EDUCATION DEPARTMENT

"I don't have an answer, but you've sure given me a lot to think about."

STUDENT HANDBOOK
Revised January 2012
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SECTION I
EDUCATION DEPARTMENT

Mission Statement

We believe that teaching is a professional and intellectual endeavor based in the liberal arts. We believe teachers have a responsibility to understand the implications of their work not only in regard to classroom practice, but in regard to the ethical, moral, political, and social realities which shape American education. To this end, they will be critical in their response to these influences and advocate, both locally and nationally, for the needs of their students and the resources to meet the challenges facing public education. As professionals, graduates of our program will have considerable influence in the curricular and pedagogical decisions which shape their classroom practice and will be actively involved in the governance of their schools. As professionals, they will possess a specific, sophisticated and research-based body of knowledge and use that knowledge to analyze events, frame problems and make decisions in planning, implementing and assessing instruction in accordance with state and national standards. Our graduates will recognize the dignity and worth of all students. They will be prepared to teach the full range of students for which they are certified, including students from all ethnic and socio-economic groups, as well as those with special needs and diverse intellectual abilities.

Program Goals

Graduates of our program will be accountable for demonstrating:

• a strong academic background in the liberal arts with mastery of a particular academic subject area;
• understanding and commitment to the rights and responsibilities of teachers as professionals within the school and community;
• creation of a positive, inclusive, safe and productive learning environment characterized by high expectations for all students;
• incorporation of state and national standards into curriculum;
• alignment of curriculum with instruction and assessment;
• modification of curriculum, instruction, and assessment to the needs of diverse learners;
• integration of technology with instruction; and
• refinement of teaching practice on the basis of continual reflection and professional development.

Drafted by the Education Department—November 1, 2002
The mission of the Education Department at Muhlenberg College and the program design were developed in accordance with the State Learning Principles. For individual program exit competencies, see appropriate advising materials.

Learning Principle 1 – Knowledge of Subject Matter
The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches, and can create learning experiences that make these aspects of subject matter meaningful for all students.

Learning Principle 2 – Knowledge of Human Development and Learning
The teacher understands how all children learn and develop and can provide learning opportunities that support their intellectual, social, career, and personal development.

Learning Principle 3 – Adapting Instruction for Individual Needs
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that foster achievement of diverse learners in the inclusive classroom.

Learning Principle 4 – Multiple Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Learning Principle 5 – Classroom Motivation and Management Skills
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Learning Principle 6 – Communication Skills
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques supported by appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

Learning Principle 7 – Instructional Planning Skills
The teacher plans instruction based upon knowledge of subject matter, the students, the community, and curriculum goals.

Learning Principle 8 – Assessment of Student Learning
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Learning Principle 9 – Professional Commitment and Responsibility
The teacher thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship, and actively seeks out opportunities to grow professionally.

Learning Principle 10 – Partnerships
The teacher contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning.
CALENDAR OF RESPONSIBILITIES FOR STUDENTS IN
THE TEACHER EDUCATION PROGRAM

SEPTEMBER
All students will receive handbooks and will sign a receipt acknowledging responsibility for knowledge of the contents.

OCTOBER
Students interested in certification should make an appointment to see the appropriate advisor (secondary or elementary) as assigned by the department. Applications for admission to the Teacher Education Programs can be completed at this time.

NOVEMBER
Students enrolled in the Teacher Education Program must be advised and have their registration forms signed by their major department and Education Department advisors whether or not they are registering education courses for the spring semester. Students scheduled to Student Teach in the spring must visit both of their collaborating teachers before leaving campus for winter break.

DECEMBER
Juniors, who wish to student teach in their senior year and who are going abroad for the second semester, must complete student teaching applications before leaving.

JANUARY
Students wishing to student teach in the following academic year must apply for admission to the professional semester.

APRIL
Students enrolled in the Teacher Education Program must be advised and have their registration forms signed by their major department and Education Department advisors whether or not they are registering education courses for the fall semester. Students scheduled to Student Teach in the fall must visit both of their collaborating teachers before leaving campus for summer break.

MAY
Students holding the baccalaureate degree will obtain their certificates from the Pennsylvania Department of Education as soon as their passing test scores are received and verified and applications are processed by department for forwarding to the state. Certificates are mailed to students at their home address. Once applications have been filed their status can be monitored at www.pde.state.pa.us.
The Purpose of this Handbook

This handbook covers major principles and procedures in the Education Department. It is your responsibility to be familiar with the contents and to follow the suggestions and regulations herein.

PROGRAM IN EDUCATION

Muhlenberg College provides programs leading to certification for teaching in elementary schools and secondary schools. In both cases the student is required to complete an academic major in addition to the degree and teaching certification requirements. Muhlenberg College's teacher certification programs are approved by the Pennsylvania Department of Education and lead to secondary school teaching certification in biology, chemistry, English, environmental science, French, German, mathematics, physics, social studies, and Spanish. A certification program in elementary education is also offered. Music education certification may be pursued through a cooperative program with Moravian College. Please see the Music Department for details.

PROFESSIONAL DEVELOPMENT PARTNERSHIPS

The Education Department, through the generous support of numerous grant agencies and foundations, has entered into professional development school relationships with several area schools. Schools included represent a variety of educational institutions, including urban, suburban, rural, elementary, middle, and secondary, schools. The characteristics of these partnerships are as follows:

- A shared vision of teachers as decision makers and reflective practitioners.
- Collegially developed and agreed upon standards for pre-service teacher education.
- Shared decision making between higher and K—12 education.
- Support for creating linkages to college faculty in order to enrich learning opportunities in public schools.
- Mutual support and belief in the continuous improvement of professional practice.
- A shared commitment to the ethical and moral dimensions of teaching diverse learning communities.
- Opportunities for more productive and creative settings for pre-service teacher education.
- A sense of innovative and best practice models integrating educational theory and classroom practice.
- A commitment to ongoing dialogue, and the centrality of public schools' role in pre-service teacher education.

Future plans for this program include further involvement of basic education teachers with our program and enhanced integration of our student teaching and fieldwork programs into the Professional Development School project.
ACCREDITATION

Muhlenberg College is accredited by the Middle States Association of Colleges and Secondary Schools. It is a member of the Association of Independent Liberal Arts Colleges for Teacher Education and the Pennsylvania Association of Colleges for Teacher Education. Because Muhlenberg College’s teacher education program has Pennsylvania Department of Education Program Approval, credits earned in the Teacher Education Program are accepted by other states toward meeting their requirements for teacher certification based on the passing scores of the PRAXIS Examination. Our pass rates on the PRAXIS Examinations required for certification in PA and many other states are shown below:

PENNSYLVANIA PROGRAM APPROVAL - ISSUING CERTIFICATES

Muhlenberg College will recommend the issuance of an Instructional I certificate by the Pennsylvania Department of Education to students who have satisfactorily completed the requirements of the approved program. At the present time, Muhlenberg College has approved programs in the following teacher certification areas: Biology, Chemistry, Environmental Science, Physics, Elementary, English, French, German, Mathematics, Social Studies and Spanish. We are not authorized to recommend Pennsylvania certification in any other fields. Pennsylvania certification depends upon following a specific, approved program, not on the accumulation of a certain number of courses in a given field.

REQUIREMENTS FOR INITIAL CERTIFICATES IN PENNSYLVANIA (INSTRUCTIONAL I)

Persons seeking initial teaching certificates must complete a Pennsylvania Department of Education Approved program in teacher certification. As well, candidates must pass the content specific tests mandated by PDE. Additional information is available at www.education.state.pa.us.

The Educational Testing Service Registration Form and Tests At A Glance information is available online at www.ets.org/praxis.

REQUIREMENTS FOR PERMANENT CERTIFICATION IN PENNSYLVANIA

The initial teaching certificate issued by the Pennsylvania Department of Education is a temporary certificate and is referred to as the Instructional I certificate. Persons must comply with the following regulations to be issued an Instructional II certificate, and must complete 180 hours of professional development every five years in order to keep this certificate current.

Completion of an induction period during the first year of full time teaching. During this time special support will be provided for the beginning teacher by the school district.

Completion of three years of full time teaching in a Pennsylvania public school while having received satisfactory ratings.

Completion of 24 post-baccalaureate credits within six years of full time teaching; twelve of these credits can be Pennsylvania Department of Education Approved In-Service Credits.
All professional educators must obtain six credits of collegiate study; six credits of continuing professional education courses; 180 hours (6/6/180) of continuing professional education programs, activities or learning experiences; or any combination of credits or hours equivalent to 180 hours every five years to maintain active status. One credit equals 30 hours. All credits and hours must be related to an educator’s certification, professional education assignment or potential administrative certification. The administrator may approve exceptions if a change of assignment area is anticipated. Training in areas such as use of computers, safe schools, cooperative learning, differentiated instruction, etc. is appropriate for all certification areas. Extracurricular assignments such as coaching and being an athletic director are not professional education assignments. Therefore, coaching clinics are only appropriate for Act 48 hours for educators who are certified in Health and Physical Education. For more information visit the web site at: www.pde.state.pa.us

OUT OF STATE CERTIFICATION

Pennsylvania Instructional I Certificates are recognized in a number of states either through interstate agreements or the compatibility of the certification program with the requirements of other states. Persons wishing to teach in other states will be required to take tests required by the state in which they wish to teach. States may have developed their own licensing exams or may require different passing PRAXIS scores from those required by the Commonwealth of PA. Individual states also determine the grade bands for certification so candidates interested in certifying in other states should contact the appropriate state board of education. The office of Career Development and Placement maintains a computerized directory of certification information compiled by NASDTEC (National Association of State Directors of Teacher Education and Certification.)
SECTION II
RESPONSIBILITY OF THE EDUCATION DEPARTMENT

The Education Department has a responsibility to students accepted by the department; however, we are aware that we are equally responsible to the schools which employ our graduates and to the students in those schools. Students participating in fieldwork and student teaching do so with the understanding that the needs of the public schools in which they serve and the students with whom they interact are of equal importance to their own need for an opportunity for professional growth. Decisions made about placement, performance and retention in fieldwork and student teaching experiences reflect the needs of all these constituencies.

APPLICATION FOR ADMISSION

Students who propose to teach should apply for provisional admission to the Education Department as early as possible in their first year. Prospective PreK-4 and 4-8 teachers should begin to take their education courses as soon as possible. Prospective secondary school teachers should begin to take their education courses no later than their sophomore year. Students may apply for formal acceptance when they have completed 12 course units including: 2 college level Math courses, a British/American Literature course, with a composition (FYS) and passing scores on three PPST PRAXIS exams (PPST Reading, PPST Writing & PPST Mathematics). The complete cycle of elementary courses takes 7 semesters. The complete cycle of secondary courses takes 5 semesters.

As of January 2010, the Muhlenberg Education Department will accept AP Mathematics or English courses listed on a student’s Muhlenberg College transcript either for placement or credit to meet Chapter 354 requirements. Only Advanced placement courses that are given course credit by the college can be used to meet major or cognate course requirements for certification.

APPLICATION FOR ADMISSION BY NON-TRADITIONAL STUDENTS

The Education Department of Muhlenberg College welcomes applications by non-traditional students for elementary or secondary teacher certification. Applicants should schedule an appointment with an advisor in the Wescoe School for an initial interview and transcript review. After reviewing transcripts, a preliminary plan for complying with certification requirements will be developed and additional documents will be requested. In order to make a final determination for program admission, the Wescoe School and the Education Department will review official transcripts, resume, letters of reference, and the applicant’s personal statement and self-evaluation. If admitted to the Teacher Certification Program, the applicant will again meet with an advisor in the Wescoe School to finalize program requirements and to register for classes.

Following are the guidelines for applicants seeking teacher certification through the Wescoe School of Muhlenberg College.

1. Meet with Dr. Priscilla Howard, Director of Teacher Certification in the Wescoe School, for an interview and preliminary transcript review. (phoward@muhlenberg.edu)

2. If the applicant does not already have a BA/BS from an accredited institution of higher education, he/she must be approved for admission to the Wescoe School as a classified degree candidate before being approved specifically for the certification program.
3. Transcripts are reviewed in the following manner:

- The applicant must have a 2.5 GPA in his/her major, a 3.000 GPA overall, and a 2.75 in Education coursework; Foreign Language majors must retain a 3.000 major average. Additional or repeat coursework may be required for certification.
- Content courses are evaluated by the appropriate major department (there is neither an Education major nor minor at Muhlenberg).
- Education courses are evaluated by the Wescoe School and the Education Department.
- Previous institutions of higher education may be contacted regarding past fieldwork or practice teaching.
- If the applicant has graduated from another institution of higher education, the degree must be in a major offered at Muhlenberg College (as published in Muhlenberg’s catalog).

4. For final consideration, the following documents are to be submitted to the Wescoe School.

- A brief resume with the names, addresses, and telephone numbers of four professional and/or academic references.
- Two of the references will be selected and contacted by the Wescoe School to provide letters of recommendation. (form provided)
- A personal statement and self-evaluation (form provided).

5. A minimum of 2 courses with fieldwork components at Muhlenberg College (2 separate fieldwork sites) must be completed before consideration for Student Teaching.

As part of the initial process, a plan for complying with certification requirements will be developed by the student and the teacher certification coordinator in the Wescoe School. The applicant will receive a copy of that plan before registering for courses. The student will then schedule an interview with the Education Department head to review the course proposal and to determine if any further documentation is needed. Non-traditional students must comply with the requirements for admission and retention in the teacher education program. Fieldwork is an integral component of our program and a meeting with the Director of Fieldwork will be scheduled when appropriate. Non-traditional students who do not hold a baccalaureate degree must apply to be admitted to The Wescoe School of Muhlenberg College through the appropriate admissions procedures. The Director of Teacher Certification of the Wescoe School should be consulted regarding the admissions process. **Students must apply for student teaching in January of the preceding year. No exceptions will be made regarding this requirement.**

Wescoe students certifying in secondary education must complete the appropriate content area Praxis exam prior to student teaching.

**PROVISIONAL ACCEPTANCE**

Provisional Acceptance into the Teacher Certification Program can take place as early as a student’s first year. During the period of provisional acceptance, students are not required to meet grade point average requirements. The period of provisional acceptance usually extends until the end of a student’s sophomore year.
FORMAL ACCEPTANCE

Formal Acceptance into the Teacher Certification Program requires the following:

1. Completion of 12 course units with an overall GPA of 3.000.
2. As part of the 12 course units, students must complete two college level mathematics courses, NOTE: these mathematics courses must be offered by a college mathematics department (no substitutes are acceptable), a British or American based literature course, and a writing/composition course (FYS).
3. Passing scores on the three (3) PPST PRAXIS exams (PPST Reading, PPST Writing, PPST Math).
5. Demonstration of commitment to the teaching profession evidenced by the ability to manage the requirements of the certification program.

RETENTION

To continue as a student in the Education Department, students must maintain the appropriate cumulative average in all subjects taken, make satisfactory progress in their college majors and maintain the appropriate average in their education courses. As well, students are expected to demonstrate a mature, responsible, and appropriate professional demeanor. Deficiencies in any of these areas will result in the student being dropped from the program. Only in unusual circumstances will a student be placed on probation; probation status is not a right of the student but rather a concession which the department may choose or refuse to grant. In addition, every fieldwork experience is evaluated and students are required to maintain a satisfactory and complete fieldwork assessment portfolio.

The department also checks on the written and spoken English of candidates through formal and informal classroom evaluation, fieldwork evaluation and finally faculty recommendations for admission to professional semester. Candidates are excluded from the program whose performance is not acceptable.

PROFESSIONAL SEMESTER ACCEPTANCE

Professional Semester (Student Teaching) acceptance requires the following:

1. Overall GPA—3.000
   Education GPA—2.750
   Major GPA—2.500*
   *3.000 in the major is required for foreign language certification
2. Completion of all prerequisite Education courses.
3. Satisfactory references from the Education Department and one professor in the major department, as well as endorsement from the department head of the major department.
4. Satisfactory fieldwork record.
5. Proof of PSEA Student Teaching insurance.
6. Copies of the following clearances:
   - Federal Criminal History—Act 114 (fingerprinting)
   - Act 34 Criminal Record Check
   - Child Abuse History Clearance
   - Tuberculin Test

For more information on these clearances, go to Section III—CLEARANCES REQUIRED BY PUBLIC SCHOOLS.
CITIZENSHIP REQUIREMENT FOR CERTIFICATION

The Commonwealth of Pennsylvania (and other states as well) ordinarily requires that all teachers certified by the Pennsylvania Department of Education be United States citizens. The Pennsylvania law requiring United States citizenship does provide for several specific exceptions. Students who are not United States citizens and who wish to be certified are urged to see the head of the Education Department to learn of the requirements of the law and of the exceptions that are provided.
SECTION III
MAJORS

The Education Department does not offer a major or a minor; it offers certification programs in elementary education and in the secondary areas listed below. Each person preparing to teach will select an academic major other than education.

The Education Department works with the other academic departments of the college to offer approved programs of study leading to certification.

