UNIVERSITY OF PITTSBURGH
GREENSBURG
Teacher Education Program

a

TEACHER EDUCATION HANDBOOK
PROGRAM COMPLETION
POLICIES AND PROCEDURES
2025-2026

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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 the 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 in Frank A. Cassell Hall (FACH 211); the office is open Monday through Friday from 7:30 am to 4:00 pm. All forms for the Teacher Education Program are available online at https://www.greensburg.pitt.edu/academics/majors-minors/education/education-student-resources.

Questions regarding teacher certification may be addressed to the Director of Field Placement and Exit Criteria via email (jmk344@pitt.edu). 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/Staff

Faculty/Staff	Position	Office	Office Phone	E-mail
Jane Hoch	Administrative Secretary	FACH 211	724-836-9860	pjh47@pitt.edu
Dr. Jocelyn Hunt	Assistant Professor of Education	PH 127	724-836-9922	jdh226@pitt.edu
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EDUCATION DEPARTMENT MISSION STATEMENT

(Updated August 2023)

The mission of the education program at Pitt-Greensburg is to prepare highly skilled, flexible, and knowledgeable teachers capable of empowering their diverse students to think critically and master the challenges of an increasingly technological and 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 and ethics essential for working with diverse families and the broader community to support student learning
- Engage in experiences that connect content and education courses with diverse 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
- Meet the diverse social and emotional needs of PK-12 students
- Use classroom and standardized assessments to best determine students' needs and strengths 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, PK-22 Special Education, or PK-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 despite 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 these programs are monitored by the Pennsylvania Department of Education to ensure 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.

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. 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 1.9 million (https://www.education.pa.gov/ Data-and-Statistics/Pages/Enrollment) (2022-2023) students in Pennsylvania schools and about 127,037 public school teachers (2021-22). Teachers in Pennsylvania earn compensation like teachers throughout the northeast. In the 2202-2023 school year, the average Pennsylvania teacher salary was $74,945 with the starting salary averaging at $50, 043 (NEA, 2025). This is the 11th highest in the country.

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. However, this surplus is shrinking, and Pennsylvania is creating programs to keep more of their teachers in state. Nonetheless, 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.

Despite 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. Additionally, the lower number of people entering education coupled with the covid crisis means that many of our students are getting jobs in Pennsylvania. The outlook for finding a teaching job in Pennsylvania improves yearly.

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;(3) the Bachelor of Science degree in Special Education (PK-22); and (4) the Bachelor of Science in Spanish Education (PK- 12). Some students choose to complete a double major or to fulfill requirements for a minor; this 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. Pre-Education: pre-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. Upper Level: Upper level students meet individually with their advisor. It is important to make an appointment and arrive prepared.

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 be pushed out of for Social Foundations (EFOP 1001/EFOP 1010), thereby jeopardizing their ability to move forward in the program.

   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. 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. 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 Upon declaring pre-education as a major, student 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.

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, special education, and K-12education 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*: Pre-student teachers will spend approximately four to five (4-5) hours per week in the classrooms in which they will pre-student teach, totaling 60 hours over the course of the semester. 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. Pre-Student Teachers are expected to teach at least two formal lessons that will be evaluated by the cooperating teacher. 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. Students applying for PST/ST need to have completed a senior audit.*

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 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 Exit Criteria.

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 will verify 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 several 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 timeline 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. Students teach in the spring term of their senior year.

This timeline 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 correct 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:
  - _____ 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)

Sophomore Year
- September:
  - _____ Sign Arrest/Conviction Report and Certification Form (Act 24)_____ Fall Advising Period: Obtain upper-level application and letter of recommendation forms from the Education website. (https://www.greensburg.pitt.edu/academics/degree-finder/education/education-student-resources) Distribute letter of recommendation forms to faculty members before the end of the term. (Page 15)

- 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 on a rolling basis, but entry into Upper Level may be delayed. 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)
- October:
  - _ Make an appointment for a senior audit at the University Advising Office.
- 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 student teaching in the fall, 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)

- May
    - ____Apply for updates to background clearances (child abuse, criminal, and FBI fingerprinting) and TB test result by May 30 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 and Special Education: PECT and Praxis not before February of the student teaching semester.*

Students not in the above sequence of program completion:

Plan your timeline for variations of dates shown above, particularly for applying for updated Background clearances (page 33), taking state-mandated certification tests (page 30), applying for student teaching (page 20), and meeting to review the 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 Timeline 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 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 carefully read 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.

Town Hall meetings are 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 advises' 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, pre-education students MUST sign up for one of the group advising sessions and upper level students MUST sign up with their advisor. 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 or make appropriate appointments 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 Education 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 in the 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 (EFOP 1001 OR EFOP 1010)

Prior to the Social Foundations of Education course (EFOP 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.

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 (ENGCMP 0020 and American or British Literature) with C- or better 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 several education courses are restricted to education majors. Likewise, Early Childhood majors can double major in Special Education within nine semesters.

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. Note: if someone has 150 credits or more *and* a double major, two bachelor's degrees will be earned.

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.

Act 82: Adding Grades 5 and 6 to Early Childhood (PK-4) Certification
Early Childhood PreK-4 majors may add Grades 5 and 6 to their certificate by attaining qualifying scores on both the following ETS exams: Grades 4-8: Module 2 – English Language Arts & Social Studies (5154) and Grades 4-8: Module 3 – Mathematics & Science (5155). Passing these tests prior to graduation allows Early Childhood students to broaden the range of students they are certified to teach. You must pass the PreK-4 PECT exam before applying for and adding on this certificate through the TIMS system.

