	
I&L 1061 (Education of Exceptional Student II)			3	
I&L 1150 (Health Education in Primary Years)***			3	
I&L 1161 (Social Studies in Primary Years)			2	
I&L 1210 (Emergent Literacy)			3	
I&L 1215 (Reading in Primary Years)			3	
I&L 1218 (Assessment in Education)			3	
I&L 1220 (Lang Arts in Primary Years)(W course)			3	
I&L 1222 (Math in Primary Years)***			3	
I&L 1225 (Pedagogy Lab, Lit/Math)***			1	
I&L 1275 (Integrating Creative Arts)			3	
I&L 1330 (Strategies of Instruction)			3	
I&L 1324 (Engaging Young Children in Learning)			3	
I&L 1410 (School-Family-Comm-Collaboration)			2	
I&L 1420 (Science in Primary Years)***			2	
I&L 1700 (Early Field Experience)			3	
I&L 1810 (Pre-Student Teaching)			1	
I&L 1820 (Student Teaching)			12	
I&L 1875 (Student Teaching Seminar)			1	
I&L 0020 (Directed Tutoring-optional)			1-3	

STEM Endorsement (option)	Sem	CE	CA	GR
I&L 1425 (Engineering & Technology in Classroom)			4	

***30 credits counted toward ECE major used to fulfill core course requirements for STEM Endorsement.

General Education Credits			60	
PK-4 Education Credits			67	
Additional credits			4	
I&L 1425 Engineering and Technology in Classroom				
TOTAL			131	

Must obtain overall GPA of 3.0 or above in core courses required for the STEM Endorsement

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Secondary Education-Biology Specialty Area

COMPETENCIES	SEM	CE	CA	GR
ENGCOMP 0010 (if not exempt)			3	
ENGCOMP 0020			3	
ENCCMP 0030 (fulfilled by NATSC 0040)				
COMMRC 0520			3	
MATH 0031 (or higher)			3	
Second Language (if not exempt)*				
Second Language (if not exempt)*				
Second Language (if not exempt)*				

HUMANITIES**	SEM	CE	CA	GR
ENGLIT (British or American)			3	
PHIL 0310			3	
Artistic Tradition (no studio/performance courses)			3	
ENGLIT 1647			3	

SOCIAL/ BEHAVIORAL SCIENCES **	SEM	CE	CA	GR
PSY 0010			3	
HIST 0600 or 0601 or SOC 0009			3	
SS3 World Society			3	
PSY 0310 or 0311			3	
PSY 1001			3	

NATURAL SCIENCES**	SEM	CE	CA	GR
CHEM 0110 & Lab			4	
CHEM 0120 & Lab			4	
CHEM 0310, 0330			4	
STAT 1000			4	

WORLD PERSPECTIVES	SEM	CE	CA	GR
SOC 0455			3	

*Foreign Language must be taken if student does not enter with expected foreign language requirement.

**No more than 3 courses within a discipline.

SPECIALTY AREA -- BIOLOGY	SEM	CE	CA	GR
BIOSC 0170, 0070			4	
BIOSC 0180, 0080			4	
BIOSC 0350			3	
BIOSC 1385			4	
BIOSC 1110, 1111			4	
BIOSC 1115, 1116 or 4 credit upper level course			4	
BIOSC 1500, 1510			4	
NATSC 0075			3	
Total 30 credits				

Other Required Science Classes	SEM	CE	CA	GR
NATSC 0040			3	

EDUCATION MAJOR	SEM	CE	CA	GR
ADMPS 1001			3	
I & L 1332			3	
I & L 1060			3	
I & L 1061			3	
I & L 1702			3	
I & L 1440			3	
I & L 1441			1	
I & L 1442			2	
I & L 1811			1	
I & L 1876			1	
I & L 1821			12	
EDPSY 0009			1	
I & L 0020 Directed Tutoring <i>Optional</i>			1-3	
Total 36-39 credits				

General Education	61
Credits for Content Specialty Credits	30
Education Credits	36
TOTAL	127

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Secondary Education – Biology Specialty Area AND Biology Major

COMPETENCIES	SEM	CE	CA	GR
ENGCOMP 0010 (if not exempt)			3	
ENGCOMP 0020			3	
ENGCOMP 1960 (spring) W-3				
COMMRC 0520			3	
MATH 0031			3	
Second Language (if not exempt)*				
Second Language (if not exempt)*				
Second Language (if not exempt)*				

HUMANITIES	SEM	CE	CA	GR
ENGLIT (British or American)			3	
ENGLIT 1647			3	
PHIL 0310			3	
Artistic Tradition (no studio/performance courses)			3	

SOCIAL/BEHAVIORAL SCIENCES**	SEM	CE	CA	GR
PSY 0010			3	
HIST 0600 OR 0601 OR SOC 0009			3	
SS3 World Society			3	
PSY 0310 OR 0311			3	
PSY 1001			3	

NATURAL SCIENCES**	SEM	CE	CA	GR
CHEM 0110 & Lab			4	
CHEM 0120 & Lab			4	
CHEM 0310, 0330			4	
STAT 1000			4	

WORLD PERSPECTIVES	SEM	CE	CA	GR
SOC 0455			3	

*Foreign Language must be taken if student does not enter with expected foreign language requirement.

**No more than 3 courses with a discipline.

PEOPLESOFT ID:

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SPECIALTY AREA-BIOLOGY	SEM	CE	CA	GR
BIOSC 0170, 0070			4	
BIOSC 0180, 0080			4	
BIOSC 0350			3	
BIOSC 1385			4	
BIOSC 1110, 1111			4	
BIOSC 1115, 1116 OR Upper level			4	
BIOSC 1500, 1510			4	
BIOSC 1000			3	
NATSC 0075			3	
BIOSC 1962 (capstone)			3	
Total Credits – 35-36				

Other Required Classes	SEM	CE	CA	GR
MATH 0200			3	
MATH 0220			4	
NATSC 0040			3	
PHYS 0110			3	
PHYS 0111, 0212			3+2	
CHEM 0320, 0340			3+1	

EDUCATION MAJOR	SEM	CE	CA	GR
ADMPS 1001			3	
I&L 1332			3	
I&L 1060			3	
I&L 1061			3	
I&L 1702			3	
I&L 1440			3	
I&L 1441			1	
I&L 1442			2	
I&L 1811			1	
I&L 1876			1	
I&L 1821			12	
EDPSY 0009			1	
I&L 0020 Directed Tutoring <i>Optional</i>			1-3	
Total Credits – 36-39				

General Education	77
Credits for Content Specialty Credits	35-36
Education Credits	36
TOTAL	149

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Secondary Education-Chemistry

COMPETENCIES	SEM	CE	CA	GR
ENGCMP 0010 (if not exempt)			3	
ENGCMP 0020			3	
ENCCMP 0030 (fulfilled by NATSC 0040) ⁺				
COMMRC 0520			3	
MATH 0031 (if not exempt)			3	
MATH 0200 (if not exempt)			3	
Second Language (if not exempt)*				
Second Language (if not exempt)*				
Second Language (if not exempt)*				

HUMANITIES**	SEM	CE	CA	GR
ENGLIT (British or American)			3	
PHIL 0310			3	
Artistic Tradition (no studio/performance courses)			3	
ENGLIT 1647			3	

SOCIAL/ BEHAVIORAL SCIENCES **	SEM	CE	CA	GR
PSY 0010			3	
HIST 0600 or 0601 or SOC 0009			3	
SS3 World Society			3	
PSY 0310 or 0311			3	
PSY 1001			3	

NATURAL SCIENCES**	SEM	CE	CA	GR
PHYS 0110 ++			3	
PHYS 0111 ++			3	
MATH 0220			4	
MATH 0230			4	

WORLD PERSPECTIVES	SEM	CE	CA	GR
SOC 0455			3	

⁺ Natsci 0040 counts as your Comp 3 course⁺⁺ Engineering Physics sequence may be substituted here

*Foreign Language must be taken if student does not enter with expected foreign language requirement.

**No more than 3 courses within a discipline.

Updated March 2018

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SPECIALTY AREA – CHEM.	SEM	CE	CA	GR
CHEM 0110			4	
CHEM 0120			4	
CHEM 0310/0330			3+1	
CHEM 0320/0340			3+1	
CHEM 0250/0260			3+1	
CHEM 1410*			3	
CHEM 1035*			3	
Total 26 credits				

* offered every other year. Take when available

Other Required Science Classes	SEM	CE	CA	GR
PHYS 0212			2	
NATSC 0040			3	

EDUCATION MAJOR	SEM	CE	CA	GR
ADMPS 1001			3	
I & L 1332			3	
I & L 1060			3	
I&L 1061			3	
I & L 1702			3	
I&L 1442			2	
I&L 1440			3	
I&L 1441			1	
I&L 1811			1	
I&L 1876			1	
I&L 1821			12	
EDPSY 0009			1	
I&L 0020 Directed Tutoring <i>Optional</i>			1-3	
Total 36-39 credits				

General Education Credits	64
Credits for Content Specialty	26
Education Credits	36
TOTAL	126

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University of Pittsburgh at Greensburg

**Secondary Education-Chemistry and Chemistry
Major**

COMPETENCIES	SEM	CE	CA	GR
ENGCMP 0010 (if not exempt)			3	
ENGCMP 0020			3	
COMMRC 0520			3	
MATH 0031 (if not exempt) ⁺⁺			3	
MATH 0200 (if not exempt) ⁺⁺			3	
Second Language (if not exempt)*			3	
Second Language (if not exempt)*			3	
Second Language (if not exempt)*			3	

HUMANITIES**	SEM	CE	CA	GR
ENGLIT (British or American)			3	
PHIL 0310			3	
Artistic Tradition (no studio/performance course)			3	
ENGLIT 1647			3	

SOCIAL/ BEHAVIORAL SCIENCES **	SEM	CE	CA	GR
PSY 0010			3	
HIST 0600 or 0601 or SOC 0009			3	
SS3 World Society			3	
PSY 0310 or 0311			3	
PSY 1001			3	

NATURAL SCIENCES**	SEM	CE	CA	GR
PHYS 0174			4	
PHYS 0175			4	
MATH 0220			4	
MATH 0230			4	

WORLD PERSPECTIVES	SEM	CE	CA	GR
SOC 0455			3	

⁺ Natsci 0040 counts as your Comp 3 course⁺⁺ If not entering at MATH 0200, students will be off schedule

*Foreign Language must be taken if student does not enter with expected foreign language requirement.

