



School of Nursing, Education and Human Studies

Education Initial Certification Handbook 2021–2022

Early Childhood Education (PreK–4)

Special Education (PK-12)

Dual Majors

Middle Level (English, Math, Science, and Social Studies Concentrations) (Grades 4-8)

Secondary Education: Business, Computer and Information Technology—BCIT (Grades K–12)

Secondary Education: Biology (Grades 7–12)

Secondary Education: English (Grades 7–12)

Secondary Education: Applied Mathematics (Grades 7–12)

Secondary Education: Social Studies (Grades 7–12)

Post-Bacc Teacher Certification Programs



Domain 1: Planning and Preparation (Teaching, Reflection, Research)

- 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

Domain 2: Classroom Environment (Teaching, Reflection, Service)

- 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

Domain 3: Instruction (Teaching, Reflection)

- 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

Domain 4: Professional Responsibilities (Teaching, Reflection, Research, Service)

- 4a. Reflecting on Teaching
- 4b. Maintaining Accurate Records
- 4c. Communicating with Families
- 4d. Participating in a Professional Community
- 4e. Growing and Developing Professionally
- 4f. Showing Professionalism



Practitioner-Scholar Model reflected in Danielson

Important Note: While every effort is made to maintain the accuracy and currency of this handbook, the information contained herein may be changed at any time to meet revised university and PA Department of Education (PDE) academic and certification requirements.

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Welcome

Welcome to the Robert Morris University (RMU) School of Nursing, Education and Human Studies (SNEHS). Your studies within the Education department will prepare you for the teaching profession. A successful education student or candidate is responsible, accountable, and informed. Thriving at RMU depends on many factors, including a dedication and commitment to academics, effective communication skills, utilization of the resources available to you at RMU, and an awareness of guidelines and policies of the university, Education department, and K–12 schools. It is expected that you will review this handbook and refer to it throughout your time at RMU. The document will be updated annually; you are responsible for being current with policies and guidelines. These guidelines and the Teacher Education Progress Process will be reviewed at mandatory majors meetings held each semester. On behalf of the administration, faculty, and staff, welcome to RMU. We wish you every success as you prepare for your role as an educator.

Contact Information

SNEHS Administrators

<u>Administrators</u>	<u>Office Phone</u>	<u>E-mail</u>	<u>Office</u>
Mark Meyers, Ph.D. Professor of Education Dean	412-397-6801	meyersm@rmu.edu	Nicholson 455/ Scaife Hall 102
Nadine Englert, Ph.D., R.N. Associate Dean Professor of Nursing	412-397-6805	englert@rmu.edu	Scaife Hall 103

Education Department

<u>Administrators</u>	<u>Office Phone</u>	<u>E-mail</u>	<u>Office</u>
Vicki J. Donne, D.Ed. Endowed University Professor of Education Department Head Coordinator of Early Childhood, Special Education, Middle Level Programs, and MS IL Programs	412-397-5465	donne@rmu.edu	Nicholson 458
Richard G. Fuller, D.Ed. Professor of Education Director of IML Doctoral Program	412-397-6029	fuller@rmu.edu	Nicholson 459
<u>Faculty</u>	<u>Office Phone</u>	<u>E-mail</u>	<u>Office</u>
Carianne Bernadowski, Ph.D. University Professor of Education Coordinator, Reading Specialist Program and Secondary English Teacher Certification	412-397-5463	bernadowski@rmu.edu	Nicholson 424
James A. Bernauer, Ed.D. Professor of Education	412-397-6028	bernauer@rmu.edu	Nicholson 419

Mary A. Hansen, Ph.D. University Professor of Education	412-397-6213	hansen@rmu.edu	Nicholson 428
Patty Kardambikis, PhD Assistant Professor Coordinator, Graduate Programs in Educational Leadership	412-397-6246	kardambikis@rmu.edu	Nicholson 445
Susan W. Parker, Ph.D. Associate Professor of Education	412-397-6245	parkers@rmu.edu	Nicholson 426
Mary Ann Rafoth Professor of Education Provost and Senior Vice President	412-397-6020	rafoth@rmu.edu	Patrick Henry214
Nathan N. Taylor, Ph.D. Associate Professor of Education Coordinator, Accreditation and Partnerships	412-397-5917	taylor@rmu.edu	Nicholson 418
Lawrence A. Tomei, Ed.D. Professor of Education Coordinator, BCIT Certification	412-397-6043	tomei@rmu.edu	Nicholson 467
John A. Zeanchock, Ed.D. Associate Professor of Education Associate Professor of Computer and Information Systems	412-397-6034	zeanchock@rmu.edu	Nicholson 429
Ying Zhang, Ph.D. Associate Professor of Education	412-397-5918	zhang@rmu.edu	Nicholson 420
Staff	Office Phone	E-mail	Office
Caylin Charrie Certification Specialist	412-397-6052	charrie@rmu.edu	Nicholson 435
Amy S. Jackson, MS Ed Dyslexia Outreach Support Specialist	412-397-6022	jacksona@rmu.edu	Nicholson 442
Debbie Murphy Secretary	412-397-6024	murphyd@rmu.edu	Nicholson 456
Karen Oosterhous Trees Network Outreach Specialist	412-397-3509	oosterhous@rmu.edu	Nicholson 460

Mary P. Poehlmann, M.B.A. 412-397-6027
Assistant to the Dean for Teacher Education
Field Placement Coordinator

poehlmann@rmu.edu Nicholson 434A

Education Coordinators from Other Schools

Matthew J. Maurer, Ph.D. 412-397-4051
Associate Professor of Science
Coordinator, Science Education

E-mail
maurerm@rmu.edu **Office**
John Jay 213

E. Gregory Holdan, Ph.D. 412-397-4055
Professor of Mathematics and Professor of Education
Coordinator, Mathematics Education

holdan@rmu.edu John Jay 309

Soren I. Fanning, Ph.D. 412-397-5403
Associate Professor of History
Coordinator, Secondary Social Studies Education

fanning@rmu.edu Nicholson 427

RMU Campus Facilities

Academic Services

Patrick Henry, Room 200
412-397-ACAD (2223)

Admissions

Nicholson Center 341
800-762-0097
admissions@rmu.edu

Athletics

Athletic Building 248/UPMC Events Center ULV
412-397-4912
kingc@rmu.edu

Campus Ministry Association

Ann & Alvin Rogal Family Chapel
campusministry@rmu.edu

Campus Police

Barry Center, 1st Level
412-397-2424
jamesj@rmu.edu darrah@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

Financial Aid

Revere Center, 1st Level
412-397-6250
finaid@rmu.edu

Office of Residential Life

Washington Hall LOB
412-397-5252
reslife@rmu.edu

Parking Administration

Barry Center, 1st Level
412-397-2424
gormanb@rmu.edu

RMU Counseling Center

Patrick Henry, Lower Level
412-397-5900
counseling@rmu.edu

Student Health Services

Jefferson Center
412-397-6220
girimonti@rmu.edu

Student Life

Nicholson Center, 2nd floor
412-397-6483
studentlife@rmu.edu

The Writing Center

Wheatley Center 147
412-397-5966
pamboukian@rmu.edu
ruzich@rmu.edu

Mission Statements and University Core Values

RMU Mission Statement

To be the gateway to engaged, productive, and successful careers and lives.

RMU Vision Statement

RMU will be big enough to matter, yet small enough to care. As a student-centered institution, Robert Morris University transforms lives by building knowledge and skills, and by providing the foundations of engagement and well-being.

RMU Core Values

Collaboration: RMU will continue to seek mutually beneficial opportunities with other organizations to further the goal attainment of both RMU and its partners. These initiatives may involve knowledge transfer, financial support, community development, resource sharing or other forms of cooperation.