Persons proposing to teach in middle/junior or senior high schools (grades 7-12) must select a major from the following list for which a teaching certificate may be granted. These majors are:

- Biology (Biology or Environmental Education)
- Environmental Science (Environmental Education)
- Physics
- History (Social Studies)
- Chemistry
- English
- Mathematics
- Music (through a cooperative program with Moravian College)
- French
- German
- Spanish

It is important that students preparing to teach inform their major departments that they are enrolled in teacher certification programs as some major departments require specific course requirements for certification in their subject area. Information about these requirements may be found in the Muhlenberg College Catalogue.

Those students wishing to obtain a certificate to teach in the elementary school may choose any major offered by the college.
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<th>COURSE REQUIREMENTS</th>
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<td><strong>Elementary K-6</strong></td>
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<tr>
<td>EDU 102 or 103: Educational Psychology (K-12)</td>
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<td>EDU 201: The Exceptional Learner (K-12)</td>
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<td>EDU 200: Teaching &amp; Learning (K-12)</td>
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<td>EDU 326: Literacy in the Primary Grades (K-6)</td>
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<td>EDU 327: Middle Grades Literacy &amp; Social Studies Curriculum (K-6)</td>
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<td>EDU 355: The Mathematics Curriculum (K-6)</td>
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<td>EDU 356: Elementary Science Curriculum (K-6)</td>
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<tr>
<td>EDU 410: Assessment &amp; Evaluation (K-12)</td>
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<td>EDU 950 &amp; 951: Student Teaching I &amp; II (K-12)</td>
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REQUIRED COGNATE COURSES

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<th>Pre K-4</th>
<th>4-8</th>
<th>Secondary 7-12</th>
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<tr>
<td>American History</td>
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<td>PSC 101: Introduction to American National Government</td>
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<td>PED 100: Foundations of Exercise Science &amp; Wellness</td>
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COMPETENCY IN COMMUNICATION SKILLS

Since teaching is based upon communication, it is important that each candidate is adequately competent in the four aspects of communication: speaking, listening, reading, and writing.

The Education Department may require remedial work in any of the areas if it is deemed necessary. Options include additional coursework or consultation with the College Writing Center or the Office of Academic Support Services.

COMPETENCY WITH EDUCATIONAL TECHNOLOGY

Competence in the use of the computer for educational purposes including implementing technology-based instruction, web page design using internet resources and electronic mail must be demonstrated by all certification candidates.
EDUCATION SOCIETY

The Education Society of Muhlenberg College is a student led organization designed to facilitate the professional development of prospective teachers. Additionally, the Society strives to foster social opportunities for its members and sponsor various programs and events for the campus and larger communities. All students in certification programs are encouraged to join.

STUDENT GRIEVANCE PROCEDURE

A student grievance procedure is available to all students alleging discrimination on the basis of race, religion, gender, age, national or ethnic origin, sexual orientation or disability. The procedure is described in The Muhlenberg College Student Handbook.

CLASS ATTENDANCE

Professors set their own standards for attendance. Whatever these may be, the general principle is that you must attend each class meeting. You are not only learning professional skills in your classes, but are conveying the development of your professional attitudes to your instructor. Patterns of class attendance reflect responsibility, an important quality upon which teachers are judged. During the course of the Professional Semester attendance at all scheduled activities, including those of the public schools with which the student teacher is affiliated, is required. See criteria five for formal program acceptance.

CLASS AND PROGRAM PARTICIPATION

Teaching requires active engagement. Those who desire good faculty recommendations for admission to the Professional Semester are urged to participate actively in class and all aspects of the program.

FIELDWORK

Muhlenberg’s Education program has a strong commitment to field experience. Fieldwork is required in all courses beyond Education 101. Beginning fieldwork early in the course sequence allows for multiple and varied experiences. Our field program is developmental in nature, offering a sequence of experiences across grade levels and settings. It is our expectation that students will be active participants in the classroom. Evaluation initially focuses on professionalism including classroom behavior and presence with an increasing emphasis on teaching preparedness and skill development as students progress through their method courses. Instructors will further explain field requirements as they pertain to their courses. Students are expected to comply with all fieldwork requirements as set forth by the Education Department. Failure to meet these responsibilities will ordinarily result in lowering the course grade by one full letter grade and can impact retention in the program. Falsifying fieldwork documents will be considered a violation of the Academic Behavior Code, and will result in consequences outlined in the Muhlenberg College Student Handbook under plagiarism. Questions and concerns regarding fieldwork should be directed to the Fieldwork Director. It is important that students thoroughly read the section of the Handbook devoted to the Fieldwork Program.
Fieldwork Hours - Students are required to complete a minimum of hours. It is essential that students allocate appropriate blocks of time to meet this weekly commitment. Students must attend fieldwork each week until the last week of classes even if minimum time requirement has been met.

1 course 20 hours per semester 2 hours per week
2 courses 30 hours per semester 3 hours per week
3 courses 40 hours per semester 4 hours per week

NOTE: Your Education advisor will inform the student of how to plan in the event that the student rosters multiple Education courses requiring fieldwork in a single semester.

A non-refundable fee of $35.00 will be charged for each course requiring fieldwork in which a student is enrolled.

TUBERCULOSIS TESTS

All students are required to have a tuberculosis test or similar proof of freedom from tuberculosis before being admitted to fieldwork or student teaching. This should be done at the beginning of every semester in which a student rosters a course requiring fieldwork. This is the student’s responsibility. Proof of testing must be presented to public school personnel at their request. You may use your own personal physician or the Student Health Center at the College. There is a small fee for this service. Tuberculosis tests are good for one year.

CRIMINAL RECORD, CHILD ABUSE HISTORY AND ACT 114 FEDERAL CRIMINAL HISTORY (fingerprinting) CLEARANCES

All students are required to obtain Criminal Record, Child Abuse History and Act 114 (fingerprinting) clearances for the Commonwealth of Pennsylvania. For more information, see the Education Department website or the Education Department Secretary. If an FBI background check indicates any misdemeanor or felony convictions, the candidate’s eligibility to continue in the teacher education program will be determined on a case-by-case basis by members of the Education Department, the Teacher Education Committee, and the guidelines for certification set forth by the Pennsylvania Department of Education (24 PS 1-111).
STUDENT TEACHING ADMISSION

Twelve weeks of full-time student teaching is required for an Instructional I certificate in Pennsylvania and for similar certificates in other states.

Only students who meet the following eligibility standards may enroll in the Professional Semester:

1) Apply for the Professional Semester student teaching at the appropriate date. (See calendar on page 1 in this handbook.)
2) Professional Semester student teaching must take place within (1) calendar year from the last EDU course (s) taken in the Education Department. Exceptional cases must request a waiver through the Teacher Education Committee.
3) Meet the requirements defined in the Student Teaching Contract (See Student Teaching contract, page 31).
4) Passing scores on the three (3) PPST PRAXIS I exams (PPST Reading, PPST Writing, PPST Math). (See PRAXIS EXAMINATIONS for TEACHER CERTIFICATION or the Department website for additional information.)

STUDENT TEACHING APPLICATION PROCESS

All students eligible to register for the Professional Semester in the next academic year will be notified about several Professional Semester Application meetings scheduled for late January of the spring semester. All applications for the following year must be filed at this time; no late applications will be accepted. Students who will be studying abroad during the spring semester before the year in which they intend to student teach need to notify their Education advisor so they can complete applications at the end of the fall semester before going abroad.

STUDENT TEACHING FEES

Students enrolling in Student Teaching will pay a special fee of $375.00. This $375.00 fee is non-refundable and due when the student applies for student teaching in January of the junior year. Other student teaching fees required by the State of Pennsylvania are:

- PRAXIS Tests (approximate) $500.00
- PSEA Membership $29.00
- Background Check $10.00
- Child Abuse Check $10.00
- Fingerprinting—Act 114 $33.00 plus $2.50 for unofficial report
- Certification Fee (PDE fee) $100.00 non-refundable fee
- Tuberculosis Test (approximate) $10.00

It is the student’s responsibility to have current clearances in their possession by the first day of the student teaching Professional Semester. Failure to do so will result in removal from your student teaching placement.
TERMS AND CONDITIONS OF STUDENT TEACHING

(a) Student teaching is a full-time responsibility. In addition to your teaching, you will be expected to participate in the total life of the school, attending faculty meetings, team meetings, in-service workshops and parent-teacher conferences when appropriate. We strongly recommend that you do not work during the student teaching experience and that you do not commit yourself to a heavy schedule of campus activities. Neither your cooperating teacher nor your college supervisor will accept commitments to other activities as a valid excuse for failing to meet your student teaching responsibilities.

(b) Student teachers are accepted and retained as interns in public schools accordingly to the terms set by those schools. A public school has the right to refuse to accept a student teacher or to dismiss a student teacher before his/her student teaching is completed if the student teacher does not meet expectations. Muhlenberg's Education Department has the right to refuse admission to the student teaching program, to terminate a student teaching experience or to refuse to certify a student teacher if program requirements or professional expectations are not met. Specifically, behavior such as physically disciplining a student, inappropriate social contact with students (including electronic social media), inability to work within the guidelines established by the school or collaborating teacher, a pattern of unexcused absences for lateness or other flagrant deviations from professional standards of conduct will lead to removal from the program. In the case of removal, the college bears no obligation to arrange for another student teaching placement and the student will receive failing grades in student teaching.

(c) Grades for student teaching are determined by the college supervisors. The evaluations of the cooperating teachers is given serious consideration in determining the student teaching grades. A grade of C or better in both student teaching courses (950 & 951) is required for recommendation for certification, as well as satisfactory performance scores on the PDE 430.

SELECTION OF COLLABORATING TEACHERS FOR STUDENT TEACHING

During the course of the Professional Semester, student teachers are assigned to two different cooperating teachers with three years of experience and identified by their administration as models of strong teaching practices. Ideally, elementary certification candidates will be placed once in the primary grades (K-3) and once in the intermediate grades (4-6). Ideally, secondary certification students will be placed in their content area, once in a middle school (grades 5-8) and once in a senior high school (grades 9-12). Ideally, one placement will be in an urban school and one in a suburban or rural school.

VARIANCES FOR CHANGES IN THE SEMESTER ASSIGNMENT FOR STUDENT TEACHING

There is an established procedure for semester assignment to student teach. Changes in semester assignments are rarely made. However, if you wish to request a variance once an assignment has been made and confirmed, the Education Department requires the following:

1. Completion of the Education Department form requesting a variance in change of semester.
2. Appropriate documentation must accompany the request, i.e. medical, legal, etc.
OTHER COURSES CONCURRENT WITH THE PROFESSIONAL SEMESTER

Under no circumstances can any student register for or complete a course or independent study concurrent with our Professional Semester at Muhlenberg or at any other college.

ACCOMMODATIONS FOR STUDENT TEACHERS WITH DIAGNOSED SPECIAL NEEDS

As part of the application process, each prospective student teacher will have the opportunity to declare special needs. Documentation from the Office of Disability Services, Counseling or Health Services will be required for consideration of accommodations. Accommodations provided during student teaching are very likely to differ from those provided for other academic settings. Because student teaching is an internship eventuating in professional licensing, accommodations made in other courses (i.e.: extended time, note takers, substitute assignments, etc.) may be inappropriate and are not legally required if they compromise the essential requirements of the experience. Furthermore, when a prospective student teacher elects to reveal a disability to the Director of Student Teaching, it is understood that this information may be shared with cooperating teachers and supervisors as appropriate.

PORTFOLIOS—Developing A Portfolio

Muhlenberg’s Teacher Education Program has a strong commitment to the professional development of our students. Portfolios have proven to be a useful tool in gaining a clearer picture of oneself as an emerging professional and reflective practitioner. Through the use of the student teaching notebook and presentation portfolios, students will explore a variety of topics relevant to their coursework and professional practice.

Over the course of time in this program, you will be required to address professional standards including: (1) knowledge of subject matter; (2) human development and learning; (3) classroom management skills; (4) adapting instruction for individual needs; (5) instructional planning skills; (6) student assessment; (7) identifying sociopolitical issues and challenges; and (8) professional commitment and responsibility.

Students are strongly encouraged to incorporate a variety of materials toward the creation of a “presentation” portfolio that could be used on a job interview. It is our hope that this process will best reflect each students’ achieved competence, individuality, and creativity as a professional educator, while at the same time be part of an on-going commitment to reflecting on your own growth and development throughout your career.

FELLOWSHIPS—SCHOLARSHIPS—GRADUATE SCHOOL

The department maintains a bulletin board with graduate assistantships, scholarships and fellowships. Many institutions offer well-recommended college graduates an opportunity to continue graduate study under such subsidies and grants. These opportunities are available in Educational and in the usual academic fields. Major departments in Muhlenberg College also receive such information. Check with each institution to determine deadlines for applications.
JOB PLACEMENT ASSISTANCE

Credentials File

Muhlenberg College offers career counseling through its Career Center. Check with the Career Center for further details if you are interested in using this service.

Specific Job Listings

The Education Department posts all notices of teaching and school administration positions. Listings include elementary and secondary positions, as well as a variety of other positions in public and private schools. We post listings on a bulletin board outside the Education Department office.

SERVICE TO ALUMNI

Alumni may continue to contact us regarding positions available and use other resources of the Education Department. You are encouraged to keep us up-to-date on your career and to provide us with your current address and phone number. As well, the Education Department will periodically conduct a written survey of its program completers to ascertain the status of their employment. The following data will be collected:

a) those employed in the field of education in Pennsylvania
b) those employed in the field of education outside of Pennsylvania
c) those employed in an education field in Pennsylvania
d) those employed in a related field outside of Pennsylvania
e) those not employed but enrolled in some form of continuing educational program

The results of this annual survey will assist the department in its efforts of curriculum reform, program emphasis, and staffing needs of public education.

PROFESSIONALISM / FAMILY PRIVACY ACT

The Education Department expects, as part of your professional development, that you will take responsibility for your own progress in our program. We will not discuss your progress in the program or performances in courses with your parents or other legal guardians without your permission and/or your presence at a scheduled conference. This includes phone conversations and e-mails. Additionally, any disputes regarding student teaching or fieldwork evaluations must be handled by the Education Department. Under no circumstances are you or your parents/guardians allowed to contact the public schools about these issues. Violation will result in your termination from the Education Program.
ACADEMIC INTEGRITY CODE

The Academic Integrity Code (formerly titled Academic Behavior Code), developed through the College’s governance system and approved by the Board of Trustees in the spring of 1980, provides a clear definition of the College’s expectations regarding academic honesty and integrity, and a system of enforcement of the Code. First implemented in the fall of 1980, the Academic Behavior Code underwent revision in the spring of 1983 and again in the spring of 1987. The 1983 revisions provided for improvements in definition of faculty responsibility for enforcement of the Code. The 1987 revisions established consistent use of the phrase Academic Behavior Code throughout the document all allow for greater faculty latitude in the formal resolution of violations of the Code. Further revisions were approved by the faculty in 2001, 2004 and 2009. Beginning in the fall 2011 semester, the code will be titled Academic Integrity Code. The entire code is outlined in the Student Policy and Information Guide and in the Muhlenberg College Student Handbook.

PLEASE NOTE: The Education Department, when and where appropriate, is bound by the regulations set forth in the Academic Integrity Code.
SECTION V
Muhlenberg’s Teacher Education Program has a strong commitment to field experience. We believe that fieldwork provides an invaluable opportunity for students to see and directly experience theory translated into practice. We have students begin fieldwork early in their course sequence which allows for multiple and varied experiences as they progress through their course work. Every course beyond The History and Politics of American Education (EDU-101) has a fieldwork requirement. Early and ongoing fieldwork experience helps students to clarify their professional goals, to link their course work with actual classroom practice while gaining increased insight into the craft of teaching and to acquire increased levels of confidence. These goals may be attained by students taking part in a variety of tasks such as: 1) tutoring individual students and working on individualized activities, 2) leading small group activities, 3) reading to students, 4) helping students with seatwork, 5) developing and assisting with student learning centers, 6) creating, developing and teaching a lesson, 7) helping students with library research, 8) assisting with the use of appropriate technology, 9) assisting on fieldtrips, 10) correcting papers, and 11) creating materials and bulletin boards. We want our students to meaningfully participate in the classroom and not just to observe, believing that active engagement enhances our students’ learning opportunities and allows them to be an asset in the classroom.

The reflective model of teacher education is one we strongly endorse and strive to incorporate throughout our program. Students need to gain insight into not only what teachers do but more importantly why and how they do it. In this vein, the student will have specific and structured assignments to complete which are designed to begin the process of reflection which we think is so necessary to good teaching. The Department encourages as much communication as possible between the field students and their cooperating teachers. Students are encouraged to share assignments with their teachers and take opportunities whenever appropriate and possible to discuss classroom procedures and teaching practices.

Muhlenberg students have the responsibility to behave professionally at all times while in the public schools. These requirements include punctuality, appropriate dress and language and respect for confidentiality. **Also it is mandatory and extremely important that the students attend all scheduled fieldwork sessions and activities.** In the event an activity or class must be missed, the student is required to make up the time. This must be done in consultation with the classroom teacher and the college instructor.

Fieldwork provides opportunity for students to self-assess their skill development and growth and for the Education Department to access students’ professional growth and skill development as they progress from early course work to culminating method courses. While evaluation is centered on professional issues such as responsibility, effort, initiative and classroom interaction throughout the program, an increased emphasis is placed on teaching skills and preparedness as students progress through their methods courses and stages of fieldwork.