**No more than 3 courses within a discipline.

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SPECIALTY AREA – CHEM.	SEM	CE	CA	GR
CHEM 0110 & Lab			4	
CHEM 0120 & Lab			4	
CHEM 0310/0330			3+1	
CHEM 0320/0340			3+1	
CHEM 0250/0260			3+1	
CHEM 1410*			3	
CHEM 1420/1430*			3 +1	
CHEM 1130*			3	
CHEM 1250/1255*			3+1	
CHEM 1035*			3	
CHEM 1702 (SPRING)			3	
CHEM 1710 (FALL)			2	
Total 42 credits				

* Offered every other year

Other Required Science Classes	SEM	CE	CA	GR
PHYS 0212			2	
MATH 0240			4	
NATSC 0040 ⁺			3	

EDUCATION MAJOR	SEM	CE	CA	GR
ADMPS 1001-Soc. Fnds of Educ.			3	
I&L 1332-Sec. Strat. &Tech./Educ.			3	
I&L 1060-Except. Lrn. in Clsrn. 1			3	
I&L 1061-Except. Lrn. in Clsrn. 2			3	
I&L 1702-Early Field Exper.-Sec.			3	
I&L 1440-Teach. Sci. in Sec. Schls.			3	
I&L 1441-Pedagogy Lab-Science			1	
I&L 1442-Teaching Lab Science			2	
I&L 1811-Pre-Student Teach.-Sec.			1	
I&L 1876-Stud. Teach. Semin.-Sec.			1	
I&L 1821-Student Teaching-Sec.			12	
EDPSY 0009			1	
I&L 0020 Directed Tutoring <i>Optional</i>			1-3	
Total 36 credits				

General Education Credits	67
Credits for Content Specialty	42
Education Credits	36
TOTAL	145

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Secondary Education-English Literature

COMPETENCIES	SEM	CE	CA	GR
ENGCMP 0010 (if not exempt)			3	
ENGCMP 0020			3	
ENCCMP 0030 (fulfilled by English Methods)				
COMMRC 0520			3	
MATH 0031 (or higher)			3	
Second Language (if not exempt)*				
Second Language (if not exempt)*				
Second Language (if not exempt)*				

HUMANITIES**	SEM	CE	CA	GR
ENGLIT 1215 (spring)			3	
Artistic Tradition (theater recommended)			3	
Philosophical Tradition			3	
ENGLIT 1647 (fall)			3	
ENGLIT elective (Diversity in Lit)			3	

SOCIAL/ BEHAVIORAL SCIENCES **	SEM	CE	CA	GR
PSY 0010			3	
HIST 0600, 0601 or SOC 0009			3	
GEOG 0101 or 0810			3	
PSY 0310 or 0311			3	
PSY 1001			3	

NATURAL SCIENCES**	SEM	CE	CA	GR
NATSCI 0070 ⁺			4	
STAT 0200			4	
Any Natural Science			3	

WORLD PERSPECTIVES	SEM	CE	CA	GR
SOC 0455			3	

+ NATSC 270 can be taken instead, but 0070 is preferred

*Foreign Language must be taken if student does not enter with expected foreign language requirement.

**No more than 3 courses within a discipline.

***English Methods Course counts as your Comp 3 course

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SPECIALTY AREA: ENGLIT	SEM	CE	CA	GR
<i>Take 4 of the following 5:</i>				
*ENGLIT 1012 (spring)			3	
*ENGLIT 1100 (fall)			3	
*ENGLIT 1125 (fall)			3	
*ENGLIT 1175 (fall)			3	
*ENGLIT 1325 (fall)			3	
<i>Take both of the following</i>				
ENGLIT 1552 (fall)			3	
ENGLIT 0580 (spring)			3	
One English Lit Elective			3	
Total 18-21 credits				

RELATED AREA: ENGWRT	SEM	CE	CA	GR
<i>Take 2 of the following 5:</i>				
ENGWRT 0520 (spring)			3	
ENGWRT 0530 (fall)			3	
ENGWRT 0550 (fall)			3	
ENGWRT 0411 (spring)			3	
ENGWRT 0410 (spring)			3	
<i>Take one of the following</i>				
ENGWRT (ELECTIVE)			3	
Total 9 credits				

EDUCATION MAJOR	SEM	CE	CA	GR
ADMPS 1001			3	
I & L 1332			3	
I & L 1060			3	
I&L 1061			3	
I & L 1702			3	
I&L 1235			3	
I&L 1236			1	
I&L 1811			1	
I&L 1876			1	
I&L 1821			12	
EDPSY 0009			1	
Total 34 credits				

General Education Credits	56
Credits for Content Specialty	30
Education Credits	34
TOTAL	120

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Secondary Education-English Literature AND English Literature Major

COMPETENCIES	SEM	CE	CA	GR
ENGCMP 0010 (if not exempt)			3	
ENGCMP 0020			3	
ENCCMP 0030 (fulfilled by ENGCMP 1150)				
COMMRC 0520			3	
MATH 0031 (or higher)			3	
Second Language (if not exempt)*			3	
Second Language (if not exempt)*			3	
Second Language (if not exempt)*			3	

HUMANITIES**	SEM	CE	CA	GR
ENGLIT 1215 (spring)			3	
Artistic Tradition (theater recommended)			3	
Philosophical Tradition			3	
ENGLIT 1647 (fall)			3	

SOCIAL/ BEHAVIORAL SCIENCES **	SEM	CE	CA	GR
PSY 0010			3	
HIST 0600, 0601 or SOC 0009			3	
GEOG 0101			3	
PSY 0310 or 0311			3	
PSY 1001			3	

NATURAL SCIENCES**	SEM	CE	CA	GR
NATSCI 0070+			4	
STAT 0200			4	
Any Natural Science			3	

WORLD PERSPECTIVES	SEM	CE	CA	GR
SOC 0455			3	

+ Other two-part science sequence may be substituted here

*Foreign Language must be taken if student does not enter with expected foreign language requirement.

**No more than 3 courses within a discipline.

***English Methods Course counts as your Comp 3 course

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SPECIALTY AREA: ENGLIT	SEM	CE	CA	GR
ENGLIT 1012 (spring)			3	
ENGLIT 1100 (fall)			3	
ENGLIT 1125 (fall)			3	
ENGLIT 1175 (fall)			3	
ENGLIT 1325 (fall)			3	
ENGLIT 1552 (fall)			3	
ENGLIT 0580 (spring)			3	
ENGLIT Elective (Diversity course)			3	
ENGLIT Elective			3	
ENGLIT 1950 (capstone)			3	
Total 30 credits				

RELATED AREA: ENGWRT	SEM	CE	CA	GR
<i>Take 2 of the following 5:</i>				
ENGWRT 0520 (spring)			3	
ENGWRT 0530 (fall)			3	
ENGWRT 0550 (fall)			3	
ENGWRT 0411 (spring)			3	
ENGWRT 0410 (spring)			3	
<i>Take both of the following</i>				
ENGCMP 1150 (W-3) (spring)			3	
ENGWRT (ELECTIVE)			3	
Total 12 credits				

EDUCATION MAJOR	SEM	CE	CA	GR
ADMPS 1001			3	
I & L 1332			3	
I & L 1060			3	
I&L 1061			3	
I & L 1702			3	
I&L 1235			3	
I&L 1236			1	
I&L 1811			1	
I&L 1876			1	
I&L 1821			12	
EDPSY 0009			1	
I&L 0020 Directed Tutoring <i>Optional</i>			1-3	
Total 33-36 credits				

General Education Credits	53
Credits for Content Specialty	42
Education Credits	34
TOTAL	129

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Secondary Education-English Writing

COMPETENCIES	SEM	CE	CA	GR
ENGCMP 0010 (if not exempt)			3	
ENGCMP 0020			3	
ENCCMP 0030 (fulfilled by major)***				
COMMRC 0520			3	
MATH 0031 (or higher)			3	
Second Language (if not exempt)*				
Second Language (if not exempt)*				
Second Language (if not exempt)*				

HUMANITIES**	SEM	CE	CA	GR
ENGLIT 1215 (spring)			3	
Artistic Tradition (theater recommended)			3	
Philosophical Tradition			3	
ENGLIT 1647 (fall)			3	
ENGLIT elective (Diversity in Lit)			3	

SOCIAL/ BEHAVIORAL SCIENCES **	SEM	CE	CA	GR
PSY 0010			3	
HIST 0600, 0601 or SOC 0009			3	
GEOG 0101			3	
PSY 0310 or 0311			3	
PSY 1001			3	

NATURAL SCIENCES**	SEM	CE	CA	GR
NATSCI 0070 +			4	
STAT 0200			4	
Any Natural Science			3	

WORLD PERSPECTIVES	SEM	CE	CA	GR
SOC 0455			3	

+ Other two-part science sequence may be substituted here

*Foreign Language must be taken if student does not enter with expected foreign language requirement.