Excellence: RMU seeks to carry out its educational mission with the highest possible standard of quality. The University will also measure its performance, and will evaluate those results for guidance regarding what it needs to do to in order to continuously improve.

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.

Inclusion: RMU is 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.

Innovation: RMU will selectively seek opportunities where embracing mission-consistent technological innovations or emerging concepts that may help it increase its financial strength, prestige or institutional outcomes.

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.

Responsiveness: RMU is alert to opportunity, agile and nimble in seeking opportunities to more effectively carry out its educational mission. RMU will continue to scan its environment for ways to bolster its financial strength and market distinctiveness.

Transformation: 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. The University itself continues to grow and evolve in order to effectively deliver those desirable student outcomes.

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.

University Registration Procedures

Candidates are encouraged to utilize the academic check sheet, program course sequence/Program of Study (see Appendix A), as well as the information contained in this handbook for assistance in registration. In addition, the [course catalog](#) contains information regarding courses, descriptions, and offerings which are helpful when scheduling. Candidates may also contact the Education department head, or program coordinator with any advising or program questions.

The [Academic Calendar](#) provides the dates that registration opens, when late registration fees incur, etc. The Academic Calendar is posted electronically at <https://www.rmu.edu/academics/calendar>. The University endeavors to mitigate changes that impact a student's enrollment and progress toward degree completion. However, students should keep in mind the following:

- Students are financially responsible for all of the classes for which they register, including classes that they do not attend.
- Students may check online at any time to review their current class schedule, and should do this before and after any change to their course schedule.
- Students may add or drop classes through the end of the add/drop period.
- Students may withdraw from courses by the published dates in the [academic calendar](#).
- If a student needs to drop or withdraw from a class, she/he should contact their academic advisor or department head to determine the impact on degree progress.
- Course withdrawals are processed once the add/drop period has ended using the deadlines published in the Academic Calendar.
- Course withdrawals result in a final grade of "W" for the class and are so recorded on the student's official academic transcript; grades of "W" are not computed in the GPA.
- Students withdrawing from the University should ensure they withdraw from all courses and contact both the [Center for Student Success & Personal Development](#) and the [Financial Aid](#) office.

Department Advisement Procedures

Every RMU Education candidate is assigned an academic advisor from among the Education department faculty. This advisor is listed on the student's academic checksheet. Students must seek advisement from their advisor at least once each semester to ensure that they are following the prescribed program course sequence and that program requirements are met in a timely manner. Students who do not follow the prescribed course sequence are in jeopardy of not finishing the program in four years. In addition, students must meet with their advisors every semester to obtain an electronic release for registration. Faculty members have specific advising times, and students should schedule or sign up to meet one-on-one with their academic advisor.

Additionally, the Education department holds a **Mandatory Majors Meeting** each semester to provide information related to educational policies and procedures, updates on PDE requirements, and other information pertinent to education majors. Students will receive information on the Mandatory Majors Meeting from the department head and candidates are required to attend these meetings.

Student Resources

There are many resources to support your academic and emotional success at RMU. We encourage you to take advantage of these resources.

Center for Student Success

The Center for Student Success offers a variety of services to students, such as the Early Success Program, First Year Seminar Program, Services for Students with Disabilities, Tutoring Center, and Act 101/Success 101. The Center for Student Success is located in the Nicholson Center 2nd Floor, *near Student Life*. Their hours are typically Monday–Thursday, 8:30 a.m. to 6:00 p.m., and Friday, 8:30 a.m. to 5:00 p.m. They may be contacted at 412-397- 6862 or center4success@rmu.edu.

The Tutoring Center

Peer tutors and professional tutors are available to assist students in a variety of course subject areas. Tutoring is available Monday through Friday and 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 Dr. Natacia Owens 412-397-6864 412-397-6815 or visit the website at <http://rmu.edu/tutoring>

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. Please see the website for the most current schedule using this link

<https://www.rmu.edu/academics/schools/sihss/writing-center> or visit the English department page at [rmu.edu/English](https://www.rmu.edu/English) (click on “Writing Center”). The flyers around campus have a QR code that takes students directly to the Writing Center page (<https://www.rmu.edu/academics/schools/sihss/writing-center>). Students are encouraged to check the webpage before visiting for the latest schedule and for tips on what to bring to maximize their time with the tutor. The Writing Center remains first come, first served. For questions about the Writing Center, please contact the department head of English.

The 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. Counselors 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 System

The Care Team Report 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.

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 at center4success@rmu.edu or 412-397-6862.

Athletic Academic Support

RMU provides supports for student athletes to be successful in their sport and in their academics. Students are responsible for communicating with their coaches for athletics and with their instructors for academics. Student athletics must follow Education department and SNEHS policies and procedures. To facilitate academic success, athletes may contact the athletic academic support coordinator, Nicole Law, at law@rmu.edu or 412-397-6815.

International Student Services

The [Center for Global Engagement](#) promotes and celebrates international and cross-cultural educational experiences among students, staff, and faculty. The Center welcomes students and faculty from other countries into the community and encourages domestic students to engage in exchange programs abroad. Approximately 10% of all RMU students are international! The university welcomes undergraduates and graduates from around the world including Saudi Arabia, Canada, India, China, Turkey, and more! The Center for Global Engagement promotes the following inclusive programs.

- **The RMU Global Village Living Learning Community** encourages domestic and international students who live on-campus to participate in international activities that enrich global perspectives.
- **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.

Student Health Services

Robert Morris University has partnered with UPMC to provide MyHealth@School, an onsite health and wellness center that treats a variety of health issues, paying special attention to the unique needs of young adults. The staff is committed to the concept of “wellness” and hopes that you come to the Health Center for wellness information, as well as for help when you are ill or injured. [Student Health Services](#) is staffed by a group of highly trained UPMC providers including advanced practice providers (M.D., nurse practitioner, and/or physician assistant), a registered nurse, and an administrative assistant with oversight from a practicing physician. Services are available for no cost to currently enrolled RMU students regardless of health insurance coverage. No appointment is necessary.

Library

The [RMU library](#) is staffed by qualified librarians to assist students. The library has a large collection of printed and online books and resources. If the library does not have something a student needs, they may be able to obtain it through the interlibrary loan service. In addition, many faculty place a copy of their textbooks on reserve at the circulation desk for student use in the library. So, get to know your library.

Public Safety

In case of an emergency, contact [RMU Public Safety](#) at **412-397-2424**. The Public Safety department is located in the Barry Center and officers patrol campus 24 hours per day, 7 days per week.

Scholarship and Financial Aid

At RMU, the offices of Admissions and Financial Aid collaborate to help you finance your education. Their staff can assist students by providing [scholarship information](#) and [Financial Aid](#) information. Their offices are located in the lower level of Revere Center.

University Policies

Candidates should familiarize themselves with and follow all [RMU Academic Policies](#). Please note that these policies may be subject to change.

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 that threatens or endangers the health or safety of any person, and/or acts that 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 that 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 that 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 that 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 that 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 that 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, including but not 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.

[Updated 2013](#)

University Academic Integrity

Statement on Academic Integrity

RMU 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, 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 Education Department Head Dr. Vicki Donne, 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" (competency not met) for the course;
- Assignment of a student disciplinary sanction from the university;
- Suspension or expulsion from the university.

See individual course syllabi and/or the RMU website for the complete [Statement of Academic Integrity policy](#).

Faculty Dispute Policy

A student who has a complaint with an individual faculty member should discuss the complaint directly with the faculty member and try to resolve it at that level. See "[Grade Changes policy](#)" for any questions regarding final course grades. A student who attempts to begin the process at a higher administrative level will be encouraged to address the issue with the faculty member first. The department head shall make a good faith effort to have the student confer initially with the faculty member.