Every effort is made to select teachers and schools that model best practice. Our developmental sequence provides experiences that range across grade levels and settings. Students will work with diverse student populations and will minimally have one urban and one special education field experience. In order to comply with state mandates in 49-2, the program has moved to a more explicitly developmental model. While we have always had such a model, it must now be divided into three identifiable developmental stages that progress from issues of professionalism to actual lesson planning and delivery as indicated on their evaluation forms. The main philosophy of early and on-going placement coupled with reflective practice over a broad span of settings and grade levels will remain integral to our program. We intend for our students to see themselves as teachers of all students in the public school and to have the confidence and skills to effectively differentiate instruction to meet the needs of all learners.
Field experience plays a key role in our program’s effort to educate highly qualified future teachers for our nation’s schools.

FIELDWORK GOALS

- Link theory with practice
- Build initial skill sets that reflect state standards and assessment processes
- Help clarify career objectives and interest in teaching
- Develop professional behaviors
- Observe multiple education environments
- Learn to address students’ diverse learning needs
- Develop sensitivity and rapport with students
- Learn to critically reflect on learning activities and classroom management
- Develop confidence levels in preparation for student teaching

August, 2011

FIELDWORK—STUDENT RESPONSIBILITIES

Prior To Placement

1. Students must attend a scheduled fieldwork orientation meeting. These meetings are mandatory and failure to attend can result in the student not receiving a fieldwork placement. No individual orientations will be conducted.

2. Every student must have the appropriate documentation including:
   - Federal Criminal History—Act 114 (fingerprinting)
   - PA State Criminal History Background Check: PATCH—Act 34
   - Child Abuse History Clearance—Act 151
   - Tuberculin Test
   Copies should be placed in the fieldwork folder prior to first visit. Arriving at the fieldwork site without appropriate documentation in the folder can result in termination of the placement. It is the student’s responsibility to have current clearances in their possession by the last day of the add/drop period. Failure to do so will result in withdrawal from the course(s).

   Tuberculin test—Arrangements to have the test are the student’s responsibility. TB tests are available at the Muhlenberg College Health Center and must be done by the end of the second week of the semester.

3. Students must check the fieldwork placement board located in the Education Department of the 3rd floor of Moyer Hall for their placement location and the name of their cooperating teacher. Directions will be made available. Do not call the Education Department secretary to request this information. Please begin checking the board on a regular basis beginning the fourth week of the semester.

4. Every effort will be made to schedule persons without cars at schools within walking distance or at schools where car owning students are placed. Information for ride sharing purposes will appear on the school placement lists posted on the fieldwork bulletin board. Students are responsible for making their own transportation arrangements. Students should always have a back-up plan in the event that alternate transportation is needed.
5. Students should be sure to add to the fieldwork folder any materials that their Muhlenberg instructors want included. All fieldwork materials should be filled out prior to the first visit.

6. Students with documented special needs are encouraged to discuss them with Professor Richwine if these needs will impact their placement.

**Following Placement**

1. **Students must attend fieldwork each week at the scheduled time. No cuts are allowed in fieldwork.** The only legitimate reasons for absence are a serious illness or family emergency. **In the rare event that a session must be missed, the student must contact his/her cooperating teacher and e-mail Professor Richwine to notify them of the anticipated absence or change in schedule.** Be sure to notify your cooperating teacher prior to or at the time of the absence, not afterwards. Failure to follow these procedures will result in an unexcused absence. Students who miss any fieldwork sessions are required to make up the hours at the convenience of their cooperating teacher. **Students are expected to attend fieldwork regularly through the last week of classes.**

2. No schedule changes are to be made except when requested by the cooperating teacher. In these instances, changes only can be made if they do not interfere with transportation arrangements.

3. In the event of inclement weather (snow, ice), students should check Channel 69 News or WFMZ.com for information regarding late starts and cancellations. These announcements typically are made during the early morning hours. Use best judgment whether to attend or reschedule in the event of a late start.

4. **Professional behavior, which includes punctuality, appropriate dress and language, and respect for student and classroom confidentiality, is expected at all times.** No cell phone use (no checking e-mail, no texting). **Should students share information with you that indicates they are at risk, this should be reported to school personnel immediately.**

5. **The fieldwork student is expected to be an active participant in the classroom and not a passive observer.** Students are expected to comply with all reasonable requests from their cooperating teachers and to take initiative when teaching opportunities are presented. **Don’t wait to be asked, always take the initiative.** Be proactive—see Professor Richwine or Mrs. McClain if you have concerns or questions about your class participation. **Never work on unrelated assignments during this time.** Should the cooperating teacher lend you materials, be sure to return them in a timely manner.

6. **The fieldwork time sheet must be filled out each week and signed by the cooperating teacher.** Do not wait until the end of the fieldwork experience to log this information. **Time sheets will be evaluated in terms of hours being satisfied and completed in a consistent weekly fashion.** If a session has been missed for any reason, please note on your time sheet why you did not attend on that date. Remember students are expected to attend fieldwork regularly through the last full week of classes, even if hours have been completed prior to that date. Missing dates will be counted as unexcused absences.
7. The student is responsible for returning the completed evaluation form, time sheet, and fieldwork folder to Professor Richwine no later than the Friday of the last week of classes. All materials must be filled out in full. Failure to return these materials will result in a lowered course grade. In addition, incomplete fieldwork can result in the student not being retained in the program. Any issues/disputes regarding the evaluation should be discussed with Professor Richwine or Mrs. McClain and under no circumstances with the cooperating teacher.

8. Failure to meet all fieldwork requirements will ordinarily result in lowering a course grade by at least one full letter grade in accordance with the Education Department’s grade policy. Unprofessional behavior can result in termination of fieldwork and course failure. Falsifying fieldwork documents will be considered a violation of the Academic Integrity code and will result in consequences outlined in the Muhlenberg Student Handbook.

9. A student who withdraws from an education course at any time during the semester must notify Professor Richwine in order for his/her fieldwork placement to be terminated.

10. Students must understand that fieldwork takes precedence over any extracurricular activities, volunteer work, or jobs.

NOTE: UPON ARRIVAL AT THE FIELDWORK PLACEMENT, STUDENTS MUST REPORT TO THE SCHOOL OFFICE.

CLEARANCES REQUIRED BY PUBLIC SCHOOLS

The Education Department was notified by the Pennsylvania Department of Education that Act 114 of 2006, Section 111 of the Public School code was amended effective April 1, 2007. All student teachers and fieldwork students must provide the public school building administrators copies of the following:

- Federal Criminal History—Act 114 (fingerprinting)
- Pennsylvania State Criminal History Background Check: PATCH—Act 34
- Child Abuse History Clearance—Act 151
- Tuberculin Test

Act 114 Federal Criminal History—The Process

The fingerprint-based background check is a multiple-step process:

1. The applicant must register with Cogent Systems prior to going to the fingerprint site. Fingerprint services will not be provided to applicants without prior registration at any fingerprinting location. Registration is completed online or over the phone. Registration is available online 24 hours/day, seven days per week at http://www.pa.cogentid.com/. Telephonic registration is available at 1-888-439-2486 Monday thru Friday, 8:00 a.m. to 6:00 p.m. EST. During the registration process, all demographic data for the applicant is collected (name, address, SSN, etc.) so there is no data entry required at the fingerprint collection site. Print out the documentation that indicates you have in fact pre-registered.
2. The applicant will pay a fee of $33.00 for the fingerprint service and to secure the Criminal History Record. There is also an additional $2.50 charge to receive your unofficial report. Applicants may make their payment online at www.pa.cogentid.com using a credit or debit card. Money orders or cashier’s checks PAYABLE TO COGENT SYSTEMS will also be accepted on site for those applicants who do not have the means to pay electronically. **NO CASH TRANSACTIONS OR PERSONAL CHECKS WILL BE ACCEPTED AT THE PRINT LOCATIONS.**

3. The applicant proceeds to the fingerprint site. The location of the fingerprint sites and days and hours of operation for each site is posted on Cogent Systems’ website at www.pa.cogentid.com.

4. At the fingerprint site the Applicant Livescan Operators (ALO) will manage the fingerprint collection process.

5. The fingerprint transaction begins when the ALO reviews the applicant’s qualified State or Federal photo ID before processing the applicant’s transaction. A list of approved ID types may be found on the Cogent Systems’ website at www.ps.cogentid.com. Applicants will not be processed if they cannot produce acceptable identification.

6. After the identity of the applicant has been established, all ten fingers are scanned to complete the process. The entire fingerprint process should take no more than three to five minutes.

7. The applicant’s scanned fingerprints will be electronically transmitted to the Pennsylvania State Police, who in turn submits the fingerprints and demographic information to the FBI as required by federal statute.

8. Receipts that show you completed your background check are available at the Cogent Website. You will need your social security number and birth date to access your printable receipt.

9. PDE will receive the Federal Criminal History Record from the FBI. PDE’s School Services Unit will return the Federal Criminal History Record to the applicant. The Record will be printed on standard 8.5” X 11” paper with the Commonwealth Seal imbedded on the paper. **This document constitutes an official Record.** If an applicant presents their Federal Criminal History Record and the Commonwealth Seal is not embedded on the paper, it should be considered as invalid and not an official Record.

10. The applicant will then provide the Federal Criminal History Record to their prospective employer.

**Fingerprint Corrections and Resubmissions**

In circumstances where a classifiable fingerprint record was not or cannot be obtained and immediately upon indication, Cogent Systems will take corrective action to resubmit or reprint the applicant at no cost to the applicant. This corrective action will be completed at the earliest possible time and, when applicable, that is convenient for the applicant. Cogent Systems will contact the applicant directly should this occur. NOTE: Reprinting can be applied to each applicant one time only. If fingerprinting must take place a third time, the applicant must pay the full fee.
**Act 34 Criminal Record Check**

You can access your Criminal History Record online through the Pennsylvania State Police (PSP):

- On the PSP (www.psp.state.pa.us) webpage, under “PSP Service”, click “Criminal History Request”. This moves you to the PATCH system page.
- A Security Alert will come up. Please click “OK”.
- On the PA Access page select “Submit a New Record Check”.
- On this page please review the “Terms and Conditions for the use of PATCH”. Scroll to the bottom of the page. Here, by clicking the “Accept” button, you will move into the page to begin the process. If you click “Decline” you cannot go further and get your clearances online.
- On the “Personal Information” page beside “Reason For Request”, click on the down arrow. Then click on “Education Act 34”.
- From this point you will need to move through the remaining pages as directed to pay for an receive your clearance printout. You will receive the clearance printout after the application has been completed online unless there is a need for extensive research by the PSP. A credit card is required for payment for each clearance request and the cost is currently $10.00.

**Act 151 Child Abuse History Clearance**

- Complete the Child Abuse History Clearance form according to the directions. You must include a money order for $10.00—no personal checks or cash will be accepted. Be sure to fill out the form in ink, not pencil.
- Please allow 4-6 weeks to receive your clearance from the state.

When you have received all three clearances, make three (3) copies of each. send one copy of each to the Education Department and retain the additional copies to present to the school districts. Keep your original documents in a safe location. You may be required to present the originals in order to conduct field work or student teach in the public schools.

**It is the student’s responsibility to have current clearances in their possession by the last day of the add/drop period. Failure to do so will result in withdrawal from the course(s).**

**Tuberculin Test**

All fieldwork students and student teachers must have proof of a current Tuberculosis Test. This test is available from the Student Health Center and may be completed the first week of the semester. Please make a copy for the Education Department and retain the original for your files.
EVALUATION OF FIELD EXPERIENCE

Student ________________________________________  Semester ______________________
Fieldwork Teacher _______________________________  Grade ______________________
School _________________________________________  District _______________________
Principal ______________________________________  Total Hours _________________

FIELDWORK TEACHER
FIELD EVALUATION DIRECTIONS

Your fieldwork student is enrolled in the following fieldwork stage course(s):

________ Stage I  __________ Stage II  __________ Stage III

We ask that you complete this form and provide a candid and honest evaluation. Because our program is developmental, all categories included in the rating scale may not be applicable. As such, we ask that you complete Part I and Part II for students across fieldwork Stages I, II, and III. Part III is particularly designed to be completed as fully as possible for students enrolled in Stage III courses. Should these criteria, however, apply to your student, even if early in his/her field experience, please feel free to include these items in your evaluation.

This fieldwork experience meets the fieldwork requirement for the following courses:

Course Number & Title  Muhlenberg Faculty Signature
________________________________________________  ______________________
________________________________________________  ______________________
________________________________________________  ______________________
________________________________________________  ______________________

Waiver of Access: The Family Rights and Privacy Act of 1974 guarantees individuals access to their institutional records. Individuals are also permitted to sign a waiver relinquishing their rights to inspect institutional records. The person’s signature below constitutes such a waiver; no signature means that the person for whom this evaluation is being written shall have the right to read this evaluation.

_________________________________________________________  ______________________
Signature  Date
MUHLENBERG COLLEGE
EDUCATION DEPARTMENT

FIELDWORK EVALUATION

Please rate these characteristics according to the following scale:

1  Area needing improvement
2  Area of adequate ability
3  Area of strength
NA  No opportunity for judgment

PART I: CLASSROOM PRESENCE (for Fieldwork Stages 1, 2 & 3)

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<thead>
<tr>
<th></th>
<th>Characteristic</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>NA</th>
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<tbody>
<tr>
<td>1</td>
<td>Dependability and sense of responsibility (attended fieldwork regularly; notified you of absences as soon as possible; made up missed sessions when possible)</td>
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<td>2</td>
<td>Enthusiasm</td>
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<td>3</td>
<td>Poise and self-confidence</td>
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<td>4</td>
<td>Maturity</td>
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<td>5</td>
<td>Appearance (appropriate dress)</td>
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<td>6</td>
<td>Use of appropriate language</td>
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PART II: CLASSROOM BEHAVIOR/ PERFORMANCE (for Fieldwork Stages 1, 2 & 3)

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<thead>
<tr>
<th></th>
<th>Characteristic</th>
<th>1</th>
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<tbody>
<tr>
<td>1</td>
<td>Effort and willingness to work</td>
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<td>2</td>
<td>Cooperation in carrying out tasks</td>
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<td>3</td>
<td>Responds appropriately to suggestions and/or feedback</td>
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<td>4</td>
<td>Takes initiative in planning and/or carrying out tasks</td>
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<td>5</td>
<td>Takes opportunities whenever appropriate to discuss classroom/instructional issues and observations</td>
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<td>6</td>
<td>Ability to tutor and/or work one-on-one</td>
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<td>7</td>
<td>Ability to work with small groups</td>
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<td>8</td>
<td>Speaks clearly and fluently/ Projects voice adequately</td>
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<td>9</td>
<td>Sensitivity and rapport with students</td>
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<td>10</td>
<td>Relates appropriately to diverse student populations</td>
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<td>11</td>
<td>Respectful of student confidentiality</td>
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<td>12</td>
<td>Genuine interest in teaching</td>
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## PART III: SKILLS/ TEACHING PREPAREDNESS (for Fieldwork Stage 3)

1. Lesson planning/ Preparedness (attention to PA Learning Standards) 1 2 3 NA
2. Knowledge of subject matter 1 2 3 NA
3. Ability to deliver lessons/ Presents ideas effectively 1 2 3 NA
4. Resourcefulness and/or creativity 1 2 3 NA
5. Ability to manage and/or direct student activity 1 2 3 NA
6. Ability to differentiate instruction and strategies 1 2 3 NA
7. Use of technology when appropriate 1 2 3 NA

## PART IV: OVERALL COMMENTS (for Fieldwork Stages 1, 2 & 3)

1. Please indicate the type of activities that were representative of the teacher candidate’s involvement in your class.
   - Individual tutoring/ One-on-one activities
   - Working with small and/or large groups
   - Assisting with seatwork
   - Checking students’ work/ Grading papers
   - Making materials or bulletin boards
   - Teaching lessons
   - Other (Please elaborate):

2. Please comment on any significant strengths or weaknesses that you noticed in the teacher candidate.

Based on your association with the teacher candidate, he/she has the potential to become an effective classroom teacher.

- Strongly Agree
- Disagree
- Undecided
- Agree
- Strongly Disagree

Summary Statement:

Teacher’s Signature ___________________________ Date ____________________
We believe that it is important to inform you of some serious concerns regarding your fieldwork performance and professional development. Please be advised that if future evaluations continue to reflect these concerns, we reserve the right to remove you from the teacher certification program at Muhlenberg College. Also note that poor field performance results in a lowered course grade as outlined in the Education Department Handbook.

We believe it would be in your best interest to schedule a meeting with Professor Richwine and your instructor in order to discuss these matters more specifically.