**No more than 3 courses within a discipline.

***English Methods Course counts as your Comp 3 course

Updated March 2018

SPECIALTY AREA: ENGWRIT	SEM	CE	CA	GR
<i>Take 2 of the following 5:</i>				
ENGWRT 0520 (spring)			3	
ENGWRT 0530 (fall)			3	
ENGWRT 0550 (fall)			3	
ENGWRT 0410 (spring)			3	
ENGWRT 0411 (spring)			3	
<i>Take all of the following:</i>				
ENGWRT (ELECTIVE)			3	
ENGWRT (ELECTIVE)			3	
ENGWRT (ELECTIVE)			3	
Total 15 credits				

RELATED AREA: ENGLIT	SEM	CE	CA	GR
<i>Take 3 of the following 5:</i>				
ENGLIT 1012 (spring)			3	
ENGLIT 1100 (fall)			3	
ENGLIT 1125 (fall)			3	
ENGLIT 1175 (fall)			3	
ENGLIT 1325 (fall)			3	
<i>Take both of the following:</i>				
ENGLIT 1552 (fall)			3	
ENGLIT 0580 (spring)			3	
Total 15 credits				

EDUCATION MAJOR	SEM	CE	CA	GR
ADMPS 1001			3	
I & L 1332			3	
I & L 1060			3	
I&L 1061			3	
I & L 1702			3	
I&L 1235			3	
I&L 1236			1	
I&L 1811			1	
I&L 1876			1	
I&L 1821			12	
EDPSY 0009			1	
I&L 0020 Directed Tutoring <i>Optional</i>			1-3	
Total 34-37 credits				

General Education Credits	56
Credits for Content Specialty	30
Education Credits	34
TOTAL	121

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Secondary Education-English Writing AND Creative & Professional Writing Major

COMPETENCIES	SEM	CE	CA	GR
ENGCMP 0010 (if not exempt)			3	
ENGCMP 0020			3	
COMMRC 0520			3	
ENGCMP 1150 (W-3) (spring)			3	
MATH 0031 (or higher)			3	
Second Language (if not exempt)*				
Second Language (if not exempt)*				
Second Language (if not exempt)*				

HUMANITIES**	SEM	CE	CA	GR
ENGLIT 1215 (spring)			3	
Artistic Tradition (theater recommended)			3	
Philosophical Tradition			3	
ENGLIT 1647 (fall)			3	
ENGLIT elective (Diversity in Lit)			3	

SOCIAL/ BEHAVIORAL SCIENCES **	SEM	CE	CA	GR
PSY 0010			3	
HIST 0600, 0601 or SOC 0009			3	
GEOG 0101			3	
PSY 0310 or 0311			3	
PSY 1001			3	

NATURAL SCIENCES**	SEM	CE	CA	GR
NATSCI 0070 +			4	
STAT 0200			4	
Any Natural Science			3	

WORLD PERSPECTIVES	SEM	CE	CA	GR
SOC 0455			3	

+ Can take NATSC 0270, but 0070 is preferred

*Foreign Language must be taken if student does not enter with expected foreign language requirement.

**No more than 3 courses within a discipline.

***English Methods Course counts as your Comp 3 course

Updated March 2018

SPECIALTY AREA: ENGWRIT	SEM	CE	CA	GR
ENGWRT 0410 (spring)			3	
<i>Take 1 of the following 2:</i>				
ENGWRT 0550 (fall)			3	
ENGWRT 0411 (spring)			3	
<i>Take all of the following:</i>				
ENGWRT (ELECTIVE)			3	
ENGWRT (ELECTIVE)			3	
ENGWRT (ELECTIVE)			3	
ENGWRT (ELECTIVE)			3	
ENGWRT (ELECTIVE)			3	
ENGWRT (ELECTIVE)			3	
ENGWRT 1955 (Capstone)			3	
Total 27 credits				

RELATED AREA: ENGLIT	SEM	CE	CA	GR
<i>Take 3 of the following 5:</i>				
ENGLIT 1012 (spring)			3	
ENGLIT 1100 (fall)			3	
ENGLIT 1125 (fall)			3	
ENGLIT 1175 (fall)			3	
ENGLIT 1325 (fall)			3	
<i>Take both of the following:</i>				
ENGLIT 1552 (fall)			3	
ENGLIT 0580 (spring)			3	
Total 15 credits				

EDUCATION MAJOR	SEM	CE	CA	GR
ADMPS 1001			3	
I & L 1332			3	
I & L 1060			3	
I&L 1061			3	
I & L 1702			3	
I&L 1235			3	
I&L 1236			1	
I&L 1811			1	
I&L 1876			1	
I&L 1821			12	
EDPSY 0009			1	
Total 34credits				

General Education Credits	59
Credits for Content Specialty	42
Education Credits	34
TOTAL	135

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Secondary Education-Social Studies: History

COMPETENCIES	SEM	CE	CA	GR
ENGCOMP 0010 (if not exempt)			3	
ENGCOMP 0020			3	
ENCCMP 0030 (fulfilled by HIST 1010)***				
COMMRC 0520			3	
MATH 0031 (or higher)			3	
Second Language (if not exempt)*				
Second Language (if not exempt)*				
Second Language (if not exempt)*				

HISTORY SPECIALTY AREA	SEM	CE	CA	GR
HIST 0600			3	
HIST 0601			3	
HIST 0710 (fall)			3	
HIST 0712 (spring)			3	
HIST 0500 (fall) or 0501 (spring)			3	
HIST elective (Minority or non-Western)			3	
HIST 1010			3	
Total 21 credits				

HUMANITIES**	SEM	CE	CA	GR
ENGLIT 1012, 1175, 1215 or 570			3	
Artistic Tradition (no studio/performance courses)			3	
Philosophic Tradition			3	
ENGLIT 1647			3	

Additional Required Courses	SEM	CE	CA	GR
ECON 0100 or 0110			3	
PSY 0310 or 0311			3	
PSY 1001			3	
ANTH 0780			3	
Total 12 credits				

BEHAVIORAL SCIENCES **	SEM	CE	CA	GR
PSY 0010			3	
PS 0200			3	
PS 0300 or 0500 (fall)			3	
PS 1202 (spring)			3	
GEOG 0101			3	

EDUCATION MAJOR	SEM	CE	CA	GR
ADMPS 1001			3	
I & L 1332			3	
I & L 1060			3	
I&L 1061			3	
I & L 1702			3	
I&L 1280			3	
I&L 1281			1	
I&L 1811			1	
I&L 1876			1	
I&L1821			12	
EDPSY 0009 Eng. Lang. Learners			1	
Total 34-37 credits				

NATURAL SCIENCES**	SEM	CE	CA	GR
NAT SCI 0270 +			4	
STAT 0200			4	
Any Natural Science			3	

WORLD PERSPECTIVES	SEM	CE	CA	GR
SOC 0455			3	

General Education Credits	53
Credits for Content Specialty	33
Education Credits	34
TOTAL	120

+ Other two-part science sequence may be substituted here

*Foreign Language must be taken if student does not enter with expected foreign language requirement.

**No more than 3 courses within a discipline.

***HIST 1010 counts as your Comp 3 course

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Secondary Education-Social Studies: History With a History Major

COMPETENCIES	SEM	CE	CA	GR
ENGCOMP 0010 (if not exempt)			3	
ENGCOMP 0020			3	
ENCCMP 0030 (fulfilled by HIST 1010)***				
COMMRC 0520			3	
MATH 0031 (or higher)			3	
Second Language (if not exempt)*				
Second Language (if not exempt)*				
Second Language (if not exempt)*				

HUMANITIES**	SEM	CE	CA	GR
ENGLIT 1012, 1175, 1215 or 570			3	
Artistic Tradition (No studio/performance course)			3	
Philosophical Tradition			3	
ENGLIT 1647 (fall)			3	

BEHAVIORAL SCIENCES **	SEM	CE	CA	GR
PSY 0010			3	
PS 0200			3	
PS 0300 or 0500 (fall)			3	
PS 1202 (spring)			3	
GEOG 0101			3	

NATURAL SCIENCES**	SEM	CE	CA	GR
NAT SCI 0270			4	
STAT 0200			4	
Any Natural Science			3	

WORLD PERSPECTIVES	SEM	CE	CA	GR
SOC 0455			3	

+ Other two-part science sequence may be substituted here

*Foreign Language must be taken if student does not enter with expected foreign language requirement.

