



Program Handbook 2017-2018

Undergraduate Secondary Programs

- Secondary Biology (grades 7-12)
- Business, Computer and Information Technology - BCIT (grades K-12)
- Secondary English (grades 7-12)
- Secondary English with Communication (grades 7-12)
- Secondary Mathematics (grades 7-12)
- Secondary Social Studies (grades 7-12)



Practitioner Scholar
Teaching - Research - Service - Reflection

| | |
|---|---|
| <p>Domain 1: Planning and Preparation (Teaching, Reflection, Research)</p> <ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Setting Instructional Outcomes 1d. Demonstrating Knowledge of Resources 1e. Designing Coherent Instruction 1f. Designing Student Assessments | <p>Domain 3: Instruction (Teaching, Reflection)</p> <ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness |
| <p>Domain 2: Classroom Environment (Teaching, Reflection, Service)</p> <ul style="list-style-type: none"> 2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Learning 2c. Managing Classroom Procedures 2d. Managing Student Behavior 2e. Organizing Physical Space 2f. Showing Professionalism | <p>Domain 4: Professional Responsibilities (Teaching, Reflection, Research, Service)</p> <ul style="list-style-type: none"> 4a. Reflecting on teaching 4b. Maintaining Accurate Records 4c. Communicating with Families 4d. Participating in a Professional Community 4e. Growing and Developing Professionally |



Council for the
Accreditation of
Educator Preparation

Practitioner-Scholar Model reflected in Danielson Domains

Program Coordinators:

- Dr. Richard Fuller**, Business, Computer & Information Technology Education (BCIT)
- Dr. Matt Maurer**, Secondary Biology/Science
- Dr. Carianne Bernadowski**, Secondary English & Communications
- Dr. Greg Holdan**, Secondary Mathematics
- Dr. Soren Fanning**, Secondary Social Studies

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Table of Contents

| | |
|---|----|
| Education Department Faculty and Staff Contact Information | 5 |
| Robert Morris University Faculty and Staff Contact Information | 7 |
| RMU Campus Facilities Contact Information | 8 |
| FALL 2017 SEMESTER – ACADEMIC CALENDAR | 9 |
| SPRING 2018 SEMESTER – ACADEMIC CALENDAR..... | 10 |
| Missions Statements and University Core Values | 11 |
| University Registration Procedures | 12 |
| Application for Graduation | 12 |
| Services for Students with Disabilities..... | 12 |
| Center for Student Success - Services and Resources | 12 |
| Public Safety | 12 |
| Student Athletes | 13 |
| Course Attendance..... | 13 |
| The Tutoring Center | 13 |
| The Writing Center | 13 |
| RMU Counseling Center..... | 14 |
| Early Intervention Referral On-Line Form..... | 14 |
| Military Deployment Policy | 14 |
| International Student Services..... | 15 |
| Robert Morris University Code of Student Conduct | 16 |
| University Academic Integrity..... | 18 |
| Consequences for Academic Dishonesty | 18 |
| Education Department Program Accreditation | 19 |
| Department Advisement Procedures | 20 |
| Education Coursework, Requirements, and Policies | 21 |
| Field Experiences, Pre-Student Teaching, and Student Teaching | 23 |
| International Student Teaching Procedures and Policy | 24 |
| LiveText | 25 |
| <i>Example: e-Portfolio Live Text Template</i> | 25 |
| Appendix A – Undergraduate Teacher Education Progress Process (TEPP)..... | 27 |

| | |
|---|-----------|
| Appendix B – Program Course Sequence Sheets | 30 |
| Appendix C – Dispositional Check Policy/Dispositional Assessment Rubric..... | 37 |
| Appendix D – Early Field Experiences and Applying for Clearances..... | 41 |
| Appendix E – Application for Candidacy | 45 |
| Appendix F – Application for Pre-Student Teaching and Student Teaching | 51 |
| Appendix G – PDE Required Exams and Certification Information | 58 |
| Appendix H – Master’s Degree Accelerated Program Overview | 65 |
| Appendix I – Instructional Technology Specialist Application | 68 |
| Appendix J – Course Descriptions | 71 |
| Appendix K – Teacher Work Sample (TWS)..... | 72 |
| STUDENT ACKNOWLEDGEMENT OF HANDBOOK FORM | 77 |

Education Department Faculty and Staff Contact Information

| <u>Administrators</u> | <u>Office Phone</u> | <u>E-mail</u> | <u>Office</u> |
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| | | | |
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| <u>Staff</u> | <u>Office Phone</u> | <u>E-mail</u> | |
| Rachel J. Farrell Secretary, School of Education and Social Science (SESS) | 412-397-5254 | farrell@rmu.edu | Front reception |
| Nancy A. McGregor Teacher Certification Assistant | 412-397-6025 | mccgregor@rmu.edu | Nicholson 434 A |
| Mary P. Poehlmann, M.B.A. Assistant to the Dean for Teacher Education | 412-397-6027 | poehlmann@rmu.edu | Nicholson 435 |
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| Patricia A. Zusinas, M.S. Doctoral Assistant, IML Doctoral Program and Graduate Studies | 412-397-6026 | zusinas@rmu.edu | Nicholson 437 |
| <u>Education Coordinators from other Schools</u> | | | |
| Matthew J. Maurer, Ph.D. Associate Professor of Science Coordinator, Science Education | 412-397-4051 | maurerm@rmu.edu | John Jay 213 |
| E. Gregory Holdan, Ph.D. Associate Professor of Mathematics and Associate Professor of Education Coordinator, Mathematics Education | 412-397-4055 | holdan@rmu.edu | John Jay 309 |
| Soren I. Fanning, Ph.D. Associate Professor of History Coordinator, Secondary Social Studies Education | 412-397-5403 | fanning@rmu.edu | Nicholson 441 |

Robert Morris University Faculty and Staff Contact Information

For a list of Faculty and Staff Contact Information for the School of Business, visit the following web address:

http://sentry.rmu.edu/OnTheMove/wpPemst.get_results?idptno=1170&icalledby=WPGLEPT&it=&iattr=&ipage=712

For a list of Faculty and Staff contact information for the School of Communications and Information systems, visit the following web address:

http://sentry.rmu.edu/OnTheMove/wpPemst.get_results?idptno=1280&icalledby=WPGLEPT&it=&iattr=&ipage=712

For a list of faculty and Staff contact information for the School of Engineering, Mathematics and Science, visit the following web address:

http://sentry.rmu.edu/OnTheMove/wpPemst.get_results?idptno=1260&icalledby=WPGLEPT&it=&iattr=&ipage=712

For a list of Faculty and Staff contact information for the School of Nursing and Health Sciences, visit the following web address:

http://sentry.rmu.edu/OnTheMove/wpPemst.get_results?idptno=9717&icalledby=WPGLEPT&it=&iattr=&ipage=712

RMU Campus Facilities Contact Information

Academic Services

Patrick Henry, Room 200

412-397-ACAD (2223)

Admissions, Graduate

Nicholson Center 341

412-397-5202

campbell@rmu.edu

Athletics

Athletic Building 248

412-397-4912

colemanc@rmu.edu

Campus Ministry Association

Ann & Alvin Rogal Family Chapel

412-397-6483

campusministry@rmu.edu

Campus Safety and Transportation

Barry Center 1st Level

412-397-2424

mink@rmu.edu

Career Center

Benjamin Rush Center

412-397-6333

careers@rmu.edu

Center for Student Success

Nicholson Center – 2nd Floor

412-397- 6862

center4success@rmu.edu

Enrollment Services

Nicholson Center 357

412-397-5255

beckemeyer@rmu.edu

Financial Aid

Revere Center 107

412-397-6250

finaid@rmu.edu

Center for Global Engagement

Colonial Village #2, rmu.edu/global

412-397- 4243

internationaloffice@rmu.edu

Office of Residential Life

Washington Hall LOB

412-397-5252

reslife@rmu.edu

Parking Administration

Barry Center 1st Floor

412-397-4901

mink@rmu.edu

RMU Counseling Center

Patrick Henry, Lower Level

412-397-5900

counseling@rmu.edu

Student Financial Services

Revere Center 116

412-397-6260

stacct@rmu.edu

Student Health Services

Jefferson Center

412-397-6221

girimonti@rmu.edu

Student Life

Nicholson Center 270

412-397-5408

studentlife@rmu.edu

The Writing Center

Wheatley Center 147

412-397-5966

pamboukian@rmu.edu

FALL 2017 SEMESTER – ACADEMIC CALENDAR

| | |
|------------------------------|---|
| Aug 26, 2017 | FALL 2017 SEMESTER BEGINS |
| Aug 28, 2017 | FIRST CLASS - 15-WK COURSES |
| Sep 02, 2017 | LAST DAY FOR DROP, ADD, COURSE SUBSTITUTIONS |
| Sep 04, 2017 | LABOR DAY HOLIDAY - UNIVERSITY CLOSED |
| Sep 12, 2017 | GRADUATION APPLICATION DEADLINE |
| Sep 29, 2017 | LAST DAY TO WITHDRAW-1ST 8-WK COURSES |
| Oct 20, 2017 | LAST DAY TO REGISTER FOR 2ND 8WK COURSES |
| Oct 25, 2017 | UNDERGRADUATE MID-TERM GRADES DUE |
| Oct 27, 2017 | FINAL GRADES DUE - 1ST 8-WK SESSION |
| Oct 28, 2017 | LAST DAY FOR DROP, ADD, COURSE SUBSTITUTIONS - 2nd eight-week courses |
| Nov 03, 2017 | LAST DAY TO WITHDRAW - 15WK COURSES |
| Nov 06, 2017 | REGISTRATION BEGINS-SPRING 2018 SEMESTER |
| Nov 20, 2017 | THANKSGIVING HOLIDAY * Monday eight-week courses and fifteen-week courses that are scheduled for Monday only will meet |
| Nov 21, 2017 | THANKSGIVING HOLIDAY * Tuesday eight-week course will meet |
| Nov 22, 2017 | THANKSGIVING HOLIDAY * Wednesday eight-week course will meet |
| Nov 23 – Nov 25, 2017 | THANKSGIVING HOLIDAY - UNIVERSITY CLOSED |
| Nov 27, 2017 | LAST DAY TO WITHDRAW-2ND 8-WK COURSES |
| Dec 11 – Dec 16, 2017 | FINAL EXAMINATIONS |
| Dec 15, 2017 | LAST DAY TO CHANGE A GRADE - SUMMER 2016 |
| Dec 16, 2017 | LATE REGISTRATION FEE is in effect for the Spring Semester |
| Dec 18, 2017 | FINAL GRADES DUE |

SPRING 2018 SEMESTER – ACADEMIC CALENDAR

| | |
|------------------------------|--|
| Jan 08, 2018 | FIRST CLASS FOR 15-WEEK COURSES |
| Jan 13, 2018 | LAST DAY FOR DROP/ADD COURSES |
| Jan 15, 2018 | MARTIN LUTHER KING HOLIDAY |
| Jan 22, 2018 | GRADUATION APPLICATION DEADLINE |
| Feb 09, 2018 | LAST DAY TO WITHDRAW - 1ST 8 WK COURSES |
| Mar 02, 2018 | LAST DAY TO REGISTER FOR 2ND 8WK COURSES |
| Mar 03, 2018 | FIRST CLASS 2ND 8WK SAT/ONLINE COURSES |
| Mar 04, 2018 | OPTIONAL NINTH-WEEK/FINAL EXAM PERIOD |
| Mar 05, 2018 | UNDERGRADUATE MID-TERM GRADES DUE |
| Mar 05 – Mar 09, 2018 | SPRING BREAK |
| Mar 10, 2018 | LAST DAY FOR DROP/ADD COURSE – 2nd 8 Weeks |
| Mar 19, 2018 | REGISTRATION BEGINS-SUMMER 2018 SEMESTER |
| Mar 23, 2018 | LAST DAY TO WITHDRAW - 15 WK COURSES |
| Mar 26 & 27, 2018 | SENIOR SALUTE * Senior Salute - This event is scheduled for students who are graduating and participating in the 2018 Commencement ceremony. The event is held in the Nicholson Center Rotunda, 11:00 am - 7:00 pm. |
| Mar 30, 2018 | SPRING HOLIDAY |
| Apr 06, 2018 | LAST DAY TO WITHDRAW - 2ND 8 WK COURSES |
| Apr 09, 2018 | REGISTRATION BEGINS-FALL 2018 SEMESTER |
| Apr 23, 2018 | LAST DAY OF CLASSES |
| Apr 24 – Apr 28, 2018 | FINAL EXAMS |
| Apr 27, 2018 | LAST DAY FOR A CHANGE OF GRADE – from Fall 2017 semester |
| Apr 30, 2018 | SPRING 2018 FINAL GRADES DEADLINE |
| May 04, 2018 | GRADUATE COMMENCEMENT |
| May 05, 2018 | UNDERGRADUATE COMMENCEMENT |

LATE REGISTRATION FEE IN EFFECT - for all Summer 2018 sessions

Missions Statements and University Core Values

Education Department Mission Statement

Robert Morris University's education programs develop candidates who support the intellectual, social, and personal development of all students. We prepare undergraduate and graduate candidates to be sensitive educators and instructional leaders who strive to increase student learning through the integration of technology, communication skills, and the application of theory into practice to improve the teaching profession.

RMU Mission Statement

Robert Morris University is a student-centered institution that transforms lives by building knowledge, skills, and citizenship, all of which focus on the achievement of one's personal and professional goals. Engaged learning, within a highly supportive environment, enables our students to develop strong communication skills, excel within collaborative settings, effectively address complex problems with innovative solutions, and lead with integrity and compassion throughout their lives and careers in a diverse and rapidly changing world.

RMU Core Values

Academic Excellence

RMU will strive for superior faculty, academic facilities, and programs. The foundation of the University's academic programs will be great teaching and a faculty that employs the teacher-scholar model, which includes faculty actively incorporating scholarship into teaching and engaging students in research. RMU's academic programs will be the basis of building a widely-recognized curriculum that will employ outcomes assessment to produce evidence of improvement in student learning.

Changing Lives

An RMU education is a transformative experience, where students will be provided with a living/learning environment that will prepare them for the complexities and uncertainties of an evolving society. Student success and personal growth will be fostered via a combination of academics, social relations, leadership roles, spiritual development, community service, and athletic opportunities.

Active Learning

RMU will be a leader in integrating active-learning techniques into instruction with a focus upon instructional technology, team learning, exercises and development of student communication skills, as well as effective student engagement via internships and co-ops, study abroad, student-faculty research projects, extracurricular activities, service learning and other experiential learning methods.

Individuals Matter

RMU will be a community where respect for the individual comes first. This will be manifested through the cultivation of mutual respect, personal integrity, and a commitment to building a diverse University community.

Professional Focus

RMU's strength is its alignment of its academic programs with the external environment, validated by the highly successful job placement rates of its graduates, growing student demand for its educational offerings, and its increasing attainment of professional accreditations. The curricula will maintain this historical focus for both existing and future programs.

Global Perspective

An increasingly diverse and multinational work environment demands graduates who are able to understand and relate to cultural differences as well as to excel within an increasingly complex world. Study abroad and cross-cultural educational experiences will be an integral part of an RMU education.

University Registration Procedures

To determine when you are eligible to register, visit eServices Registration Status page. For each term, a date and time is displayed. This date and time is generated based on the total credits earned at Robert Morris University, transfer credits applied, and credits currently in progress. No student will be permitted to register earlier than the specified date and time displayed on the page. After consulting his/her advisor, students may register for courses on eServices, in the Student Support Center, at the Center for Student Success, or with a department head.

Course Substitutions: Involve the changing of one course for another or the changing of the time of a course. Dropping one course and adding another (or substitution of one section of a course for another) must be done as one transaction (at the same time) to be classified as a course substitution. Only completed course election cards can be processed at the Student Support Center.

Drops: Removing a course(s) from a student's class schedule during the 100% tuition and fees refund period is considered a drop. All drops may be completed in person in the Student Support Center or through eServices. Drops may also be made by calling the Academic Services office at **412-397-ACAD (2223)** in the two weeks prior to the start of a term.

Adds: Adding a course to a class schedule is considered an add. Once an initial registration has been processed, students attending day classes may add courses in person in the Student Support Center or through eServices. Adds may also be made by calling the Academic Services office at **412-397-2223** in the two weeks prior to the start of a term.

Withdrawals: After the last day to drop at no charge, a tuition-only adjustment is in effect for the semester. Loans and other aid can be affected if a withdrawal takes place. Students who wish to officially withdraw from a course or from the University must complete a Withdrawal Form at the Academic Services Office or the Student Support Center, or they may also submit a letter by mail to the Academic Services Office in Patrick Henry Center.

Application for Graduation

Students who have completed or who are registered to complete all degree requirements must apply for graduation within the first ten days of their final semester of attendance. Upon successful completion of all degree requirements, students will be officially graduated and receive their diploma.

The official date of graduation will be at the end of the semester that the student applies for graduation.

An application for the undergraduate/graduate degree must be submitted within 10 days after the beginning of the final semester of study. An application for the undergraduate/graduate degree must be submitted within 10 days after the beginning of the final semester of study.

Services for Students with Disabilities

Robert Morris University is committed to equal opportunity for students with disabilities and does not discriminate on the basis of disability in admission or access to its programs and activities. Qualified students with a disability are eligible to receive accommodations and services, which may include academic adjustments, modification or alteration of course examinations, and the provision of auxiliary aids. For more information about these services, please contact the Center for Student Success, center4success@rmu.edu, 412-397-6862.

Center for Student Success - Services and Resources

Contact information: Phone: 412-397- 6862 E-mail: center4success@rmu.edu

The Center for Student Success is located in the Nicholson Center 2nd Floor, *near Student Life*.

Hours: Monday –Thursday 8:30 a.m. to 6:00 p.m.; Friday- 8:30 a.m. to 5:00 p.m.

Public Safety

In case of an emergency, contact RMU Public Safety at **412-397-2424**.