**Evaluation Source**
- _____ Time Log
- _____ Fieldwork Evaluation
- _____ Contact with cooperating teacher/principal

**Areas of Concern**
- _____ Time
- _____ Responsibility
- _____ Appearance
- _____ Initiative/Effort
- _____ Class Interaction
- _____ Other (Explain):

_____________________________ ________________________________
Sally Richwine Course Instructor
Director of Fieldwork Program

COMMENTS:

Original: Student (white) Copy: File (pink)
FIELDWORK TIME SHEET  
Muhlenberg College  
Education Department

Name: ___________________________________  Course: ___________________________________

School/District: __________________________________________________________________________

Semester: Fall _____  Spring _____  Year __________

Day of Week: _______________  Scheduled Time: _________________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>HOURS</th>
<th>TEACHERS SIGNATURE</th>
</tr>
</thead>
<tbody>
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</table>

TOTAL HOURS

Enter time for each date. If you are absent, indicate the reason on the time line.
Muhlenberg College Education Department Pre K-4 Program Advising Form

NAME_________________________CLASS___________MAJOR__________________

Provisional Program Admission

<table>
<thead>
<tr>
<th>Chapter 354 Courses</th>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Seminar (Writing)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American/British Literature (L)</td>
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<tr>
<td>Mathematics 1 (G)</td>
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<tr>
<td>Mathematics 2 (G)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Praxis I Pre-Professional Skills Tests (PPST®)</th>
<th>Reading</th>
<th>Writing</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Units Completed (12-16)</td>
<td></td>
<td></td>
<td>GPA (3.000)</td>
</tr>
<tr>
<td>Satisfactory Fieldwork Evaluations</td>
<td></td>
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</tbody>
</table>

Formal Program Admission: Accepted_________Rejected_________

<table>
<thead>
<tr>
<th>Cognate Courses</th>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Science (S)</td>
<td></td>
<td></td>
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<tr>
<td>Physical Science (S)</td>
<td></td>
<td></td>
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<tr>
<td>GEO 101: World Geography (D)</td>
<td></td>
<td></td>
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<tr>
<td>THR 190: Foundations of the Creative Arts (A)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Education Courses</th>
<th>FW</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 101: History &amp; Politics of American Education (H)</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 104: Ed Psych: Child Learning and Development (B)</td>
<td>1 (20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 201: Introduction to Special Education (B)</td>
<td>2 (20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 202: Introduction to Early Childhood Education</td>
<td>2 (20)</td>
<td></td>
<td></td>
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<tr>
<td>EDU 204: Social Studies Education for Young Learners</td>
<td>3 (20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 211: Theory and Practice of Teaching ELLs</td>
<td>3 (20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 326: Language &amp; Early Literacy Education (W)</td>
<td>3 (20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 328: Literacy Education (W)</td>
<td>3 (20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 334: Mathematics Education for Young Learners</td>
<td>3 (20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 344: Science Education for Young Learners</td>
<td>3 (20)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Semester</th>
<th>Semester</th>
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</thead>
<tbody>
<tr>
<td>EDU 410: Seminar in Assessment &amp; Evaluation</td>
<td></td>
</tr>
<tr>
<td>EDU 420: Seminar in Community Education and Professional Studies</td>
<td></td>
</tr>
<tr>
<td>EDU 950: Student Teaching I</td>
<td></td>
</tr>
<tr>
<td>EDU 951: Student Teaching II</td>
<td></td>
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</tbody>
</table>

32
Muhlenberg College Education Department 4-8 Program Advising Form

NAME_________________________ CLASS___________ MAJOR________________________

Provisional Program Admission

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Seminar (Wntng)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American/British Literature (L)</td>
<td></td>
<td></td>
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<tr>
<td>Mathematics 1 (G)</td>
<td></td>
<td></td>
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<tr>
<td>Mathematics 2 (G)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Praxis I Pre-Professional Skills Tests (PPST®)

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Mathematics</th>
</tr>
</thead>
</table>

Credit Units Completed (12-16)

<table>
<thead>
<tr>
<th>GPA (3.000)</th>
</tr>
</thead>
</table>

Satisfactory Fieldwork Evaluations

Formal Program Admission: Accepted_________ Rejected_________

Cognate Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Science (S)</td>
<td></td>
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</tr>
<tr>
<td>Physical Science (S)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEO 101: World Geography (D)</td>
<td></td>
<td></td>
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<tr>
<td>PSC 101: Intro to American National Government (B)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>FW</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 101: History &amp; Politics of American Education (H)</td>
<td>NONE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 106: Ed Psych: Adolescent Learning &amp; Development (B)</td>
<td>1 (20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EDU 201: Introduction to Special Education (B)</strong></td>
<td>2 (20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 206: Integrating Curriculum &amp; Instruction for Adolescent Learners</td>
<td>3 (20)</td>
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<td></td>
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<tr>
<td>EDU 211: Theory and Practice of Teaching ELLs</td>
<td>3 (20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 328: Literacy Education (W)</td>
<td>3 (20)</td>
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<tr>
<td>EDU 330: Social Studies Education for Adolescent Learners</td>
<td>3 (20)</td>
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<tr>
<td>EDU 336: Mathematics Education for Adolescent Learners</td>
<td>3 (20)</td>
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<tr>
<td>EDU 346: Science Education for Adolescent Learners</td>
<td>3 (20)</td>
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Professional Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
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<tbody>
<tr>
<td>EDU 410: Seminar in Assessment &amp; Evaluation</td>
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<tr>
<td>EDU 420: Seminar in Community Education and Professional Studies</td>
<td></td>
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<tr>
<td>EDU 950: Student Teaching I</td>
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<tr>
<td>EDU 951: Student Teaching II</td>
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</tbody>
</table>
Muhlenberg College Education Department 7-12 Program Advising Form

NAME_______________________ CLASS_________ MAJOR____________________

Provisional Program Admission

<table>
<thead>
<tr>
<th>Chapter 364 Courses</th>
<th>Course</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Seminar (Writing)</td>
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<tr>
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<td>Mathematics 2 (G)</td>
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<tr>
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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Satisfactory Fieldwork Evaluations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formal Program Admission: Accepted___________ Rejected__________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Education Courses</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDU 101: History &amp; Politics of American Education (H)</td>
<td>NONE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 106: Ed Psych: Adolescent Learning &amp; Development (B)</td>
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<td>EDU 211: Theory and Practice of Teaching ELLs</td>
<td>3 (20)</td>
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<thead>
<tr>
<th>One (1) Content Methods Course</th>
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</thead>
<tbody>
<tr>
<td>EDU 330: Social Studies Education for Adolescent Learners</td>
<td>3 (30)</td>
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<tr>
<td>EDU 336: Mathematics Education for Adolescent Learners</td>
<td>3 (30)</td>
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<tr>
<td>EDU 346: Science Education for Adolescent Learners</td>
<td>3 (30)</td>
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<tr>
<td>EDU 363: English Education for Adolescent Learners</td>
<td>3 (30)</td>
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<tr>
<td>EDU 385: Languages Education</td>
<td>3 (30)</td>
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<th>Professional Semester</th>
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<th>Semester</th>
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<tbody>
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<td>EDU 420: Seminar in Community Education and Professional Studies</td>
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<tr>
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<tr>
<td>EDU 951: Student Teaching II</td>
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EDUCATION DEPARTMENT CERTIFICATION PROGRAM CONTRACT

__________Pre K-4      ________4-8      ________7-12

Stage I: Provisional Program Admission
The candidate may enroll in the following courses prior to meeting GPA requirements:

**Pre K-4 Program:** EDU 101, EDU 104, EDU 201, EDU 202, EDU 204, and EDU 211
**4-8 Program:** EDU 101, EDU 106, EDU 201, EDU 206, and EDU 211
**7-12 Program:** EDU 101, EDU 106, EDU 201, EDU 206, and EDU 211

Stage II: Formal Program Admission
A. To enroll in courses beyond those noted above, the candidate must complete **12-16 course units.** These units must include 2 **mathematics,** 1 **American/British literature,** and 1 **writing/composition (FYS)** courses.
B. The candidate must have a cumulative **GPA of 3.000.** Should the candidate be enrolled and have his/her GPA fall below 3.000 the candidate will be dropped from the program until he/she meets the required GPA.
C. The candidate must take and pass **PPST PRAXIS (PRAXIS I)** exams in reading, writing, and mathematics.
D. The candidate must fulfill all **fieldwork requirements** relevant to each education course. Continuance in the program depends upon fulfilling mandated hours and receiving satisfactory fieldwork evaluations. In order to adequately fulfill these fieldwork requirements, the candidate understands that it is his/her responsibility to make adequate time in his/her academic schedule to accommodate appropriate field placement. Unprofessional behavior will result in the termination of a fieldwork placement and/or removal from the certification program, regardless of fulfilling all other requirements.

Stage III: Professional Semester (Student Teaching) Application/Admission
A. Application for the Professional Semester must be submitted in January of the preceding year.
B. Satisfactory **recommendations** from the Education Department and one professor in the candidate’s major as well as an endorsement from the Chair of the major department are required.
C. In order to enter the Student Teaching Semester, following requirements must be met:
D. The candidate must complete all **prerequisite courses.**
E. The candidate must meet the following **GPA requirements:**

<table>
<thead>
<tr>
<th>Cumulative GPA</th>
<th>Education GPA</th>
<th>Major GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.000</td>
<td>2.750</td>
<td>2.500 (3.000 Languages)</td>
</tr>
</tbody>
</table>

The candidate must have a **satisfactory fieldwork portfolio.**

Stage IV: Certification
A. The candidate must receive “C” or better in both **EDU 950 & 951.**
B. The candidate must score a minimum of “**Satisfactory**” in each category of the **PDE 430.**
C. The candidate must take and pass all **PRAXIS** exams required by the PA Department of Education.
D. The candidate must understand that the Public School Code and regulations (24 P.S. 11-1109, 12-1204, 12-1205, 12-1209, and 22 PA Code 49.12) prohibit the issuance of a certificate to applicants who do not possess **good moral character,** and that a prior criminal conviction constitutes a basis for questioning whether an individual has good moral character.

I, _______________________________________________________, fully understand the requirements for the Certification Program and agree to abide by the policies outlined in the Education Department Handbook located on the Department website.

Student Signature_______________________________________________________________

Education Advisor Signature_______________________________________________________ Date_________________
STUDENT TEACHING CONTRACT
Muhlenberg College - Education Department

CONDITIONS OF ADMISSION TO THE PROFESSIONAL SEMESTER:
A. Complete application to the Professional Semester the January preceding the year in which the student will student teach.
B. At the time of student teaching, meet the following GPA requirements:
   Cumulative average - 3.000     Education average – 2.750 *Major average – 2.500
   *3.000 in the major is required for foreign language certification
C. Obtain satisfactory recommendations from the Education Department and one professor in the major department as well as endorsement from the department head of the major department.
D. Have a satisfactory fieldwork portfolio.
E. Remit a $350.00 student teaching fee upon application. This fee is non-refundable once the placement process begins (one month after receipt.)
F. Successfully complete the three PPST (10710, 20720, & 10730) sections of the PRAXIS exams required for formal admission to the Education Program.
G. Understand that students may not carry an incomplete into or take any additional college courses during the Professional Semester.

RESPONSIBILITIES IN PREPARATION FOR STUDENT TEACHING
A. At the direction of the Education Department, follow-up on recommendations as necessary (i.e., contact the professor, change recommenders, etc.).
B. Visit both collaborating teachers and submit verification form.
C. Obtain Criminal Record Check, Child Abuse History, and Federal Criminal History – Act 114 (fingerprinting) clearances from the Commonwealth of Pennsylvania.
D. Complete Tuberculosis testing.
E. Join PSEA in order to obtain student teaching insurance.
F. Provide transportation to placements (the Education Department will make every attempt to car pool students who do not have cars but ultimately the responsibility for transportation rests with the student).

I________________________________________ have read the conditions for admission and responsibilities for preparation to the Professional Semester and understand them.

Student Signature________________________________________________________

________________________________________     Date___________________

Signature (Director of Student Teaching)

Copies to: Student - Folder - Director of Student Teaching

36
The purpose of this section of the handbook is to provide you with vital information about the Praxis examinations required for teacher certification in the Commonwealth of Pennsylvania. This section takes the form of a question and answer pamphlet. It is intended to serve as a brief overview. More extensive and detailed information is available on line at www.ets.org/praxis. Test At A Glance information is also available on line.

**What are the Praxis exams?**

The Praxis exams are a series of standardized tests developed and administered by the Educational Testing Service (ETS) in Princeton, New Jersey. The Praxis series of exams is designed to assess the skills and knowledge of prospective public school teachers. A large number of states, including Pennsylvania, use the Praxis series to assess prospective teachers. Other states may use different exams, but nearly every state currently requires some form of standardized testing for certification. Passing scores are set by the Pennsylvania Department of Education. From time to time the ETS phases out existing exams and introduces new ones. From time to time the state changes the number and nature of the exams prospective teachers must take and the scores required for certification. Individual colleges, such as Muhlenberg, have no jurisdiction in this. We are simply required to adhere to state requirements for certification. **It is your responsibility to register for and prepare for the exams.**

**How do I get exam information and registration materials?**

The PRAXIS Registration Bulletin is available on line at [www.ets.org/praxis](http://www.ets.org/praxis). Test at a Glance information for the general exams and specialty area exams is available on line at [www.ets.org/praxis](http://www.ets.org/praxis).

**Which exams must I take?**

As explained earlier, these requirements change from time to time. As of September 1, 2003 the following exams are required:

*All Certification Areas:*

- PPST: Reading, Test #710 (score of 172)
- PPST: Writing, Test #720 (score of 173)
- PPST: Mathematics, Test #730 (score of 173)

In addition, a second method of accomplishing the basic skills testing requirements will now be available through achieving a composite/summary test score of 521, provided that the following individual PPST I test scores are met:

- Mathematics—Score of 170 minimum
- Reading—Score of 169 minimum
- Writing—Score of 170 minimum
- Composite total required = 521

*All K-6 and K-12 areas*

Fundamental Subjects: Content Knowledge (0511) (including French, German and Spanish)

Elementary Specialty Area:

- Elementary Education: Curriculum, Instruction and Assessment (0011)
Secondary Specialty Areas:
- French—French: Content Knowledge (0173)
- German—German: Content Knowledge (0181)
- Spanish—Spanish: Content Knowledge (0191)
- Biology—Biology: Content Knowledge (0235)
- Chemistry—Chemistry: Content Knowledge (0245)
- English—English Language Literature & Composition: Content Knowledge (0041)
- Environmental Education (0830)
- Mathematics—Mathematics: Content Knowledge (0061)
- Physics—Physics: Content Knowledge (0265)
- Social Studies—Content Knowledge (0081)

This means that candidates for Elementary certification and Foreign Language certification take a total of five (5) exams and candidates for secondary certification take a total of four (4) or five (5) exams.

When must I take these exams?

Muhlenberg’s Education Department requires all students to take and pass the first three PPST Praxis exams (0710, 0720, and 0730) as a condition to formal program admission. **Students are required to present documentation of passing exam scores at the time of formal program admission. No exceptions to this policy will be made.** The remaining Praxis exams must be taken and passed before application for certification. The Pennsylvania Department of Education will not accept an application without documentation of passing scores.

We recommend that students schedule all exams early enough so that at least two testing opportunities are available before scores are required. A student who does not pass an exam the first time will obviously need to re-take the exam. If the exam is not attempted until right before a passing score is required, there will be no good opportunity to re-test! The department further recommends that all exams be completed two months before application for certification. (March of the senior year for May graduation or October of the Fall semester for post-graduate students anticipating certification in December). This will assure the college receives all scores by the time certification is possible.

Wescoe students certifying in secondary education must complete the appropriate content area Praxis II exam prior to student teaching.

When should I register for the exams?

**Register early!** The reasons are obvious. You are more likely to be assigned to your first choice testing site if you register early. Additionally, there is an extra fee for late registration. Standby testing has been replaced with an Emergency Registration period, which allows the test taker to register after the last registration deadline and guarantees a seat at a testing center. Praxis I and some Praxis II exams are now available online. See [www.ets.org/praxis](http://www.ets.org/praxis) for further information.

Where will my scores be sent?

Your scores will be sent to you and to the receiving agencies you specify on your registration form. **Be sure to specify Pennsylvania Department of Education and Muhlenberg College as receiving agencies. Your scores must be verified in both places for certification. This means you will be designating Muhlenberg twice on your registration: as the attending institution and as a score receiving institution.** If you fail to do this at
registration, you will have to pay an additional fee to have your scores sent later. Along with your scores, you will receive an individualized analysis on your performance on various section of the exams. Your receiving agencies receive only the scores.

**How well must I do on these exams?**

In order to be certified you need only pass the required examinations. The intended policy of the ETS and the Commonwealth of Pennsylvania is that your actual scores not be made available to school districts considering you for employment. We are aware, however, of a number of instances in which school districts have requested scores. Obviously, a job candidate who informs a district that this is not the intended policy of the testing service jeopardizes his/her chances of further employment consideration. We are also aware that some students who are proud of their scores include score copies in their employment portfolios. Ultimately, you will have to make your own decisions about revealing your scores.

**What if I fail an exam(s)?**

An exam can be taken as many times as necessary to attain a passing score. A time lapse of 60 days is required between attempts. If an exam is taken more than once only the highest score is noted (the scores on all attempts are not averaged). We strongly advise that exams be taken well in advance of the need to present a passing score so a second attempt at the exam is possible if the first does not go well.

**How much will the testing cost?**

All information is on line at [www.ets.org/praxis](http://www.ets.org/praxis).