If the issue is not resolved at the faculty member or department head level, the student can appeal to the appropriate academic dean.

Under no circumstances should a student become the subject of retaliation at any level of process when seeking resolution of a student-faculty dispute.

If a student refuses to confer with the faculty member, the student is to confer with the faculty member's department head. If such a meeting occurs, the department head will:

- a. If possible, inform the faculty member of the student's request and issue, if known, prior to the meeting;
- b. Not engage in a substantive discussion with the student (i.e., not inquire into the actual details or circumstances surrounding the complaint), but will listen to the student's concerns;
- c. Inform the student that the concerns expressed will be communicated to the faculty member;
- d. After the meeting, inform the faculty member of the concerns raised by the student;
- e. If the faculty member agrees to do so, arrange a meeting with the faculty member and the student in an attempt to resolve the issue.

If an acceptable solution is not reached, the student must then document his or her complaint in writing and deliver a copy to the faculty member, the department head, and the appropriate dean respectively.

- a. The department head will make a judgment about the student complaint. If the department head judges against the complaint, then the student has the ability to appeal to the appropriate academic dean.
- b. If the department head judges the student complaint could be valid, the faculty member will be asked to respond in writing to the complaint.
- c. The department head will consider the faculty member's written response and could dismiss the complaint, at which time the student could appeal to the appropriate academic dean.
- d. Alternatively, the department head could conclude that there is a basis for the complaint and would then schedule a conference with the student and the faculty member in an effort to resolve the issue.

Revised March 2017

Military Deployment Policy

The following options exist for any 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 Education department head Dr. Vicki Donne, who in turn informs Dr. Mark Meyers, dean of SNEHS. The student must also file written verification of the activation order with the registrar at Robert Morris University as soon as it becomes available. This can be done by contacting David Ausman, director of Veterans and Military Families (Training Services, at ausman@rmu.edu or 412-397-5424) or Christie McFadden, Military & Veteran Benefits Specialist & Primary Certifying Official (mcfaddenc@rmu.edu or 412-

397-5435). This policy also extends to military spouse or military dependent students that need to withdraw due to the hardships caused by the service member's activation/deployment.

Option one: A student can take the grade that he/she has earned in a class to date, 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/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.

Revised May, 2021

Education Department Initial Certification Programs

Accreditation

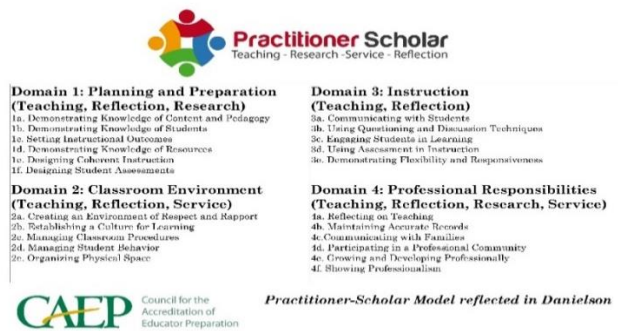
RMU Education certification programs are accredited through the [Pennsylvania Department of Education](#) (PDE) and the [Council of the Accreditation of Educator Preparation](#) (CAEP), a national accreditor for teacher education programs. These accrediting bodies ensure that teacher preparation programs are of high quality.

Framework for Teaching

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: planning and preparation, classroom environment, instruction, and professional responsibilities. As candidates progress through the education programs, they are assessed on mastery of these domains. In addition, faculty review these assessment data to continuously improve programs.

Additionally, reflected in the Danielson Framework is the practitioner scholar model. This model is grounded in theory and research to inform educational practices. This involves the expansion of an experiential knowledge base by

reflecting and problem solving to assess and improve the impact of practice. This is best achieved through an active collaboration within communities of practice (PK-12 schools) and scholarship (universities).



Live Text

To facilitate the collection and analysis of program data, RMU teacher education programs use Live Text. ALL teacher education candidates must purchase the “registration membership” (available in the book store) and activate a Live Text account within the first semester at RMU. This is not an option. This is required for all candidates in early childhood, early childhood with special education, middle level, secondary, post-bacc teacher education programs, and teachers seeking advanced certification. Once purchased and activated, a Live Text account is valid throughout the candidate’s program and/or seven years from the date of purchase.

Live Text is the data managing system for ALL teacher education candidates who will be certified through an RMU teacher education program with the PDE. ALL data assessment points are entered into Live Text in order to evaluate the progress on each and every RMU teacher education candidate in coursework, dispositions, field experiences, pre-student teaching, and student teaching/internships. The data will be used for the candidate’s PDE certification and RMU mandatory reports issued to PDE and the federal government. **If a candidate is not in Live Text, he or she will not have the mandatory PDE assessment points tracked and recorded for certification.**

Teacher Education Progress Process (TEPP)

During advisement, faculty will review with candidates the Teacher Education Progress Process (TEPP). Candidates proceed through the teacher education program through a three-level process outlined by the PDE. As part of the TEPP process, candidates must apply for candidacy, pre-student teaching, and student teaching.

Teacher Education Progress Process (TEPP)

August 2020

Level One

Application for Candidacy in Teacher Education

To apply successfully candidates must have the following:

- A minimum of 48 earned credits towards the Teacher Education Program (apply before earning 60 credits). Transfer candidates should apply for candidacy status as soon as 48 credit hours are completed and a GPA at RMU has been established. Post-bacc candidates should apply for candidacy status as soon as a GPA at RMU has been established.
- A 3.0 cumulative GPA
- For **undergraduate candidates only**:
 - Six credits of college level mathematics
 - Three credits of coursework in English Composition
 - Three credits of coursework in English, Coming of Age Literature (Secondary Education candidates), or Children's Literature (ECED, SPED, dual majors, and MLED candidates)
 - Successful completion of Basic Skills Requirements based on Pennsylvania Department of Education assessment options
- PA Access to Criminal History (PATCH) (must be renewed annually)
- Department of Human Services (DHS) Child Abuse History Clearance (must be renewed annually)
- Federal Criminal History Record Information (CHRI) (FBI clearance) (must be renewed annually)
- Two faculty recommendations (RMU Faculty Recommendation for Candidacy Status). Forms are available in the Teacher Education Office and on the SNEHS website.
- Completion of Application for Admission to Candidacy Form and submission to your Program Coordinator:
 - ✓ Dr. Vicki Donne—Early Childhood, Special Education, and Middle Level Programs
 - ✓ Dr. John Zeanchock —Post-Bacc programs
 - ✓ Dr. Lawrence Tomei – Secondary Education: BCIT K-12
 - ✓ Dr. Matt Maurer—Secondary Education: Biology 7–12
 - ✓ Dr. Carianne Bernadowski—Secondary Education: English 7–12
 - ✓ Dr. Greg Holdan—Secondary Education: Applied Mathematics 7–12
 - ✓ Dr. Soren Fanning—Secondary Education: Social Studies 7–12

The application for candidacy is reviewed and approved by the program coordinator, field placement coordinator, and Education department head. If all candidacy requirements are met, the candidate will receive a letter documenting achievement of candidacy status. With Level One candidacy, candidates may proceed into advanced teacher certification coursework and the pre-student teaching professional clinical experience.

