

**University of Pittsburgh at Johnstown
Education Division**

Program Handbook

2020 – 2021

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Ms. Karen Clites, Administrative Assistant

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INTRODUCTION TO THE PROGRAM HANDBOOK

Welcome to the University of Pittsburgh-Johnstown Education Division. The Education Division *Program Handbook* is a vital source of information for education majors. While education advisors and other education faculty and staff may assist students in making decisions about their program, **students/candidates have the responsibility to read and fully understand all information and to abide by all policies and procedures described in the *Program Handbook*.**

Education Division certification program requirements and policies described in the *Program Handbook* are modified from time to time. The Chairperson of the Education Division reserves the right to direct students who have not taken classes at Pitt-Johnstown for *one or more academic terms* to complete the program requirements which are in effect at the time of their return to Pitt-Johnstown.

Information contained in this edition of the *Program Handbook* was updated in August 2020. It supersedes all previous editions.

EDUCATION DIVISION FACULTY AND STAFF

The Education Division Office, 153 Biddle Hall, is open Monday - Friday from 8:00 AM – 4:30 PM. Students wishing to make an appointment with the Division Chairperson should see the Division's Administrative Assistant. The Office of Clinical Experiences, 149 Biddle, also is open Monday - Friday. Students with questions pertaining to field experiences should see the Field Placements Administrative Assistant.

Faculty members post their teaching schedules and office hours on their office door. This makes it relatively easy for students to meet with Education Division faculty members. Students may also contact Education Division faculty members by 1) emailing the faculty or 2) leaving a voice mail message on the faculty member's office phone. In addition, students may check on faculty members' availability with the Education Division Faculty Administrative Assistant, 149 Biddle Hall.

Please note that most Education faculty members are not on campus from May through August. Students seeking help during the summer months should see Dr. Zahorchak, Karen Clites or Mary Moxim.

Education Division Core Faculty and Staff

Faculty/Staff Member	Position	Office	Telephone (814)	Email
Dr. Natalie Conrad Barnyak	Early Childhood and Elementary Education Program Coordinator	Biddle 150 C	269-7273	nconrad@pitt.edu
Dr. Melissa Casses	Educational Psychology	Biddle 149 F	269-7015	mmc137@pitt.edu
Dr. Sarah Chesney	Science Education Program Coordinator	Biddle 149 E	269-7002	smc175@pitt.edu
Ms. Karen Clites	Division Administrative Assistant	Biddle 153	269-7010	clites@pitt.edu
Dr. Mark Conlon	Social Studies Education Program Coordinator	Biddle 148 B	269-7016	mac699@pitt.edu
Ms. Jennifer Fritz	Field Experience Administrative Assistant	Biddle 149	269-7008	mnoxim@pitt.edu
Dr. Nina Girard	Mathematics Education Program Coordinator	Biddle 150 B	269-2934	nina@pitt.edu
Dr. Donna Kowalczyk	Early Childhood Education	Biddle 149 D	269-7012	donnak@pitt.edu
Dr. Douglas Ledney	Early Childhood Education and Clinical Director	Biddle 148 A	269-7013	do119@pitt.edu
Dr. Bethany McConnell	Special Education Coordinator	Biddle 149 G	269-7107	bmm93@pitt.edu
Ms. Elaine Wilson	Special Education	Biddle 149 A	269-7058	elw92@pitt.edu
Dr. Gerald Zahorchak	Division Chair	Biddle 153	269-7961	jzahorch@pitt.edu
*Laura Bowers	Early Childhood Education	Biddle 149 I	269-7014	
*Dr. Brian Burke	English as a Second Language	Biddle 230E		bpb31@pitt.edu
*Andrea Roberts	Adolescent Development	Biddle 149 mailbox		ams545@pitt.edu
*Rachel Sernell	Instructional Technology	Biddle 149 mailbox		rsernell@pitt.edu
*Emily Steberger	Early Childhood Education	Biddle 149 I	269-7014	
*Reine Turcato	English as a Second Language/Spanish	Biddle 249E		r1t60@pitt.edu
*Michael Vuckovich	Educational Assessment	Biddle 149 mailbox		m1v45@pitt.edu
*Keli Williams	English Education	Biddle 149 mailbox		kkw12@pitt.edu

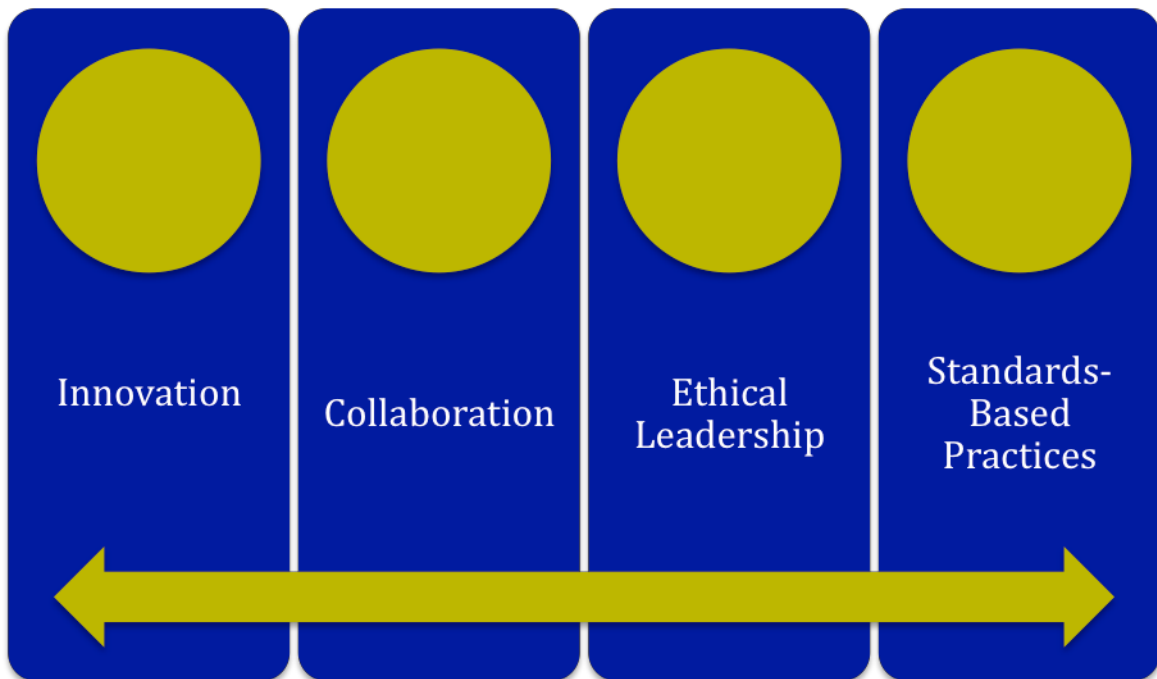
*indicates part-time

EDUCATION DIVISION MISSION STATEMENT

(Revised and accepted August 2011)

Mission: To provide high quality programs that produce exemplary educators who are knowledgeable, resourceful, and well prepared to make positive contributions to the schools and communities in which they work.

Values: Informed by our mission, the Education Division holds the following values in high regard. These values help to shape our perspectives of theory and practice for instructional and program quality.



To fulfill the mission of preparing exemplary educators, the Education Division has designed programs of study that meet or exceed Pennsylvania certification standards. Students in all programs are provided opportunities to combine the study of their content subject and study of traditional and innovative teaching methodology with practical application experiences in area classrooms.

All programs are designed so that entering freshmen who make a commitment to academic excellence may complete their requirements in a four-year (eight-term) period of full-time study, earning both teacher certification and a Bachelor of Science (BS) or Bachelor of Arts (BA) degree. In addition, eligible post-baccalaureate students have the option of pursuing certification with or without a second baccalaureate degree.

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

BECOMING A TEACHER IN PENNSYLVANIA

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

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

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

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

There are a wide variety of opportunities for certified teachers in Pennsylvania. There are more than 500 public school districts in the state as well as many private and non-public schools. Teachers in Pennsylvania earn compensation similar to teachers throughout the northeast. According to the National Education Association, the average Public School Teacher salary in Pennsylvania is \$57,974 as of May 28, 2020, but the range typically falls between \$50,608 and \$66,925. Furthermore, most Pennsylvania teachers have excellent fringe benefits including low-cost health insurance and a generous retirement package.

Historically, Pennsylvania colleges have prepared more new teachers each year than are needed in the state to replace teachers who retire or who otherwise leave their positions. That means that in some parts of the state teaching jobs are quite competitive. Therefore, many Pennsylvania-trained teachers are working throughout the country, especially in those geographic areas with severe teacher shortages. Pennsylvania has reciprocal agreements with many states so that a Pennsylvania teaching certificate is recognized in those states and allows one to begin teaching while meeting any further requirements. At last count, Pennsylvania had reciprocal agreements with 45 other states and the District of Columbia. A list of those can be found at <http://certificationmap.com/states/pennsylvania-teacher-certification/#reciprocity>. In spite of the current over-abundance of qualified teachers in some geographic areas of the state and in some teaching fields, many of Pennsylvania's teachers are nearing retirement and the number of expected retirements will increase each year in the near future. Therefore, the outlook for finding a teaching job in Pennsylvania improves yearly.

Teaching in Pennsylvania is and will continue to be both professionally challenging and personally rewarding. For more information try the website below:

<https://www.education.pa.gov/Educators/Certification/Pages/default.aspx>

MAJORING IN EDUCATION AT Pitt-Johnstown: AN OVERVIEW

1. **PROGRAMS:** The Education Division offers four-year programs of study leading to Pennsylvania teacher certification and (1) the baccalaureate degree in *Early Childhood Education* (BS), (2) the baccalaureate degree in *Middle Level Education* (BA/BS), and/or (3) the baccalaureate degree in *Special Education* (BA) and/or (4) the baccalaureate degree in Secondary Education with a choice of several certification programs: *Biology* (BS), *Chemistry* (BS), *Social Studies* (BA), *English* (BA), *Earth and Space Science* (BS) and *Mathematics* (BS). Secondary Education students pursuing certification in Biology, Chemistry, or Earth and Space Science also may acquire certification in *General Science*. Some students choose to complete a double major or to fulfill requirements for a minor; this option requires careful planning. Post- baccalaureate students may also choose to seek certification with or without the additional baccalaureate degree.

2. **LEVELS OF STUDY:** Successful education majors complete two levels of study: *pre-education* and *upper level*. All education majors begin their program of study in the pre-education level of their chosen certification program and must meet requirements to advance to the upper level.

3. **ADVISING/REGISTRATION:** Upon declaration of their major as pre-education, students are assigned to an Education Division faculty member who will serve as their academic (education) advisor. Education advisors guide students toward successful completion of their program, maintain their advisees' academic folders, and post office hours on their office doors or on an online calendar designating times that students may meet with them. *Students are responsible to make an appointment with their education advisor at least two weeks prior to the beginning of each term's registration date by signing the advising schedule posted on the door of their advisor's office or by a means designated by the advisor. Advisors will help students to develop their schedules and provide counsel toward progress within their program(s). Students who fail to make an appointment in this timely manner may find that their advisor is unavailable until after registration. Students would then need to pay a late fee to register and may also find that some courses are no longer open.* Students may obtain the name of their education advisor by contacting the Administrative Assistant (153 Biddle Hall).

4. **BACKGROUND CLEARANCES AND LIABILITY INSURANCE:** After declaring education as a major, all students are required to obtain and submit to the Division Office the appropriate forms for a) a criminal background check, b) a child abuse background clearance, and c) a Federal criminal history background check (fingerprinting). For Early Childhood majors, a PA Department of Human Services background check may also be required depending on field practicum and clinical experience placements. The criminal, child abuse and fingerprinting clearances need to be renewed every five years. See *Required Background Clearances* for more information about a) obtaining forms, b) submitting background clearances to the Education Division, and c) the importance of the background clearances.

Liability insurance serves as an extra level of professional security during student teaching experiences. Liability insurance is required for candidates enrolled in student teaching. Liability insurance is highly encouraged for all students participating in Field Practicum and directed tutoring experiences. Liability insurance may be purchased through Pennsylvania State Education Association (PSEA) at either an annual or multi-year rate. Educator's Employment Liability (EEL) coverage is processed as part of Student PSEA membership (See http://www.psea.org/students.aspx?coll_id=58). As an alternative,

students may provide proof of private liability insurance (a minimum of \$1,000,000.00 per claim and an aggregate of \$3,000,000.00 per occurrence).

5. APPLICATION TO THE UPPER LEVEL: Freshmen who enter Pitt-Johnstown as declared pre-education majors typically spend their first three terms meeting requirements enabling them to *apply for admission* to the upper level by January 15 of their sophomore year. Pre-education students are encouraged to apply for admission to the upper level as soon as they have met all application requirements, and they must apply by the established deadlines. See *Application for Admission to Upper Level* for information on steps, deadlines, and requirements for applying to the upper level.
6. ADMISSION TO THE UPPER LEVEL: Pre-Education students who *apply* to the upper level must meet all requirements, including passing certification test(s), to be *admitted* to the upper level. Upon declaring pre-education as a major, students should gain a complete understanding of the requirements that they must meet to be admitted to the upper level (See *Application for Admission to Upper Level*). Students should also read the section on Praxis Certification Tests.
7. TRANSFER AND POST-BACCALAUREATE STUDENTS: Special policies and requirements for admission to the upper level apply to transfer and post-baccalaureate students and to students relocating from other University of Pittsburgh campuses. Prospective Pitt-Johnstown students should understand all policies pertaining to completing an education program at Pitt-Johnstown *prior to* seeking admission or relocation to Pitt-Johnstown and should read *Relocation, Transfer, and Post-Baccalaureate Students section* for this purpose.
8. UPPER LEVEL COURSES: Upper level early childhood, middle, secondary and special education courses are taken during the junior year and first term of the senior year and *all must be taken at Pitt- Johnstown*. They are open only to students who have gained admission to the upper level. Upon entering upper level programs, students are considered as teacher candidates.
9. STUDENT TEACHING: Upper level candidates typically complete their program with a full term of student teaching. Candidates must meet requirements to be admitted to student teaching. Candidates admitted to student teaching are *assigned to the student teaching term* they designate on their application to the upper level and may not be able to change this term assignment at a later time. Upper level candidates must apply for student teaching by established deadlines and meet all requirements to be actually *assigned a student teaching placement*. The Education Division chooses student teaching placements and does not grant candidates permission to student teach in a non-Pitt-Johnstown established site. All candidates should gain a complete understanding of the requirements that they must meet to be assigned a student teaching placement (See *Application and Requirements for Admission to Student Teaching*). Candidates may seek additional clarification from Mary Moxim, Field Experiences Administrative Assistant, in Biddle 149.
10. GRADUATION: Upper level candidates who meet all *graduation* requirements and complete an application for graduation are eligible for the baccalaureate degree (See *Application and Requirements for Graduation and Certification*).
11. TEACHING CERTIFICATION: The Education Division designates all upper level candidates as *program completers* when they have completed all program and graduation requirements.

This designation also includes earning a *Satisfactory* designation on the professional educator portfolio (PEP) requirement (See Professional Portfolio). Program completers become eligible for Pennsylvania teaching certification when the Education Division receives verification that they have passed all required certification tests. Program completers must submit their application for certification directly to PDE (online) through the Teacher Information Management System (TIMS). Once the program completer has successfully completed the online application, a printed copy of the coversheet must be submitted to the Division Office, 153 Biddle (See Teacher Certification in Pennsylvania and in Other States).

12. ALUMNI SURVEYS: All Education Division graduates are expected to complete an alumni survey that will be administered periodically. Typically, surveys are delivered by email. Hard copy is often sent through the U.S. Postal Service as well.
13. DIVISION SOCIAL MEDIA: In addition to this *Program Handbook*, students will find that important announcements concerning Education Division news and policies can be found on our website and by following our FaceBook and Twitter. All education majors are encouraged to follow the Education Division on social media.
14. WRITTEN COMMUNICATION: From time to time, the Education Division will send newsletters and other communication via email to education majors for a number of reasons including when a change of policy occurs. For unique circumstances letters are sent to the student's campus mailbox (Student Union). All students, *whether they live on or off campus*, should check their mailbox on a regular basis and should carefully read the information contained in these letters.

PROGRAM COMPLETION TIME-LINE (See Also Appendix A)

The following time-line identifies the actions that students should take who a) enter Pitt-Johnstown in the fall term of their freshman year as declared pre-education majors, b) are admitted to the upper level in the spring term of their sophomore year, and c) student teach in the spring term of their senior year. This time-line will vary for students who do not declare education as a major when first admitted to Pitt-Johnstown and for transfer, post-baccalaureate, and relocation students. **Students should place on the appropriate line the date they have taken each action, and should share this information with their advisors at each advising session.**

Freshman Year

- September: Submit background clearances and fingerprinting results to the Office of Field Experience – Biddle 149. (*See Required Background Clearances*) _____
- October: Sign up with your advisor for spring term registration advising prior to registration date. Sign-up sheet on advisor's door or on-line. _____ (1st term only). Continue this process every term. Speak with your advisor about double majors, double certifications, and minors.
- March: When registering for fall term courses, be sure you will have taken at least three of your program's selected courses, the two required math courses, one English composition course, and one English literature course by the end of the fall term of your sophomore year.
- May: Register for a summer testing date for the Basic Skills Certifications tests if you haven't already taken and passed the tests during your freshman year. _____

Sophomore Year

- September: **Begin to organize your Professional Portfolio.** _____ (date of 1st time organizing portfolio)
- Fall Advising Period: Obtain upper level application and letter of recommendation forms from the Division Office (Biddle 153). Distribute letter of recommendation forms to faculty members *before* the end of the term.
- January 15 or May 15 (depending on when requirements are met): By the due date, submit completed upper level application form to the Division Office 153 Biddle. _____

Junior Year

- September: Register for graduation at Registrar's Office (Blackington Hall). Check your program audit on-line to verify that you have met all program requirements.
- October: If appropriate, during advising session, have advisor complete *Degree Audit Course Substitution/Waiver Form* for courses substituted or waived in your program.
- August (before senior year if student teaching in spring term) apply for updates to background clearances around August 15.

Senior Year

- September: *Middle and Secondary education candidates* obtain application for spring term student teaching during the first week of the term from Field Placement Office (Biddle 149). *Early Childhood education candidates* will receive applications in ECED 1193. Meet with your advisor by September 23 to review your application. (If student teaching in the fall term, obtain application in January prior and meet with advisor by January 23 to review your application.) By September 30 submit completed application, updated background checks, and TB test results to Field Placement Office 149 Biddle.
- November: Take Praxis II (Content Area or Specialty) and PECT Test for Prek-4 certification tests.
- February: Meet with your advisor to review your completed *Education Division Graduation/Certification Application*, returning it to 153 Biddle by the deadline. _____

Students not in the above sequence of program completion:

Plan your time-line for *variations of dates shown above*, particularly for applying for updated background clearances, taking PRAXIS II certification tests and PECT Test for Prek-4, applying for student teaching, and meeting with your advisor to review *Education Division Graduation/Certification Application*. Place dates on appropriate lines above. Your advisor can assist you with this task, if necessary.

AN OVERVIEW TO ALL PROGRAMS OF STUDY

Completing a Certification Program in a Four-Year Period

Students enrolled in all certification programs should *first* read the section of this ***Program Handbook (for Students)*** entitled *Majoring in Education at Pitt-Johnstown: An Overview* and preview the *Program Completion Time-Line*. *By meeting all requirements to advance in a timely fashion, students may complete any single certification program in a four-year period.* Students must take 15-18 credits over eight academic terms (fall and spring terms) in order to graduate and to meet certification requirements in a four-year period. Students may elect to complete the General Science program only if they are also seeking certification in Biology, Chemistry, or Earth and Space Sciences. **Students interested in completing any two certification programs, other than a basic science plus General Science, should realize that it will take them more than four years to do so.**

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

All education students should also be aware that in order to complete their program in a four-year period, they will need to meet requirements to be admitted to the upper level no later than the *May Admission Period* of their sophomore year. The upper-level program is designed in a sequential manner in the regular academic terms, so students who gain admission after their sophomore year, drop out of an upper-level course, or plan to enroll on a part-time basis will not be able to complete their program in a four-year period.

Sources of Information for Completing a Program in Four Years

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

Students should see the Division Administrative Assistant (Biddle 153) for information about matters pertaining to admission to the upper level, certification tests, and graduation, and to schedule appointments with the Division Chairperson. Students should see the Field Placement Administrative Assistant (Biddle 149) about matters pertaining to background checks, field experiences/practicum courses, and student teaching. Students should also see the Field Placement Assistant to inquire about their advisor's availability or to schedule an appointment with the Director of Field Practicums and Clinical Experiences.

Academic Advising and Registration for Courses

Upon declaration of their major as Pre-Education, students are assigned to an Education Division faculty member who will serve as their academic advisor. Education advisors guide students toward successful completion of their program, maintain their advisees' academic folders, and post office hours

designating times that students may meet with them. Over a four-year period, there are times when some courses may not be offered, so during advising sessions students should ask their advisors if they are aware of any modifications to the information shown in the plan of study. Occasionally, an advisor may be supervising in the schools and may not be available during posted office hours. Students may leave a message for their advisor.

Typically in the second month of each term, students will receive notification via email about registration for the next term. At this point, students should go to the office of their advisor or check online and sign up for an advising session. Most advisors post an advising schedule on or near their office door or online. *Students are responsible to make an advising session appointment with their education advisor at least two weeks prior to the beginning of each term's registration date. Registration for classes is locked until students have discussed their progress and course selection with an advisor.* Students should not appear at their advisor's office on the day of registration and expect their advisor to be available for advising. *Thus, students who fail to make an appointment in a timely manner may find that their advisor is unavailable until after registration. Students would then need to pay a late fee to register and may also find that some courses are no longer open.* Students may obtain the name of their education advisor by logging into your Student Services account or by contacting the Division's Administrative Assistant (153 Biddle Hall).

Generally, faculty may not approve the placement of students in a program course without first meeting all pre-requisite coursework or obligations. An exception to the rule may occur if the student's advisor and one additional faculty member petition the Division Chair requesting an exception for the student. The faculty members must include strong rationale for such a request.

Educational Studies Course Sequencing

Pre-education students typically take *Introduction to Psychology* (Psy 0200) during their freshman year. It is a *prerequisite* for the courses students typically take in their sophomore year, usually in the following order: *Education Psychology* (Ed Psy 0006) during the fall term of their sophomore year, and either *Child Development* (Psy 0230) or *Adolescent Development* (Psy 0260) in the spring term of their sophomore year. The Division strongly advises students to take Ed Psy 0006 prior to taking Psy 0230. In most cases, students should take one or more of the following: *Students with Special Needs* (Ed Psy 1021), *English Language Learners* (Fds Ed 1026) and/or *Foundations of Education* (FdsEd 0001) prior to beginning the upper level program. Students are not eligible to take Ed Psy 0006, Ed Psy 1021, Ed Psy 1025, Fds Ed 1026, Psy 0230, or Psy 0260 unless they have earned **at least a C grade** in Psy 0200. Typically, all but Ed Psy 1025 educational studies courses should be taken prior to beginning upper-level coursework; however, advisors are available to guide students for the registration of these and other courses.

Background Checks and Foundations of Education 0001

Students may enroll in *History and Philosophy of Education* (Fds Ed 0001) *only* if they have submitted copies of *all* background checks, necessary for observation in area classrooms. This course typically is taken during the sophomore year, but if seats remain, students are able to enroll in the course in the spring term of their freshman year. Students who register for this course without having submitted copies of *all* background checks will be dropped from the course immediately following the registration period. See *Required Background Clearances*.

Pitt-Johnstown Worlds of Knowledge Curriculum

All students must complete the requirements of the Pitt-Johnstown Worlds of Knowledge curriculum. This curriculum has four categories: a) Aesthetic & Creative Expression, b) Societies & Civics, c) Global History & Culture, and d) Science & Nature. Two courses must be completed from each WOK along with two follow up courses. Eight of ten courses must be from different disciplines. A student's coursework from the department (Subject) cannot be counted in Gen Ed. Finally, foundational courses may be counted in the major. Students will note that their program of studies sheet includes the designation *WOK* (Worlds of Knowledge). <https://www.johnstown.pitt.edu/academics/office-registrar/academic-curriculum-requirements>

All freshmen and transfer students are required to take the Pitt-Johnstown math placement test before enrolling in a math course at Pitt-Johnstown. Students whose test scores indicate that they place into Algebra I (Math 0001) must take this course and may not take a Q course until they have passed it. **Pre-Early Childhood Education majors who place into Math 0002 should not register for Math 0002 but for Math 0071 or Math 0080, which are required for their program.**

Freshmen whose academic program includes General Chemistry I (Chem 0111) and its lab (Chem 01130) are required to take a chemistry placement exam before enrolling in General Chemistry I or the lab. Students whose test scores indicate that they place into Preparation for Chemistry (Chem 0105) **must pass that course with a grade of D** or better before enrolling in General Chemistry I or the lab.

DOUBLE MAJORS, DOUBLE CERTIFICATIONS, AND MINORS

Double Majors

Education students may choose to complete the requirements for an additional major. For example, a student may choose to complete the requirements for both a major in Secondary Education: Social Studies and a major in History. This student would earn one B.A. degree, with both majors listed on the academic transcript. Double major students will have an academic advisor for each major, and must meet with each on a regular basis to ensure completion of all program requirements. *Students completing requirements for a double major should choose Pre-Education as their primary field of study as a number of education courses are restricted to education majors.*

Students interested in this option should speak with their education advisor as early in their program as possible. In some cases, with careful planning, students may be able to complete the requirements for two majors in a four-year period. In other cases, students may need more than a four-year period to complete requirements for two majors.

Dual Certifications

Education students may choose to earn a second certification by completing all requirements of each program and by passing all required certification tests required for each program. For example, a student may choose to complete the requirements for both Secondary Education Biology certification and General Science certification. This student would earn one B.S. Degree in Secondary Education with two certifications.

Students interested in this option should speak with their education advisor as early in their program as possible. Students in all Secondary Education science programs, in particular, should speak with their advisors about seeking an additional certification in General Science, which is not offered unless combined with another certification area. In most cases, students will need more than a four-year period to complete requirements for dual certification.