**No more than 3 courses within a discipline.

***HIST 1010 counts as your Comp 3 course

Updated March 2018

HISTORY SPECIALTY AREA	SEM	CE	CA	GR
<i>Complete three of the following:</i>				
American Survey (HIST 0600)			3	
Latin Am. Survey (0500 or 0501)			3	
World Survey (0711 or 0712)			3	
Electives (21 credits)				
American Survey (HIST 0601)			3	
HIST Elective			3	
Upper Level HIST elective (American)			3	
Upper Level HIST elective (American)			3	
Upper Level HIST elective (Latin)			3	
Upper Level HIST elective (World)			3	
Upper Level HIST elective (World)			3	
HIST 1010 (W-3 course) (Fall)			3	
HIST 1950 (spring)			3	
Total 36 credits				

Additional Required Courses	SEM	CE	CA	GR
ECON 0100 or 0110			3	
PSY 0310 or 0311			3	
PSY 1001			3	
ANTH 0780			3	
Total 12 credits				

EDUCATION MAJOR	SEM	CE	CA	GR
ADMPS 1001			3	
I & L 1332			3	
I & L 1060			3	
I&L 1061			3	
I & L 1702			3	
I&L 1280			3	
I&L 1281			1	
I&L 1811			1	
I&L 1876			1	
I&L1821			12	
EDPSY 0009 Eng. Lang. Learners			1	
I&L 0020 Directed Tutoring <i>Optional</i>			1-3	
Total 34-37 credits				

General Education Credits	65
Credits for Content Specialty	36
Education Credits	34
TOTAL	135

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Secondary Education-Math Specialty Area

COMPETENCIES	SEM	CE	CA	GR
ENGCMP 0010 (if not exempt)			3	
ENGCMP 0020			3	
ENCCMP 0030 (fulfilled by MATH 1230)***				
COMMRC 0520			3	
MATH 0200 ⁺⁺ (if not exempt)			3	
Second Language (if not exempt)*			3	
Second Language (if not exempt)*			3	
Second Language (if not exempt)*			3	

HUMANITIES**	SEM	CE	CA	GR
ENGLIT (British or American)			3	
Artistic Tradition (no studio/performance courses)			3	
Philosophic Tradition			3	
ENGLIT 1647			3	

SOCIAL/ BEHAVIORAL SCIENCES **	SEM	CE	CA	GR
PSY 0010			3	
HIST 0600 or 0601 or SOC 0009			3	
SS3 World Society			3	
PSY 0310 or 0311			3	
PSY 1001			3	

NATURAL SCIENCES	SEM	CE	CA	GR
PHYS 0174 or NATSC 0070 ⁺⁺⁺			4	
PHYS 0175 or NATSC 0270 ⁺⁺⁺			4	
STAT 1000			4	

WORLD PERSPECTIVES	SEM	CE	CA	GR
SOC 0455			3	

⁺⁺ If student does not enter at Math 0200, the sequence may take longer and be out of sync in the 8-semester map

⁺⁺⁺ Other 2-part science sequence may be substituted here

*Foreign Language must be taken if student does not enter with expected foreign language requirement.

**No more than 3 courses within a discipline.

***Big Ideas of Mathematics counts as your Comp 3 course

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NAME

ADDRESS

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SPECIALTY AREA - MATH	SEM	CE	CA	GR
MATH 0220			4	
MATH 0230			4	
MATH 0240			4	
MATH 0413			4	
MATH 0420			3	
MATH 0430 ⁺			3	
MATH 1180 ⁺			3	
MATH 1230 ⁺			3	
MATH 1270 ⁺			3	
MATH 1020 ⁺			3	
MATH 1290 ⁺			3	
Total 34 Credits				

⁺ Not offered every year. Take them when offered.

EDUCATION MAJOR	SEM	CE	CA	GR
ADMPS 1001			3	
I & L 1332			3	
I & L 1060			3	
I&L 1061			3	
I & L 1702			3	
I&L 1470			3	
I&L 1471			1	
I&L 1811			1	
I&L 1876			1	
I&L 1821			12	
EDPSY 0009			1	
I&L 0020 Directed Tutoring <i>Optional</i>			1-3	
Total 34-37 credits				

General Education Credits	54
Credits for Content Specialty	37
Education Credits	34
TOTAL	125

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Secondary Education-Math Specialty Area **AND** Applied Mathematics major

COMPETENCIES	SEM	CE	CA	GR
ENGCMP 0010 (if not exempt)			3	
ENGCMP 0020			3	
ENCCMP 0030 (fulfilled by MATH 1230)***				
COMMRC 0520			3	
MATH 0200 ⁺⁺ (if not exempt)			3	
Second Language (if not exempt)*				
Second Language (if not exempt)*				
Second Language (if not exempt)*				

HUMANITIES**	SEM	CE	CA	GR
ENGLIT (British or American)			3	
Artistic Tradition (no studio/performance courses)			3	
Philosophic Tradition			3	
ENGLIT 1647			3	

SOCIAL/ BEHAVIORAL SCIENCES **	SEM	CE	CA	GR
PSY 0010			3	
HIST 0600 or 0601 or SOC 0009			3	
SS3 World Society			3	
PSY 0310 or 0311			3	
PSY 1001			3	

NATURAL SCIENCES	SEM	CE	CA	GR
PHYS 0174			4	
PHYS 0175			4	
STAT 1000			4	
MATH 1001 or CS 0421			3	

WORLD PERSPECTIVES	SEM	CE	CA	GR
SOC 0455			3	

⁺⁺ If student does not enter at Math 0200, the sequence may take longer and be out of sync in the 8-semester map

*Foreign Language must be taken if student does not enter with expected foreign language requirement.

**No more than 3 courses within a discipline.

***Big Ideas of Mathematics counts as your Comp 3 course

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PEOPLESOFT ID: NAME
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SPECIALTY AREA – MATH	SEM	CE	CA	GR
MATH 0220			4	
MATH 0230			4	
MATH 0240			4	
MATH 0413			4	
MATH 0420			3	
MATH 0430			3	
MATH 1020 ⁺			3	
MATH 1070 ⁺			3	
MATH 1180 ⁺			3	
MATH 1230 ⁺			3	
MATH 1270 ⁺			3	
MATH 1290 ⁺			3	
MATH 1360 ⁺			3	
MATH 1530, 1550, or 1560 ⁺			3	
MATH 1951 (spring)			1	
MATH 1952 (fall)			2	
Total 49 Credits				

⁺ Not offered every year. Take them when offered.

EDUCATION MAJOR	SEM	CE	CA	GR
ADMPS 1001			3	
I & L 1332			3	
I & L 1060			3	
I&L 1061			3	
I & L 1702			3	
I&L 1470			3	
I&L 1471			1	
I&L 1811			1	
I&L 1876			1	
I&L 1821			12	
EDPSY 0009			1	
I&L 0020 Directed Tutoring <i>Optional</i>			1-3	
Total 34-37 credits				

General Education Credits	57
Credits for Content Specialty	49
Education Credits	34
TOTAL	140

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Secondary Education-Social Studies: Pol. Sci.

COMPETENCIES	SEM	CE	CA	GR
ENGCMP 0010 (if not exempt)			3	
ENGCMP 0020			3	
ENCCMP 0030 (fulfilled by HIST 1010)***				
COMMRC 0520			3	
MATH 0031 (or higher)			3	
Second Language (if not exempt)*			3	
Second Language (if not exempt)*			3	
Second Language (if not exempt)*			3	

HUMANITIES**	SEM	CE	CA	GR
ENGLIT (British or American)			3	
Artistic Tradition (no studio/performance courses)			3	
Philosophic Tradition			3	
ENGLIT 1647			3	

SOCIAL/ BEHAVIORAL SCIENCES **	SEM	CE	CA	GR
PSY 0010			3	
HIST 0600			3	
GEOG 0101			3	
ECON 0100 or 0110			3	
PSY 0310 or 0311			3	

NATURAL SCIENCES**	SEM	CE	CA	GR
NATSCI 0270 +			4	
STAT 0200			4	
Any Natural Science			3	

WORLD PERSPECTIVES	SEM	CE	CA	GR
SOC 0455			3	

+ Other two-part science sequence may be substituted here

*Foreign Language must be taken if student does not enter with expected foreign language requirement.

**No more than 3 courses within a discipline.

***HIST 1010 counts as your Comp 3 course

Updated March 2018

SPECIALTY AREA: Political Science	SEM	CE	CA	GR
PS 0200			3	
PS 1202 (spring)			3	
PS elective***			3	
<i>Take 2 of the following 3 courses:</i>				
PS 0300 (fall)			3	
PS 0500 (spring)			3	
PS 0600 (fall or spring)			3	
Total 15 credits				

*** PS elective must outside the American Government group.

RELATED AREA: History	SEM	CE	CA	GR
HIST 0601			3	
HIST 0711 (fall) or 0712 (spring)			3	
HIST 0500 (fall) or 0501(spring)			3	
HIST 1010			3	
Total 12 credits				

Additional Required Class	SEM	CE	CA	GR
PSY 1001			3	
ANTH 0780			3	

EDUCATION MAJOR	SEM	CE	CA	GR
ADMPS 1001			3	
I & L 1332			3	
I & L 1060			3	
I&L 1061			3	
I & L 1702			3	
I&L 1280			3	
I&L 1281			1	
I&L 1811			1	
I&L 1876			1	
I&L 1821			12	
EDPSY 0009 Eng. Lang. Learners			1	
Total 34 credits				

General Education Credits	59
Credits for Content Specialty	27
Education Credits	34
TOTAL	120

DISTRIBUTION OF CREDITS

University of Pittsburgh at Greensburg

PEOPLESOFT ID:
NAME
ADDRESS
PHONE

Secondary Education-Social Studies: Political Science AND Political Science Major

COMPETENCIES	SEM	CE	CA	GR
ENGCMP 0010 (if not exempt)			3	
ENGCMP 0020			3	
ENCCMP 0030 (fulfilled by HIST 1010)***				
COMMRC 0520			3	
MATH 0031 (or higher)			3	
Second Language (if not exempt)*			3	
Second Language (if not exempt)*			3	
Second Language (if not exempt)*			3	

HUMANITIES**	SEM	CE	CA	GR
ENGLIT (British or American)			3	
Artistic Tradition (no studio/performance courses)			3	
Philosophic Tradition			3	
ENGLIT 1647			3	

SOCIAL/ BEHAVIORAL SCIENCES **	SEM	CE	CA	GR
PSY 0010			3	
HIST 0600			3	
GEOG 0101			3	
ECON 0100 or 0110			3	
PSY 0310 or 0311			3	

NATURAL SCIENCES**	SEM	CE	CA	GR
NATSCI 0270			4	
STAT 0200			4	
Any Natural Science			3	

WORLD PERSPECTIVES	SEM	CE	CA	GR
SOC 0455			3	

+ Other two-part science sequence may be substituted here

*Foreign Language must be taken if student does not enter with expected foreign language requirement.

