



## Education Department Handbook



This Education Department Handbook provides information for undergraduate programs offered by the Education Department at Cabrini College, including acceptance, retention, and program requirements.

Education majors in any of the certification areas must comply with the general regulations described in this handbook, as well as any special requirements that particularly pertain to their area of teacher certification.

Advising with Education Department faculty is required, and meeting with advisors at least once a semester is strongly encouraged. However, it is each student's responsibility to meet all requirements. Consequently, careful reading and continued reference to this handbook is strongly recommended.

### **Education Department Mission Statement**

The Education Department strives to ensure that undergraduate and post baccalaureate candidates develop the knowledge, skills, and values needed to foster academic achievement, social responsibility, and social justice.

Its mission is to develop reflective professionals and scholars influenced by theory, research, and best practice based on a strong belief in the value and critical importance of education in an open, democratic, and diverse society.

The Education Department also recognizes the primacy of initial formal education and is committed to preparing teachers who will provide young students with a strong foundation that will support their success both in school and in the pursuit of a lifetime of learning.

Cabrini College prepares teacher-education candidates for their careers in teaching and education-related professions. We provide our candidates with advanced knowledge and professional skills needed for effective instruction in a diverse society of learners. In pursuit of this mission, the Education Department is dedicated to promoting student success and academic excellence in the advancement of teaching and life-long learning through scholarly work, constant reflection, and ongoing assessment.

Updated November 1, 2013

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# Policy and Procedures

## Program Descriptions

Cabrini College offers the following teacher-certification programs:

- PreK–4 (Early Elementary)
- Special Education (Grades PreK–8, Add-on to PreK–4)
- Middle Level (Grades 4–8, Reading & Language Arts Option I)
- Secondary (Grades 7–12, English, Communication, Mathematics, Social Studies, Biology, and Chemistry; Spanish in cooperation with Eastern College)

Completing the curriculum model for an area of certification satisfies (1) the degree requirements for Cabrini College and (2) the Pennsylvania Department of Education Standards for Certification.

## Conditions: Admission/Acceptance into a Certification area and Retention in program

The following sequence of procedures is to be followed for admission into a certification program:

1. Students are required to take and pass all PAPA Tests (Reading, Writing, and Math).  
These tests must be passed on or before 48 credits have been completed.  
See PAPA/PECT/PRAXIS Test score requirements.
2. Complete the Education Department Recommendation Page requiring two signatures from faculty (see page 16) and attach personal Philosophy of Education.
3. Acceptance into the certification program will be dependent upon approval by education department faculty.  
Criteria include:
  1. Grade Point Average (GPA 3.0)
  2. Ability to communicate orally and in writing
  3. Reasons for requesting admission
  4. Quality of fieldwork performance
  5. Demonstration of an attitude of professionalism in all interaction with faculty, staff, students in placements, and college peers
  6. Previous work experience
  7. Passing required PAPA scores
  8. Six credits of Mathematics
  9. Six credits of English (Values core course must be literature based, and ECG courses fulfill writing requirement as imposed by Pennsylvania Department of Education).

Applicants will be notified in writing of the committee's decision.

## **Retention in the Certification Program**

A student's retention in the program will be dependent upon each student's ability to:

1. Maintain an overall grade point average of 3.0
2. Earn no grade below a C in education courses  
Grades of C- or lower will not be accepted and will need to be retaken.
3. Perform acceptably in sophomore, junior and senior field work  
A grade of C- or lower in field experience will not be accepted and will need to be retaken.
4. Demonstrate and maintain acceptable communication skills
5. Continued success in passing certification area PAPA/PECT/Praxis test requirements
6. Consistent demonstration of an attitude of professionalism.

Students who have not fulfilled all certification requirements by the end of their first semester senior year will have to declare an Educational Studies major.

## **Code of Ethics**

Please read and understand the Code of Ethics of the Education Profession carefully. You will be expected to maintain a high standard of ethics throughout your professional career. See Forms for additional information.

As a student, you need to establish a good reputation for ethics and moral standards. Any incident regarding unethical, dishonest, or immoral acts during your time as a student could result in your not being recommended for a teaching certificate (See page 24).

## **Student Advising**

An education advisor will be assigned for each student. It is the student's responsibility to establish and maintain frequent contact with their advisor. Advisors will assist the student in the following areas:

- Academic counseling
- PAPA / PECT / Praxis test requirements/changes
- Changes in PA state certification requirements
- Registration forms
- Admission into the certification program
- Field experience and student teaching requirements

It is imperative to make an appointment with your advisor, prior to the registration period to assure proper course selection. Some Education Department courses are not offered every semester. Program planning should be done with care concerning fall and spring term course offerings. Advisors will help students avoid scheduling problems.

Some required courses are offered in the evenings. During a four-year program the student should anticipate attending some evening courses. Again, advisors can best guide students to classes that are needed and the days and times of all education classes at Cabrini College.

## **PAPA / PECT / Praxis Information**

The Pennsylvania Department of Education (PDE) requires PAPA / PECT / Praxis tests are required for all pre-service teachers. During freshman and sophomore year, students take the PAPA Tests, Reading, Writing, and Math. During junior year, students take PECT / Praxis Content-Area Test(s).

The Specialty Area Test assesses skills in an area of specialization. Students should make sure that the results are also forwarded to both the PDE and Cabrini's Education Department. Results are sent electronically via email from ETS/Pierson to the pre-service candidate.

- Please be sure to print and save a copy for your records.  
You will be requested to provide a copy for field experience and student teaching.

All PAPA / PECT / Praxis examinations must be taken and passed prior to student teaching. The PDE requires certification candidates to attain qualifying scores to teach in Pennsylvania's schools with a PA Instructional I Certificate.

It is the student's responsibility to make arrangements for taking these tests and to pay the fees for each test administration. Information about dates, registration, sites, fees, etc. is available from the Cabrini Education Department.

Information is also available on the Praxis website, [www.ets.org/praxis](http://www.ets.org/praxis), and PAPA / PECT website, [www.pa.nesinc.com](http://www.pa.nesinc.com)

## **Field Experience Placement**

Beginning with the sophomore year, students in the major leading to certification are required to participate in field experience in local schools one day each week for 10 consecutive weeks. Wednesdays are devoted to field experience, which means education majors will not have classes on Wednesday beginning their sophomore year.