**Can I apply for a fee waiver?**

The ETS budgets a very limited amount of money to waive fees for test takers who can demonstrate need. Information on applying for a waiver is included in the Registration Bulletin. In our experience, it is quite difficult to qualify for this waiver and even if a candidate does qualify, the waiver is not guaranteed. The waiver system operates on a “first come, first served” basis for those who do qualify. If you feel you qualify, apply early!

**Can I receive special testing accommodations?**

The ETS will provide “reasonable accommodations” for documented disabilities. The guidelines are explained in the Registration Bulletin. If you intend to request accommodations, contact Muhlenberg’s Office of Disability Services well in advance of the scheduled test date so that application for accommodation can be made and appropriate accommodations arranged. Please be aware that candidates qualifying for special testing accommodations may have to schedule tests one at a time rather than two or more at a sitting. This needs to be taken into account when planning your testing schedule.

**What if I don’t want to be certified in Pennsylvania?**

Passing scores on the first three PPST Praxis exams (10710, 20720 and 10730) are required for formal admission to the Education Program regardless of your certification plans. The additional exams are required for Pennsylvania certification. Although you may not intend to teach in Pennsylvania, the Education Department strongly recommends you certify in Pennsylvania. Certification in one state is the best basis for certification in other states.
What if I want to certify in another state(s)?

Pennsylvania has licensing agreements with most other states in the United States (see Out of State Certification on page 3 of this handbook). This means that your undergraduate certification work at Muhlenberg will be accepted as the basis for certification in most other states. **Other states, however, may require that you pass exams other than the Praxis exams, that you pass different or additional Praxis exams, or that you achieve different passing scores on the Praxis exams.** Information is available from the education departments of the various states.

How should I prepare for the Praxis exams?

This is an important question. A lot depends on you—your academic record, the courses you have taken, and your test taking abilities.

**First and foremost, the Praxis exams should be taken seriously.** They are, after all, professional licensing exams with the intention of qualifying (and disqualifying) individuals for the teaching profession. Some of these exams are very easy for some people; some are very difficult for some people. In most cases, the specialty area exams are more difficult that the PPST exams.

In general you should do the following in order to prepare:

1. Design your course of study at Muhlenberg in a manner that will best prepare you for these exams and, more importantly, for the teaching profession. For example, if you are a candidate for Elementary certification and mathematics is one of your weaknesses, **don’t take easy math courses at another school to get the requirement out of the way.** If you are a history major planning to certify in Secondary Citizenship, be sure to work with your history and education advisors in choosing a wide range of history courses to provide a broad preparation.

2. Review the appropriate Test At A Glance information available at [www.ets.org/praxis](http://www.ets.org/praxis) to familiarize yourself with the test format and test taking strategies.

3. Take the sample tests on the Praxis website to gauge your abilities.

4. Use the pie chart graph, percentage data, and “topics covered” outlines on the Praxis website to familiarize yourself with the content and emphases of each exam. Study accordingly.

5. Purchase and use the more extensive test preparation books available from the ETS and other publishers as needed.

With careful planning and preparation, the Praxis tests will be a manageable requirement of your preparation for teacher certification.
GENERAL REQUIREMENTS

The certifying officer must verify that the candidate has achieved at least a satisfactory rating on the PED-430 by so indicating on the PDE-338C, College/University Verification Form, which is used to recommend a candidate to the Commonwealth for certification.

The level of proficiency indicated in each of the four (4) categories will be added to determine an overall rating/level of proficiency for the entire PDE-430 form and the single rating period. At least a satisfactory rating must have been achieved in each of the four (4) categories.

1. Each student teacher/candidate must be observed and evaluated using the PDE-430 a minimum of two times during their student teaching experience—once at the midpoint and once at the end.

2. All evaluations with the PDE-430 are considered to be formative with the exception of the final one, which is considered to be the summative evaluation. All others are used in order to give the student teacher/candidate an opportunity to correct or improve any deficiencies.

CATEGORIES OF EVALUATION

1. PDE-430 has four (4) major categories addressing evaluation of student teacher/candidate:
   i. Category I: Planning and Preparation
   ii. Category II: Classroom Environment
   iii. Category III: Instructional Delivery
   iv. Category IV: Professionalism

   Each category has student teacher/candidate performance indicators that support the category’s evaluation on a continuum from Exemplary through Unsatisfactory. The “Student Teacher/Candidate’s Performance Appropriately Demonstrates” indicators are the criteria for the evaluation. Both the evaluator and the student teacher/candidate must be aware of the performance indicators being used in the evaluation before the evaluation takes place.

2. Each PDE-430 Category, I through IV, includes an explanation of the various aspects of teaching that aid in the further definition of the category.

3. The categories presented on the PDE-430 provide knowledge, to the evaluator and the student teacher/candidate, of performance expectations and the required levels of proficiency for each category. The category’s results are evaluated through the review of the defined “Student Teacher/Candidate’s Performance Demonstrates” indicators in each of the four (4) categories.

4. The sources of evidence, gathered by the student teacher/candidate and the evaluator, should be considered by the evaluator to make a judgment about the student teacher/candidate’s performance/level of proficiency.
**SOURCES OF EVIDENCE**

1. It is also the responsibility of the student teacher/candidate to ensure the availability of evidence required for each of the categories evaluated. The evaluator and the student teacher/candidate will share the sources at the conference date. The evaluator will mark, on the form next to the source of evidence, pertinent pieces of evidence that were reviewed during the evaluation of a student teacher/candidate’s performance/level of proficiency.

2. Sources of evidence should have, where appropriate, written dates that the source of evidence occurred: for example, the date of the planning document or dates of classroom observations/visits. Types of evidence reviewed can be listed as well as titles, for example, Back-to-School Night presentation. It should include the number of sources: for example, if seven pieces of student work were collected for a particular source of evidence, that number should be included.

**JUSTIFICATION FOR EVALUATION**

1. After reviewing the results of the student teacher/candidate’s performance indicators in each category and the pertinent sources of evidence, the assessor will make a judgment for each category on the PDE-430. The appropriate box is then checked.

2. This is a key section as it provides the student teacher/candidate with a clear understanding of the evaluator’s decision based on observations and other specific sources of evidence. This section also provides further explanation of why the student teacher/candidate is receiving a particular rating for the category. The evaluator’s comments help to focus the student teacher/candidate on his/her specific strengths and areas for improvement. It is important to write statements that are clear, consistent, and specify key areas for improvement, if required.

**EVALUATION**

1. The evaluation/signature page of the PDE-430 includes the school year and term during which the observation occurred. An appropriate overall judgment of the student teacher/candidate’s demonstrated performance will be made and checked, resulting in a particular level of proficiency.

2. The Overall Justification for Evaluation section should specify any key areas for improvement when used for the first assessment and provide the student teacher/candidate with a clear understanding of the evaluator’s overall judgment of their performance. All written sections may be expanded in size in order to fully express the observations and recommendations to the student teacher/candidate. Additional pages may be added if necessary.

3. A copy of the PDE-430 is kept in the student teacher/candidate’s college file. Student teacher/candidates should have a copy of their completed PDE-430. However, copies of the PDE-430 should not be provided by the college to outside agencies, prospective employers, or other individuals in any situation, as this is an internal document. The PDE-430 is a confidential document. Copies of the PDE-430 will be reviewed during state major program reviews.
Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student/Candidate’s Last Name | First | Middle | Social Security Number
---|---|---|---

Subject(s) Taught | Grade Level

This form is to serve as a permanent record of a student teacher/candidate’s professional performance evaluation during a specific time period, based on specific criteria. This form must be used at least twice during the 12-week (minimum) student teaching experience.

**PERFORMANCE EVALUATION**

**Directions:** Examine all sources of evidence provided by the student teacher/candidate and bear in mind the aspects of teaching for each of the four categories used in this form. Check the appropriate aspects of student teaching, and indicate the sources of evidence used to determine the evaluation of the results in each category. Assign an evaluation for each of the four categories and then assign an overall evaluation of performance. Sign the form and gain the signature of the student teacher.

**Category I: Planning and Preparation** — Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context.

Alignment: 354.33 (I)(6)(A), (B), (C), (G), (H)

Student Teacher/Candidate’s performance appropriately demonstrates:

- Knowledge of content
- Knowledge of pedagogy
- Knowledge of Pennsylvania’s K-12 Academic Standards
- Knowledge of students and how to use this knowledge to impart instruction
- Use of resources, materials, or technology available through the school or district
- Instructional goals that show a recognizable sequence with adaptations for individual student needs
- Assessments of student learning aligned to the instructional goals and adapted as required for student needs
- Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

**Sources of Evidence (Check all that apply and include dates, types/titles and number)**

- [ ] Lesson/Unit Plans | See Attached | [ ] Student Teacher Interviews | See Attached 430-A
- [ ] Resources/Materials/Technology | See Attached | [ ] Classroom Observations | See Attached 430-A
- [ ] Assessment Materials | See Attached | [ ] Resource Documents | See Attached 430-A
- 430-A
- 430-A
- Information About Students | See Attached
- 430-A (Including IEP’s)

**Criteria for Rating**

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
<td></td>
</tr>
</tbody>
</table>

**Rating**

(Indicate - )

**Justification for Evaluation**
Category II: Classroom Environment — Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.

Alignment: 354.33, (1)(b)(6), (b)

Student Teacher/Candidate's performance appropriately demonstrates:

- Expectations for student achievement with value placed on the quality of student work
- Attention to equitable learning opportunities for students
- Appropriate interactions between teacher and students and among students
- Effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- Ability to establish and maintain rapport with students

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

- Classroom Observations
- See Attached 430-
- Informal Observations/Visits
- See Attached 430-A
- Student Teacher/Candidate
- See Attached 430-A
- Interviews
- See Attached 430-A
- Resources/Materials/Technology/Space
- See Attached
- Visual Technology
- Other
- See Attached

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
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<th>Unsatisfactory 0 Points</th>
</tr>
</thead>
</table>

Rating (Indicate X)

Justification for Evaluation
### Category III – Instructional Delivery

- Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.


**Student Teacher/candidate’s performance appropriately demonstrates:**

- Use of knowledge of content and pedagogical theory through his/her instructional delivery
- Instructional goals reflecting Pennsylvania K-12 standards
- Communication of procedures and clear explanations of content
- Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
- Use of questioning and discussion strategies that encourage many students to participate
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of disciplines within the educational curriculum

**Sources of Evidence (Check all that apply and include dates, types/titles, or number):**

- Classroom Observations See Attached
- Informal Observations/Visits See Attached
- Assessment Materials See Attached
- Student Teacher/Candidate See Attached

<table>
<thead>
<tr>
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</tr>
<tr>
<td>Rating (Indicate ✓)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Justification for Evaluation**
### Category IV – Professionalism

Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

**Alignment:** 354.33. (1)(B)(2)

Student Teacher/Candidate's performance appropriately demonstrates:

- Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
- Knowledge of school or district requirements for maintaining accurate records and communicating with families
- Knowledge of school and/or district events
- Knowledge of district or college's professional growth and development opportunities
- Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators: and local, state, and federal, laws and regulations
- Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure

### Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- [ ] Classroom Observations See Attached
- 430-A
- [ ] Informal Observations/Visits See Attached
- 430-A
- [ ] Assessment Materials See Attached
- 430-A
- [ ] Student Teacher Interviews See Attached
- 450-A
- [ ] Written Documentation See Attached
- 450-A

### Rating Scale

<table>
<thead>
<tr>
<th>Category for Rating</th>
<th>Exemplary 3 Points</th>
<th>Superior 2 Points</th>
<th>Satisfactory 1 Point</th>
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</tr>
<tr>
<td>Rating</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

### Justification for Evaluation

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46
### Overall Rating

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary (Minimum of 12 Points)</th>
<th>Superior (Minimum of 8 Points)</th>
<th>Satisfactory (Minimum of 4 Points)</th>
<th>Unsatisfactory (0 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Rating</td>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
</tr>
<tr>
<td>Rating (Indicate 1)</td>
<td>————</td>
<td>————</td>
<td>————</td>
<td>————</td>
</tr>
</tbody>
</table>

Note: This assessment instrument must be used a minimum of two times. A satisfactory rating (1) in each of the 4 categories, resulting in a minimum total of at least (4) points, must be achieved on the final summative rating to favorably complete this assessment.

### Justification for Overall Rating:

---

**Student Teacher/Candidate’s Last Name**

**First**

**Middle**

123-45-6789

Social Security Number

**District/IU**

**School**

**Date**

1/1/2000

Interview/Conference

**School Year:** 2003-2004

**Term:** Fall

**Required Signatures:**

**Supervisor/Evaluator:**

Date: 1/1/2000

**Student/Teacher Candidate:**

Date: 1/1/2000
Dear Applicant:

Congratulations on reaching the stage in your academic preparation where you are ready to apply for Pennsylvania Professional Educator Certification. You will soon be qualified to participate in one of the Commonwealth’s most important responsibilities -- the education of our children -- a constitutionally mandated program designed to provide the citizens of our state with “... a thorough and efficient system of public education.”

This Level I booklet is designed to assist you in understanding our certification requirements as well as the application process. Please read the booklet and the application instructions carefully. Correctly following these instructions is critical to helping us process your application as quickly as possible.

Please help us to process your application as quickly as possible by submitting a complete application through your college/university according to its direction.

The policies and procedures outlined in this booklet are mandated by 22 PA Code Chapter 49, Certification of Professional Personnel. Should any changes occur, notification of the changes will be sent to all Pennsylvania public school entities and to all Pennsylvania colleges and universities that have approved teacher preparation programs.

Bureau of Teacher Certification and Preparation
REQUIREMENTS FOR LEVEL I

The requirements for a Level I certificate are:

**Instructional and Educational Specialist I**

- Complete an approved education preparation program in the requested area;
- Receive the recommendation of your preparing college/university;
- Meet all testing requirements established by the State Board of Education; and
- Meet all other evaluation requirements established by the School Code.

**Administrative I**

- Have five (5) years of satisfactory service on any Instructional or Educational Specialist certificate;
- Complete an approved education preparation program in the requested area;
- Receive the recommendation of your preparing college/university;
- Meet all testing requirements established by the State Board of Education; and
- Meet all other requirements established by the School Code.

**Supervisory I**

- Have five (5) years of satisfactory service on the relevant Instructional or Educational Specialist certificate;
- Complete an approved education preparation program in the requested area;
- Receive the recommendation of your preparing college/university;
- Meet all testing requirements established by the State Board of Education; and
- Meet all other requirements established by the School Code.

**Vocational Instructional I**

- A minimum of two (2) years wage-earning experience in addition to the learning period required to establish competency in the occupation to be taught;
- Successfully completed the occupational competency examination or evaluation of credentials for occupations where examinations do not exist;
- Complete 18 credit hours in an approved program for vocational teacher education;
- Present evidence of having passed the appropriate tests;
- Be recommended for the Vocational Instructional I certificate by the college/university at which they are enrolled;
- Meet all other requirements provided by law (School Code 1209 and title 22, Pa. Code, Section 49.12).
HOW TO APPLY FOR PENNSYLVANIA CERTIFICATION

TO APPLY . . .

STEP 1: Read through the booklet and familiarize yourself with the process.

STEP 2: Check with your college/university certification office for any deadlines or special application procedures your institution may have.

STEP 3: Make sure all necessary academic and Praxis testing requirements are met prior to application.

STEP 4: Complete the General Application, Form PDE-338G in its entirety.

STEP 5: Complete the Verification of Experience, Form PDE-338V if applying for Administrative I or Supervisory I certification.

STEP 6: Submit the application(s) to your college/university certification officer along with the $40.00 fee.

All application materials become the property of the Pennsylvania Department of Education.
1. **What is certification?**
   Certification is a process to verify the qualifications and proper training of each professional educator to execute his or her professional responsibilities. All professional employees of public schools must hold a certificate. The State Board of Education sets the standards and regulations for certification, and the Department of Education's Bureau of Teacher Certification and Preparation administers those standards and regulations.

2. **Do I need a certificate to hold a professional position in the public schools?**
   Yes. All public schools and some private schools in Pennsylvania require their professional employees to be properly certified.

3. **Must you hold a Pennsylvania certificate to substitute teach in a public school?**
   Yes. Any professional serving in the public schools must hold an appropriate, valid Pennsylvania certificate.

4. **Who on my campus can help me understand certification requirements?**
   All questions concerning requirements for professional certification should be directed to your advisor or the college/university certification office.

5. **What type/area of certificate is required?**
   There are seven types of certificates: Intern, Instructional, Vocational Instructional, Educational Specialist, Supervisory, Administrative, and Letter of Eligibility. Please refer to the list of Subject Areas and Codes on page nine(9), which includes the types and areas. Individuals must hold a valid, appropriate certificate with the proper endorsement area corresponding to the job assignment in order to serve in a Pennsylvania public school.

6. **What do the terms “Level I” and “Level II” mean?**
   Pennsylvania currently has two levels of certification. The initial certificate, Level I, is valid for a specific number of service years, during which time you must complete established requirements. Upon completion of those requirements, the Level I may be converted to a Level II certificate. If not converted, the Level I lapses. You may not be employed in a Pennsylvania public school with a lapsed certificate.