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 https://www.greensburg.pitt.edu/academics/minors-certificates 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; secondary majors can minor in special education. 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 the Education Office (FACH 211).

STEM Endorsement Program
Early Childhood Education majors may opt to earn the STEM Endorsement by completing one additional course, Engineering and Technology in the Elementary Classroom (I&L 1425), during the fall semester of their junior or senior year; this course is only offered every other 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.

Honors Program at Pitt. Education students are encouraged to take honors sections of courses if an Honors Degree is desired. Information may be obtained by talking to your professors or on the Pitt-Greensburg Honors website https://www.greensburg.pitt.edu/academics/honors-program

Graduate Course Possibilities

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.

Pitt-Oakland Agreement
The University of Pittsburgh at Greensburg and in Oakland have established a partnership that will allow undergraduate students majoring in Education at Pitt-Greensburg to seamlessly enter the Pitt Reading Specialist program upon the baccalaureate graduation.

Pitt-Greensburg Education majors who are seniors and meet the established criteria will have the opportunity to cross-register for up to two online Pitt 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 24 graduate credits prior to graduating from their undergraduate program.

Participants in this graduate program can apply for full-year internships for which a stipend is paid. Further, the full-year internship qualifies as the first year of teaching for the Level II instructional certificate and is often a foot in the door for any school district.

Undergraduate students desiring to cross-register for graduate-level courses must be a senior in good standing, have a 3.0 minimum cumulative GPA and talk to the Pitt coordinator (Dr. Michelle Sobolak).

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 Mrs. 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 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 students' program. Further, each program has specified courses that must be taken at Pitt-Greensburg. All programs require Strategies and Techniques of Instruction (I&L 1330/1332/1333/1334), Early Field Experience (I&L 1700/1702/1703/1705) and most 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 have at least a 2.8 overall GPA
   - They 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.

HOW TO OBTAIN AN APPLICATION FORM: Pre-education students should obtain an application form online 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 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. Please include all parts of the application at once, except for recommendations (which are sent directly)

WHEN TO SUBMIT THE COMPLETED APPLICATION: Pre-education students should pay close attention to the following deadlines for submitting their applications.

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.

<u>September Admission Period</u>:

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 ensure completeness and accuracy:

- Check your academic record carefully if you have repeated courses to ensure 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 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 credit 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 (EFOP 1001), Strategies and Techniques of Instruction (I&L 1332), Early Field Experience (I&L 1702), Pre-Student Teaching (1811)

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

   Selected courses for Early Childhood Education include Social Foundations of Education (EFOP 1001), Strategies and Techniques of Instruction (I&L 1330), Pre-Student Teaching (1810)

   Selected courses for Special Education include Social Foundations of Education (EFOP 1001), Strategies and Techniques of Instruction (I&L 1334), Pre-Student Teaching (1813)

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) https://www.greensburg.pitt.edu/sites/default/files/form_3_recommendation_form_fillable_form_09.2020_1.pdf). 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. Grade Point Average (GPA): The applicant must have earned a minimum Pitt-Greensburg cumulative GPA of 2.8.

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 course*

However, applicants whose cumulative GPA (Pitt-Greensburg and/or combined) fall 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 the candidate's file or if disposition charges are present in the 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 who do not meet 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 teach pre-student (60 hours) 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). Dual ECE/Special Ed majors will have a split placement (30 hours + 30 hours).

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 the benchmarks, including those for the student teaching). See policies related to student teaching below. Students may not complete Pre-Student Teaching or Student Teaching in the same district from which they graduated or where a relative is employed as a teacher or administrator.

All students must submit pre-student teaching applications in the term prior to the one in which they will teach 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.

Students must obtain a B- or better to be able to progress to 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 fourteen weeks long. Early Childhood, Spanish, and Secondary Education student teachers are assigned to one placement in approved sites within proximity of Pitt-Greensburg; Special Education student teachers may be assigned one or two placements, Student teachers are permitted to acquire an early start in their placement to include no more than five *consecutive* days during the semester prior to student teaching. However, all requirements for pre-student teaching must be met (portfolio artifacts, hours, etc.) before student teaching days can be credited.

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 or a relative is employed. Transportation to student teaching sites is solely the student's responsibility.

Students are strongly advised against participating in other major extracurricular activities during student teaching. Student teaching is very demanding, and the most successful students are totally focused on teaching during this fourteen-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 spring semester, the student must secure an application in October of the previous fall term. This application is available on the Education Department website. The application will not be accepted if a senior audit is not attached. Senior audits can be obtained by contacting the advising office at 724-836-9174 and requesting a senior audit.

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 may 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 and on October 1^s 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. 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 list 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.

NOTE: Should an instance of any of the behaviors indicated in #8 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.

Requirements for Graduation with a Bachelor of Science in Early Childhood Education, Bachelor of Science in Secondary Education or Bachelor of Science in PK-12 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. (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.

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

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: <u>Office of the Registrar</u>

- 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: <u>Department of Education</u>

- 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 the certification benchmarks. If all have not been met at that point, students will need to meet with the Director of Field Placement and Teacher Certification to verify their ability to gain certification.