**No more than 3 courses within a discipline.

***HIST 1010 counts as your Comp 3 course

Updated March 2018

SPECIALTY AREA: Political Science	SEM	CE	CA	GR
PS 0200			3	
PS 0300			3	
PS 0500			3	
PS 0600			3	
PS 1202 (spring)			3	
PS elective***			3	
PS elective***			3	
PS elective***			3	
PS 1955			3	
Total 27 credits				

*** at least one PS electives must outside the American Government group.

RELATED AREA: History	SEM	CE	CA	GR
HIST 0601			3	
HIST 0710 or 0711			3	
HIST 0500 or 0501			3	
HIST 1010			3	
Total 12 credits				

Additional Required Class	SEM	CE	CA	GR
PSY 1001			3	
ANTH 0780			3	

EDUCATION MAJOR	SEM	CE	CA	GR
ADMPS 1001			3	
I & L 1332			3	
I & L 1060			3	
I&L 1061			3	
I & L 1702			3	
I&L 1280			3	
I&L 1281			1	
I&L 1811			1	
I&L 1876			1	
I&L 1821			12	
EDPSY 0009 Eng. Lang. Learners			1	
I&L 0020 Directed Tutoring <i>Optional</i>			1-3	
Total 34-37 credits				

General Education Credits	59
Credits for Content Specialty	39
Education Credits	34
TOTAL	132

DISTRIBUTION OF CREDITS

University of Pittsburgh at Greensburg

PEOPLESOFT ID:
NAME
ADDRESS
PHONE

K-12 Education- Spanish

COMPETENCIES	SEM	CE	CA	GR
ENGCMP 0010 (if not exempt)			3	
ENGCMP 0020			3	
ENCCMP 0030 (fulfilled by major)				
COMMRC 0520			3	
MATH 0031 (or higher)			3	
SPAN 0001 (if not exempt)*				
SPAN 0002 (if not exempt)*				

HUMANITIES**	SEM	CE	CA	GR
ENGLIT (British or American)			3	
Artistic Tradition (No studio/performance course)			3	
Philosophical Tradition			3	
Spanish Literature (either Children's or Young Adult. Counts under "Advanced Spanish")				

SOCIAL/ BEHAVIORAL SCIENCES **	SEM	CE	CA	GR
PSY 0010			3	
HIST 0600, 0601 or SOC 0009 (SS2)			3	
HIST 0510 (SS3)			3	
PSY 0310 or 0311			3	
PSY 1001			3	

NATURAL SCIENCES**	SEM	CE	CA	GR
NATSCI 0270			4	
STAT 0200			4	
Any Natural Science			3	

WORLD PERSPECTIVES	SEM	CE	CA	GR
SOC 0455			3	

ELECTIVE	SEM	CE	CA	GR
			3	

+Other two-part science sequence may be substituted here.

*Spanish Majors are expected to enter at SPAN 0043 level

**No more than 3 courses within a discipline.

***Spanish Methods Course counts as your Comp 3 course

SPECIALTY AREA: SPANISH*				
SPAN 0020 Conversation or 0025 Grammar & Composit.			3	
SPAN 0055 Intro to Hisp. Liter.			3	
SPAN 1302 Adv. Composit. & Styl.			3	
SPAN 1300 Span. Phonetics or 1331 Structure of Mod. Span.			3	
HIST 500, 501 or other Hisp. Hist			3	
<i>Choose 4 of the following:</i>				
SPAN 1400 Latin Am. Literature			3	
SPAN 1403 Latin Am. Writers			3	
SPAN 1404 Latin Am. Topics			3	
SPAN 1410 Cinema Hisp. World			3	
SPAN 1450 Hispanic Legends			3	
SPAN 1600 Spanish Literature			3	
SPAN 1807 Hispanic Spec. Topics			3	
Total 24 credits				

*Credits for some classes may be earned via study abroad.

EDUCATION MAJOR				
ADMPS 1001			3	
I & L 1333			3	
I & L 1060			3	
I&L 1061			3	
I & L 1703			3	
I&L 1237			3	
I&L 1238			1	
I&L 1812			1	
I&L 1877			1	
I&L 1822			12	
EDPSY 0009			1	
I&L 0020 Directed Tutoring <i>Optional</i>			1-3	
Total 34-37 credits				

General Education Credits	63
Credits for Content Specialty	24
Education Credits	34-37
TOTAL	121-124

DISTRIBUTION OF CREDITS

University of Pittsburgh at Greensburg

K-12 Education- Spanish AND Spanish Major

COMPETENCIES	SEM	CE	CA	GR
ENGCMP 0010 (if not exempt)			3	
ENGCMP 0020			3	
ENCCMP 0030 (fulfilled by major)				
COMMRC 0520			3	
MATH 0031 (or higher)			3	
SPAN 0041 (if not exempt)*				
SPAN 0042 (if not exempt)*				

HUMANITIES**	SEM	CE	CA	GR
ENGLIT (British or American)			3	
Artistic Tradition (No studio/performance course)			3	
Philosophical Tradition			3	
Spanish Literature (either Children's or Young Adult. Counts under "Advanced Spanish")				

SOCIAL/ BEHAVIORAL SCIENCES **	SEM	CE	CA	GR
PSY 0010			3	
HIST 0600, 0601 or SOC 0009 (SS2)			3	
Geography 810 or 101			3	
PSY 0310			3	
PSY 1001			3	

NATURAL SCIENCES**	SEM	CE	CA	GR
NATSCI 0070 or 0270			4	
STAT 0200			4	
Any Natural Science			3	

SOC 0455			3	
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*Spanish Majors are expected to enter at SPAN 0043 level

**No more than 3 courses within a discipline.

***Spanish Methods Course counts as your Comp 3 course

Updated March 2018

PEOPLESOFT ID:
NAME
ADDRESS
PHONE

SPECIALTY AREA: SPANISH*			
SPAN 0043 (if not exempt)*			3
SPAN 0044 (if not exempt)*			3
SPAN 0020 Conversation			3
SPAN 0025 Grammar & Comp			3
HIST 500, 501 or other Hisp. Hist			3
<i>Choose ONE juvenile literature</i>			
SPAN xxxx Literature for Children			3
SPAN xxxx Young Adult Literature			3
<i>Choose FIVE advanced classes with at least ONE each focused on language, culture, and literature *</i>			
SPAN _____ (la)			3
SPAN _____ (cu)			3
SPAN _____ (lit)			3
SPAN _____ (choice)			3
SPAN _____ (choice)			
SPAN 1950 Spanish Capstone			3
Total 36 credits			

* If these are exempt, choose additional classes to total 36 credits

* *These are examples. Other courses may be offered.

EDUCATION MAJOR			
ADMPS 1001			3
I & L 1333			3
I & L 1060			3
I&L 1061			3
I & L 1703			3
I&L 1237			3
I&L 1238			1
I&L 1812			1
I&L 1877			1
I&L 1822			12
EDPSY 0009			1
Total 34 credits			

General Education Credits	53
Credits for Content Specialty	36
Education Credits	34
TOTAL	123

APPENDIX B: ADVISEMENT AND ASSESSMENT FORMS

❏ Benchmark Advisement Sheet (side B of DOCs)	
Early Childhood Education (PK-4)	87
Secondary Education (7-12)	88
❏ Disposition Rubric Form	89
❏ Disposition Assessment & Exemplary Behavior Reporting Form	91
❏ Field Experience Record Form	94
❏ Application to Upper Level Standing	96
❏ Recommendation Form for Upper Level Standing	97
❏ Checklist of Things You Need Before You Apply to Upper Level Standing	99
❏ INTASC Standards	101
❏ Charlotte Danielson Framework for Teaching Evaluation Components	104

Early Childhood Advisement Sheet (side B)

Freshman Benchmarks	Clearances obtained prior to fall semester freshman year Criminal background Child abuse background check _____ FBI finger printing background check _____ Mandated reporter training _____ TB Test Required hours in the field (minimum 10) _____ Achievement of acceptable dispositions (see Disposition rubric)
--------------------------------	---

Sophomore Benchmarks	_____ TB Test _____ Complete Act 24 (Arrest and Conviction Report) _____ Pass Basic Skill Assessments (Reading, Writing, and Math) Scores: Reading: _____ Writing: _____ Math: _____ _____ 2 courses in English (ENGCMP 0020 and British Literature OR American Literature) Courses: _____ _____ 2 courses in math (MATH 0050 Math Operations and MATH 0052 Math Operations, Graph, Data Analysis And measurement) Courses: _____ _____ Completion of 48 credits (minimum of 15 credits at Pitt-Greensburg _____ Required minimum hours in the field (Early Childhood (Pre-K): minimum accumulated hours 35) _____ Achievement of acceptable dispositions (see Disposition Rubric) _____ 3.0 minimum overall QPA _____ Earn B- or better in Social Foundations (ADMPS 1001) and Strategies (I&L 1330) Note: Candidates must apply and be accepted into the upper-level education track.
---------------------------------	--