Student Athletes

There are over 400 student athletes at RMU. Student-athletes need to be treated the same way in classes as all other students and not given any preferential treatment. While you may reach out to coaches at any time, coaches should not be initiating direct communication with instructors. If a coach has contacted you directly, please inform the department head.

Course Attendance

Education Department Attendance Policy: Students are expected to attend all scheduled classes. Specific absence policies are determined by each academic department and faculty member, announced at the beginning of each course, and presented in the course syllabus. The Education Department policy states that Attendance is taken in all classes. If the student misses **more than** 25% of class meetings, the student will receive an F. Attendance is part of the participation and may be a part of your grade. **Participation as a team member, attendance at a conference, or other official function:** If a student misses a class due to participation as a team member, attendance at a conference, or attendance at another official function in which the student represents the University, this may still be considered an absence under the departmental attendance policy. A student who is absent due to representing the University for an official function is, however, entitled to makeup work missed if the student fulfills the instructor notification requirements of the policy. Students are not to be penalized for any missed assignments, projects, examinations, tests, etc. or to have their daily grades automatically reduced when covered by this policy. Furthermore, the faculty must allow the student to "make up" or complete any assignments, etc., that were missed due to officially sanctioned obligations. Faculty are under no obligation to tutor or otherwise provide missed instruction. Faculty will determine when make-up exams are scheduled and when missed assignments are due.

The Tutoring Center

Over 20 peer tutors and three professional tutors are available to assist students in a variety of course subject areas. Tutoring is available Monday through Thursday from 9:00 a.m. to 9:00 p.m., and Friday from 9:00 a.m. to 5:00 p.m. Weekend tutoring is available by appointment. Professional tutors are also available for writing, communications, mathematics, and study skills assistance. For more information about our tutoring program, please contact Nicole Hammond at hammond@rmu.edu, 412-397- 6815, or visit the website at rmu.edu/css. For a complete tutoring schedule, click the link for The Tutoring Center on the left side of the page.

The Writing Center

Located in Wheatley 147 (next to the Part-time Faculty Office just off the Atrium), the Writing Center welcomes any and all RMU students who have questions about preparing written assignments or essays for classes, completing applications for graduate or professional school, creating documents such as personal statements or artists' statements, and developing other personal or academic writing.

The staff of the Writing Center has expanded: Professor Emeritus Roger Gillan will be joined by two new professional Writing Tutors, Justin Fanzo and Jennifer Beno, who have experience at other college and university writing centers and who have taught writing and English at the college and university level.

Please see our website for the most current schedule using the link below or visit the English department page at rmu.edu/english then click on Writing Center. The flyers around campus have a QR code that takes students directly to the Writing Center page, <http://scis.rmu.edu/writing-center>

Students are encouraged to check the webpage before visiting for the latest schedule and for tips on what to bring to the Center to maximize their time with the tutor. The Writing Center remains first-come, first served. For questions about the Writing Center, please contact Dr. Sylvia Pamboukian, department head of English.

RMU Counseling Center

The Counseling Center provides consultation, counseling and psychiatric medication management services. Consultations are available in person or by telephone. The RMU Counseling Center is located in the lower level of Patrick Henry and can be reached at counseling@rmu.edu or at 412-397-5900.

Individual and/or group counseling sessions are available to full-time students free of charge. Counseling may focus on concerns such as separation issues, relationships, anxiety, depression, abuse, grief/loss, eating disorders, etc. We utilize a brief therapy model of counseling in order to accommodate the entire student body. This means that therapy sessions will focus on the issues/concerns at hand. If long term or more intensive therapy is required, the student may be referred to an off campus therapist.

Psychiatric services include psychiatric evaluations and ongoing pharmacotherapy or medication management. Psychiatric services are available only to students who are engaged in individual counseling services at the RMU Counseling Center. After undergoing a triage assessment and engaging in individual counseling, a student may be referred for psychiatric services by his/her individual counselor. To continue receiving pharmacotherapy services or medication management, a student must remain engaged in individual counseling services. If long-term medication management is required or if a student client wishes to receive psychiatric services only, he/she will be assisted with referrals to off-campus psychiatric providers.

Early Intervention Referral On-Line Form

The Early Intervention Referral Form is part of Robert Morris University's comprehensive Early Intervention System which is designed to identify students who may be academically or socially at risk. This form allows all faculty and staff to alert the Center for Student Success of any student who is not making satisfactory academic progress and/or is exhibiting behaviors that may lead to withdrawal or failure. Once a student is identified via the online form, the Director of the Center or appropriate support service personnel will attempt to contact and work with the student in an effort to improve his/her academic and/or social performance. Faculty may access the online form by logging onto Sentry Secured Services, selecting Academic Resources, and then selecting Early Intervention Referral Form.

Military Deployment Policy

Contact information:

Brigadier General (Ret.) Daniel Rota, Ph.D., Director of Veterans Education and Training Services

E-mail: rota@rmu.edu or (412) 397-5424

Heather Jericho, Certifying Official

E-mail: jericho@rmu.edu or (412) 397-5498.

The following options exist for a RMU student called to active duty in the military during an academic semester. The student may select one of the first three options immediately by contacting the Education Department Head, Dr. Richard Fuller who in turn informs Dr. George Semich, SESS Interim Dean. The student must also file written verification of the activation order with the registrar at Robert Morris University as soon as it becomes available.

Option one: A student can take the grade he/she has earned to date in a class provided that more than three-fourths of class meetings have passed and both student and faculty agree to this option. A student selecting this option will not be refunded any tuition or fees and will have this grade processed in the normal manner at the end of the semester with appropriate credits and grade awarded.

Option two: A student can elect to have an Incomplete (I) grade recorded at the end of the semester, provided that more than half of the class meetings have passed and both student and faculty agree to this option. A student selecting this option will have three months after the call to duty to inform the appropriate academic dean of his or her intent to change the "I" grade. A student intending to remove the "I" grade will have up to 90 days from completion of active duty to remove the "I" grade. There will be no change-of-grade fee assessed.

Faculty of students electing option 2, the "I" option, must place on file in the department head's office specific course completion requirements for each student. A student not removing the "I" grade within the 90-day period after completion of active duty will need to repeat the course; in this case, the "I" grade will be treated as an "F", and the student will not be refunded any tuition or fees.

Option three: A student can elect to withdraw from one or more courses with a grade of "W" at any time during the semester by informing the Registrar. A student electing this option will have tuition refunded or credited, whichever is deemed appropriate, without credits awarded.

A resident student may at any time during the semester be released from contractual obligations for room and board. Fees will be refunded for the unused portion of the contract on a pro rata basis.

International Student Services

The Center for Global Engagement promotes and celebrates international and cross-cultural educational experiences among students, staff, and faculty. As we welcome students and faculty from other countries into the community, we also encourage our domestic students to engage in exchange programs abroad.

Education Abroad

Students in the School of Education and Social Sciences are able to study abroad on both faculty-led programs and semester-long programs.

- **Faculty-Led Programs (FLEAPs):** Join a cohort of your peers, led by RMU faculty, on an educational excursion abroad, providing unique perspectives on your RMU curriculum.
- **Semester & Summer Programs:** Customize your global experience by choosing from over one hundred study locations on six continents offered by RMU's global network of partners and providers.
- **Locations:** SESS students have studied abroad in countries such as Belize, England, France, Germany, Ireland, Italy, New Zealand, Scotland and Spain.

International Students

Approximately 10% of all RMU students are international! The university welcomes under-graduates and graduates from around the world including Saudi Arabia, Canada, India, China, Turkey, and more!

The Center for Global Engagement promotes and celebrates international and cross-cultural educational experiences among students, staff, and faculty. As we welcome students and faculty from other countries into the community, we also encourage our domestic students to engage in exchange programs abroad.

Contact **Tabitha Savka (savka@rmu.edu)** in the Center for Global Engagement **for general support** as an international student. **Dr. Kim Huster (huster@rmu.edu)** is also available for **English language support**.

Additional International Opportunities on Campus

- **The RMU Global Village Living Learning Community** unites domestic and international students who live on-campus to participate in international activities that enrich Global Perspective.
- **RMU Global Ambassadors** are peer-mentors who help acclimate new international freshmen to university and American life (SET credit available).
- **Carpe Mundum** is a student organization that advocates for an international perspective on-campus.
- **International Education Week** offers many diverse opportunities for students to participate in international-related activities like the 20th Annual International Dinner, International Photo Exhibit, Study Abroad information sessions, and more.

Robert Morris University Code of Student Conduct

All students at Robert Morris University, both undergraduate and graduate, are expected to conduct themselves in a manner supportive of the missions, processes, and functions of the institution. Integrity, respect for the person and property of others, and a commitment to intellectual and personal growth in a diverse population are values deemed fundamental to membership in the University community.

Through voluntary entrance to the University, students assume obligations of performance and behavior imposed by the University. The following disciplinary rules, although not all-inclusive, are provided as behavioral standards and are designed to help ensure order in the University community, to protect the rights of community members, and to create an environment that can enhance the opportunity for personal growth and development.

Robert Morris University considers the following behavior, or attempts thereof, by any students or student group, whether acting alone or with any other persons, to violate the Code of Student Conduct. Culpability is not diminished for violations that are committed in ignorance of the Code of Student Conduct or under the influence of alcohol, illegal drugs, or improper use of controlled substances.

1. Knowingly and willingly being in the presence of a violation of part of the Code of Student Conduct
2. Acts of incivility or irresponsible and/or disrespectful social conduct
3. Acts of dishonesty, including but not limited to the following:
 - a. Cheating, plagiarism, or other forms of academic dishonesty
 - b. Furnishing false information to any University official, faculty member, or office
 - c. Forgery, alteration or misuse of any University document, record, or instrument of identification
 - d. Tampering with the election of any University recognized student group
 - e. Violation(s) of the Academic Integrity Policy
4. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other University activities, including its public-service functions on or off campus, or other authorized non-University activities, when the act occurs on University premises
5. Physical abuse, verbal abuse, threats, intimidation, coercion, bullying, conduct which threatens or endangers the health or safety of any person, and/or acts which are contrary to the ideals of civility and respect for others
6. Sexual misconduct; sexual contact without consent; sexual acts or exploitation committed either by force, intimidation, or through use of the victim's mental incapacity or physical helplessness; sexual harassment
7. Attempted or actual theft of and/or damage to or vandalism of property of the University or property of a member of the University community or other personal or public property
8. Acts which constitute a fire safety hazard including but not limited to the following:
 - a. Failure to evacuate when fire alarms are activated or as instructed for reasons of personal safety by a member of the University staff
 - b. Tampering with fire safety equipment
 - c. Discharging a fire extinguisher without reasonable cause
 - d. Use of fireworks or other items which pose a fire safety threat to the community
 - e. Failure to abide by published room occupancies
9. Hazing, defined as any action taken or situation created, intentionally, to produce mental or physical discomfort, embarrassment, harassment, or ridicule for the purpose of initiation, admission into, or affiliation with, or as a condition for continued membership in a group, team, or organization – with or without consent from the individual(s) being hazed
10. Failure to comply with directions of University officials or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so
11. Unauthorized entry, use, or occupation of University facilities that are locked, closed, or otherwise restricted as to use
12. Unauthorized possession, duplication, distribution, or use of keys to any University premises

13. Violation of published University policies, rules, or regulations
14. Violation of federal, state, or local law on University premises, off campus, or at University sponsored or supervised activities
15. Use, possession, or distribution of narcotics, other controlled substances including, but not limited to synthetic drugs, or paraphernalia associated with the use of illegal substances except as expressly permitted by law and Robert Morris University regulations; receipt of a positive result from random athletic department drug testing
16. Use, possession or distribution of alcoholic beverages except as expressly permitted by the law and Robert Morris University regulations
17. Possession of weapons or other dangerous items including but not limited to firearms, knives, pellet guns, paint guns, BB guns, stun guns, Tasers, bows and arrows, fireworks, explosives, or dangerous chemicals on University premises
18. Participation in a campus demonstration which disrupts the normal operations of the University and infringes on the rights of other members of the University community; leading or inciting others to disrupt scheduled and/or normal activities within any campus building or area; intentional obstruction which unreasonably interferes with freedom of movement, either pedestrian or vehicular, on campus
19. Obstruction of the free flow of pedestrian or vehicular traffic on University premises or at University sponsored functions or events
20. Conduct which is disorderly, lewd, or indecent; public intoxication; breach of peace; aiding, abetting, or procuring another person to breach the peace on University premises or at functions sponsored by, or participated in by, the University
21. Permitting guests, knowingly or by negligence, to violate any portion of the Code of Student Conduct
22. Theft, abuse, or misuse of technology, including but not limited to:
 - a. Accessing any system with another person's credentials (typically an id and password), whether someone gave the information to you or it was hacked.
 - b. Illegally downloading copyrighted material.
 - c. Sharing anyone's login or other confidential information.
 - d. Acting as anyone other than yourself online, whether through someone's account or a false account
 - e. Communicating false information as if it came from an authoritative source
 - f. Interfering with the work of another student or RMU employee
 - g. Harassing or bullying, which includes but isn't limited to sending or posting obscene, false, threatening, or abusive messages
 - h. Hacking or attacking any computer system
23. Abuse of the Student Conduct Process, including but not limited to:
 - a. Failure to obey the summons of a Student Conduct Advisor or University official
 - b. Falsification, distortion, or misrepresentation of information before a Conduct Advisor, Conduct Board or other University official.
 - c. Disruption or interference with the orderly conduct of a student conduct proceeding
 - d. Institution of a student conduct proceeding knowingly without cause
 - e. Attempting to discourage an individual's proper participation in, or use of, the Student Conduct Process
 - f. Attempting to influence the impartiality of a member of a Conduct Advisor, board member witness, accused person, or complainant prior to and/or during the course of the Student Conduct proceeding
 - g. Harassment (verbal or physical) and/or intimidation of a Conduct Board member or Conduct Advisor prior to, during, and/or after a student conduct proceeding
 - h. Failure to comply with the sanction(s) imposed by a Conduct Advisor or board.
 - i. Influencing or attempting to influence another person to commit an abuse of the student conduct process.
24. Harassment or discrimination based on race, color, religion, disability, national origin, sexual orientation, political affiliation, gender, age, marital status or inclusion in any group protected by law.

University Academic Integrity

Statement on Academic Integrity

The Communications Skills Program requires that students submit their own work, whether they are writing papers, taking exams, or making oral presentations. Plagiarism, taking someone else's words or ideas and representing them as your own, is expressly prohibited by Robert Morris University. Good academic work must be based on honesty. The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Student academic dishonesty includes but is not limited to the following:

- copying the work of another during an examination or turning in a paper or an assignment written, in whole or in part, by someone else;
- copying from books, magazines, or other sources, including Internet or electronic databases like ProQuest Direct and InfoTrac, or paraphrasing ideas from such sources without acknowledging them;
- submitting an essay for one course to a second course without having sought prior permission from your instructor;
- giving a speech and using information from books, magazines, or other sources or paraphrasing ideas from such sources without acknowledging them;
- knowingly assisting others in the dishonest use of course materials such as papers, lab data, reports and/or electronic files to be used by another student as that student's own work.

NOTE on Team or Group Assignments: When students have an assignment that requires collaboration, it is expected that the work that results is credited to the team unless individual parts have been assigned. However, the academic integrity policy applies to the team as well as to its members. All outside sources must be credited as outlined above. Instructors may require students to submit all written work electronically for submission to Turnitin.com, which is a service that compares student papers with all Internet sources to verify that the student has properly credited all sources downloaded.

Consequences for Academic Dishonesty

Disciplinary action will be pursued in all instances in which it is determined that academic dishonesty has occurred. In the case of suspected wrongdoing, the faculty member may file charges with the Dean of Students, inform the Education Department Head, Dr. Richard Fuller, and follow the process specified by the Student Judicial System.

Disciplinary action may include but is not limited to:

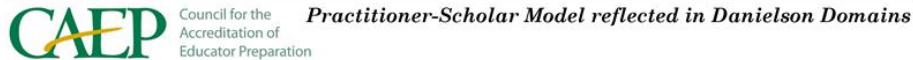
- Assignment of a failing grade for a test, examination, or assignment;
- Assignment of a failing grade or N for the course;
- Assignment of a student disciplinary sanction from the university;
- Suspension or expulsion from the university.

Education Department Program Accreditation

The RMU Education Department is accreditation by CAEP and the PA Dept. of Education (PDE). Below are the Education Department's framework, themes, claims, and goals, which are embedded into the teacher education programs' curriculum, coursework, and field experiences.



| | |
|---|--|
| <p>Domain 1: Planning and Preparation (Teaching, Reflection, Research)</p> <p>1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Setting Instructional Outcomes 1d. Demonstrating Knowledge of Resources 1e. Designing Coherent Instruction 1f. Designing Student Assessments</p> | <p>Domain 3: Instruction (Teaching, Reflection)</p> <p>3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness</p> |
| <p>Domain 2: Classroom Environment (Teaching, Reflection, Service)</p> <p>2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Learning 2c. Managing Classroom Procedures 2d. Managing Student Behavior 2e. Organizing Physical Space 2f. Showing Professionalism</p> | <p>Domain 4: Professional Responsibilities (Teaching, Reflection, Research, Service)</p> <p>4a. Reflecting on teaching 4b. Maintaining Accurate Records 4c. Communicating with Families 4d. Participating in a Professional Community 4e. Growing and Developing Professionally</p> |



The RMU Education Department and the Pennsylvania Department of Education (PDE) have adopted Charlotte Danielson's Framework for Teaching (2012) as the overarching vision for effective instruction. The model focuses the complex activity of teaching by defining four domains of teaching responsibility.

RMU is a CAEP (Council of the Accreditation of Educator Preparation) accredited teacher education program. CAEP is a national accreditation for teacher education programs across the country. RMU subscribes to CAEP's vision, mission and strategic goals by ensuring our teacher education programs mirror CAEP's vision, mission and goals. RMU will be going through a CAEP review in 2019-2020 and beginning in fall 2017, the Education Department is undergoing the process to prepare for that review. For more information on CAEP visit the website: <http://caepnet.org/about/vision-mission-goals>.

CAEP Vision: Excellence in educator preparation accreditation.

CAEP Mission: CAEP advances equity and excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning.

CAEP Strategic Goals

- **Goal 1:** Continuous Improvement EPPs will use evidence, based on CAEP Standards, to continuously monitor, evaluate, and improve their programs.
- **Goal 2:** Quality Assurance - The CAEP accreditation process will be valid, consistent, transparent, and data-driven.
- **Goal 3:** Credibility - CAEP will be respected as the arbiter of educator preparation program quality.
- **Goal 4: Equity** - CAEP will ensure consistent application of the principles of equity and diversity in its evaluation of programs.
- **Goal 5: Strong Foundation** - CAEP will continuously monitor and improve internal policies, processes, and procedures to assure transparency, accountability, fiscal efficiency, and high quality service and support, to serve as a model of equity and attention to diversity.

Department Advisement Procedures

Students must seek advisement at least once each semester to ensure that program requirements are met in a timely manner. Students must meet with their advisors every semester to obtain an electronic release for registration and to be certain that they are following the prescribed program course sequence. Students who do not follow the prescribed course sequence are in jeopardy of not finishing the program in four years. Faculty members have specific advising times, and students should sign-up to meet one-on-one with their academic advisor (see contact list below.) Students should also contact the Education Dept. Head with any advising or program questions (see contact below.)

The academic grade point averages of all secondary education students are checked at the end of each term to determine continued academic standing. Those students with cumulative grade point averages below the required 3.0 for candidacy status will be sent an e-mail or letter from the program coordinator or Education Department Head. The letter or e-mail will review the program requirements and reinforce the need to maintain the required GPA average to enter candidacy, pre-student teaching, and student teaching on schedule. The student with a GPA below a 3.0 and may be required to speak with the Education Department Head for further counseling. Please see below for contact information:

Program Coordinators:

Dr. Matt Maurer, Secondary Biology/Science
maurerm@rmu.edu

Dr. Richard Fuller, Business, Computer & Information Technology Education (BCIT)
fuller@rmu.edu

Dr. Greg Holdan, Secondary Mathematics
holdan@rmu.edu

Dr. Soren Fanning, Secondary Social Studies
fanning@rmu.edu

Dr. Carianne Bernadowski, Secondary English
bernadowski@rmu.edu

Education Dept. Head:

Dr. Richard Fuller
E-mail: fuller@rmu.edu

Education Coursework, Requirements, and Policies

Teacher Education Progress Process (TEPP)

During advisement, faculty will review with students the Teacher Education Progress Process (TEPP). Students proceed through the teacher education program through a three-level process outline by PDE. As part of the TEPP process, students must apply for candidacy, pre-student teaching, and student teaching (**see Appendix A**).

RMU E-mail

Only RMU e-mail accounts are used by Education faculty, staff, and administrators to communicate with students. Students are required to check RMU e-mail on a regular basis.

Grading Policy

The Education Department has adopted a uniform grading scale for all early childhood, middle level special education, and education courses. It is as follows:

| | | | |
|----|------------|----|--------------|
| A | 100% - 93% | C+ | 79% - 77% |
| A- | 92% - 90% | C | 76% - 70% |
| B+ | 89% - 87% | D | 69% - 60% |
| B | 86% - 83% | F | 59% or below |
| B- | 82% - 80% | | |

The Education Department Attendance Policy: A student who misses more than 25% of a class receives an "F" for the course.

Incompletes

A grade of "I" or incomplete is rarely granted. Students who have a sudden long-term illness or a critical family emergency must contact the course instructor right away. The course instructor informs the Department Head, and a decision is made if the student will be granted an "I". In most cases, the student will be asked for documentation. The student has one semester to complete the work or the "I" grade turns to an automatic F.

Re-taking a course to obtain a higher GPA

Students with a GPA below a 3.0 will not be permitted to continue in the teacher education program. In certain cases, the student may re-take a course that was failed in order to raise his/her GPA to a 3.0 or higher.

How to transfer courses from other colleges or universities to RMU

1. Talk with your Teacher Education Coordinator about what courses you plan to take to transfer to get his or her approval BEFORE you take the courses.
 - ECED and ECED/SPED -- Dr. Susan Parker parkers@rmu.edu
 - MIDL – Dr. Richard Fuller fuller@rmu.edu
 - Social Studies Ed. – Dr. Soren Fanning fanning@rmu.edu
 - English Ed. – Dr. Carianne Bernadowski bernadowski@rmu.edu
 - Math Ed. –Dr. Greg Holdan holdan@rmu.edu
 - Biology Ed. – Dr. Matt Maurer maurerm@rmu.edu
 - BCIT ED – Dr. Richard Fuller fuller@rmu.edu
2. Once you have completed coursework, send an official transcript from the institution to your Teacher Education Coordinator. This may be an official electronic copy sent directly to their email address or a hard official copy in a sealed envelope mailed to them or hand delivered by you.
3. Your Teacher Education Coordinator will make a recommendation about transferring the courses to the Department Head (Dr. Fuller) who will notify the registrar to transfer the credits and add them to your checksheet along with sending your official transcript to the registrar.

Note: Dr. Fuller will place a copy of his recommendation and your transcript in your teacher education file.

CLEP Policy for Education Students

Revised Fall 2015

In addition to following the RMU policy for the CLEP (Credit by Examination Program)

<http://academicaffairs.rmu.edu/clep>, any Education student wishing to CLEP an undergraduate college course must do the following:

Students must consult with their advisor, coordinator or department head to be sure they are taking an acceptable exam that will meet the needs of their checksheet. They must then take and pass the exam the semester prior to student teaching. All paperwork must be submitted to Academic Services prior to submitting their Student Teaching Application.

CLEP exams must be passed and results submitted to Academic Services by September 15 for spring semester student teachers and by February 15 for fall semester student teachers.

Accelerated Program

Students interested in earning a M.Ed. in special education, M.Ed. in reading or a MS in Instructional Leadership may apply to the RMU Accelerated Program. This program permits undergraduate students in a teacher education program to take two graduate courses in place of the undergraduate equivalent courses (see Appendix H).

Clearances and Criminal Records

Beginning freshman year, all students are required to have PA criminal, child abuse and FBI clearances in order to be permitted in K-12 schools for field experiences, pre-student teaching, and student teaching. These clearances must be updated every 12 months. (See Appendix D).

Students who do not apply for clearances within 7 days of the first class are not permitted to partake in field experiences due to lack of clearance(s). The student must contact the department within 48 hours of the scheduled field experience. The student will then be given a dispositional alert and may be directed to exit from the teacher education program. **Any student who has a criminal record or receives one during the program must see the Education Department Head as soon as possible.**

Praxis /PECT Prep 0-Credit Course

All students are required to register for a 0-credit Praxis/PECT Prep Course. Typically, students will participate in an exam preparation program through a zero-credit course one year before student teaching (i.e., the student would take the Praxis and or PECT prep course(s) in the fall 2017 if he plans to student teach in fall 2018). See the program coordinator for further information. **Please note:** There is one PECT Prep course for Early Childhood and a separate one for PECT Prep Special Education because these are two separate certifications.

PDE Required Exams

The Pennsylvania Department of Education (PDE) requires that teacher education students satisfy the Basic Skills Requirements. This can be done with qualifying scores in any of the following formats.

- SAT Scores of Reading 27, Writing and Language 28, Math 26 for test dates after February 29, 2016
- ACT Scores of Reading 22, Writing 8 and Math 21 for test dates after August 31, 2016
- PAPA Exam Passing Scores
- CORE Passing Scores

The Basic Skills requirements must be met or tests attempted in the freshman year.

(Refer to Appendix G for more information and passing scores.)

The PDE also requires passing of Content Exams based upon the area of certification. These are PECT or PRAXIS II exam(s) and are taken during the junior year.

Field Experiences, Pre-Student Teaching, and Student Teaching

RMU students have mandated PDE observation and exploration field experiences connected to specific coursework. Students have a 13-week pre-student teaching experience during the fall senior semester and a 15-week student teaching experience during the spring senior semester. If needed, pre-student teaching is offered in the spring and student teaching is also offered in the fall of the fifth year.

The Office of Teacher Education Field Experiences makes all placements in area schools. Students are not to self-place for field experiences, pre-student teaching or student teaching. Placement in area schools involves approval from school districts for students to be assigned to school on a specific day and time. It is very difficult to reassign a student for a missed field experience. A student will not finish a course if she/he does not complete a field experience. **Certain education courses have connected co-requisite field experiences.**

See **Appendix D** for the following information:

- **Field Experience and Student Teaching Appearance Policy**
- **Field Experience Attendance “No Show” Policy**
- **Field Experience “No Shows” Without Documentation**

Student Teaching

Student teaching is a 15-week full-time experience, Monday-Friday from approximately 8:00AM-4:00 PM, typically during spring semester of senior year. Students cannot take any courses while student teaching. All required coursework must be completed prior to student teaching. Students must pass the Praxis/PECT exams(s) before applying for student teaching. Students should not work during student teaching. Student teaching is a full-time commitment. Student teaching may be arranged in the fall semester for students who need to stay an extra semester.

Student teachers must have liability insurance when student teaching, which may be obtained through the local student chapters of Council of Exceptional Children (CEC) or Student PA State Education Association (S-PSEA).

During student teaching, students create, implement, and write a Teacher Work Sample (TWS) (**See Appendix K**). This is a capstone pass/fail assignment that integrates educational skills and pedagogy using data-driven instruction. Students must successfully pass the TWS assignment. Student teachers attend a weekly seminar at RMU during student teaching. During the seminars, students debrief about student teaching experiences, reflect on all parts of their pre-service preparation, strengthen professional job seeking skills, and learn the online process for PDE certification application.

Pre-student Teaching and Student Teaching Abroad

Service Learning in Serbia

Contact: Dr. Susan W. Parker (parkers@rmu.edu) or 412-394-6245

This service learning course (SPED0302) will give pre-service student teachers, majoring in early childhood and special education, the opportunity to travel to Belgrade for two weeks, to work with children, both with and without disabilities, who are living at the Zvecanska Children’s Home. The course is open, however, to all majors. As a zero-credit course, it can fit into any checksheet.

Additional Study Abroad Opportunities

Contact: Dr. Daniel J. Shelley (shelleyd@rmu.edu) or 412-397-6033

RMU students have an opportunity to pre-student teach in Aruba or Belize or student teach in Belize, Aruba, or New Zealand. Students interested in pre-student or student teaching abroad must **contact Dr. Dan Shelley the semester before pre-student teaching or student teaching**. Only students with outstanding academic records and excellent dispositions are permitted to go abroad. Program fees vary.

In addition, students have the opportunity to do a two-week field experience in inner-city Philadelphia. This program; called the Urban Seminar, is offered every May.

International Student Teaching Procedures and Policy

In order to be permitted to student teach abroad a student must complete the following criteria:

- Application for International Student Teaching
- 3.5 or higher GPA
- Successfully pass all Content exams prior to student teaching
- Two faculty recommendations
- Successfully complete interview

The desire to student teach abroad will be added as a check box on the Candidacy application and the Student Teaching application. The Program Handbooks will also include the requirements.

International Student Teaching Policy

Robert Morris University students in Early Childhood, Middle School and Secondary Education are offered the opportunity to complete approximately 50% (second seven-eight weeks) of their student teaching term abroad. Currently there are a number of options for this international experience including; Belize, Aruba and New Zealand. Additional sites may be added in the near future.

To participate in this international experience the following guidelines must be observed:

1. Students must be in good academic standing and have the support of their advisor and pre-student teaching (field) supervisor.
2. Any student considering the international experience needs to complete that section of the Pre-Student Teaching application.
3. Students will make initial contact with Dr. Daniel Shelley, SESS International Program Advisor to obtain the necessary information and requirements for the international placement
4. Students understand that they will be responsible for cost of this project. Efforts are always made to get some financial support for each student but this is not guaranteed.
5. Students must successfully complete the first half of their student teaching with the support and recommendation of their university supervisor and cooperating teacher.
6. Students will complete all the logistics and travel requirements with Dr. Shelley and the Office of Global Engagement.
7. All students must understand that they are representing Robert Morris University and the SESS and must perform at the highest level in this international placement. If issues and concerns arise, it may result in the student being recalled and reassigned to stateside student teaching at a later term.

Adopted Spring 2016

LiveText

The RMU Teacher Education program uses LIVE TEXT. ALL teacher education students must purchase the “registration membership” (available in the book store) and **activate a Live Text account. This is not an option.** This is required for all students in ECE, ECE with SPED, ML, secondary, and post-bac teacher education programs. Once purchased and activated, a Live Text account is good throughout the student’s program and five years after graduation.

RMU uses LiveText for two major reasons:

1. **Live Text is now the data managing system for ALL teacher education students** who will be certified through a RMU teacher education program with the PA Dept. of Education (PDE). ALL data assessment points will now be uploaded into Live Text in order to evaluate the progress on each and every RMU teacher education student in coursework, dispositions, field experiences, pre-student teaching, and student teaching. The data will be used for the student’s PDE certification and RMU mandatory reports issued to PDE and the federal government. **If a student is not in LIVE TEXT, he or she will not have the mandatory PDE assessment points tracked and recorded for certification.**
2. All education students develop an **e-portfolio through LIVE TEXT.** The **e-portfolio is a repository of important program documents** that the RMU student will keep in one orderly place. **The completed e-portfolio is checked at the end of student teaching as Pass/No Pass.**

Example: e-Portfolio Live Text Template

Revised August 19, 2016

Undergraduate Programs:

Early Childhood (PreK-4); Early Childhood (PreK-4) with Special Education; Middle Level; Secondary

Post-Bacc Programs:

Post-Bacc Early Childhood (PreK-4); Post-Bacc Secondary

All students in an RMU teacher education program must have an active Live Text account or purchase and activate a Live Text account.

As part of Live Text, the teacher education student will begin to organize his or her own e-portfolio in the first education course: ECED2100, EDUC2000, EDUC2100, or MLED 2000. **For post-bacc students, the first courses in a program may vary.** Below are the components of the RMU 2016-17 e-portfolio. A step-by-step instruction sheet is provided to assist the students with loading the e-portfolio template into his or her Live Text account and attaching the required documents.

Section 1.

Field Observation/Exploration Assignments, and/or Reflections, and/or Graded Rubrics:

- ECED 2100//0210
- ECED 4010/0401
- ECED 4020/0401
- ECED 4030/0403
- ECED 2140/0214
- MLED 2000/0200
- EDUC 2000/0200 OR EDUC 6000/0600
- EDUC 2100/0210 OR EDUC 6010/0610
- EDUC3400/0340 OR EDUC6060/0606

Section 2.

Pre-candidacy Critical Assignment or exam including scanned graded rubrics:

- ECED2100 or MLED2000 or EDUC2000 or EDUC6000
- EDUC 2100 or EDUC 6010
- SPED 3010 or SPED 6080
- EDUC 2200 or EDUC 6110

Section 3.

Post-candidacy Critical Assignments including scanned graded rubrics:

- **Early Childhood Pedagogy:** ECED 4000, ECED 4010, ECED 4020, ECED4030
- **Secondary Pedagogy:** EDUC 4140 (biology) OR EDUC 6540 , EDUC 4120 (BCIT) OR EDUC 6520, EDUC4110 (English and English/Comm) OR EDUC 6510, EDUC4130 (Math) OR EDUC 6530 (Math), EDUC 4150 (Social Studies) OR EDUC 6560 (Social Studies)
- **Middle Level Pedagogy:** MLED 4000; MLED 4010; MLED 4020
- **ALL Programs:**
 - EDUC 3400/0340 OR EDUC 6060/0606
 - EDUC 3600
 - EDUC 3165/0310 OR EDUC6400/0640

Section 4.

Pre-student Teaching including:

- University Supervisor Summative Scored Rubric
- Two lesson plan(s) including lesson materials, assessment, and lesson reflection
- Cooperating Teacher Final Evaluation Rubric

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Section 5.

Student Teaching:

- Five (5) Lesson Plans including reflection
 - One (1) Technology-focused
 - Two (2) Content-focused (students earning dual certification in SP Ed – one special education lesson)
 - Two (2) Differentiated lessons for diverse learners in a regular class
- Two Supervisor Lesson Observation Evaluation Rubrics

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Section 6.

Student Teaching Seminar:

- Teacher Work Sample (TWS) (**See Appendix K**) completed assignment with scored rubric

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Section 7.

Student Teaching Seminar:

- One reflection from seminar

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Section 8.

Student Choice:

- Selected three work samples from coursework, field experience, pre-student teaching and/or student teaching (may include awards and other evaluations.) Note: ECE/SPED students must include IEP work from SPED4000

Appendix A – Undergraduate Teacher Education Progress Process (TEPP)

- Transfer Teacher Education Progress Process (TEPP)

Teacher Education Progress Process (TEPP)

Undergraduate

August 2017

Level One

Undergraduate Application for Candidacy in Teacher Education

To apply successfully you must have the following:

- A minimum of 48 earned credits towards your Teacher Education Program (You should apply before you earn 60 credits.)
- A 3.0 cumulative GPA
- Six credits of college level mathematics
- Three credits of coursework in English Composition
- Three credits of coursework in English or American Literature (Secondary) or Children's Literature (ECED, ECED with Special Education and MLED)
- Successful completion of Basic Skills Requirements with the minimum scores established by the Pennsylvania Department of Education
- Act 34/Act 151 Clearances (must be renewed annually)
- Act 114 FBI Fingerprinting (must be renewed annually)
- Two faculty recommendations (RMU Faculty Recommendation for Candidacy Status. Forms are available in the Teacher Education Office and on the SESS website)
- Completion of Application for Admission to Candidacy Form and submission to your Program Coordinator:
 - ✓ Dr. Susan Parker-- ECE, ECEw/SPED
 - ✓ Dr. Richard Fuller – BCIT K-12 and Mid-Level (English/Language Arts, Science, Mathematics, Social Studies)
 - ✓ Dr. Soren Fanning – Social Studies 7-12
 - ✓ Dr. Matt Maurer – Biology 7-12
 - ✓ Dr. Carianne Bernadowski – English and English/Communications 7-12
 - ✓ Dr. Greg Holdan – Mathematics 7-12

You may proceed into teacher certification coursework and your pre-student teaching professional experience with Level One candidacy.

Level Two
Application for Student Teaching

You must have:

- Attained candidacy
- A 3.0 cumulative GPA
- Taken the PRAXIS II or PECT Exam(s) prior to the start of student teaching
- Renewed Act 34/Act 151/Act 114 Clearances
- Taken a TB Test
- Acknowledgement that Proof of Liability Insurance must be presented to the Teacher Education Office two weeks before student teaching orientation. PSEA membership, membership in the student chapter of the Council for Exceptional Children, or Private Insurance (must have a minimum of \$1,000,000 per claim and an aggregate of \$3,000,000 per occurrence if obtained via private insurance)
- Completed or currently registered for all methods courses, pre-student teaching, and major courses
- Completed the Student Teaching Application with Program Coordinator Signature

**You will be placed at a site for Student Teaching
and will be permitted to register for Student Teaching with Level Two completion.**

Level 3
Application for Certification

- Successful completion of Level 2
- Successful completion of PRAXIS II or PECT Exams
- Successful completion of student teaching with a “pass” grade
- Successful completion of the student teaching seminar course
- 3.0 cumulative GPA
- Successful completion of the Teacher Work Sample (TWS) with a “pass” grade
- Successful completion of an e-portfolio with a “pass” grade
- Completed application for RMU graduation
- Completed electronic TIMS application for teacher certification through PDE
- Sign-off and recommendation of the RMU Teacher Certification Officer

**University recommendation to the Pennsylvania Department of Education for teacher certification
will be made with Level Three completion.**

Appendix B – Program Course Sequence Sheets

- Course Sequence for Secondary Biology/Science
- Course Sequence for Business, Computer & Information Technology Education (BCIT)
- Course Sequence for Secondary English
- Course Sequence for Secondary English and Communication
- Course Sequence for Secondary Mathematics
- Course Sequence for Secondary Social Studies

Recommended Course of Study

Secondary Teacher Certification Program

Biology/Science Education

(Traditional Undergraduate)

| | FALL SEMESTER | SPRING SEMESTER |
|---|--|--|
| FRESHMAN | CHEM1210 Chemistry I CHEM1215 Chemistry I Lab EDUC2000* Schools and Society FYSP 1000 First Year Experience Core: BIOL1310 Principles of Biology I Core: BIOL1315 Principles of Biology I Lab Core: CSEN1010 <u>OR</u> CSEN1020 Core: ELIT1040 Reading Lit.: Coming of Age 18 credits Obtain 3 Required Clearances | BIOL2310 Principles of Biology II BIOL2315 Principles of Biology II Lab CHEM2210 Chemistry II CHEM2215 Chemistry II Lab EDUC2100* Educational Psychology & Classroom Mgmt. Core: MATH2070: Calculus with Analytic Geometry I Core: PSYC1010: General Psychology 18 credits Take and Pass PAPA Exam |
| SOPHOMORE | BIOL2370 Microbiology BIOL2380 Microbiology Lab BIOL2470 Botany BIOL2480 Botany Lab ENVS2500 Ecology ENVS2550 Ecology Lab Core: CSEN1020 Argument and Research 15 credits | EDUC2200 Technology for Teachers BIOL3370 Cell/Molecular Biology BIOL3375 Cell/Molecular Biology Lab BIOL2570 Zoology BIOL2580 Zoology Lab STAT2110 Statistics Core: CSCM1030 Public Speaking & Persuasion 17 credits Apply for Candidacy Status |
| Candidacy status required in order to proceed with EDUC courses.... JUNIOR | EDUC3400* Curriculum Instruction Design BIOL3470 Human Genetics BIOL3475 Human Genetics Lab BIOL3570 Comparative Vertebrate Anatomy BIOL3580 Comparative Vertebrate Anatomy Lab SPED3010* Intro. to Special Ed. PreK-12 Core: CSCM2040 Professional Communications 17 credits | EDUC3600* Educational Assessment BIOL3670 Comparative Vertebrate Physiology BIOL3680 Comparative Vertebrate Physiology Lab PHYS1010 Physics for Allied Health PHYS1015 Physics for Allied Health Lab SPED3020* Teaching in Inclusive Classrooms PreK-12 Core: ECON1010 Survey of Economics 17 credits Apply for Pre-Student Teaching |
| SENIOR | EDUC3165 Teaching English Language Learners EDUC4140* Content Specific Pedagogy: Biology ((with Co-requisite EDUC0440 - 0 credits) Core: HUMA1010 Humanities: Arts & Music Core: SOCI Requirement Core: HIST or POLS Requirement Elective Recommended 15 credits Take and Pass Praxis II Exam Apply for Student Teaching | EDUC4200 Student Teaching Seminar EDUC4540 Student Teaching Internship: Biology 12 credits Apply for Graduation & PDE Certification |

C= must be admitted to Candidacy to take this course

* = EDUC co-requisite required for this course

129 Total Credits

Draft Updated 8/2016

Recommended Course of Study

Secondary Teacher Certification Program

Business, Computer & Information Technology Education (BCIT)

(Traditional Undergraduate)

| | FALL SEMESTER | SPRING SEMESTER |
|---|--|--|
| FRESHMAN | CSEN1010 Reading And Writing Strategies ECON1010 Survey of Economics EDUC2000 Schools And Society HIST/POLS History OR Political Science Elective SOCI1010 Principles of Sociology OR SOCI1020 Contemp. Am. Social Problems 16 Credits Obtain three require clearances | CSEN1020 Argument And Research PSYC1010 Principles of Psychology BLAW1050 Legal Environment of Business INFS1020 Intro to Decision Support Systems MATH1050 Math Reasoning/Applications (or higher) 15 Credits Take and Pass PAPA Exam |
| SOPHOMORE | CSCM 1030 Public Speaking and Persuasion INFS2410 Office Info Sys Applications STAT2110 Statistics HUMA1010 Humanities: Art And Music EDUC2200 Technology For Teachers 15 Credits | CSCM2040 Prof Communications ELIT1040 Reading Lit: Coming Of Age INFS2480 Telecomm for Info Systems OR INFS3230 Networks, Data & Computer Comm. MGMT3100 Mgmt. Theory & Practice EDUC2100 Educational Psych. /Class Mgmt. 18 Credits Apply for Candidacy Status |
| Candidacy status required in order to proceed with EDUC courses.... JUNIOR | INFS2150 Intro to Web Development PSYC3530 Adolescent Psychology MARK3100 Principles of Marketing ACCT1010 Intro Financial Acct EDUC3400 Curriculum Design SPED3010 Intro to Sp. Ed. PreK-12 18 Credits | BLAW3050 Legal Environment of Business II INFS2120 Visual Basic Programming OR INFS2130, INFS2151, INFS2184 ACCT2060 Managerial Accounting EDUC3600 Educational Assessment ECON4500 Intl. Trade & Finance - Elective Recommended 15 Credits Apply for Pre-Student Teaching |
| SENIOR | EDUC3165 Teaching English Lang Learners EDUC4120 Content Specific Pedagogy: BCIT <i>(with Co-requisite EDUC0420 - 0 credits)</i> SPED3020 Teaching in Inclusive PreK-12 Class INFS3210 Operating Systems Concepts FINA3000 Principles of Finance - Elective Recommended 15 Credits Take and Pass Praxis II Exam Apply for Student Teaching | EDUC4200 Student Teaching Seminar EDUC4520 Student Teaching Internship: BCIT 12 Credits Apply for Graduation Apply for PDE Certification |

123 Total Credits
Draft Updated 8/2016

Recommended Course of Study

Secondary Teacher Certification Program English

(Traditional Undergraduate)

| | FALL SEMESTER | SPRING SEMESTER |
|--|---|---|
| FRESHMAN | <p>MATH1050 Math Reasoning/Applications or higher PSYC1010 General Psychology SOCI1010 Principles of Sociology or <i>SOCI2320 Contemporary Amer. Social Problems</i> FYSP1000 First Year Experience (1 credit)</p> <p>AND...if student places out of CSEN1010: CSEN1020 Argument & Research ELIT1040 Reading Literature: Coming of Age</p> <p>If student does not place out of CSEN1010: CSEN1010 Reading & Writing Strategies ECON1010 Survey of Economics</p> <p>16 Credits Obtain required clearances</p> | <p>EDUC2100 Educational Psychology STAT2110 Statistics HUMA1010 Humanities Natural Sciences elective</p> <p>AND...if student placed out of CSEN1010: CSCM1030 Public Speaking and Persuasion ELIT2000 Study of Literature</p> <p>If student does not place out of CSEN1010: CSEN1020 Argument and Research ELIT1040 Reading Literature: Coming of Age</p> <p>18 Credits Take PAPA</p> |
| SOPHOMORE | <p>EDUC2000 Schools and Society ENGL2540 Study of Language ELIT3080 American Lit Before 1865</p> <p>AND...if student placed out of CSEN1010: CSCM2050 Intercultural Communication ECON1010 Survey of Economics</p> <p>If student does not place out of CSEN1010 CSCM1030 Public Speaking and Persuasion ENGL3500 Study of Rhetoric</p> <p>15 Credits Apply for Candidacy Status</p> | <p>SPED3010 Intro. to Special Ed. PreK-12 ENGL3020 Creative Writing ELIT3090 American Lit 1865-Present HIST or POLS (History or Political Science elective) CSCM2040 Professional Communications</p> <p>AND...if student placed out of CSEN1010: ENGL3500 Study of Rhetoric</p> <p>If student does not place out of CSEN1010: ELIT2000 Study of Literature</p> <p>18 Credits</p> |
| Candidacy status required in order to proceed with EDUC courses.... JUNIOR | <p>EDUC3165 Teaching ELLs EDUC3400 Curriculum Instruction Design ELIT3120 British Lit to 1789 ENGL3010 Mod. English Grammar and Editing ELIT3520 Dramatic Art of Shakespeare ELIT2055 World Literature</p> <p>18 Credits</p> | <p>EDUC3600 Educational Assessment ELIT3130 British Lit 1789-Present ELIT4800 Seminar in English Studies ENGL3110 History of the English Language <i>Elective Recommended</i></p> <p>15 Credits Apply for Pre-Student Teaching Take PRAXIS II Exam</p> |
| SENIOR | <p>EDUC4110 Content Specific Pedagogy: English/Comm. (with Co-requisite EDUC0410 - 0 credits) ENGL4000 The Teaching of Writing COMM1050 Survey of Mass Communication SPED3020 Teaching in Inclusive PreK-12 Class <i>Elective Recommended</i></p> <p>15 Credits Apply for Student Teaching</p> | <p>EDUC4200 Student Teaching Seminar (3 cr.) EDUC4550 Student Teaching Internship (6 cr.)</p> <p>Optional: ENGL4100 Professionalism in Teaching of English (3 credits)</p> <p>9 or 12 Credits Apply for Graduation Apply for Certification</p> |

120 Total Credits
Draft Updated 8/2016

Recommended Course of Study

Secondary Teacher Certification Program English/Communication

(Traditional Undergraduate)

| | FALL SEMESTER | SPRING SEMESTER |
|--|--|---|
| FRESHMAN | <p>MATH1050 Math Reasoning/Applications or higher PSYC1010 General Psychology SOCI1010 Principles of Sociology OR SOCI2320 Contemporary Amer. Social Problems FYSP 1000 First Year Experience (1 credit)</p> <p>AND...if student places out of CSEN1010: CSEN1020 Argument & Research ELIT1040 Reading Literature: Coming of Age</p> <p>If student does not place out of CSEN1010: CSEN1010 Reading & Writing Strategies ECON1010 Survey of Economics</p> <p>16 Credits Obtain required clearances</p> | <p>EDUC2100 Educational Psychology STAT2110 Statistics HUMA1010 Humanities</p> <p>AND...if student placed out of CSEN1010: CSCM1030 Public Speaking and Persuasion ELIT2000 Study of Literature</p> <p>If student does not place out of CSEN1010: CSEN1020 Argument and Research ELIT1040 Reading Literature: Coming of Age</p> <p>Natural Sciences elective</p> <p>18 Credits Take PAPA</p> |
| SOPHOMORE | <p>EDUC2000 Schools and Society ENGL2540 Study of Language ELIT3080 American Lit Before 1865 COMM1030 Intro to Communications OR COMM2020 Interpersonal Communications</p> <p>AND...if student placed out of CSEN1010: CSCM2050 Intercultural Communications ECON1010 Survey of Economics</p> <p>If student does not place out of CSEN1010 CSCM1030 Public Speaking and Persuasion ENGL3500 Study of Rhetoric</p> <p>18 Credits Apply for Candidacy Status</p> | <p>SPED3010 Intro. to Special Ed. PreK-12 ENGL3020 Creative Writing ELIT3090 American Lit 1865-Present HIST or POLS (History or Political Science elective) CSCM2040 Professional Communications</p> <p>AND...if student placed out of CSEN1010: ENGL3500 Study of Rhetoric</p> <p>If student does not place out of CSEN1010: ELIT2000 Study of Literature</p> <p>18 Credits</p> |
| Candidacy status required in order to proceed with EDUC courses.... JUNIOR | <p>EDUC3165 Teaching ELLs EDUC3400 Curriculum Instruction Design ELIT3120 British Lit to 1789 ENGL3010 Mod. English Grammar and Editing ELIT3520 Dramatic Art of Shakespeare ELIT2055 World Literature</p> <p>18 Credits</p> | <p>EDUC3600 Educational Assessment ELIT3130 British Lit 1789-Present ELIT4800 Seminar in English Studies ENGL3110 History of the English Language JRNL3020 Journalism Production</p> <p>15 Credits Apply for Pre-Student Teaching Take PRAXIS II exam</p> |
| SENIOR | <p>EDUC4110 Content Specific Pedagogy: English/Comm. (with Co-requisite EDUC0410 - 0 credits) ENGL4000 The Teaching of Writing COMM1050 Survey of Mass Communication SPED3020 Teaching in Inclusive PreK-12 Class THEA1030 Intro to Theatre ARTM2040 Writing for Media</p> <p>18 Credits Apply for Student Teaching</p> | <p>EDUC4200 Student Teaching Seminar (3 credits) EDUC4550 Student Teaching Internship (6 credits)</p> <p>Optional: ENGL4100 Professionalism in Teaching of English (3 credits)</p> <p>9 or 12 Credits Apply for Graduation Apply for Certification</p> |

132 Total Credits
Draft Updated 8/2016

Recommended Course of Study

Secondary Teacher Certification Program

Mathematics Education

(Traditional Undergraduate)

| | FALL SEMESTER | SPRING SEMESTER |
|------------------|---|--|
| FRESHMAN | CSEN1010 Reading and Writing Strategies OR CSEN1020 Intercultural Communications HUMA1010 Humanities: Art and Music ECON1010 Survey of Economics MATH2070 Calculus w/Analytic Geometry I FYSP 1000 First Year Experience Open Elective 16 Credits Obtain three required clearances | CSEN1020 Argument and Research INFS1050 Fundamentals of Information Systems OR INFS3220 Systems Analysis and Design OR INFS2470 Decision Support Systems OR EDUC2200 Technology for Teachers HIST1100 US History I or HIST1200 US History II MATH2170 Calculus w/Analytic Geometry II EDUC2100 Educational Psychology 16 credits Take and Pass PAPA Exam |
| SOPHOMORE | CSCM1030 Public Speaking and Persuasion MATH3090 Calculus w/Analytic Geometry III MATH4000 Discrete Math EDUC2000 Schools and Society Natural Science Elective & Lab <i>(BIOL2370/2380, CHEM1210/1215, PHYS1210/1215 or SCIE1570/1580)</i> 17 credits (science lab is 1 credit) Apply for Candidacy Status | CSCM2040 Professional Communications INFS2110 Programming Logic OR INFS3150 Intro to Web Development OR INFS3430 Intro to Multimedia STAT2110 Statistics MATH3400 Linear Algebra with Applications EDUC3600 Educational Assessment Open Elective 18 credits |
| JUNIOR | ELIT1040 Reading Literature: Coming of Age PSYC1010 General Psychology INFS2120 Visual Basic Programming OR INFS3184 C++ Programming STAT3140 Mathematical Statistics I SPED3010 Intro To Sp. Ed. PreK-12 EDUC3400 Curriculum Instructional Design 18 credits | MATH3250 Practicum Teaching Math w/Technology MATH3200 Geometry MATH4050 Abstract Algebra/Number Theory SPED3020 Teaching in Inclusive PreK-12 Class EDUC3600 Educational Assessment Approved Elective from ACI, ENGR, MATH, MGMT, or Stat 18 credits Apply for Pre-Student Teaching |
| SENIOR | SOCI1010 Principles of Sociology OR SOCI2320 Contemporary Amer. Social Problems EDUC3165 Teaching English Language EDUC4120 Content Specific Pedagogy: MATH <i>(with Co-requisite EDUC0420 - 0 credits)</i> Approved Elective: ACI, ENGR, MATH, MGMT, or STAT Open Elective Elective Recommended 15 Credits Take and Pass Praxis II Exam Apply for Student Teaching | EDUC4200 Student Teaching Seminar (3 credits) EDUC4520 Student Teaching Internship: MATH (9 credits) 12 Credits Apply for Graduation Apply for PDE Certification |

127 Total Credits
Draft Updated 8/2016

Recommended Course of Study

Secondary Teacher Certification Program

Social Studies

(Traditional Undergraduate)

| | FALL SEMESTER | SPRING SEMESTER |
|-----------|---|--|
| FRESHMAN | CSEN1010 Reading And Writing Strategies OR CSCM2050 Intercultural Communications ECON1020 Principles of Macroeconomics GEOL1130 Landforms of the World HIST1100 U.S. History I MATH1050 Math Reasoning/Applications 15 Credits Obtain three required clearances | CSEN1020 Argument And Research ELIT1040 Reading Lit: Coming Of Age HIST1200 U.S. History II PSYC1010 General Psychology STAT2110 Statistics 15 Credits Take PAPA Exam |
| SOPHOMORE | CSCM1030 Public Speaking and Persuasion CSCM2040 Professional Communications EDUC2000 Schools And Society EDUC2100 Ed. Psych./Class. Management HIST1700 World Civilizations I 15 Credits | ECON1030 Principles of Microeconomics EDUC2200 Technology For Teachers GEOG1020 World Geography HIST1800 World Civilizations II POLS1020 American National Government 15 Credits Apply for Candidacy Status |
| JUNIOR | EDUC3400 Curriculum Design SOCI1010 Principles of Sociology HIST3400 Pennsylvania History HUMA1010 Humanities: Art And Music POLS1030 Comp./Contemp. Political Systems Elective Recommended 15 Credits | ANTH1020 Cultural Anthropology EDUC 3600 Educational Assessment SPED3010 Intro to Sp. Education PreK-12 HIST3700 Developing World PSYC3530 Adolescent Development OPEN ELECTIVE 18 Credits Apply for Pre-student Teaching |
| | EDUC3220 Reading Content/ELL SPED3020 Teaching in Inclusive PreK-12 Class EDUC4150 Content Specific Pedagogy (with Co-requisite EDUC0450 - 0 credits) POLS1040 International Relations SOSC4800 Senior Thesis Elective Recommended 15 Credits Apply for Student Teaching Pass Praxis II Exam | EDUC4200 Student Teaching Seminar (3 cr.) EDUC4550 Student Teaching Internship: Social Studies (9 cr.) 12 Credits Apply for Graduation Apply for Certification |

120 Total Credits
Draft Updated 8/2016

Appendix C – Dispositional Check Policy/Dispositional Assessment Rubric

Dispositional Check

April 10, 2017

Description of the instrument:

Description of the Dispositional Check is included in the designated course syllabi (* See below), in the teacher education program handbook, and on the SESS website. This instrument is used to assess six dispositional indicators drawn from Danielson's Framework for Effective Teaching (Danielson Domain 2, 3 and 4): ethics and integrity, ability to establish and maintain rapport, displays appropriate actions between persons, cultivates relationships with others, flexibility and responsiveness, and communication skills. The use of this instrument is described below:

1. Used as a dispositional checkpoint in two designated courses and in the candidacy application for all students. Either the course instructor completes or two faculty recommenders in the case of candidacy complete a dispositional check rubric for each student based on interactions, observations, and general knowledge of the student. Dispositional indicators are scored with as unacceptable (1), developing (2), or acceptable (3). One of the designated courses is a pre-candidacy course, while the second course is a post candidacy course to ensure dispositional assessment occurs at multiple points in the program. Students in a teacher certification program are expected to receive all threes (3s) in all rated dispositional areas. However, if a student receives a one (1) or (2) in any dispositional area at any time, a committee (the student's program coordinator, the student's advisor or a faculty appointee, and the Education Dept. Head) will review the student's status. After the committee's review, the student meets directly with the Education Department Head and recommendations concerning areas of improvement are discussed. Recommendations can be specific skills to improve in order to make progress in the Teacher Education Program or creation of an exit plan from the program. If serious, the student may be removed from the teacher education program effective immediately. This includes decisions regarding the student's continuation in the program at candidacy.
2. Used as a dispositional alert; the dispositional instrument is used anytime a faculty member or staff person who works with a teacher education student in or outside of the classroom has a concern involving the student's disposition. The faculty member or staff person fills out the instrument and then forwards it (and any additional documents if needed) to the Education Department Head. When a student receives a dispositional alert, a committee (the student's program coordinator, the student's advisor or a faculty appointee, and the Education Dept. Head) will review the student's status. After the committee's review, the student meets directly with the Education Department Head and recommendations concerning areas of improvement are discussed. Recommendations can be specific skills to improve in order to make progress in the Teacher Education Program or creation of an exit plan from the program. If serious, the student may be removed from the teacher education program effective immediately.

Designated Dispositional Teacher Education Program Course Checkpoints

Certification Areas

ECED, ECED/SPED

ML

Secondary

Post-Bac ECED/Secondary

Courses

(ECED2100, EDUC3400)

(ML2000, EDUC3400)

(Undergraduate: EDUC2000, EDUC3400)

(Graduate: EDUC6000, EDUC6060)

Construct and Content Validity

Constructs related to professional ethics and behavior and interpersonal skills were identified in Danielson's Framework for Teaching (adopted by the Pennsylvania Department of Education as the framework for teacher evaluation in the state) by a committee of Education Department Faculty. Specifically, six constructs were identified: Ethics and Integrity (Danielson Domain 4f), Ability to establish and maintain rapport (Danielson Domain 2a and 2b), Displaying appropriate actions between persons (Danielson Domain 2a, 2b, 4f and 4), Cultivation of appropriate relationships with others (Danielson Domain 4d, 4e, and 4f), Flexibility and responsiveness (Danielson Domain 3e), and Communication Skills (Danielson 3a, 4d, and 4f). These constructs were validated through review by the department faculty as a whole and by a panel of pk-12 educators. Indicators and descriptors were subsequently developed by faculty committee to reflect unacceptable, developing, and acceptable levels of behavior. These indicators and descriptors were again reviewed by department faculty and a panel of prek-12 educators.

DISPOSITIONAL CHECK

Revised April 10, 2017

| Dispositional Rating Areas | Unacceptable (1) | Developing (2) | Acceptable (3) |
|---|--|--|--|
| <p>Ethics and Integrity (CAEP 3.2; InTASC 9; Danielson Domain 4f)</p> <p><i>Respectful of the rights of others; honest</i></p> | <p>Demonstrates argumentative, disrespectful or hostile behavior and/or actions; has lied on one or more occasions.</p> | <p>Sometimes demonstrates disrespectful behavior to peers and/or instructor.</p> | <p>Usually is open to peers and instructor, respectfully listens to others and is truthful.</p> |
| <p>Ability to establish and maintain rapport (CAEP 3.2; InTASC 9; Danielson Domain 2a, 2b)</p> <p><i>Is engaged and positive; understands the importance of the class and maintains a positive outlook and rapport</i></p> | <p>Disengages during most classes and on field experiences, (e.g. falls asleep during class, texts or engages inappropriately w/ electronic communications during class, makes rude or flippant remarks, refuses to participate during class on at least one occasion (e.g. does not work on tasks during class time when assigned).</p> | <p>Sometimes engages in class and on field experiences, generally recognizes the importance of the course content; generally exhibits some rapport with instructor and others in class.</p> | <p>Almost always whole-heartedly and positively engages in class and on field experiences, fully recognizes the importance of the course content and takes learning seriously; consistently exhibits positive rapport with instructor and others while engaged in class.</p> |
| <p>Displays appropriate actions between persons (CAEP 3.2; InTASC 9; Danielson Domain 2a, 2b, 4d, 4f)</p> <p><i>Maintains a positive attitude about the course and shows this in actions and mannerisms</i></p> | <p>Makes negative and/or disparaging remarks about the course, assignments, instructor, peers, faculty and/or program; (e.g. eye-rolling, sighing, staring, rude posturing or negative facial looks); shows up late to class frequently, leaves early on more than one occasion; does not adhere to deadlines.</p> | <p>Generally discusses course, assignments, instructor, peers, faculty and/or program in a positive professional manner but has been found to be negative on occasion. Usually comes to course sessions on time but is sometimes late or leaves early; has some difficulty with deadlines.</p> | <p>Always discusses course, assignments, instructor, peers, faculty and/or program in a positive professional manner. Always or almost always comes to class on time, stays the entire session, respects deadlines, and accepts critical feedback from peers and the instructor.</p> |
| <p>Cultivates appropriate relationships with others (CAEP 3.2; InTASC 9; Danielson Domain 4d, 4e, 4f)</p> <p><i>Demonstrates personal and professional distances; understands social cues and reacts appropriately around others</i></p> | <p>Does not understand emotional, physical and/or professional distance; misinterprets social cues with others; reacts irrationally or inappropriately to the situation with others, regularly avoids eye contact</p> | <p>Usually displays physical and emotional personal distance with course instructors and classmates; sometimes does not understand verbal and non-verbal social cues when interacting with others in the class and in field experiences; sometimes avoids eye contact</p> | <p>Always or almost always displays appropriate eye contact physical and emotional personal distance with course instructors and classmates; understands verbal and non-verbal social cues when interacting with others in the class and in field experiences; behaves in the class and with others in rational and appropriate ways</p> |
| <p>Flexibility and responsiveness</p> | <p>Often is defensive and/or rude when given constructive feedback</p> | <p>Sometimes reacts inappropriately to constructive feedback from</p> | <p>Consistently is open and reacts positively to constructive feedback</p> |

| | | | |
|---|--|--|---|
| <p>(CAEP 3.2; InTASC 9; Danielson Domain 3e,4e)</p> <p><i>Takes feedback from others; accepts professional criticism; demonstrates growth through incorporation of feedback</i></p> | <p>or professional criticism; frequently makes excuses rather than seeking improvement; often or always fails to incorporate feedback through the course/program.</p> | <p>instructor, professionals, and peers; sometimes accepts professional criticism with defensiveness; demonstrates some growth through incorporation of feedback throughout the course/program</p> | <p>from instructor, professionals, and peers; accepts professional criticism without defensiveness; demonstrates growth through incorporation of feedback throughout the course/program</p> |
| <p>Communication Skills (CAEP 3.2; InTASC 9 Danielson Domain 3a, 4d, 4f)</p> <p><i>Shows appropriate verbal and non-verbal skills that indicate the student is willing and able to communicate</i></p> | <p>Displays poor or offensive verbal and/or non-verbal skills when engaging with others, such as poor eye contact, eye-rolling, sighing, staring, rude posturing or negative facial looks; may frequently interrupt others</p> | <p>Sometimes displays inappropriate verbal and non-verbal skills, such as poor eye contact, not responding by smiling or nodding when in conversation, occasionally interrupts others</p> | <p>Consistently displays appropriate verbal and non-verbal behaviors that show the student wants to communicate, such as eye contact, smiling, and nodding when in conversation, does not interrupt others.</p> |

Appendix D – Early Field Experiences and Applying for Clearances

- Field Experience and Student Teaching Appearance Policy
- Early Field Experience Explanation including “No Show” Policy
- How to Apply/When to Apply for Clearances

Field Experience and Student Teaching Appearance Policy

The student appearance and behavior when visiting a classroom for a field experience or student teaching experience must demonstrate that he/she is a member of the professional staff of the school. Student teachers are expected to meet accepted standards of grooming and cleanliness and to choose non-distracting hair styles, clothing, and shoes consistent with a professional appearance.

RMU does not permit student teachers to wear flip-flops or shorts. Jeans are acceptable once in-while if going on a field trip that requires this dress attire (i.e., Pumpkin Patch) or for a Spirit Day or an awareness day for a cause, such as "Earth Day." However, student teachers are not permitted to regularly wear jeans for on-going occasions such as "dress down Fridays" or "casual Mondays."

Tattoos are not to be visible. Tongue studs and/or pierced jewelry other than one earring in each ear should not be worn during student teaching. Clothing should always cover the mid-body, lower torso, and shoulders. Spaghetti strap tops should not be worn. Students must make every effort to conform to the school environment. The student teacher must make modifications if inappropriate dress or personal appearance distractions are brought to his/her attention by the cooperating teacher, university supervisor, local school administrators, or RMU faculty or administrators.

Field Experience "No Show" Policy

It is essential to complete ALL field experiences as scheduled. On rare occasions when a student is not able to participate in a field experience due to an emergency such as a sudden illness or car failure, **the student must contact the course instructor and field placement coordinator, Mrs. Mary Poehlmann, (her e-mail is: poehlmann@rmu.edu) as soon as possible** but no later than 24 hours after the scheduled field placement with a doctor's note or a bill from a garage documenting car failure. If there is a sudden death in the immediate family or sudden illness in the family, documentation will be requested. If proper documentation is presented, all attempts will be made to offer a substitute field experience.

An incomplete or "I" will be given in the course and an "I" for the co-requisite field experience for any field experience that is not completed by the end of the semester, which has proper documentation.

Field Experience "No Shows" Without Documentation

Student who do not attend a scheduled field experience and do not have documentation must contact Dr. Richard Fuller, Education Dept. Head, immediately (e-mail: fuller@rmu.edu). The Department Head will prepare a dispositional alert and request a face-to-face meeting with any student who fails to complete a scheduled field experience. If the student already has more than one dispositional alert on file, there is a strong possibility the student will fail the field experience and fail the course (**see Appendix C**).

Clearances

Updated July 2017

All Pennsylvania school districts now require that any visitors to their schools – including teacher candidates completing field experience assignments, pre-student teaching, or student teaching – obtain three clearances. The clearances are explained and can be obtained using the information provided below:

1. PA State Criminal Record – Act 34 (must be renewed annually, and must always be less than one year old);
2. PA Child Abuse – Act 33/151 (must be renewed annually, and must always be less than one year old).
3. FBI – Act 114* (Beginning with the Fall 2017 semester, must be renewed annually, and must always be less than one year old).

**All incoming undergraduate students must apply for FBI clearance in the fall of freshman year (even if he or she has had an FBI clearance in the past.). All transfer applicants and post-baccalaureate candidates must submit all 3 newly obtained clearances with their application.*

You are required to provide a copy of each clearance (PA Criminal, PA Child Abuse, and FBI) to Ms. Mary Poehlmann, Assistant to the Dean for Teacher Education, BEFORE you complete any field experience. The RMU Education Office must have copies of your valid clearances on file during your tenure with RMU as a teacher candidate student. After all clearances have been checked and processed by Ms. Poehlmann, you will be permitted to participate in the field experience assignments associated with required education courses.

For all questions concerning clearances, please contact Ms. Mary Poehlmann, Assistant to the Dean for Teacher Education (SESS, 435 Nicholson), at 412-397-6027 or at poehlmann@rmu.edu.

Act 34 (Pennsylvania Criminal History Record) Clearance is required of all students seeking teacher certification. This clearance must be obtained prior to scheduling your first RMU course that requires field experiences, and then **must be renewed annually** to remain current. The Act 34 Clearance is valid for one year from issuance date.

You can obtain the Act 34 Clearance electronically at <https://epatch.state.pa.us/> by clicking on the *Submit a New Record Check* link. **DO NOT** apply by selecting New Record Check (Volunteers only). The cost is \$8, to be paid online by credit card. Make sure to record the Control Number and the exact name and the date that you used to register.

In 24-48 hours, you should be able to access the results of the record check. Log into <https://epatch.state.pa.us/>. Click on “Check the status of a Record Check”, input the required information, and click *Search*. On the *Search Results page*, click on the hyperlink with your **Control Number**. On the next screen, click on **Certification Form**. Print the summary of the criminal record check and provide a copy to Ms. Poehlmann.

Act 33/151 (Pennsylvania Child Abuse) Clearance is required of all students seeking teacher certification. This clearance must be obtained prior to scheduling your first RMU course that requires field experiences, and then **must be updated annually** to remain current. The Act 33/151 Clearance is only valid for one year from issuance date. **There is \$8 application fee. Do not register as a “VOLUNTEER”.** Register as **“EMPLOYEE”**.

Effective 12/31/14, the Child Abuse History Clearance **can be submitted online** by using the following link: <https://www.compass.state.pa.us/CWIS>. The \$8 application fee must be paid with a debit/credit card. Creating an account and submitting your clearance application online will give you immediate access to your results or the status of your results if your results cannot be processed immediately.

Paper submissions of the Pennsylvania Child Abuse History Clearance application **will still be accepted** for anyone who may not have access to the internet. The \$8 application fee must be paid with a money order. The hardcopy version of the application may be found at:

<http://www.dhs.pa.gov/provider/childwelfareservices/childabusehistoryclearanceforms/>

Submit paper applications to:

ChildLine and Abuse Registry

Pennsylvania Department of Human Services

PO Box 8170

Harrisburg, PA 17105-8170

The instructions for how to complete the Pennsylvania Child Abuse History Clearance application are now included on the last page of the application and can be printed for easy reference when completing the application.

For questions related to the Pennsylvania Child Abuse History Clearance, please contact the ChildLine Verification Unit at 717-783-6211 or toll free at 1-877-371-5422.

PLEASE NOTE: Although the online option for application is expected to reduce processing time to 14 days or less, it may take up to 4 to 6 weeks for Pennsylvania agencies to return clearances that are processed from mailed, hard-copy applications. This process can sometimes be expedited by submitting your application and money order to the local office of an elected representative to the Pennsylvania state legislature.

Act 114 (FBI Criminal History Record) Clearance

This is required of all students seeking teacher certification. *All incoming undergraduate students must apply for FBI clearance in the fall of freshman year (even if he or she has had an FBI clearance in the past.). All transfer applicants and post-baccalaureate candidates must submit all 3 **newly obtained** clearances with their application.* Beginning with the Fall 2017 semester, it must be renewed annually, and it must always be less than one year old.

The FBI criminal record clearance is a fingerprint-based background check, and is a multiple-step process.

You begin the process for obtaining this clearance by registering (24/7) at www.pa.cogentid.com. Click "Pennsylvania Department of Education (PDE)." You can also register by phone at 1-888-439-2486, Monday thru Friday from 8:00 a.m. to 6:00 p.m. EST. During the registration process, all demographic data for the applicant is collected (such as name, address, SSN). Data entry is not required at the fingerprinting site. You **MUST** register PRIOR to going to a designated fingerprinting site. Walk-in service without registration is not available.

You must pay a \$24.25 fee for the fingerprinting service to secure the FBI Criminal History Record. A printed copy will be mailed to your home address. The fees can be paid as part of the registration process – online at www.pa.cogentid.com using a credit or debit card. Also, money orders or cashier's checks payable to Cogent Systems are accepted at the fingerprint site if you cannot pay electronically. Cash or personal checks are NOT accepted.

To begin the registration process, you will be asked to check a box to confirm that school entities are authorized to review your **official** report electronically. **E-mail your registration number to Ms. Mary Poehlmann, Assistant to the Dean for Teacher Certification (SESS, 435 Nicholson), at poehlmann@rmu.edu. In your email, tell Ms. Poehlmann the date that your fingerprints will be/were taken.**

You need to print out the registration number to take with you when you go to an acceptable FBI fingerprinting site of your choice. The locations and days/hours of operation for each site are posted on Cogent Systems' website at www.pa.cogentid.com. Locations of fingerprinting sites may change over time, so please confirm the site location you plan to visit.

The Applicant Livescan Operators (ALO) manage the fingerprint collection process. The fingerprint transaction begins when the ALO reviews your qualified State or Federal photo ID before processing your transaction. A list of approved ID types is available at www.pa.cogentid.com. **You cannot be processed without an acceptable photo ID.**

After your identity is established, all ten fingers are scanned to complete the process. The entire fingerprint capture should take no more than 5-10 minutes. Your scanned fingerprints are electronically transmitted to the Pennsylvania State Police, who in turn submits your fingerprints and demographic information to the FBI as required by federal statute.

You will receive an unofficial paper copy of your report by mail from Cogent. The unofficial paper copy of an applicant's report will be maintained by 3M Cogent for **30 days** from their original mailing date. After 30 days, the copy will no longer be accessible. An applicant who does not recall having received the unofficial copy should contact 3M Cogent within 30 days of their fingerprint date, before the storage limitation time has been reached.

Appendix E – Application for Candidacy

- Candidacy Application
- Faculty Recommendation Form for Candidacy Application and Assessment Rubric
- How to Apply for Clearances (**See Appendix D**)

Application for Admission to Candidacy Requirements
(to be completed by the Program Coordinator)

| The following items are required of UNDERGRADUATE STUDENTS ONLY | | | |
|---|------------------|--|----------------|
| <p>Math and English Requirements (UNDERGRADUATE STUDENTS ONLY)</p> <ul style="list-style-type: none"> Six (6) credits of college-level mathematics courses. <i>(Note: Math 0900 courses do not meet this requirement.)</i> Three (3) credits of English composition Three (3) credits of English or American Literature course <i>(Secondary Education candidates)</i> <p align="center">OR</p> <p>Three (3) credits of Children’s Literature – ELIT1070 <i>(ECED/MLED candidates)</i></p> | | | |
| | Course No | RMU Course Name or Transfer Course Name | Credits |
| | | | |
| | | | |
| | | | |
| <p>Passing Basic Skills Test Results (UNDERGRADUATE STUDENTS ONLY)</p> <p>Attached Documentation Required: A copy of the official score reports.</p> | | | |
| The following items are required of ALL STUDENTS (UNDERGRADUATE and POST-BACCALAUREATE GRADUATE) | | | |
| <p>Minimum overall grade point average (GPA) of 3.0 (ALL STUDENTS): _____</p> <p>UG GPA in “the major” from the student’s checksheet: _____</p> <p>Post-bacc students - content GPA of 3.0 or higher: _____</p> <p><i>(computed by the Program Coordinator)</i></p> | | | |
| <p>48 total credits of coursework toward teacher education program either at RMU and/or transferred (ALL STUDENTS)</p> | | | |
| <p>Current Clearances (ALL STUDENTS)</p> <ul style="list-style-type: none"> PA Act 34 PA Criminal Record Clearance – less than one year old Record:___ No Record: ___ PA Act 151 Child Abuse – less than one year old Record:___ No Record: ___ Act 114 Federal Criminal Record Clearance (FBI)* Record:___ No Record: ___ <p><i>Attached Documentation Required: All three clearances.</i></p> <p><i>* All students must apply for FBI clearance fall freshman year (even if he or she has had an FBI clearance in the past.). Must be less than one year old.</i></p> | | | |
| <p>Faculty Recommendations (ALL STUDENTS)</p> <p>List the two RMU faculty (one from Education Department faculty) who will be filling out a Faculty Recommendation Dispositional Rubric for your candidacy application.</p> <p>1. Faculty Member’s Name: _____ <i>Form & Rubric Given :Yes ___ No ___</i></p> <p>2. Faculty Member’s Name: _____ <i>Form & Rubric Given :Yes ___ No ___</i></p> | | | |
| | | | August 3, 2017 |

Faculty Recommendation Form for Candidacy Application

Teacher Candidate Name _____ Date _____

Faculty Person's Name: _____

Course Name and Number: _____

Area of Certification(s):

_____ Applied Mathematics

_____ English

_____ English/Communication

_____ Early Childhood (Pre-K-4)

_____ Early Childhood (PreK-4) w/Sp. Education

_____ Business, Computer & IT (BCIT)

_____ Social Studies

_____ Biology

_____ Middle Level (ML)

Notes to Teacher Candidate

- ✓ It is your responsibility to approach an RMU faculty member who has taught you in a face-face or hybrid class and ask for a recommendation.
- ✓ Complete the entire top portion of the form, sign & date.
- ✓ Provide the faculty member with this form and the dispositional rubric to complete.
- ✓ The faculty member will submit the form/rubric directly to the Program Coordinator. (See List Below)
- ✓ You are required to provide at least two faculty recommendations with your Application for Candidacy. **At least one of the faculty recommendations must be from an Education Faculty member.**

Coordinators:

Applied Mathematics Coordinator—Dr. Greg Holdan

Biology—Dr. Matthew Maurer

Business, Computer & Info. Tech.—Dr. Richard Fuller

English— Dr. Carianne Bernadowski

English/Communication—Dr. Carianne Bernadowski

Social Studies—Dr. Soren Fanning

PreK-4 (Early Childhood)—Dr. Susan Parker

PreK-4 (Early Child) w/ Special Ed.—Dr. Susan Parker

Middle Level—Dr. Richard Fuller

Post-Bacc PreK-4 (Early Child)—Dr. Richard Fuller

Notes to Faculty Member

- ✓ Please return this completed form to the designated Coordinator.
- ✓ This evaluation will not be shared with the student.
- ✓ At least two faculty member recommendations are required for the teacher candidate to obtain candidacy status in the Teacher Certification Program.

I agree the recommendation I am requesting shall be held in confidence by officials of Robert Morris University, and I hereby waive any rights to examine it.

Student's Name and Student's Signature / Date

Candidacy Application with Two Faculty Recommendations:

During the sophomore year, undergraduate students in the teacher education program will apply for candidacy. Part of the candidacy application requires two faculty recommendations – the recommendation form is below. Students in the post-bacc teacher certification program must apply for candidacy no later than the semester before they take their methods or pedagogy course.

Students are scored with a one (1) (unacceptable), two (2) (developing), or three (3) (target) on each of the nine dispositional areas using a standard rubric called the Dispositional Assessment Rubric. The same rubric is used for all three dispositional checkpoints. The rubric clearly defines each level of the nine dispositional areas.

Students in a teacher certification program are expected to receive all three's (3) in all rated dispositional areas. If a student receives a one (1) or two (2) on any dispositional rating at any checkpoint, a committee (the student's Program Coordinator, the student's advisor or a faculty appointee, and the Education Dept. Head) will review the student's status. After the committee's review, the student will meet directly with the Education Department Head, who will make recommendations concerning the student's disposition or discuss continuation in the Teacher Education Program.

Revised July 12, 2016

DISPOSITIONAL CHECK

Revised April 10, 2017

| Dispositional Rating Areas | Unacceptable (1) | Developing (2) | Acceptable (3) |
|---|--|--|--|
| <p>Ethics and Integrity (CAEP 3.2; InTASC 9; Danielson Domain 4f)</p> <p><i>Respectful of the rights of others; honest</i></p> | <p>Demonstrates argumentative, disrespectful or hostile behavior and/or actions; has lied on one or more occasions.</p> | <p>Sometimes demonstrates disrespectful behavior to peers and/or instructor.</p> | <p>Usually is open to peers and instructor, respectfully listens to others and is truthful.</p> |
| <p>Ability to establish and maintain rapport (CAEP 3.2; InTASC 9; Danielson Domain 2a, 2b)</p> <p><i>Is engaged and positive; understands the importance of the class and maintains a positive outlook and rapport</i></p> | <p>Disengages during most classes and on field experiences, (e.g. falls asleep during class, texts or engages inappropriately w/ electronic communications during class, makes rude or flippant remarks, refuses to participate during class on at least one occasion (e.g. does not work on tasks during class time when assigned).</p> | <p>Sometimes engages in class and on field experiences, generally recognizes the importance of the course content; generally exhibits some rapport with instructor and others in class.</p> | <p>Almost always whole-heartedly and positively engages in class and on field experiences, fully recognizes the importance of the course content and takes learning seriously; consistently exhibits positive rapport with instructor and others while engaged in class.</p> |
| <p>Displays appropriate actions between persons (CAEP 3.2; InTASC 9; Danielson Domain 2a, 2b, 4d, 4f)</p> <p><i>Maintains a positive attitude about the course and shows this in actions and mannerisms</i></p> | <p>Makes negative and/or disparaging remarks about the course, assignments, instructor, peers, faculty and/or program; (e.g. eye-rolling, sighing, staring, rude posturing or negative facial looks); shows up late to class frequently, leaves early on more than one occasion; does not adhere to deadlines.</p> | <p>Generally discusses course, assignments, instructor, peers, faculty and/or program in a positive professional manner but has been found to be negative on occasion. Usually comes to course sessions on time but is sometimes late or leaves early; has some difficulty with deadlines.</p> | <p>Always discusses course, assignments, instructor, peers, faculty and/or program in a positive professional manner. Always or almost always comes to class on time, stays the entire session, respects deadlines, and accepts critical feedback from peers and the instructor.</p> |
| <p>Cultivates appropriate relationships with others (CAEP 3.2; InTASC 9; Danielson Domain 4d, 4e, 4f)</p> <p><i>Demonstrates personal and professional distances; understands social cues and reacts appropriately around others</i></p> | <p>Does not understand emotional, physical and/or professional distance; misinterprets social cues with others; reacts irrationally or inappropriately to the situation with others, regularly avoids eye contact</p> | <p>Usually displays physical and emotional personal distance with course instructors and classmates; sometimes does not understand verbal and non-verbal social cues when interacting with others in the class and in field experiences; sometimes avoids eye contact</p> | <p>Always or almost always displays appropriate eye contact physical and emotional personal distance with course instructors and classmates; understands verbal and non-verbal social cues when interacting with others in the class and in field experiences; behaves in the class and with others in rational and appropriate ways</p> |

| | | | |
|---|---|---|---|
| <p>Flexibility and responsiveness (CAEP 3.2; InTASC 9; Danielson Domain 3e,4e)</p> <p><i>Takes feedback from others; accepts professional criticism; demonstrates growth through incorporation of feedback</i></p> | <p>Often is defensive and/or rude when given constructive feedback or professional criticism; frequently makes excuses rather than seeking improvement; often or always fails to incorporate feedback through the course/program.</p> | <p>Sometimes reacts inappropriately to constructive feedback from instructor, professionals, and peers; sometimes accepts professional criticism with defensiveness; demonstrates some growth through incorporation of feedback throughout the course/program</p> | <p>Consistently is open and reacts positively to constructive feedback from instructor, professionals, and peers; accepts professional criticism without defensiveness; demonstrates growth through incorporation of feedback throughout the course/program</p> |
| <p>Communication Skills (CAEP 3.2; InTASC 9 Danielson Domain 3a, 4d, 4f)</p> <p><i>Shows appropriate verbal and non-verbal skills that indicate the student is willing and able to communicate</i></p> | <p>Displays poor or offensive verbal and/or non-verbal skills when engaging with others, such as poor eye contact, eye-rolling, sighing, staring, rude posturing or negative facial looks; may frequently interrupt others</p> | <p>Sometimes displays inappropriate verbal and non-verbal skills, such as poor eye contact, not responding by smiling or nodding when in conversation, occasionally interrupts others</p> | <p>Consistently displays appropriate verbal and non-verbal behaviors that show the student wants to communicate, such as eye contact, smiling, and nodding when in conversation, does not interrupt others.</p> |

Student's Name: _____

Faculty Member's Name: _____

Faculty Member's Signature and Date:
 _____ / _____

Students in a teacher certification program are expected to receive all three's (3) in all rated dispositional areas. However, if a student receives a one (1) or two (2) on any dispositional rating at any checkpoint, a committee (the student's Program Coordinator, the student's advisor or a faculty appointee, and the Education Dept. Head) will review the student's status. After the committee's review, the student will meet directly with the Education Department Head, who will make recommendations concerning the student's disposition or discuss continuation in the Teacher Education Program.

Please send this completed rubric with signature to the appropriate program coordinator.

Applied Mathematics Coordinator—Dr. Greg Holdan
 Biology—Dr. Matthew Maurer
 Business, Computer & Info. Tech.—Dr. Richard Fuller
 English— Dr. Carianne Bernadowski
 English/Communication— Dr. Carianne Bernadowski

Social Studies—Dr. Soren Fanning
 PreK-4 (Early Child)—Dr. Susan Parker
 PreK-4 (Early Child) w/ Special Ed.—Dr. Susan Parker
 Middle Level—Dr. Richard Fuller
 Post-Bacc PreK-4 (Early Child)—Dr. Richard Fuller

Additional Comments:

Attach any additional documents if needed.

Appendix F – Application for Pre-Student Teaching and Student Teaching

- Pre-student Teaching Application
- Student Teaching Application
- Resume Example for Student Teaching Application
- How to Apply/Update Clearances (**See Appendix D**)
- TB testing

Pre-Student Teaching Application

Directions: All students (graduate and undergraduate) must complete this page and then attach the following to this form:

- copy of candidacy acceptance letter,
- current checksheet,
- current copies of the two required PA Child Abuse and PA Criminal clearances (both must be less than 1 year old),
- copy of your FBI clearance* (must be less than 1 year old)
- TB test results (less than 1 year old),
- Proof of liability insurance (typically a copy of the S- PSEA or CEC membership card indicating current membership) valid at least one month before pre-student teaching begins.

*All students must apply for FBI clearance fall freshman year (even if he or she has had an FBI clearance in the past.).

Return the completed application with all required attachments to your Program Coordinator **no later than February 15** if you plan to pre-student teach in the fall semester, and **no later than September 15** if you plan to pre-student teach in the spring semester.

Name _____ RMU ID # _____ Date _____

Mailing Address _____

Phone(s) _____ RMU E-mail _____ (Correspondence through RMU e-mail only)

Please indicate your intended certification area(s):

- Biology (7-12)
- Business, Computer & Information Technology (K-12)
- Early Childhood Educ. (PreK-4)
- Early Childhood Educ. (PreK-4)/Special Ed (PreK-8)
- English (7-12)
- English/Communication (7-12)
- Mathematics (7-12)
- Middle Level (4-8) *Specialization:* Math English/Lang Arts Science Social Studies
- Social Studies (7-12)

Check one:

- Undergraduate
- Post-bacc

Check one:

- Traditional Format:(15 weeks)
- Post-bacc Format: (3 weeks)

Request for Pre-Student Teaching Placement Fall 20____ or Spring 20____

Plan to Student Teach in Fall 20____ or Spring 20____

Please indicate three school districts in which you would like to be placed for Pre-student Teaching, if possible. (You cannot be placed in any school district where you attended K-12)

1. _____ 2. _____ 3. _____

High School(s) Attended _____

Do you have interest in Student Teaching internationally (Belize, Aruba, or New Zealand)?

YES _____ NO _____

Do you have an immediate family member (parent, grandparent, sibling, uncle, aunt or cousin) in an administrative role (ex: principal, superintendent, director) at any of the preferred districts noted above?

Yes _____ No _____

Revised: August 3, 2017

Application for Pre-Student Teaching

(to be attached to application by student and reviewed/approved by the Program Coordinator)

| | |
|--|--|
| | <p>Admission to Candidacy in an RMU Teacher Education Program Attached Documentation Required: A copy of student's letter of acceptance to candidacy.</p> |
| | <p>Content Pedagogy Course Completed: Yes ___ No ___ Will register for Content Pedagogy Course: Yes ___ No ___ (semester: _____)</p> |
| | <p>Copy of Current Checksheet For any open course slots, indicate when (semester/year) and where course will be taken. Also, note any courses that require checksheet adjustments (ex: transferred courses, courses to be re-classified on checksheet, etc.) NOTE: All coursework, except Student Teaching Seminar, must be completed before beginning student teaching.</p> |
| | <p>TB Test Results (must be less than one year old) Attached Documentation Required: A copy of TB test results signed by doctor or physician assistant.</p> |
| | <p>NOTE: Proof of Current Liability Insurance documentation is NOT included in the application. Proof of Current Liability Insurance documentation is submitted to Mrs. Mary Poehlmann, Nicholson 435, no later than one month before pre-student teaching begins. Documentation Required: A copy of S-PSEA or CEC current membership or private LIABILITY insurance.</p> |
| | <p>Current Clearances</p> <ul style="list-style-type: none"> • PA Act 34 PA Criminal Record Clearance – <i>must be less than one year old</i> • PA Act 151 Child Abuse – <i>must be less than one year old</i> • Act 114 Federal Criminal Record Clearance (FBI) (<i>must be less than one year old</i>) * <p><i>*All students must apply for FBI clearance fall freshman year (even if he or she has had an FBI clearance in the past.).</i></p> <p>Attached Documentation Required: Copies of all three clearances.</p> |
| | <p>Transportation: Pre-student teachers are expected to provide their own transportation to and from their pre-student teaching site.</p> |

Program Coordinator's Recommendation:

___ Requirements **met** ... Student may register for pre-student teaching.

___ Requirements **NOT met** (see comments)

Comments:

Date: _____ / _____
Program Coordinator Signature

Student Teaching Application

Directions: All students (graduate and undergraduate) must complete this page and attach the following to this form:

- current checksheet,
- current copies of the two required PA Child Abuse and PA Criminal clearances (both must be less than 1 year old),
- copy of your FBI clearance (less than 1 year old) ,
- TB test results (less than 1 year old),
- proof of liability insurance (typically a copy of the PSEA or CEC membership card indicating current membership) valid at least one month before student teaching begins,
- updated resume (for sending to school districts),
- proof of registration to take (OR test scores) for either the PRAXIS II content area exam or the PECT content area exam, as appropriate.

Return the completed application with all required attachments to your Program Coordinator **no later than February 15** if you plan to student teach in the fall semester, and **no later than September 15** if you plan to student teach in the spring semester.

Name _____ RMU ID # _____ Date _____

Mailing Address _____

Phone(s) _____ RMU E-mail _____ (Correspondence through RMU e-mail only)

Please indicate your intended certification area(s):

- Biology (7-12)
- Business, Computer & Information Technology (K-12)
- Early Childhood Educ. (PreK-4)
- Early Childhood Educ. (PreK-4)/Special Ed (PreK-8)
- English (7-12)
- English/Communication (7-12)
- Mathematics (7-12)
- Middle Level (4-8) *Specialization:* Math English/Lang Arts Science Social Studies
- Social Studies (7-12)

Check one:

- Undergraduate
- Post-bacc

Check one:

- Traditional Undergraduate Format: (15 weeks)
- Post-bacc Format: (12 weeks)

Plan to Student Teach in Fall 20____ or Spring 20____

Please indicate three school districts in which you would like to be placed for Student Teaching, if possible. (You cannot be placed in any school district where you attended K-12)

1. _____ 2. _____ 3. _____

High School(s) Attended _____

Please indicate if you plan to student teach internationally and where: _____

Do you have an immediate family member (parent, grandparent, sibling, uncle, aunt or cousin) in an administrative role (ex: principal, superintendent, director) at any of the preferred districts noted above?

Yes _____ No _____

Revised: August 3, 2017

Application for Student Teaching
(to be completed by the Program Coordinator)

| | |
|--|---|
| | Attached Documentation Required: A copy of current checksheet. |
| | <p>Current Resume <i>Note to Students: Resume may be sent to the school district(s) to which student teaching placement requests will be made. Resume writing assistance is available through RMU Career Services. (See example on following page)</i></p> |
| | <p>Praxis II/PECT Test Score Report or Registration Ticket for Content Area Exam (PRAXIS II/PECT) (before beginning of student teaching semester) Attached Documentation Required: Score Report or Registration Ticket.</p> |
| | <p>NOTE: Fall semester applicants: S-PSEA memberships run according to the school year, Sept. 1 – Aug. 31 and is available for purchase after the February 15 deadline for student teaching application submission. Therefore, evidence of current liability insurance is submitted to Mrs. Mary Poehlmann in Nicholson 435 at least one month before student teaching begins for Fall semester applicants. Spring semester applicants: Attach evidence of current liability insurance to your student teaching application.</p> <p>Documentation Required: A copy of S-PSEA or CEC current membership or private LIABILITY insurance.</p> |
| | <p>TB Test Results (must be less than one year old) Attached Documentation Required: A copy of TB test results signed by doctor or physician assistant.</p> |
| | <p>Current Clearances</p> <ul style="list-style-type: none"> • PA Act 34 PA Criminal Record Clearance – <i>must be less than one year old</i> Record: ___ No Record: ___ • PA Act 151 Child Abuse – <i>must be less than one year old</i> Record: ___ No Record: ___ • Act 114 Federal Criminal Record (FBI) - <i>must be less than one year old*</i> Record: ___ No Record: ___ <p><i>*All students must apply for FBI clearance fall freshman year (even if he or she has had an FBI clearance in the past.).</i></p> |
| | <p>Transportation: Student teachers are expected to provide their own transportation to and from their student teaching site.</p> |

| | |
|--|---------------------------|
| Program Coordinator's Recommendation: | |
| ___ Requirements met ... Student may register for Student teaching. | |
| ___ Requirements NOT met (see comments) | |
| Comments: | |
| Date: _____ / _____ | |
| _____ Program Coordinator | _____ Signature |

Resume Example for Student Teaching Application

Anna Clare Avila

8542 Cannon Way • Chicago, IL • (773) 555-4411 • annaclaire@marymount.edu

Upcoming CERTIFICATION EXPECTED

Illinois Initial Pre-K-4 Certificate expected May 2017

Upcoming EDUCATION DEGREE EXPECTED

Bachelor of Arts, Pre-K-4, St. Marymount College, Ashland, IL May 2017

TEACHING RELATED EXPERIENCE

Upstart Tutoring Program, Willow Brook Elementary School, 4-6 grade, Chicago, IL Winter 2015

- Tutored a fourth grade student in math, focusing on multiplication which included sharing techniques of flash cards, math computer games, and teaching her math strategies for test-taking.
- Participated in mentor program which guided middle school students about high school setting.

Pre-Student teaching FIELD EXPERIENCE

Williams Elementary School, 3rd Grade, Chicago, IL. Fall 2016

- Worked individually with students to improve reading, including vocabulary, fluency, and using words in the correct context.
- Supported small groups of students in reading centers, including reading independently and with a partner, word sorts, and writing prompts.

PROFESSIONAL EXPERIENCES

Jacobs Financial Group, Chicago, IL

Part-time Benefits Assistant, November 2013-present

- Assist with benefit enrollment process for all new hires; communicate company benefits plans, and assess common questions during orientation to improve presentation content.
- Assist as point of contact for employees regarding traditional and non-tradition benefit questions; act as liaison between employees and benefit vendors in resolving benefit and eligibility questions.
- Assisted Recruiting Director to implement a new applicant tracking system within the year, including vendor analysis, conducting demos, and creating a formal RFP.

Private Nanny, Highland Park, IL, Summers 2014, 2015, 2016

- Worked as live-in nanny for family with three children ages 4, 6, and 9
- Prepared daily summer activities, such as reading time, pool excursions, art and crafts time, and chaperoning to activities.
- Traveled with and babysat for family as needed to weekend home in Michigan.

PROFESSIONAL INTERESTS

Extracurricular activities: journalism, theater, puppetry, travel, and cooking.

TB Requirements

A tuberculosis (TB) test is a requirement for all pre-student teachers and student teachers. A copy of a valid TB test result must be included in the pre-student teaching and student teaching application. You may obtain a TB test at a local clinic, doctor's office or health care facility.

Appendix G – PDE Required Exams and Certification Information

Certification Information:

- PDE Certification Exam Requirements and Cut-Scores
- PA Educator
- Resume Example
- How to Apply for PA Certification

PDE Required Exams

The Pennsylvania Department of Education (PDE) requires that teacher education students satisfy the Basic Skills Requirements. This can be done with qualifying scores in any of the following formats.

- SAT Scores of Reading 27, Writing and Language 28, Math 26 for test dates after February 29, 2016
- ACT Scores of Reading 22, Writing 8 and Math 21 for test dates after August 31, 2016
- PAPA Exam Passing Scores
- CORE Passing Scores

The Basic Skills requirements must be met or tests attempted in the freshman year.

The PDE also requires passing of Content Exams based upon the area of certification. These are PECT or PRAXIS II exam(s) and are taken during the junior year.

PECT (PAPA, Early Childhood and Special Education modules) Retake Voucher Guidelines

Students may be eligible for a retake voucher for the PECT exams. For a candidate to be eligible for a retake voucher, she or he must have: a GPA of 3.0 or higher, and have attempted to pass the test module at least once but no more than twice. Eligible candidates may receive one voucher only per test module. Vouchers must be requested on behalf of the student by the university. **Please contact Nancy McGregor, Certification Assistant, for further information.**

Praxis II Re-test Certificates Guidelines (CORE, Biology, BCIT, Communication, English, Mathematics, Middle Level, Social Studies) Students may be eligible for a retake certificate for the Praxis exams. For a candidate to be eligible for a retake certificate they must have: a GPA of 3.0 or higher, and have attempted to pass the test at least once but no more than twice. Eligible candidates will be limited to 2 certificates per individual test. Certificates must be requested on behalf of the student by the university. **Please contact Nancy McGregor, Certification Assistant, for further information.**

Certification Application

An electronic application for certification is done through the PA Department of Education. All eligible students apply for certification the month they graduate. Full step by step instruction/details are reviewed at one of the student teaching seminars. Upon applying, the process takes approximately 4-6 weeks to receive the certification. The electronic application is done through the PDE on the Teacher Information Management System (TIMS). Some evidence may be required on paper. The requirements vary for each application type. Affirmation and recommendation is completed by the Certification Officer online. Once certification has been issued, it may be printed from the TIMS site. **Please contact Mrs. Nancy McGregor with certification questions. Email: mcgregor@rmu.edu.**

PA Educator (www.pa-educator.net)

PA Educator is an online clearinghouse designed to improve the application process for professional school employees interested in working in Pennsylvania and assist them in their job search. An online application is completed and shared across school districts. You may use PA Educator once you hold a Professional Certificate issued by the PA Department of Education Bureau of Teacher Certifications and Preparation. The process is reviewed at one of the student teaching seminars.

Basic Skills Assessment Options

Basic Skills Assessments – Composite Score Option

You may combine reading, writing and mathematics module scores from different test providers to meet the basic skills requirements.

You may use the composite score method to meet the requirement when you do well in one or two areas to compensate for a lower score in the other area.

The composite score is the sum of the passing scores. Use the Composite Score Calculator when mixing tests. Note: When using the composite score, each test must meet or exceed the minimum score listed.

I. ACT

Test Registration Link:

[ACT](#)

| Test Name | Section | Passing Score | Minimum Composite Score |
|--|----------------------------------|---------------|-------------------------|
| ACT - before September 1, 2015 | English/Writing | 22 | Not Eligible |
| | ACT Combined Score* | 23 | Not Eligible |
| | Mathematics | 21 | 19 |
| *Must have all three passing scores to qualify; only Mathematics may be used in composite scores | | | |
| ACT – September 1, 2015 to August 31, 2016 | Reading | 22 | 20 |
| | Writing | 21 | 17 |
| | Mathematics | 21 | 19 |
| | Composite ACT Test Score: | 64 | |
| | ACT – after August 31, 2016 | | |
| ACT – after August 31, 2016 | Reading | 22 | 20 |
| | Writing after Sept. 2016 | 8 | 7 |
| | Mathematics | 21 | 19 |
| | Composite ACT Test Score: | 51 | |

II. CORE Academic

Test Registration Link:

[ETS](#)

| CORE Test Option Effective 6/1/2014 for non-vocational certifications | Test Number | Passing Score | Minimum Composite Score |
|---|-------------|---------------|-------------------------|
| Reading | 5712 | 156 | 148 |
| Mathematics | 5732 | 142 | 132 |
| Writing | 5722 | 162 | 158 |
| Composite CORE Test Score: | | 460 | |

III. PAPA*Test Registration Link:* [ES Pearson](#)

| Test Name | Test Number | Passing Score | Minimum Composite Score |
|-----------------------------------|-------------|---------------|-------------------------|
| Reading | 8001 | 220 | 193 |
| Mathematics | 8002 | 193 | 176* |
| Writing | 8003 | 220 | 192 |
| Composite PAPA Test Score: | | 633 | |

*We will accept 174 from candidates accepted into an educator certification program prior to 8/31/2016

IV. SAT*Test Registration Link:* [College Board](#)

| Test Date | Test | Passing Score | Minimum Composite Score |
|-------------------------------|----------------------------------|---------------|-------------------------|
| SAT – prior to March 1, 2016 | Critical Reading | 500 | 500 |
| | Mathematics | 500 | 500 |
| | Writing | 500 | 500 |
| | Composite SAT Test Score: | 1500 | |
| SAT - after February 29, 2016 | Reading | 27 | 25 |
| | Mathematics | 26 | 24 |
| | Writing and Language | 28 | 26 |
| | Composite SAT Test Score: | 81 | |

V. PPST (Praxis I)*

| Test Name | Test Number | Passing Score | Minimum Composite Score |
|---------------------------------------|--------------|---------------|-------------------------|
| PPST or Computerized PPST Reading | 0710 or 5710 | 172 | 169 |
| PPST or Computerized PPST Writing | 0720 or 5720 | 173 | 170 |
| PPST or Computerized PPST Mathematics | 0730 or 5730 | 173 | 170 |
| Composite PPST Test Score: | | 518 | |

*Test Series Must be Started Prior to 12/31/2012

Qualifying Scores

| Test Name and Number | Cut Score | |
|---|------------|--|
| PECT | | |
| PreK-4 Module 1 (8006) | 197 | |
| PreK-4 Module 2 (8007) | 193 | |
| PreK-4 Module 3 (8008) | 193 | |
| Special Education PreK-8 | | |
| Module 1 (8011) | 220 | |
| Module 2 (8012) | 220 | |
| Special Education 7-12 | | |
| Module 1 (8015) | 220 | |
| Module 2 (8016) | 220 | |
| Praxis II | | |
| Middle Level Requirement 1 | | Grades 5-6 Add-on (Only for those in the PK-4 Program) |
| Pedagogy (5153) | 162 | |
| English Lang Arts & Soc. Studies (5154) | 152 | English Lang Arts & Soc. Studies (5154) |
| Mathematics & Science (5155) | 164 | Mathematics & Science (5155) |
| Middle Level Requirement 2 | | |
| English Language Arts (5156) | 156 | |
| Mathematics (5158) | 173 | |
| Science (5159) | 156 | |
| Social Studies (5157) | 150 | |
| Secondary 7-12 | | |
| Biology (5235/0235) | 147 | |
| Speech Communication (5221) | 145 | |
| English (5038) | 167 | |
| Mathematics (5161) | 160 | |
| Social Studies (5081/0081) | 157 | |
| Elementary/Secondary K-12 | | |
| Business, Computer and Information Technology (5101/0101) | 154 | |
| Fundamental Subjects Content Knowledge (5511/0511) | 150 | |

Resume Example: During or After Student Teaching

John W. Simmoms
JohnSimmons@southernill.edu

Current Address
120 N. Eagle Ave.
Evansville, IN 47712
270-555-5698

Permanent Address
546 N. Joe Dr.
Henderson, KY

OBJECTIVE Obtain a **Middle School Math** teaching position, with the opportunity to coach cross-country track or sponsor activities

EDUCATION University of Southern Indiana, Evansville, IN May 2017
Bachelor of Science **Middle Education**
Endorsement: **Middle School Math**
GPA: 3.5/4.0 overall; 3.9/4.0 major

**LICENSES/
CERTIFICATIONS** Indiana: Math grades 4-9 June 2017
Kentucky: Math 4-9 July 2017

Certified Basketball Referee Spring 2016

**STUDENT
TEACHING** Culver Elementary School Evansville, IN 4th grade Spring 2017

- Attended four instructional meetings for curriculum mapping
- Created and implemented lessons that incorporated all learning modalities
- Organized recess activities for students with behavioral issues

Mt. Vernon Jr. High School, Mt. Vernon, IN

- Instructed three sections of 8th grade Algebra classes, 83 students daily
- Participated in IEP meetings, 5 students
- Organized and supervised field trip to Evansville Art Museum
- Prepared discussion notes for parent/teacher conferences
- Utilized electronic grade book

**Pre-Student
Student Teaching** West Elementary Mt. Vernon, IN Fall 2016

- Observed classrooms 5th and 6th grade, for one week each
- Practiced reading remediation skills with fifteen students
- Introduced new math concepts using manipulatives
- Arranged Civil War re-enactor to visit classroom

| | | |
|-------------------------------|---|--------------|
| EDUCATION | Volunteer, YMCA, Evansville IN | 2014-Present |
| | <ul style="list-style-type: none"> Selected books for organized reading groups Provided 20 children ranging in ages 6 to 14 with supervision Awarded "Outstanding Volunteer of the Year" | |
| | Private Tutor, Evansville, IN | 2014 |
| | <ul style="list-style-type: none"> Provided tutoring in Algebra, 8hours/week Providing tutoring in Reading, 4 hours/week | |
| | Sunday School Teacher, St. Joseph's, Evansville, IN | 2015 |
| | <ul style="list-style-type: none"> Taught and developed teaching plans for 20pre-school children Engaged I experiential learning activities | |
| CONFERENCES | SEA Annual Conference | 2016 |
| | Indiana Student Teaching Association, <i>Mark Your Mark.....Teach</i> | |
| | Leadership Conference | Fall 2015 |
| SKILLS | Working knowledge of Spanish | |
| | Proficient w/Microsoft Office Suite | |
| | Familiar w/Smart Board | |
| HONORS/ ACTIVITIES | Kappa Delta Pi Educational Honor Society | |
| | Golden Key National Honor Society | |
| | USI Scholastic Excellence Award | |
| | Member of the Student Education Association | |
| | <ul style="list-style-type: none"> Student Government Association Vice-President 2008 Family Weekend Committee | |
| | Adopt-A-Spot | |
| | Intramural Sports: Basketball, Soccer and Baseball | |
| Toledo Marathon Running | | |

Appendix H – Master’s Degree Accelerated Program Overview

Application for Accelerating Program

Application for Accelerated Master's Program

The **Accelerated Master's Program** includes completion of both a bachelor's degree program and a master's degree program at RMU. The bachelor's degree program is matched with either the Instructional Leadership master's degree program or the Business Education master's degree program. Currently, the degree combinations must be chosen from the approved list below.

Approved degree combinations:

(to be offered from within the School of Education and Social Sciences)

- B.S. Business, Computer & Info Systems Teacher Education – M.S. Business Education
- B.A. Social Sciences, Social Studies Education Concentration – M.S. Instructional Leadership (Education Concentration)
- B.S. Early Childhood with Special Education – M.S. Instructional Leadership (Education Concentration)
- B.S. Early Childhood Education – M.S. Instructional Leadership (Education Track)
- B.S. Middle Level Education – M.S. Instructional Leadership (Education Track)
- B.S. Middle Level Education with Special Education- M.S. Instructional Leadership (Education Track)

(to be offered jointly with the School of Communication and Information Systems)

- B.A. English, English Education Concentration – M.S. Instructional Leadership (English Education Concentration)

(to be offered jointly with the School of Engineering, Mathematics, and Science)

- B.S. Applied Mathematics, Mathematics Education Concentration – M.S. Instructional Leadership (Mathematics Education Concentration)

The number of credits required for the bachelor's degree as part of the Accelerated Master's Program is the same as for the bachelor's degree alone – 126 credits. The number of credits required for the master's degree is reduced from 30 to 24, a 6-credit advantage for the student. The total number of credits for the Accelerated Master's Program is 150. The 126 credit undergraduate checksheet will include 120 undergraduate and 6 graduate credits, and an additional 24 graduate credits will be required on the graduate checksheet.

Two graduate courses must be taken before completion of the bachelor's degree to substitute for specific and related courses on the undergraduate checksheet, with academic advisor approval.

The most likely graduate courses that may be completed as part of the undergraduate checksheet include:

EDUC6080 Special Learning Needs for SPED3010 Intro to SP. Ed K-12

EDUC6085 Principles of Inclusion for SPED3020 K-12 Inclusion

EDUC6400 Reading Across the Curriculum and ELL for EDUC3220 Reading Content and ELL

The undergraduate degree will be conferred at the end of the semester when all of the credits for the bachelor's degree are completed. The student will have separate undergraduate and graduate student numbers in the RMU system, and will have separate undergraduate and graduate checksheets. The accelerated graduate checksheet will require a total of 30 credits, but 6 of those credits already applied on the undergraduate checksheet will also be applied on the graduate checksheet.

The student must continue taking graduate courses the semester after graduating with the bachelor's degree, and must complete the master's degree within two years.

Current RMU undergraduate students must have a minimum **3.0 GPA** at the time of application and should apply for the Accelerated Master's Program the semester after completing a **minimum of 60 credits, but before attaining 90 credits**. A student with more than 90 credits may not be able to complete the appropriate six graduate credits as part of the undergraduate degree.

ACCELERATED PROGRAM APPLICATION

Name: _____ Undergraduate Student No: _____
Phone Number: _____ RMU e-Mail Address: _____
Undergraduate Degree Program: _____ Concentration: _____
Desired Master's Degree Program: _____ Concentration: _____
No. of undergraduate credits completed: _____ Current QPA: _____
(Not including current semester courses)
Expected Graduation Date (Bachelor's): _____ Expected Graduation Date (Master's): _____

Part 2: For official use only

COURSE SUBSTITUTIONS

Note to applicant: You must meet with your academic advisor to determine which two graduate courses will fulfill six credits as part of your undergraduate degree program, and have your advisor complete this section.

Undergraduate:

Graduate:

Undergraduate:

Graduate:

Academic Advisor

Date

Part 3: For official use only

APPROVALS

Education Department Head

Date

Student Signature

Date

Note to applicant: Take this application to a Graduate Admissions Counselor to complete a required Graduate Admissions Application and to submit this completed Accelerated Program Application with an attached printout of your current checksheet.

RMU Graduate Admissions – Nicholson Center, 3rd Floor
Graduate Admission Counselors: Ms. Samantha Thauvette

Appendix I – Instructional Technology Specialist Application

Instructional Technology Specialist Application

Directions: All students must complete this page and attach the following to this form:

- current checksheet,
- current copies of the two required PA Child Abuse and PA Criminal clearances (both must be less than 1 year old),
- copy of your FBI clearance (must be less than 1 year old),
- TB test results (less than 1 year old),
- proof of liability insurance (typically a copy of the PSEA or CEC membership card indicating current membership) valid at least one month before internship begins

Return the completed application with all required attachments to your Program Coordinator **at least two months prior to anticipated internship start date.**

Name _____ RMU ID # _____ Date _____

Mailing Address _____

Phone(s) _____ RMU E-mail _____ (Correspondence through RMU e-mail only)

Please indicate:

Your current/completed certification area(s): _____

Your current place of employment: _____

Anticipated Internship start date: _____

Please indicate three school districts in which you would like to be placed for Internship:

(You cannot be placed in any school district where you attended K-12)

1. _____ 2. _____ 3. _____

High School(s) Attended _____

Revised: August 3, 2017

Application for IT Specialist Internship
(to be completed by the Program Coordinator)

| | |
|--|--|
| | Attached Documentation Required: A copy of current checksheet. |
| | NOTE: Proof of Current Liability Insurance Documentation Required: A copy of S-PSEA or CEC current membership or private LIABILITY insurance. |
| | TB Test Results (must be less than one year old) Attached Documentation Required: A copy of TB test results signed by doctor or physician assistant. |
| | <p>Current Clearances</p> <ul style="list-style-type: none"> • PA Act 34 PA Criminal Record Clearance – <i>must be less than one year old</i> Record: ___ No Record: ___ • PA Act 151 Child Abuse – <i>must be less than one year old</i> Record: ___ No Record: ___ • Act 114 Federal Criminal Record (FBI) - <i>must be less than one year old</i> * Record: ___ No Record: ___ <p><i>*All students must apply for FBI clearance fall freshman year (even if he or she has had an FBI clearance in the past.).</i></p> |
| | Transportation: Interns are expected to provide their own transportation to and from their internship site. |

| | |
|--|-----------|
| Program Coordinator's Recommendation: | |
| ___ Requirements met ... Student may register for Internship. | |
| ___ Requirements NOT met (see comments) | |
| Comments: | |
| Date: _____ / _____ | |
| Program Coordinator | Signature |

Revised August 3, 2017

Appendix J – Course Descriptions

To view current course descriptions go to:

<http://sess.rmu.edu/education/course-descriptions>

Appendix K – Teacher Work Sample (TWS)

Teacher Work Sample (TWS) Capstone Assignment

The Teacher Work Sample (TWS) is the capstone assignment completed during student teaching in the teacher education program. The TWS is an authentic teaching experience that asks the student to design and deliver an effective sequence of 4-6 lessons, employ meaningful classroom learning, analyze his/her students' pre/post assessment data, use current research to support decision-making, and reflect on the teaching experience. The TWS capstone project is submitted in final form near the end of student teaching. The TWS template and directions are discussed with the students during student teaching seminar and examples are provided at the start of student teaching.

This TWS capstone project is submitted for a pass/fail score in the student teaching seminar which runs concurrently with student teaching. The project must be passed in order to successfully complete student teaching and the seminar. To receive a passing score on the TWS, there may be no more than four areas scored as "2". If a student receives more than four areas with scores of 2, the TWS must be revised and resubmitted. Any area scored as "1" on the assessment rubric must be revised and resubmitted. If the student resubmits but does not PASS after the second submission, the student must exit the program, resubmit the TWS for a third time with an outlined plan for specific remediation done one-on-one with a faculty member, or repeat some or all of their student teaching experience as determined by the Education Department Head.

Construct Validity.

The RMU Teacher Work Sample (TWS) capstone project was developed in 2011-12 by a committee led by the Education Department Head and based on the work of the Renaissance Group as a performance assessment. This group consisted of members representing approximately 30 institutions dedicated to higher education preparation of teachers. Most of the Renaissance TWS Group were members of the Renaissance Partnership for Improving Teacher Quality, a six-year project that operated from 1999 to 2005, and was supported by the Title II Improving Teacher Quality Program. The RMU TWS utilizes the same preparation, planning, execution, evaluation and reflection constructs that were developed by the Renaissance Group and which are consistent with the Danielson Framework for Effective Teaching which has been chosen by the Pennsylvania Department of Education as a framework for evaluation of pre-service and in-service teachers. The first two semesters implementing the TWS at RMU were used as a time to pilot and revise indicators and descriptors and included initial inter-rater reliability. The TWS project was revised in 2014 based on the data collected and CAEP requirements to include research to support instructional decisions and data analysis in teacher education field experiences.

Content Validity

The Renaissance Teacher Work Sample Consortium has established a body of work to support the validity of the instrument. Research has demonstrated that the TWS has adequate to strong content validity regarding the alignment between the indicators and target standards (Norman, Salzman, Pankratz, & Evans, 2004); scoring also remained valid despite differences in content knowledge (Cornish, Boody & Robinson, 2010; Denner 2004.)

Teacher Work Sample (TWS) Capstone Assignment

| | (1) Not Evident or Incorrect | (2) Developing Skills | (3) Target Skills |
|--|---|---|--|
| <p>Standards and Objectives <i>Instructional objectives contain three of the components (action verb, content, and criteria for mastering the objective) and are developed from PDE standards, district standards or national standards.</i></p> <p>(CAEP 1.1; InTASC 1 & Danielson Domain 1a, 1b, 1c, 1d, 1e, 1f; InTASC 7 and Danielson Domain 1a, 1b, 1c, 1d, 1e, 1f)</p> | <p>Instructional (performance) objectives are not stated clearly or use terms such as “understand” and “know.” One out of three or none of the three components is included. Standards are not included or objectives are not from the stated standards.</p> | <p>Instructional (performance) objectives are measurable, clearly tied to the instruction, and include two out of three components: action verb, content, and criteria (<i>i.e. the student will compare and contrast three reasons that the Union and Confederacy went to war.</i>) Standards are included and the objectives are from the stated standards.</p> | <p>Instructional (performance) objectives are measurable, clearly tied to the instruction, and include all three components: action verb, content, and criteria (<i>i.e. the student will compare and contrast three reasons that the Union and Confederacy went to war with 100 % accuracy.</i>) Standards and objectives are correctly aligned.</p> |
| <p>Understanding Students’ Context Outside of School <i>There is knowledge, evidence, and understanding of students’ backgrounds and contextual life outside of school which is used to plan for instructional needs.</i></p> <p>(CAEP 1.1; InTASC 1 & Danielson Domain 1: 1a, 1b, 1c, 1d, 1e)</p> | <p>Student, class, school and community descriptions are not present or vague, and/or not relevant. Instructional planning is not based on contextual information; no materials or resources are added for students to gain background knowledge if they have limited opportunities; no evidence of sensitivity for students who are having temporary or on-going challenges in their home life, such as military connected families, low-income families with multiple dependents; family member with special needs students, single parent families, and foster families.</p> | <p>Student, class, school and community descriptions are incomplete and/or may lack relevance. Instructional planning is not always based on contextual information; materials or resources are not always added for students to gain background knowledge if they have limited opportunities; there is not always sensitivity and awareness for students who are having temporary or on-going challenges in their home life, such as military connected families, low-income families with multiple dependents; family member with special needs, single parent families, and foster families.</p> | <p>Contains clear and relevant descriptions that demonstrate knowledge of student characteristics, skill levels, and their school/community. Instructional planning recognizes the knowledge and experience that students bring from their community and backgrounds; additional materials or resources are added for students to gain background knowledge if they have limited opportunities; there is overall sensitivity and awareness of students who are having temporary or on-going challenges in their home life, such as military connected families, low-income families with multiple dependents; family member with special needs, single parent families, and foster families.</p> |
| <p>Adaptations, Modifications or Differentiation for Special Needs including Enrichment <i>Specific plans are identified for modifying, adapting and/or differentiating instruction for students with special learning or enrichment needs.</i></p> <p>(CAEP 1.1; InTASC 2 & Danielson Domain 2: 2a, 2b, 2c, 2d, 2e; InTASC 8 & Danielson Domain 3:3a, 3b, 3c, 3d, 3e)</p> | <p>Inappropriate or absent modifications and adaptations are evident for low and/or high performing students, students with special learning needs, and ELL students. The approach is “one size fits all” for the group or class or uses a very generic modification for all, such as seating arrangements. Implementation to modify, adapt, and/or differentiate is not included or not appropriate (high performing students always helping low performing students) for identified and unidentified students; GIEP, 504, RTII, or IEPs are not considered.</p> | <p>Only general modifications and adaptations are evident for low and/or high performing students, students with special learning needs, and ELL students. Implementation procedures for modifying, adapting, and/or differentiating are not clearly included in detail for students in alignment with GIEP, 504, RTII or IEP plans (e.g., terms such as “more time given” or “instructional assistance will support”).</p> | <p>Specific modifications and adaptations are evident for low and/or high performing students, students with special learning needs, and ELL students. Clear implementation procedures for modifying, adapting, and/or differentiating are included in detail for students in alignment with GIEP, 504, RTII or IEP plans.</p> |

| | (1) Not Evident or Incorrect | (2) Developing Skills | (3) Target Skills |
|--|--|--|---|
| <p>Instructional Design: Part I <i>Lessons align and include accurate content with relevant and varied instructional methods. Instructional design of the lessons is supported by research.</i></p> <p>(CAEP1.1 InTASC 8 & Danielson Domain 3: 3a, 3b, 3c; InTASC 5 & Danielson Domain 1: 1a1b, 1c, 1d, 1e)</p> | <p>The overall instructional design of the lessons are not in alignment or do not provide evidence of appropriate learning experiences, content is not correct and/or instructional methods are ineffective or the student teacher did not connect any relevant research findings to the instructional design of the lessons.</p> | <p>The overall instructional design of the lessons does not always align and offer relevant, engaging learning experiences with accurate content using a variety of effective instructional methods or the student teacher did not clearly connect at least two recent (within 7 years) research findings to the instructional design of the lessons.</p> | <p>The overall instructional design of the lessons always aligns and offers relevant, engaging learning experiences with accurate content using a variety of effective instructional methods and the student teacher clearly connects at least two recent (within 7 years) research findings to the instructional design of the lessons.</p> |
| <p>Instructional Design Part II <i>The instructional design of the lessons takes into account all students' contextual and pre-assessment data.</i></p> <p>(CAEP1.1 InTASC 1 and 2: Danielson Domain 1: 1b,1c, 1d, 1e,1f & Danielson Domain 2: 2a, 2b, 2c, 2d, 2e)</p> | <p>The instructional design for the lessons are not developmentally appropriate, logically connected, taking into account ALL contextual information, including differentiated /adapted needs, sub-groups, and pre-assessment data or the student teacher did not connect any relevant research findings to the instructional design of the lessons.</p> | <p>Instructional design for the lessons are not always developmentally appropriate, logically connected, taking into account ALL contextual information, including differentiated /adapted needs, sub-groups, and pre-assessment data or the student teacher did not clearly connect at least two recent (within 7 years) research findings to the instructional design of the lessons.</p> | <p>Instructional design for the lessons are always developmentally appropriate, logically connected, taking into account ALL contextual information, including differentiated /adapted needs, sub-groups, and pre-assessment data and the student teacher clearly connects two recent (within 7 years) research findings to support the design of this aspect of the lessons.</p> |
| <p>Analysis of Learning <i>A thorough analysis of the data is provided that supports the presented data including learning loss, learning gains, and no loss/no gain in students.</i></p> <p>(CAEP1.1 InTASC 6 and Danielson Domain 1: 1f; Danielson Domain 3: 3d; Danielson Domain 4: 4b)</p> | <p>Data analysis is missing or does not clearly explain learning gains or losses including whole class, individual, and subgroup achievement. Specific remediation is not included or not linked to the post-assessment data or the student teacher did not connect any relevant research findings to the data analysis.</p> | <p>Data analysis does not always clearly explain learning gains or losses including accurate presentation of whole class, individual, and subgroup achievement. Specific remediation suggestions for student(s) who did not achieve objectives based on the post-assessment data are not included or not clear and the student teacher did not clearly connect two recent (within 7 years) research findings to the data analysis.</p> | <p>Data analysis clearly explains learning gains or losses including accurate presentation of whole class, individual, and subgroup achievement. Specific remediation suggestions for student(s) who did not achieve objectives based on the post-assessment data are included and the student teacher clearly connects two recent (within 7 years) research findings to the data analysis.</p> |
| <p>Impact on PK-12 Student Learning <i>As a result of instruction student learning gains are documented.</i></p> <p>(CAEP1.1 InTASC 6 and Danielson Domain 3: 3d; Danielson Domain 4: 4b)</p> | <p>Based on the pre/post assessment data, little or no impact on student learning is evident or no explanation is provided or the explanation is not relevant to the data.</p> | <p>Whole class and subgroups made some learning gains based on pre/post-assessment data or learning losses are not thoroughly explained or connect to students' contextual data.</p> | <p>Whole class and subgroups generally made learning gains based on pre/post-assessment data and any learning losses are thoroughly explained and connect to students' contextual data.</p> |
| <p>Reflections <i>Reflections are specific and focus on the impact of the TWS project.</i></p> <p>(CAEP1.1 InTASC 9 and Danielson Domain 4: 4a)</p> | <p>Some reflections are absent or do not describe the impact on the student's learning and growth or do not explain how data and research may inform future instruction.</p> | <p>Reflections are minimal or superficial or do not focus on the impact of the lessons or experience on the student's learning and growth using data and research to inform future instruction.</p> | <p>Reflections are present not only for each lesson but also for the experience as a whole and focus on the student's learning and growth and explain how data and research may inform future instruction.</p> |

| | (1) Not Evident or Incorrect | (2) Developing Skills | (3) Target Skills |
|--|--|--|--|
| Required for Passing but not scored. | | | |
| Supporting Documentations <i>All lesson plans, pre/posttests, and graphs, tables, and charts are neatly included and organized.</i> (CAEP 3.2; InTASC 9 and Danielson Domain 4.f) | Non-relevant or no graphs, tables, or charts included. Lesson plans are not intact or missing. Pre/post tests are not intact or missing. | 1-2 graphs, tables or charts that visually show student subgroups and individual pre/post assessment data are adequately presented and/or connected or not clearly connected to the data analysis. Lesson plans are intact and included but may be missing parts. Pre/post tests are included. | At least three relevant graphs, tables or charts that visually show student subgroups and individual pre/post assessment data are presented and connected to the data analysis. Lesson plans are intact and pre/post tests are included. |

Total possible points = 24 (8 indicators @ 3 (target) (100%)

Minimum Points required to pass = 20 (4 indicators @2; 4 indicators @3) (83%)

Note: Any scores at the unacceptable level indicate a failure of the TWS.

STUDENT ACKNOWLEDGEMENT OF HANDBOOK FORM

Student Name _____
(Please print your first and last name.)

Education Program _____
(Please print the title of the program in which you are currently enrolled.)

I have received, read, and understand the contents of this handbook.

Student Signature

Date

(This page goes into the student's education file.)