Note: In the past, education students who have ONLY student teaching left to complete in the fall may WALK at graduation with their cohort. (No one graduates with a degree until you finish student teaching.) This is subject to change based on graduation policies.

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. Certified graduates of PK-12 education are certified to teach their content in grades Pre-Kindergarten through 12th grade or age 22, in the case of special education.

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 Pitt-Greensburg 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 one to two 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

As of 2021, any university student with at least 60-credits in a Pennsylvania education program can substitute teach. However, Pitt-Greensburg faculty highly discouraged this for two reasons. First, it de-professionalizes education as a profession: if people with only 60 credits can teach students, why would districts need to pay professional salaries? Second, it sets candidates up for failure. Substitute teaching is difficult in terms of management issues; if a candidate does poorly, the school will not hire them in the future *and* candidates may leave education totally, believing they are not up to the job. However, we offer an induction series that sets preservice teachers up to substitute teach after their junior year (after pedagogy lab). Further, candidates are encouraged to substitute teach after pre-student teaching and student teaching, even prior to completing their full certification. **Note: these rules for substitute teaching are based on PDE rules; they are subject to change.**

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 inform districts that they are eligible for Instructional I Certification. Students may present this letter to prospective employers as proof of impending certification.

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 Director of Education to request a letter indicating that the student is expected to graduate at the conclusion of student teaching. No letter can be provided, however, verifying that the student will complete all requirements for certification until the academic term has concluded and all requirements have been met.

Teaching in Pennsylvania

With the increase in teacher retirements and the decline of people entering education, many districts in Pennsylvania need highly qualified teachers. The state PSEA provides information on job openings, salaries for new teachers, and other helpful information on their Career Planning Toolkit. As Student PSEA members, Pitt-Greensburg education majors have access to this site and are encouraged to use it.
https://www.psea.org/for-members/member-resources2/career-planning-toolkit/

Teaching in Other States

In addition to the numerous current and projected public school teaching shortages in Pennsylvania, many opportunities exist 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 may 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 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 Exit Criteria for this purpose.

The Education Department posts all announcements received for teaching positions and job fairs. Students should regularly check education bulletin boards and the Pitt-Greensburg SPSEA Facebook page. 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.

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 (EFOP 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 (EFOP 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 (EFOP 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).

Selected courses for Special Education include: Social Foundations of Education (EFOP 1001), Strategies and Techniques of Instruction (I&L 1334), Early Field Experience (I&L 1705), Pre-student teaching (I&L 1814).

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 1330/1332/1333/1334 (Strategies and Techniques of Instruction), the student may opt to take I&L 1700/1702/1703/1705 (Early Field Experience). However, students are advised that the content and skills demanded in I&L 1700/1702/1703/1705 are based on those taught in I&L 1330/1332/1333/1334. Therefore, students are advised to seek additional counseling and assistance to reach the B- in Early Field.

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
EFOP 1001
EDPSY 0009
ENGLIT 1640
I&L 1060, 1061, 1150, 1161, 1210, 1215, 1218, 1220, 1222, 1225, 1275, 1330, 1324, 1410, 1420, 1700, 1810, 1820,
I&L 1875
PSY 0310, PSY 1001
SOC 0455

Secondary Biology
EFOP 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, 0075
PEDC 0310
PHIL 0310
PSY 0310, 1001
SOC 0455

Secondary Chemistry EFOP 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) EFOP 1001
EDPSY 0009
I&L 1332, 1702, 1060, 1061, 1235, 1236, 1811, 1821, 1876
PSY 0310, 1001
SOC 0455

Secondary Math
EFOP 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)
EFOP 1001
EDPSY 0009
I&L 1332, 1702, 1060, 1061, 1280, 1281, 1811, 1821, 1876
PSY 0310, 1001
SOC 0455

PK-12 Spanish
SPAN 0003, 0004, 0020 OR 0025, 0055, 1302, 1300 OR 1331 PLUS four upper-level Spanish classes (chosen from required courses)
EFOP 1001
EDPSY 0009
I&L 1333, 1703, 1060, 1061, 1237, 1238, 1812, 1822, 1877
PSY 0310, 1001
SOC 0455

PK-12 Special Education
EFOP 1001
EDPSY 0009
ENGLIT 1640
I&L 1060,1061,1062, 1218, 1219, 1220, 1223, 1226, 1275, 1334, 1360, 1362, 1364, 1410, 1420, 1705, 1813, 1823, 1878
PSY 0310, PSY 1001, PSY 1475
SOC 0455

REPEATING COURSES

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 of 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 1330/1332/1333/1334 (Strategies and Techniques of Instruction) the course must be repeated to apply for advanced standing and remain in the education major. If a student earns a C- or better in the I&L 1330/1332/1333/1334 the student may take the I&L 1700/1702/1703 Early Field Experience course to seek a minor in Education. However, if a student earns less than a C- in I&L 1330/1332/1333/1334 they would not have successfully earned the prerequisite of successfully passing I&L 1330/1332/1333/1334 to be admitted to I&L 1700/1702/1703/1705.

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 (EFOP 1001). The screening procedure is as follows:

• During the term, each student will present content orally to the class for a specified time according to the rubric. 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
     1. Consistently orders ideas.
     2. Consistently maintains the topic.
  b. Delivery
     1. Consistently use proper expression.
     2. Consistently demonstrates appropriate volume.
     3. Consistently articulates/pronounces.
     4. Consistently uses appropriate rate of speech.
     5. Consistently maintains fluent speech.
  c. Usage
     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.