Minors

Students also may earn a minor in available areas by completing the appropriate requirements. *Requirements for Minors at Pitt-Johnstown* can be found in the Academic Source Book that is distributed to new freshmen and on the Pitt-Johnstown web site under “Academic Support Programs.” Most advisors also have copies of the requirements for academic minors. Students who earn a minor may enjoy a marketability advantage in some school districts, particularly. Students interested in a minor should discuss this option with their education advisor as early in their program as possible. Students must inform their advisors of their progress toward earning a minor and should seek guidance from a faculty member in the minor area prior to each advising session. At the completion of the program, the education advisor must verify that the student has completed requirements for the minor.

Popular minors for Early Childhood Education majors include geography, history, creative writing, English literature, a foreign language, or psychology. Secondary Education students are not likely to complete requirements for a minor without extending beyond their four-year program period.

RELOCATION, TRANSFER, AND POST-BACCALAUREATE STUDENTS

There are three categories of prospective applicants to the Education program at Pitt-Johnstown who have taken courses at other campuses. *Relocation Students* are undergraduate students who plan to relocate to Pitt-Johnstown from another Pitt campus. *Transfer Students* are undergraduate students who have earned *nine or more credits* at another college/university and who plan to transfer to Pitt-Johnstown. *Post-baccalaureate Students* have earned a baccalaureate degree and plan to seek early childhood, or secondary teaching certification with or without a second baccalaureate degree. Those who are admitted to the Education Division begin as pre-education majors and must be admitted to the upper-level education program (See *Requirements for Admission to Upper Level*). Prospective applicants are advised to read all policies pertaining to completing an education program at Pitt-Johnstown carefully and to be certain those policies are understood prior to applying for admission to Pitt-Johnstown.

Prospective applicants must have a current cumulative GPA that is at least 2.50 for 0-12 earned credits, 2.65 for 13-24 earned credits, 2.80 for 25-74 earned credits, and 2.90 for 75 and above earned credits. The applicant's entry cumulative GPA is calculated as an aggregate from all institutions attended and includes courses with a grade below C, even though those courses do not transfer to Pitt-Johnstown from other institutions outside the Pitt system.

Prospective *transfer students* and *post-baccalaureate students* who are admitted to the pre-education program with an entry GPA of 3.00 or above will need to establish a minimum Pitt GPA of 3.00 before being admitted to the upper level. *Transfer students* are required to complete a minimum of 15 credits at Pitt-Johnstown to establish the required GPA. *Post-baccalaureate students* whose degrees were earned outside the Pitt system are required to complete a minimum of 12 credits at Pitt-Johnstown to establish the required GPA.

Prospective *transfer students* and *post-baccalaureate students* who are admitted to the pre-education program with an entry GPA below 3.00 will carry a cumulative "Combined GPA." These students will need to earn a Pitt GPA higher than 3.00 in order to attain a *Combined GPA* of 3.00 to enter the upper level. The *Combined GPA* is based upon a total of the following: a) all grade point credits earned through the Pitt system after entry into the Pitt-Johnstown pre-education program and for the five years preceding entry into that program; b) all grade point credits for all courses taken at any other college in the five years preceding entry into the Pitt-Johnstown pre-education program, whether or not the courses were accepted by Pitt-Johnstown; and c) all grade point credits for courses completed at Pitt-Johnstown or any other college *more than five years* before entry into pre-education if those courses are applied to the student's chosen education program. Thus, a student who takes his/her first courses at Pitt-Johnstown in Fall 2016 would have all of his/her previous courses taken from Fall 2011 and thereafter counted, along with any courses taken prior to Fall 2011 that are applied to the education program.

PLEASE NOTE: In determining eligibility for entering the upper level, the Division will use whichever GPA is *lower* – the Pitt-Johnstown GPA *or* the "Combined GPA."

Relocation Students

Students within the Pitt system who meet the minimum GPA and Praxis II criteria explained above should schedule a meeting with the Chairperson of the Education Division, by calling (814) 269-7010, preferably as early as two terms *prior* to relocating to Pitt-Johnstown. In some cases, it may be advisable for the applicant to apply to the upper level while enrolled at another University of Pittsburgh campus, and s/he may do so only by permission of Pitt-Johnstown's Chairperson of the Education Division.

Transfer Students and Post-Baccalaureate Students

Prospective *transfer* and *post-baccalaureate students* who meet the minimum GPA criterion explained above should complete the following steps:

1. Complete an admissions application through the Admissions office of Pitt-Johnstown.
2. Upon admittance to the University, applicants will need to submit to the Education Division a) a copy of their University admittance letter, b) and a letter designating the intended program. Requests should be mailed or e-mailed, to Dr. Gerald Zahorchak, Education Division, 153 Biddle Hall, University of Pittsburgh - Johnstown, 450 Schoolhouse Road, Johnstown, PA 15904. jzahorch@pitt.edu The review will be returned in as timely a manner as possible, typically within two to three weeks.
3. Upon admittance to the Education Division, students should make an appointment with the Education Division office by calling (814) 269-7010.
4. *Post-baccalaureate students* interested in seeking certification *without* a second degree should indicate “Certification only” on their letter of intent.

Once the student is admitted to Pitt-Johnstown, it is the responsibility of the Office of the Registrar to determine which of the admitted student’s courses will be accepted by Pitt-Johnstown and whether such accepted courses are the equivalent of Pitt-Johnstown courses. It is the responsibility of the Education Division to determine which courses accepted by Pitt-Johnstown will be applied to a specific program. In some cases, transferred courses accepted by Pitt-Johnstown will not apply to the student’s program. *Further, each program has specified courses that must be taken at Pitt-Johnstown.* All programs require that *History and Philosophy of Education (FdsEd 0001)* and all *upper level courses* be taken at Pitt-Johnstown. In some cases additional courses may be required to be taken at Pitt-Johnstown by program. Program advisors will alert students of the specific program requirements. All transfer and post-baccalaureate applicants should expect to demonstrate proficiency for the key assessments associated with Fds Ed 0001 (a philosophy of teaching statement and oral standard English proficiency) (See Appendix A).

APPLICATION FOR ADMISSION TO THE UPPER LEVEL

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

1. Have earned a minimum of 48 total credits (Pitt-Johnstown credits plus any transfer credits). Students seeking dual certification with Special Education will apply at 32 credits.
2. Have earned a minimum Pitt-Johnstown cumulative GPA of 3.000. Note: *Admission GPA* is 3.000; however, students with GPAs from 2.700 to 2.999 with at least 48 earned credits are encouraged to apply to the upper level.

HOW TO OBTAIN AN APPLICATION FORM: Pre-education students should *obtain* an application form from the Division's Administrative Assistant of the Education Division, in Biddle 153 during the advising/registration period *the term before* they intend to submit an application for admission. This allows adequate time for applicants to distribute the recommendation forms to Pitt-Johnstown faculty members who agree to write recommendations on their behalf. Faculty recommendation forms can also be found on the Education Division web site.

WHERE TO SUBMIT THE COMPLETED APPLICATION: Pre-education students submit their completed applications to the Division Administrative Assistant (Biddle 153) by the established deadlines indicated below.

WHEN TO SUBMIT THE COMPLETED APPLICATION: Pre-education students should pay close attention to the following **deadlines** for submitting their application, as late applications will not be considered. Students who miss one admission period deadline may choose to submit an application for a later one.

- **January Admission Period:** Students who plan to begin their upper level program the subsequent fall term -- Students who meet all admission criteria and are admitted at this time will be able to register for fall term upper level courses.
Deadline to submit application for the January Admission Period: January 15.
- **May Admission Period:** Students who did not apply to the upper level during the January Admission Period and still plan to begin their upper-level program the subsequent fall term -- Students who meet all admission criteria and are admitted at this time will be able to register for fall term upper-level courses through the add-drop process.
Deadline to submit application for the May Admission Period: May 15.
- **September Admission Period:** Students who plan to begin their upper-level program the subsequent spring term (applies only to Early Childhood Education) -- Students who meet all admission criteria and are admitted at this time will be able to register for spring term upper level courses.
Deadline to submit application for the September Admission Period: September 15.

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

STEPS TO ENSURE A COMPLETE AND ACCURATE APPLICATION: Incomplete or inaccurate applications will not be considered and will be returned to students who then may choose to apply at a future date. Therefore all applicants should take the following steps *before* submitting an application to insure completeness and accuracy:

- Check their academic record carefully *if they have repeated courses* to assure that their original grade is not being counted as part of their cumulative GPA. Applicants should also check with the Registrar's Office if they need clarification. See section on repeating courses.
- Check with their advisor to be certain that the student teaching term for which they are applying is correct. Admitted students will be assigned to the student teaching term they have indicated on their application. Students wanting to change their student teaching term will not be re-assigned to another student teaching term if spaces are not available.
- Check with the Division's Administrative Assistant a day or two *before* the deadline date to determine whether the Division has received all of their letters of recommendation. Applicants should have distributed three letters of recommendation forms well in advance of the deadline and have communicated clearly to these faculty members that the *Education Division must receive completed recommendations by one week after the deadline date.*

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

REQUIREMENTS FOR ADMISSION TO THE UPPER LEVEL

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

1. Earned Credits: The applicant must have earned at least 48 credits, *including* any credits transferred or applied to his/her program. Transfer students must have earned at least 15 credits at Pitt-Johnstown. Post-Baccalaureate students must have earned at least 12 credits at Pitt-Johnstown.
2. Selected Courses: The applicant must have earned at least a C (not C-) or higher in two required educational studies courses (Foundations of Education 0001 and Educational Psychology 0006), and one of three required (select) core content courses for the respective education programs (See Appendix A).
3. English Composition/English Literature Courses: The applicant must have passed (with a C or higher) at least one English composition course and one English literature course required for his/her program.
4. Math Courses: The applicant must have passed (with a C or higher) two math courses required for his/her program (See Appendix A or Selected, Core, Major Course section).
Note: Applicants who are registered for the English and/or math courses during the term they apply will be admitted if they meet all other requirements and may then register for upper-level education courses. However, as this is a Pennsylvania Department of Education requirement, applicants who do not pass a course (minimum C, not C-) will have their admission revoked and will be withdrawn from all upper-level courses. Applicants in this situation should understand this risk before applying.
5. Letters of Recommendation: The Education Division must receive a minimum of *two* satisfactory, professional letters recommending the applicant for admission *by one week following the Admission Period deadline*. Recommendations must be written by faculty who have provided a grade for a course. The applicant's advisor and Chairperson of the Division will use their professional judgment in determining whether a letter of recommendation is satisfactory. Relocation, transfer, and post-baccalaureate students may obtain required letters of recommendation from faculty members at their original campus *if* they have received prior permission from the Division Chairperson to apply to the upper level during their first term at Pitt-Johnstown (or in the case of relocation students, to apply from their current campus).
6. Evidence of Early Field Experience: All traditional students (not Post-Baccalaureate) must demonstrate evidence of 50 hours of experience working with Prek-12 learners, to include 20 hours in a school with at least 15% diversity or within an established educational organization and /or learners whose background (e.g., ability, linguistic, cultural, racial) is different from their own, effective spring 2016.
7. Key Assessments: The applicant must have passed two key assessments to be eligible for admission to *Upper Level*. These are the Oral Screening and the Philosophy of teaching paper. In the event that a key assessment is not passed on a first attempt, applicants are highly encouraged to enroll in an additional primary writing (Philosophy of Teaching) or primary

speaking (Oral Screening) course. The applicant may retake the above key assessments only once for a total of two attempts. In order to retake on of these assessments, written permission from Division Chair is required. The final decision to permit a retake of one or more key assessments will rest with the Division Chair in counsel with faculty advisor.

ABO (All But One): Applicants who meet the cumulative GPA of 3.0 and have passed the program specific certification exams (i.e., PAPA/CORE/SAT), but who have not met one other requirement (e.g., a single key assessment, one mathematics or English composition/literature course with a qualifying grade) may be permitted to provisionally enroll in upper level courses for one semester. Applicants may be fully admitted to the upper level once all requirements have been met and documented with the Education Division. ABO applicants should notify the Division immediately upon written notification that requirements have been met. Admitted students may add upper-level education courses *with remaining seats*.

8. **BASIC Skills Requirements:** The applicant must have **passed** all Modules of the Pre-service Academic Performance Assessment (PAPA) or CORE (Praxis Core Academic Skills) **effective 08/01/2015** (NOTE: www.pa.nesinc.com). Alternatively, the applicant may submit evidence of SAT scores (Critical Reading 27, Writing 28, and Mathematics 26) or an ACT composite score of 51 accompanied by a Reading score of 20-22, Writing score of 7-8 and a Math score of 19-21 **effective 9/1/16**.

9. **Grade Point Average (GPA):** The applicant must have earned a minimum Pitt-Johnstown cumulative GPA of 3.000 (not 2.99). Transfer and post-baccalaureate students who entered pre-education with a GPA *below* 3.000 must also have earned a minimum *Combined* cumulative GPA of 3.000. The *Combined GPA* is explained on page 12 in the section: “Relocation, Transfer, and Post-Baccalaureate Students.” See determining Grade Point Average and Combined GPA. *Note: Applicants who have earned a minimum GPA of 3.000 when they apply to the upper level and meet all other requirements will be admitted and may then register for upper level education courses. However, applicants whose cumulative GPA (Pitt-Johnstown and/or Combined) falls below 3.000 before they have begun the upper level will have their admission revoked and will be withdrawn from all upper level courses. Applicants in this situation should understand this risk before applying.*

ABG (All But GPA): Applicants with a (minimal) cumulative GPA below 3.000 who meet all other admission requirements will be classified as ABG (All But GPA requirement met). ABG applicants may be permitted to provisionally enroll in upper level courses for one semester. Applicants may be fully admitted to the upper level once all upper level requirements have been met and documented with the Education Division. ABG applicants should notify the Division immediately upon written notification once required GPA of 3.00 has been met. Admitted students may add upper-level education courses *with remaining seats*.

First Term ABG: Newly transferred and post-baccalaureate applicants may receive permission from the Chairperson of the Education Division to provisionally enroll in upper level courses for one semester, who will not have established their Pitt-Johnstown GPA at that point in time. These applicants will *not* be admitted mid-term. Provisionally admitted ABG applicants will be fully admitted to the upper level if both their Pitt-Johnstown and *Combined* GPAs are at least 3.000 at the end of the term and they meet all other admission

requirements. Admitted students may add upper level education courses *with remaining seats*.

Other Important Policies Concerning Admission to the Upper Level:

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

- Applicants not admitted in one *Admission Period* and who wish to be considered for a later *Admission Period* in the same academic year *must* submit a new application by established deadlines. Applicants have the option of using the same letters of recommendation.
- No pre-education student may apply to the upper level in more than *two academic years*. However, pre-education students may apply more than once within the same academic year; for example, they may apply in September, January, and May.
- Students admitted to one upper-level program may not automatically transfer to another upper-level program. For example, a student admitted to Secondary Education Mathematics may not later automatically transfer to Secondary Education Biology or to Early Childhood Education. They must seek special permission from the Division Chairperson who will consider the number of admission spaces remaining in their desired program. In addition, students seeking to change upper level programs must meet all requirements for admission to the desired program *and* must receive a positive letter of recommendation from their current advisor. Students not meeting the admission requirements of the desired program may be eligible to apply to that program through the normal process in a future term.
- Upon admittance to the Upper Level, students are considered to be candidates for teacher certification.

APPLICATION AND REQUIREMENTS FOR ADMISSION TO STUDENT TEACHING

Policies Related to Student Teaching

Upper-level teacher candidates are *reserved a space* in the student teaching term they designate on their *Application to the Upper Level* and typically student teach during their last term at Pitt-Johnstown. Students who, for any reason, want to change their term of student teaching must meet with the Chairperson of the Education Division. A change is made *only* if there are openings in the term requested by the student.

Although reserved a space in a specific student teaching term, all upper-level candidates must complete and submit an application *to be admitted to student teaching* early in the term *prior* to the one in which their space is reserved, and must meet all requirements to be *admitted to* student teaching. See below for specific information on application steps and policies. Upon review of students' applications, the Education Division will determine whether applicants meet all criteria required for admission to student teaching.

The student teaching term is approximately fourteen weeks long. Early Childhood Education student teachers are typically assigned to *two* placements or one 14 week option. Middle Level/Secondary education student teachers are assigned to *one* placement in approved sites within close proximity of Pitt-Johnstown. Special Education student teachers will be assigned to one placement for two semesters. Candidates are required to demonstrate the effective teaching of multiple groups of students, including students with special needs and English Language Learners. ***Student teaching sites are determined solely by the Education Division, which does not grant permission to candidates who request to student teach in a non-Pitt-Johnstown established site.*** *Secondary education student teachers generally are not assigned to the school district from which they graduated. Transportation to student teaching sites is solely the candidate's responsibility.*

Candidates are strongly advised against taking other courses and against participating in other major extra-curricular activities during student teaching. Candidates also are strongly advised to take all required Praxis II certification tests prior to the student teaching term. Student teaching is very demanding and the most successful candidates are totally focused on teaching during this fourteen-week period. *Students with disabilities should read information concerning the Division's policies on reasonable accommodation in field.* Inquiries concerning student teaching policies should be directed to Dr. Jackie Myers, Director of Field Practicums and Clinical Experiences, Biddle 149E.

The Student Teaching Seminar (ECED 1194; MLED 1195; SCED 1195) is a co-requisite to student teaching and meets once a week. All candidates will receive a Student Teaching Handbook prior to the beginning of student teaching.

Application Steps and Policies

1. Middle Level and Secondary education candidates should secure an application form from the Office of Field Practicum in 149 Biddle in the *first week* of the term *prior* to the one in which they will student teach. Early Childhood education candidates will receive their application form in *ECED 1193* early in the term.
2. No later than one week *before* the application deadline, candidates *must* meet with their advisor to verify that all requirements have been met. Candidates should schedule this important appointment with their advisors within the first two weeks of the term.

3. Candidates must submit the completed application, *signed by their advisor*, to the Division Office by the deadline established for each term: September 30 for spring student teaching, January 30 for fall student teaching. *Candidates who fail to meet the established deadline will not be admitted to student teaching* and must see the Division Chairperson for re-assignment to a term with openings for student teaching.
4. Applicants for student teaching *must submit updated state background clearances* (if more than 5 years old) as part of the application process. (The Federal criminal history background check [fingerprinting] does not have to be repeated if the student has been continuously enrolled [without missing a term] in the Pitt- Johnstown program.) These clearances must remain current through at least one week after the final day of scheduled student teaching. *Any student who has not submitted both updated background clearances by the final day of registration will not be admitted to student teaching* and must see the Division Chairperson for re-assignment to a term with openings for student teaching. See Required Background Clearances.
5. Applicants *must submit evidence of liability insurance* before student teaching. Liability insurance may be purchased through Pennsylvania State Education Association (PSEA). Educator's Employment Liability (EEL) coverage is processed as part of Student PSEA membership (See http://www.psea.org/students.aspx?coll_id=58). As an alternative, students may provide proof of private liability insurance (a minimum of \$1,000,000.00 per claim and an aggregate of \$3,000,000.00 per occurrence).
6. Applicants for student teaching *must submit TB test results* as part of the application process. *Any student who has not submitted a TB test result by the final day of registration will not be admitted to student teaching* and must see the Director of Field Practicums and Clinical Experiences for re- assignment to a term with openings for student teaching.
7. Candidates must also *register* for the appropriate student teaching and student teaching seminar courses. Candidates should follow the usual registration process of scheduling an advising session then registering for the appropriate student teaching and seminar courses.
8. Candidates who fail to maintain eligibility requirements in the term in which they submitted their application will have their student teaching admission revoked and must see the Director of Field Practicums and Clinical Experiences for re-assignment to a term with openings for student teaching.
9. *During* the student teaching term, should the Education Division determine that the student did not fulfill all requirements for student teaching, the student will be withdrawn from student teaching.

Requirements for Admission to Student Teaching (See Appendix A)

Any student who has not submitted both updated background checks and TB test results by the final day of registration will not be admitted to student teaching.

1. Completion of 100% of the *selected* courses with a minimum C (not C-) grade in each. Candidates who fail to earn at least a C (not C-) after completing any of these courses a total of three times will be ineligible to student teach.
2. Completion of 100% of the required methods, field experience, and instructional technology courses with a minimum C (not C-) grade in each. Candidates who fail to earn at least a C (not C-) after completing any of these courses a total of three times will be ineligible to student teach.

3. *Secondary Education Candidates only*: Completion of 75% of the *Core* course requirements.
4. Completion of a minimum of 75% of non-upper level education course requirements.
5. Completion of a minimum of 90 earned credits.
6. Cumulative GPA of at least 3.000. Transfer and Post-Baccalaureate candidates who enter pre-education with a GPA below 3.00 must also attain a minimum *Combined GPA* of 3.00 (See Determining Grade Point Average).
7. CORE Course *GPA* of at least 2.80 for Early Childhood Education, Middle Level Education and Secondary Education Social Studies and 2.60 for Secondary Mathematics, Biology, Chemistry, Earth and Space, and General Science.
8. Submission of current background checks and TB test results by the final day of the regular registration period.
9. A passing score on all relevant key program assessments.
10. Demonstration of positive performance in all field experiences, including directed tutoring courses, and all upper level courses. Failure to demonstrate positive performance include the following circumstances:
 - inadequacies and/or irresponsibility as indicated by a professional educator,
 - violation of the Education Division's *Professional Ethics for Field Experiences* policy,
 - earned grade of a B- or lower in the secondary education pre-student teaching field practicum or an earned grade of unsatisfactory in any of the three Early Childhood or Middle Level education pre-student teaching field practica,
 - academic integrity violations.
11. Good Moral Character: Students who demonstrate behaviors or activities that indicate a lack of good moral character may be denied permission to student teach by the Chairperson of the Education Division. These behaviors include illegal conduct as noted on background checks or other misconduct on or off campus indicating lack of good moral character.

NOTE: Should an instance of any of the behaviors indicated in #10 and #11 above be brought to the attention of the Chairperson of the Education Division, s/he and the Director of Field Experience will investigate the situation and will invite the student to meet with them to hear the student's response to the situation. The Chairperson, with input from the Director of Field Experiences and after conducting any needed further investigation, will render a decision which either: a) allows the student to student teach in the designated term, b) allows the student the opportunity to student teach in a future term under specified conditions by which the student demonstrates that problematic behaviors have been remediated, or c) denies the student the opportunity to student teach at any future time in the program. The Chairperson of the Education Division will inform the student of the decision in writing either by mail or in a personal meeting. The student may appeal the decision of the Chairperson through the normal Pitt-Johnstown appeal procedures. These procedures may be obtained in the Office of the Vice President for Academic Affairs (248 Blackington Hall) or on-line <http://www.upj.pitt.edu/globalassets/academic-policies-procedures.pdf>.

Education students apply for graduation two times and in two places. *First*, they apply for graduation at the Office of the Registrar *three terms prior to their intended graduation date*. *Second*, students apply for graduation with the Education Division during their student teaching term in order for the Division to verify that students have met all Division requirements for graduation.

Steps for Application for Graduation: Office of the Registrar

- Students should apply for graduation in the Registrar's Office (Blackington Hall) *early in the first term of their junior year*.
- Students should be aware of their advising transcript on-line to verify that all courses completed have been recorded by the University and that all repeated courses have been designated on the transcript.
- Students should check with the Registrar and with their advisor to be certain that, where course substitutions have been permitted, course waiver forms have been submitted by the advisor to the Chairperson of the Education Division, and, subsequently, to the Registrar.
- **It is the student's responsibility to present any discrepancies to the attention of the Registrar and of their advisor as quickly as possible.**

Steps for Application for Graduation and Certification: Education Division

- A document titled *Application for Graduation: Education Division* will be distributed to students in the student teaching seminar course or electronically.
- Students will have to submit their completed application for graduation by the end of student teaching to the Division's Administrative Assistant, Biddle 153.
- No later than *one week prior* to the completion of student teaching, students *must* meet with their advisor to establish whether, at the completion of student teaching, they will have met all program requirements for graduation and/or certification. Both students and their advisor must sign the application. Students should schedule this important appointment in advance.
- Program completers must submit their application for certification directly to PDE (online) though the Teacher Information Management System (TIMS) (See <http://www.education.state.pa.us/portal/server.pt/community/tims/>). Once the program completer has successfully completed the online application, a printed copy of the coversheet must be submitted to the Division Office, 153 Biddle. *Program completers who do not successfully submit their TIMS application, will not receive state certification until completed and verified online by the Division.*

Post-Baccalaureate candidates seeking certification must also process their application through TIMS.

Requirements for Graduation (See Appendix A)

1. Completion of all courses required by the program -- In some cases, the Education Division allows students who are not seeking certification to substitute courses for student teaching. In such cases, the Division will not make recommendation for certification to the PDE.

2. Completion of the minimum number of credits required by the program.
3. Completion of all Pitt-Johnstown General Education requirements.
4. *Cumulative* Pitt-Johnstown GPA of at least 3.000 and for transfer and post-baccalaureate students entering pre-education with a GPA below 3.00, a *Combined* cumulative GPA of at least 3.000.
5. *Cumulative* CORE GPA of at least 2.80 for Early Childhood Education, Middle Level Education, Secondary Social Studies and 2.60 for Secondary Mathematics, Biology, Chemistry, Earth and Space, and General Science.

Requirements for Certification

1. Fulfillment of all *program completion* requirements as follows:
 - Completion of all courses required by the program, including minimum C grades in student teaching and a satisfactory grade in the student teaching seminar. Note: The seminar requires completion of a professional portfolio that earns at least a satisfactory rating (See Professional Portfolio).
 - Completion of the minimum number of credits required by the program
 - Completion of all Pitt-Johnstown General Education requirements
 - Demonstration that all Program *Exit Standards* have been met (including passing the Professional Educator Portfolio).
 - *Cumulative* Pitt-Johnstown GPA of at least 3.000, and for transfer and post-baccalaureate students entering pre-education with a GPA below 3.000, a *Combined* cumulative GPA of at least 3.00
 - *Cumulative* CORE GPA of at least 2.80 for Early Childhood Education, Middle Level Education, Secondary Social Studies, and 2.60 for Secondary Mathematics, Biology, Chemistry, Earth and Space, and General Science.
2. Passing scores on all required certification tests.
3. Complete adherence to the Education Division's *Professional Ethics for Field Experiences* policy.