Level Two

Application for Student Teaching/Clinical Practice

Candidates must have:

- Attained candidacy
- Applied for and successfully participated in pre-student teaching/clinical practice
- Completed or currently registered for all methods courses and major courses
- A 3.0 cumulative GPA
- Taken the PRAXIS II or PECT Exam(s) prior to the start of student teaching/clinical practice
- Renewed all 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. Liability Insurance may be obtained through 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 the Student Teaching Application and submitted it to the program coordinator

The program coordinator submits the application to the field placement coordinator, who communicates with the school districts to place candidates at a site for student teaching/clinical practice. The department head reviews the student teaching applications and placement requests and then registers candidates for student teaching with Level Two completion.

Level Three

Application for Certification

- Successful completion of Level 2
- Successful completion of PRAXIS II and/or PECT Exams
- Successful completion of student teaching/clinical practice with a passing grade
- Successful completion of the student teaching seminar course with a passing grade
 - Successful completion of the Teacher Work Sample (TWS) with a “pass” grade
 - Successful completion of an e-portfolio with a “pass” grade
- 3.0 cumulative GPA
- 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.

Curriculum

All undergraduate programs have core courses (39–40 credits) and major courses (credits vary). In addition, all Education programs include eight common education courses, methods, pre-student teaching, student teaching seminar, and student teaching/clinical practice in their professional education. The courses are listed online in a candidate's checksheet. An outline of how these courses should be taken over the course of four years is provided in the recommended program of studies (Appendix A).

GPA

Each program designates any courses that require a minimum grade of C. These are indicated with an asterisk on the checksheet. If candidates do not achieve a grade of C in these courses, they will be required to re-take the course. In addition, Education candidates are required to maintain a cumulative 3.0 GPA to meet PDE requirements.

The academic grade point averages of all education candidates are checked at the end of each term to determine continued academic standing. Those candidates 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 to enter candidacy, pre-student teaching, and student teaching/clinical practice on schedule. The candidate with a GPA below a 3.0 may be required to speak with the Education department head for further counseling.

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

Transferring Courses from Other Colleges or Universities to RMU

Candidates may request consideration from the University to transfer courses taken at a previous institution during the admission process through Admissions. Candidates may take some coursework at other universities after admission to RMU following the [Post-Matriculation Credit Process](#). Coursework taken outside of RMU after admission to RMU must be completed prior to the senior year; the final 60 credits of the program must be completed at RMU. In addition, to transfer courses from other colleges after matriculation, the following steps must be completed.

1. Meet with the program coordinator and/or academic advisor about what courses transfer and begin the Post-Matriculation Credit Request Form.
2. The program coordinator will make a recommendation about transferring the courses to the appropriate department head. (The appropriate department head oversees the course, not the program of study.) Upon approval of the department head, the candidate processes this form to the dean for approval.
3. Candidates submit the form to Academic Affairs. Notice that candidates must obtain approval BEFORE taking the courses.
4. Upon completion of the course, candidates will request a copy of the transcript to be sent to RMU (the Academic Affairs). Academic Affairs will apply the credits to your checksheet.

CLEP Policy for Education Candidates

Revised Fall 2015

In addition to following the [RMU policy for the CLEP](#) (College Level Examination Program), any Education candidate wishing to CLEP an undergraduate college course must do the following:

- Consult with their advisor, program coordinator, or department head to be sure they are taking an acceptable exam that will meet the needs of their checksheet.
- Take and pass the exam by the semester prior to student teaching.
- Submit all paperwork to Academic Services prior to submitting the 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.

Education Minors

In addition to Education programs culminating in PDE certification, the Education department also provides course sequences for non-education majors that result in minors. Both the education minor and special education minor are 18-credit programs (Appendix B). Admission to the minors must be approved by the Education department head.

Accelerated Program

Candidates interested in earning a M. Ed in Literacy or a M.S. in Instructional Leadership may apply to the RMU Accelerated Program. This program permits undergraduate candidates in a teacher education program to take two graduate courses in place of the undergraduate equivalent courses (see Appendix C).

Field Experiences

Field experiences are defined as a range of formal, required school and community activities participated in by candidates in teacher preparation programs, under the supervision and mentorship of a classroom teacher. These experiences benefit the candidates' preparation by providing opportunities to apply principles and theories from the program to actual practice in the classroom, and provide practice with diverse populations, ages, and school settings (22 Pa. Code §354.25 (d)). There are four stages of field experience, including student teaching/clinical practices. Each stage is progressively more intensive and requires the candidate to gradually assume more responsibility. The four stages are observation, exploration, pre-student teaching, and student teaching. As these experiences apply the theories learned to the K-12 classroom, they are connected to specific courses (indicated with an asterisk on the programs of study). These field experiences are not a one-time experience but are ongoing throughout the candidates' program of study.

The Teacher Education Office makes all placements in area schools. Candidates are not to self-place for field experiences. Placement in area schools involves approval from school districts for candidates to be assigned to school on a specific day and time. It is very difficult to reassign a candidate for a missed field experience. Candidates will not complete a course if they do not complete the co-requisite field experience. Therefore, the following field experience attendance policies are in place.

Field Experience “No Show” Policy

It is essential to complete ALL field experiences as scheduled. On rare occasions when a candidate is not able to participate in a field experience due to an emergency such as a sudden illness or car failure, the candidate must contact the course instructor and field placement coordinator, Mrs. Mary Poehlmann (poehlmann@rmu.edu), as soon as possible but no later than 24 hours after the scheduled field placement with a doctor’s note or evidence/documentation of the circumstances. 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 in the co-requisite field experience for any properly documented field experience that is not completed by the end of the semester.

Field Experience “No Shows” Without Documentation

Candidates who do not attend a scheduled field experience and do not have documentation must contact Education Department Head Dr. Vicki Donne (donne@rmu.edu) immediately. The department head will prepare a dispositional alert and request a face-to-face meeting with any candidate who fails to complete a scheduled field experience. If the candidate already has more than one dispositional alert on file, there is a strong possibility that the candidate will fail the field experience and fail the course (see Appendix D).

Pre-Student Teaching/ Clinical Experiences

Pre-student teaching/clinical experiences include teaching small to large groups of students under the supervision of higher education faculty in the K-12 education programs along with the mentorship of a certified K-12 education teacher. Pre-student teaching/clinical experiences are closely integrated with coursework, assessment practices, and program goals. RMU candidates have a 15-week pre-student teaching/clinical experience where candidates are in the districts 2 days/week (for a minimum of 150 hours) and in the RMU classroom the remaining days.

Candidates complete an application for pre-student teaching/clinical practice and submit the application to the appropriate program coordinator. Current clearances and proof of liability insurance are to be included with the application. A tuberculosis (TB) test is a requirement for all pre-student teachers. A copy of a valid TB test result must be included in the pre-student teaching application. Candidates may obtain a TB test at a local clinic, doctor’s office, or health care facility. Test results must be written on a doctor’s prescription pad, dated, and signed by the doctor. A few other convenient options for obtaining a TB test are:

MedExpress. The closest Med Express to the RMU campus is at 8702 University Blvd., Moon Township, PA 15108, 412-299-3627. MedExpress is open 8 a.m.–8 p.m. To determine if this location accepts your insurance, go to www.medexpress.com, locate the Moon Township location, scroll down to the bottom of the page, and click “List of Insurance Providers.”

Concentra. The closest Concentra Urgent Care facility to the RMU campus is at 4390 Campbells Run Rd., Pittsburgh, PA 15205, 412-429-9675. TB testing is done on Monday, Tuesday, Wednesday, and Friday between 8

a.m. and 4:30 p.m. Their website is www.concentra.com. The cost of the TB testing is approximately \$52 and must be paid in cash or by check at the time of the test. Call your medical insurance company to see if they will reimburse for the cost of the test.