• 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.

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 of 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, students will be permitted to work with children in schools and on campus. We will confirm for school districts that clearances are on file; however, copies often need to be provided, which is the responsibility of the students.

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 pre-student teaching. Students are ineligible to participate in Pitt-Greensburg field experiences without all clearances, including on campus activities involving children. Students who have failed to submit clearances may be dropped from Social Foundations of Education, directed tutoring courses, any upper-level courses, or student teaching.

Note: Schools Districts may ask for additional clearances; in these cases, it is the student's responsibility to provide copies.

Prior to Pre-Student and 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 June 1st deadline for submission. Upper-level students who pre-student teach in the spring term should send their updated background checks the previous September in order to meet the November 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 founded report of child abuse committed within the five-year period immediately preceding verification. The report founded 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 people 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 minor's 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 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, employment as a teacher in Pennsylvania.**"

Artificial Intelligence Policy for Pitt-Greensburg Education

As educators, we know we must be open to change and to technological advances. Using online gradebooks, internet sources, online videos, face-to-face conversations with experts around the world, and virtual field trips are just a few of the ways that Education has embraced new technologies over the past 30 years. Artificial Intelligence (AI) like ChatGPT provides a new resource and a new challenge.

As a resource, ChatGPT can provide ideas, outlines, or language to help us do our jobs faster and better. But the challenges may outweigh the positives: AI is based on algorithms which means that they are prone to bias, lacks human judgement, are often not correct, and do not provide the knowledge of a specific topic nor show nuanced understanding (Stanford University Human-centered Artificial Intelligence, 2023; Warner Pacific University/Torris, 2023). Further, when students use AI, it may prevent educators from being able to accurately assess a student's understanding or knowledge. Obviously, this creates serious problems as students move forward in their education and/or careers.

Taking all of this into consideration**, the professors of the Pitt-Greensburg Education Program expect students to do their own work**. Using the words and ideas of ChatGPT is now being analyzed by Turnitin and often will show up as plagiarism. If you plagiarize, you will be breaking university integrity policy which will earn you a negative disposition. Please also recognize that in order to use AI reasonably, you must critically examine the accuracy, focus, and language of what is produced and fix it to suit your purpose (e.g., based on who your students are). AI, like a textbook or web-based resource, may provide ideas but we expect you to use your own intelligence to complete assignments. **If you use AI of any sort, it should be cited as any source would be.**
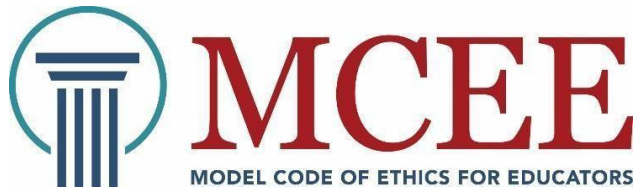
Principle I: Responsibility to the Profession

The professional educator is aware that trust in the profession depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and other educators to the same ethical standards.

A. *The professional educator demonstrates responsibility to oneself as an ethical professional by:*
    1. Acknowledging that lack of awareness, knowledge, or understanding of the Code is not, in itself, a defense to a charge of unethical conduct;
    2. Knowing and upholding the procedures, policies, laws and regulations relevant to professional practice regardless of personal views;
    3. Holding oneself responsible for ethical conduct;
    4. Monitoring and maintaining sound mental, physical, and emotional health necessary to perform duties and services of any professional assignment; and taking appropriate measures when personal or health-related issues may interfere with work-related duties;
    5. Refraining from professional or personal activity that may lead to reducing one's effectiveness within the school community;
    6. Avoiding the use of one's position for personal gain and avoiding the appearance of impropriety; and
    7. Taking responsibility and credit only for work actually performed or produced, and acknowledging the work and contributions made by others.

B. *The professional educator fulfills the obligation to address and attempt to resolve ethical issues by:*
    1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
    2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
    3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;
    4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate; and

5. Cooperating fully during ethics investigations and proceedings.

C. *The professional educator promotes and advances the profession within and beyond the school community by:*
   1. Influencing and supporting decisions and actions that positively impact teaching and learning, educational leadership and student services;
   2. Engaging in respectful discourse regarding issues that impact the profession;
   3. Enhancing one's professional effectiveness by staying current with ethical principles and decisions from relevant sources including professional organizations;
   4. Actively participating in educational and professional organizations and associations; and
   5. Advocating for adequate resources and facilities to ensure equitable opportunities for all students.

Principle II: Responsibility for Professional Competence

The professional educator is committed to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

A. *The professional educator demonstrates commitment to high standards of practice through:*
   1. Incorporating into one's practice state and national standards, including those specific to one's discipline;
   2. Using the *Model Code of Educator Ethics* and other ethics codes unique to one's discipline to guide and frame educational decision-making;
   3. Advocating for equitable educational opportunities for all students;
   4. Accepting the responsibilities, performing duties and providing services corresponding to the area of certification, licensure, and training of one's position;
   5. Reflecting upon and assessing one's professional skills, content knowledge, and competency on an ongoing basis; and
   6. Committing to ongoing professional learning.