Junior Benchmarks	_____ TB Test _____ Completion of Act 24 (Arrest and Conviction Report) _____ Completion of a minimum of 84 credits _____ 3.0 minimum overall QPA _____ Earn B- or better in Early Field (I&L 1700) _____ Early Field Grade _____ Earn B- or better in Engaging Young Children (I&L 1324) _____ Engaging Young Children Grade _____ Required hours in the field (Early Childhood (PK-4): minimum accumulated hours 130) _____ Achievement of acceptable dispositions (see Disposition Rubric) _____ Submission of pre-student teaching/student teaching application *Needs to be taken prior to entering student teaching.
------------------------------	---

Student Teaching Benchmarks	_____ Take State Certification Exams* (PECT) Module 1 Score: _____ Passing: Y N Module 2 Score: _____ Passing: Y N Module 3 Score: _____ Passing: Y N _____ TB Test _____ Criminal Background check _____ Child Abuse Background check _____ FBI Fingerprinting Background check _____ Mandated reporter training _____ Maintained a 3.0 minimum overall QPA _____ Achievement of acceptable dispositions _____ Required hours in the field (minimum accumulated hours 190)** *Needs to be taken during the student teaching semester **Hours include successful completion of pre-student teaching
--	--

Certification Benchmarks	_____ Maintain a 3.0 minimum overall GPA _____ Achievement of acceptable dispositions (see Disposition Rubric) _____ Exit interview completed _____ Portfolio submission that meet "critical pieces" to satisfy PDE 430 requirement* _____ Submission of Certificate Application Materials *Uploaded to Pitt-Greensburg Accountability System Note: Certification CANNOT be applied for without PASSING State Certification Exam.
-------------------------------------	--

Placements: School Name & Grade	Cooperating Teacher/Supervisor	Hours	Date
			87

Secondary Advisement Sheet (side B)

Freshman Benchmarks	Clearances obtained prior to fall semester freshman year Criminal background Child abuse background check _____ FBI finger printing background check _____ Mandated reporter training TB Test _____ Required hours in the field (minimum 10) Achievement of acceptable dispositions (see Disposition rubric)
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Sophomore Benchmarks	_____ TB Test _____ Completion of Act 24 (Arrest and Conviction Report) _____ Pass Basic Skill Assessments (Reading, Writing, and Math) Scores: Reading: _____ Writing: _____ Math: _____ _____ 2 courses in English (ENGCMP 0020 and British Literature OR American Literature) Courses: _____ _____ 2 courses in math (Algebra or higher or Statistics or math elective) Courses: _____ _____ Completion of 48 credits (minimum of 15 credits at Pitt-Greensburg) _____ Required minimum hours in the field (Secondary (7-12): minimum accumulated hours 65) _____ Achievement of acceptable dispositions (see Disposition Rubric) _____ Completion of Act 24 (Arrest and Conviction Report) _____ 3.0 minimum overall QPA _____ Earn B- or better in Social Foundations (ADMPS 1001), Strategies (I&L 1332), and Early Field (I&L 1702) Note: Candidates must apply and be accepted into the upper-level education track.
-----------------------------	---

Junior Benchmarks	_____ TB Test _____ Completion of Act 24 (Arrest and Conviction Report) _____ Take Praxis II* (Content Area Test(s) for Secondary (7-12) certification candidates Test: _____ Score: _____ Passing: Y N _____ Completion of 84 credits _____ 3.0 minimum overall QPA _____ Required hours in the field (Secondary (7-12): minimum accumulated hours 100) _____ Achievement of acceptable dispositions (see Disposition Rubric) _____ Submission of pre-student teaching/student teaching application *Needs to be taken prior to entering student teaching.
--------------------------	---

Student Teaching Benchmarks	_____ Required hours in the field (minimum accumulated hours 160)* _____ Criminal Background check _____ Child Abuse Background check _____ FBI Fingerprinting Background check _____ Mandated reporter training _____ TB Test _____ Acceptable dispositions. _____ Maintain a 3.0 minimum overall GPA *These hours include successful completion of pre-student teaching.
------------------------------------	--

Certification Benchmarks	_____ Maintain a 3.0 minimum overall GPA _____ Achievement of acceptable dispositions (see Disposition Rubric) _____ Exit interview completed _____ Portfolio submission that meet "critical pieces" to satisfy PDE 430 requirement* _____ Submission of Certificate Application Materials *Uploaded to Pitt-Greensburg Accountability System Note: Certification CANNOT be applied for without PASSING PRAXIS II scores.
---------------------------------	--

Placements: School Name & Grade	Cooperating Teacher/Supervisor	Hours	Date

**The University of Pittsburgh at Greensburg
Teacher Education Program
Disposition Assessment & Exemplary Behavior Reporting Form**

While the education faculty acknowledges that most teacher education candidates are acceptable in their disposition, this form is to be used by the faculty, staff or classroom teachers who observe a teacher education candidate's dispositional deficiencies or exemplary behaviors as related to his/her teacher education certification program.

For a list of dispositions, please refer to Teacher Education Dispositions: Assessment Categories and Examples. Please complete the entire form and submit it to the Office of Teacher Education, Cassell Hall-211, after you have discussed and requested a signature from the teacher education candidate.

These forms can be turned in at any time of the year that you see either exemplary or deficient behavior.

Candidate Name: _____ Student ID #: _____ Date: _____

Candidate Program of Study: _____ (e.g., Early Childhood Ed., Secondary Ed.)

Form Completed by: _____ Phone #: _____

Check any category for which a dispositional deficiency or exemplary behavior has been observed:

<input type="radio"/> Legal/Ethical Conduct	<input type="radio"/> Attendance/Punctuality
<input type="radio"/> Professional Appearance and Demeanor	<input type="radio"/> Reliability/Dependability
<input type="radio"/> Interactions with Others	<input type="radio"/> Fairness/Lack of Bias
<input type="radio"/> Safety/Responsible Conduct	<input type="radio"/> Flexibility/Adaptability/Openness to Feedback
<input type="radio"/> Communicative Effectiveness	<input type="radio"/> Commitment to Student Learning
<input type="radio"/> Commitment to Improving Teaching Performance	<input type="radio"/> Commitment to Profession
<input type="radio"/> Other, Please specify...	

For any dispositional area identified as deficient or exemplary above, please describe the context of this assessment in specific, observable terms (i.e., course number and name, where situation occurred, specifically what transpired, date) and relate it to the deficiency area(s) addressed. Use the reverse side of this page and/or additional sheets if necessary.

Student Signature: _____ (Date)

Form Completed by: _____ (Date)

STUDENT REFUSED TO SIGN FORM

(For Administrative Use Only)

Name of Student: _____

Remediation or Exemplary Action: _____

Resulting Score Change: _____ Date: _____

(Circle Number Below) Administrator Signature: _____

1=Does not meet proficiency	Candidate has not displayed acceptable dispositions OR has not demonstrated an adequate level of professional behaviors as defined by the program OR has displayed behaviors counter to those accepted as professional dispositions.
2=Partially Proficient	Candidate displays acceptable dispositions as defined by the program in an inconsistent fashion OR is developing the dispositions in a positive fashion. More attention and focus is required of this Candidate.
3=Proficient	Candidate consistently and effectively displays appropriate dispositions as defined by the program. *STUDENTS ENTER AT THIS LEVEL.
4=Exemplary	Candidate consistently and effectively displays appropriate dispositions as defined by the program at a level expected of practicing professional educators.

Score change after remediation: _____ Date: _____

(Circle Number Below) Administrator Signature: _____

1=Does not meet proficiency	Candidate has not displayed acceptable dispositions OR has not demonstrated an adequate level of professional behaviors as defined by the program OR has displayed behaviors counter to those accepted as professional dispositions.
2=Partially Proficient	Candidate displays acceptable dispositions as defined by the program in an inconsistent fashion OR is developing the dispositions in a positive fashion. More attention and focus is required of this Candidate.
3=Proficient	Candidate consistently and effectively displays appropriate dispositions as defined by the program. *STUDENTS ENTER AT THIS LEVEL.
4=Exemplary	Candidate consistently and effectively displays appropriate dispositions as defined by the program at a level expected of practicing professional educators.

Teacher Education Dispositions Assessment Categories and Examples

The following categories of dispositions will be assessed. Examples of behaviors that might be consistent with positive and negative dispositions are given. This list is meant to be illustrative of possible dispositions, but is neither intended to be exhaustive nor prescriptive.