Secondary education majors will typically attend a half day of field experience sophomore year and a full day their junior and senior year. (Non-certification students may participate in field experience as an elective.)

Field experiences are required during the fall and spring and are supervised by an Education Department faculty member. Students can purchase manuals describing the Field Experiences and Student Teaching Experiences from the Education Department Office at the beginning of each semester.

Requirements for Field Experience for certification path include:

- GPA 3.0 or above
- PAPA / PECT / Praxis Test – See appendix.
- Clearances – FBI, PA Criminal Background, Child Abuse
- TB clearance obtained through family doctor or school nurse

Unsatisfactory evaluations by field supervisors or by the cooperating teacher may be considered grounds for dismissal from the certification track program.

- Proper registration for field experience is required (See Advisor).
- Any questions regarding field experience should be directed to Colleen Poole, Field Experience Coordinator.

## **Student Teaching Application Procedure**

Students are responsible, in their junior year, for acquiring and completing the Senior Field and Student Teaching form. Student teaching is offered during the spring and fall terms and includes seminar sessions on scheduled Wednesdays.

Juniors will be approved by Education Department faculty according to the following requirements:

- Completing all course work
- Holding a 3.0 GPA or better
- Acquiring a signed audit by advisor
- Completing and passing all necessary PECT / Praxis tests
- A minimum GPA of 3.0
- Acceptance into the Certification Program
- Audit signed and approved by advisor
- Completing all Field Experiences
- Updated clearances – FBI, PA Child Abuse, Criminal History Check, Negative Mantoux
- Liability Insurance – PSEA Membership, available at [www.psea.org](http://www.psea.org)
- Resume
- Two letters of reference, *e.g.*, employer, clergy, recreation director
- Cover letter that portrays goals and desires to become an educator

Students may not take additional courses or work or engage in other time-consuming activities while completing the student teacher requirement.

## **Deadlines**

Students must submit fall Senior Field and spring Student Teaching application by the beginning of January of junior year. When processing the application, the Education Department will verify required qualifying scores.

If certification candidates plan to teach in another state, it is their responsibility to consult with that state's Department of Education to learn what testing or certification requirements must be met. Pennsylvania's requirements are equal to or higher than most states, so students would have a minimum of testing or coursework to secure other states' certification.

## **Application for PA Teacher Certification**

Upon the completion of successful student teaching, it is the student's responsibility to complete the PA application for certification on the TIMS online system. The application process will be provided during a student-teaching seminar.

## **Educational Studies**

This major *does not* lead to a Pennsylvania Certification Certificate. Students need a GPA of 2.75 or better to be accepted into this major. PAPA / PECT / Praxis examinations are not required. At the end of this program, students will be placed into one or more internships that match their career goals.

This major *does not* qualify the student for a Pennsylvania Instructional I teaching certificate.

Please consult Education Department faculty about standards for being certified in another state.

## **Individualized Major**

For students who are unable to maintain a 2.75 GPA, a change of major to Individualized Major will be recommended.

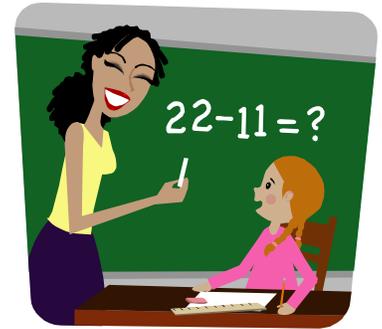
The individualized major provides students with the opportunity to focus intensively on their personal academic interests and strengths.

By including coursework from several areas, an individualized major allows students to create a personalized educational experience with the help and advice of a faculty advisor.

The individualized major meaningfully combines several academic disciplines; students must complete substantive coursework in at least two areas.

- Individualized majors must be approved by the Individualized Major Supervisory Committee.
- Students must achieve at least a 2.2 GPA in the major.
- Students must complete at least 30 credits after the creation of the individualized major.
- All courses comprising the individualized major must be at the 200 level or above.
- Five of the courses must be at the 300 level or above.
- Students must take four courses in each of two disciplines.
- This major *does not* lead to a Pennsylvania Certification.

# Timeline/Checklist of Student Responsibilities



## Freshman Year

- PAPA completion should begin.
  - Reading, Math, Writing for *all* students in certification tracks
  - Fundamental Subjects for Spanish Majors only
  - See Test Requirements.
- See advisor each semester for selection of courses.
- During summer break, complete paperwork to attain all clearances needed for field: Child Abuse, PA, FBI, TB  
See page 18 for further information about clearances needed for field experience.

## Sophomore Year

- Two of the required PAPA tests modules must be taken and passed for the second-semester field work to begin.  
*All PAPA exams* should be passed for junior field experience to begin.
- See advisor each semester for selection of courses.
- Update clearances – Child Abuse, PA, FBI, TB

## Junior Year

- *All PAPA exams* should be passed for junior field experience to begin.
- Application to the Education Department should begin.  
See page 16 for further information about the application process.
- Attend Student Teaching Information Meeting during the fall semester of junior year.
- Begin preparing for student teaching by submitting the Student Teacher Application by due date.
- Begin to take content area certification exams.  
These should be passed by beginning of Senior Year. See page 16 for a list of specific tests.
- See advisor each semester for selection of courses.
- Update clearances – Child Abuse, PA, FBI, TB

## Senior Year

- All required PECT/Praxis tests must at least be attempted before a student will be permitted to complete senior field work or student teaching.
- Update all clearances – Child Abuse, PA, FBI, TB

# PreK to Grade 4 Education Curriculum Model

## FRESHMAN YEAR

<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
REL _____ Religious Studies (R)	3	ECG 100 - Engagements in Common Good	3
Cross-Cultural Literacy	3	Cross-Cultural Literacy	3
MAT 113 - MAT I	3	MAT 114 - MAT II	3
EDU 171 - Reading & Language Arts I	3	EDU 172 - Reading & Language Arts II	3
Aesthetics (A)	3	SPE 110 - Developmental Psychology & Learning Theory (I)	3
COL 101 Success Seminar	1		
Total	16	Total	15