B. *The professional educator demonstrates responsible use of data, materials, research and assessment by*:
   1. Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information;
   2. Using developmentally appropriate assessments for the purposes for which they are intended and for which they have been validated to guide educational decisions;
   3. Conducting research in an ethical and responsible manner with appropriate permission and supervision;
   4. Seeking and using evidence, instructional data, research, and professional knowledge to inform practice;

5. Creating, maintaining, disseminating, storing, retaining and disposing of records and data relating to one's research and practice, in accordance with district policy, state and federal laws; and

6. Using data, data sources, or findings accurately and reliably.

C. *The professional educator acts in the best interest of all students by:*

1. Increasing students' access to the curriculum, activities, and resources in order to provide a quality and equitable educational experience.

2. Working to engage the school community to close achievement, opportunity, and attainment gaps; and

3. Protecting students from any practice that harms or has the potential to harm students.

Principle III: Responsibility to Students

The professional educator has a primary obligation to treat students with dignity and respect. Professional educators promote the health, safety and wellbeing of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

A. *The professional educator respects the rights and dignity of students by:*

1. Respecting students by considering their age, gender, culture, setting and socioeconomic context.

2. Interacting with students with transparency and in appropriate settings.

3. Communicating with students in a clear, respectful, and culturally sensitive manner.

4. Considering how appearance and dress can affect one's interactions and relationships with students.

5. Considering the implication of accepting gifts from or giving gifts to students.

6. Engaging in physical contact with students only when there is a clearly defined purpose that benefits the student and continually keeps the safety and well-being of the student in mind.

7. Avoiding multiple relationships with students might impair objectivity and increase the risk of harm to student learning or well-being or decrease educator effectiveness.

8. Acknowledging that there are no circumstances that allow for educators to engage in romantic or sexual relationships with students; and

9. Considering the ramifications of entering an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the educator's career. The professional educator ensures that the adult relationship was not started while the former student was in school.

B. *The professional educator demonstrates an ethic of care through:*

1. Seeking to understand students' educational, academic, personal and social needs as well as students' values, beliefs, and cultural background.

2. Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economy status, and culture; and

3. Establishing and maintaining an environment that promotes the emotional, intellectual, physical, and sexual safety of all students.

C. *The professional educator maintains student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits by:*

1. Respecting the privacy of students and the need to hold in confidence certain forms of student

communication, documents, or information obtained in the course of professional practice.

2. Upholding parents'/guardians' legal rights, as well as any legal requirements to reveal information related to legitimate concerns for the well-being of a student; and

3. Protecting the confidentiality of student records and releasing personal data in accordance with prescribed state and federal laws and local policies.

Principle IV: Responsibility to the School Community

The professional educator promotes positive relationships and effective interactions with members of the school community, while maintaining professional boundaries.

A. *The professional educator promotes effective and appropriate relationships with parents/guardians by:*
1. Communicating with parents/guardians in a timely and respectful manner that represents the students' best interests.
2. Demonstrating a commitment to equality, equity, and inclusion as well as respecting and accommodating diversity among members of the school community.
3. Considering the implication of accepting gifts from or giving gifts to parents/guardians; and
4. Maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.

B. *The professional educator promotes effective and appropriate relationships with colleagues by:*
1. Respecting colleagues as fellow professionals and maintaining civility when differences arise.
2. Resolving conflicts, whenever possible, privately and respectfully and in accordance with district policy.
3. Keeping student safety, education, and health paramount by maintaining and sharing educational records appropriately and objectively in accordance with local policies and state and federal laws.
4. Collaborating with colleagues in a manner that supports academic achievement and related goals that promote the best interests of students.
5. Enhancing the professional growth and development of new educators by supporting effective field experiences, mentoring or induction activities across the career continuum.
6. Ensuring that educators who are assigned to participate as mentors for new educators, cooperating teachers, or other teacher leadership positions are prepared and supervised to assume these roles.
7. Ensuring that educators are assigned to positions in accordance with their educational credentials, preparation, and experience in order to maximize students' opportunities and achievement; and
8. Working to ensure a workplace environment that is free from harassment.

C. *The professional educator promotes effective and appropriate relationships with the community and other stakeholders by*:
1. Advocating for policies and laws that the educator supports as promoting the education and well-being of students and families.
2. Collaborating with community agencies, organizations, and individuals in order to advance students' best interests without regard to personal reward or remuneration; and
3. Maintaining the highest professional standards of accuracy, honesty, and appropriate disclosure of information when representing the school or district within the community and in public communications.

D. *The professional educator promotes effective and appropriate relationships with employers by:*
1. Using property, facilities, materials, and resources in accordance with local policies and state and

federal laws.

2. Respecting intellectual property ownership rights (e.g. original lesson plans, district level curricula, syllabi, gradebooks, etc.) when sharing materials; Exhibiting personal and professional conduct that is in the best interest of the organization, learning community, school community, and profession; and

3. Considering the implications of offering or accepting gifts and/or preferential treatment by vendors or an individual in a position of professional influence or power.

4. *The professional educator understands the problematic nature of multiple relationships by*: Considering the risks that multiple relationships might impair objectivity and increase the likelihood of harm to students' learning and well-being or diminish educator effectiveness.

5. Considering the risks and benefits of a professional relationship with someone with whom the educator has had a past personal relationship and vice versa.