TEACHER CERTIFICATION IN PENNSYLVANIA AND IN OTHER STATES

Applying for the Pennsylvania Teaching Certificate

The Bureau of Teacher Certification of the Pennsylvania Department of Education (PDE) in Harrisburg grants the Instructional I Certificate upon recommendation from the institution's Certification Officer of the Education Division. Certified graduates of Early Childhood Education are eligible to teach in Pre-Kindergarten through 4th grade. Certified graduates of Early Childhood with Special Education are eligible to teach grades PK-12 special education. Certified graduates of Middle Level Education are eligible to teach grades 4-8. Certified graduates of Secondary Education are certified to teach their content area in grades 7-12. Grades 5-6 can be added by test only to those holding a valid PA Grades PK-4 certificate. To add Grades 5-6, candidates must pass two additional tests (English Language Arts and Social Studies Subtest AND Mathematics and Science Subtest).

Successful *program completers* may apply for the Instructional I Certificate with verification that they have passed all required certification exams for their program(s) and have completed all program requirements. *As a service to students during their student teaching term*, the Division's Administrative Assistant will assist them in processing the Instructional I Certificate application. *Fees are paid to PDE; the Education Division charges no fee for this service.* The Division will announce certification updates electronically during student teaching terms. *Program completers not successfully completing a TIMS application and at the end of student teaching may receive their certifications from PDE significantly later than others.*

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

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

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

The Bureau of Teacher Certification of the Pennsylvania Department of Education will process the Instructional I Certificate online in approximately 4-6 weeks after all applications have been verified. Program completers will need to print their certificate(s) from the TIMS portal.

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

Teaching in Pennsylvania:

See Teaching in Pennsylvania Schools (TIPS)

http://www.portal.state.pa.us/portal/server.pt/community/finding_a_teaching_position/8629

Substitute Teaching in Pennsylvania

On September 12, 2016, Governor Thomas Wolf signed into law PA Senate Bill 1312 which allows college students who have completed 60 credit hours and who are enrolled in a teacher preparation program at a four-year college in the state to substitute in any school district for a limited number of days. The bill reads as follows:

Section 1.

The act of March 10, 1949 (P.L.30, No.14), known as the Public School Code of 1949, is amended by adding a section to read: Section 1201.1. Substitute Teaching Permit for Prospective Teachers.--(a) An individual who does not hold a certificate under section 1201 shall be eligible to teach as a substitute in a school district or, an area vocational-technical school OR AN INTERMEDIATE UNIT provided that: (1) The uncertified individual shall meet all of the following requirements:

- (i) Is currently enrolled in a teacher preparation program in a college or university located in this Commonwealth and accredited by a regional accrediting agency recognized by the United States Department of Education.
- (ii) Has completed at least sixty (60) semester hours or the equivalent of courses at a college or university located in this Commonwealth and accredited by a regional accrediting agency.
- (iii) Has met the requirements set forth in sections 111, 111.1 and 1109(a) and 23 Pa.C.S. Ch. 63 Subch. C (relating to powers and duties of department). (2) The chief school administrator of a school district or, an area vocational-technical school OR AN INTERMEDIATE UNIT may issue a Substitute Teaching Permit for Prospective Teachers to an uncertified individual meeting the requirements of clause (1). (3) An individual receiving a Substitute Teaching Permit for Prospective Teachers may serve as a substitute teacher for no more than ten (10) days per school year for a single professional employee or temporary professional employee, provided that the individual may serve as a substitute for multiple professional employees or temporary professional employees for no more than forty-five (45) days per school year. (4) A Substitute Teaching Permit for Prospective Teachers shall be valid for one (1) year and may be renewed for one (1) additional year by the chief school administrator, provided that the uncertified individual: (i) provides documentation of the completion of an additional fifteen (15) credit hours or equivalent from a college or university located in this Commonwealth and accredited by a regional accrediting agency; and (ii) remains enrolled in a college or university located in this Commonwealth and accredited by a regional accrediting agency. (5) The individual shall receive a salary fixed by the governing body of the school district or, area vocational- technical school OR INTERMEDIATE UNIT. (6) The individual shall not have the right to elect membership in the Public School Employees' Retirement System, nor shall service as a substitute under this section be eligible for credit in the Public School Employees' Retirement System. (b) This section shall expire on June 30, 2022

On April 4, 2017, The Pennsylvania Department of Education provided the following updates in regard to student teachers performing as substitute teachers:

- a. Time is counted in full or half day increments;
- b. Student subs may receive credit for student teaching only if they are subbing in their assigned student teaching classroom;
- c. Student subs will not receive credit towards student teaching outside of their assigned student teaching classroom;

The University of Pittsburgh Johnstown Division of Education further stipulates that a qualified student may substitute:

- a. when his/her Pitt Johnstown courses are not in session (e.g. Fall Break, Christmas Break, Spring Break, or on days when students do not have university class commitments)
- b. when there is no conflict with field placement responsibilities, (i.e. students cannot substitute teach in place of Field Placement responsibilities).

The University of Pittsburgh Johnstown Division of Education encourages its qualified candidates:

- a. to complete their methods courses before engaging in substituting.

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

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

Teaching in Other States

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

The Pennsylvania Teaching Certification is accepted for initial employment in most states. Pennsylvania certification holders must *first* apply for certification in the new state by contacting its State Department of Education and adhere to the policies of the respective jurisdictions.

Some states require the Education Division to complete forms verifying the applicant's certification in Pennsylvania. Students should speak with the Division's Administrative Assistant, Biddle 153, for this purpose.

The Education Division regularly posts announcements received for teaching positions and job fairs. Students should regularly check the Division's Facebook page, Twitter and bulletins. Students also may wish to check with the Office of Career Services (Student Union) for additional information on employment opportunities. The Office of Career Services provides an electronic notification service of available job openings for interested graduates.

SELECTED, CORE, MAJOR COURSE DESCRIPTIONS AND EDUCATIONAL STUDIES LISTINGS

Selected Courses: *Those courses in which students learn fundamental concepts and skills necessary to be a successful teacher in a particular program. To be eligible for admission to the upper level, applicants must have earned at least a C (not C-) in at least one (select) course for the respective program (See Appendix A). Students will not be allowed to student teach until they have earned at least a C grade in all of the selected courses. Students who fail to earn a C grade in a selected course at Pitt-Johnstown, at another Pitt campus, or at another institution must repeat that course within the University of Pittsburgh system. Students who choose to repeat the course at another Pitt campus may call Pitt-Johnstown's Office of the Registrar, (814) 269-7055, to be assured that it is the same course. Furthermore, students who fail to earn at least a C (not C-) after completing a selected course a total of three times (whether taken at Pitt-Johnstown or any other campus or college) will be ineligible to continue in the Education program.*

Selected Courses by program area:

Early Childhood Education: Communications 0052, English Comp 0006, Psychology 0200, Psychology 230, Educational Psychology 0006, Educational Psychology 1021, Educational Psychology 1025, Fds Ed 1026, Educational Psychology 1121, Foundations of Education 0001, Mathematics 0071, Mathematics 0080, Natural Sciences 0080.

Middle Level Science: Communications 0052, English Comp 0006, Psychology 0200, Psychology 0230, Psychology 0260, Educational Psychology 0006, Educational Psychology 1021, Educational Psychology 1025, Fds Ed 1026, Educational Psychology 1121, Foundations of Education 0001, Biology 0110, Chemistry 0111, Geology 0015.

Middle Level Social Studies: Communications 0052, English Comp 0006, Psychology 0200, Psychology 0230, Psychology 260, Educational Psychology 0006, Educational Psychology 1021, Educational Psychology 1025, Fds Ed 1026, Educational Psychology 1121, Foundations of Education 0001, *all* Social Science Distribution Courses, *all* required courses for the strand, *all* elective courses for the strand.

Middle Level Mathematics: Communications 0052, English Comp 0006, Psychology 0200, Psychology 0230, Psychology 0260, Educational Psychology 0006, Educational Psychology 1021, Educational Psychology 1025, Fds Ed 1026, Educational Psychology 1121, Foundations of Education 0001, Mathematics 0401, Mathematics 0221.

Secondary Biology: Communications 0052, English Comp 0006, Psychology 0200, Psychology 260, Educational Psychology 0006, Educational Psychology 1021, Educational Psychology 1025, Fds Ed 1026, Educational Psychology 1121, Foundations of Education 0001, Biology 0110, Biology 0120, Biology 1515.

Secondary Chemistry: Communications 0052, English Comp 0006, Psychology 0200, Psychology 0260, Educational Psychology 0006, Educational Psychology 1021, Educational Psychology 1025, Fds Ed 1026, Educational Psychology 1121, Foundations of Education 0001, Chemistry 0111, Chemistry 0112.

Secondary General Science: Communications 0052, English Comp 0006, Psychology 0200, Psychology 0260, Educational Psychology 0006, Educational Psychology 1021, Educational Psychology 1025, Fds Ed 1026, Educational Psychology 1121, Foundations of Education 0001, Biology 0110, Chemistry 0111, Geology 0015.

Secondary Earth and Space Science: Communications 0052, English Comp 0006, Psychology 0200, Psychology 0260, Educational Psychology 0006, Educational Psychology 1021, Educational Psychology 1025, Fds Ed 1026, Educational Psychology 1121, Foundations of Education 0001, Geology 0010, Geology 0061, Geology 0015.

Secondary English: Communications 0052, English Comp 0006, Psychology 0200, Psychology 0260, Educational Psychology 0006, Educational Psychology 1021, Educational Psychology 1025, Fds Ed 1026, Educational Psychology 1121, Foundations of Education 0001, EngWrt 1130, EngLit 0085

Secondary Social Studies: Communications 0052, English Comp 0006, Psychology 0200, Psychology 260, Educational Psychology 0006, Educational Psychology 1021, Educational Psychology 1025, Fds Ed 1026, Educational Psychology 1121, Foundations of Education 0001, *all* Social Science Distribution Courses, *all* required courses for the strand, *all* elective courses for the strand.

Secondary Mathematics: Communications 0052, English Comp 0006, Psychology 0200, Psychology 0260, Educational Psychology 0006, Educational Psychology 1021, Educational Psychology 1025, Fds Ed 1026, Educational Psychology 1121, Foundations of Education 0001, Mathematics 0401, Mathematics 0221, Mathematics 1012.

Core Courses: *Those courses that focus on the essential knowledge and skills in the content and methods of a particular program.* The Core is comprised of all upper level education. In addition, for Middle Level and Secondary Education, the Core includes all content courses of the relevant subject area. Core courses must be taken for a letter grade. To be eligible for student teaching and graduation, students in the Early Childhood, *Early Childhood Education* and *Social Studies* programs must maintain a minimum cumulative GPA of 2.80 in their **core courses**. Students in the *Biology, Chemistry, Earth and Space Sciences, General Science,* and *Mathematics* programs must maintain a minimum GPA of 2.60 in **core courses**.

Certification Program	Core Courses
Early Childhood Educ.	All upper level courses
Biology	All biology courses and all upper level education courses
Chemistry	All chemistry courses and all upper level education courses
Social Studies	All social sciences courses and all upper level education courses
Earth & Space Science	All geology courses and all upper level education courses
General Science	All required science courses and all upper level education courses
Mathematics	All math courses, all required computer science courses, and all upper level education courses

Major Courses: *Those courses that establish a range of study most relevant to a particular program.* The major courses include all CORE courses in addition to all Educational Studies Courses. When applying for teaching and other professional positions, graduates may be asked to specify their major GPA. Use grades from the major courses to calculate a major GPA.

Educational Studies Courses

Fds Ed 0001	History/Philosophy of Education
Ed Psy 0006	Introduction to Educational Psychology
Ed Psy 1021	Students with Special Needs
Ed Psy 1025	Inclusion Strategies
Fds Ed 1026	English Language Learners
Ed Psy 1121	Educational Assessment for the Inclusive Classroom

KEY ASSESSMENTS

At various points within the program, all pre-education students and candidates will be required to pass certain assessments. These are called the Key Assessments of the Education Division. For pre-education students, the oral screening and philosophy of teaching assessments are required for application to the Upper Level. Once admitted to the Upper Level, candidates will complete a series of assessments prior to student teaching. Once in student teaching all candidates will complete the Professional Educator Portfolio (PEP) in order to be eligible for certification endorsement.

Most of the key assessments are administered during specific program courses. Guidelines and rubrics for the key assessments are collaboratively designed by the Division faculty. These are provided and discussed with students and candidates prior to administration. However, rubrics for the pre-education key assessments and several other may be found online, on the Division's website.

Students who do not pass the oral screening are highly encouraged to enroll in an additional primary speaking course. The applicants to the Upper-level and the clinical experience (student teaching) may retake a single key-assessment only once for a total of two attempts. In order to retake the assessments, written permission from Division Chair is required. The final decision to permit a retake of key assessments will rest with the Division Chair in counsel with a faculty advisor.

REQUIRED CERTIFICATION TESTS

As a requirement for **admission to the upper level**, all pre-education majors must pass the Basic Skills Test (*SAT, ACT, Pre-service Academic Performance Assessment PAPA or CORE test*); Post-baccalaureate candidates are not required to take the Basic Skills Test. See also <http://www.pa.nesinc.com/>

PAPA/CORE [REQUIRED FOR UPPER LEVEL ADMISSION.]

- All pre-education majors: PAPA/CORE or relevant ACT/SAT score

As a requirement for **certification**, upper level education majors must pass the Praxis II content area (specialty) test required for their program. It is suggested that the Praxis II test be taken just before student teaching.

PECT and Praxis II Content Area tests [TAKE THE TERM BEFORE STUDENT TEACHING.]

- Pre-Early Childhood (Prek-4) PECT (Note: www.pa.nesinc.com) Grades PreK-4 Modules 1, 2 and 3
 - Middle Level Education
 - *Pedagogy Subtest Module 1 (5153)
 - *English Language Arts and Social Studies Subtest Module 2 (5154)
 - *Mathematics and Science Subtest Module 3 (5155)
 - *Grades 4-8 Subject Concentration: Social Studies (5157)
 - *Grades 4-8 Subject Concentration: English Language Arts (5156)
 - *Grades 4-8 Subject Concentration: Mathematics (5158)
 - *Grades 4-8 Subject Concentration: Science (5159)
 - Secondary Biology Biology: Content Knowledge (5235)
 - Secondary Chemistry Chemistry: Content Knowledge (5245)
 - Secondary Social Studies Social Studies: Content Knowledge (5081)
 - Secondary Earth and Space Earth Science: Content Knowledge (5571)
 - Secondary English English Language, Literature and Composition: Content Knowledge (5038)
 - Secondary General Science General Science: Content Knowledge (5435)
 - Secondary Mathematics Mathematics: Content Knowledge (5161), graphing calculator required.
 - Special Education Prek-8 Module 1 (8011), Module 2 (8012)
 - *Indicates that the full test, including subsets must be taken on the first try.
 - A passing score must be received on all subsets. Subsets not passed may be taken later at a reduced rate.
 - Elementary Grades 5-6 English Language Arts and Social Studies Subtest (5154) and Mathematics and Science Subtest (5155)
- Grades 5-6 only available to those holding a valid PA Grades PK-4**

IMPORTANT INFORMATION ABOUT THE CERTIFICATION TESTS

- To be eligible for admission to the upper level, applicants must pass the Basic Skills Test. Therefore, all students should take these tests no later than the summer following their freshman year, so they will have the next term to repeat any tests they fail to pass.
- Tests are offered several times each academic year. They are administered at regional centers throughout Pennsylvania, but not at Pitt-Johnstown. Students may elect to take the computerized versions of available tests, which are administered at designated sites throughout Pennsylvania. Students must register for tests, select testing sites, and find information on the content of each test at www.ets.org/praxis and www.pa.nesinc.com. Tests beginning with the digit 1 are administered in the first testing session and tests beginning with the digit 2 are administered in the second testing session. Students may take all the tests *on the same day*.
- Students should be sure that they enter the **2934** Pitt-Johnstown code so that their scores are sent to the Education Division. Students must also submit a copy of their scores to the Education Division when they apply to the upper level and when they apply for certification.
- Students should prepare for the tests. Available study guides are on reserve at Pitt-Johnstown's Owen Library and they can be found on the PAPA, PRAXIS and ETS websites. Students should review appropriate course notes before taking the tests.

- The Division recommends that education majors who student teach in the spring term take the Praxis II test by November preceding student teaching, and those who student teach in the fall term take the exam in June preceding student teaching.
- Students may repeat the tests as many times as necessary to pass. Students may graduate without passing all tests, but will not be certified to teach in Pennsylvania until they have passed all tests.
- The Pennsylvania Department of Education (PDE) will not accept test results that are more than ten years old. Students should check the Pennsylvania Educator Certification Tests and ETS websites for updated and current passing scores for each test. The Pennsylvania Department of Education (PDE) does change the passing scores from time to time, and considers only passing scores in effect at the time of application for certification.
- Pearson Testing Fee Waivers: Fee waivers may be available for college students who meet the eligibility criteria indicated below. You may receive only one fee waiver per year. Requests are processed on a first-come, first-served basis. To be eligible for a fee waiver, you must:
 - Be enrolled in an undergraduate or graduate degree program
 - Be currently receiving financial aid
 - Meet certain eligibility income guidelinesTo apply for a fee waiver, candidates must submit a completed Fee Waiver Request Form that can be accessed on their website at: <http://www.pearsoned.com> or by calling 1-800-992-0579.

REQUIRED BACKGROUND CLEARANCES

Freshman through Junior Year

All students, *during their first term* as pre-education majors, are required to submit to the Division Office (153 Biddle) or Office of Field (149 Biddle) *copies* of three background clearance documents: Pennsylvania Criminal Record Check (Act 34), Pennsylvania Child Abuse History Clearance (Act 151), and Federal Criminal History Background Check (Act 114). Forms for the Pennsylvania Criminal Record Check and Child Abuse History Clearance may be processed online. Students should have the clearances sent to their own address *and should keep the originals for their records, submitting a copy of each to the Education Division.*

The Federal Criminal History Background Check (fingerprinting) for school employment and student teaching *must* be conducted through IdentoGO (<https://uenroll.identogo.com>) sites designated by the Pennsylvania Department of Education (PDE). Fingerprinting results will be transmitted securely to PDE and a verification email will be sent to you. **Open this email on a computer, NOT on a cell phone!** Before going to the designated center for fingerprinting, students must register and pay through IdentoGO by Internet (<http://www.pa.cogentid.com>). No cash transactions or personal checks will be accepted at the fingerprinting locations; however, a money order is accepted. Students who are continuously enrolled at Pitt-Johnstown will not have to repeat the fingerprinting process before graduation. However, students who miss a semester or who transfer to another institution will be required, under most circumstances, to repeat the fingerprinting process. For details: visit www.upj.pitt.edu/en/academics/academic-divisions/education/education-clearances.

At the current time, all three clearances are valid for all Pitt-Johnstown field experiences prior to student teaching. *Students are ineligible to participate in Pitt-Johnstown field experiences without all clearances.* Students who have failed to submit clearances may not register for the History and Philosophy of Education, directed tutoring courses, any upper level courses, or student teaching.

Prior to Student Teaching

Updated Pennsylvania clearances are required to apply for student teaching (if more than five years old), are valid for five years, and must be effective from the application to student teaching deadline through the student teaching term. Upper level students who student teach in the spring term of their senior year should send for their updated Pennsylvania background checks the previous **August 15**. Upper level students who student teach in the fall term following their senior year should send for their updated background checks the previous **December 15**.

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

Child Abuse History Clearance (Act 151) As part of the amended PA Domestic Relations Code, Act 151 of 1994 and effective July 1, 1996, applicants for school employment are required to submit an official clearance statement obtained from the Department of Public Welfare. In no case shall an administrator hire an applicant where the department has verified that the applicant is named in the central register as the perpetrator of a founded report of child abuse committed within the five-year period immediately preceding verification. A founded report is based on a judicial adjudication of guilt or *nolo contendere*. An indicated report is based on a determination by a court agency that substantial evidence of abuse exists. School authorities currently have the discretion whether to hire someone who has been named on an indicated report.

Criminal Record Check (Act 34): Police background checks for all persons seeking employment with public school districts, intermediate units, vocational-technical schools, or private schools throughout the

Commonwealth of Pennsylvania are required by the state of Pennsylvania. The requirement known as Act 34 became effective January 1, 1986. Prospective employees who are non-residents also must submit an FBI Fingerprint Card for processing. Graduates should complete and process all necessary forms related to Act 34 prior to seeking employment. Failure to secure a criminal background check may delay the individual's

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employment applications.

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

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

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

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

If at any point during your program of study, your Arrest or Conviction record changes, you must notify the Division.

PDE Review of Good Moral Character

The Pennsylvania Department of Education (PDE) maintains the authority to approve or deny application for teacher certification for applicants with criminal convictions or misconduct. In a June 1997 communication to all Pennsylvania Teacher Education institutions, PDE issued the following statement: "Convictions for misdemeanors and felonies can and have resulted in the denial of Pennsylvania teacher certification. Candidates should be informed that consumption of alcoholic beverages at a college party could lead to criminal convictions such as Underage Drinking, or worse, Driving Under the Influence or Assault. It is possible that these offenses may prevent certification, or later on, employment as a teacher in Pennsylvania."

PRE-STUDENT TEACHING FIELD PRACTICA

Prior to student teaching, education majors participate in a variety of field experiences known as Practica that take place in area schools. *Candidates are ineligible to participate in pre-student teaching field practica without having submitted all required background clearances to the Education Division.* Candidates participating in any field practicum are also responsible for following the Division's *Professional Ethics for Field Experience Policies* (see below). There are three types of pre-student teaching field practica: observation experience, pre-student teaching practica, and directed tutoring.

Early Field Experience

Evidence of early field experience: All traditional students (not Post-Baccalaureate) must demonstrate evidence of 50 hours of experience working with Prek-12 learners, to include 20 hours in a school with at least 15% diversity or within an established educational organization and /or learners whose background (e.g., ability, linguistic, cultural, racial) is different from their own, effective spring 2016. Field experience hours must be completed before entering upper level.

Observation Experience

Candidates enrolled in *Fds Ed 0001 History and Philosophy of Education* and *Ed Psy 1021 Students with Special Needs* observe teachers and P-12 students in area schools on several occasions. Details of these assignments are communicated in the courses.

Pre-Student Teaching Practica

Upper-level Early Childhood and Middle Level candidates will enroll in three field-based courses in the terms that precede student teaching. These courses are designated *Field Practicum I, II, and III* respectively, wherein candidates are assigned to area schools where they demonstrate appropriate teaching competencies. By the fourth week of each term, practica placements will be communicated in your Field Practicum course.

Upper-level secondary education candidates will be asked to fulfill requirements dealing with adolescents in an area classroom as part of their *Method I* course. During their *Methods II* course term, they also will enroll in the *Pre-Student Teaching Practicum* course and will be assigned to an area school where they will be expected to fulfill appropriate teaching competencies.

Candidates who do not perform satisfactorily in their practica courses will be denied permission to student teach. Practica candidates are expected to demonstrate professional behavior and dress, to be fully prepared for all activities, to show strong initiative and enthusiasm, and to establish a comfortable rapport with teachers and PK-12 students. The Division considers the act of not notifying the school of an absence, in advance of the absence, a serious breach of professional conduct. **All candidates should also be aware that they are responsible for their own transportation for practica courses.**

Candidates enrolled in practica courses should report to the school on the pre-determined day during the first week of the practicum, inform all course instructors about any problems in the practicum as *they occur*, and check the bulletin board a week prior to finals to see whether their practicum evaluation has been returned by their practicum teacher. The Division will post the names of practica candidates whose evaluations have not been returned, and these candidates should contact P-12 their teacher and diplomatically request that the evaluation be sent to the Division.

Directed Tutoring Practica Courses

Candidates also should seek out opportunities to participate in other pre-student teaching field practica related to the education of children and adolescents. These activities provide a valuable service to area schools, benefit candidates' professional growth, and contribute to candidates' marketability in searching for teaching positions. Each term, Education faculty members who offer directed tutoring courses post details of the courses on the Education bulletin board. Interested candidates must seek permission from the instructor before registering for

directed tutoring courses and they *must* have submitted required background checks. Candidates are expected to obtain and follow the Division's *Professional Ethics for Field Experience Policies*. **Candidates are limited to 4 credits of Directed Tutoring during their program of study.**

Professional Ethics for Field Practica Policies

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

The following professional ethics policies apply to all four types of field practica: Fds Ed 0001 observation experience, directed tutoring, pre-student teaching field practica, and student teaching. Candidates who violate any of these policies will be ineligible for admission to the upper level, for admission to student teaching, and for application for certification.

- You are eligible to participate in field experiences only after you have submitted copies of all background clearances to the Education Division.
- You must maintain the confidentiality of any privileged, sensitive, and/or confidential information gained directly from a member of the school staff or indirectly through any other means.
- You may not make critical mention of the name of any PK-12 student, teacher, administrator, or other staff member in class discussions or in any other venue.
- You may not use the name of any school student in any written assignment.
- If you are unable to attend a field experience session, you must call the school in advance of the absence and inform appropriate school personnel of the situation. It is your responsibility to determine which school personnel to call upon your first visit to the school site.
- You must promptly return any materials teachers have lent you.
- You must follow the Division's "Recommendations for Professional Appearance for the Observation Experience, Pre-Student Teaching Practica, Directed Tutoring, and Student Teaching."

Recommendations for Professional Appearance During Field and Clinical Experiences

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

Recommendations for Professional Appearance

1. Professional personnel are clean and well-groomed with hairstyles that do not cause a disruption to the educational process.
2. Appropriate dress may include the following (gender appropriateness considered, as applicable): dress shirts; ties; clean dress shoes; sports jackets and blazers; dress pants; dresses; pant suits; skirts; blouses; and sweaters. Appropriate dress would **exclude** jeans, sweatshirts, sneakers, T-shirts, and tank tops. Candidates are advised to observe the teachers in the buildings where the Pitt-Johnstown candidates are working and use that as a gauge to appropriate dress, although attire may vary among the different school districts.