7. **How do I qualify for a certificate?**
   - Complete an approved education preparation program at the bachelor’s or graduate level;
   - Receive the recommendation of your preparing college/university;
   - Meet all testing requirements established by the State Board of Education; and
   - Meet all other requirements established by the School Code.
8. **What testing requirements are currently necessary for certification?**

Applicants requesting certification must complete the appropriate Pennsylvania testing requirements. Please refer to the PRAXIS Registration Bulletin, which indicates the appropriate tests required by Pennsylvania.

**IMPORTANT:** Applicants must meet the qualifying scores in effect at the time of application for certification, regardless of the score in effect at the time the applicant takes the test.

Appropriate passing test scores will be accepted if the tests were taken within a five-year period prior to the postmarked date of your application for Pennsylvania certification. To be official, test scores must be received by this office directly from the Educational Testing Service (ETS) or in an ETS-sealed, unopened envelope. If you take the tests in Pennsylvania, the scores of teacher certification tests should be reported automatically to this Bureau by ETS.

Test dates, location, and registration procedures may be obtained by contacting:
- The Praxis Series Telephone: 609-771-7395
- Educational Testing Service Online: www.teachingandlearning.org
(P.O. Box 6051, Princeton NJ 08541-6051)

**Note:** Testing regulations are subject to change.

9. **When should I take these tests?**

This should be a decision between you and the certification officer or your advisor at your college/university. Tests can be taken at any point during your preparation, but test scores are only valid for five years after the date a test is taken. The Department of Education encourages everyone to consider taking the tests as soon as they feel they are ready.

10. **How should I send my test scores to the Department of Education?**

If you take the tests in Pennsylvania, the scores will be sent to us automatically. We will accept the scores for five years after the test administration. If you take any of the PRAXIS tests outside of Pennsylvania, please tell Educational Testing Services to send your score(s) to us by writing the code **8033** in the area where this information is requested.

11. **Does my college/university need my scores?**

Yes. In order to process your application, your college/university needs all your test scores. Please consult with your advisor or the certification office at your college/university or check the PRAXIS Series Registration Bulletin for the score recipient code for your college/university. This four-digit number must be placed in the appropriate boxes on your test registration information.

12. **Will my Instructional I or Educational Specialist I certificate expire if I don’t teach?**

No. The Instructional I and Educational Specialist I are valid for six years of service time spent in the public schools of Pennsylvania.

**NOTE:** This validity period is for ACTUAL school years of service, not calendar years. Under current regulations, the Instructional I and Educational Specialist I remain valid until the holder, teaching/serving in a professional capacity in the public schools of this state for 50 percent or more of the school year, expends the six years of service time. Once the holder reaches that milestone, he/she must convert the Level I to a Level II.
13. **Can my initial Instructional or Educational Specialist certificate be renewed?**
   No. If you complete six years of service in Pennsylvania, your Level I Instructional or Educational Specialist certificate must be converted to a Level II, or the certificate becomes invalid. You may not teach on an invalid certificate, nor will an Emergency Permit be issued in its place.

14. **How do I keep my certificate active?**
   Beginning July 1, 2000, Act 48 of 1999 required people holding Pennsylvania professional educator certification to complete continuing education requirements every five years in order to maintain their certificates as active. This information will also be printed on the reverse side of your PA Professional Certificate.

15. **How do I add a subject to my certificate?**
   To place additional subjects/fields on your certificate, you must complete an approved college/university preparation program and successfully meet the appropriate PRAXIS specialty area test requirement.

16. **How do I apply for a name change on my certificate?**
   If your name has been legally changed, you should request a name change on your certificate. Form PDE-338D is available at any school district, intermediate unit (IU) or area vocational-technical school (AVTS), as well as through this office. This form is also available on the Department of Education’s website at www.pde.state.pa.us. There is no processing fee for a name change.

17. **How do I apply for a duplicate certificate?**
   If you have lost your Pennsylvania certificate, you may order a duplicate. Form PDE-338D is available at any school district, IU, or AVTS, as well as through this office. This form is also available on the Department of Education’s website at www.pde.state.pa.us. There is a processing fee for a duplicate certificate.

18. **How do I find a teaching position in Pennsylvania?**
   School staffing is the responsibility of the chief school administrator in each school district. You should apply directly to the chief school administrator at the school district. The names and addresses of these officers are usually available in most college placement office libraries. Names and addresses of local school administrators are listed in the “Pennsylvania Education Directory”, available for a fee from Applied Arts Publishers, Box 479, Lebanon PA 17042; Telephone: 717-272-9442. For those with access to the Internet, check the following websites: www.pde.state.pa.us (click on job vacancies), www.psea.org, or www.psba.org.

19. **How do I contact the Bureau of Teacher Certification and Preparation?**
   You may contact us by mail at the following address:

   Bureau of Teacher Certification and Preparation
   Pennsylvania Department of Education
   333 Market Street, 3rd Floor
   Harrisburg, PA 17126-0333

   Customer Service: 717-787-3356
   Text Telephone: TTY 717-783-8445
   Fax: 717-783-6736
CHECKLIST

BE SURE YOU HAVE INCLUDED THE FOLLOWING:

☐ A nonrefundable $100.00 fee. Comply with the college/university policy and procedure for submitting fees.

☐ General application, Form PDE-338G.

☐ College/University Verification, Form PDE-338C.

☐ Verification of Experience, Form PDE-338V, if applying for Administrative or Supervisory certification.

☐ PRAXIS test score label (to be affixed by college/university certification official).
APPENDIX A
4-8 Certification Program

Social Studies Concentration
(American Studies Major)

Required Courses from the major:

_______ AMS 101 Introduction to American Studies

_______ ENG 115 American Writers

—— PSC 101 Introduction to American National Government

—— HST 100-149 Introduction to History (with American focus)

_______ Senior Seminar

—— Six Electives (Must include 3 American History and a W. 3 of these must be at 300 level or above. At least 2 different disciplines should be represented. No 100 level course will be accepted.)

—————————

—————————

** Electives may also include:

Fine Arts (A) with American Focus and/or

Philosophy (P) with American Focus

Additional courses for certification:

—— GEO 101 World Geography

—— ECO 101 or 102 Introduction to Macro or Micro

Mary [Signature]
Department Head

11/23/10

Date
BIOLOGY

List of Required Courses
Biology Secondary Certification

Biology

___ BIO 150 Principles of Biology I: Organisms and Populations
___ BIO 151 Principles of Biology II: Cells and Organisms
___ BIO 152 Principles of Biology III: Molecules and Cells

Two courses that explore structural and functional relationships from the molecular to cellular level of organization: BIO 205 Cell Biology, BIO 215 Genetics, BIO 220 Biochemistry, or BIO 225 Microbiology.

One course that explores structural and functional relationships from the cellular to organismal level of organization: BIO 240 Developmental Biology, BIO 242 Entomology, BIO 245 Comparative Anatomy, or BIO 250 General Physiology.

Two courses that explore the interactions of individuals and populations with their physical and biological environments: BIO 204 Invertebrate Zoology, BIO 265 Ethology, BIO 270 Ecology, BIO 260 Field Botany and Plant Ecology, BIO 262 Cultural and Economic Botany, BIO 255 Ornithology, BIO 268 Freshwater Ecology, BIO 272 Field Marine Biology, BIO 275-279 Field Investigations in Biology, or SUS 350

One additional elective chosen from Biology numbered 400 and above.

___ An Earth Science Course (ESC 201 Environmental Geology)

Chemistry

___ CHM 103 General Chemistry I
___ CHM 104 General Chemistry II
___ CHM 201 Organic Chemistry I
___ CHM 201 Organic Chemistry II (recommended but not required)

Physics

___ PHY 211 General Physics
___ PHY 212 General Physics II (recommended but not required)

Math

___ MTH 121 Calculus I

Assist in one biology laboratory section during the senior year.

Elizabeth F. McCain
Department Chair

February 2011
Biology

I. Knowing the Content

The professional education program provides evidence that Biology certification candidates complete a program of studies in biology the same as the academic content area courses and required electives of a major in a bachelor's degree. The program shall require the candidates to demonstrate their knowledge of and competence in teaching inquiry-based laboratory experiences and the fundamental concepts of the biological sciences to 7-12 grade students including:

I.A. Basic principles of science including:
- inorganic and organic chemistry,
- physics and mathematics,
- earth and space science

I.B. Molecular and cellular biology and the chemical basis of life including:
- atoms, molecules and chemical bonds,
- biologically important molecules,
- cellular bioenergetics, photosynthesis, and respiration

I.C. Classical and molecular genetics and the evolution and diversity of life including:
- Mendelian and non-Mendelian inheritance, probability, and environmental influences,
- structure and function of nucleic acids, protein synthesis, recombinant DNA, gene regulation, microbial genetics, and mutation,
- evidence for evolution, mechanisms, speciation, phylogeny, and the origin of life,
- diversity of life, the five-kingdom system, classification schemes, representatives of kingdoms

I.D. Structure, function and development of organisms including:
- life functions, digestion, circulation, respiration, excretion, nervous control, movement, and chemical control,
- systems that support functions, digestive, circulatory, respiratory, excretory, nervous and muscular,
- reproduction and development, gametogenesis, fertilization, growth and differentiation, metamorphosis and aging,
- instincts, learned behaviors, and communication

I.E. Ecological relationships among populations, communities and ecosystems including:
- populations, density factors, population growth, dispersion patterns, life history patterns and social behavior,
- communities, niche, interspecific relationships, species diversity and succession,
- terrestrial and aquatic ecosystems, biomes, energy flow, biochemical systems, stability and disturbances, human impact and interrelationships among systems
I.F. Technological and commercial issues and applications of biological systems including:
- human population growth,
- energy production and use,
- production and use of consumer products,
- biological magnification,
- biotic and abiotic resource management

I.G. Implications of scientific and technological developments on ethical questions relating to biology including:
- gene cloning and splicing,
- prolonging life,
- prenatal testing,
- radiation and ozone depletion,
- environment,
- agriculture

II. Performances

The professional education program provides evidence of the candidates’ participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained, have interpersonal skills and demonstrated competence in teaching. The program also provides evidence that the criteria and competencies for exit from the Biology certification program are assessed in coursework, field experiences and student teaching and require the candidates to demonstrate their knowledge and competence in fostering student learning through:

II.A. Managing the instructional environment in order to:
- create a climate that promotes fairness,
- establish and maintain mutual respect and rapport with and among students,
- establish and communicate challenging learning expectations to each student,
- establish and maintain consistent standards of classroom behavior,
- make the physical environment safe and conducive to learning

II.B. Planning of instruction based upon:
- subject matter,
- students and the community,
- school district standards,
- Pennsylvania Academic Standards,
- other standards that promote problem analysis, creativity and decision-making skills

II.C. Implementing, adapting and assimilating effective instructional strategies, curriculum resources and technologies

II.D. Designing, conducting and evaluating laboratory activities, using techniques, equipment and facilities that meet current technological standards including:
- computer applications to science teaching,
- hands-on laboratory experiences and equipment
II.E. Selecting, analyzing and modifying materials to meet the instructional needs and levels of diverse learners

II.F. Monitoring students' understanding of content through a variety of assessment strategies, providing feedback to students to assist learning, and adjusting instruction

III. Professionalism

The professional education program provides evidence that Biology certification candidates demonstrate knowledge and competencies that foster professionalism in school and community settings including:

III.A. Professional organizations, publications, resources, professional development and life-long learning

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania’s Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.C. Cultivating professional relationships and collaborating with school colleagues, organizations and other community agencies to improve student learning

III.D. Communicating effectively with parents/guardians, business and industry, and other agencies, and the community-at-large to support learning by all students
# CHEMISTRY

## List of Requirements

**Chemistry Secondary Certification**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>103</td>
<td>General Chemistry I (S)</td>
</tr>
<tr>
<td>104</td>
<td>General Chemistry II (S)</td>
</tr>
<tr>
<td>201</td>
<td>Organic Chemistry I or</td>
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<tr>
<td>203</td>
<td>Organic Chemistry IA</td>
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<td>202</td>
<td>Organic Chemistry II or</td>
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<td>Organic Chemistry IIA</td>
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<td>311</td>
<td>Analytical Chemistry I</td>
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<td>312</td>
<td>Analytical Chemistry II</td>
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<tr>
<td>321</td>
<td>Physical Chemistry I</td>
</tr>
<tr>
<td>322</td>
<td>Physical Chemistry II:</td>
</tr>
<tr>
<td>331</td>
<td>Inorganic Chemistry</td>
</tr>
<tr>
<td></td>
<td>Two 0.5-course-unit electives numbered 400 or higher</td>
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</table>

## Physics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>211</td>
<td>General Physics I (S)</td>
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<tr>
<td>212</td>
<td>General Physics II</td>
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## Mathematics

<table>
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<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>121</td>
<td>Calculus I (G)</td>
</tr>
<tr>
<td>122</td>
<td>Calculus II (G)</td>
</tr>
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</table>

## Environmental Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>101</td>
<td>Introduction to Environmental Studies or alternative</td>
</tr>
</tbody>
</table>

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**Department Head**

February 2011
Chemistry

I. Knowing the Content

The professional education program provides evidence that Chemistry certification candidates complete a program of Chemistry studies the same as the academic content area courses and required electives of a major in a bachelor's degree. The program shall require the candidates to demonstrate their knowledge of and competence in teaching inquiry-based laboratory experiences and the fundamental concepts of chemistry to secondary school students grades 7-12, including:

I.A. Basic principles of mathematics and physics as they relate to chemistry, including:
   - relationships between matter and energy,
   - Physical parameters, units and dimensional analysis,
   - states of matter,
   - gas laws and the kinetic-molecular theory

I.B. Applications of chemistry to:
   - the life sciences and earth sciences,
   - scientific discovery and technological advancement

I.C. Atomic theory including:
   - atomic structure and nuclear chemistry,
   - electronic configuration and periodicity,
   - chemical bonding and molecular structure

I.D. Chemical concepts, including:
   - chemical formulas and nomenclature,
   - chemical reactions and stoichiometry,
   - mixtures, solutions, solubility, and chemical equilibrium

I.E. Inorganic chemistry, including:
   - descriptive chemistry of metallic and nonmetallic elements and their industrial importance,
   - valence bond and molecular orbital theories,
   - group theory and crystal systems,
   - chemistry of inorganic complexes

I.F. Organic chemistry, including:
   - bonding and structure,
   - nomenclature and stereochemistry,
   - reactions and mechanisms,
   - synthesis and spectroscopy applications related to biology, medicine, industrial chemistry, material sciences, agriculture and emerging areas of technology

I.G. Thermodynamics and kinetics of chemical reactions including:
   - laws of thermodynamics,
- chemical equilibrium,
- electrochemistry,
- chemical kinetics

I.I. Extensive laboratory activities including:
- reinforcement or extension of chemical theory,
- experimental design, data collection, analysis and interpretation,
- methods of preparation, use, storage and disposal of reagents conforming to state and federal regulations,
- laboratory safety

I.I. Historical and contemporary issues including:
- ethical implications of science and technology,
- history of chemistry,
- safety of household products, medicine, agriculture, and gardening,
- environment and ecology,
- risk benefit trade-offs

II. Performances

The professional education program shall provide evidence of the candidates participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and well-trained cooperating teachers who have interpersonal skills and demonstrated competence in teaching chemistry. The program shall provide evidence that the criteria and competencies for exit from the Chemistry certification program are assessed in coursework, field experiences and student teaching and require the candidates to demonstrate their knowledge and competence in fostering student learning through:

II.A. Managing the instructional environment including:
- creating a climate that promotes fairness,
- establishing and maintaining rapport with students,
- communicating clear, challenging learning expectations to each student,
- establishing and maintaining consistent standards of classroom behavior,
- creating a safe environment conducive to learning,
- using instructional time effectively

II.B. Planning instruction which promotes problem analysis, critical thinking, creativity, leadership development and decision-making based upon:
- subject matter, organization and integration of content and the relationship of content to education, career and life goals,
- Pennsylvania Academic standards,
- student learning and motivation, with emphasis on individual differences and diversity
- the community and community resources,
- current education standards and practices

II.C. Selecting, analyzing, modifying and incorporating instructional materials to meet the learning needs and reading level of diverse learners, including:
• curriculum resources and technology,
• inquiry based laboratory experiences,
• information from the internet, professional organizations, and business and industry

II.D. Monitoring student progress and performance and adjusting instructional strategies through a variety of assessment tools in order to provide student feedback, and strengthen the effectiveness and quality of instruction for improved student learning

III. Professionalism

The professional education program provides evidence that Chemistry certification candidates demonstrate knowledge and competencies that foster professionalism in school and community including:

III.A. Professional organizations and associations, professional publications and journals

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.C. Cultivating professional relationships and collaborating with school colleagues, organizations and other community agencies to improve student learning

III.D. Communicating effectively with parents/guardians, business and industry, and other agencies, and the community at large to support learning by all students
PHYSICS

List of Requirements
Physics Secondary Certification

Physics
- 211 General Physics I (S)
- 212 General Physics II (S)
- 213 Modern Physics
- 216 Analog and Digital Circuits
- 226 Optics: From Lenses to Lasers
- 242 Thermal and Statistical Physics (W)
- 313 Nuclear and Particle Physics*
- 319 Analytical Mechanics
- 329 Electromagnetism

Math
- 121 Calculus I (G)
- 122 Calculus II (G)

Two of the following:

Math
- 223 Calculus III
- 226 Linear Algebra
- 227 Differential Equations

* This course takes the place of the additional physics course numbered between 200 and 399 that is required of all physics majors.