6. Considering the implications and possible ramifications of engaging in a personal or professional relationship with parents and guardians, student teachers, colleagues, and supervisors; and

7. Ensuring that professional responsibilities to paraprofessionals, student teachers or interns do not interfere with responsibilities to students, their learning, and well-being.

Principle V: Responsible and Ethical Use of Technology

The professional educator considers the impact of consuming, creating, distributing and communicating information through all technologies. The ethical educator is vigilant to ensure appropriate boundaries of time, place and role are maintained when using electronic communication.

A. *The professional educator uses technology in a responsible manner by:*
  1. Using social media responsibly, transparently, and primarily for purposes of teaching and learning per school and district policy. The professional educator considers the ramifications of using social media and direct communication via technology on one's interactions with students, colleagues, and the public.
  2. Staying abreast of current trends and uses of school technology.
  3. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members.
  4. Knowing how to access, document and use proprietary materials and understanding how to recognize and prevent plagiarism by students and educators.
  5. Understanding and abiding by the district's policy on the use of technology and communication.
  6. Recognizing that some electronic communications are records under the Freedom of Information Act (FOIA) and state public access laws and should consider the implications of sharing sensitive information electronically either via professional or personal devices/accounts; and
  7. Exercising prudence in maintaining separate and professional virtual profiles, keeping personal and professional lives distinct.

B. *The professional educator ensures students' safety and well-being when using technology by:*
  1. Being vigilant in identifying, addressing and reporting (when appropriate and in accordance with local district, state, and federal policy) inappropriate and illegal materials/images in electronic or other forms.
  2. Respecting the privacy of students' presence on social media unless given consent to view such information or if there is a possibility of evidence of a risk of harm to the student or others; and
  3. Monitoring to the extent practical and appropriately reporting information concerning possible cyber bullying incidents and their potential impact on the student learning environment.

C. *The professional educator maintains confidentiality in the use of technology by:*
   1. Taking appropriate and reasonable measures to maintain confidentiality of student information and educational records stored or transmitted through the use of electronic or computer technology.
   2. Understanding the intent of Federal Educational Rights to Privacy Act (FERPA) and how it applies to sharing electronic student records; and
   3. Ensuring that the rights of third parties, including the right of privacy, are not violated via the use of technologies.

D. *The professional educator promotes the appropriate use of technology in educational settings by:*
   1. Advocating equal access to technology for all students, especially those historically underserved**.**
   2. Promoting the benefits of and clarifying the limitations of various appropriate technological applications with colleagues, appropriate school personnel, parents, and community members; and
   3. Promoting technological applications (a) that are appropriate for students' individual needs, (b) that students understand how to use and (c) that assist and enhance the teaching and learning process.

Glossary

Boundaries:
The verbal, physical, emotional and social distances that an educator must maintain in order to ensure structure, security, and predictability in an educational environment. Most often, the boundaries that are transgressed relate to role, time and place. By respecting contracted roles, appropriate working hours, and the location of the learning environment, secure boundaries are in place for all members of the schooling community.

District/school district:
This is often referred to as a "local education agency." A "district" in this document is defined as a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. This can include charter schools, magnet schools, virtual magnet schools, regional educational school districts, or other entities falling under the definition above.

Culture:
The customary beliefs, social forms, and material traits of a racial, religious, or social group, including the characteristic features of everyday existence shared by people in a place or time[1].

Educator:
Educators are the target audience for the MCEE and are defined as licensed educators. These include paraprofessionals, teachers, teacher leaders, student support personnel and administrators. However, others who interact with students who are not under the auspices of an education-related licensing organization such as coaches, school secretaries, custodians or other school staff are encouraged to adopt or adopt this *Model Code of Educator Ethics*. See a separate definition for "professional educator."

Ethic of care:
Responding with compassion to the needs of students.

Ethical Decision-Making Model:
A framework utilized by educators to guide decision-making which includes professional dispositions; applicable laws, statutes, and policies; the *Model Code of Educator Ethics*; and other guidelines that have been adopted and endorsed by educational organizations.

Fiduciary relationship:
A fiduciary relationship is one in which a person justifiably places confidence in another whose aid, advice, or protection is assumed. Inherent in such fiduciary relationships is an imbalance of power. Educators have a unique responsibility, as the relationship between student and teacher differs from other professional/client relationships (e.g., attorneys, physicians, clergy). Educators are entrusted with the safety and welfare of students during and after school hours and serve "in loco parentis."

Implicit or Explicit Demands of an Organization:
Implicit demands are often subjective or implied and reflect the culture of the schooling environment. Explicit demands are clearly articulated through mandates, policies, or statutes.

Harm:
The impairment of learning or any potential action which may lead to physical, emotional, psychological, sexual, or intellectual damage to a student or a member of the school community.

[1] http://www.merriam-webster.com/dictionary/culture

Learning Community:
A group of educators who work with one another to achieve the shared goals of their school and engage in collaborative professional learning to strengthen practice and increase student results.[2]

Multiple Relationships:
Multiple relationships occur when the educator is in a professional role with one or more members of the school community and also has a personal relationship with that person or a member of that person's family. Multiple relationships have the potential to impair objectivity, competence, or effectiveness in performing his or her functions as an educator.

New Educators:
New educators include individuals in an educator preparation program or newly employed in the education profession, including paraprofessionals, teachers, administrators, and student support personnel.

Professional educator:
A licensed educator who demonstrates the highest standards of ethical and professionally competent practice and is committed to advancing the interests, achievement and well-being of students. The professional educator is also committed to supporting the school community and the education profession.