3. For all schools, professional attire **excludes** clothing that is excessively tight or revealing, bare midriffs, or excessively short skirts.
4. Some schools object to jewelry that is worn in excessive amounts, that impedes diction (e.g., tongue piercing), that distracts PK-12 students by its placement (e.g., eyebrow piercing) or by the noise that it makes, or that causes a disruption to the educational process in any other way.
5. Most schools object to visible tattoos. Those candidates who have tattoos are advised to make them as unobtrusive as possible.

When present in area schools, candidates need to remember that they are invited guests and representatives of the Education Division. Through their dress and behavior, preservice teachers are expected to convey a sense of dignity and respect for themselves and for all others in the school.

THE PROFESSIONAL DEVELOPMENT PLAN

Rationale

In the event that a candidate is rated unsatisfactory or is recognized as needing improvements by either the candidate, a supervising faculty, cooperating teacher, or a school principal, the candidate may be provided with a professional development plan. The professional development plan is designed to serve as an additional support mechanism to foster growth and represents an intervention **to assist** the candidate toward meeting program standards. The professional development plan is not a punitive action; however, in the event that adequate growth is not demonstrated, the candidate may be in jeopardy of dismissal from the program. The candidate is limited to two Professional Development Plans in order to remain a teacher candidate.

The professional development plan shall consist of clear guidelines for improvement, to include, at minimum, goals, (a) rationale(s), activities, milestones, resources, and a statement of consequence in the event that evidence of growth is not adequately demonstrated.

While the professional development plan is intended for use during field practicums and clinical experiences, it may be implemented at any appropriate time during a program of study. Each professional development plan is individualized and the final approval rests with the Education Division Chair. A copy of the plan shall remain on file with the Division.

EDUCATION DIVISION EXIT STANDARDS

The Pennsylvania Department of Education's Chapter 354 of Title 22 of the Pennsylvania School Code *General Standards for the Preparation of Professional Educators* (October 7, 2000), mandates that all teacher education institutions in Pennsylvania design education programs to ensure that candidates demonstrate, by the conclusion of their program, that they have learned or exhibited a number of competencies that collectively are called ***Candidate Learning Framework (Standards)***. Although each institution may establish its own set of exit standards, the *K-12 Pennsylvania Academic Standards*, and the *Ten Learning Principles* as delineated by section 354.33 (i) must be included. The Education Division's ***Candidate Learning Framework*** is aligned with the *K-12 Pennsylvania Academic Standards*, the *Ten Learning Principles*, and other professional standards related to individual programs of study and certification areas. Candidates are required to demonstrate their proficiency across the standards of the ***Candidate Learning Framework*** during coursework, practica, and student-teaching. Culminating evidence of candidates' mastery will be organized into *Professional Portfolio*, and by examination of the *Pennsylvania Professional Educator's Code of Conduct*. Each of these competencies that constitute the K-12 Pennsylvania Academic Standards, The Ten Learning Principles for teacher education in Pennsylvania, and the Education Division's *Candidate Learning Framework* is described in the sections below. In addition, the Division requires that candidates demonstrate proficiency for meeting the standards for meeting the needs of Diverse Learners (including students with special needs and English Language Learners).

The K-12 Pennsylvania Academic Standards

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

K-12 Standards	Early Childhood Education	Middle Level Education	Secondary Education	Special Education
Reading, Writing, Speaking, and Listening	ECED 1151, 1153, 1154, and field practica	MLED 1170, MLED 1101, and field practica	Sec Ed 1170 and field practica	
Mathematics	Math 0071, 0080, ECED 1172, and field practica	Math 0071, 0080, 0002, 0004, and field practica	Math 0071, 0080, 0002, 0004, and field practica	
Environmental and Ecology	Nat Sci 0080, ECED 1171, and field practica	Natural Sciences and field practica	Natural Sciences and field practica	
Science and Technology	ECED 1171 and field practica	Natural Sciences, IT 1101, program specific IT course and field practica	Natural Sciences, IT 1101, Program specific IT course, and field	
Health, Safety, and Physical Education	ECED 1171, 1162 and field practica	Natural Sciences and field practica	Natural Sciences and field	
Geography, History, Economics, and Civics & Government	ECED 1173 and field practica	Social Sciences and field practica	Social Sciences and field practica	
Arts and Humanities	ECED 1162, 1183, and field practica	Humanities and Appreciation and field practica	Humanities and Appreciation and field practica	

THE SPECIAL NEEDS CURRICULUM

The Education Division developed the *Special Needs Curriculum* to ensure that students in all programs are prepared for the diversity of student needs that they will meet in their future classrooms. All candidates are required to take Ed Psy 1021, Ed Psy 1025, and Fds Ed 1026 and will complete a set of competencies in required courses. Candidates are required to demonstrate competencies for teaching students with special needs by way of key assessments and effective teaching during their clinical experience (See Appendix A).

**University of Pittsburgh at Johnstown
Education Division**

**Candidate Learning
Framework**

As faculty of the Division of Education, we believe the following principles provide a framework for what effective educators “do,” “know,” and “believe.” Our Teacher Education Programs are dedicated to support teacher candidates’ development of these principles throughout their coursework and clinical experiences.

Commitment to Learning– Effective educators ignite students’ intrinsic motivation and curiosity for learning through practices that model the value of life-long learning.

Upon graduation, our teacher candidates . . .

- Standard A1.** Actively Engage All Learners in the Learning
- Process Standard A2.# Support Students’ Personal and Career Development
- Standard A3.# Model the Principles of Life-long Learning
- Standard A4. Support Students’ Self-Efficacy toward Learning

Reflective Practice– Effective educators purposefully seek to improve their professional practice. They seek new ideas and methodologies. Reflective practitioners evaluate results and refine their practice through continuous professional development.

Upon graduation, our teacher candidates . . .

- Standard B1. Value and Actively Seek Professional Development
- Standard B2. Are Responsive to Professional Feedback
- Standard B3. Use Data from His/Her Own Classroom to Evaluate His/Her Own Strengths and Areas for Improvement
- Standard B4.* Systematically Collect, Analyze, and Use Data to Refine Practice

Deliberate Instructional Planning and Implementation— Effective educators systematically and deliberately plan for student learning outcomes. They use assessment data to guide instruction and employ methodologies that are aligned with the learning needs of students.

Upon graduation, our teacher candidates . . .

- Standard C1.*# Are Aware of Discipline Specific Concepts, Knowledge, Tools of Inquiry, and Related Pedagogical Practices
- Standard C2.**# Plan in Accordance to Pennsylvania/Core Academic Standards and Local Students’ Learning Goals
- Standard C3. Develop and Select Appropriate Instructional Goals and Objectives

Standard C4.**	Use Principles of Learner Development and Learner Diversity to Inform Instructional Planning and Assessment
Standard C5.*	Communicate Effectively Using Verbal, Nonverbal, and Appropriate Instructional Technologies
Standard C6.	Appropriately Manage Classroom Procedures, Students' Learning and Behaviors.
Standard C7.	Use Data to Inform Instructional Planning
Standard C8.*#	Plan for an Inclusive, Nurturing, Stimulating and Academically Challenging Learning Environment, Including the Development of Critical Problem Solving Skills, Inquiry, and Global and Culturally Diverse Perspectives
Standard C9.#	Select and Adapt and/or Create Appropriate Instructional Resources and Materials Including Technology
Standard C10.	Plan Coherently for Short Term and Long Term Goals Based on Students' Needs
Standards C11.	Plan for Inter- and Cross-Disciplinary Instruction

Informed Flexibility– Effective educators respond intentionally to unanticipated events in their classrooms, schools, and communities. They are able to augment planning in relation to the responses of students. Effective educators are ready to take advantage of learning opportunities that ever-changing situations present.

Upon graduation, our teacher candidates . . .

Standard D1.	Monitor and Appropriately Adjust Instructional Practices During Teaching
Standard D2.	Monitor and Appropriately Adjust Assessment Practices During Teaching
Standard D3.	Monitor and Appropriately Adjust Classroom Management Strategies During Teaching

Teaching the Whole Student– Effective educators engage in the interactive process of understanding student diversity. Teaching the whole student involves understanding how a student's life both inside and outside the school supports overall academic and social development. Educators who teach the whole student foster effective communication with their students' families and communities.

Upon graduation, our teacher candidates . . .

Standard E1.**	Establish and Maintain Productive and Collaborative Relationships with Families and the Community
Standard E2.**	Are Aware of the Definitions and Procedures/Issues Related to the Identification and Placement of Students with Special Needs and English Language Learners
Standard E3.**	Understand Patterns of Social, Psychological, Emotional/Behavioral, Linguistic, and Intellectual Development among Learners, Including Students with Special Needs and English Language Learners
Standard E4.**	Are Aware of the Community, District, School, and Classroom Resources that are available and Factors that Influence Learner Development

Accountability– Effective educators uphold high standards and measure the quality of their work by the impact on student learning and development. They build a range of indicators into their instructional plans to provide themselves, their students, and caregivers with continuous feedback regarding outcomes. Effective educators prepare their students for external evaluations without compromising instructional quality.

Upon graduation, our teacher candidates . . .

Standard F1.**	Understand the Purpose(s) of Various Types of Assessments in Relation to Objectives and Learner Diversity
Standard F2.**	Assess Learning in Multiple Ways in Order to Monitor Learning and to Report Progress
Standard F3.**	Systematically Collect and Analyze Assessment Data to Characterize Performance of Whole Class and Relevant Sub-groups of Learners

Professionalism and Ethical Leadership–Effective educators recognize that larger political, systemic, social, economic, legal, and cultural factors impact schools and students’ learning and development. With this knowledge, they seek avenues to ensure student success by communicating a compelling vision of education, participating in school change, and leading reform.

Upon graduation, our teacher candidates . . .

Standard G1.	Consistently Meet Professional Expectations and Fulfill Responsibilities
Standard G2.***	Demonstrate Integrity, Ethical Behaviors, and Appropriate Professional Conduct
Standard G3.**	Establish and Maintain Productive Collaborative Relationships with Colleagues and Experts in the Field
Standard G4.**	Understand the Historical, Legal, and Political Issues of Education, in General, and as Related to Students with Special Needs and English Language Learners
Standard G5.	Espouse a Compelling Vision for Education and Student Learning
Standard G6.	Participate in School Change and Lead in Reform
Standard G7.*#	Are Aware of Research Methodologies and are Able to Report on Educational Research

*Aligned with University of Pittsburgh Johnstown's Vision of Greater Excellence in Academics.

**Aligned with the Council of Exceptional Children (CEC) standards.

Aligned with and/or support Common Core/PA Common Core Standards.

The Ten Pennsylvania Learning Principles for Education Candidates

The *Ten Learning Principles* are fundamental to the preparation of teachers for the state of Pennsylvania and are met in a number of courses and field practica. The learning principles are broad understandings and practices that are gained over time as candidates experience the many facets of their program, including content and methodology courses and field practica. Thus, assessment is both formative and summative and is conducted through a variety of means including testing, performance based assignments, and observation of teaching. The following table demonstrates the relationship between the state's *Ten Learning Principles* and the Education Division's **Candidate Learning Framework** as well as with the national INTASC standards for beginning teachers:

University of Pittsburgh-Johnstown Education Division Candidate Learning Framework Crosswalk

The Following Crosswalk of Candidate Learning Outcomes (Standards) Demonstrates how the UPJ Education Division's Candidate Learning Framework Meets and/or Exceeds Professional Standards for Beginning Teachers at the National and State (PA) Levels. Specific Standards as Indicators of Each Domain are Presented Separately.

INTASC STANDARDS (The Interstate Teacher Assessment and Support Consortium)	UPJ EDUCATION DIVISION CANDIDATE LEARNING FRAMEWORK Core Competencies for All Teacher Education Candidates by Domain	PENNSYLVANIA DEPARTMENT OF EDUCATION § 354.33. Professional competency. (1) The preparing institution shall have a published set of criteria and competencies for exit from each professional education program, which are based on Chapter 4 (relating to academic standards and assessment) and professional educator program specific guidelines, and the following learning principles for each certificate category:
Principle #1: <i>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</i>	Deliberate Instructional Planning and Implementation — Effective educators systematically and deliberately plan for student learning outcomes. They use assessment data to guide instruction and employ methodologies that are aligned with the learning needs of students.	(A) The teacher understands the central concepts, tools of inquiry, and structures of the discipline the teacher teaches and can create learning experiences that make these aspects of subject matter meaningful for all students.

<p>Principle #2: <i>The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</i></p>	<p>Teaching the Whole Student— Effective educators engage in the interactive process of understanding student diversity. Teaching the whole student involves understanding how a student’s life both inside and outside the school supports overall academic and social development. Educators who teach the whole student foster effective communication with their students’ families and communities.</p>	<p>(B) The teacher understands how all children learn and develop, and can provide learning opportunities that support their intellectual, social, career and personal development.</p> <p>(C) The teacher understands how students differ in their ability and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom.</p>
	<p>Deliberate Instructional Planning and Implementation— Effective educators systematically and deliberately plan for student learning outcomes. They use assessment data to guide instruction and employ methodologies that are aligned with the learning needs of students.</p>	
<p>Principle #3: <i>The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</i></p>	<p>Teaching the Whole Student— Effective educators engage in the interactive process of understanding student diversity. Teaching the whole student involves understanding how a student’s life both inside and outside the school supports overall academic and social development. Educators who teach the whole student foster effective communication with their students’ families and communities.</p>	<p>(C) The teacher understands how students differ in their ability and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom.</p>
<p>Principle #4: <i>The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</i></p>	<p>Deliberate Instructional Planning and Implementation— Effective educators systematically and deliberately plan for student learning outcomes. They use assessment data to guide instruction and employ methodologies that are aligned with the learning needs of students.</p>	<p>(D) The teacher understands and uses a variety of instructional strategies, including interdisciplinary learning experiences, to encourage students’ development of critical thinking, problem solving and performance skills.</p>

<p>Principle #5: <i>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.</i></p>	<p>Commitment to Learning— Effective educators ignite students’ intrinsic motivation and curiosity for learning through practices that model the value of life-long learning.</p> <p>Teaching the Whole Student— Effective educators engage in the interactive process of understanding student diversity. Teaching the whole student involves understanding how a student’s life both inside and outside the school supports overall academic and social development. Educators who teach the whole student foster effective communication with their students’ families and communities.</p>	<p>(E) 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.</p>
	<p>Deliberate Instructional Planning and Implementation— Effective educators systematically and deliberately plan for student learning outcomes. They use assessment data to guide instruction and employ methodologies that are aligned with the learning needs of students.</p>	
<p>Principle #6: <i>The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</i></p>	<p>Deliberate Instructional Planning and Implementation— Effective educators systematically and deliberately plan for student learning outcomes. They use assessment data to guide instruction and employ methodologies that are aligned with the learning needs of students.</p>	<p>(F) 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.</p>
<p>Principle #7: <i>The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</i></p>	<p>Deliberate Instructional Planning and Implementation— Effective educators systematically and deliberately plan for student learning outcomes. They use assessment data to guide instruction and employ methodologies that are aligned with the learning needs of students.</p>	<p>(G) The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.</p>

<p>Principle #8: <i>The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</i></p>	<p>Accountability– Effective educators uphold high standards and measure the quality of their work by the impact on student learning and development. They build a range of indicators into their instructional plans to provide themselves, their students, and caregivers with continuous feedback regarding outcomes. Effective educators prepare their students for external evaluations without compromising instructional quality.</p>	<p>(H)The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p>
<p>Principle #9: <i>The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</i></p>	<p>Reflective Practice– Effective educators purposefully seek to improve their professional practice. They seek new ideas and methodologies. Reflective practitioners evaluate results, and refine their own practice through continuous professional development.</p>	<p>(I) 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.</p>

	<p>Accountability– Effective educators uphold high standards and measure the quality of their work by the impact on student learning and development. They build a range of indicators into their instructional plans to provide themselves, their students, and caregivers with continuous feedback regarding outcomes. Effective educators prepare their students for external evaluations without compromising instructional quality.</p> <p>Professionalism and Ethical Leadership–Effective educators recognize that larger political, systemic, social, economic, legal, and cultural factors impact schools and students’ learning and development. With this knowledge, they seek avenues to ensure student success by communicating a compelling vision of education, participating in school change, and leading reform.</p>	
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<p>Principle #10: <i>The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</i></p>	<p>Teaching the Whole Student– Effective educators engage in the interactive process of understanding student diversity. Teaching the whole student involves understanding how a student’s life both inside and outside the school supports overall academic and social development. Educators who teach the whole student foster effective communication with their students’ families and communities.</p> <p>Professionalism and Ethical Leadership–Effective educators recognize that larger political, systemic, social, economic, legal, and cultural factors impact schools and students’ learning and development. With this knowledge, they seek avenues to ensure student success by communicating a compelling vision of education, participating in school change, and leading reform.</p>	<p>(J) 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.</p>
	<p>Informed Flexibility– Effective educators respond intentionally to unanticipated events in their classrooms, schools, and communities. They are able to augment planning in relation to the responses of students. Effective educators are ready to take advantage of learning opportunities that ever-changing situations present.</p>	

Key Assessments by Transition Points

In addition to the application to Upper Level and Student Teaching requirements, candidates will experience certain key assessments to be administered at key transition points within their program of study. Each assessment is designed to provide the program and the candidate on his/her development across the competencies of the *Candidate Learning Framework*. In addition, program requirements must be met for continuous matriculation in a program. Candidates are expected to maintain copies of their key assessments and to track the completion of program requirements. These may be presented in the Professional Portfolio to demonstrate growth and development throughout the program of study. The assessments outlined in Appendix A will be gradually added to the program for the 2015 and subsequent graduating classes.

PROFESSIONAL EDUCATOR PORTFOLIO

Education candidates are **required** to assemble and maintain a teaching and ethical leadership portfolio related to activities and projects developed and accomplished prior to graduation. The Professional Educator Portfolio (PEP) is developed over the course of the candidate's program. The PEP is designed for candidates to demonstrate evidence of their growth and development in each domain of the *Candidate Learning Framework* throughout their program of study. Candidates may add some evidence, such as their philosophy of education paper and other key assessments, during the pre- education portion of the program. Candidates will add most of the other evidence, such as lesson plans, analytical reflections, and research papers, during the upper level portion of the program and while student teaching. Candidates should maintain their PEP in preparation for securing a teaching position after graduation since some prospective school district employers request that portfolios be available during the interview process. While portions of the PEP may be retooled for the interview process, after becoming a teacher, skills developed through the PEP can be maintained and continued to be built upon for professional review and towards National Board Certification.

Outside trained reviewers will assess the portfolio at appropriate times during the candidates' upper- level program. Candidates must finalize their portfolios for Pitt-Johnstown during student teaching. The instructor of the *Student Teaching Seminar* will distribute a scoring rubric to be used. No candidate will be recommended for certification until s/he has scored a satisfactory rating for the professional portfolio.

Candidates who miss the deadline date for the submission of the portfolio will not have their portfolios scored with their cohort group's portfolios or directed resubmissions of the portfolios. Candidates who miss the deadline will be required to submit their portfolio on or before the outset of the next full semester and will have their portfolio scored no later than with the new cohorts' portfolio submissions. If candidates have a non-preventable, verified and documented emergency or extenuating circumstance preventing on-time submission, then the case will be reviewed by the Division Chair.

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

- **Classroom Report and Candidate Learning Framework Report of Evidence**
- **Professional Overview, Reflection and Evaluation** (Provide artifacts and explanation of how standards for each domain of the CLF have been met)
- **Teaching Philosophy/Philosophy of Education**
- **Instructional Planning**
 - Lesson Plans (at least six lessons that differ by grade level, and type of instructional strategy [e.g., technology integration, cooperative learning, inquiry-based, directed teaching, interdisciplinary, hands- on activity]) and corresponding materials (teacher-created worksheets, designed handouts, visual aids, transparencies, PowerPoint slides, study guides, etc.)
 - Unit Plan(s)
- **Assessments**
 - Formal and Informal (teacher-designed exams, quizzes, and/or assignments; teacher-designed rubrics and/or checklists; other alternative assessment examples [e.g., projects, presentations, journal writings])
 - Sample Student Work (samples of graded papers, assignments, projects, research papers -- *students' names deleted*)
- **Evidence of Analysis of student learning, Reflection, and Planning for Instructional Revision**
 - Evidence of systematic analysis of student learning outcomes and unit components and planning for instructional revision.

- **Special Needs Accommodations**
 - Curricular materials created or adapted, and utilized for lessons with annotation about special accommodation/adaptation
 - Special Needs Project(s) completed during Pitt-Johnstown coursework
- **Other Relevant Pitt-Johnstown Coursework Materials**
 - Instructional Technology projects
 - Sample Journals from Directed Tutoring/Practicum courses
 - Samples of work from Field Practicum experiences
 - Checklist of classroom work accomplished during field practicum experiences
 - Evaluations from cooperating teachers during field experiences
- **Photographs/Digital Pictures** (bulletin boards, visual aids, special projects, classroom environment, teacher and students working in various teaching/learning settings)
- **Other Teaching Artifacts** (classroom management and motivation plans; course syllabi designed (*Secondary only*); home/school contact, letters, newsletters; family/community involvement)
- **Other Relevant Materials from Student Teaching**
 - Evidence of participation in extra-curricular, school activities, or committee work
 - Observational reports from Pitt-Johnstown Supervisor
 - Critiques and Feedback from Cooperating Teacher
 - Self-critiques/reflections on teaching performance
 - Observation reactions from attendance at school-related functions (e.g., School Board, PTA/PTO meetings)
- **Evidence of Professional Involvement in the Field of Education**
 - Memberships in professional organizations
 - Attendance at professional development conferences or workshops
 - Participation in service projects relating to the field of education
 - Work Experiences relating to the field of education
 - Coaching Experience
 - Community/Volunteer Work
 - Log of Professional Reading

PENNSYLVANIA'S PROFESSIONAL EDUCATOR'S CODE OF CONDUCT

Section 1. Mission

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

Section 2. Introduction

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

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

Section 3. Purpose

(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices

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

(b) Professional educators are expected to abide by the following: (1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. §§ 1-101—27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee Relations Act (43 P. S. §§ 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4) and this chapter. (2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in 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.

Section 5. Conduct

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

Section 6. Legal Obligations

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

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

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

Section 7. Certification

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

Section 8. Civil Rights

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

Section 9. Improper Personal or Financial Gain

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

Section 10. Relationships with Students

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

Section 11. Professional Relationships

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

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

POLICIES REGARDING TRANSFER OF CREDITS TO THE EDUCATION PROGRAM

Transfer of Credits When Applying for Admission to Pitt-Johnstown

Registrar's Office Policies and Responsibilities

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

Education Division Policies and Responsibilities

- The Education Division will determine which courses accepted by Pitt-Johnstown will be applied to a specific certification program.
- No more than fifty percent of the credits required in any Education Division certification program may be transferred from another institution or from another campus of the University of Pittsburgh.
- The Education Division uses the grade point credits in courses accepted by Pitt-Johnstown that were taken at another college (or colleges) in the calculation of the *Combined GPA* for transfer and post-baccalaureate students. See page 15 for additional information on the *Combined GPA* policy.

Transfer of Credits While Attending Pitt-Johnstown

- *Before* enrolling in a course at another campus or college, education students must complete an approval form, with course description attached, and submit the form for approval by three individuals: their Education Faculty Advisor, the Chairperson of the Education Division, and the Vice-President for Academic Affairs, 248 Blackington Hall (Pitt-Johnstown policy).
- Students who have earned 60 or more credits may not take courses in two-year schools (Pitt-Johnstown policy).

- Courses must be taken at an accredited institution (Pitt-Johnstown policy)
- The final 30 credits required for a degree must be accomplished at Pitt-Johnstown (Pitt-Johnstown policy).
- A maximum of two summer or special sessions may be taken at other institutions with a maximum of two courses a session (Pitt-Johnstown policy).
- Students may not take upper-level education courses at another institution. Some programs also designate content courses that *must* be taken at Pitt-Johnstown (Education Division policy). Courses that must be taken at Pitt-Johnstown can be found in each program's *Plan of Studies* (See Part II of *Program handbook*).
- Transferred credits taken at another college after students begin their Pitt-Johnstown courses are not used in the computation of the student's Pitt-Johnstown GPA or *Combined GPA* (Education Division policy).
- Students are responsible to ensure that an official transcript of any course taken at another institution is mailed directly to Pitt-Johnstown's Office of the Registrar upon completion of the course and students are responsible to inform their academic advisor that a course has been transferred to Pitt-Johnstown.

Advanced Placement Credits

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

CLEP Credits

The Education Division will accept a maximum of 18 College Level Examination Program (CLEP) credits if the student's passing score is accepted by Pitt-Johnstown. These credits can be used as free electives only and may not replace any course specifically required in any program or to fulfill Pitt-Johnstown general education requirements. For example, a student who has earned three CLEP credits in "Composition" may apply it as a free elective but not to replace Eng Cmp 0002, 0005, or 0006.

REPEATING COURSES

Courses That Must Be Repeated

Education students are required to repeat any *selected course* designated for their program (see appendix A) and any *upper-level course* (including Instructional Technology courses) in their program *in which they earn a C- grade or lower*. Students who fail to earn a grade of C or better in a selected course or upper-level education course at Pitt-Johnstown, at another University of Pittsburgh campus, or at another institution must repeat that course. Selected courses must be repeated within the University of Pittsburgh system, and upper-level courses must be repeated at Pitt-Johnstown. Furthermore, *students who fail to earn at least a C (not C-) after completing a selected course or upper-level education course a total of three times will be ineligible to continue in the education program*.

Students are not allowed to student teach until they have earned at least a C grade in all of the selected and upper-level education courses. To be eligible for admission to the upper level, applicants must have earned at least a C (not C-) in at least three courses among the *selected courses* specified for their program area.

The Course Repeat Card

Students may repeat any course at Pitt-Johnstown in which they earned a C- grade or lower. Students who repeat selected courses or choose to repeat other courses to raise their cumulative GPA should complete a *Course Repeat Card* with the Office of the Registrar when they register for a course they are repeating. Students who fail to complete a *Course Repeat Card* will find that their cumulative GPA will include grades in both courses, to the detriment of the cumulative GPA. This lower GPA could have an impact on whether students meet requirements for admission to the upper level. Students who repeat a course should check their academic records to verify that the course is credited as repeated (an R is shown next to the original grade).