Jane D. Bird
Department Head
February 2011
Physics

I. Knowing the Content

The professional education program provides evidence that Physics certification candidates complete a program of Physics studies the same as the academic content area courses and required electives of a major in a bachelor’s degree. The program shall require the candidates to demonstrate their knowledge of and competencies in teaching the fundamental concepts, inquiry based laboratory experiences and relevant applications of the science of physics to mathematics and the other science content areas necessary for a teacher at the secondary level (7-12) including:

I.A. Major concepts common to physics and chemistry including:
- nature of matter, evidence for the structure of matter,
- interaction of matter and energy,
- conservation of matter and energy,
- heat and thermodynamics

I.B. Mechanics, including:
- kinematics and dynamics,
- conservation of momentum, conservation of energy,
- gravitational forces and fields,
- relativity theory

I.C. Electricity and magnetic fields, including:
- electric circuits and electronics,
- technological applications of electricity and electronics,
- electric and magnetic forces and fields

I.D. Wave properties, including:
- models and phenomena,
- sound,
- electromagnetic radiation, including spectroscopy, light and color, geometric and physical optics,
- waves on stretched strings, standing waves and resonance

I.E. Atomic and nuclear theory, including:
- Nuclear physics, radioactivity, fission and fusion,
- fundamental particles,
- quantum mechanics,
- wave/particle duality

I.F. Ethical, human, and environmental implications of contemporary physics

I.G. Laboratory instruction and experimental techniques including:
- design of experiments,
• data analysis and presentation,
• preparation of laboratory reports,
• operation of physics laboratory equipment, e.g., motion measuring devices, simple electronics equipment, optics equipment

I.II. Current research and practices on Physics pedagogy

II. Performances

The professional education program provides evidence of the candidates participation in sequential and developmental field experiences and student teaching, under supervision of college personnel and cooperating teachers who are well trained, have interpersonal skills and demonstrated competence in teaching physics. The program also provides evidence that the criteria and competencies for exit from the Physics certification program are assessed and require the candidates to demonstrate their knowledge of and competence in fostering student learning through:

II.A. Managing the instructional environment including:
• creating a climate that promotes fairness,
• establishing and maintaining rapport with students,
• communicating clear, challenging expectations to each student,
• establishing and maintaining consistent standards of classroom behavior,
• creating a safe environment conducive to learning,
• using instructional time effectively

II.B. Planning instruction which promotes problem analysis, critical thinking, creativity, leadership development and decision-making based upon:
• subject matter, organization and integration of content and its relationship to education, career and life goals,
• students and their learning, motivation, supervision and guidance with emphasis on human behavior and development, individual differences, diversity and the special needs of students,
• professional organization guidelines,
• Pennsylvania Academic Standards

II.C. Selecting, analyzing, modifying and incorporating instructional materials to meet the learning needs and reading level of diverse learners, including:
• curriculum resources and technology,
• hands on laboratory experiences

II.D. Monitor student progress and performance and adjust instructional strategies through a variety of assessment tools in order to strengthen the effectiveness and quality of instruction for improved student learning

III. Professionalism
The professional education program provides evidence that Physics certification candidates demonstrate knowledge and competencies that foster professionalism in school and community including:

III.A. Professional organizations and associations, professional publications and journals, materials, and resources

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.C. Cultivating professional relationships and collaborating with school colleagues, organizations and other community agencies to improve student learning

III.D. Communicating effectively with parents/guardians, business and industry, and other agencies, and the community at large to support learning by all students
MATHEMATICS

List of Requirements
Mathematics Secondary Certification
Mathematics Majors

Mathematics

MTH 121  Calculus I
MTH 122  Calculus II
MTH 210  Transition to Abstract Mathematics
MTH 223  Calculus III
MTH 226  Linear Algebra
MTH 326  Abstract Algebra
MTH 331  Mathematical Statistics I
MTH 342  Advanced Geometry
MTH 251  Landmarks of Greek Mathematics or
MTH 252  Landmarks of Modern Mathematics

Two electives in Mathematics chosen from among MTH 227 Differential Equations
and courses numbered 300 or above

Computer Science

CSI 110  Computer Science I

A cognate course in another area which uses Calculus

[Signature]
Department Head

February 2011

Note: This may change if the current proposal to
add a capstone experience to the math major
passes at the February faculty meeting. Then the
above cognate would be dropped and the senior
capstone would be added to the requirements.
Mathematics

I. Knowing the Content

The professional education program provides evidence that Mathematics certification candidates complete a program of Mathematics studies the same as the academic area content courses and required electives of a major in a bachelor's degree. The program shall require the candidates to demonstrate a knowledge of and competence in teaching students Mathematics concepts and processes necessary for a teacher at the secondary level (7-12) including:

I.A. History of mathematics as a tool for life and the workplace, and in contexts as part of a cultural heritage.

I.B. Examination of theories, research and practices related to student learning and achievement in mathematics to increase the quality of mathematics teaching

I.C. Use of mathematical communication to:

- organize and consolidate mathematical thinking,
- explain mathematical thinking to others,
- analyze and evaluate strategies of others,
- express mathematical ideas precisely

I.D. Concepts of calculus including:

- differential and integral calculus,
- sequences and series,
- methods of integration,
- transcendental functions,
- polar coordinates,
- analytic geometry,
- multivariable derivatives and integrals

I.E. Number theory including:

- numbers, ways of representing numbers, relationships among numbers and number systems,
- meanings of operations and how they relate to one another

I.F. Functions including:

- generalize patterns using explicitly defined and recursively defined functions,
- properties of classes of functions; such as polynomial, rational, algebraic, exponential, logarithmic, and trigonometric functions,
- representing functions numerically, symbolically, graphically, and verbally

I.G. Geometry including:

- fundamental ideas of measurement and spatial visualization,
- nature of axiomatic reasoning,
- transformations, coordinates and vectors,
- trigonometry from a geometric perspective,
- use of technological tools in geometry
- Euclidean and non-Euclidean geometry

I.H. Linear algebra including:
- matrices,
- systems of linear equations,
- vector spaces,
- linear transformations,
- determinants,
- eigenvalues

I.I. Abstract algebra including:
- structures, properties and examples of groups, rings, and fields,
- relevance of algebraic properties in the study of number systems

I.J. Probability and statistics including:
- measures of central tendency and variability,
- axioms of probability,
- properties of discrete and continuous probability,
- discrete and continuous probability distributions,
- statistical inference

I.K. Discrete mathematics including:
- logic, sets, relations and functions,
- mathematical induction,
- elementary graph theory,
- permutations and combinations

I.L. Mathematical modeling of physical, biological, social, psychological or conceptual entities

I.M. Fundamental concepts and methodologies of analysis, including rigorous definitions and proofs of theorems including:
- make and investigate mathematical conjectures,
- develop and evaluate mathematical arguments

I.N. Enhancement of the learning of mathematical concepts through instructing students in the effective and appropriate use of technology (graphing calculators, computer software etc.), as well as other computational tools

II. Performances

The professional education program provides evidence of the candidates participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained in mathematics, have interpersonal skills and demonstrated competence in teaching. The program also provides
evidence that the criteria and competencies for exit from the Mathematics certification program are assessed in coursework, field experiences and student teaching and require candidates to demonstrate their knowledge and competence in fostering student learning through:

II.A. Managing the instructional environment in order to:
- communicate challenging learning expectations to each student,
- establish and maintain rapport with students and promote mutual respect among students,
- instill in all students a belief that they can succeed in mathematics,
- establish and maintain consistent standards of classroom behavior,
- make the physical environment safe and conducive to learning,
- model school to career attributes and behaviors

II.B. Long-range and short-range planning of instruction, done independently and in collaboration with other educators, based upon:
- mathematics subject matter,
- students and the community,
- Pennsylvania Academic Standards, content analysis with specific objectives,
- instructional methods, including materials and activities,
- results of student assessments

II.C. Selecting, adapting and implementing a variety of instructional strategies ranging from computational exercises to complex problem solving to “essay-style” homework, class assignments, projects, and utilizing traditional tools as well as modern technologies

II.D. Selecting, analyzing, and modifying instructional materials to meet the needs of diverse learners

II.E. Assessing and evaluating student’s conceptual understanding of content through a variety of contextual settings, providing formative feedback to align instructional strategies assist to individual student needs

III. Professionalism

The professional education program provides evidence that each teacher certification candidate demonstrate knowledge and competencies that foster professionalism in school and community settings including:

III.A. Professional organizations, journals, and other resources for professional development

III.B. Integrity and ethical behavior; professional conduct as stated in Pennsylvania’s Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.C. Establish collaborative relationships with colleagues of the elementary, secondary and higher education levels to improve student learning
II.D. Communicate effectively with parents or guardians, other agencies and the community at large to support learning by all students.
SOCIAL STUDIES

List of Requirements
Social Studies Teacher Preparation

History

100 Intro to History
400-449 Reading Seminar
450-499 Research Seminar

Six advanced history courses
NOTE: Must complete one course in the three areas of study: European, American, Non-Western and at least one course before 1789

Economics (One of the courses listed below)

101 Principles of Macroeconomics or
102 Principles of Microeconomics

Geography

101 World Geography

Political Science

101 Introduction to American National Government and
103 Introduction to Comparative Governments and International Relations

Psychology

101 Introductory Psychology

Sociology

101 Introduction to Sociology

Department Head

12 October 2011

August 2011
Social Studies

I. Knowing the Content

The professional education program provides evidence that Social Studies certification candidates complete a program with the same academic core content area courses and required electives of a major in a bachelor's degree in one of the Social Studies disciplines along with collateral coursework in the remaining content areas. This program shall require the candidates to demonstrate the competencies necessary to teach the Pennsylvania Social Studies Academic Standards grades 7-12 and successfully execute required teacher examinations.

I.A. History that shall include:
- the study of human experiences including important events,
- interactions of culture, race and ideas, and the nature of prejudice,
- change and continuity in political systems,
- effects of technology,
- importance of global-international perspectives,
- the integration of geography, economics, and civics studies on major developments in the history of the Commonwealth, the United States, and the world

I.B. Geography that shall include:
- the study of relationships among people, places and environments,
- geographic tools and methods,
- characteristics of places,
- concept of region and physical processes

I.C. Civics and Government that shall include:
- the study of the United States constitutional democracy,
- the values and principles that support our republican form of government,
- the study of the Constitution of the United States and the Commonwealth including the study of principles, operations, and documents of government, rights and responsibilities of citizenship,
- how governments work and international relations

I.D. Economics that shall include:
- economic concepts and systems,
- individual and societal use of resources to produce, distribute and consume goods and services,
- local, state and national commerce,
- international trade and global economies
I.E. Anthropology including:
- origins of human culture and cultural change,
- rituals and kinship,
- cultural and social organization

I.F. Psychology including:
- growth and human development,
- personality, group identification and collective behavior,
- human adjustment, prejudices, tolerance and other coping behaviors,
- cognition as it relates to education

I.G. Sociology including:
- social organization, movements, change and the socialization process,
- demography, immigration trends and local and national responses,
- role of race, gender, and ethnicity in individual and national identity,
- cultural unity and diversity in a pluralistic society,
- changing role of the family in society

II. Performances

The professional education program shall provide opportunities for each certification candidate to apply and demonstrate effective instructional dispositions and techniques for teaching the Pennsylvania Academic Social Studies Standards grades 7-12 in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained, have interpersonal skills and demonstrated competence in teaching. The program also provides evidence that the criteria and competencies for exit from the program are assessed in the coursework, field experiences and student teaching through:

II.A. Exposure to and practice with a variety of instructional methods consistent with developing competencies for teaching Pennsylvania Academic Standards grades 7-12

II.B. Early field placements with opportunities for participation in routine professional activities

II.C. Opportunities to plan for instruction based on Pennsylvania Academic Standards grades 7-12, teacher expertise, and knowledge of students and the community

II.D. Appropriate dispositions and techniques that promote and maintain a positive instructional environment
II.E. Technology to facilitate instructional planning, teaching, and classroom applications

II.F. Opportunities to select, analyze and modify instructional materials to meet the needs of diverse learners

II.G. Opportunities to implement, adjust, and assimilate effective instruction strategies for reading, writing, and speaking in the content areas of the Social Studies

II.H. Opportunities to employ a variety of methods to assess and provide feedback of student understanding of content and appropriate skills in the content areas

III. Professionalism

The professional education program requires each certification candidate to demonstrate competencies that foster professionalism in school and community settings including:

III.A. Integrity and ethical behavior, professional conduct as stated in Pennsylvania’s Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.B. The ability to explore and foster professional communication and collaboration with colleagues

III.C. The ability to communicate effectively with parents/guardians, organizations, and community groups

III.D. Knowledge of and involvement with professional organizations and appropriate community and academic-related resources
New English Major

List of Requirements
English Secondary Certification

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**English**

- ENG 275: Theory & Methods of English Studies
- Writing Theory or Writing Process Course: ENG 240, 241, 245, 246, 298
- Shakespeare: ENG 247, 248 or ENG 321, 322.
- One additional Genealogies course (G): 216, 313, 314, 315, 316, 323, 324, 325, 326.
- One course in a literature other than British or American: 217, 340, 341, 343, 344, 345, 346, 375, 376, or a comparable course offered by the Department of Languages, Literatures & Cultures.
- ENG 295, 296: The English Language.
- ENG 400-449. Senior Seminar.

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First-Year Seminar: College-wide Writing Requirement

[Signature]

Department Head

2/14/11

February 2011
English

I. Knowing the Content

The professional education program provides evidence that English certification candidates complete a program of English studies the same as the academic area content courses and required electives of a major in a bachelor’s degree. The program shall require the candidates to demonstrate a knowledge of and competence in teaching students the English language, literatures and communication processes necessary for a teacher at the secondary level (7-12) including:

I.A. Language / Linguistics including:
- linguistic change, etymology, and processes of word formation,
- variation: dialects, registers (languages used within different groups and settings ),
- semantics: ambiguity, euphemism, connotation, denotation, and jargon,
- syntax: word order and sentence structure,
- grammatical/linguistic theories and practice

I.B. Reading / Literature including:
- reading independently: including strategies, processes, purposes, synthesis of essential ideas, vocabulary development, and comprehension of fiction and non-fiction works ,
- reading critically, differentiating fact from opinion and essential from nonessential information, drawing conclusions, and determining the author’s purpose,
- evaluating a variety of media, including the Internet and film

I.C. Literature including:
- reading, analyzing, interpreting and writing about British, American, and world literatures that reflect a diversity of gender, racial, and cultural perspectives,
- historical and cultural contexts of the works and writers,
- literature for adolescents and young adults,
- historical and contemporary literary movements,
- characteristics of literary types, forms, elements, and devices,

I.D. Composition/Writing including:
- regard writing as a process: prewriting, determining purpose/audience, drafting, revising, editing, and publishing,
- practice various types and modes of writing: descriptive and informational pieces, analysis and persuasion, technical writing, journalistic pieces, reflection, fiction, poetry, and resumes,
- evaluate quality of writing: in terms of focus, content, organization, style, and mechanics/conventions,
- skilled use of sentence and paragraph structure, spelling, punctuation, parts of speech, and precise language,
- understand effective word choice and usage,
- apply technology to composition,
- writing workshop
I.B. Speaking and Listening including:
- contributing to and participating in small and large group discussions and individual and group presentations,
- speaking appropriately in formal situations,
- listening to others for different purposes such as interviewing, extracting information, summarizing, and reflecting,
- practice with audiotape and videotape

I.F. Research and Technology including:
- selecting and defining research topics,
- organizing, summarizing, and presenting the main ideas from research in oral and written form,
- documenting and attributing sources of information, in an appropriate format style,
- accessing information using traditional and emerging resources,
- applying technology to enhance the study of language and literature using computers and media

II. Performances

The professional education program provides evidence of the candidates' participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained in English, have interpersonal skills and demonstrated competence in teaching. The program shall also provide evidence that the criteria and competencies for exit from the English certification program are assessed during the field experiences and student teaching and require candidates to demonstrate their knowledge and competence in fostering student learning through:

II.A. Managing the instructional environment in order to:
- managing the classroom and student behavior,
- creating an environment of respect and rapport,
- communicating challenging learning expectations to each student,
- promoting a safe environment conducive to learning.