Proprietary materials:
Materials that are protected from unauthorized use by copyright or other forms of intellectual property rights.

Safe environments/Safety and well-being:
A school setting which promotes the well-being of all members of the school community and is characterized by the absence of physical, psychological, sexual or emotional harm

School Community:
This term usually refers to those stakeholders invested in the welfare of a school and its community. A school community includes school administrators, teachers, school staff members, students, their parents and families, school board members and other community members.[3]

Sensitive Information:

This includes but is not limited to student information and educational records, including medical or counseling records.

Student:
A learner attending a P-12 school.

Technology:
Tools, systems, applications and processes that can include, but are not limited to, electronic communications networks such as the internet and electronic devices such as computers, laptops, phones and other hardware/software that deliver text, audio, images, animation, and streaming video.

Transparency:
Openness and accountability with respect to one's behaviors, actions and communications as an educator.

[2] http://learningforward.org/standards/learning-communities#.VTVerkv7Q3Y

[3] http://edglossary.org/school-community/

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 1330/1332/1333/1334), Early Field (I&L 1700/1702/1703/1705), 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 mentor 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 experience and practicum courses.

Students enrolled in practicum courses should report to the school on the predetermined 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 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 because 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 under dress.
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 Danielson/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 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, Danielson/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 instructor of the Pre-student Teaching Seminar.

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	Spanish Education (PK-12)	Special Education (PK-12)
Reading, Writing, Speaking & Listening	ENGCMP 0010, 0020, 0030 COMM 0520 ENGLIT 1012, 1175, 1215 or 0570 ENGLIT 1640	ENGCMP 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	ENGCOMP 0010, 0020, 0030 COMM 0520 ENGLIT 1012, 1175, 1215, or 0570 ENGLIT 1640
Mathematics	MATH 0050 MATH 0052	MATH 0031 (or higher) STAT 0200 or STAT 1000	MATH 0031 (or higher) STAT 0200 or STAT 1000	MATH 0050 MATH 0052
Environmental & Ecology	NATSC 0070 NATSC 0270 I&L 1420 BIO 1385 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	NATSC 0070 & 0270 BIO 1385
Science & Technology	NATSC 0070 NATSC 0270 I&L 1420	NATSC 0070 & 0270 for non-science majors	NATSC 0070 & 0270	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)	GEOG 0101 ECON 0100 or 0110 PS 0200 HIST 0600 or 0601
Arts & Humanities	Pitt-Greensburg students are required to take at least 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.)	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	PK-12 Spanish Education	PK-12 Special Education
1 1. Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and developme vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Except. Std.I I&L 1060 Excep Std II I&L1061 Diversity in America SOC 045 Discipline methods courses With Pedagogy Lab Intro. Psych. PSY 0010 Dev. Psych. PSY 0310 Ed. Psych. PSY 1001 English Language Learners PS 0009 Family-School Collaboration	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	Except. Std. I I&L 106 Except. Std II I&L 106 Diversity in America SOC 0455 Discipline methods courses With Pedagog Lab Intro. Psych. PSY 0010 Dev. Psych. PSY 0310/0311 Ed. Psych. PSY 1001 English Language Learners PSY 0009	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
2: Learning Differences. The teache uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	EFOP 1001 Diversity in America SOC 045 Early Field I&L 1700 Except. Std.I I&L 1060 Excep Std II I&L 1061 Discipline methods courses With Pedagogy Lab Engaging Young Children in Learning Family-School Collaboration English Language Learners PS 0009 Pre-student Teaching I& 1810 Student Teaching I&L 1820	Social Found. EFOP 1001 Diversity in Ameri 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	Social Found. EFOP 1001 Diversity in America SOC 0455 Early Field I&L 1703 Except. Std.I I&L 106 Except. Std II I&L 106 English Language Learners PSY 0009 Discipline methods courses With Pedagog Lab Pre-student Teaching I&L 1812 Student Teaching I&L 1822	Social Found. EFOP 1001 Diversity in America SOC 0455 Early Field I&L 1705 Except. Std.I I&L 1060 Except. Std II I&L 1061 English Language Learners PSY 0009 Discipline method courses With Pedagogy Lab Pre-student Teaching I&L 1813 Student Teaching I&L 1823
3: Learning Environment The teacher works with others to create environments that support individu and collaborative learning, and that encourage positive social interaction active engagement in learning, and self- motivation.	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 PS 0009 Early Field I&L 1700 Discipline Methods Courses With Pedagogy Lab Pre-student Teaching I&L 181 Student Teaching I&L 1820	Intro. Psych. PSY 0010 Dev. Psych. PSY 0310/0311 Ed. Psych. PSY 1001 Strategies I&L 1332 Ear 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	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 Pedagog Lab Pre-student Teaching I&L 1812 Student Teaching I&L 1822	Intro. Psych. PSY 0010 Dev. Psych. PSY 0310/0311 Ed. Psych. PSY 1001 Strategi I&L 1334 Early Field I&L 1705 English Language Learners PSY 0009 Discipline Method Course With Pedagogy Lab Pre-student Teaching I&L 1813 Student Teaching I&L 1823