## SOPHOMORE YEAR

<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
ECG 200 - Engagements in Common Good	3	IST 125 - Computers	3
HIS 107 - US History I (H)	3	HIS 108 - US History II (H)	3
ELE 281 - Teach SS & Social Justice	3	EDU 304 - Foundations of Education	3
ENG Literature _____ Values (V)	3	ELE 471 - Reading & Language Arts III	3
Elective	3	Elective	3
EDU 200 - Sophomore Field / ELL	1	EDU 202 - Sophomore Field Experience	1
Total	16	Total	16

*Ready for Module II PreK–4 Language & Literacy  
Development & Social Studies, Arts, Humanities*

## JUNIOR YEAR

<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
PHY 120/ELE 386 - Science (S)	5	BIO 121/ELE 387 - Science (S)	5
ECG 300 - Engagements in Common Good	3	ELE 481 - Math Discoveries	3
EDU 380 - Theories & Activities I	3	EDU 381 - Theories & Activities II	3
SPE 320 - Inclusion / Diverse Needs	3	SPE 302 - Assessment I	3
EDU 330 - Junior Field / SPE	1	EDU 302 - Junior Field	1
Total	15	Total	15

*Ready for Module III  
PreK–4 Mathematics, Science, and Health*

## SENIOR YEAR

<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
EDU 406 - Family, School, & Community	3		
SPE 406 - Assessment II & Professional	3	EDU 490 - Student Teaching	12
Elective	3		
EDU - Classroom Management	3	EDU 493 - Student Teaching Seminar	3
PED 289 - Movement for Children	1		
EDU 402 - Pre-Student Teaching	2	Total	14
Elective	1		
Total	16		

*Ready for Module I PreK–4  
Child Development, Learning & Assessment, and  
Collaboration & Professionalism*

**TOTAL CREDITS 123**

# PreK to Grade 4 w/Special Ed PreK–8 Education Curriculum Model

## FRESHMAN YEAR

<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
REL _____ Religious Studies (R)	3	ECG 100 - Engagements in Common Good	3
Cross-Cultural Literacy	3	Cross-Cultural Literacy	3
MAT 113 - College Math	3	MAT 114 - College Math	3
EDU 171 - Reading & Language Arts I	3	EDU 172 - Reading & Language Arts II	3
Aesthetics (A)	3	SPE 110 - Developmental Psychology & Learning Theory (I)	3
COL 101 Success Seminar	1		
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>15</b>

## SOPHOMORE YEAR

<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
ECG 200 - Engagements in Common Good	3	SPE 302 - Assessment I	3
HIS 107 - US History I (H)	3	ELE 471 - Reading & Language Arts III	3
SPE 205 - Legal & Ethical Issues	3	EDU 308 - Classroom Management	3
IST 125 - Computers	3	ELE 281 - Teach SS & Social Justice	3
EDU 304 - Foundations of Education	3	SPE 221 - High-Incidence Disorders	3
EDU 200 - Sophomore Field / ELL	1	EDU 202 - Sophomore Field Experience	1
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>16</b>

*Ready for Module II PreK–4 Language & Literacy  
Development & Social Studies, Arts, Humanities*

## JUNIOR YEAR

<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
ELE 386 - Phy 120 (S)	5	BIO 121/ELE 387 - Science (S)	5
ECG 300 - Engagements in Common Good	3	ELE 481 - Math Discoveries	3
SPE 320 - Inclusion / Diverse Needs	3	SPE 312 - Autism Spectrum Disorders	3
EDU 380 - Theories & Activities I	3	EDU 381 - Theories & Activities II	3
EDU 330 - Junior Field / SPE	1	SPE 360 - Low-Incidence Disorders	3
		EDU 302 - Junior Field	1
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>18</b>

*Ready for Module II Spec Ed PreK–8  
Inclusive Learning Environments &  
Delivery of Specially Designed Instruction*

## SENIOR YEAR

<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
EDU 406 - Family, School, & Community	3	EDU 490 - Student Teaching	6
SPE 406 - Assessment II & Professional	3		
Elective	3	SPE 491 - Student Teaching with Severe Intellectual Disabilities	6
ENG Literature _____ Values (V)	3		
PED 289 - Phys Ed for Children	1	EDU 493 - Student Teaching Seminar	2
EDU 402 - Pre-Student Teaching	2		
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>14</b>

*Ready for Module I PreK–4  
Child Development, Learning & Assessment, and  
Collaboration & Professionalism*

**TOTAL CREDITS 123**

# Middle Level (4–8) Education

## Option 1: Concentration in English/Reading and Language Arts Education Curriculum Model

### FRESHMAN YEAR

<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
ECG 100 - Engagements in Common Good	3	REL _____ Religious Studies (R)	3
Cross-Cultural Literacy	3	Cross-Cultural Literacy	3
MAT 113 – Math I	3	MAT 114 - Math II	3
EDU 171 - Reading & Language Arts I	3	EDU 172 - Reading & Language Arts II	3
Aesthetics Elective (A)	3	SPE 110 - Developmental Psychology & Learning Theory (I)	3
COL 101 Success Seminar	1		
Total	16	Total	15

### SOPHOMORE YEAR

<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
ECG 200 - Engagements in Common Good	3	SPE 302 - Assessment I	3
HIS 107 - US History I (H)	3	ELE 471 - Reading & Language Arts III	3
SPE 205 - Legal & Ethical Issues	3	EDU 308 - Classroom Management	3
IST 125 - Computers	3	ELE 281 - Teach SS & Social Justice	3
EDU 304 - Foundations of Education	3	SPE 221 - High-Incidence Disorders	3
EDU 200 - Sophomore Field / ELL	1	EDU 202 - Sophomore Field Experience	1
Total	16	Total	16

### JUNIOR YEAR

<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
ELE 386/PHY 120 - Science (S)	5	BIO 121/ELE 387 - Science (S)	5
ECG 300 - Engagements in Common Good	3	ELE 481 - Math Discovery	3
ENG 307 - Lit for Young Adults	3	SEC 303 - Read/Com in Content Areas	3
EDU 304 - Foundations of Education	3	POL 206 – Comparative Gov	3
EDU 330 - Junior Field / SPE	1	EDU 302 - Junior Field Work	1
Total	15	Total	15