Legal/Ethical Conduct

Positive Examples:

- ☐ Knows and adheres to Pennsylvania Professional Code of Ethics, copyright and privacy laws
- ☐ Adheres to Professional Codes of Ethics of Pennsylvania, Pitt-Greensburg and specific Professional Organization(s) of the program
- ☐ Is honest
- ☐ Demonstrates ethical behaviors

Negative Examples:

- ☐ Engages in illegal or unethical conduct involving minor children or which would be grounds for dismissal from a teaching position
- ☐ Fails to maintain privacy and confidentiality of student information
- ☐ Violates the University Code of Student Conduct

Attendance/Punctuality

Positive Examples:

- ☐ Meets professional expectations through punctuality and preparation
- ☐ Calls/Emails *in advance* when absent or running late

Negative Examples:

- ☐ Is frequently late or absent except when excused in advance
- ☐ Gives excuses rather than taking responsibility for attendance

Professional Appearance and Demeanor

Positive Examples:

- ☐ Meets professional expectations through appropriate dress
- ☐ Maintains professional appearance
- ☐ Demonstrates enjoyment in the content of the discipline
- ☐ Is personable
- ☐ Is energetic
- ☐ Is confident

Negative Examples:

- ☐ Fails to act or dress according to the standards of the school where the candidate is placed
- ☐ Fails to maintain composure in the classroom

Reliability/Dependability

Positive Examples:

- ☐ Demonstrates the value of preparation through the planning of meaningful lessons/units
- ☐ Is responsible
- ☐ Demonstrates dedication

Negative Examples:

- ☐ Frequently fails to complete assignments, duties, or tasks on time
- ☐ Gives excuses rather than taking responsibility for actions

Interactions with Others

Positive Examples:

- ☐ Is respectful during interactions with school students, educational personnel & families
- ☐ Works collaboratively with others (colleagues, supervisors, cooperating teachers)
- ☐ Meets professional expectations through language and interpersonal skills
- ☐ Demonstrates a belief in classroom learning communities in which collaborative decision-making, inquiry, and individual responsibility to the group are valued

Negative Examples:

- ☒ Fails to interact in a positive and professional manner with students, peers, teachers, university personnel, and others

Fairness/Lack of Bias

Positive Examples:

- ☒ Treats individuals equal
- ☒ Collaborates with all appropriate individuals in planning for the success of students with exceptional needs
- ☒ Exhibits an understanding & acceptance of diversity

Negative Examples:

- ☒ Shows overt bias, prejudice, or lack of fairness toward certain students or groups of people

Safety/Responsible Conduct

Positive Examples:

- Cares for the students' wellbeing
- ☒ Displays positive relationships with children

Negative Examples:

- ☒ Acts in a dangerous or irresponsible manner that might put students at risk

Flexibility/Adaptability/Openness to Feedback

Positive Examples:

- ☒ Seeks out, reflects, and acts upon feedback from students, cooperating teacher, supervisor, and peers
- ☒ Is flexible

Negative Examples:

- ☒ Is unable to adapt teaching to changing classroom circumstances
- ☒ Reacts defensively or antagonistically to feedback about performance

Communicative Effectiveness

Positive Examples:

- ☒ Displays an appropriate sense of humor
- ☒ Writes & speaks clearly
- ☒ Is professional during educational interactions
- ☒ Is easily understood
- ☒ Conveys an appropriate tone
- ☒ Listens carefully and actively
- ☒ Communicates clearly and appropriately with students, families, supervisor, cooperating teacher and other school personnel
- ☒ Follows appropriate channels of communication

Negative Examples:

- ☒ Makes frequent errors in oral and/or written communications with students, peers, teachers, university personnel, and others

Commitment to Student Learning

Positive Examples:

- ☒ Demonstrates a belief that all students (including students with disabilities/linguistic/cultural diversity) can learn at high levels
- ☒ Abides by FERPA (Federal Educational Rights and Privacy Act)
- ☒ Presents information in a positive manner

Negative Examples:

- ☒ Makes negative comments about students' abilities to learn
- ☒ Unable to adapt instruction to meet varying needs and abilities

Commitment to Improving Teaching Performance

Positive Examples:

- ☒ Self-regulates & modifies professional behavior based upon feedback

- Seeks & accepts critical feedback from peers, supervisors, faculty, students & students' families

Negative Examples:

- ☒ Makes no effort to improve instructional practices and teaching activities

Commitment to Profession

Positive Examples:

- ☒ Demonstrates enjoyment of the profession of educator
- ☒ Demonstrates a commitment to ongoing professional development through use of literature and growth opportunities
- ☒ Is aware of & involved with professional organizations, publications & activities
- ☒ Exhibits curiosity about the profession
- ☒ Cares for the profession

Negative Examples:

- ☒ Exhibits poor attitude toward the discipline and/or teaching profession

1=DOESNOT MEET PROFICIENCY	Candidate has not displayed acceptable dispositions OR has not demonstrated an adequate level of professional behaviors as defined by the program OR has displayed behaviors counter to those accepted as professional dispositions.
2=PARTIALLY PROFICIENT	Candidate displays acceptable dispositions as defined by the program in an inconsistent fashion OR is developing the dispositions in a positive fashion. More attention and focus is required of this Candidate.
3=PROFICIENT	Candidate consistently and effectively displays appropriate dispositions as defined by the program.
4=EXEMPLARY	Candidate consistently and effectively displays appropriate dispositions as defined by the program at a level expected of practicing professional educators.

Adapted from: The Disposition Rubrics/Expectations of Purdue University and Millersville University of PA

Field Experience Record Form

Please fill in this form using either blue or black ink. Please write legibly. Please turn this form into your professor or into the Education Office Secretary in Cassell Hall-211 (as directed).

NAME _____ STUDENT ID: _____

SEMESTER _____

CLASS ENROLLED IN _____ (if no class, write "Volunteer")

SCHOOL DISTRICT _____

SCHOOL NAME _____

GRADE LEVEL OF STUDENTS _____

NUMBER OF STUDENTS _____

NUMBER OF SPECIAL EDUCATION STUDENTS _____

NUMBER OF MINORITY STUDENTS _____

NUMBER OF HOURS _____

DATES IN THE FIELD (Mo/Day/Yr to Mo/Day/Yr) _____

SUPERVISOR'S Signature

DATE

SUPERVISOR'S NAME (Print)

Supervisor's Email or Phone

I attest that the above is true to my knowledge.

STUDENT'S Signature

DATE

University of Pittsburgh at Greensburg
Department of Education

Date of Application: _____

**University of Pittsburgh at Greensburg Department of Education
Application for Advanced Standing**

Dear Teacher Candidate: This application must be FULLY completed in order for you to progress to advanced standing and take the upper level education courses. If any of the benchmarks have not been completed or are left blank, you are at risk for not having your application accepted.

Please follow all directions and return this form by the suggested deadlines indicated below to: University of Pittsburgh at Greensburg; Education Department; Administrative Assistant, FACH-211; 150 Finoli Drive; Greensburg, PA 15601

January 15 (for Fall enrollment)

May 15 (late Fall enrollment if seats still exist)

September 15 (for Spring enrollment)

When submitting a subsequent application for advanced standing after an initial application has been denied, student does not have to resubmit references and career goal statement.

Name: _____ PeopleSoft ID#: _____

Current Address: _____

Home Address: _____

Phone: _____ Email: _____

____ Early Childhood : Minor and/or certificate (if applicable) _____

____ Secondary: Discipline _____ Dual Major: Yes No

Current GPA: ____

*** Attach official transcript ***

Please list your grades in the following Education courses:

ADMPS 1001 Social Foundations of Education: _____

I&L 1330/1332 Strategies and Techniques of Instruction: _____ **

*** Will be enrolled at the time of application*

I&L 1702 Early Field Experience (Secondary Only): _____

Please complete the following:

British or American Literature course taken: _____ Grade _____

Composition II Grade: _____

First Math Class: _____ Second Mathematics Course Grade: _____

Basic Skill Assessments:

Reading Scores _____

Writing Scores _____

Math Scores _____

You MUST verify the following information:

Criminal background clearance on file in Education Dept.: Y N Date of clearance: _____
Child Abuse background clearance on file in Education Dept.: Y N Date of clearance: _____
FBI finger printing background check on file in Education Dept.: Y N Date of clearance: _____
Mandated reporter training: Y N Date of clearance: _____

Completed (*or completing*) a minimum of 48 credits (*at least 15 at Pitt-Greensburg*) Y N

Completed (*or completing*) a minimum of 35 hours in Field Experience (Early Childhood) Y N

Completed (*or completing*) a minimum of 65 hours in Field Experience (Secondary) Y N

Achievement of acceptable dispositions (to my knowledge, no deficiencies in my dispositions have been filed against me) Y N

Please list the names and information of the three people you are asking to complete recommendation forms for you. These forms are due by the same date this application is due. At least one form must be from a professor (*NOT in the Education Department*) and one must be a character reference from a non-faculty member.

I.
Name: _____ Position: _____

Address: _____ Email: _____ Phone _____

II.
Name: _____ Position: _____

Address: _____ Email: _____ Phone: _____

III.
Name: _____ Position: _____

Address: _____

Email: _____ Phone: _____

Please attach a career goal statement of 200-300 words.

I attest that the information on this application is true to my knowledge.

Student Signature

Date

University of Pittsburgh at Greensburg

Recommendation for Advanced Standing in the Education Program

Applicant: Please completed shaded box below. Give this form and envelope to the person whom you wish to recommend you for upper level standing at the Pitt-Greensburg Education Program. The recommender may return their recommendation form to you in a sealed envelope or they may send it directly to the address noted below. Recommendations are to be kept confidential.

Applicant's Name: _____ Due date of recommendation form: _____

Certification Area (check one): Early Childhood Education
 Secondary Education; list specialty area: _____

Recommender: The person named above is applying for advanced standing in the Education Program at the University of Pittsburgh at Greensburg. Please reflect on this person's academic achievements, interpersonal abilities, emotional stability, and general dispositions as they relate to his/her probability of success as a classroom teacher. Please submit your confidential recommendation form in a sealed envelope to the student or directly to the Education Department at the following address: University of Pittsburgh, Education Department FACH211, 150 Finoli Drive, Greensburg, PA 15601. **If desired, please use reverse side of form for additional comments**

Criteria	Excellent	Good	Average	Marginal	N/A
Breadth/Depth of Knowledge					
Reliability/Dependability					
Work Ethic					
Creativity					
Interpersonal Skills					
Punctuality					
Leadership Skills					
Dependability					
Fulfills Commitments					
Attendance					
Verbal expression skills					
Written expression skills					
Perseverance					
Flexibility					
Assertiveness					
Organizational Skills					
Self-Confidence					
Maturity					
Response to Criticism					
Probable Success as a Teacher					

Recommender's Information:

Full Name: _____ Title: _____

Signature of recommender: _____

Phone Number: _____

Email address: _____

In what capacity have you known the applicant? _____

How long have you known the applicant? _____

ADDITIONAL COMMENTS:

University of Pittsburgh at Greensburg

Teacher Education

Checklist of Things You Need Before and As You Apply for Upper Level Standing

_____ **Earned at least 48 credits** (completed or currently enrolled in at time of application). Transfer students must have earned at least 15 credits at Pitt-Greensburg.