Repeat Courses and Student Financial Aid Implications

Students should be aware that repeated courses do *not* count toward the minimum total of credits needed each year for financial aid eligibility. Students who repeat courses would be wise to check with the Office of Student Aid, 114 Blackington, to gain current information on the number of courses needed each year to remain in good standing for financial aid.

DETERMINING GRADE POINT AVERAGE (GPA) AND COMBINED GPA

Pre-education students must earn a minimum cumulative Pitt-Johnstown GPA of 3.000 to be eligible for admission to the upper level and for teacher certification. Students, therefore, should know how to determine their Grade Point Average (GPA). The GPA is determined by dividing the total number of earned *grade points* by the total number of earned *grade point credits*. In calculating the GPA, F's count in the number of *grade point credits*, but Pass-Fail credits do not. For example, after his freshman year, one student had earned 98.25 total *grade points*, and 27 total *grade point credits*, for a cumulative GPA of 3.640 (98.25 divided by 27). Students earn *grade points* for each credit at a rate of four *grade points* for an A, three for a B, two for a C, one for a D, and zero for an F. These *grade points* are then multiplied by the number of course credits. The following *Table of Grade Points* indicates the number of *grade points* earned in all one to four credit courses.

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

Transfer and Post-Baccalaureate Students' *Combined GPA*

Prospective *transfer students* and *post-baccalaureate students* who are admitted to the pre-education program with an entry GPA below 3.000 will carry a cumulative “Combined GPA”. These students will need to earn a Pitt GPA higher than 3.000 in order to attain a *Combined GPA* of 3.000 to enter the upper level. The *Combined GPA* is based upon a total of the following: a) all grade point credits earned through the Pitt system after entry into the Pitt-Johnstown pre- education program and for the five years preceding entry into that program; b) all grade point credits for all courses taken at any other college in the five years preceding entry into the Pitt-Johnstown pre-education program, whether or not the courses were accepted by Pitt-Johnstown; and c) all grade point credits for courses completed at Pitt-Johnstown or any other college *more than five years* before entry into pre-education if those courses are applied to the student’s chosen education program. Thus, a student who takes his/her first courses at Pitt-Johnstown in Fall 2019 would have all of his/her previous courses taken from Fall 2014 and thereafter counted, along with any courses taken prior to Fall 2014 that are applied to the education program. The *lower* of the two GPAs (Pitt-Johnstown GPA or Combined GPA) will be used in consideration for admission to the upper level.

Students may determine their *Combined GPA* by adding the *grade points* earned at Pitt-Johnstown with the *grade points* earned at another college (or colleges) and dividing that total by the number of *grade point credits* earned at Pitt-Johnstown combined with the number of *grade point credits* earned at another college (or colleges). For example, a student has earned 87.50 *grade points* at Pitt-Johnstown and 58.5 *grade points* at Penn State for a total of 146.0 *combined grade points*. She has earned 28 *grade point credits* at Pitt-Johnstown and 22 *grade point credits* at Penn State, for a total of 50 *combined grade point credits*. Thus, 146.0 *combined grade points* divided by 50 *combined grade point credits* yields a *Combined GPA* of 2.920. Once a student attends Pitt-Johnstown, further courses taken at another college do not count toward the *Combined GPA*.

Pitt-Johnstown ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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

Students with disabilities who require academic or environmental accommodations should notify both the course instructor and the Office of Disability services (ODS) in room G10 Student Union within the first few weeks of the term. Students will be expected to provide ODS with appropriate documentation of their disability.

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

Pitt-Johnstown ACADEMIC INTEGRITY POLICY

The Education Division and its faculty support the Pitt-Johnstown policy on Academic Integrity as last revised in April 2018. (Students may obtain a copy of Pitt-Johnstown's *Guidelines on Academic Integrity* at <http://www.upj.pitt.edu/globalassets/documents/academics/upj-academics-integrityguidelines.pdf> Essentially, this means that all academic work done by students will represent their own accomplishments without *unauthorized* outside help. Students **must neither give nor receive help** on any class assignment, examination, project, paper, etc. beyond what is permitted by the instructor. Academic integrity violations also include acts of plagiarism; that is, in writing projects, students may not submit any direct statements or ideas, etc. written by another source without reference to the originator. Students should read the complete listing of academic integrity violations included in Pitt- Johnstown's current catalog. All students who witness infractions of academic integrity must report those infractions to their instructors.

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

- reduction in grade or failure on the examination or assignment
- reduction in grade or failure in the course
- suspension from the University
- dismissal from the University

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

HANDBOOK POLICY UPDATE—EDUCATION DIVISION August 2020

Students who are in Pre-education or in the Upper Level are expected to actively participate in any course where participation is a requirement.

Faculty who expect “participation” as part of their courses will include the expectation on the course syllabus. The Division expects students to read and follow — in all aspects of their Education Division and college experience — both the Academic Integrity Guidelines and the Student Code of Conduct. This policy update focus is on remote participation in live class sessions, as the Education Division’s “Handbook” includes sufficient guidance for in-class expectations for participation.

The Education Division’s policy regarding participation falls under Academic Integrity and generally has one of two broad options: Option one—the professor’s syllabus has no expectation for participation; Option two—an expressed expectation for student participation in the course.

Faculty who do not expect students’ participation as part of a course which includes remote attendance most likely will permit students to use or not use video or audio while attending classes remotely.

Faculty who expect students to participate in the course will require students to participate appropriately and professionally. This would include, but is not limited to, the following: log into class on time, be appropriately dressed, be prepared for class, do not be distracted by work/job commitments or social interactions, actively listen, engage and participate in class discussions and activities by offering ideas, asking questions, responding to polls, supporting and engaging with peers, etc. Students must avoid any off-task or activities which are distracting. Student must care to ensure that unenrolled participants are not to be visible or audible during the class session.

Faculty will describe and follow progressive consequences for violations of the expectations for participation throughout the course. The consequences will begin with supportive reminders of the expectations, and ultimately, repeat violations may result in the filing of an Academic Integrity Violation.

Teaching and learning, even remotely, should be enjoyable, and respect should be shown to classmates, the professor, and other education professionals at all times.

GLOSSARY OF TERMS

- ABG (All But GPA requirements met) Student:** An applicant for admission to the upper level with a cumulative GPA of 2.85 who has met other admission requirements and is attempting to raise his/her cumulative GPA to the required 3.0.
- ABO (All But one other requirement met) Student:** An applicant for admissions to the upper level with a minimum cumulative GPA of 3.0, has passed the PAPA, but has not yet been admitted due to one other admission requirement (e.g., one key assessment, one mathematics or English composition/literature course with a qualifying grade).
- ABT (All But certification Tests requirements met) Student:** An applicant for admission to the upper level who has met other admission requirements, but has not been admitted because he/she has not yet passed (or is waiting notification of passing) the Basic Skills Test (i.e. PAPA/CORE/SAT/ACT).
- Academic History:** an internal Pitt-Johnstown document issued by the Office of the Registrar that indicates the earned credits and grades by subject area in all courses taken at Pitt-Johnstown.
- Academic Integrity:** a principle obligating the student to exhibit honesty in carrying out academic requirements.
- Act 34:** a criminal record check that certifies that the student has not committed any of a number of specified criminal offenses. This criminal record check is required by the State of Pennsylvania for employment of teachers, and by Pitt-Johnstown's Education Division for participation in course-related field experiences.
- Act 114:** a federal criminal history background check (fingerprinting) that identifies any crimes for which a student was arrested in the United States. This federal criminal record check is required by the State of Pennsylvania for employment of teachers, and by Pitt-Johnstown's Education Division for participation in course-related field experiences.
- Act 151:** a child abuse history clearance that certifies that the student has not committed any acts of child abuse. This clearance is required by the State of Pennsylvania for employment of teachers, and by Pitt-Johnstown's Education Division for participation in course related field experiences.
- Admission Period:** Any one of three times during the academic year (September, January, May) in which Education Division faculty members review applications to the upper level.
- Advisor:** an Education Division faculty member who guides a student through his/her academic program. All pre-education students are assigned an advisor with whom they must meet for academic guidance in an advising session prior to each term's registration period.
- Candidate(s):** Students enrolled in one or more of the Division programs at the upper level, seeking a degree and/or credentialing as a result of program matriculation. In some case the terms "candidate" and "students" may be used interchangeably.
- Candidate Learning Framework:** The body of core principles that define what candidates are able to know, do, and believe as professional educators (See also Exit Criteria).
- Candidate Learning Outcomes:** Core standards or learning objectives that each candidate must demonstrate mastery during their program of study.
- CLEP (College Level Examination Program):** comprehensive tests that may be taken by adult students to obtain college credit for previous knowledge or life experiences.
- Combined GPA:** Applied to transfer and post-baccalaureate students, the combination of *grade point credits* earned at Pitt-Johnstown and all *grade point credits* in all courses taken at any college, whether or not the courses were accepted by Pitt-Johnstown. However, courses with grades of C- or lower not applied to the student's program, *and* that were taken more than five years prior to the date of admission to Pitt-Johnstown, will not be counted in the *Combined GPA*.
- Co-requisite:** a course that must be taken in conjunction with another specified course.
- Core Courses:** those courses that focus on the essential knowledge and skills in the content and methodology of a particular program.

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

Exit Criteria: standards that students must meet in order to complete their education program (See also Candidate Learning Framework).

Field Practicum: see practicum (pl: practica).

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

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

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

Major: a student's primary field of study.

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

Mentor Teacher: a teacher in whose classroom a student completes his/her student teaching assignments.

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

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

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

PDE-338G: an application for a Pennsylvania Teaching Certificate that must be completed by a student prior to graduation and endorsed by the Chairperson of Pitt-Johnstown's Education Division.

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

Post-Baccalaureate Student: a student who has earned an undergraduate degree and is seeking early childhood, middle level or secondary teaching certification with or without a second degree.

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

Praxis II: standardized tests of pedagogical and content knowledge that students must pass to be eligible for teacher certification in Pennsylvania. These tests should be taken prior to student teaching.

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

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

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

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

Selected Courses: courses in which students learn fundamental concepts and skills needed to be a successful teacher in a particular program.

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

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

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

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

APPENDICES

Appendix A

University of Pittsburgh-Johnstown

Education Division Key Assessments and Requirements by Transition Points 2020-2021

Admission to Upper-Level Program*		Admission to Clinical Experience (Student Teaching)	Completion of Program
External	Internal		
<p><u>§Qualifying ACT or SAT scores earned prior to college admission or Pass the Basic Skills Exam (PAPA/CORE)</u></p>	<p>§Presentation on a relevant education topic to demonstrate oral proficiency in Standard English</p> <p>[Foundations 0001]</p> <p>[CLF – C5]</p>	<p>Using classroom profile data, design three (3) original lesson plans (including the lesson plan for the inclusive classroom from Ed Psy 1025) to demonstrate deliberate instructional planning in relevant content areas based on relevant professional standards and students’ diverse learning needs.</p> <p>[Sample courses by program: ECED 1154;MLED1101; MLED 1102; MLED 1141; MLED 1121; MLED 1151;MLED 1170; Sec ED 1145; Sec Ed 1145; Sec Ed 1164, Sec Ed 1165; Sec Ed 1120; Sec Ed 1121; Sec Ed 1160; Sec Ed 1161, Sec Ed 1170]</p> <p>[CLF – C1, C2, C3, C4, C7, C8, C9, E3]</p>	<p>Using data from a unit of instruction, analyze student learning outcomes to determine effectiveness of standards based instruction and assessments and plan for appropriate revision of unit components.</p> <p>[Sample courses by program areas: ECED 1194; MLED 1195;Sec Ed 1195]</p> <p>[CLF –B3, B4, F1, F2, F3]</p>
	<p>Philosophy of teaching paper that articulates candidates’ espoused approaches for supporting student learning through an analysis of teaching and learning theories.</p> <p>[Fds Ed 0001]</p> <p>[CLF - G4, G5]</p>	<p>Comparative analysis of design and instructor feedback for three course-based lesson plans to identify strengths and future growth plan for instructional planning with a focus on learner diversity and core discipline content and concepts.</p> <p>[Collected by Advisor]</p> <p>[CLF – B2, B3]</p>	<p>Professional Educator Portfolio (PEP) demonstrating effective instructional and professional behaviors that support and demonstrate impact on student learning.</p> <p>[Sample courses by program: ECED 1174; ECED 1184; ECED 1194;MLED 1191; MLED 1195; Sec Ed 1191;</p>

			Sec Ed 1195] [A1, A3, B1, B2, C1, C2, C3, C4, C5, C6, C7, C8, C9, C10, C11, D 1, D2, D3, E1, E4, G1, G2, G3, G5, G6]
		<p>Research paper including the analysis of two or more strategies for developing content area literacy and implications for instructional design to advance student learning (including students with special needs).</p> <p>[ECEd 1154; MLED 1170; Sec Ed 1170]</p> <p>[CLF – B4, C1, C8, C9, C11, E3, G7]</p>	
		<p>Completion of an IFSP (Early Childhood) or IEP indicating the appropriate diagnostic, planning, and comprehensive supports (school, family, and community) to inform student learning and development.</p> <p>[EdPsy 1021]</p> <p>[CLF – A2, A4, E1, E2, E3, E4; C10; G4]</p>	

Other Program Requirements

Admission to Program	Admission to Clinical Experience	Completion of Program	Post Program
*Minimum Pitt-Johnstown GPA of 3.00	Minimum Pitt-Johnstown GPA of 3.0	Minimum Pitt-Johnstown GPA 3.0	Completion of ED Alumni Survey
Earn a minimum of 48 credits (plus any transfer credits). <u>Students seeking dual certification with Special Education will apply at 32 credits.</u>	Earn a minimum of 90 Pitt-Johnstown Credits	Earn the minimum of Pitt-Johnstown credits relevant to the program	Employer Survey
Earn a grade of “C” (not C-) or higher in the following required courses: two General Education mathematics Courses (> Math 0001); one English Composition and English Literature Course; Intro to Psychology; Foundations of Education; and Educational Psychology.	Minimum GPA 2.80 in all core program courses (Early Childhood; Middle Level; Non-Science and Mathematics Secondary)	Minimum GPA 2.80 in all core program courses (Early Childhood; Middle Level; Non-Science and Mathematics Secondary)	
Earn a grade of “C” (not C-) or higher in one of three select core content courses for the respective education programs: HIS 610/620, PS 206, GEOG 0810 (Secondary Social Studies); NATSC 0080, CHEM 0111, BIOL 0110 (Secondary Science-General); NATSC 0080, CHEM 0111, CHEM 0012 (Secondary Science-Chemistry); NATSC 0080, GEOL 0015, GEOL 0061 (Secondary Science- Earth Science); NATSC 0080, BIOL 0110, BIOL 0120 (Secondary Science-Biology); Commrc 0052, PSY 0230, NATSC 0080 (Early Childhood); Math 0401, Math 0221; Math 1012 (Secondary Education-Mathematics); Math 0004, Math 0221, Math 0401 (Middle Education- Mathematics); NATSC 0080, GEOL 0015, BIOL 0110 (Middle Education-Science); EngWrt 1130, Psy 0260, Commrc 0052 (Middle Level and Secondary English); HIS 610/620, PS 206, GEOG 0810 (Middle Education- Social Studies)	Minimum GPA 2.60 in all core program courses (Secondary Science and Mathematics)	Minimum GPA 2.60 in all core program courses (Secondary Science and Mathematics)	

Submission of a minimum of two satisfactory letters of professional recommendation from faculty who have provided a grade for a course.	[Practicum requirements with a grade of minimum grade of “B” in each]	Completion of ED Senior (End-of-Program) Survey	
Completion of Application to Upper Level (including Basic Skills test scores)	Grade of C or higher (not C-) in <u>All</u> <i>select</i> and <i>core</i> courses and for respective programs.	Application for Graduation	
Demonstrate evidence of 50 hours of experience working with learners, to include 20 hours in a school with at least 15% diversity or within an established educational organization and learners whose background (e.g., ability, linguistic, cultural, racial) is different from their own. (not required for Post-Bacc)	Completion of a minimum of 75% of non- upper level course requirements. Completion of 75% of core course Requirements (Secondary Education).	Pass PECT for Early Childhood and <i>Praxis II</i> test(s) for the appropriate program area.‡	
Submission of background checks (i.e., criminal, child abuse, Dept. of Human Svcs., FBI). Submission of signed alcohol awareness and program handbook forms.†	Update all background checks and TB tests. Demonstrate evidence of required liability insurance.		
	Maintain Good Moral Character/Integrity.		

*** In the event that applicants have meet all but one criteria (i.e., have not demonstrated proficiency in one of the three key assessments, have not taken or received a passing score on the Basic Skills exam, or has a near 3.0 cumulative GPA, may be admitted to the upper level provisionally. When possible, the Chair will consult with the faculty advisor regarding the application. Admittance remains at the discretion of the Division Chair. Applicants provisionally admitted to the upper level, will have one semester to satisfy all provisional conditions, and must demonstrate the fulfillment of the above requirements prior to admission to the clinical experience.**

†These clearances are typically submitted upon program admittance as a (freshman) pre-education student.

‡ Required for certification.

§ Assessment utilized to demonstrate candidates proficiency of Pitt-Johnstown common competencies for communication and reasoning.

CLF= Pitt Johnstown ED’s Candidate Learning Framework (identified by standards).

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Course Requirements for
B.S. Early Childhood Education:
Certification in Early Childhood Education
120 Credits

2020-21

Name: _____

Pitt ID: _____ Advisor: _____

University Orientation—1 Credit	Cr	Gr	Trm
FDSED 0002 Intro to Education	1		

Foundational Courses—12 Credits	Cr	Gr	Trm
EngCmp 0005 Composition I	3		
EngCmp 0006 Composition II	3		
Commrc 0052 Public Speaking	3		
MATH 0071 Structures of the Real Number QR	3		

Worlds of Knowledge—30 Credits	Cr	Gr	Trm
Aesthetic and Creative Expression			
1. English Literature	3		
2. Any Humanit WOK (other than EngLit)	3		
Global History & Culture			
1. GEOG 0810 Earth and People	3		
2. FDSED 1026 English Lang Learners	3		
Society and Civics			
1. HIST 0610 US History to 1877 or HIST 0620 US History since 1877	3		
2. SOC 0070 Social Problems or SOC 0100 Intro to Sociology	3		
Science and Nature			
1. PSY 0200 Intro to Psychology	3		
2. MATH 0080 Fundamentals of Modern	3		
Follow Up WOK courses			
1. FDSED 1171 Educ LaW (taken 3 rd term UL)	3		
2. NATSCI 0080 Integrated Sciences	3		

Educational Studies—18 Credits	Cr	Gr	Trm
EDPSY 0006 Intro to Educational Psychology	3		
PSY 0230 Child Development	3		
FDSED 0001 History/Philosophy of Education	3		
EDPSY 1021 Students w/ Special Needs	3		
EDPSY 1121 Ed Assessment for Inclusive Class	3		
EDPSY 1025 Inclusion Strategies (taken 2 nd term UL)	3		

Free Electives – (minimum of 7 credits)	Cr	Gr	Trm
IT 1101 Instructional Tech (taken 1 st term UL)	2		
Free Elective	1-3		
Free Elective	1-3		

Elementary Education Block—36 credits		Cr	Gr	Trm
ECED 1111	ECEd Field Experience I	1		
ECED 1151	Early Language & Literature	3		
ECED 1101	Foundations of EC Education	3		
ECED 1162	Integrating the Creative Arts	3		
ECED 1112	ECEd Field Experience II	1		
ECED 1153	Literacy in the Primary Grades	3		
ECED 1171	Science, Technology, & Health	3		
ECED 1172	Mathematics Foundation	3		
ECED 1190	Family & School Collaboration	3		
ECED 1113	ECEd Field Experience III	1		
ECED 1123	Writing Development	3		
ECED 1173	Social Studies	3		
ECED 1183	Engaging Young Children in Learning (C & I)	3		
ECED 1154	Differentiated Literacy Instruction	3		

Student Teaching (16 credits)		Cr	Gr	Trm
ECED 1174	Pre-Primary Student Teaching	7		
ECED 1184	Primary Student Teaching	7		
OR	Primary Student Teaching	14		
ECED 1184				
ECED 1194	Student Teaching Seminar	2		

General Graduation Requirements	
Minimum Cumulative GPA	3.00
Minimum Core GPA	2.80

All Selected and Methods courses in the major must be completed with a C or higher and a 3.0 grade point average must be maintained.

UPJ Early Childhood Education
Typical 8-Semester Schedule of Studies

Freshman Year Fall	16	Freshman Year Spring	16
FDSED 0002, Intro to Education	1	EngCmp 0006	3
Psy 0200, Intro. Psychology	3	Ed Psy 0006	3
EngCmp 0005	3	Math 0071 or Math 0080	3
Geog 0810	3	Aesthetic & Creative Expression course (other than Eng. Lit)	3
Math 0071 or Math 0080 +	3	Hist 0610, or Hist 0620	3
Nat Sc 0080	3	Free Elective	1

+ Must have placed at Math 0002 level or above on math placement score or must take Math 0001 first.

Sophomore Year Fall	15	Sophomore Year Spring	13
Ed Psy 1121	3	Psy 0230	3
Fds Ed 0001 (requires background clearances)	3	Fds Ed 1026	3
Eng Lit	3	Ed Psy 1021	3
Commrc 0052	3	Free Elective	3
Soc: Sociology 0100 or 0070	3	Free Elective	1

EdPsy 0006 Can also be taken spring of first year. Take after Psy 0200 and, preferably, before Psy 0230.
 Students may take up to 4 credits of directed tutoring and 6 credits of PE, although the latter is not encouraged.

Junior Year Fall	12	Junior Year Spring	16
^ Upper Level 4 courses, 1 st semester	10	Upper Level 5 courses, 2 nd semester	13
IT 1101	2	Ed Psy 1025	3

^ Upper Level course sequence can be started in either the fall or spring semester. Students must have taken NatSc 0080 first.

Senior Year Fall	16	Senior Year Spring	16
= Upper Level 5 courses, 3 rd semester	13	Pre-Primary Student Teaching	7
Fds Ed 1171 Educ Law	3	Primary Student Teaching	7
		Student Teaching Seminar	2

= Students must have taken Geog 0810 and Hist 0610 or Hist 0620 first.

NOTES:

- * Students are advised to take required courses before taking many electives to avoid later conflicts.
- * To avoid a semester with 18 credits, students may take summer courses if a similar course sequence, listed above, is not followed. (Community colleges cannot be used after 60 credits.) Students also can add extra credits throughout their program through either directed tutoring or PE courses. Both types can be taken for 1-2 credits.
- * Free electives can be applied toward a minor, certificate or endorsement. Common education minors are history, geography, Spanish, English literature, psychology, and creative writing. Additional certifications and endorsements include ESL Program Specialist and STEM endorsement.