The Teacher Education Office makes all pre-student teaching placements in area schools. Upon approval of the pre-student teaching application, the department head registers candidates for pre-student teaching. Prior to the pre-student teaching placement, a mandatory pre-student orientation is held where candidates have the opportunity to meet their university supervisor and receive a copy of the pre-student teaching handbook. During this clinical experience, candidates return to campus once/week for a seminar. Candidates will be evaluated by their university supervisors and cooperating teachers using the state required assessment (PDE-430 which can be found in Appendix J.

Student Teaching/Clinical Practice

Student teaching/clinical practice is a 12 to 15-week full-time experience with increasing teaching responsibility to completely simulate the role of a grade K-12 educator. Candidates complete an application for student teaching and submit the application to the appropriate program coordinator. A tuberculosis (TB) test is a requirement for all student teachers. A copy of a valid TB test result must be included in the student teaching application. Candidates may obtain a TB test at a local clinic, doctor's office, or health care facility. For clinical practice, candidates must have liability insurance, which may be obtained through the local student chapters of Council of Exceptional Children (CEC) or Student PA State Education Association (S-PSEA). All required coursework must be completed prior to the clinical practice/student teaching. Candidates must take the Praxis/PECT exam(s) before applying for student teaching and proof of passing or registration must be submitted with the application. Upon approval of the student teaching application, the department head registers candidates for student teaching and the student teaching seminar.

The Teacher Education Office makes all student teaching/clinical placements. Upon approval of the student teaching application, the department head registers candidates for student teaching/clinical practice. Prior to the student teaching/clinical experience, a mandatory orientation is held where candidates have the opportunity to meet their university supervisor and receive a copy of the student teaching handbook. Student teaching occurs Monday–Friday from approximately 8:00 a.m.–4:00 p.m. Candidates will be evaluated by their university supervisors and cooperating teachers using the state required assessment (PDE-430 which can be found in Appendix J.

Candidates attend a weekly seminar at RMU during student teaching/clinical practice. During the seminars, candidates debrief about the clinical experiences, reflect on all parts of their pre-service preparation, strengthen professional job seeking skills, and learn the online process for PDE certification application. During student teaching, candidates create, implement, and write a Teacher Work Sample (TWS). This is a capstone assignment that integrates educational skills and pedagogy using data-driven instruction. Candidates must successfully pass the TWS assignment. Candidates cannot take any other courses while student teaching. Candidates should not work during student teaching/clinical practice - clinical practice is a full-time commitment.

Optional Diverse Field Experiences and Clinical Practice

Service Learning in Serbia

Contact: Dr. Susan W. Parker (parkers@rmu.edu or 412-397-6245)

This service learning experience (SPED0308) will provide candidates 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 to all majors; as a 0-credit course, it can fit into any checksheet.

Study Abroad Opportunity

Contact: Dr. Nathan Taylor (taylor@rmu.edu or 412-397-5917)

RMU candidates have an opportunity for a two-week experience to elementary classrooms in Belmopan, Belize. The opportunity to assist and teach in a third-world country is a unique and rare one that should add to the development of a successful classroom teacher.

Urban Seminar

Contact: Dr. Vicki Donne (donne@rmu.edu or 412-397-5465)

Candidates have the opportunity to participate in a two-week field experience in an inner-city Philadelphia classroom. This program is offered every May.

International Student Teaching/Clinical Practice

Robert Morris University candidates are offered the opportunity to complete approximately 50% (the second seven–eight weeks) of their student teaching/clinical experience abroad. Currently there are a number of options for this international experience, including Belize, Aruba, and New Zealand. In order to be permitted to student teach abroad, a candidate must complete the following criteria:

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

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

1. Candidates must be in good academic standing and have the support of their advisor and university supervisor (from the pre-student teaching experience).
2. Any candidate considering the international experience needs to complete that section within the Candidacy Application and Pre-Student Teaching Application (Appendices G and H).
3. Candidates will make initial contact with Dr. Vicki Donne to obtain the necessary information and requirements for the international placement.
4. Candidates understand that they will be responsible for the cost of this project. Efforts are always made to get some financial support for each candidate, but this is not guaranteed.
5. Candidates must successfully complete the first half of their student teaching/clinical experience with the support and recommendation of their university supervisor and cooperating teacher.

6. Candidates will complete all the logistics and travel requirements with Dr. Donne and the Office of Global Engagement.
7. All candidates must understand that they are representing Robert Morris University and the SNEHS and must perform at the highest level in this international placement. If issues and concerns arise, it may result in the candidate being recalled and reassigned to stateside student teaching/clinical practice at a later term.

Adopted Spring 2016

Application for Graduation

Candidates 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**. There is a cost associated with degree reconciliation. 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.

Graduation Ceremony

RMU has two graduation ceremonies in May: a Friday evening graduate ceremony and a Saturday morning undergraduate ceremony. Candidates who finish their programs in December may participate in the May graduation. In addition, candidates who will complete all courses for their degrees by the end of the summer session following the May commencement are eligible to attend the May ceremony with the completion of a Walk Early Graduation Form (available in the Registrar's Office). Academic regalia are worn at graduation with the cost of regalia assumed by the candidate. Family and friends are encouraged to attend.

Education Department Policies

Course Attendance

Education Department Attendance Policy: Candidates 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 candidate misses **more than** 25% of class meetings, the candidate will receive a grade of 'F'.

Participation as a team member, attendance at a conference, or other official function: If a candidate misses a class due to participation as a team member, attendance at a conference, or attendance at another official function in which the candidate represents the university, **this may still be considered an absence under the departmental attendance policy**. A candidate who is absent due to representing the university for an official function is, however, entitled to make up missed work if the candidate fulfills the instructor notification requirements of the policy. Candidates 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 candidate 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 makeup exams are scheduled and when missed assignments are due.

Grading Policy

The Education department has adopted a uniform grading scale for all education courses. It is as follows:

Grading Scale:

Undergraduates

93-100% = A Excellent

90- 92% = A-

87- 89% = B+

83- 86% = B Good

82- 80% = B -

77- 79% = C +

76- 70% = C Adequate

60- 69% = D

Below 59%= F Failing

I Incomplete

P Passing

W Withdrawal

L Audit

N Competency Not Met

Graduates

93-100% = A Excellent

90- 92% = A-

87- 89% = B+

80- 86% = B Good

70- 79% = C Adequate

Below 70%= F Failing

I Incomplete

P Passing

W Withdrawal

L Audit

N Competency Not Met

As per the Education department Attendance Policy, any candidate who misses more than 25% of a class will receive a failing grade 'F' for the course.

Incompletes

A grade of "I" (Incomplete) is rarely granted. Candidates 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 candidate will be granted an "I" grade. In most cases, the candidate will be asked for documentation. The candidate has one semester to complete the work or the "I" grade automatically converts to a grade of 'F'.

Field Experience and Clinical Practice Appearance Policy

The candidate's appearance and behavior when visiting a classroom for a field experience or clinical experience, whether face to face or online, must demonstrate that they are a member of the professional staff of the school. Candidates 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 candidates to wear flip-flops, shorts, or yoga pants into the schools. Jeans are acceptable once in a while, such as going on a field trip that requires this dress attire (e.g., Pumpkin Patch) or for a Spirit Day or an awareness day for a cause, such as Earth Day. However, candidates 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 field or clinical experiences. Clothing should always cover the mid-body, lower torso, and shoulders. Spaghetti strap tops should not be worn. Candidates must make every effort to conform to the school environment. Candidates must make modifications if inappropriate dress or personal appearance distractions are brought to their attention by the cooperating teacher, university supervisor, local school administrators, or RMU faculty or administrators.

E-mail Policy

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

Social Media

Students may find information on policies, procedures, news, events, and connections to faculty, student, and alumni through our social media. Join us on Facebook at <https://www.facebook.com/RMUeduc/> or twitter at @RMU_EDUC.