### SENIOR YEAR

<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
ELE 471 - Reading & Language Arts III	3	EDU 490 - Student Teaching (Grade 4–5) and/or (Grade 6–8)	12
EDU 308 - Classroom Management	3		
EDU 320 - Middle-Level Methods	3	EDU 493 - Student Teaching Seminar	2
ENG _____ Elective	3	Total	14
SPE 320 - Inclusion / Diverse Needs	3		
EDU 402 - Senior Field	2		
Total	15		

**TOTAL CREDITS 124**

## Secondary Education

### Professional Coursework Advisement Sheet

EDU 304	Foundations of Education		3 credits
SPE 110	Intro. Dev. Psychology & Learning Theory		3 credits
SPE 302	Assessment I		3 credits
SPE 320	Instructional Strategies for Learners with Diverse Needs		3 credits
SEC 303	Communication in Content Areas / Teaching ELL Students		3 credits
SEC 389	Seminar in Secondary Education		4 credits
___ 489	Methods in Subject Area		3 credits
SEC 202	Sophomore Field Experience	<i>Semester 1</i>	0.5 credit
		<i>Semester 2</i>	0.5 credit
EDU 200	ELL Field Experience	<i>Semester 1</i>	1 credit
EDU 330	SPE Field Experience	<i>Semester 2</i>	1 credit
SEC 402	Senior Field Experience		2 credits
SEC 490	Student Teaching		12 credits
<b>Total Credits</b>			<b>39</b>

Separate advisement sheets available for each content area

# Educational Studies Curriculum Model

## FRESHMAN YEAR

<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
REL _____ Religious Studies (R)	3	ECG 100 - Engagements in Common Good	3
Cross-Cultural Literacy	3	Cross-Cultural Literacy	3
MAT 113 – Math I	3	MAT 114 - Math II	3
EDU 171 - Reading & Language Arts I	3	EDU 172 - Reading & Language Arts II	3
Aesthetics (A)	3	SPE 110 - Developmental Psychology & Learning Theory (I)	3
COL 101 Success Seminar	1		
Total	16	Total	15

## SOPHOMORE YEAR

<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
ECG 200 - Engagements in Common Good	3	HIS 108 - US History II	3
HIS 107 - US History I (H)	3	EDU 304 - Foundations of Education	3
ENG Literature Elective	3	IST 125 - Computers	3
EDU 281 - Teaching Social Studies & Social Justice	3	Elective	3
Elective	3	Elective	3
Total	15	Total	15

## JUNIOR YEAR

<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
ELE 386/PHY 120 - Science (S)	5	BIO 121/ELE 387 - Science (S)	5
ECG 300 - Engagements in Common Good	3	SPE 302 - Assessment I	3
EDU 380 - Theories & Activities I	3	EDU 320 - Middle-Level Methods	3
SPE 320 - Inclusion	3	EDU 381 - Theories & Activities II	3
Total	15	PED 289 - Movement for Children	1
		Total	15

## SENIOR YEAR

<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>
SPE 406 - Assessment II & Professional Values (V)	3	EDU 488 - Internship	6
EDU 406 Family, School, & Community	3	EDU 489/ECG 400 Internship	6
EDU 308 - Classroom Management	3	EDU 493 - Student Teaching Seminar	2
Elective	2		
EDU 402 - Pre-Student Teaching	2	Total	14
Total	16		

**TOTAL CREDITS 123**

## Participation in Professional Organizations

The college years provide time for each student to make the most of opportunities to learn about teaching.

The library at Cabrini, the Curriculum Library, and the Assistive Technology Center are resources students should use for professional growth.

Students have excellent opportunities for research from the library's extensive computer-search potential and access to library-loan books. The library's professional journal collection is excellent and there are materials for curriculum development and teaching. Student membership and participation in the teacher organizations are recommended. For current information about meetings scheduled for education students, check the Education bulletin boards near faculty offices and read campus publications.

Membership in professional education associations keeps the pre-service teacher in touch with changes in your field, new sources of teaching materials, recent research and provides information of jobs in your field.

### **Pennsylvania State Education Association (P.S.E.A.)**

The purpose of PSEA is to interest capable young men and women in teaching as a career, to improve educational service, and to provide students a voice in matters affecting their interests. Meetings are held each month.

### **Council for Exceptional Children (CEC)**

Membership in the student chapter of the Council for Exceptional Children (CEC) at Cabrini College is open to all students. CEC is a national organization for persons teaching, or otherwise working with, exceptional children and adults. Information regarding membership may be obtained from the student president. CEC conducts social, recreational, and community-support activities for children with special needs, and also offer professional programs and trips to professional meetings and other facilities. Membership in CEC includes a subscription to CEC journals.

### **Kappa Delta Pi (Sigma Rho, Cabrini Chapter)**

The national society for educators, Kappa Delta Pi, states that the organization's purpose is to encourage high professional, intellectual, and personal standards and to recognize outstanding contributions to education. A 3.0 or higher GPA after completing at least 50 credits, 10 of which must be Cabrini education courses in which a minimum 3.5 GPA was earned, is required. Persons who exhibit commendable personal qualities, worthy educational ideals, and sound scholarship are invited to become members. Initiations are held in the fall and spring. Goals are to encourage fellowship among members and to promote professional growth by honoring achievement in educational work.

Fundraisers, speakers, panel discussions, and field trips are some of the monthly activities.

### **National Association for the Education of Young Children (NAEYC and CAEYC)**

The purpose of Cabrini's Association for the Education of Young Children (CAEYC) is:

- A. To provide and take part in a variety of learning experiences that will allow members of the organization to reach high standards in the profession of early childhood education;
- B. To form a support network and link with other early childhood organizations and the early childhood community.
- C. Build and maintain a strong, diverse, and inclusive organization that enables CAEYC to achieve goals A and B.