_____ **Completed selected education courses** (prerequisite courses) for each program with an earned B- or better.

- Early Childhood - ADMPS 1001 and I&L 1330
(May be currently enrolled in I&L 1330 at time of application for upper level.)
- Secondary - ADMPS 1001, I&L 1332, and I&L 1702
(May be currently enrolled in I&L 1702 at time of application for upper level.)

_____ **Six (6) credits of college mathematics.** (Completed or currently enrolled, earned grade of C- or better)

_____ **Six (6) credits of college English** (3cr. of Composition {Eng. Comp 2} and 3 cr. of American or British Literature). (Completed or currently enrolled, earned grade of C- or better) Children's literature courses do not satisfy this requirement.

_____ **Submit Unofficial Transcript** (can be downloaded from People Soft) marked with a highlighter the following courses: ADMPS 1001, I&L 1330 or 1332, I&L 1702 (Secondary only), British or American Lit. course taken, ENGCOMP 0020, two Math courses (MATH 0050 and MATH 0052 for Early Childhood; MATH 0031 or higher for Secondary Education) plus second Math course.

_____ **Three (3) satisfactory recommendation forms**, addressed to:

University of Pittsburgh at Greensburg
Education Department, FACH-211
150 Finoli Drive
Greensburg, PA 15601.

- At least one form must be from a professor (not in the Education Department) and one must be a character reference from a non-faculty member. (Recommendation forms can be accessed from the Pitt-Greensburg Education Department website, <http://www.greensburg.pitt.edu/academics/education/forms> or via the Education Department (FACH-211).

_____ **Career Goal Statement** (200-300 words, double-spaced, typed)

- Explain to the admissions committee how and why you have decided to become a teacher. Discuss your decision based upon work you have already done with school-age children. Also include a long-term look at your career in education. Although babysitting, being a parent, and being part of a large family provide many opportunities to interact with children, these experiences differ from interacting with children in school/instructional settings. Please focus on work in school/instructional settings.

_____ **PAPA Certification Exam Results** (Reading, Writing, Mathematics)

- Must have passing scores on all exams. Schedule them so that you have plenty of time to retake any you may not pass on the first attempt. If you take them online, you will receive your Reading and Mathematics scores immediately and your Writing score can take up to two months. If you fail a section, you cannot retake it in the same calendar month. Therefore, schedule these tests several months prior to deadline of application. (Dates for application deadlines are listed below under section "Other Important Information"). High scores on SATS or ACTs may exempt students from taking the PAPA tests. See Education Department for details.

_____ **Earned a minimum of a 3.0 Grade Point Average (GPA).** Applicants who have earned a minimum GPA of 3.00 when they apply to the upper level and meet all other requirements will be admitted and may then register for upper level education courses. However, applicants whose cumulative GPA (Pitt-Greensburg and/or Combined)

falls below 3.00 before they have begun the upper level will have their admission revoked and will be withdrawn from all upper level courses.

_____ **Submit a summary sheet outlining Field Experience Hours, including School District, School, Number of hours, Principal's Name, Cooperating Teacher's Name, Grade Level, and Subject Area (Secondary) or Type of Classroom (Special Education)**

Show proof of a **minimum** of the following hours of field experience:

- Early Childhood: 35 hours of Field Experience
- Secondary: 65 hours in Field Experience

_____ **Achieved acceptable dispositions.** The Education Department has not received any notices of deficiencies in the candidate's dispositions and/or all deficiencies have been resolved.

OTHER IMPORTANT INFORMATION:

- During the Fall of your Sophomore year, secure "Application for Advanced Standing" and begin asking for recommendations, and begin writing your career goal statement.
- A completed application includes: the application form, unofficial transcript highlighted with required courses and grades, three recommendation forms and your career goal statement, and summary sheet of field experience hours.
- Deadlines for applications to upper level standing:
 - January 15th** for subsequent FALL admission to upper level
 - May 15th** late submission deadline for subsequent FALL admission to upper level.
(Please note: students selecting the May 30th deadline will only be permitted to register for upper level classes IF open seats remain.)
 - September 15th** for subsequent SPRING admission to upper level
- Send your application materials in the envelope which is attached to the application or bring it to the Education Department (FACH-211).
- Applicants not admitted in one Admission Period and who wish to be considered for a later Admission Period in the same academic year must submit a new application by established deadlines. Applicants have the option of using the same recommendation forms.
- Pre-education students may apply more than once within the same academic year; for example, they may apply in January and September. However, pre-education students may not apply to the upper level in more than two academic years.
- Students admitted to one upper level program may not automatically transfer to another upper level program. Students seeking to change upper level programs must meet all requirements for admission to the desired program and must seek special permission from the Director of Education Program, Early Childhood or Secondary Education.

InTASC Learning Progressions for Teachers 1.0:

A Resource for Ongoing Teacher Development (2013)

At a Glance

Learner Development & Learning Differences

Standard #1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Progression Indicators:

1. The teacher uses understanding of how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.
2. The teacher uses understanding of learners' commonalities and individual differences within and across diverse communities to design inclusive learning experiences that enable each learner to meet high standards.

Learning Environments

Standard #3: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Progression Indicators:

1. The teacher collaborates with others to build a positive learning climate marked by respect, rigor, and responsibility.
2. The teacher manages the learning environment to engage learners actively.

Content Knowledge

Standard #4: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Progression Indicators:

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.
2. The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Application of Content

Standard #5: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Progression Indicators:

1. The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues.
2. The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues.

Assessment

Standard #6: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Progression Indicators:

1. The teacher uses, designs or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives.
2. The teacher uses assessment to engage learners in their own growth.
3. The teacher implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning.

Planning for Instruction

Standard #7: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Progression Indicators:

1. The teacher selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills.
2. The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student's learning needs.
3. The teacher plans instruction by collaborating with colleagues, specialists, community resources, families and learners to meet individual learning needs.

Instructional Strategies

Standard #8: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Progressive Indicators:

1. The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners.

2. The teacher encourages learners to develop deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways.

Professional Learning and Ethical Practice

Standard #9: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Progression Indicators:

1. The teacher engages in continuous professional learning to more effectively meet the needs of each learner.
2. The teacher uses evidence to continually evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs.
3. The teacher practices the profession in an ethical manner.

Leadership and Collaboration

Standard #10: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Progression Indicators:

1. The teacher collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth.
2. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and to advance the profession.

Charlotte Danielson Framework for Teaching Evaluation Components

The Framework for Teaching identifies what teachers should know and be able to do in the exercise of their profession. It is based on empirical studies and theoretical research as necessary teaching behaviors that will promote improved student learning. The PDE utilizes this framework in evaluation of teachers throughout the state.

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designed Coherent Instruction
- 1f Designing Student Assessments

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture of Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain 3: Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

**Correlation between the Danielson Framework for Teaching and the
Interstate Teacher Assessment and Support Consortium (InTASC) Standards**

InTASC Standard	Framework for Teaching Component(s)
<p>#1. Learner Development The teacher understands how learners grow and develop, recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>Domain 1: Planning and Preparation 1b. Demonstrating Knowledge of Students 1c. Setting Instructional Outcomes 1e. Designing coherent instruction</p> <p>Domain 3: Instruction 1b. Demonstrating Knowledge of Students</p>
<p>#2. Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>Domain 3: Instruction 1b. Demonstrating Knowledge of Students</p>
<p>#3. Learning Environment The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>	<p>Domain 2: Classroom Environment 2a. Creating an environment of respect and rapport</p> <p>Domain 3: Instruction 3c. Engaging students in learning</p>
<p>#4. Content Knowledge The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>	<p>Domain 1: Planning and Preparation 1a. Demonstrating Knowledge of Content and Pedagogy 1e. Designing coherent instruction</p> <p>Domain 3: Instruction 3c. Engaging students in learning</p>
<p>#5. Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>Domain 3: Instruction 3a. Communicating with Students 3c. Engaging students in learning 3f. Demonstrating Flexibility and Responsiveness</p>
<p>#6. Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>Domain 1: Planning and Preparation 1f. Designing student assessments</p> <p>Domain 3: Instruction 3d. Using assessment in instruction</p>
<p>#7. Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Domain 1: Planning and Preparation 1b. Demonstrating Knowledge of Students 1e. Designing coherent instruction</p>

<p>#8. Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Domain 3: Instruction 3d. Using assessment in instruction 3c. Engaging students in learning</p>
<p>#9. Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Domain 4: Professional Responsibilities 4a. Reflecting on Teaching 4e. Growing and Developing Professionally 4f. Showing Professionalism</p>
<p>#10. Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community learner growth, and to advance the profession.</p>	<p>Domain 4: Professional Responsibilities 4c. Communicating with Families 4d. Participating in a Professional Community 4f. Showing Professionalism</p>