Course Requirements for Special Education

2020-21

**Bachelor of Science in Early Childhood Ed
With Special Education PreK-12
-125 Credits**

Name: _____

Pitt ID: _____ Advisor: _____

University Orientation—1 Credit	Cr	Gr	Trm
FDSED 0002 Intro to Education	1		

Foundational Courses—12 Credits	Cr	Gr	Trm
EngCmp 0005 Composition I	3		
EngCmp 0006 Composition II	3		
Commrc 0052 Public Speaking	3		
Math 0071 Structures of the Real Number QR	3		

Worlds of Knowledge—27 Credits	Cr	Gr	Trm
Aesthetic and Creative Expression			
1. Eng Lit 0557 Adolescent Literature	3		
Global History & Culture			
1. GEOG 0810 Earth and People	3		
2. FDS ED 1026 English Lang Learners	3		
Society and Civics			
1. HIST 0620 US History since 1877 OR HIST 0610 1877 to present	3		
2. PSY 0501 Lifespan Development	3		
Science and Nature			
1. PSY 0200 Intro to Psychology	3		
2. Math 0080 Fundamentals of Modern Math	3		
Follow Up WOK courses			
1. FDSED 1171 Educational Law	3		
2. NatSci 0080 Integrated Sciences	3		

Educational Studies- 12 Credits	Cr	Gr	Trm
EDPSY 0006 Into Educational Psy	3		
EDPSY 1021 Students w/ Special Needs	3		
EDPSY 1121 Ed Assessment in Inclusive Class	3		
FDSED 0001 Hist/Phil of Education	3		

Special Education Foundations - 12 Credits	Cr	Gr	Trm
SPLED 1032 Transition (ABA)	3		
SPLED 1040 Autism Spectrum	3		
SPLED 1033 Low Incidence Disabilities	3		
SPLED 1042 Education of Students with Social/Emotional Disorders	3		

Elementary Block- 33 credits	Cr	Gr	Trm
ECed 1111 ECed Field Exp I	1		
ECed 1151 Early Lang Literature	3		
ECed 1101 Foundations for ECed	3		
ECed 1162 Integrating the C. Arts	3		
ECed 1112 ECed Field Exp II	1		
ECed 1153 Lit in the Primary Grades	3		
ECed 1171 Science, Technology, & Health	3		
ECed 1172 Mathematics Foundation	3		
ECed 1113 ECed Field Exp III	1		
ECED 1123 Writing Development	3		
ECED 1173 Social Studies	3		
ECED 1183 Engaging YC in Learning	3		
ECed 1154 Differentiated Literacy Instruction	3		

Special Education Block- 12 credits	Cr	Gr	Trm
SPLED 1031 Assessment and Instruction	3		
SPLED 1041 Instructional Methods	3		
SPLED 1030 Methods and Mngment in SPLED	3		
SPLED 1043 SPLED 1043 Technology: Science and Math Sec Methods	3		

Student Teaching - 16 credits

ECed 1184	Primary Student Teach	Fall or Spring	7		
SPLED 1174	Special Education Student Teach	Fall or Spring	7		
1194	Student Teach Seminar		2		

General Graduation Requirements	
Minimum Cumulative GPA	3.00
Minimum Core GPA	2.60

Bachelor of Science in Elementary Education: w/ Dual Certification in Special Education

All Selected and Methods courses in the major must be completed with a C or higher and a 3.0 grade point average must be maintained

**University of Pittsburgh – Johnstown
Bachelor of Science in Early Childhood Ed
With Special Education PreK-12 –125 Credits**

Suggested Course Sequence

First Year Student (Fall Term)	16	First Year Student (Spring Term)	18
FDSED 0002: Intro to Education	1	EngCmp 0006: Composition II	3
Psy 0200: Intro to Psychology	3	CommRe 0052: Public Speaking	3
EngCmp 0005: Composition I	3	Math 0080: Fundamentals of Modern Math	3
Nat Sci 0080: Integrated Sciences	3	Ed Psyc 0006: Intro to Ed Psyc	3
Geog 0810: Earth and People	3	Ed Psyc 1021: Students with Special Needs	3
Math 0071: Structure of Real Num Sys	3	Fds Ed 0001: Hist/Phil of Education	3

Second Year Student (Fall)	15	First Term Upper Level (Spring)	17
Eng Lit 0557: Adolescent Literature	3	First Term Upper Level 4 courses- ECEd	10
PSY 0501 Lifespan Development	3	SPLED 1032: ABA- Transition	3
EdPsy 1121: Educ Assessment Inc Class	3	SPLED 1040: Autism Spectrum	3
Hist 0610 OR 0620: US 1877 to present	3		
Fds Ed 1026: English Language Learners	3		

Second Term Upper Level (Fall)	16	Third Term Upper Level (Spring)	16
Second Term Upper Level 4 courses- ECEd	10	Third Term Level 5 courses- ECEd	13
SPLED 1033: Curriculum & Program -Low Incidence Disabilities	3	FdsEd 1171: Educational Law	3
SPLED 1042: Education of students with Social / Emotional Disturbances	3		

Student Teaching (First Term) Fall	15	Student Teaching (2023) Spring	13
ECEd 1184: Primary Student Teaching	7	SPLED 1174: SPLED Student Teaching	7
SPLED 1030: Methods and Mgt in SPLED	3	SPLED 1041: Instructional Methods- High	3
SPLED 1031: Assessment and Instruction – High	3	SPLED 1043: Technology	3
ECEd 1194: Student Teaching Seminar	2		

**Course Requirements for
Middle Level Education: English/ Language Arts
(121 Credits)**

2020-21

Pitt ID: _____

Name: _____

Advisor: _____

University Orientation—1 Credit	Cr	Gr	Trm
FDSED 0002 Intro to Education	1		

Foundational Courses—12 Credits	Cr	Gr	Trm
EngCmp 0005: Composition I	3		
EngCmp 0006: Composition II	3		
Commrc 0052: Public Speaking	3		
Math 0071 Structure of Real Number System	3		

Worlds of Knowledge—30 Credits	Cr	Gr	Trm
Aesthetic and Creative Expression			
1. ENG LIT 0557 Liter for Adolescents	3		
2. ENG WRTG 0050, 0053, 0500, 0521	3		
Global History & Culture			
1. GEOG 0810 Earth and People	3		
2. FDSED 1026 English Lang Learners	3		
Society and Civics			
1. HIST 0610 US History to 1877 Or HIST 0620 US History since 1877	3		
2. PSY 260: Adolescent Development	3		
Science and Nature			
1. PSY 200: Intro to Psychology	3		
2. NATSC 0080: Integrated Sciences	3		
Follow Up WOK courses			
1. FDSED 1171 Educational Law	3		
2. PS 0206 American Political Process	3		

Educational Studies Courses – 18 credits	Cr	Gr	Trm
Psy 0230 Child Development	3		
FdsEd 0001 Hist/Phil of Education	3		
EdPsy 0006 Intro Educ Psych	3		
EdPsy 1021 Students w/Special Needs	3		
EdPsy 1025 Inclusion Strategies (taken in UL)	3		
EdPsy 1121 Educ Assessment Inc Class	3		

Additional Required Courses – 6 credits	Cr	Gr	Trm
Math 0080 Fund of Modern Math	3		
Math 0002 College Algebra	3		

COMPETENCIES

English Literature/ English Writing - 21 credits	Cr	Gr	Trm
EngLit 0088 Introduction to Literature	3		
EngLit 0626 Science Fiction or EngLit 0345 Literature and the Environ	3		
EngLit 0351 Gender Studies or EngLit 0581 Intro to Shakespeare	3		
EngLit 0316 Reading Poetry	3		
EngLit 0574 American Lit 1	3		
EngLit 0575 American Lit 2	3		
EngWrt 1130 Grammar Review	3		

Upper Level Courses

Required Upper Level Courses – 33 credits	Cr	Gr	Trm
MLED 1101 Read/Lang Arts for MLED	3		
MLED 1111 Field Practicum I	1		
MLED 1112 Field Practicum II	1		
MLED 1113 Field Practicum III	1		
MLED 1144 English Methods for MLED	3		
MLED 1151 General Methods for MLED	3		
MLED 1170 Literacy in the Content Areas	3		
IT 1101 Instructional Technology	2		
MLED 1191 Middle Level Student Teach	14		
MLED 1195 Middle Level ST Seminar	2		

General Graduation Requirements	Requirement	Grade Point Average
Minimum Cumulative QPA		3.00
Minimum Core QPA		2.80

All Select and Methods courses in the major must be completed with a C or higher and a 3.0 grade point average must be maintained.

UNIVERSITY OF PITTSBURGH JOHNSTOWN
MIDDLE LEVEL EDUCATION: English/Language Arts (121 credits)
Suggested Course Sequence

Freshman Year Fall Semester	16	Freshman Year Spring Semester	15
Math 0071: Structure of Real Number System	3	Ed Psy 0006: Intro to Ed Psych	3
Psy 0200: Introduction to Psychology	3	Ed Psy: 1021: Students with Special Needs	3
Eng Comp 0005: Composition I	3	Eng Comp 0006: Composition II	3
Hist 0610 or 0620 American History	3	Math 0080: Fundamentals of Modern Math	3
FDSED 0002: Intro to Education	1	Geog 0810: Earth and People	3
Eng Lit 0088: Introduction to Literature	3		

Sophomore Year Fall Semester	15	Sophomore Year Spring Semester	14
Math 0002: College Algebra	3	Eng Wrt 0050 OR 0053 OR 0500 OR 0521	3
Eng Lit 0557: Intro to Liter for Adolescents	3	Psy 0230: Child Development	3
Eng Lit 0316: Reading Poetry	3	Nat Sci 0080 Integrated Sciences	3
FdsEd 0001: History/Philosophy of Education	3	PS 0206 American Political Processes	3
Commrc 0052: Public Speaking	3	Instructional Technology	2

Junior Year Fall Semester	16	Junior Year Spring Semester	13
Eng Lit 0574: American Literature 1	3	Eng Lit 0575: American Literature 2	3
Eng Lit 0315 or 0581	3	MLED 1151: General Methods for MLED**	3
MLED 1144: English Methods*	3	MLED 1112: Field Practicum II	1
MLED 1111: Field Practicum I	1	Ed Psy: Educ Assess Inclus Classroom	3
MLED 1101: Read/Lang Arts MLED*	3	FdsEd 1026: English Language Learners	3
Psy 0260: Adolescent Development	3		

Senior Year Fall Semester	16	Senior Year Spring Semester	16
MLED 1113: Field Practicum III	1	MLED 1191: Student Teaching	14
MLED 1170: Literacy in Content Areas	3	MLED 1195: Student Teaching Seminar	2
Ed Psy 1025: Inclusion Strategies	3		
FdsEd 1171: Educational Law	3		
Eng Wrt 1130: Grammar Review	3		
Eng Lit 0620 or 0345	3		

* indicates offered in Fall Semesters only

** indicates offered in Spring Semesters only

PSY 200 is pre-req for PSY 260 and EdPsy 0006

EdPsy 0006 is a pre-req for EdPsy 1121

EdPsy 1021 is a pre-req for EdPsy 1025

**Course Requirements for
Middle Level Education: Mathematics
(126-128 Credits)**

2020-21

Name: _____

Pitt ID: _____ Advisor: _____

University Orientation—1 Credit	Cr	Gr	Trm
FDSED 0002 Intro to Education	1		

Foundational Courses—12 Credits	Cr	Gr	Trm
EngCmp 0005 Composition I	3		
EngCmp 0006 Composition II	3		
Commrc 0052 Public Speaking	3		
Math 0071 Structure of Real Number System	3		

Worlds of Knowledge—30 Credits	Cr	Gr	Trm
Aesthetic and Creative Expression			
1. ENG LIT 0557 Liter for Adolescents	3		
2. ENG WRTG 0050, 0053, 0500, 0521	3		
Global History & Culture			
1. GEOG 0810 Earth and People	3		
2. FDSED 1026 English Lang Learners	3		
Society and Civics			
1. HIST 0610 US History to 1877 Or HIST 0620 US History since 1877	3		
2. PSY 0260 Adolescent Development	3		
Science and Nature			
1. PSY 200 Intro to Psychology	3		
2. NATSC 0080 Integrated Sciences	3		
Follow Up WOK courses			
1. FDSED 1171 Educational Law	3		
2. PS 0206 American Political Process	3		

Educational Studies Courses—18 Credits	Cr	Gr	Trm
PSY 0230 Child Development	3		
EDPSY 0006 Into Educational Psy	3		
EDPSY 1021 Students w/ Special Needs	3		
EDPSY 1025 Inclusion Strategies (taken in UL)	3		
EDPSY 1121 Ed Assessment in Inclusive Class	3		
FDSED 0001 Hist/Phil of Education	3		

MAJOR REQUIREMENTS

Mathematics - 21 credits	Cr	Gr	Trm
Math 0002 College Algebra	3		
Math 0004 Pre-Calculus & Trigonometry	4		
Math 0080 Fundamentals of Modern Math	3		
Math 0221 Analytic Geom & Calculus 1	4		
Math 0231 Analytic Geom & Calculus 2	4		
Math 0401 Discrete Math Structures	3		

Required Related Courses – 9-11 credits	Cr	Gr	Trm
CS 0100 Perspectives in Computer Science	3		
CS 0015 & 0016 Intro to Programming or CS 0410 & 0411 Intro to CS Progr or Math 0241 Analytic Geom & Calculus 3 or Math 1012 Intro to Theor Mathematics or Math 1181 Linear Algebra	3-4		
Stat 1020 Social Statistics or Math 0212 Intro to Biostats or Stat 1040 Stats for Business & Econ	3-4		

Upper Level Courses

Required Upper Level Courses – 35 credits	Cr	Gr	Trm
MLED 1101 Read/Lang Arts for MLED	3		
MLED 1111 Field Practicum I	1		
MLED 1112 Field Practicum II	1		
MLED 1113 Field Practicum III	1		
MLED 1121 Math Methods for MLED	3		
MLED 1151 General Methods for MLED	3		
MLED 1170 Literacy in the Content Areas	3		
IT 1101 Instructional Technology	2		
IT 1171 Instr Tech in Math Education	2		
MLED 1191 Middle Level Student Teaching	14		
MLED 1195 Middle Level ST Seminar	2		

General Graduation Requirements	
Minimum Cumulative QPA	3.00
Minimum Core QPA	2.60

All Selected and Methods courses in the major must be completed with a C or higher and a 3.0 grade point average must be maintained.

UNIVERSITY OF PITTSBURGH JOHNSTOWN
MIDDLE LEVEL EDUCATION: Mathematics (126-128 credits)
Suggested Course Sequence

Freshman Year Fall Semester	16	Freshman Year Spring Semester	16
Psy 0200: Introduction to Psychology	3	Ed Psy 0006: Intro to Ed Psychology	3
Eng Comp 0005: Composition I	3	Geog 0810: Earth & People	3
Math 0071: Structure of Real Number System	3	Eng Comp 0006: Composition II	3
Math 0002: College Algebra	3	Math 0080: Fundamentals of Modern Math	3
Hist 0610 or 0620: American History	3	Math 0004: Pre-Calculus& Trigonometry	4
FDSed 0002: Intro to Education	1		

Sophomore Year Fall Semester	16	Sophomore Year Spring Semester	16
EngLit 0557: Intro to Literature for Adolescents	3	Math 0231: Calculus II	4
Math 0401: Discrete Mathematics	3	Psy 0260: Adolescent Development	3
Math 0221: Calculus I	4	Ed Psy 1021: Students with Special Needs	3
Fds Ed 0001: History/Philosophy of Ed	3	EngWrit 0050 OR 0053 OR 500 OR 521 OR 1130	3
Commrc 0052 Public Speaking	3	PS 0206: American Political Process	3

Junior Year Fall Semester	15-16	Junior Year Spring Semester	15-16
MLED 1121: Math Methods*	3	MLED 1151: Gen Meth for Middle**	3
IT 1101: Instructional Technology	2	MLED 1112: Field Practicum II	1
MLED 1101: Read/Lang Arts MLED*	3	IT 1171: Instr Tech in Math Educ**	2
MLED 1111: Field Practicum I	1	Upper Level Math course	3-4
CS 0100: Perspectives in Computer Sci*	3	EdPsy 1121: Educ Assess Includ Class	3
Nat Sc 0080: Integrated Sciences	3-4	Psy 0230: Child Development	3

Senior Year Fall Semester	16	Senior Year Spring Semester	16
MLED 1113: Field Practicum III	1	MLED 1191: Student Teaching	14
MLED 1170: Literacy in Content Areas	3	MLED 1195: Student Teaching Seminar	2
Fds Ed 1026: English Language Learners	3		
Fds Ed 1171: Educational Law	3		
Ed Psy 1025: Inclusion Strategies	3		
Statistics course	3		

* indicates offered in Fall semesters only

** indicates offered in Spring semesters only

Math 0221 is a pre-req for Math 0231.

Psy 0200 is a pre-req for Psy 0260 and 0230 and Ed Psy 0006.

Ed Psy 0006 is a pre-req for Ed Psy 1121.

Ed Psy 1021 is pre-req for Ed Psy 1025.

**Course Requirements for
Middle Level Education: Social Studies
(127-128 Credits)**

2020-21

Pitt ID: _____
 Name: _____
 Advisor: _____

University Orientation—1 Credit	Cr	Gr	Trm
FDSED 0002 Intro to Education	1		

Foundational Courses—12 Credits	Cr	Gr	Trm
EngCmp 0005 Composition I	3		
EngCmp 0006 Composition II	3		
Commrc 0052 Public Speaking	3		
Math 0071 Structure of Real Number System	3		

Worlds of Knowledge—30 Credits	Cr	Gr	Trm
Aesthetic and Creative Expression			
1. ENG LIT 0557 Intro to Liter for Adolescents	3		
2. ENG WRTG 0050, 0053, 0500, 0521	3		
Global History & Culture			
1. ANTHRO 0800 Intro to Cult Anthro	3		
2. *FDS ED 1026 English Lang Learners	3		
Society and Civics			
1. SOC 0100 Intro to Sociology	3		
2. PSY 260: Adolescent Development	3		
Science and Nature			
1. PSY 200: Intro to Psychology	3		
2. *NATSC 0080 Integrated Sciences	3		
Follow Up WOK courses			
1. PS 0206 American Political Process	3		
2. *FDSED 1171 Educational Law	3		

*Pending approval for WOK

Educational Studies Courses – 18 credits			
Psy 0230 Child Development	3		
FdsEd 0001 Hist/Phil of Education	3		
Ed Psy 0006 Intro to Ed Psych	3		
EdPsy 1021 Students w/Special Needs	3		
EdPsy 1025 Inclusion Strategies (taken in UL)	3		
EdPsy 1121 Educ Assessment Inc Class	3		

Additional Required Courses - 9-10 credits			
Math 0080 Fund of Modern Math	3		
Math 0002 College Algebra	3		
Select one of the following: Math 0004 Pre-Calc & Trig Math 0221 Analy Geom & Calculus I Math 0212 Intro to Biostats Stat 1040 Stats for Business & Econ Stat 1020 Social Statistics Science Elective	3-4		

COMPETENCIES

Social Sciences -24 credits			
Econ 0115 Intro to Macroeconomic Theory	3		
Geog 0810 Earth & People	3		
Geog 1160 Population Geography or Geog 1200 Environmental Geography	3		
Hist 0130 Western Civilization 2	3		
Hist 0610 US to 1877	3		
Hist 0620 US 1877 to Present	3		
PS 1215 American Presidency	3		
PS 1214 US Congress	3		

Upper Level Courses

Required Upper Level Courses – 33 credits			
MLED 1101 Read/Lang Arts for MLED	3		
MLED 1111 Field Practicum I	1		
MLED 1112 Field Practicum II	1		
MLED 1113 Field Practicum III	1		
MLED 1131 Soc Studies Methods for MLED	3		
MLED 1151 General Methods for MLED	3		
MLED 1170 Literacy in the Content Areas	3		
IT 1101 Instructional Technology	2		
MLED 1191 Middle Level Student Teach	14		
MLED 1195 Middle Level ST Seminar	2		

General Graduation Requirements	
Minimum Cumulative QPA	3.00
Minimum Core QPA	2.80

All Select and Methods courses in the major must be completed with a C or higher and a 3.0 grade point average must be maintained.

UNIVERSITY OF PITTSBURGH JOHNSTOWN
MIDDLE LEVEL EDUCATION: Social Studies (127-128 credits)
Suggested Course Sequence

Freshman Year Fall Semester	16	Freshman Year Spring Semester	18
Psy 0200: Introduction to Psychology	3	Ed Psy 0006: Intro to Ed Psychology	3
Eng Comp 0005: Composition I	3	Ed Psy 1021: Students With Special Needs	3
NatSci 0080: Integrated Sciences	3	Eng Comp 0006: Composition II	3
Math 0002: College Algebra	3	History 0620: American History to Present	3
History 0610: American History to 1877	3	PS 206: American Political Process	3
FDSed 0002: Intro to Education	1	Math 71: Structure of Real Number OR Math 0080: Fund of Modern Math	3

Sophomore Year Fall Semester	15	Sophomore Year Spring Semester	15-16
EngLit 0557: Literature for Adolescents	3	Math or Science Elective	3-4
Math 0071: Structure of Real Number OR Math 0080: Fund of Modern Math	3	Psy 0260: Adolescent Development	3
Fds Ed 0001: History/Philosophy of Education	3	EngWrit 0050 OR 0053 OR 500 OR 521 OR 1130	3
Commrc 0052: Public Speaking	3	History 0130: Western Civilization	3
Psy 0230: Child Development	3	Fds Ed 1026: English Language Learners	3

Junior Year Fall Semester	15	Junior Year Spring Semester	16
MLED 1131: Social Studies Methods	3	MLED 1151: General Methods for MLED	3
IT 1101: Instructional Technology	2	MLED 1112: Field Practicum II	1
Ed Psy 1025: Inclusion Strategies	3	Geog 1160 OR 1200	3
MLED 1111: Field Practicum I	1	PS 1214: US Congress	3
MLED 1101: Read/Lang Arts MLED	3	Ed Psy 1121: Educ. Assess Inclusive Classroom	3
Geog 810: Earth and People	3	Sociology 0100: Intro to Sociology	3

Senior Year Fall Semester	16	Senior Year Spring Semester	16
MLED 1113: Field Practicum III	1	MLED 1191: Student Teaching	14
MLED 1170: Literacy in Content Areas	3	MLED 1195: Student Teaching Seminar	2
Anth 0800: Cultural Anthropology	3		
Fds Ed 1171: Educational Law	3		
Econ 115: Intro to Macro Theory	3		
PS 1215: American Presidency	3		

PSY 200 is a pre-req for PSY 260 and EdPsy 0006
EdPsy 0006 is a pre-req for Ed Psy 1026 and 1121
EdPsy 1021 is a pre-req for Ed Psy 1025

**Course Requirements for
Middle Level Education: Science
(132-133 Credits)**

2020-21

Pitt ID: _____

Name: _____

Advisor: _____

University Orientation—1 Credit	Cr	Gr	Trm
FDSed 0002 Intro to Education	1		

Foundational Courses—12 Credits	Cr	Gr	Trm
EngCmp 0005 Composition I	3		
EngCmp 0006 Composition II	3		
Commrc 0052 Public Speaking	3		
Math 0071 Structure of Real Number System	3		

Worlds of Knowledge—30 Credits	Cr	Gr	Trm
Aesthetic and Creative Expression			
1. ENG LIT 0557 Intro to Liter for Adolescents	3		
2. ENG WRTG 0050, 0053, 0500, 0521	3		
Global History & Culture			
1. GEOG 0810 Earth and People	3		
2. FDSed 1026 English Lang Learners	3		
Society and Civics			
1. HIST 0610 US History to 1877 Or HIST 0620 US History since 1877	3		
2. PSY 260: Adolescent Development	3		
Science and Nature			
1. PSY 200: Intro to Psychology	3		
2. NATSC 0080 Integrated Sciences	3		
Follow Up WOK courses			
1. FDSed 1171 Educational Law	3		
2. PS 0206 American Political Process	3		

Educational Studies Courses – 18 credits	Cr	Gr	Trm
Psy 0230 Child Development	3		
FdsEd 0001 Hist/Phil of Education	3		
Ed Psy 0006 Intro to Ed Psych	3		
EdPsy 1021 Students w/Special Needs	3		
EdPsy 1025 Inclusion Strategies (taken in UL)	3		
EdPsy 1121 Educ Assessment Inc Class	3		

Required Math & Statistics Courses – 9-10 credits	Cr	Gr	Trm
Math 0080 Fundamentals of Modern Math	3		
Math 0002 College Algebra	3		
Select one of the following: Math 0004 Pre-Calc & Trig Math 0221 Analy Geom & Calculus I Math 0212 Intro to Biostats Stat 1040 Stats for Business & Econ Stat 1020 Social Statistics	3-4		

COMPETENCIES

Sciences - 29 credits	Cr	Gr	Trm
Biol 0110 General Biology 1	3		
Biol 0111 General Biology 1 Lab	1		
Biol 0120 General Biology 2	3		
Biol 0121 General Biology 2 Lab	1		
Biol 1515 General Ecology	3		
Biol 1615 General Ecology Lab	1		
Chem 0111 General Chemistry I	3		
Chem 0113 General Chemistry I Lab	1		
Geol 0010 Principles of Astronomy	4		
Geol 0015 Physical Geology	4		
Phys 0140 Intro to Physics 1	4		
Phys 0141 Intro to Physics 1 Lab	1		

Upper Level Courses

Required Upper Level Courses – 33 credits	Cr	Gr	Trm
MLED 1101 Read/Lang Arts for MLED	3		
MLED 1111 Field Practicum I	1		
MLED 1112 Field Practicum II	1		
MLED 1113 Field Practicum III	1		
MLED 1141 Science Methods for MLED	3		
MLED 1151 General Methods for MLED	3		
MLED 1170 Literacy in the Content Areas	3		
IT 1101 Instructional Technology	2		
MLED 1191 Middle Level Student Teach	14		
MLED 1195 Middle Level ST Seminar	2		

General Graduation Requirements	Cr
Minimum Cumulative QPA	3.00
Minimum Core QPA	2.60

All Select and Methods courses in the major must be completed with a C or higher and a 3.0 grade point average must be maintained.

UNIVERSITY OF PITTSBURGH JOHNSTOWN
MIDDLE LEVEL EDUCATION: Science (132 credits)
Suggested Course Sequence

Freshman Year Fall Semester	16	Freshman Year Spring Semester	16
Psy 0200: Introduction to Psychology	3	Ed Psy 0006: Intro to Ed Psychology	3
Eng Comp 0005: Composition I	3	Geog 0810: Earth & People	3
Math 0071: Structure of Real Number System	3	Eng Comp 0006: Composition II	3
Math 0002: College Algebra	3	Math 0080: Fundamentals of Modern Math	3
Nat Sc 0080: Integrated Sciences	3	Biol 0110: General Biology I	3
FdsEd 0002: Intro to Education	1	Biol 0111: General Biology I Lab	1

Sophomore Year Fall Semester	17	Sophomore Year Spring Semester	16
EngLit 0557: Intro to Literature for Adolescents	3	Geol 0015: Physical Geology	4
Chem 0111: General Chemistry I	3	Psy 0260: Adolescent Development	3
Chem 0113: General Chemistry I Lab	1	Ed Psy 1021: Students with Special Needs	3
Biol 0120: General Biology II	3	Hist 0610 or 0620: American History	3
Biol 0121: General Biology II Lab	1	EngWrit 0050 OR 0053 OR 500 OR 521 OR 1130	3
Commrc 0052 Public Speaking	3		
Fds Ed 0001: History/Philosophy of Ed	3		

Junior Year Fall Semester	17	Junior Year Spring Semester	17
MLED 1141 Science Methods*	3	MLED 1151: Gen Meth for Middle**	3
Phys 0140: Intro to Physics I	4	MLED 1112: Field Practicum II	1
Phys 0141: Intro to Physics I Lab	1	Psy 0230: Child Development	3
MLED 1101: Read/Lang Arts MLED*	3	Geology 0010: Principles of Astronomy	4
MLED 1111: Field Practicum I	1	PS 0206: American Political Process	3
IT 1101: Instructional Technology	2	EdPsy 1121: Educ Assess Includ Class	3
Fds Ed 1026: English Language Learners	3		

Senior Year Fall Semester	17-18	Senior Year Spring Semester	16
MLED 1113: Field Practicum III	1	MLED 1191: Student Teaching	14
MLED 1170: Literacy in Content Areas	3	MLED 1195: Student Teaching Seminar	2
Fds Ed 1171: Educational Law	3		
Ed Psy 1025: Inclusion Strategies	3		
Biol 1515: General Ecology	3		
Biol 1615: General Ecology Lab	1		
Mathematics or Statistics course	3-4		

* indicates offered in Fall semesters only

** indicates offered in Spring semesters only

Psy 0200 is a pre-req for Psy 0260 and 0230 and Ed Psy 0006.

Ed Psy 0006 is a pre-req for Ed Psy 1121.

Ed Psy 1021 is pre-req for Ed Psy 1025.