II.B. Planning of instruction based upon:
- Pennsylvania Academic Standards,
- subject matter,
- assessment of student needs and potential,
- instructional goals and methods to achieve them,
- local, state and federal mandates,
- knowledge of resources

II.C. Selecting, implementing and adapting effective instructional strategies, curriculum resources and technologies in collaboration with other educators to meet the needs of diverse learners including:
- identifying assessing and building on the students' prior knowledge, experiences, and skills in each content area,
• problem analysis, creativity, problem solving, and decision making skills,
• inquiry, direct instruction and cooperative learning

II.D. Developing, utilizing, and communicating appropriate measurement, assessment and evaluation procedures in the instructional program

III. Professionalism

The professional education program provides evidence that each teacher certification candidate demonstrate knowledge and competencies that foster professionalism in school and community settings including:

III.A. Professional organizations, professional journals, conferences, and other resources for ongoing professional development

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania’s Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.C. Establishing and maintaining collaborative relationships with colleagues of the elementary, secondary and higher education levels to improve student learning

III.D. Communicating effectively with parents or guardians, other agencies and the community at large to support learning by all students
ENVIRONMENTAL EDUCATION
Environmental Science Major

List of Requirements
Environmental Education Certification

Environmental Science
113  Environmental Science I
114  Environmental Science II
201  Environmental Geology
310 OR 312  Environmental Chemistry OR Environmental Toxicology

Biology
150  Principles of Biology I: Organisms & Populations
151  Principles of Biology II: Cells & Organisms
260  Field Botany & Plant Ecology
270  Ecology
465  Conservation Biology

Chemistry
103  General Chemistry I
104  General Chemistry II

Math
121  Calculus I (G)

One of the following:
104  Statistical Methods
144  Introduction to Statistical Analysis

Elective Science Courses - Choose two of the following

- BIO 255 Ornithology OR BIO 272 Marine Biology
- OR BIO 242 Entomology
- BIO 275-279 Investigations in Field Biology (only I can be taken for environmental science credit)
- CHM 201 Organic Chemistry I
- CHM 202 Organic Chemistry II
- CHM 311 Analytical Chemistry
- ESC 310 OR 312 Environmental Chemistry OR Environmental Toxicology (if not taken as a required course)
- PHY 121 General Physics I
- PHY 122 General Physics II
- PHY 250 Simulating Science
- ESC 300 Special Topics in Environmental Science
Environmental Studies – *Choose one of the following*

- COM 336  Environmental Communication
- COM 337  Environmental Communication (W)
- ECN 245  Environmental Economics
- ECN 246  Environmental Economics (W)
- EST 350  Environmental & Cultural Conservation in Latin America
- HST 341  Environmental History of the United States
- HST 342  Environmental History of the United States (W)
- PHL 246  Environmental Philosophy
- PSC 216  Environmental Politics & Policymaking
- PSC 217  Environmental Politics & Policymaking (W)
- PSC 330  Comparative & International Environmental Policies
- PSC 331  Environmental Sociology

Department Head

February 2011
Environmental Education

I. Knowing the Content

The professional education program provides evidence that Environmental Education certification candidates complete a program of studies in environmental education the same as the academic content area courses and required electives of a major in a bachelor’s degree. The program requires the candidates to demonstrate knowledge of the fundamental concepts of environmental education and competence in teaching the related academic curriculum to K-12 grade students including:

I.A. History, philosophy, and research in Environmental Education including:
  - fundamental approaches, processes and goals of environmental education,
  - environmental education research and prominent researchers

I.B. Principles of environment and ecology including:
  - influence of human populations and individuals on the environment,
  - interactions and interdependence of organisms in ecosystems,
  - environmental influences, limiting factors and niches,
  - energy flow and materials cycled within ecosystems,
  - homeostasis and natural selection,
  - ecological succession, maturity and regression,
  - response of organisms to environmental stress caused by human interaction or natural systems,
  - environmental laws and regulations and their influence on ecosystems

I.C. Role of the Life and Physical Sciences in understanding the interrelationship of diverse forms of life and their interaction with environmental conditions on the planet including:

Life Science topics:
  - growth and development of plant, animal and micro-organisms,
  - reproductive strategies of organisms,
  - adaptations in plants and animals and inheritance,
  - homeostasis

Physical Science topics:
  - atmospheric composition and layers,
  - basic principles and components of climatology,
  - meteorology as it relates to the environment,
  - concept and definition of biosphere,
  - hydrology, water cycle, watershed and wetlands,
  - geology, soil types and composition, mineral nutrient cycling, soils as an ecosystem,
  - fossils, and the history and extinction of organisms,
  - renewable and non-renewable resources
I.D. Functions, components and interrelationships of ecosystems including:
  - aquatic and terrestrial ecosystems and interaction,
  - biotic and abiotic aspects,
  - bio-geochemical cycles and natural resources,
  - population growth and carrying capacity

I.E. Impact of humans on the environment at the local, national and global levels including:
  - influence of rate of change on adaptation and the potential for threatened,
    endangered or extinct species,
  - importance of humans to the survival or organisms and the environment,
  - influence of natural climate changes on living systems,
  - availability of natural resources for agricultural systems

I.F. Local, regional, state, national and international environmental laws and regulations that
influence environmental decisions including:
  - economic, political, social institutions and processes,
  - legal and cultural influences on societal attitudes, values, and philosophies,
  - historical context of human organization, resource management and technological
    change

I.G. Stewardship and a healthy environment including:
  - food and fiber production,
  - personal rights and civic responsibility,
  - pest management practices,
  - recycling,
  - local, national and global environmental health issues,
  - biodiversity and ecological sustainability

II. Performances

The professional education program provides evidence of the candidates participation in
sequential and developmental field experiences and student teaching, under the supervision
of college personnel and cooperating teachers who are well trained, have interpersonal skills
and demonstrated competence in teaching. The program also provides evidence that the
criteria and competencies for exit from the Environmental Education certification program
are assessed in coursework, field experiences and student teaching and require the candidates
to demonstrate their knowledge and competence in fostering student learning through
multiple instructional methodologies including:

II.A. Planning of instruction based upon:
  - subject matter and models of environment and ecology curricula,
  - students and the community,
  - Pennsylvania Academic Standards
II.B. Managing the instructional environment in order to:
- establish an inclusive and collaborative learning environment,
- create a climate that promotes fairness,
- establish and maintain rapport with students,
- communicate challenging learning expectations to each student,
- establish and maintain consistent standards of classroom behavior,
- create a physical environment that is safe and conducive to learning

II.C. Implementing, adapting and assimilating effective instructional strategies, curriculum resources and technologies in collaboration with other educators

II.D. Selecting, analyzing and modifying instructional materials to meet the learning needs and instructional levels of diverse learners and inclusion into other areas of the school curriculum

II.E. Assessing and evaluating student’s understanding of content through a variety of means, providing feedback to students to assist learning and adjusting instructional strategies

III. Professionalism

The professional education program provides evidence that Environmental Education certification candidates demonstrate knowledge and competencies that foster professionalism in school and community settings including:

III.A. Professional organizations and associations, professional publications and journals, materials and resources, professional development and life-long learning

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania’s Code of Professional Practice and Conduct for Educators and local, state, and federal laws and regulations

III.C. Cultivating professional relationships and collaborating with school colleagues, organizations and other community agencies to improve student learning

III.D. Communicating effectively with parents/guardians, business and industry, and other agencies, and the community-at-large to support learning by all students
Foreign Language

I. Knowing the Content

The professional education program provides evidence that Foreign Language certification candidates complete a program of studies the same as the academic content area courses and required electives of a major in a bachelor's degree in a foreign language. The program shall require candidates to demonstrate their knowledge of and competence in teaching the fundamental concepts of foreign language to elementary, middle, and secondary school students (K-12) including:

I.A. Interpersonal communication (speaking and writing) in the target language at the advanced level including:
- engaging in formal and informal conversations,
- providing and obtaining information,
- expressing feelings and emotions,
- exchanging opinions

I.B. Interpretive communication (listening, reading, viewing) at the advanced level including:
- written, spoken, and visual language on a variety of topics and in authentic texts,
- main ideas and important details,
- using comprehension and interpretation strategies,
- socio-cultural nuances

I.C. Presentational communication (speaking and writing) at the advanced level including presenting information, concepts and ideas to an audience of listeners or readers on a variety of topics, using the target language

I.D. Structure of the language including demonstrating knowledge of advanced grammar and the linguistic aspects of the target language, including phonology, morphology, semantics and syntax. Candidates in classical languages will, in addition, demonstrate knowledge of dialectology/sociolinguistics and etymology

I.E. Culture including the relationship between the perspectives (value systems, attitudes, and beliefs of people from a target culture), products (things, both tangible and intangible, that are produced by members of a culture—e.g., tools, foods, literature, laws, music, systems of education) and practices (patterns of social interaction—e.g., what to do, when, where and how) of the target culture(s) studied

I.F. Immersion including the major developments and characteristics of a selected country(ies) where the target language is the official language including:
- geography, history and economics,
- religious and political systems,
- literature, fine arts and other cultural symbols
II. Performances

The professional education program provides evidence of the candidates' participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained, have interpersonal skills and demonstrated competence in teaching. The program also provides evidence that the criteria and competencies for exit from the Foreign Language certification program are assessed in coursework, field experiences and student teaching and require candidates to demonstrate their knowledge and competence in fostering student learning through:

II.A. Management of the instructional environment including:
• communicating to students the rules of the classroom,
• conducting lessons at an appropriate pace,
• engaging students in learning,
• managing large and small group learning activities,
• providing a positive learning environment,
• promoting appropriate student behavior

II.B. Planned instruction including:
• developing sequential lesson plans with clear objectives and appropriate instructional strategies that address various learning styles and disabilities,
• developing a plan, congruent with the PA Academic Standards and an existing curriculum, appropriate to elementary, middle, and high school levels,
• accessing and developing resources and materials, including multimedia, necessary to achieve the instructional objectives,
• utilizing professional guidelines such as the Standards for Foreign Language Learning, the ACTFL Proficiency Guidelines, and the ACTFL Performance Guidelines for K-12

II.C. Implementation of instruction including:
• articulating objectives to students,
• using the target language to the maximum extent possible in the classroom,
• implementing teaching strategies that meet the needs of students at elementary, middle, and high schools,
• implementing instructional techniques to engage students and guide their learning,
• integrating teaching strategies that assist learners to develop the three modes of communication: interpersonal, interpretive, presentational,
• integrating language with culture,
• integrating multimedia technology in instruction,
• teaching structural components of the language for meaningful communication,
• providing avenues for students to use the target language outside of the classroom setting,
• integrating instructional techniques which help students to gain sociolinguistic competence and communicate appropriately in various target culture contexts
II.D. Evaluation of instruction including:
- monitoring student progress in target language communication and cultural understanding using a variety of appropriate assessment means,
- monitoring student progress in developing the three modes of communication: Interpersonal, Interpretive, Presentational,
- using strategies to enable students to self-assess and monitor their own progress,
- interpreting the results of student performance and modify instructional strategies accordingly,
- developing strategies to reflect upon instructional effectiveness,
- providing clear and useful feedback to students on their progress and areas for improvement

III. Professionalism

The professional education program provides evidence that Foreign Language Education candidates demonstrate knowledge of and competence in fostering professionalism in school and community setting including:

III.A. Professional organizations, professional journals, conferences, and other resources for on-going professional development

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania’s Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.C. Establishing and maintaining collaborative relationships with colleagues of the elementary, secondary and higher education levels to improve student learning

III.D. Communicating effectively with parents or guardians, other agencies and the community at large to support learning by all students

III.E. Recognizing the importance of life-long professional development including:
- maintenance and enrichment of proficiency in the target language,
- awareness of important changes in Foreign Language pedagogy
**FRENCH**

**List of Requirements**

**French**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>French Conversation and Composition</td>
</tr>
<tr>
<td>303-304</td>
<td>Advanced French Conversation and Composition</td>
</tr>
<tr>
<td>320</td>
<td>French Civilization (H) or a civilization course on an approved study abroad program</td>
</tr>
</tbody>
</table>

Four courses in literature ___ ___ ___ (400 - level)

**French Electives** (choose at least two for a total of 9 courses to complete the major)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>305</td>
<td>Topics in France and the Francophone World</td>
</tr>
<tr>
<td>310</td>
<td>French for the Professions</td>
</tr>
<tr>
<td>330</td>
<td>Francophone Cultures of Africa and the Caribbean (D)</td>
</tr>
<tr>
<td></td>
<td>Additional literature course(s) at Muhlenberg (if available)</td>
</tr>
<tr>
<td></td>
<td>Study Abroad (all courses subject to Department of Languages, Literatures, &amp; Cultures approval)</td>
</tr>
</tbody>
</table>

Also: GPA of 3.0 or better for all courses taken in the major

Demonstrated fluency in spoken and written French

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February 2011
GERMAN

List of Requirements

German

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>220-221</td>
<td>German Civilization (II) or appropriate study abroad</td>
</tr>
<tr>
<td>253-254</td>
<td>German Literature in Translation II</td>
</tr>
<tr>
<td>301-302</td>
<td>German Conversation and Composition</td>
</tr>
<tr>
<td>303-304</td>
<td>Advanced German Conversation and Composition</td>
</tr>
<tr>
<td>316-317</td>
<td>German Cinema (A) (II)</td>
</tr>
<tr>
<td>400</td>
<td>Introduction to German Literature (L)</td>
</tr>
<tr>
<td>412 or 413 or 414</td>
<td>One genre course (Lyric/Drama/Prose) (L)</td>
</tr>
</tbody>
</table>

Two additional courses from the program offerings, one of which should be a course taught in German.

Study Abroad

____ (Summer, semester or year) in Germany, Austria or Switzerland.

Also: GPA of 3.0 or better for all courses taken in the major
Demonstrated fluency in spoken and written German

Department Head

March 2010

No changes

Tony A. Figel
Requirements for Spanish Majors Seeking Secondary Certification in Spanish in the Education Program

Spanish Major: 9 courses total according to the following sequence with a minimum 3.0 grade point average in the major courses taken at Muhlenberg College for secondary certification:

**Two Sequential Conversation & Composition Courses:** (If SPN 301 is fulfilled through placement, the student substitutes an extra literature class for a total of five literatures instead of four in order to finish the nine courses required for the major. If both SPN 301 & 304 are fulfilled through placement, the student substitutes two literature classes for a total of six literatures instead of four in order to meet the overall nine course requirement for the Spanish major. In either case, two of the total number of literature courses must be Peninsular and two must be Spanish American.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>301</td>
<td>Spanish Conversation &amp; Composition</td>
<td></td>
</tr>
<tr>
<td>304</td>
<td>Advanced Spanish Conversation &amp; Composition (W)</td>
<td></td>
</tr>
</tbody>
</table>

**Three Elective Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>320</td>
<td>Civilization of Spain (II)</td>
<td></td>
</tr>
<tr>
<td>322</td>
<td>Civilization of Latin America (H) (D)</td>
<td></td>
</tr>
<tr>
<td>307</td>
<td>Spanish for the Community: Interpreting OR</td>
<td>308. Spanish for the Community: Translation</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>313. Advanced Grammar</td>
</tr>
</tbody>
</table>

**Two Peninsular (Spain) Literature Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>380-399</td>
<td>Special Topics (literature of Spain):</td>
<td></td>
</tr>
<tr>
<td>410</td>
<td>Medieval &amp; Renaissance Spanish Literature (L)</td>
<td></td>
</tr>
<tr>
<td>411</td>
<td>Cervantes (L)</td>
<td></td>
</tr>
<tr>
<td>412</td>
<td>Spanish Theatre of the Golden Age (L)</td>
<td></td>
</tr>
<tr>
<td>413</td>
<td>From the Golden Age to the Silver Age (L)</td>
<td></td>
</tr>
<tr>
<td>414</td>
<td>Contemporary Spanish Literature (L)</td>
<td></td>
</tr>
<tr>
<td>500-549</td>
<td>Seminar: Aspects of Hispanic Literature (Spain focus):</td>
<td></td>
</tr>
</tbody>
</table>

**Two Spanish American Literature Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>380-399</td>
<td>Special Topics (Spanish American literature):</td>
<td></td>
</tr>
<tr>
<td>415</td>
<td>Spanish American Literature I (D) (L)</td>
<td></td>
</tr>
<tr>
<td>416</td>
<td>Spanish-American Literature II (D) (L)</td>
<td></td>
</tr>
<tr>
<td>417</td>
<td>Contemporary Spanish American Novel (D) (L)</td>
<td></td>
</tr>
<tr>
<td>418</td>
<td>Hispanic Literature and Film (D) (L)</td>
<td></td>
</tr>
<tr>
<td>419</td>
<td>Border Literature (D) (L)</td>
<td></td>
</tr>
<tr>
<td>420</td>
<td>Human Rights Literature in the Americas (D) (L)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>500-549 Seminar: Aspects of Hispanic Literature (Spanish American focus):</td>
<td></td>
</tr>
</tbody>
</table>

Study Abroad (optional): Date: Program

IA Courses:

Independent Study (optional):

Other:

*Denotes substitutions that are pre-approved by the Spanish Program. In other words, any substitutions for the courses listed above must be approved in advance by your Spanish advisor in accordance with the College policy regarding the transfer of courses from other institutions in the United States or as part of study abroad programs.

**We strongly urge students who seek certification in Spanish to participate in a pre-approved study abroad experience of at least six weeks (or two course unit experience). We also strongly recommend participation in a community service agency that provides services for the Latino community, especially for those who are unable to study abroad. Please note that it is the student's responsibility to fulfill the specific course requirements for the Spanish major in order to qualify for certification. Each semester's schedule must be planned according to the availability of the Spanish courses needed to fulfill the major. This includes specific planning for the student's study abroad program and the student teaching semester. You must consult your Spanish advisor regarding your schedule or you may jeopardize the fulfillment of your Spanish major.