4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the	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 181	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	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 1822	Strategies I&L 1334 Discipline Methods courses with Pedagogy Lab Early Field I&L 1706 Pre-student Teaching I&L 1813 Student Teaching 1823
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	Student Teaching Seminar I&L 1878
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 181 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	Strategies I&L 1334 Early Field I&L 1705 Discipline Methods Courses With Pedagogy Lab Pre-student Teaching I&L 1813 Student Teaching I&L 1823
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 181 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	Strategies I&L 1334 Assessment in Education I&L 1218 Early Field I&L 1705 Discipline Methods Courses With Pedagogy Lab Ed. Psych. PSY 1001 Except. Std I&L 1060 Except. Std II I&L 1061 Pre-student Teaching I&L 1813 Student Teaching I&L 1823
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 181 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	Strategies I&L 1334 Early Field I&L 1703 Discipline Methods Courses With Pedagogy Lab Pre-student Teaching I&L 1813 Student Teaching I&L 1823

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 Fiel I&L 1700 Discipline Methods Courses With Pedagogy Lab Engaging Young Children in Learning Pre-student Teaching Student Teaching	Strategies I&L 1332 Ear 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	Strategies I&L 1334 Early Field I&L 1705 Discipline Methods Courses With Pedagogy Lab Pre-student Teaching IL 181 Student Teaching IL 1823
their connections, and to build ski to apply knowledge in meaningful ways.	Student Teaching I&L 1820 Student Teaching Seminar I&I 1875	Student Teaching Seminar I&L 1876	Student Teaching Seminar I&L 1877	
9: Professional Learning and Ethica Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluat his/her practice, particularly the effects of his/her choices and actio on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Soc. Found. EFOP 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 181 Student Teaching I&L 1820 Student Teaching Seminar I&I 1875	Soc. Found. EFOP 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	Soc. Found. EFOP 1001 Strategies I&L 1333 Early Field I&L 1703 Discipline Methods Courses With Pedagog Labs Ed. Psych. PSY 1001 Except. Std.I I&L 106 Except. Std II I&L 106 Pre-student Teaching I&L 1812 Student Teaching I&L 1822 Student Teaching Seminar I&L 1877	Soc. Found. EFOP 1001 Strategies I&L 1334 Early Field I&L 1705 Discipline Methods Courses With Pedagogy Labs Ed. Psych. PSY 1001 Except Std.I I&L 1060 Except. Std I&L 1061 Pre-student Teaching I&L 1813 Student Teaching I&L 1823 Student Teaching Seminar I&L 1878
10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities t take responsibility for student learning, to collaborate with learner families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	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 181 Student Teaching I&L 1820	Strategies I&L 1332 Ear 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 Pedagog Labs Pre-student Teaching I&L 1812 Student Teaching I&L 1822	Strategies I&L 1334 Early Field I&L 1704 Discipline Methods Courses With Pedagogy Lab Pre-student Teaching I&L 1813 Student Teaching I&L 1823

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 and Special 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

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.	I&L 1060 I&L 1061	I&L 1060 I&L 1061	I&L 1060 I&L 1061	Literature Critique
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.	I&L 1060 I&L 1061 Methods courses & Pedagogy Lab	I&L 1060 I&L 1061 Methods courses & Pedagogy Lab	I&L 1060 I&L 1061 Methods courses & Pedagogy Lab	-Lesson Plans -Tests -Practicum
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.	I&L 1061	I&L 1061	I&L 1061	-Assignment

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 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 experience 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 Employe 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

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day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science. (3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

(8) Professional educators shall be openminded, 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 employes, 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 bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline. (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 employe.

(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.

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 60 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.

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) unless otherwise noted.
- 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 ENGCMP 0010, 0020 or 0030.

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 conditional 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 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 based on 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 for their disability.

The Education Department will make every effort to provide reasonable and appropriate accommodation 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 nor 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 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 several 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 the courses were accepted by Pitt-Greensburg. However, courses with grades of C- or lower did not apply 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.

DISTRIBUTION OF CREDIT FORMS

Bachelors Degree in Early Childhood Education (PK-4)

Early Childhood Education (PK-4)
Early Childhood Education (PK-4 with Children's Literature Certificate
Early Childhood Education (PK-4) with Psychology Minor
Early Childhood Education (PK-4) with STEM Endorsement
Early Childhood Education (PK-4 with Gifted Endorsement

Bachelors Degree in Secondary Education (7-12)

Biology Education
Dual Major: Biology & Biology Education
Chemistry Education
Dual Major: Chemistry & Chemistry Education
English Education: Literature
Dual Major: English Literature & English Education
English Education: Writing
Dual Major: English Writing & English Education
History (Social Studies Education)
Dual Major: History and Social Studies Education
Mathematics Education
Dual Major: Mathematics & Mathematics Education
Political Science (Social Studies Education)
Dual Major: Political Science and Social Studies Education

Bachelors Degree in PK-12

K-12 Education Spanish and Spanish Major
PK-12 Special Education
PK-12 Special Education & Early Childhood Dual Major
PK-12 Special Education & Psychology Dual Major

ADVISEMENT AND ASSESSMENT FORMS

Disposition Rubric Form
Disposition Assessment & Exemplary Behavior Reporting Form
Field Experience Record Form
Application to Upper-Level Standing
Recommendation Form for Upper-Level Standing
Checklist of Things You Need Before You Apply to Upper-Level Standing
InTASC Standards
Charlotte Danielson Framework for Teaching Evaluation Components