**Course Requirements for
Secondary Education: English (WOK)
128 Credits**

2020-21

University Orientation—1 Credit	Cr	Gr	Trm
FdsEd 0002: Intro to Education	1		

Foundational Courses—12 Credits	Cr	Gr	Trm
EngCmp 0005: Composition I	3		
EngCmp 0006: Composition II	3		
Commrc 0052: Public Speaking	3		
Math 0071: Structure of Real Number System	3		

Worlds of Knowledge—30 Credits	Cr	Gr	Trm
Aesthetic and Creative Expression			
1. Theatre 0053: Oral Interpretation of Lit	3		
2. Eng Lit 0055 British Literature I	3		
Global History & Culture			
1. Geog 0810: Earth & People	3		
2. FdsEd 1026: Eng. Lang. Learners	3		
Science and Nature			
1. Psy 0200: Intro to Psychology	3		
2. Nat Sci 0080: Integrated Sciences	3		
Society and Civics			
1. Hist 0610: US History to 1877 OR HIST 0620 US History since 1877	3		
2. Psy 0260: Adolescent Development	3		
Follow-Up			
1. Math 0080: Fund of Modern Math or Math 0002: College Algebra	3		
2. Fdsed 1171: Educational Law (Upper Level)	3		

Educational Studies Courses—15 Credits	Cr	Gr	Trm
EdPsy 0006: Into Educational Psy	3		
EdPsy 1021: Students w/Special Needs	3		
EdPsy 1025: Inclusion Strategies	3		
EdPsy 1121: Educ Assessment Inc Class	3		
FdsEd 0001: Hist/Phil of Education	3		

Required English Literature—33 Credits	Cr	Gr	Trm
Eng Lit 0056: British Lit II	3		
Select one of the following courses:	3		
Eng Lit 0351: Gender Studies OR Eng Lit 1381: World Literature in English			
Eng Lit 0574: American Literary I	3		
Eng Lit 0581: Intro to Shakespeare I	3		
Eng Lit 0575: American Lit II OR Eng Lit 1252: 20th Century American Lit	3		
Eng Lit 1021: Literary Criticism 2	3		
Eng Lit 1553: History of Eng. Lang.	3		
Eng Lit 1647: Literature for Adolescents OR Eng Lit 0557 Intro to Adol Literature	3		
Eng Lit 1000 Level Elective	3		
Eng Lit 1000 Level Elective	3		
Eng Lit 1912: Senior Seminar	3		

Writing Requirements—9 Credits	Cr	Gr	Trm
Eng Writ 1130: Grammar Review	3		
Select any two of the following courses:	6		
EngWrt 0050/0401, EngWrt 0053, EngWrt 0500, EngWrt 0521, EngWrt 0531, EngWrt 0541, EngWrt 1192 or Journalism 1132, 1133, 1134, 1135			

Upper Level Education Courses--28 Credits	Cr	Gr	Trm
IT 1101: Instructional Technology	2		
SCED 1144: English Methods I	3		
SCED 1145: English Methods II	3		
SCED 1146: English Pre-Stdnt Teach Pract	1		
SecED 1170: Literacy in Content Area	3		
SecED 1191: Student Teaching	14		
SecED 1195: Student Teaching Seminar	2		

General Graduation Requirements	
Minimum Cumulative QPA	3.00
Minimum Core QPA	2.80

**Bachelor of Arts in Secondary Education: Social Studies
w/ Bachelor of Arts in Political Science Strand –130 Credit**

All Select and Methods Courses in the major must be completed with a C or higher and a 3.0 grade point average must be maintain

UPJ Secondary Education English
Term by Term Schedule of Studies

Freshman Year Fall	16	Freshman Year Spring	18
FdsEd 0002: Intro to Education	1	Eng Cmp 0006: Composition II	3
Eng Cmp 0005: Composition I	3	Ed Psy 0006: Intro. To Ed. Psychology	3
PSY 0200: Introduction to Psychology	3	Ed Psy 1021: Students with Special Needs	3
EngLit 0055: British. Lit I	3	EngLit 0056: British. Lit II	3
Math 0071, Math 0080, or Math 0002 QR	3	Eng Lit choice [0085, 0361, or 1381]	3
NatSci 0080: Integrated Sciences	3	Geog: 0810 Earth and People	3

Sophomore Year Fall	18	Sophomore Year Spring	15
Hist 0610 or 0620	3	Psy 260: Adolescent Development	3
Fds Ed 0001: Hist and Phil of Education	3	FdsEd 1026: Eng. Language Learners	3
Math 0080, Math 0071, or Math 0002 (May choose EdPsy 1121 in spring instead.)	3	Commrc 0052: Public Speaking	3
Eng Lit 0574: Amer. Lit. I	3	Eng Lit 0575: Amer. Lit. II OR EngLit 1252 20 th Century American Lit	3
EngLit 0581: Shakespeare	3	Eng Wrt 1130: Grammar Review	3
Theatre 0053 (fall, every other year for each – 0053, even numbered yrs.;	3		

Junior Year Fall	17	Junior Year Spring	13
SCED 1144: English Methods I	3	SCED 1145: English Methods II	3
IT 1101: Instructional Technology	2	SCED 1146: English Education Pre-Student Teaching Practicum	1
EngLit Elective 1 *	3	EngLit 1021: Literary Criticism ~	3
Eng Wrt Course 1	3	EngLit 1647: Literature for Adolescents (Offered every other year, odd numbered years - spring term only) OR EngLit 0557 Intro to Lit for Adol	3
EngLit Elective 2 *	3	Ed Psych 1121: Educational Assessment for the Inclusive Classroom	3
EngLit 1553: History of English Language	3		

Senior Year Fall	15	Senior Year Spring	16
SCED 1170: Literacy in the Content Areas	3	SCED 1191: Student Teaching	14
EngLit 1912: Senior Seminar	3	SCED 1195: Student Teaching Seminar	2
Ed Psy 1025: Inclusion Strategies	3		
Eng Wrt Course 2	3		
FDSED 1171: Educational Law	3		

* Foreign literature in translation would be good for one elective. + Students are encouraged to take either EngWrt 0050 or 0500 (creative) for one course.
~EngLit 1021 is offered once each year in alternating term

Course Requirements for Secondary Education:

2020-21

Mathematics

130-131 Credits

Name: _____

Pitt ID: _____ Advisor: _____

University Orientation—1 Credit	Cr	Gr	Trm
FDSED 0002 Intro to Education	1		

Foundational Courses—13 Credits	Cr	Gr	Trm
EngCmp 0005: Composition I	3		
EngCmp 0006: Composition II	3		
Commrc 0052: Public Speaking	3		
Math 0004 PreCalculus & Trigonometry QR	4		

Worlds of Knowledge—27 Credits	Cr	Gr	Trm
Aesthetic and Creative Expression			
1. English Literature	3		
2. _____ (other than EngLit)	3		
Global History & Culture			
1. GEOG 0810 Earth and People	3		
2. FDS ED 1026 English Lang Learners	3		
Society and Civics			
1. HIST 0610 US History to 1877 Or HIST 0620 US History since 1877	3		
2. PSY 260: Adolescent Development	3		
Science and Nature			
1. PSY 200: Intro to Psychology	3		
2. CS 0100 Perspectives in Comp Sci	3		
Follow Up WOK courses			
1. FDSED 1171 Educational Law	3		
2. waiver			

Educational Studies Courses—15 Credits	Cr	Gr	Trm
EDPSY 0006 Into Educational Psy	3		
EDPSY 1021 Students w/ Special Needs	3		
EDPSY 1025 Inclusion Strategies (taken in UL)	3		
EDPSY 1121 Ed Assessment in Inclusive Class	3		
FDSED 0001 Hist/Phil of Education	3		

MAJOR REQUIREMENTS

Required Mathematics —37 Credits	Cr	Gr	Trm
Math 0080 Fundamentals of Modern Math	3		
Math 0221 Analytic Geometry & Calculus I	4		
Math 0231 Analytic Geometry & Calculus II	4		
Math 0241 Analytic Geometry & Calculus III	4		
Math 0401 Discrete Math Structures	3		
Math 1012 Intro to Theoretical Math	3		
Math 1117 History of Mathematics	3		
Math 1125 Abstract Algebra	3		
Math 1153 Intro to Prob & Stats I	3		
Math 1155 Intro to Statistical Inference	1		
Math 1181 Linear Algebra	3		
Math 1291 Topics in Geometry	3		

Required Computer Science - 4 cr.			
CS 0410 Intro to Comp Sci Programming	3		
CS 0411 Intro to Comp Sci Prog Lab	1		
Upper Level Mathematics - 3-4 cr.			
Math 1000 Level Elective or CS course	3-4		

Upper Level Education Courses -30 Credits	Cr	Gr	Trm
IT 1101 Instructional Technology	2		
IT 1171 Instructional Tech in Math Education	2		
SCED 1120 Math Methods 1	3		
SCED 1161 Math Methods 2	3		
SCED 1162 Pre-Stdnt Teach Practicum: Math	1		
SCED 1170 Literacy in Content Area	3		
SCED 1191 Student Teaching	14		
SCED 1195 Student Teaching Seminar	2		

General Graduation Requirements	
Minimum Cumulative GPA	3.00
Minimum Core GPA	2.60

All Selected and Methods courses in the major must be completed with a C or higher and a 3.0 grade point average must be maintained.

UPJ Secondary Education Mathematics
Suggested Course Sequence
(for students placing into Math 0221 in the first term)

<i>Fall Semester Freshman Year</i>	17	<i>Spring Semester Freshman Year</i>	17
FdsEd 0002: Intro to Education	1	EngCmp 0006: Comp II	3
EngCmp 0005: Comp I	3	Math 0231: Analytic Geo & Calculus II	4
CS 0100: Perspectives in Computer Sci*	3	Geog 0810: Earth and People OR Hist 0610/0620: American History	3
Math 0221: Analytic Geo & Calculus I	4	Ed Psy 0006: Intro to Educational Psych	3
Math 0401: Discrete Math *	3	CS 0410 Intro to Comp Sci Programming	3
Psy 0200: Intro to Psychology	3	CS 0411 Comp Sci Lab	1

<i>Fall Semester Sophomore Year</i>	16	<i>Spring Semester Sophomore Year</i>	15
Eng Lit (any course)	3	Math 1012: Intro to Theoretical Math **	3
Math 0241: Analytic Geo & Calculus III	4	Math 1181: Linear Algebra	3
Ed Psy 1021: Students with Special Needs	3	Math 0080 Fundamentals of Mod Math	3
Fds Ed 0001: History/Phil of Education	3	Fds Ed 1026: English Language Learners	3
CommrRC 0052: Public Speaking	3	Geog 0810: Earth and People OR Hist 0610/0620: American History	3

<i>Fall Semester Junior Year</i>	18	<i>Spring Semester Junior Year</i>	16
ScEd 1120: Mathematics Methods I *	3	ScEd 1121: Mathematics Methods II **	3
Math 0004: Pre-Calculus & Trigonometry	4	ScEd 1122: Pre-Student Tchng Field Pract**	1
IT 1101: Instructional Technology	2	IT 1171: Instr Tech in Math Education **	2
Math 1153: Intro to Probability & Stats I *	3	Math 1291: Topics in Geometry **	3
Math 1117: History of Mathematics *	3	Math 1155: Intro to Statistical Inference **	1
WOK elective: Aesthetic & Creative Expression	3	Ed Psy 1121 Ed Assessment for Inclusive Class	3
		Psy 0260: Adolescent Development	3

<i>Fall Semester Senior Year</i>	15-16	<i>Spring Semester Senior Year</i>	14
ScEd 1170: Literacy in Content Areas	3	ScEd 1191: Student Teaching in Sec School	12
Math 1125: Abstract Algebra *	3	ScEd 1195: SecEd Student Teaching Sem	2
Upper Mathematics or Comp Sci Elective	3-4		
Fds Ed 1171: Educational Law	3		
Ed Psy 1025: Inclusion Strategies	3		

* indicates offered in Fall semesters only

** indicates offered in Spring semesters only

Math 0221 is a pre-req for Math 0231. Math 0231 is a pre-req for Math 0241 and Math 1117.

Math 0241 is a pre-req for Math 1153 and 1181.

Math 0401 is a pre-req for Math 1012. Math 1012 is a pre-req for Math 1117, 1125, 1019, and 1291.

Psy 0200 is a pre-req for Psy 0260 and Ed Psy 0006.

Ed Psy 0006 is a pre-req for Ed Psy 1121.

Ed Psy 1021 is pre-req for Ed Psy 1025.

**UPJ Secondary Education Mathematics
Suggested Course Sequence**

(for students placing into Math 0004 in the first term)

<i>Fall Semester Freshman Year</i>	17	<i>Spring Semester Freshman Year</i>	17
FdsEd 0002: Intro to Education	1	EngCmp 0006: Comp II	3
EngCmp 0005: Comp I	3	Math 0221: Analytic Geo & Calculus I	4
CS 0100: Perspectives in Computer Sci*	3	Geog 0810: Earth and People OR Hist 0610/0620: American History	3
Math 0004: Pre-Calculus & Trigonometry	4	Ed Psy 0006: Intro to Educational Psych	3
Math 0401: Discrete Math *	3	CS 0411: Intro to Comp Sci Programming	3
Psy 0200: Intro to Psychology	3	CS 0410: Comp Sci Lab	1

<i>Fall Semester Sophomore Year</i>	16	<i>Spring Semester Sophomore Year</i>	16
Eng Lit (any course)	3	Math 1012: Intro to Theoretical Math **	3
Math 0231: Analytic Geo & Calculus II	4	Math 0241: Analytic Geo & Calculus III	4
Ed Psy 1021: Students with Special Needs	3	Psy 0260: Adolescent Development	3
Fds Ed 0001: History/Phil of Education	3	Fds Ed 1026: English Language Learners	3
Geog 0810: Earth and People OR Hist 0610/0620: American History	3	Math 0080 Fundamentals of Mod Math	3

<i>Fall Semester Junior Year</i>	17	<i>Spring Semester Junior Year</i>	16
ScEd 1120: Mathematics Methods I *	3	ScEd 1121: Mathematics Methods II **	3
IT 1101: Instructional Technology	2	ScEd 1122: Pre-Student Tchg Field Pract**	1
Math 1181: Linear Algebra	3	IT 1171: Instr Tech in Math Education **	2
Math 1153: Intro to Probability & Stats I *	3	Math 1291: Topics in Geometry **	3
Math 1117: History of Mathematics *	3	Math 1155: Intro to Statistical Inference **	1
CommRc 0052: Public Speaking	3	Ed Psy 1121: Ed Assessment in Inclusive Class	3
		WOK: Aesthetic & Creative Express elective	3

<i>Fall Semester Senior Year</i>	15-16	<i>Spring Semester Senior Year</i>	16
ScEd 1170: Literacy in Content Areas	3	ScEd 1191: Student Teaching in the Secondary School	14
Math 1125: Abstract Algebra *	3	ScEd 1195: SecEd Student Teaching Sem	2
Upper Mathematics or Comp Sci Elective	3-4		
Ed Psy 1025: Inclusion Strategies	3		
Fds Ed 1171: Educational Law	3		

* indicates offered in Fall semesters only

** indicates offered in Spring semesters only

Math 0221 is a pre-req for Math 0231.

Math 0231 is a pre-req for Math 0241 and Math 1117.

Math 0241 is a pre-req for Math 1153 and 1181.

Math 0401 is a pre-req for Math 1012.

Math 1012 is a pre-req for Math 1117, 1125, 1019, and 1291

Psy 0200 is a pre-req for Psy 0260 and Ed Psy 0006.

Ed Psy 0006 is a pre-req for Ed Psy 1121.

Ed Psy 1021 is pre-req for Ed Psy 1025.

**Course Requirements for
Secondary Education: Biology
128-129 credits**

2020-21

Pitt ID: _____

Name: _____

Advisor: _____

University Orientation—1 Credit	Cr	Gr	Trm
FDSED 0002 Intro to Education	1		

Foundational Courses—13 Credits	Cr	Gr	Trm
EngCmp 0005: Composition I	3		
EngCmp 0006: Composition II	3		
Commrc 0052: Public Speaking	3		
Math 0004 Pre Calc/Trig OR 0221 Calculus I	4		

Worlds of Knowledge—31 Credits	Cr	Gr	Trm
Aesthetic and Creative Expression			
1. English Literature	3		
2. _____ (other than Englit)	3		
Global History & Culture			
1. GEOG 0810 Earth and People	3		
2. FDS ED 1026 English Lang Learners	3		
Society and Civics			
1. HIST 0610 US History to 1877 Or HIST 0620 US History since 1877	3		
2. PSY 260: Adolescent Development	3		
Science and Nature			
1. PSY 200: Intro to Psychology	3		
2. Math 0231 Calculus II OR 0004 Pre Calc/Trig OR 0212 Bio Stats	4		
Follow Up WOK courses			
1. FDSED 1171 Educational Law	3		
2. NatSc 0080 Integrated Sciences	3		

Educational Studies Courses—15 Credits	Cr	Gr	Trm
EDPSY 0006 Into Educational Psy	3		
EDPSY 1021 Students w/ Special Needs	3		
EDPSY 1025 Inclusion Strategies (take in UL)	3		
EDPSY 1121 Ed Assessment in Inclusive Class	3		
FDSED 0001 Hist/Phil of Education	3		

Required Biology – 24 credits			
Biol 0110 General Biology 1	3		
Bio 0111 General Biology 1 Lab	1		
Biol 0120 General Biology 2	3		
Biol 0121 General Biology 2 lab	1		
Biol 0350 Genetics	4		
Two Upper Level Biology with Lab	8		
Biol 1515 General Ecology	3		
Biol 1615 General Ecology Lab	1		

Req Molecular Biology Elective 3-4 credits	Cr	Gr	Trm
Select one of the following:			
Biol 0360/361 Cell Biol & Lab OR	4		
Biol 1137 Molecular Genetics	3		

Required Science and Mathematics Courses - 13 credits			
Chem 0111 General Chemistry 1	3		
Chem 0113 General Chem 1 Lab	1		
Chem 0112 General Chemistry 2	3		
Chem 0114 General Chem 2 Lab	1		
Chem 0230 Fundamentals of Org Chem	4		
Chem 0235 Fundamentals of Org Chem Lab	1		

Upper Level Courses

Required Methods – 28 credits			
SCED 1164 Science Methods 1	3		
SCED 1165 Science Methods 2	3		
SCED 1166 Science Pre-Stdnt Teach Pract	1		
SCED 1170 Literacy in Content Area	3		
IT 1101 Instr. Tech for the 21 st Century	2		
SCED 1191 Student Teaching	14		
SCED 1195 SecEd Student Teaching Sem	2		

General Graduation Requirements	
Minimum Cumulative QPA	3.00
Minimum Core QPA	2.60

All Select and Methods Courses in the major must be completed with a C or higher and a 3.0 grade point average must be maintained.

UNIVERSITY OF PITTSBURGH AT JOHNSTOWN
SECONDARY EDUCATION: Biology (128-129 credits)
Suggested Course Sequence

Freshman Year Fall Semester	17	Freshman Year Spring Semester	17
FDS ED 0002 Intro to Education	1	Eng Comp 0006: Composition II	3
Eng Comp 0005: Composition I	3	Bio 0120: General Biology II	3
Bio 0110: General Biology I	3	Biol 0121: General Biology II Lab	1
Bio 0111: General Biology I Lab	1	Chem 0111: Gen. Chem. I	3
Psych 0200: Introduction to Psychology	3	Chem 0113: Gen Chem I Lab	1
Nat Sci 0080: Integrated Sciences	3	Ed Psy 0006: Intro to Educational Psych	3
History 0610 or 0620	3	Geog 0810: Earth and People	3
Sophomore Year Fall Semester	17	Sophomore Year Spring Semester	13-15
English Literature	3	Commrc 0052: Public Speaking	3
Fds Ed 0001: History/Philosophy of Ed	3	Psy 0260: Adolescent Development	3
Ed Psy 1021: Students with Special Needs	3	Math 0221 Calculus I	4
Bio 1515: General Ecology	3	Chem 0230: Fund. Organic Chem	4
Bio 1615: General Ecology Lab	1	Chem 0235: Fund. Organic Chem Lab	1
Chem 0112: Gen Chem II	4	OR (if above not offered):	
Chem 0114: Gen Chem II Lab	1	WOK: Aesthetic & Creative Expression elective	3
Junior Year Fall Semester	17	Junior Year Spring Semester	14
SCED 1164: Science Methods I*	3	SCED 1165: Science Methods II**	3
Upper level Biology with lab	4	SCED 1166: Science Pre-Student Teaching	1
BIO 0350: Genetics	4	Practicum**	
Math 0231: Calc 2	4	Upper level Biology with lab	4
IT 1101: Instructional Technology	2	Fds Ed 1026: English Language Learners	3
		WOK: Aesthetic & Creative Express elective	3
Senior Year Fall Semester	15-16	Senior Year Spring Semester	16
SCED 1170: Literacy in the Content Areas	3	SCED 1191: Student Teaching	14
Molecular Bio Elective	3-4	SCED 1195: Student Teaching Seminar	2
EDPSY 1025: Inclusion Strat (taken in UL)	3		
EDPSY 1121: Educ Assess for Inclusive	3		
FDS ED 1171: Educational Law	3		

* indicates offered in Fall semesters only

** indicates offered in Spring semesters only

Psy 0200 is a pre-req for Psy 0260 and Ed Psy 0006.

Ed Psy 0006 is a pre-req for Ed Psy 1121.

Ed Psy 1021 is pre-req for Ed Psy 1025.

Course Requirements for Secondary Education: Chemistry

2020-21

128 credits

Pitt ID: _____

Name: _____

Advisor: _____

University Orientation—1 Credit	Cr	Gr	Trm
FDSed 0002 Intro to Education	1		

Foundational Courses—13 Credits	Cr	Gr	Trm
EngCmp 0005: Composition I	3		
EngCmp 0006: Composition II	3		
Commrc 0052: Public Speaking	3		
Math 0221 Analytic Geom & Calculus I QR	4		

Worlds of Knowledge—31 Credits	Cr	Gr	Trm
Aesthetic and Creative Expression			
1. English Literature	3		
2. Other than Eng Lit	3		
Global History & Culture			
1. GEOG 0810 Earth and People	3		
2. FDS ED 1026 English Lang Learners	3		
Society and Civics			
1. HIST 0610 US History to 1877 Or HIST 0620 US History since 1877	3		
2. PSY 260: Adolescent Development	3		
Science and Nature			
1. PSY 200: Intro to Psychology	3		
2. Math 0231 Analytic Geom & Calc II	4		
Follow Up WOK courses			
1. FDSed 1171 Educational Law	3		
2. NatSc 0080 Integrated Sciences	3		

Educational Studies Courses – 15 credits			
FdsEd 0001 Hist/Phil of Education	3		
EdPsy 0006 Intro Educational Psychology	3		
EdPsy 1021 Students w/ Special Needs	3		
EdPsy 1025 Inclusion Strateg (taken in UL)	3		
EdPsy 1121 Educ Assessment Incl Class	3		

COMPETENCIES

Required Science - 10 credits	Cr	Gr	Trm
Phys 0140 OR 0150 Intro to Physics 1	4		
Phys 0141 OR 0150 Intro to Physics 1 Lab	1		
Phys 0142 OR 0152 Intro to Physics 2	4		
Phys 0143 OR 0153 Intro to Physics 2 Lab	1		

Required Chemistry -30 credits			
Chem 0111 General Chemistry 1	3		
Chem 0113 General Chem 1 Lab	1		
Chem 0112 General Chemistry 2	3		
Chem 0114 General Chem 2 Lab	1		
Chem 0231 Organic Chem 1	4		
Chem 0233 Organic Chem 1 Lab	1		
Chem 0232 Organic Chem 2	4		
Chem 0234 Organic Chem 2 Lab	1		
Chem 0325 Analytic Chem & Lab	4		
Chem 1131 Inorganic Chem	3		
Chem 1133 Synthesis and Charact Lab	1		
Chem 1327 Instrumental Analysis & Lab	4		

Upper Level Courses

Required Methods - 28 credits			
SCED 1164 Science Methods 1	3		
SCED 1165 Science Methods 2	3		
SCED 1166 Science Pre-Student Teach Prac	1		
SCED 1170 Literacy in Content Area	3		
IT 1101 Instr Technology for 21 st Century	2		
SCED 1191 Student Teaching	14		
SCED 1195 SecEd Student Teach Sem	2		

General Graduation Requirements	
Minimum Cumulative QPA	3.00
Minimum Core QPA	2.60

Bachelor of Science in Secondary Education: Chemistry – 128 Credits

All Select and Methods courses in the major must be completed with a C or higher and a 3.0 grade point average must be maintained.

**UNIVERSITY OF PITTSBURGH AT JOHNSTOWN
SECONDARY EDUCATION: Chemistry (128 credits)**

Suggested Course Sequence

Freshman Year Fall Semester	15	Freshman Year Spring Semester	17
Fds Ed 0002: Intro to Education	1	Eng Comp 0006: Composition II	3
EngCmp 0005: Composition I	3	Nat Sc 0080: Integrated Sciences	3
Chem 0111: Gen Chem I	3	Hist 0610 or 0620: American History	3
Chem 0113: Gen Chem I Lab	1	Chem 0112: Gen Chem II	3
Math 0221: Calc I	4	Chem 0114: Gen Chem II Lab	1
Psy 0200: Intro to Psychology	3	Math 0231: Calc II	4

Sophomore Year Fall Semester	16	Sophomore Year Spring Semester	16
Physics 0140 OR 0150: Intro to Physics I	4	CommRC 0052: Public Speaking	3
Physics 0141 OR 0151: Intro to Physics I Lab	1	Physics 0142 OR 0152: Intro to Physics II	4
Chem 0231: Organic Chem I	4	Physics 0143 OR 0153: Intro to Physics II Lab	1
Chem 0233: Organic Chem I Lab	1	Chem 0232: Organic Chem II	4
English Literature Requirement	3	Chem 0234: Organic Chem II Lab	1
Ed Psy 0006: Intro to Educational Psych	3	FdsEd 0001: History/Philosophy of Ed	3

Junior Year Fall Semester	18	Junior Year Spring Semester	15
SCED 1164: Science Methods I*	3	SCED 1165: Science Methods II**	3
Psy 0260: Adolescent Development	3	SCED 1166: Pre-Student Teaching Practicum**	1
Chem 0325: Analytical Chem with Lab	4	Chem 1131: Inorganic Chem	3
Ed Psy 1021: Students with Special Needs	3	Chem 1133: Synthesis and Charact Lab	1
Geog 0810: Earth and People	3	Chem 1327: Instrumental Analy with Lab	4
IT 1101: Instructional Technology	2	FdsEd 1026: English Language Learners	3

Senior Year Fall Semester	15	Senior Year Spring Semester	16
SCED 1170: Literacy in the Content Areas	3	SCED 1191: Student Teaching	14
Ed Psy 1121: Educ Assess for Includ Class	3	SCED 1195: Student Teaching Seminar	2
Ed Psy 1025: Inclusion Strategies	3		
Fds Ed 1171 Educational Law	3		
WOK: Aesthetic & Creative Express Elective	3		

* indicates offered in Fall semesters only

** indicates offered in Spring semesters only

Psy 0200 is a pre-req for Psy 0260 and Ed Psy 0006.