Dispositions

Over and above content knowledge and pedagogical skills, effective teaching involves appropriate dispositions. Dispositions as those “professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities” (NCATE). RMU teacher education programs screen and assess candidates to ensure that those with dispositions at odds with professional standards, including the Pennsylvania Code of Professional Practice and Conduct for Educators, are not permitted to continue.

There are three dispositional checkpoints for candidates in the teacher education program. Candidates are rated in two education classes and at candidacy using the RMU Disposition Check Rubric (see Appendix D). This rubric uses the performance criteria of ethics and integrity, ability to establish and maintain rapport, displays appropriate actions between persons, cultivates appropriate relationships with others, flexibility and responsiveness, and communication skills. Candidates are expected to receive acceptable ratings in all performance criteria areas. Faculty complete the course disposition check rubric within LiveText and unless there is a problem or area in need of improvement, candidates will not automatically receive a copy of the assessment. Candidates may request a copy from the faculty if they choose. If, however, a candidate receives an unacceptable or developing rating, a committee of the program coordinator, advisor or other faculty appointee, and the Education department head will review the candidate’s status with the candidate (areas of improvement or an exit plan) and they will receive a copy of the disposition rubric.

Furthermore, candidates are assessed on their dispositions in the clinical experiences using the Pennsylvania Statewide Evaluation for Student Professional Knowledge and Practice (PDE-430), specifically. The PDE-430 is completed by cooperating teachers and university supervisors during pre-student/student teaching and candidate dispositions are assessed in Category IV: Professionalism. Based on PDE requirements, candidates must obtain a satisfactory rating in all areas, including professionalism.

Faculty, staff, and administrators also may submit a dispositional alert on a candidate at any time when the person who works with a teacher education candidate in or outside of the classroom has a concern involving the candidate's disposition.

Clearances and Criminal Records

Beginning freshman year, all candidates are required to have PA criminal, child abuse, and FBI clearances in order to be permitted in K–12 schools for field and clinical experiences. These clearances must be updated every 12 months and submitted to the Teacher Education Office (see Appendix E). Students are expected to track their own clearance expiration dates, renew clearances prior to expiration and submit a copy of each to the Teacher Education Office. Clearance instructions are printed on purple paper and are available in the Teacher Education Office and on the Education Department website.

Candidates are not permitted to partake in field/clinical experiences without current clearance(s). Field experiences missed or pre-student/student teaching start dates delayed due to lack of clearances will result in candidates being given a dispositional alert (see Appendix D).

Any candidate who has a criminal record or receives one during the program must see the Education department head as soon as possible.

Liability Insurance

For the pre-student teaching and student teaching clinical experiences, candidates must have liability insurance. Candidates must provide evidence of liability insurance to the Teacher Education Office. There are two professional organizations that have active RMU student chapters. These two organizations (S-PSEA and CEC) are options for obtaining liability insurance at a reasonable cost.

Student Pennsylvania State Education Association (S-PSEA) is a pre-professional association dedicated to advancing leadership skills and professional development among future educators across the Commonwealth. This organization provides a wealth of resources and people dedicated to enriching one's educational journey toward becoming a teachers. Go to www.psea.org/students to enroll in RMU's S-PSEA chapter and purchase the membership/insurance. The second option is through the Council for Exception Children (CEC). Candidates can purchase an individual policy by going to www.cec.sped.org or 800-821-7303.

PECT/Praxis II Testing Policy

According to RMU's current policy, candidates must attempt the appropriate content area exam(s) prior to being permitted to student teach. Candidates may not count a failing score as a 'pass' using the PDE GPA process until the point of graduation.

This policy exists for several reasons:

- Passed PECT/Praxis II exams assure that all candidates are ready to be certified at graduation
- PECT/Praxis II exam pass rates are an important part of our teacher education program outcomes measures
- Principals and superintendents often review PECT/Praxis scores when hiring and note that candidates who pass via the PDE GPA qualifier still have 'failing' test scores according to Title II reporting
- States outside of Pennsylvania do not use the GPA qualifier and therefore may not accept PECT/Praxis scores
- The PDE GPA qualifier is changeable and is only valid at the point of certification application
- Employers and the public often use program pass rates on the exams as a measure of program preparation quality

To implement the testing policy, the following procedures are in place.

1. All candidates must register for all of the PECT or Praxis II exams appropriate to their content area(s) **prior to July 15 for fall student teaching or October 15 for spring student teaching**. Proof of registration is submitted to the Teacher Education Office.
2. All candidates who do not pass the exam prior to student teaching, according to their ETS or Pearson report form, must enroll in the appropriate PECT or Praxis II prep course the semester of student teaching and retake the exam prior to program completion.
3. Candidates are expected to pass the exam before graduation. However, candidates may apply the GPA qualifier at the point of graduation to obtain certification.

Candidates who do not pass the PECT or Praxis II prior to student teaching will be permitted to begin student teaching but must enroll in the appropriate prep course(s) and retake the appropriate content test(s) during student teaching.

The PDE presently offers retake vouchers, which authorize retaking an exam without extra payment. Please see one of the following web sites for details on qualifications and the form. Forms are completed and submitted to Caylin Charrie charrie@rmu.edu for processing.

https://www.ets.org/s/praxis/pdf/cdt_fee_waiver_request.pdf

<http://www.pa.nesinc.com/content/docs/voucher.pdf>

PDE Requirements and Services

Candidacy

Formal entry into a teacher preparation program takes place through a candidacy process which is guided by PDE requirements. This typically occurs during the sophomore year once candidates have achieved 48-60 credits, maintained a minimum 3.0 GPA, obtained clearances, and demonstrated mastery of basic skills. Candidates complete an Application for Candidacy (Appendix F) in which they document that all candidacy requirements are met. PDE requires that students obtain candidacy status to take upper level and method coursework and to participate in pre-student teaching (see the Teacher Education Progress Process for additional information).

Basic Skills

The Pennsylvania Department of Education (PDE) requires that teacher education candidates satisfy the Basic Skills Requirements and demonstrate basic knowledge in reading, mathematics, and writing skills. Candidates must meet the basic skills in all three areas. For post-baccalaureate candidates, the basic skills have already been met through the 3.0 GPA in an undergraduate program. For undergraduate candidates this can be done with qualifying scores in several formats; these are outlined by the PDE in Appendix I. Please note candidates may combine reading, writing, and mathematic module scores from different test providers to meet the basic skill requirements (i.e. candidates may use a combination of SAT math and reading scores and PAPA writing score). In addition, the Basic Skills requirements in math may be met through a grade of B or higher in the courses MATH1050 and MATH2010 or MATH2010 and STAT2110 as a sequence when taken at RMU.

Should candidates need to demonstrate basic skill mastery by taking the PAPA (www.pa.nesinc.com) or CORE (www.ets.org/praxis/pa) exams, visit the respective web site to obtain information on registering and taking the examination(s). Please note that candidates may take one or all three modules as needed.

Free test preparation materials can be found at the following web sites:

www.ets.org/praxis/prepare/materials

www.mometrix.com/

www.pa.nesinc.com/content/docs/PECT_PT_01_02_03_PAPA.PDF

In addition, the local library system (WAGGIN Library system - Washington, Fayette, Greene Counties) offers a free 6-week online preparation course through Gale Courses that is designed to prepare candidates for the Praxis Basic Skills test. The course starts every month online. Here is a link to get a library card for the WAGGIN library system <https://www.franksarrislibrary.org/request-a-virtual-waggin-library-card/> and here is the link to Praxis Basic Skills Test Prep Course (Gale course) <https://education.gale.com/l-pl2048/online-courses/praxis-1-preparation?tab=detail> .