## Pre-service Academic Performance Assessment (PAPA) & Pennsylvania Educator Certification Test (PECT)

Requirements for Pennsylvania Teaching Certification offered at Cabrini College (rev 3/2012) - [www.pa.nesinc.com](http://www.pa.nesinc.com)

### PAPA Exams (\$37 per module; \$89 for all three modules)

	<b>PAPA Module I Reading Test Code (001)</b> 45 Minutes <i>Cut Score: 220</i>	<b>Papa Module II Mathematics Test Code (002)</b> 60 Minutes <i>Cut Score: 220</i>	<b>Papa Module III Writing Test Code (003)</b> 75 Minutes <i>Cut Score: 220</i>	<b>Praxis II ETS Fundamental Subjects Test Code (5511)</b>
Pre K–4	Must Take	Must Take	Must Take	Not required
Pre K–4 Special Ed. Pre K–8	Must Take	Must Take	Must Take	Not Required
Middle Level	Must Take	Must Take	Must Take	Not required
Secondary	Must Take	Must Take	Must Take	Not Required
Spanish K–12	Must Take	Must Take	Must Take	Must Take

- A formulas page will be available during the Mathematics module.
- A standard on-screen calculator will be available during the Mathematics module.

### Certification PRE K–4 PECT PreK–4 (\$46 per Module; \$110 for all 3 modules)

<b>PECT Module</b>	<b>Time Allowed</b>	<b>Item Type(s)</b>	<b>Cut (Passing) Score</b>
Module 1 (Test Code 006)	45 Minutes	Selected Response	220
	Subarea	I. Child Development, Learning, and Assessment	
	Subarea	II. Collaboration and Professionalism	
Module 2 (Test Code 007)	75 Minutes	Selected Response	220
	Subarea	I. Language and Literacy Development	
	Subarea	II. Social Studies, Arts, and Humanities	
Module 3 (Test Code 008)	75 Minutes	Selected Response	220
	Subarea	Mathematics, Science, and Health	

- A glossary of common acronyms used in this field will be available during all modules.
- A standard on-screen calculator will be available during Module 3.

**PECT Special Education PreK–8** (\$50 per module; \$80 for both modules)

PECT Module	Time Allowed	Item Types(s)	Cut (Passing) Score = 220
Module I (Test Code 011)	60 Minutes	Selected Response	
	Subarea	I. Foundations and Professional Practice	
	Subarea	II. Understanding Students with Disabilities	
	Subarea	III. Assessment and Program Planning and Implementation	
PECT Module	Time Allowed	Item Types(s)	Cut ( Passing) Score = 220
Module II (Test Code 012)	60 Minutes	Selected Response	
	Subarea	I. Inclusive Learning Environments	
	Subarea	II. Delivery of Specially Designed Instruction	

- A glossary of Common acronyms used in this field will be available during both modules

**PRAXIS II Exams**

CERTIFICATION AREA	TEST CODE	TEST TITLE	QUALIFYING SCORE
Administration: Principal (K–12)	0411	Educational Leadership: Administration and Supervision	143
Biology	0235	Biology: Content Knowledge (PAPER)	147
	5235	Biology: Content Knowledge (Computer)	
Chemistry	0245	Chemistry: Content Knowledge( PAPER)	154
	5245	Chemistry: Content Knowledge (Computer)	
Communication	0800	Communication (PA)	530
English	5038	English Language Arts: Content Knowledge	167
Mathematics	5161	Mathematics: Content Knowledge Graphing calculator required	160
Middle Level (4-8)	5152	PA Grades 4-8 Core Assessment	NA
RETEST ONLY*	5153	Pedagogy Subtest	162
RETEST ONLY*	5154	English Language Arts and Social Studies Subtest	152
RETEST ONLY*	5155	Math and Science Subtest	164
	5156	Grades 4-8 Subject Concentration: English Language Arts.	156
Special Education	0354	Special Education: Core Knowledge & Applications	151
Reading Specialist	0300	Reading Specialist (PAPER)	570
	5301	Reading Specialist (COMPUTER)	
Social Studies	0081	Social Studies: Content Knowledge (PAPER)	157
	5081	Social Studies: Content Knowledge (COMPUTER)	157
Spanish	5195	Spanish: World Language Optional Exam For World Languages may be taken at <a href="http://www.actfl.org">www.actfl.org</a> .	168

Also note new sliding scale scores based on grade point average. See the GPA Qualifying Praxis Score Chart on the PDE website at [http://www.portal.state.pa.us/portal/server.pt/community/testing\\_requirements/8638](http://www.portal.state.pa.us/portal/server.pt/community/testing_requirements/8638).

**ALL Praxis tests must be taken and passed before being placed for student teaching.**

A copy of the score report should be submitted to the Director of Student Teaching.

\*If you take and pass 5152, The Middle Level (4–8) Core Assessment, you do not have to take 5153, 5154, or 5155. If you do not pass any subtest area, you may just register using those code numbers for the subtest you need to retest.

## Education Department Recommendation

The procedure for admission into the Education Department requires that each student furnish two references from the Cabrini College faculty.

I recommend \_\_\_\_\_  
for your consideration as a prospective Education Major.

Student Identification Number \_\_\_\_\_

Email \_\_\_\_\_ Phone \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Note: Student will attach Praxis passed test results for all PPST and Fundamental Subject tests. Student will also attach a transcript with six credits of college Mathematics and six credits of college English taken within the first 48 credits.

Also, a signed letter containing the following components:

- Why the student wishes to pursue a career in education
- Which program the student wishes to pursue
- What related experiences the student has had working with children
- Why the student expects to be successful in the chosen field

---

**To Be Completed by Education Office:**

**Requirements**

Signature page

Signed letter

GPA \_\_\_\_\_

Praxis

Reading \_\_\_\_\_

Writing \_\_\_\_\_

Math \_\_\_\_\_

Fundamental Subjects \_\_\_\_\_

Six Credits Math

Six Credits English

Certification Area \_\_\_\_\_

**Clearances**

PA Criminal Background

Child Abuse

FBI

TB

# Online Clearance Procedures



## FBI Criminal History Clearance

- Go to [www.pa.cogentid.com](http://www.pa.cogentid.com).
- Register and pay (two separate steps)
  - Cost \$40/credit card online
  - Print out registration and payment receipts.
- Get fingerprinted.
  - Request fingerprint receipt.
- Wait for results.

Prints are sent to FBI. FBI sends results to PDE. PDE sends final report to applicant.
- Can take up to 90 days.

## PA Criminal Record

- Go to <https://epatch.state.pa.us>.
- Follow directions and print receipt.

## PA Child Abuse History Clearance

- Go to <http://www.aiu3.net/Level3.aspx?id=4230>.
- Follow directions to print application.
- Complete application and send to address provided along with a money order made payable to Department of Public Welfare.

# Request Form for Undergraduate Senior Field / Student Teaching / Internship



## PERSONAL INFORMATION

Last Name \_\_\_\_\_ First Name \_\_\_\_\_  
Maiden Name *if applicable* \_\_\_\_\_ Date of Birth \_\_\_\_\_  
Cabrini ID Number \_\_\_\_\_ Social Security Number \_\_\_\_\_  
Email \_\_\_\_\_ Phone \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**If different**, address during Student Teaching Placement:

Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

*Note: Placements will be located within 30–45 minutes from the College. Students provide their own transportation.*

## PROGRAM INFORMATION

Area of Certification (check all that apply)

PreK–4  PreK–4 / SPE PreK–8  Middle Level 4–8

Special Education Certification  Certification Area \_\_\_\_\_

Ed Studies  Ed Studies Area: PreK-4  SPE PreK-8 , Middle-Level 4–8 , SEC \_\_\_\_\_

## CREDITS REQUIRED FOR CERTIFICATION (12–17credits)

EDU 490 \_\_\_\_\_ credits - PreK–4 SEC 490 \_\_\_\_\_ credits  
EDU 490 \_\_\_\_\_ credits - ML (grades 4–8) EDU 493 \_\_\_\_\_ credits - Student Teaching Seminar  
SEC 491 \_\_\_\_\_ credits - SPE PreK–8

### **Internship (for Ed Studies students only): Praxis scores not required.**

EDU 488 \_\_\_\_\_ credits (6 credits) EDU 493 \_\_\_\_\_ credits (2 credits)  
EDU 489 \_\_\_\_\_ credits (6 credits) SEC 488/489 \_\_\_\_\_ credits (12credits)

*Indicate when you are planning to complete each requirement.*

EDU 402 Senior Field: Fall  Spring  Summer  Winterim (Dec/Jan)  Year: \_\_\_\_\_  
Student Teaching/Internship: Fall  Spring  Summer  Winterim (Dec/Jan)  Year: \_\_\_\_\_

Please state any special accommodations required for your placement.

\_\_\_\_\_

## Prerequisite Agreement

This form must be filed six months prior to the start of Senior Field / Student Teaching / Internship.

- All courses required for graduation must be completed prior to the start of the student teaching semester.
- An advisor must complete an audit.

All clearances must be filed with the application as a part of the placement process. Updated clearances must be filed four months prior to the start date.

I understand that any charges that appear on the clearances could delay the placement or certification process for an undetermined amount of time.

- PAPA tests must be passed and filed at the time of application.
- All required PECT / Praxis tests must be passed four months prior to the start of student teaching.

I understand the terms of the prerequisites.

Signature \_\_\_\_\_

Date \_\_\_\_\_

## Placement Agreement

I agree to accept the placement Cabrini feels is best for me. If I ask for a change, I understand that the change could mean waiting up to six months before I can begin my placement.

I understand the terms of this placement.

Signature \_\_\_\_\_

Date \_\_\_\_\_

### ***Please Read and Sign.***

*I give my permission to the Education Division / Registrar to send an official transcript and clearances to the school district to request a field placement:*

Name \_\_\_\_\_

Social Security Number \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

# Certification-Student Placement Request

- Indicate where you would like your placement, including name of a school and/or teacher.  
If you do not know these details, just indicate the school district(s).
- Every attempt will be made to place you in one of your requests, but it cannot be guaranteed.

Please Note: Students **are not permitted** to student teach in the same building where they have a family member.  
You may be able to student teach in the same district or school system, just not the same campus.

Students are not permitted to find their own placement, as it violates school district policy.

## FIRST REQUEST

School District \_\_\_\_\_ County \_\_\_\_\_  
School \_\_\_\_\_ Grade Level \_\_\_\_\_  
Teacher \_\_\_\_\_

## SECOND REQUEST

School District \_\_\_\_\_ County \_\_\_\_\_  
School \_\_\_\_\_ Grade Level \_\_\_\_\_  
Teacher \_\_\_\_\_

## THIRD REQUEST

School District \_\_\_\_\_ County \_\_\_\_\_  
School \_\_\_\_\_ Grade Level \_\_\_\_\_  
Teacher \_\_\_\_\_

If plans change regarding placements, please submit the change in writing to the Director of Student Teaching immediately. Keep us informed of all changes.

Note the semester that you completed each of the following field courses.

EDU 200 _____	SEC 202A _____	EDU 300 _____
EDU 202 _____	SEC 202B _____	EDU 302 _____
		EDU 330 _____

I am an Educational Studies Student and will not be completing fields.

*Note: You will not be enrolled in other courses during the student teaching semester(s).*

## General Information:

- School districts require a six-month advance placement request.
- Senior Field Experience must be completed the semester prior to student teaching.
- Do not register for Student Teaching; the Coordinator of Student Teaching registers all student teachers.
- Students will be notified by email about finalized placements.

- When a placement request is sent to a school/school district, copies of all clearances—as well as the student’s transcript—accompany the request. It is important that students are aware of and acknowledge that all of this personal information is being provided with each request.
- All placements should be finalized within two weeks of the start of Cabrini’s semester, except in cases of extenuating circumstances.
- Placements are for a full semester.
- Seminars will be held on scheduled Wednesdays from 3 to 4:30 p.m. in the Widener Center Lecture Hall. The schedule will be sent out prior to Student Teaching / Internship and at the Orientation Meeting. Please check your email for information.

## REQUIREMENTS FOR PLACEMENTS

Prerequisites for Senior Field Placement (402) include:

The following must be completed with the application, prior to the placement request:

- Senior Field must be completed the semester prior to student teaching.
- Admittance into the Certification Program.
- Passed PAPA tests
- Copy of PA Act 34, Criminal Record Check;  
Available online at <https://epatch.state.pa.us>; must be updated annually
- Copy PA Act 151, Child Abuse Clearance; must be updated annually
- Copy of FBI Criminal History clearance (use the process mandated by PDE) – does not have to be updated
- Copy Negative Mantoux Test or chest X-ray (TB) – good for 2 years
- Audit completed & signed by Advisor

Prerequisites for Student Teaching Placement include:

The following must be completed and included with the application, four months prior to the placement request:

- Acceptance into the Certification Program (a copy of the letter)
- Undergraduate transcripts (from each attending institution)
- Audit completed and signed by Advisor
- Copy of PA Act 34, Criminal Record Check;  
Available online at <https://epatch.state.pa.us>; must be updated annually
- Copy of PA Act 151, Child Abuse Clearance – updated annually
- Copy of FBI Criminal History clearance (use the process mandated by PDE) – updated annually
- Copy of Negative Mantoux Test or chest X-ray (TB) – good for two years
- Resume
- Letter of Interest/Cover Letter
- Two letters of reference

The following must be completed at least four months prior to the start of the placement:

- PECT/Praxis tests
- Copy of Liability Insurance (Homeowners or PSEA – [www.psea.org](http://www.psea.org))
- Both sophomore field experiences completed
- Both junior field experiences completed
- Senior field experience completed EDU 402 \_\_\_\_\_
- All course work must be completed prior to student teaching.

Prerequisites for Internship Placement include:

- Audit completed and signed by Advisor
- Copy of PA Act 34, Criminal Record Check – updated annually and available at <https://epatch.state.pa.us>
- Copy of PA Act 151, Child Abuse Clearance – updated annually
- Copy of FBI Criminal History clearance (mandated by PDE) – updated annually
- Copy of Negative Mantoux Test / chest X-ray (TB) – good for two years for most districts
- Copy of Liability insurance (Homeowners or PSEA – [www.psea.org](http://www.psea.org))
- All course work must be completed prior to internship unless other special arrangements have been made through the Director of Student Teaching.

# Pennsylvania's Code of Professional Practice and Conduct for Educators

## Authority

The provisions of this Chapter 235 issued under section (5)(a)(10) of the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § 12-1255(a)(10)), unless otherwise noted.

## Source

The provisions of this Chapter 235 adopted June 26, 1992, effective November 1, 1992, 22 Pa. B. 3176, unless otherwise noted.

### § 235.1. Mission

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

### § 235.2. Introduction

(a) Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand.

Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. §§ 12-1251—12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P. S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

### § 235.3. Purpose

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity.

Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development.

Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles.

To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students.

Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

#### **§ 235.4. Practices**

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

1. Professional educators shall abide by the Public School Code of 1949 (24 P. S. § 1-101—27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.
2. Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis.

Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

3. Professional educators shall maintain high levels of competence throughout their careers.
4. Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.
5. Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
6. Professional educators shall impart to their students principles of good citizenship and societal responsibility.
7. Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy, and respect.
8. Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
9. Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.
10. Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

#### **§ 235.5. Conduct**

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

### **§ 235.6. Legal Obligations**

(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251—12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

1. The Public School Code of 1949 (24 P. S. § § 1-101—27-2702) and other laws relating to the schools or the education of children.
2. The applicable laws of the Commonwealth establishing ethics of public officials and public employes, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401—413), known as the Public Official and Employee Ethics Law.

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

### **Cross References**

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

### **§ 235.7. Certification**

The professional educator may not:

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

### **Cross References**

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

### **§ 235.8. Civil Rights**

The professional educator may not:

1. Discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition, or vocational interest against a student or fellow professional

This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

2. Interfere with a student's or colleague's exercise of political and civil rights and responsibilities

### **Cross References**

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

### **§ 235.9. Improper Personal or Financial Gain**

The professional educator may not:

1. Accept gratuities, gifts or favors that might impair or appear to impair professional judgment
2. Exploit a professional relationship for personal gain or advantage

#### **Cross References**

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

### **§ 235.10. Relationships with Students**

The professional educator may not:

1. Knowingly and intentionally distort or misrepresent evaluations of students
2. Knowingly and intentionally misrepresent subject matter or curriculum
3. Sexually harass or engage in sexual relationships with students
4. Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section

#### **Cross References**

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

### **§ 235.11. Professional Relationships**

The professional educator may not:

1. Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator
2. Knowingly and intentionally distort evaluations of colleagues
3. Sexually harass a fellow employee
4. Use coercive means or promise special treatment to influence professional decisions of colleagues
5. Threaten, coerce, or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards

#### **Cross References**

This section cited in 22 Pa. Code § 235.5 (relating to conduct).

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

# Appendix

## Mission of the Cabrini College Teacher Education Department by Program

### PreK–4

The Teacher Education Department strives to ensure that undergraduate candidates develop the knowledge, skills, and values needed to foster academic achievement, social responsibility, and social justice. Its mission is to develop reflective professionals and scholars influenced by theory, research, and best practice based on a strong belief in the value and critical importance of education in an open, democratic, and diverse society.

The Teacher Education Department prepares PreK–4 candidates for entry into the teaching profession while providing educators with advanced professional skills and continuing development and preparing candidates to serve effectively in a diverse society. In pursuit of this mission, the Teacher Education Department is dedicated to promoting student success and academic excellence in the advancement of teaching and life-long learning through scholarly work, constant reflection, and ongoing assessment.

### Special Education PreK–8

The Teacher Education Department strives to ensure that undergraduate and post baccalaureate candidates develop the knowledge, skills, and values needed to foster academic achievement, social responsibility, and social justice. Its mission is to develop reflective professionals and scholars influenced by theory, research, and best practice based on a strong belief in the value and critical importance of education in an open, democratic, and diverse society.

The Teacher Education Department prepares Special Education PreK–8 candidates for entry into the special education profession while providing educators with advanced professional skills and continuing development and preparing candidates to serve effectively in a diverse society.

In pursuit of this mission, the Teacher Education Department is dedicated to promoting student success and academic excellence in the advancement of teaching and life-long learning through scholarly work, constant reflection, and ongoing assessment.

### Middle Level Certification Program

The Teacher Education Department strives to ensure that undergraduate candidates develop the knowledge, skills, and values needed to foster academic achievement, social responsibility, and social justice. Its mission is to develop reflective professionals and scholars influenced by theory, research, and best practice based on a strong belief in the value and critical importance of education in an open, democratic, and diverse society.

The Teacher Education Department prepares Middle Level Certification candidates for entry into Middle Level, grades four to eight, teaching and educationally-related professions, providing educators with advanced professional skills and continuing development and preparing candidates to serve effectively in a diverse society.

In addition, Middle Level Teacher Candidates are prepared to create an environment sensitive to adolescent developmental needs in which to teach. In pursuit of this mission, the Teacher Education Department is dedicated to promoting student success and academic excellence in the advancement of teaching and life-long learning through scholarly work, constant reflection, and ongoing assessment.

### **Undergraduate Secondary Education Biology Certification**

The Teacher Education Department strives to ensure that candidates develop the knowledge, skills, and values needed to foster academic achievement, social responsibility, and social justice as undergraduate students and to prepare them to pursue a career in the teaching of biology at the secondary level.

Its mission, therefore, is to develop reflective professionals and scholars in both biology and education—scholars influenced by theory, research, and best practice rooted in a strong belief in the value and importance of education in an open, democratic, and diverse society in the twenty-first century.

The Teacher Education Department prepares secondary biology certification candidates for entry into middle school and high school science education by providing them with current knowledge of the content and the professional skills that will enable them to teach effectively a diverse student population in which some students may have career aspirations in biology and others will need an understanding of biological concepts and knowledge in order to lead effective lives as members of society.

In pursuit of this mission, the Teacher Education Department is dedicated to promoting student success, academic excellence, the advancement of teaching and life-long learning through scholarly work, continued study and reflection, and ongoing assessment.

### **Undergraduate Secondary Education Chemistry Certification**

The Teacher Education Department strives to ensure that candidates develop the knowledge, skills, and values needed to foster academic achievement, social responsibility, and social justice as undergraduate students and to prepare them to pursue a career in the teaching of chemistry at the secondary level. Its mission, therefore, is to develop reflective professionals and scholars in both chemistry and education—scholars influenced by theory, research, and best practice rooted in a strong belief in the value and importance of education in an open, democratic, and diverse society in the twenty-first century.

The Teacher Education Department prepares secondary chemistry certification candidates for entry into middle school and high school science education by providing them with current knowledge of the content and professional skills that will enable them to teach effectively a diverse student population in which some students may have career aspirations in chemistry and others will need an understanding of chemical concepts and knowledge in order to lead effective lives as members of society.

In pursuit of this mission, the Teacher Education Department is dedicated to promoting student success, academic excellence, the advancement of teaching and life-long learning through scholarly work, continued study and reflection, and ongoing assessment.

### **Undergraduate Secondary Education Communication Certification**

The Teacher Education Department strives to ensure that candidates develop the knowledge, skills, and values needed to foster academic achievement, social responsibility, and social justice as undergraduate students and to prepare them to pursue a career in the teaching of communication at the secondary level. Its mission, therefore, is to develop reflective professionals and scholars in both communication and education—scholars influenced by theory, research, and best practice rooted in a strong belief in the value and importance of education in an open, democratic, and diverse society in the twenty-first century.

The Teacher Education Department prepares secondary communication certification candidates for entry into middle school and high school communication education by providing them with current knowledge of both the content and professional skills that enable them to teach effectively a diverse student population in which some students may have career aspirations in the field of communication and others will need an understanding of primary communication media in order to lead informed and effective lives as members of society.

In pursuit of this mission, the Teacher Education Department is dedicated to promoting student success, academic excellence, the advancement of teaching and life-long learning through scholarly work, continued study and reflection, and ongoing assessment.

### **Undergraduate Secondary Education English Certification**

The Teacher Education Department strives to ensure that candidates develop the knowledge, skills, and values needed to foster academic achievement, social responsibility, and social justice as undergraduate students and to prepare them to pursue a career in the teaching of English at the secondary level. Its mission, therefore, is to develop reflective professionals and scholars in both English and education—scholars influenced by theory, research, and best practice rooted in a strong belief in the value and importance of education in an open, democratic, and diverse society in the twenty-first century.

The Teacher Education Department prepares secondary English certification candidates for entry into middle school and high school English education by providing them with current knowledge of both the content and professional skills that will enable them to teach effectively a diverse student population in which some students may have career aspirations in fields related to language and literary art and others will need an understanding of language and literature in order to lead informed and effective lives as members of society.

In pursuit of this mission, the Teacher Education Department is dedicated to promoting student success, academic excellence, the advancement of teaching and life-long learning through scholarly work, continued study and reflection, and ongoing assessment.

### **Undergraduate Secondary Education Mathematics Certification**

The Teacher Education Department strives to ensure that candidates develop the knowledge, skills, and values needed to foster academic achievement, social responsibility, and social justice as undergraduate students and to prepare them to pursue a career in the teaching of mathematics at the secondary level. Its mission, therefore, is to develop reflective professionals and scholars in both mathematics and education—scholars influenced by theory, research, and best practice rooted in a strong belief in the value and importance of education in an open, democratic, and diverse society in the twenty-first century.

The Teacher Education Department prepares secondary mathematics certification candidates for entry into middle school and high school mathematics education by providing them with current knowledge of both the content and professional skills that will enable them to teach effectively a diverse student population in which some students may have career aspirations in fields related to mathematics and others will need an understanding of mathematics in order to lead informed and effective lives as members of society.

In pursuit of this mission, the Teacher Education Department is dedicated to promoting student success, academic excellence, the advancement of teaching and life-long learning through scholarly work, continued study and reflection, and ongoing assessment.

### **Undergraduate Secondary Education Social Studies Certification**

The Teacher Education Department strives to ensure that candidates develop the knowledge, skills, and values needed to foster academic achievement, social responsibility, and social justice as undergraduate students and to prepare them to pursue a career in the teaching of social studies at the secondary level.

Its mission, therefore, is to develop reflective professionals and scholars in both social studies and education—scholars influenced by theory, research, and best practice rooted in a strong belief in the value and importance of education in an open, democratic, and diverse society in the twenty-first century.

The Teacher Education Department prepares secondary social studies certification candidates for entry into middle school and high school social studies education by providing them with current knowledge of both the content and professional skills that will enable them to teach effectively a diverse student population in which some students may have career aspirations in fields related to the fields represented by the social studies and others will need an understanding the social studies in order to lead informed and effective lives as members of society.

In pursuit of this mission, the Teacher Education Department is dedicated to promoting student success, academic excellence, the advancement of teaching and life-long learning through scholarly work, continued study and reflection, and ongoing assessment.