Ed Psy 0006 is a pre-req for Ed Psy 102 1121.

Ed Psy 1021 is pre-req for Ed Psy 1025.

**Course Requirements for
Secondary Education: Earth & Space
Science
125-130 credits**

2020-21

Pitt ID: _____

Name: _____

Advisor: _____

University Orientation—1 Credit	Cr	Gr	Trm
FDSED 0002 Intro to Education	1		

Foundational Courses—12-13 Credits	Cr	Gr	Trm
EngCmp 0005: Composition I	3		
EngCmp 0006: Composition II	3		
Commrc 0052: Public Speaking	3		
Math 0002 or 0004 or 0221 QR	3-4		

Worlds of Knowledge—30-31 Credits	Cr	Gr	Trm
Aesthetic and Creative Expression			
1. English Literature	3		
2. _____ (other than Englit)	3		
Global History & Culture			
1. GEOG 0810 Earth and People	3		
2. FDS ED 1026 English Lang Learners	3		
Society and Civics			
1. HIST 0610 US History to 1877 or HIST 0620 US History since 1877	3		
2. PSY 260: Adolescent Development	3		
Science and Nature			
1. PSY 200: Intro to Psychology	3		
2. Math 0004 or 00071 or 0080	3-4		
Follow Up WOK courses			
1. FDSED 1171 Educational Law	3		
2. NatSc 0080 Integrated Sciences	3		

Educational Studies Courses – 15 credits			
FdsEd 0001 Hist/Phil of Education	3		
EdPsy 0006 Intro to Educational Psych	3		
EdPsy 1021 Students w/ Special Needs	3		
EdPsy 1025 Inclusion Strategies (take in UL)	3		
EdPsy 1121 Educ Assessment Incl Class	3		

Required Sciences- 8 credits			
Chem 0111 General Chemistry 1	3		
Chem 0113 General Chem 1 Lab	1		
Chem 0112 General Chemistry 2	3		
Chem 0114 General Chem 2 Lab	1		

COMPETENCIES

Required Geology - 22 credits			
Geol 0010 Principles of Astronomy	4		
Geol 0015 Physical Geology	4		
Geol 0024 Meteorology	4		
Geol 0061 Historical Geology	4		
Geol 0083 Oceanography	3		
Geol 0086 Environmental Geology	3		

Geology Electives – 9-12 credits			
Any 3 Upper level Geol EXCEPT Geol 1108			
	3-4		
	3-4		
	3-4		

Upper Level Courses – 28 credits			
SCED 1164 Science Methods 1	3		
SCED 1165 Science Methods 2	3		
SCED 1166 Pre-Stdnt Teaching Pract: Science	1		
SCED 1170 Literacy in Content Area	3		
IT 1101 Instr Technology for 21 st Century	2		
SCED 1191 Student Teaching	14		
SCED 1195 SecEd Student Teaching Sem	2		

General Graduation Requirements	
Minimum Cumulative QPA	3.00
Minimum Core QPA	2.60

All Select and Methods courses in the major must be completed with a C or higher and a 3.0 grade point average must be maintained.

UNIVERSITY OF PITTSBURGH AT JOHNSTOWN
SECONDARY EDUCATION: Earth & Space Science (125-130 credits)
Suggested Course Sequence

Freshman Year Fall Semester	17	Freshman Year Spring Semester	16- 17
Fds Ed 0002: Intro to Education	1	Ed Psy 0006: Intro. to Ed. Psychology	3
Psy 0200: Introduction to Psychology	3	Fds Ed 0001: Hist/Phil of Ed	3
Eng Comp 0005: Composition I	3	Eng Comp 0006: Composition II	3
Geol 0015: Physical Geology with Lab	4	Geol 0061: Historical Geology OR Geol 0010: Principles of Astronomy	4
Nat Sci 0080: Integrated Sciences	3	Math 0004 PreCalc & Trigonometry	4
Hist 0610 or 0620: U.S. History	3		

Sophomore Year Fall Semester	15	Sophomore Year Spring Semester	17
Geol 0024 Meteorology	4	Required Geology (0083 OR 0086)	3
English Literature	3	Geol 0061: Historical Geology OR Geol 0010: Principles of Astronomy	4
Math 0004 Pre Calc/Trig OR Math 0221 Anal Geo & Calculus 1	4	Chem 0112 and 0114: Chem II and Lab	4
Chem 0111 and 0113: Chem I and Lab	4	Psych 0260: Adolescent Development	3
		Commrc 0052: Public Speaking	3

Junior Year Fall Semester	15- 16	Junior Year Spring Semester	15- 16
SCED 1164 Science Methods I*	3	SCED 1165: Science Methods II**	3
Required Geology (0083 OR 0086)	3	SCED 1166: Science Pre-Student Teaching Practicum**	1
Upper Level Geology Elective	3-4	Upper Level Geology Elective	3-4
Ed Psy 1021: Students with Special Needs	3	IT 1101: Instr Technology for 21 st Century	2
Fds Ed 1026: Eng. Language Learners	3	Ed Psy 1121: Ed Assessment	3
		Geog 0810 Earth and People	3

Senior Year Fall Semester	15- 16	Senior Year Spring Semester	16
SCED 1170: Literacy in Content Areas	3	SCED 1191: Student Teaching	14
Ed Psy 1025: Inclusion Strategies	3	SCED 1195: Student Teaching Seminar	2
Upper Level Geology Elective	3-4		
Fds Ed 1171: Educational Law	3		
WOK: Aesthetic & Creative Express elective	3		

* indicates offered in Fall semesters only

** indicates offered in Spring semesters only

Psy 0200 is a pre-req for Psy 0260 and Ed Psy 0006.

Ed Psy 0006 is a pre-req for Ed Psy1121.

Ed Psy 1021 is pre-req for Ed Psy 1025.

Bachelor of Science in Secondary Education: General Science

Complete this program **in conjunction** with Secondary Ed Chemistry, Biology OR Earth & Space

Pitt ID: _____ Name: _____
Advisor: _____

SCED **CHEMISTRY** WITH GENERAL SCIENCE

REQUIREMENTS			
	Cr	Gr	Trm
Biology 0110/111 General Bio 1 with Lab	4		
Choose ONE 4-credit Biology Elective	4		
Choose TWO 3-credit Geology Electives	6		

SCED **BIOLOGY** WITH GENERAL SCIENCE

REQUIREMENTS			
	Cr	Cr	Trm
Physics 0140/0141: Intro to Physics & Lab	5		
Choose TWO Chem with Lab Courses	10		
Choose TWO 3-credit Geology Electives	6		

SCED **EARTH & SPACE** WITH GENERAL SCIENCE

REQUIREMENTS			
	Cr	Gr	Trm
Physics 0140/0141: Intro to Physics & Lab	5		
Biology 110/0111: General Bio 1 & Lab	4		
Choose ONE Biology with Lab Elective	4		
Choose TWO Chem with Lab Courses	10		

All Select and Methods Courses in the major must be completed with a C or higher and a 3.0 grade point average must be maintained.

**Course Requirements for
Secondary Education: Social Studies
(Geography Strand) WOK 128 Credits**

2020-21

Pitt ID: _____
Name: _____
Advisor: _____

University Orientation—1 Credit				Cr	Gr	Trm
Fdsed 0002 Intro to Education	1					

Foundational Courses—12 Credits				Cr	Gr	Trm
EngCmp 0005 Composition I	3					
EngCmp 0006 Composition II	3					
Commrc 0052 Public Speaking	3					
Math 0002 or 0071 or 0080 QR	3					

Worlds of Knowledge—30 Credits				Cr	Gr	Trm
Aesthetic and Creative Expression						
1. English Literature	3					
2. (other than Eng Lit)	3					
Global History & Culture						
1. Anthro 0800 Intro to Cult Anthro	3					
2. FdsEd 1026: Eng. Lang. Learners	3					
Science and Nature						
1. Psy 200: Intro to Psychology	3					
2. Natsci 0080: Integrated Science	3					
Society & Civics						
1. History 0620 or 0610: US 1877 to Present	3					
2. Psy 0260 Adolescent Development	3					
Follow-Up						
1. FdSED 1171 Educational Law	3					
2. Math 0002 OR 0071 OR 0080	3					

Educational Studies Courses—15 Credits				Cr	Gr	Trm
FdsEd 0001 Hist/Phil of Education	3					
EdPsy 0006 Into Educational Psy	3					
EdPsy 1021 Students w/Special Needs	3					
EdPsy 1121 Educational Assessment for Inc	3					
EdPsy 1025 Inclusion Strategies	3					

Required Geography—21 Credits				Cr	Gr	Trm
Geog 0100 Economic Geography	3					
Geog 0210 Physical Geography	3					
Geog 0420 Into to Cartography	3					
Geog 0810 Earth & People	3					
Geog 0610 Urban Development	3					
Geog 0110 World Resources	3					
Geog 0310 Geography of US	3					

Geography Electives—9 Credits				Cr	Gr	Trm
Geog	3					
Geog	3					
Geog	3					

Social Science Courses—12 Credits				Cr	Gr	Trm
Any Econ Course	3					
Soc 100: Intro to Sociology	3					
Soc 300: Social Research Methods	3					
PS 0206 American Political Processes	3					

Upper Level Education Courses

Required Courses—28 Credits				Cr	Gr	Trm
IT 1101: Instructional Technology	2					
SecED 1160 Social Studies Methods 1	3					
SecED 1161 Social Studies Methods 2	3					
SecED 1162 SocSci Pre-Stdnt Teach Pract	1					
SecED 1170 Literacy in Content Area	3					
SecED 1191 Student Teaching	14					
SecED 1195 Student Teaching Seminar	2					

General Graduation Requirements				Cr	Gr	Trm
Minimum Cumulative QPA				3.00		
Minimum Core QPA				2.80		

Bachelor of Arts in Secondary Education: Social Sciences w/
Bachelor of Arts Geography --128 Credits

All Select and Methods courses in the major must be completed with a C or higher and a 3.0 grade point average must be maintained

UNIVERSITY OF PITTSBURGH AT JOHNSTOWN
SECONDARY EDUCATION: Social Studies (128 credits)
Geography Strand
Suggested Course Sequence

Freshman Year Fall Semester	16	Freshman Year Spring Semester	15
FDSED 0002: Intro to Education	1	Ed Psy 0006: Intro to Ed Psychology	3
PSY 0200: Introduction to Psychology	3	Ed Psy 1021: Students with Special Needs	3
Eng Comp 0005: Composition I	3	Geography 0210: Physical Geography	3
Geog 0810: Earth and People	3	PS 0206: American Political Process	3
Math 0002 OR 0071 OR 0080 QR	3	Eng Comp 0006: Composition II	3
Hist 0620 OR 0610 US 1877 to Present	3		

Sophomore Year Fall Semester	15	Sophomore Year Spring Semester	18
EngLit (select)	3	FdsEd 1026: English Language Learners	3
Fdsed 0001: History/Philosophy of Education	3	Natsci 0080: Integrated Science	3
Geog 0420: Intro to Cartography	3	Any Econ Course	3
Commrc 0052: Public Speaking	3	Geog 0610: Urban Development	3
Anthro 0800: Intro to Cult Anthropology	3	Math 0002 OR 0071 OR 0080	3
		Sociology 0100: Intro to Sociology	3

Junior Year Fall Semester	17	Junior Year Spring Semester	16
SCED 1160: Social Studies Methods I	3	SCED 1161: Social Studies Methods II	3
IT 1101: Instructional Technology	2	SCED 1162: Social Studies Education Pre-Student Teaching Practicum	1
Geog Elective (select)	3	Ed Psy 1121: Educ. Assessment Inclusive Classroom	3
Geog 0100: Economic Geography	3	Geog 0310: Geography of US	3
Geog 0110: World Resources	3	Soc 0300: Social Research Methods	3
Aesthetic and Creative Expression	3	Psy 0260: Adolescent Development	3

Senior Year Fall Semester	15	Senior Year Spring Semester	16
SCED 1170: Literacy in the Content Areas	3	SCED 1191: Student Teaching	14
Geography Elective (SELECT)	3	SCED 1195: Student Teaching Seminar	2
Geography Elective (SELECT)	3		
Ed Psy 1025 Inclusion Strategies	3		
Fdsed 1171: Educational Law	3		

**Course Requirements for Secondary Education:
Social Studies (WOK) (History Strand) 128 Credits**

2020-21

Name: _____ Pitt ID: _____

Advisor: _____

COMPETENCIES

University Orientation—1 Credit	Cr	Gr	Trm
FDSED 0002 Intro to Education	1		

Foundational Courses—12 Credits	Cr	Gr	Trm
EngCmp 0005: Composition I	3		
EngCmp 0006: Composition II	3		
Commrc 0052: Public Speaking	3		
Math 0002 or 0071 or 0080 QR	3		

Worlds of Knowledge—30 Credits	Cr	Gr	Trm
Aesthetic and Creative Expression			
1. English Literature	3		
2. (other than Eng Lit)	3		
Global History & Culture			
1. Geog 810: Earth and People	3		
2. FdsEd 1026: Eng. Lang. Learners	3		
Science and Nature			
1. Psy 200: Intro to Psychology	3		
2. NatSci 0080: Integrated Science	3		
Society and Civics			
1. Psy 260: Adolescent Development	3		
2. Sociology 100: Intro to Sociology	3		
Follow-Up			
1. Math 0002 OR 0071 OR 0080	3		
2. Fdsed 1171 Educational Law (Upper Level)	3		

Educational Studies Courses—15 Credits	Cr	Gr	Trm
EdPsy 0006 Into Educational Psy	3		
EdPsy 1012 Students w/ Special Needs	3		
Edpsy 1121 Educational Assessment for Inc.	3		
EdPsy 1025 Inclusion Strategies	3		
FdsEd 0001 Hist/Phil of Education	3		

MAJOR REQUIREMENTS

Required History—21 Credits	Cr	Gr	Trm
Hist 0120 Western Civilization 1	3		
Hist 0130 Western Civilization 2	3		
Hist 0424 Classical East Asia	3		
OR Hist 0425 Modern East Asia			
Hist 0610 US to 1877	3		
Hist 0620 US 1877 to Present	3		
Hist 750 Hist. Methods and Theories	3		
Hist 1002 Wtg Seminar to Majors	3		

Social Science Courses—21 Credits	Cr	Gr	Trm
American History (1000 + level)	3		
European History (1000 + level)	3		
Non-western History (1000 + level)	3		
Any 1000 + level History elective	3		
Anth 800: Intro to Cult. Anthropology	3		
PS 206: American Political Process	3		
Any Econ Course	3		

Upper Level Education Courses—28 Credits	Cr	Gr	Trm
IT 1101: Instructional Technology	2		
SecED 1160 Social Studies Methods 1	3		
SecED 1161 Social Studies Methods 2	3		
SecED 1162 SocSci Pre-Stdnt Teach Pract	1		
SecED 1170 Literacy in Content Area	3		
SecED 1191 Student Teaching	14		
SecED 1195 Student Teaching Seminar	2		

General Graduation Requirements
Minimum Cumulative QPA 3.00
Minimum Core QPA 2.80

All Select and Methods courses in the major must be completed with a C or higher and a 3.0 grade point average must be maintained.

UNIVERSITY OF PITTSBURGH AT JOHNSTOWN
SECONDARY EDUCATION: Social Studies (128 credits)
History Strand Suggested Course Sequence

Freshman Year Fall Semester	16	Freshman Year Spring Semester	15
FSDED 0002: Intro to Education	1	Ed Psy 0006: Intro to Ed Psychology	3
PSY 0200: Introduction to Psychology	3	Ed Psy 1021: Students with Special Needs	3
Eng Comp 0005: Composition I	3	Eng Comp 0006: Composition II	3
HIST 610: American History to 1877	3	Hist 0620: American History 1877-Present	3
Math 0002 OR 0071 OR 0080	3	PS 0206: American Political Process	3
Natsci 0080: Integrated Sciences	3		

Sophomore Year Fall Semester	15	Sophomore Year Spring Semester	18
Fds Ed 0001: History/Philosophy of Education	3	History 0130: Western Civ II	3
Commrc 0052: Public Speaking	3	Anthro 0800: Intro to Cult. Anthro	3
History 0120: Western Civ I	3	Psy 0260: Adolescent Development	3
FdsEd 1026: English Language Learners	3	Math 0002 OR Math 071 OR Math 0080	3
English Lit	3	History Elective 1 (1000 or above)	3
		Any Econ Course	3

Junior Year Fall Semester	17	Junior Year Spring Semester	16
SECED 1160: Social Studies Methods I	3	SECED 1161: Social Studies Methods II	3
IT 1101: Instructional Technology	2	SECED 1162: Social Studies Education Pre-Student Teaching Practicum	1
Sociology 100: Intro to Sociology	3	Ed Psy 1121: Educ. Assessment Inclusive Classroom	3
History Elective 2 (1000 or above)	3	History 750: Hist. Research Methods	3
History 0424 Class East Asia OR History 0425 Mod. East Asia	3	History Elective 3 (1000 or above)	3
Aesthetic and Creative Expression	3	Geog 810: Earth and People	3

Senior Year Fall Semester	18	Senior Year Spring Semester	16
Hist 1002: Writing Seminar for Majors	3	SECED 1191: Student Teaching	14
SECED 1170: Literacy in Content Areas	3	SECED 1195: Student Teaching Seminar	2
History Elective 4 (1000 or above)	3		
Ed Psy 1025: Inclusion Strategies			
FDSED 1171: Educational Law	3		

- Psy 0200 is a pre-req for Psy 0260 and Ed Psy 0006.
- Ed Psy 0006 is a pre-req for Ed Psy 1026 and 1121.
- Ed Psy 1021 is pre-req for Ed Psy 1025.

**Course Requirements for
Secondary Education: Social Studies
Political Science Strand WOK
128 Credits**

2020-21

Pitt ID: _____
Name: _____
Advisor: _____

COMPETENCIES

University Orientation –1 Credit			
	Cr	Gr	Trm
FDSED 0002 Introduction to Education	1		

Foundational Courses—12 Credits			
EngCmp 0005: Composition I	3		
EngCmp 0006: Composition II	3		
Commrc 0052: Public Speaking	3		
Math 0002 or 0071 or 0080 QR	3		

Worlds of Knowledge—30 Credits			
	Cr	Gr	Trm
Aesthetic and Creative Expression			
1. English Literature	3		
2. (other than Eng Lit)	3		
Global History & Culture			
1. Geog 0810: Earth and People	3		
2. FdsEd 1026: Eng. Lang. Learners	3		
Science and Nature			
1. Psy 200: Intro to Psychology	3		
2. Natsci 0080: Integrated Science	3		
Society and Civics			
1. Sociology 0100: Intro to Sociology	3		
2. Psy 260: Adolescent Development	3		
Follow-Up			
1. Math 0002 OR 0071 OR 0080	3		
2. Fdsed 1171 Educational Law (Upper Level)*	3		

Educational Studies Courses—15 Credits			
EdPsy 0006 Into Educational Psy	3		
EdPsy 1021 Students w/Special Needs	3		
EdPsy 1025 Inclusion Strategies	3		
EdPsy 1121 Educ Assessment Inc Class	3		
FdsEd 0001 Hist/Phil of Education	3		

Social Science Courses—12 Credits			
Anth 0800 Intro to Cultural Anthropology	3		
Hist 0610 US History to 1887 OR Hist 0620 US History 1877-Present	3		
Any Econ Course	3		
Soc 0300 Social Research Methods	3		

COMPETENCIES

Required Political Science—21 Credits			
	Cr	Gr	Trm
PS 0206 American Political Process	3		
PS 1214 U.S. Congress	3		
PS 1215 American Presidency	3		
PS 1700 Political Science Research	3		
PS 0210 National Policymaking	3		
PS 0302 Comparative Politics	3		
Ps 0501 World Politics	3		

Political Science Electives—9 Credits			
(Select any 3 PS courses-2 must be 1000 level)			
PS	3		
PS	3		
PS	3		

Upper Level Education Courses--28 Credits			
	Cr	Gr	Trm
IT 1101: Instructional Technology	2		
SecED 1160 Social Studies Methods 1	3		
SecED 1161 Social Studies Methods 2	3		
SecED 1162 SocSci Pre-Stdnt Teach Pract	1		
SecED 1170 Literacy in Content Area	3		
SecED 1191 Student Teaching	14		
SecED 1195 Student Teaching Seminar	2		

General Graduation Requirements			
Minimum Cumulative QPA		3.00	
Minimum Core QPA		2.80	

All Select and Methods Courses in the major must be completed with a C or higher and a 3.0 grade point average must be maintained.

UNIVERSITY OF PITTSBURGH AT JOHNSTOWN
SECONDARY EDUCATION: Social Studies (128 credits)
Political Science Strand
Suggested Course Sequence

Freshman Year Fall Semester	16	Freshman Year Spring Semester	18
Fdsed 0002: Intro to Education	1	English Comp 0006: Comp II	3
PSY 0200: Introduction to Psychology	3	Ed Psy 0006: Intro to Ed. Psychology	3
Eng Comp 0005: Composition I	3	Ed Psy 1021: Students with Special Needs	3
PS 0206: American Political Process Required	3	PS 1214 U.S. Congress	3
Math 0002 OR Math 0071 OR Math 0080	3	Soc. 0100: Intro. To Sociology	3
History 0610: US to 1877 OR History 0620: 1877 to present	3	Geog 0810: Earth and People	3

Sophomore Year Fall Semester	15	Sophomore Year Spring Semester	15
EnglishLit	3	Ed Psy 0260: Adolescent Development	3
PS 1215 American Presidency	3	Math 0002 OR 0071 OR 0080	3
Commrc 0052: Public Speaking	3	FdsEd 1026 English Language Learners	3
Fds Ed 0001: History/Philosophy of Education	3	Anthro 0800: Intro to Cult. Anthropology	3
NatSci 0080: Integrated Science	3	PS 0302 Comparative Politics	3

Junior Year Fall Semester	17	Junior Year Spring Semester	16
SCED 1160: Social Studies Methods I	3	SCED 1161: Social Studies Methods II	3
IT 1101: Instructional Technology	2	SCED 1162: Social Studies Education Pre-Student Teaching Practicum	1
Ed Psy 1121: Educ. Assessment Inclusive Classroom	3	Any Econ Course	3
PS 0501 World Politics	3	Political Science Elective (1000+)	3
PS 0210 National Policy	3	Political Science Elective (1000+)	3
Psy 0260 Adolescent Development	3	Aesthetic and Creative Expression	3

Senior Year Fall Semester	15	Senior Year Spring Semester	16
PS 1700: Political Science Research	3	SCED 1191: Student Teaching	14
SCED 1170: Literacy in Content Areas	3	SCED 1195: Student Teaching Seminar	2
Political Science Elective (1000+)	3		
Fdsed 1171: Educational Law	3		
Ed Psy 1025 Inclusion Strategies	3		

Psy 0200 is a pre-req for Psy 0260 and Ed Psy 0006.
 Ed Psy 0006 is a pre-req for Ed Psy 1026 and 1121.
 Ed Psy 1021 is pre-req for Ed Psy 1025.

ESL Program Specialist Certificate

Complete this program **in conjunction** with any other approved certification program.

Name: _____ Pitt ID: _____

Advisor: _____

REQUIREMENTS			
	Cr	Gr	Trm
FdsEd 1026 English Language Learners	3		
FdsEd 1036 Foundations of ELL Inst	3		
FdsEd 1046 Contexts for Tchg/Learning Eng	3		
FdsEd 1056 Lang Acquis/Develop of ELL	3		
FdsEd 1066 Curric/Assess for ESL Prog Spec	3		

Integrative STEM Endorsement Certificate Program

University of Pittsburgh at Johnstown

Complete this program **in conjunction** with any other approved certification program.

The goal of the program is to complete concurrently within four years, and awarded in conjunction with teacher certification.

Name: _____ Pitt ID: _____

Major program: _____ Advisor: _____

REQUIREMENTS			
Required Courses	Cr	Gr	Trm
EDUC 0100 Intro to STEM Education	3		
EDUC 0150 STEM Education Methods	3		
EDUC 0310 STEM Education Practicum	2		
EDUC 0330 STEM Professional Development	3		

University of Pittsburgh-Johnstown

Education Division Program Handbook Signature Page

Program Policies and Procedures

I have received a copy of the Education Division's Program Handbook and understand that it is my responsibility to read and adhere to the policies and procedures outlined in the Handbook. I understand my responsibility to adhere to the course sequence as indicated.

Please initial to indicate you have read and understood the following:

_____ I understand that I must meet all pre-education requirements before applying to Upper Level Education Courses.

_____ I understand that I must maintain a cumulative GPA of B or greater throughout my program of study.

_____ I understand I must meet all state clearances and application requirements before beginning Student Teaching and that if my arrest/conviction status changes, I must update the Division.

_____ I understand that I must meet the standards of the Education Division's Candidate Learning Framework and/ or (academic standards) for program completion.

_____ I understand that as a graduate of the Education Division, I am expected to participate in alumni surveys.

_____ I understand that the policies of the Division are contingent and may change in accordance with University or Pennsylvania Department of Education Policies or best practices within the field.

_____ I understand that this signature page will be placed in my student file.

Professional Code of Conduct

I have received a copy of the Pennsylvania Professional Educator's Code of Conduct (included in the Program Handbook). I understand my responsibility to develop and maintain professional behaviors and dispositions that are associated with career professionals in education. I also understand that my development toward the acquisition and maintenance of such professional behaviors and dispositions will be part of the Education Division's assessment process.

_____ Signature

_____ Name (Print)

_____ Date

Notes: