

# *The University of Scranton*

## *Student Handbook*

*For*

### *Undergraduate Education Majors*

*2023-2024*

*Early & Primary Education*

*Middle Level Education*

*Secondary Education*

*Revised August 2023*

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## Faculty & Staff

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## Introduction to the Student

Congratulations! You have decided to be an education major. This *Student Handbook* will help you through all your coursework and fieldwork, right through student teaching. Please refer to it often for the answers to many of the questions you will have as you proceed through your program of study.

As a pre-service teacher, you will learn to adopt the kinds of professional behaviors necessary for success in the teaching/learning process. In addition to being a conscientious, productive student, faculty will expect you to develop and demonstrate the personal qualities and healthy interrelationships with others that are demanded of anyone who wishes to work with PreK-12 students and their families.

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

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

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



must complete 78 to 87 credits in general education, depending upon their major

- believe that teacher candidates, supervisors, and administrators will be committed to serving children and adults in their local and global communities.

The Education Department at The University of Scranton, a Catholic and Jesuit institution, is committed to:

Learning through reflection. As such we:

- believe that teacher-candidates, supervisors, and administrators will learn to be reflective practitioners, whose decisions are informed by subject matter knowledge, educational research and theory, and who are driven by the care and service for other as espoused by Jesuit

Education Department at The University of Scranton



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

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

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

### **Teacher Preparation Programs**

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

The aims of all programs are twofold: 1) to assist students in developing the skills and dispositions necessary to enter the teaching profession; and, 2) to offer a program of courses that leads to certification as a public school teacher in Pennsylvania.

Successful completion of a teacher preparation program and a passing score on all relevant PAPA or Praxis Core, PECT, and/or Praxis examinations will lead to a Pennsylvania teaching certificate. [see pg. 13 re: Gov. Wolf's ACT 55 waiving the Basic Skills tests. Reinstate this statement for the 2025-26 Undergraduate Student Handbook and/or upon further guidance from PDE.

The teacher preparation programs are accredited by the Pennsylvania Department of Education.

\*Please note—students are still required to meetw -33.18 -y002 Tw 0.67[(r)7 [(te)-12 ( )]J15/ Tw 1.1w 0.45 0 TdD 15 BDC

## Student Advisement

For course registration and general advising, undergraduate students are advised by CAS Advising Center (first year students) and the Education Department faculty (second year, third year, and fourth year students).

Teacher Education Programs contain field experience hours for which current and valid clearances are required. These clearances must be uploaded on Taskstream in the beginning of each academic year to receive a field placement. The required clearances included:

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

Any citation on the Act 34, act 151 or Act 114 will result in unsuccessful screening.

## Monitoring Student Progress

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

### Academic Standards

The academic standards expected of education majors require students to maintain the following requirements:

1. Overall GPA of 3.00
2. A grade of "C" or higher in each Education course
3. A grade of "C" or higher in each Teaching Area (content) course.

These requirements must be met to be admitted to 300 level Education courses (status "passed" Teacher Candidacy). Following Teacher Candidacy, failure to maintain above minimum GPA requirements will result in the student being placed on academic probation for one semester.



It is important to note that the dispositions meeting is an attempt to assist the student in professional growth. Should a student receive a first negative assessment and remediate the area(s) of deficiency, no further remediation is required for that negative assessment. However, a **second negative assessment** would indicate that the dispositions deficiency remains and is cause for referral to the Chair of the Education Department. A **second negative assessment** occurs when at least one faculty/professional staff member reports concern in any conduct area listed under dispositions at the dispositions meeting in the semester following the first negative assessment.

Upon a second negative assessment, the Chair of the Education Department may recommend to the Teacher Education Committee (TEC) that the student be dismissed from the program. If the TEC concurs with the Chair, it will notify the student of its intent to recommend dismissal to the appropriate Dean. The student will then have ten calendar days from the receipt of notification to appeal to the TEC. If the TEC denies the appeal, the student will have ten calendar days from that receipt of notification to appeal directly to the appropriate Dean.

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

### Teacher Education Committee (TEC)

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

- A. The Teacher Education Committee (TEC) is responsible for monitoring the progress of all students applying for student teaching. The TEC recommends, approves, conditionally approves, or denies d{(ons)4 (ul)6 (t)

2. The student may formally appeal the TEC's decision to the TEC within ten calendar days of receipt of notification.
  - The student is responsible for initiating and providing supporting information for an appeal.
  - The student may present evidence to assist the TEC in its decision-making processes.
  - The student being reviewed may appear before the TEC to present evidence on his or her behalf. The student will appear by him/herself.
3. Following the student's appeal to the TEC, the student will be notified in writing of the TEC's decision. The TEC also submits its decision to the student's Dean.
4. The student may formally appeal the TEC's decision to the student's Dean within ten calendar days of receipt of notification.
  - The student is responsible for initiating and providing supporting information for an appeal.
  - The student may present evidence to assist the Dean in the decision-making processes.
  - The student being reviewed may appear before the Dean to present evidence on his or her behalf. The student will appear by him/herself.
5. The student's Dean makes the final decision on the case.

## Teacher Candidacy Process

The teacher candidacy process is administered by the Education Department Undergraduate Program Director and a professional staff member to meet PDE chapter 354.23 regulations.

To successfully pass Teacher Candidacy, an education major student must meet the following requirements:

- 1) Complete at least 48 credits of college level course work with an overall GPA of 3.00;
- 2) Complete 6 credits of college level Mathematics as identified in the program of study published in the undergraduate catalog. Each course should be completed with a grade of "C" or above.
- 3) Complete 6 credits of college level English (3 credits of English and 3 credits of Writing). Each course should be completed with a grade of "C" or above.
- 4) Earn a grade "C" or above in all Education and Teaching Area courses taken by the time of evaluation for Teacher Candidacy. The list of Education courses required for completion prior to Teacher Candidacy is listed in the Teacher Candidacy requirements outlined below.
- 5) Submit positive recommendations from college level instructors with whom a student took a course. The recommendations from the instructors should be submitted directly to the Education Department Undergraduate Program Direc

Students are also resp





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

1. Verification of at least forty-eight (48) semester hours to meet PDE Chapter 354.23 state regulations.
2. Verification of at least 3.00 GPA "Overall." In addition, verification of "C" or above in all "Education" and "Teaching Area" courses taken by the time of application.  
Teaching Area Courses: At least six (6) credit hours in area of concentration taken by time of application.
3. Verification of clearances.
4. Completion of the following with a minimum of grade "C"  
EDUC 142 Exceptional Lives  
EDUC 223 Educational Psychology, Grades 4-12  
WRTG 107 Composition (**OR** WRTG 105 **and** WRTG 106)  
ENLT 140 English Inquiry (**OR** ENLT 12X Lit Elect)  
6-credits of college-level mathematics as identified in the program grid.
5. Completed positive recommendations from two (preferably, full-time) instructors in the Education Department with whom you have taken courses.



## Field Experiences and Student Teaching

### Clearance Requirements

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

- Act 151 PA Child Abuse History Clearance indicating No Record
- Act 34 PA Criminal Records Check Clearance indicating No Record
- Act 24 of 2011
- Act 1tdy 6Tt2.aTT3 1p(am)7 (n t)12 ( (at)2 (E)1 p(E)1 (x)4 .1 (ude)9.9 Tw [(c)6 (ng 10 (be)cnt)2 ((ndi(b



## Student Teaching

### **Application for student teaching**

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

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

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

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

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

During the same semester as student teaching, you will take the Professional Practice Seminar. The Professional Practice Seminar meets during the first three weeks of the semester, one to two times mid-semester, and during the last week of the semester. This course meets for three hours per session and may require full days of commitment. In addition, students will meet with their university supervisors each week throughout the 12 weeks of student teaching. Student teaching occupies the entire school day as defined by the in-school schedule of the school to which you are assigned.

Student Teaching is a twelve-week culminating professional experience. *Applications are necessary for all Student Teaching courses in order to receive an approved assignment in a school.* Applications should be

Clearances and TB results must be current for the entire duration of the student teaching semester. In addition, students are responsible for submitting an updated Degree Works Report to the Director of Field Placements **within five days of the posting of final grades for the Fall or Spring semester immediately prior to student teaching**. The Director of Field Placements will review supporting documents and Degree Works reports to confirm that requirements for student teaching are still met.

It behooves students who are interested in student teaching in a particular semester to attend the Student Teaching meeting conducted by the Director of Field Placements each semester. During this meeting, the Field Placements (s)4 (t)12 (ude9 (de6 (r)0 Tch0 (-2 (d)3 (t)12 (ude9 (de6 (r)0 Tch0 F(1 (he )J)7 (e i2n(me)J(r)7 0 (uc)3 itienttdt1ch0 F(1 (hea)10 (c)4 (hi)6 (ngJ)8u s)4 (t)12 ( be)10 red byhh( T)5 (e)10 (ac412 (ude9 n)10 )EPuctitr.

### Middle Level Education – 10 credits

Planning in Grades 4-8 Student Teaching (EDUC 452)  
Instruction in Grades 4-8 Student Teaching (EDUC 453)  
Managing Classrooms in Grades 4-8 Student Teaching (EDUC 454)  
Professional Growth in Grades 4-8 Student Teaching (EDUC 455)

### Secondary Program – 10 credits

Planning In Secondary Student Teaching (EDUC 476)  
Instruction in Secondary Student Teaching (EDUC 477)  
Managing Classrooms in Secondary Student Teaching (EDUC 478)  
Professional Growth in Secondary Student Teaching (EDUC 479)

### **Professional behavior**

There may be times when you find you are uncomfortable with circumstances in your assigned school or classroom (e.g., with the way a student is disciplined or with curriculum issues). **Professional behavior dictates that you respect the professional educator's decision.** In other words, you do not question decisions in front of colleagues and/or students. Should you need to ask about a professional decision or action, professional behavior dictates a one-on-one conference be held between you and the professional.

Similarly, to know when and how to treat matters confidentially shows professional behavior and is an important element of your professional development. If there is any question about appropriateness, consult your university supervisor. Examples would be discussing your observations outside the school environment, observations about children and their abilities, families, and/or behaviors, and your perceptions about teachers and administrators in the school to which you are assigned.

Professional behavior also plays a role when you encounter an uncomfortable situation.







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## Semi-Annual Review of Student Dispositions

Student: \_\_\_\_\_ Evaluating Faculty: \_\_\_\_\_

Semester ending: December \_\_\_\_\_ May \_\_\_\_\_ \_\_\_\_\_ **Directions:** List the specific behaviors that indicate the student needs assistance in one or more of the following dispositions. At the semi-annual review, a **first negative assessment** occurs when at