The PDE currently provides retake vouchers for eligible candidates on the PAPA exams. Candidates must have attempted to pass the test module at least once, but no more than twice, have a GPA of 3.0 or higher, and meet a minimum score

point (Module 1 and 3, a scaled score of 209–219 and Module 2, a scaled score of 177–192). Eligible candidates may receive one voucher only per test module. The candidate must contact the Teacher Education Office to request a retake voucher. Candidates then fill out a retake voucher request form which must be submitted on behalf of the candidate for approval by the department head or dean. The PDE recommends that the form be submitted at least 6 weeks before the candidate intends to test to allow time to process the request and issue the voucher. The PDE will process and issue a voucher code directly to the candidate via email; this code must be used during online registration to cover the test fee.

There are also retake vouchers offered by ETS for the Praxis Core exams. For the candidate to be eligible for a retake voucher, they must have a GPA of 3.0 or higher, missed the passing score by no more than 3 points, 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. The candidate must contact the Teacher Education Office to request a retake voucher. The candidate then fills out a retake voucher request form which must be approved by the department head or dean. Upon approval by ETS, the test taker will be provided with a voucher code to be used for registration on the ETS website. Any additional service fees will be the responsibility of the test taker.

The Basic Skills requirements must be met or tests attempted in the freshman year; refer to Appendix I for more information and passing scores. **Undergraduate RMU teacher candidates must submit passing Basic Skills results as part of the Application for Candidacy. Please note that candidates will not be able to progress in education coursework without passing basic skills and achieving candidacy status.** Information on basic skills is discussed during the mandatory majors meetings, the student handbook, and in Appendix I. Furthermore, candidates may obtain additional information from their advisor, program coordinator, or the PDE Certification website.

Certification Tests

For certification, the PDE also requires passing of Content Exams based upon the area of certification. The nature, number of content-related exams, and passing scores vary by certification area (see Appendix I). Some content-related tests, such as those for early childhood and special education, are developed and administered by Pearson Education; others, such as those required for middle level and secondary teaching certifications, are developed and administered by Educational Testing Service (ETS). For additional information on the content exams and to register to take an examination, please visit www.pa.nesinc.com or www.ets.org/praxis/pa. The exams are then taken at one of several testing facilities in the area. PRAXIS/PECT exams should be taken prior to or during the semester candidates are pre-student teaching (they must be taken prior to student teaching).

The PDE currently provides retake vouchers for eligible candidates on the PECT PreK–4 and Special Education exams. Candidates must have attempted to pass the test module at least once, but no more than twice, have a GPA of 3.0 or higher, and meet a minimum score point (PreK–4 Module 1, a scaled score of 184–196 and Modules 2 and 3, a scaled score of 184–192; Special Education PreK–8 and 7–12 must have a scaled score of 209–219 for each module). Eligible candidates may receive one voucher only per test module. The candidate must contact the Teacher Education Office to request a retake voucher. The candidate then fills out a retake voucher request form which must be submitted on behalf of the candidate to be approved by the department head or dean. The PDE recommends that the form be submitted at least 6 weeks before the candidate intends to test to allow time to process the request and issue the voucher. The PDE

will process and issue a voucher code directly to the candidate via email; this code must be used during online registration to cover the test fee.

There are also retake vouchers offered by ETS for various Praxis exams, (Biology, BCIT, English, Mathematics, Middle Level, Social Studies). For candidates to be eligible for a retake voucher, they must have a GPA of 3.0 or higher, missed the passing score by no more than 3 points, 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. The candidate must contact the Teacher Education Office, to request a retake voucher. The candidate then fills out a retake voucher request form which must be approved by the department head or dean. Upon approval by ETS, the test taker will be provided with a voucher code to be used for registration on the ETS website. Any additional service fees will be the responsibility of the test taker.

No RMU teacher candidate will be permitted to student teach without having attempted the required content-area tests and having results on file in the RMU Teacher Education Office.

All candidates not passing the content exams prior to student teaching are required to register for a 0-credit Praxis/PECT Prep course. Also, candidates may elect to participate in an exam preparation course one year before student teaching (e.g., the candidate would take the Praxis and/or PECT Prep course(s) in fall 2020 if they plan to student teach in Spring 2021). See the program coordinator for further information. **Note for dual majors:** There is one PECT Prep course for Early Childhood and a separate preparation course for PECT Prep Special Education because these are two separate certification tests.

Applying to the PDE for Certification

Upon successful completion of student teaching/clinical practices and passing required content certification tests, candidates apply to the PDE for certification through the Teacher Information Management System (TIMS). Information and videos on this application process are available on the PDE web site (www.education.pa.gov). In addition, the process and full step-by-step directions for applying to the PDE for certification are addressed during the Student Teaching Seminar. Once candidates have applied for their certification, TIMS routes the application to RMU for verification of successful completion of an education program. The certification and accreditation specialist reviews the application and check sheet then the Education department head and/or dean verifies that all program requirements were met. If program requirements are met, RMU recommends the candidate for certification. TIMS then routes the application back to the PDE for review. This process takes anywhere from 4 to 8 weeks. Once the PDE issues the certification, the candidate may print it from the TIMS site.

Seeking Employment

For educators looking to teach in Pennsylvania, the Certification site found through the Pennsylvania Department of Education website maintains an interactive webpage, [Career Opportunities](#), for educators to search by county and locate contact information for individual educational entities. The purpose of this resource is to aid future educators in their search for vacancies in Pennsylvania schools.

In addition, 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 through the site (www.pa-educator.net). PA Educator is used once a professional certificate is issued by the PA Department of Education Bureau of Teacher Certifications and Preparation.

Additionally, the [RMU Career and Professional Development Center](#) can provide assistance with resume writing, interview skills, and job placement. RMU also holds an annual job fair on campus and many schools and educational agencies attend.

Appendix A—Program Course of Studies

- **Course Sequence for Undergraduate Programs**
 - Course Sequence for Early Childhood (PreK–4)
 - Course Sequence for Special Education (PK-12)
 - Course Sequence for Dual Majors
 - Course Sequence Middle Level (English, Math, Science, and Social Studies Concentrations)
 - Course Sequence for Secondary Education: Business, Computer & Information Technology Education (BCIT)
 - Course Sequence for Secondary Education: Biology/Science
 - Course Sequence for Secondary Education: English
 - Course Sequence for Secondary Education: Applied Mathematics
 - Course Sequence for Secondary Education: Social Studies

- **Course Sequence for Post-Bacc Teacher Certification**
 - MSIL with Teacher Certification Biology
 - Post-Bacc Biology Teacher Certification only
 - MSIL with Teacher Certification BCIT
 - Post-Bacc BCIT Teacher Certification only
 - MSIL with English Teacher Certification
 - Post-Bacc English Teacher Certification only
 - MSIL with Teacher Certification Math
 - Post-Bacc Math Teacher Certification only
 - MSIL with Teacher Certification Social Studies
 - Post-Bacc Social Studies Teacher Cert only
 - MSIL with Early Childhood PreK–4 Teacher Certification
 - Post-Bacc Early Childhood PreK-4 Teacher Certification only
 - MSIL with Special Education PK-12 Teacher Certification
 - Post-Bacc Special Education PK-12 Teacher Certification only

- **Course Planning Sheet**

ALL MSIL programs require **30 graduate credits**.

Please go to the RMU web site to view current the current [course catalog](#) and course descriptions.



Recommended Course of Study

EARLY CHILDHOOD EDUCATION (Pre-K to 4)

	FALL SEMESTER	SPRING SEMESTER
FRESHMAN	CSEN 1020 Argument & Research PSYC 1010 General Psychology MATH 1050 Reasoning & Apps. SOCI 1010 Principles of Sociology OR SOCI 1020 Cont. Social Problems ECED 2100* Intro to Early Ch. Ed. Freshman Seminar (1 credit)	CSCM 1030 Public Speaking & Persuasion SCIE 1020 Fundamentals of Science MATH 2010 Fundamental Concepts of Math HUMA 1010 Humanities: Art/Music EDUC 2100* Ed Psych / Classroom Management
	16 credits Obtain three required clearances	15 credits Take PAPA or CORE Exam if needed
SOPHOMORE	CSEN 1010 Reading & Writing Strategies OR CSCM 2050 Intercultural Communication GEOG 1020 World Geography ENVS 1160 Environmental Science PSYC 3535 Child Development EDUC 2200 Technology for Teachers ENGL 1070 Children's Literature	CSCM 2040 Prof. Communication in the Workplace HIST 1100 U.S. History I OR HIST 1200 U.S. History II ECON 1010 Survey of Economics SPED 3010* Intro. to Special Ed. K to 12 ECED 2120* Early Lit. & Language Dev.
	18 credits Apply for Candidacy Status	15 credits
JUNIOR	ECED 2130 Numeracy ECED 3100 Int. Arts for the Dev. Child EDUC 3400* Curriculum Design/Instruction SPED 3020* Teaching in Inclusive Class: PreK-12 POLS 1020 American National Government	ECED 3060* Family/Community Relationships ECED 4030* Reading/Language Arts Methods EDUC 3600 Educational Assessment ECED0101 PECT PREP (0 credits) SPED 3030* Pos Behavior Supports PreK-12 ECED 4020* Science Methods
CANDIDACY STATUS REQUIRED TO PROCEED	15 credits	15 credits Take ECED PECT Exam Apply for Pre-Student Teaching
SENIOR	ECED 4000 Social Studies Methods ECED 4010 Math Methods ECED 2140* Reading Difficulties & Diagnosis EDUC 3165* Teaching Eng. Lang. Learners ECED3400 Reading in the Content Area ECED 4060 Pre-Student Teaching (0 credits) Retake ECED 0101 ECED PECT Prep (0 credits) if needed	ECED 4200 Student Teaching (9 credits) ECED 4210 Student Teaching Seminar (3 credits)
	15 credits Re-take ECED PECT if not passed Apply for Student Teaching	12 credits Apply for Graduation & PA Certification

* = ECED/EDUC/SPED co-requisite required for this course

121 credits total
Revised August 2019



Recommended Course of Study

B. S. SPECIAL EDUCATION

PK-12

	FALL SEMESTER	SPRING SEMESTER
FRESHMAN	CSEN 1020 Argument & Research PSYC 1010 General Psychology MATH 1050 Reasoning & Apps. SOCI 1010 Principles of Sociology OR SOCI 1020 Cont. Social Problems EDUC 2000 Schools & Society Freshman Seminar (1 credit) 16 credits Obtain three required clearances	CSCM 1030 Public Speaking & Persuasion SCIE 1020 Fundamentals of Science OR ENVS1160 Environmental Science MATH 2010 Fundamental Concepts of Math HUMA 1010 Humanities: Art/Music EDUC 2100* Ed Psych /Classroom Management HIST 1100 U.S. History I OR HIST 1200 U.S. History II 18 credits Take PAPA or CORE Exam if needed
SOPHOMORE	CSEN 1010 Rdg. & Writing Strategies OR CSCM 2050 Intercultural Comm. SPED 3100 Disability Studies PSYC 3535 Child Development EDUC 2200 Technology for Teachers ENGL 1070 Children’s Literature OR ENGL 1040 Reading Literature: Coming of Age 15 credits Apply for Candidacy Status	CSCM 2040 Prof. Communication in the Workplace PSYC 3530 Adolescent Psychology/Development ECON 1010 Survey of Economics SPED 3010* Intro. to Special Ed. PreK to 12 SPED 3110 Early Intervention 15 credits
JUNIOR CANDIDACY STATUS REQUIRED TO PROCEED	ECED 2130 Numeracy EDUC 3400* Curriculum Design/Instruction SPED 3020* Teaching in Inclusive Class: PreK–12 SPED 3050* Students w/High-Incidence Dis. SPED 4000 IEPs and the Law SPED 4020 Reading and Special Education 18 credits	SPED 4030 Advanced Content Area Instructional Interventions EDUC 3600 Educational Assessment SPED 3030* Pos Behavior Supports PreK–12 SPED 3070* Lang., Comm. & Asst. Tech SPED 3045* Transitioning SPED 0101 PECT PREP (0 credits) 15credits Take SPED PECT Exams Apply for Pre-Student Teaching
SENIOR	EDUC 3165* Teaching Eng. Lang. Learners ECED 2140* Reading Difficulties & Diagnosis RDSP 6010 Structured Literacy SPED 3055* Autism Spectrum Disorders SPED 3060* Students w/Low-Incidence Dis. SPED 4060 Pre-Student Teaching Spec Ed (0 credits) Retake SPED 0101 PECT PREP (0 credits) <i>if needed</i> 15 credits Re-take SPED PECT if not passed Apply for Student Teaching	SPED 4200 Student Teaching in Spec Ed (9 credits) SPED 4220 Student Teaching Seminar (3 credits) 12 credits Apply for Graduation & PA Certification

* = ECED/EDUC/SPED co-requisite required for this course

124 credits total

October, 2020



Recommended Course of Study

B. S. Early Childhood Education w/Special Education PK-12 Major

	FALL SEMESTER	SPRING SEMESTER
FRESHMAN	CSEN 1020 Argument & Research PSYC 1010 General Psychology MATH 1050 Reasoning & Apps. SOCI 1010 Principles of Sociology OR SOCI 1020 Cont. Social Problems ECED 2100 Intro to Early Childhood Education OR EDUC 2000 Schools & Society Freshman Seminar (1 credit) 16 credits Obtain three required clearances	CSCM 1030 Public Speaking & Persuasion SCIE 1020 Fundamentals of Science OR ENVS1160 Environmental Science MATH 2010 Fundamental Concepts of Math HUMA 1010 Humanities: Art/Music EDUC 2100* Ed Psych /Classroom Management HIST 1100 U.S. History I OR HIST 1200 U.S. History II 18 credits Take PAPA or CORE exam if needed
SOPHOMORE	CSEN 1010 Rdg. & Writing Strategies OR CSCM 2050 Intercultural Comm. SPED 3100 Disability Studies (<i>elective</i>) PSYC 3535 Child Development EDUC 2200 Technology for Teachers ENGL 1070 Children's Literature OR ENGL1040 Reading Literature: Coming of Age ECED 3100 Integrating Arts for the Developing Child 15-18 credits Apply for Candidacy Status	CSCM 2040 Prof. Communication in the Workplace ECON 1010 Survey of Economics SPED 3010* Intro. to Special Ed. PreK to 12 SPED 3110* Early Intervention OR ECED 3060* Family/Community Relationships POLS 1020 American National Government SPED 3030* Pos Behavior Supports PreK-12 18 credits
JUNIOR CANDIDACY STATUS REQUIRED TO PROCEED	ECED 2130 Numeracy EDUC 3400* Curriculum Design/Instruction SPED 3020* Teaching in Inclusive Class: PreK-12 SPED 3050* Students w/High-Incidence Dis. SPED 4000 IEPs and the Law SPED 4020 Reading and Special Education 18 credits	SPED 4300 Advanced Content Area Instructional Interventions EDUC 3600 Educational Assessment SPED 3070* Lang., Comm. & Asst. Tech SPED 3045* Transitioning ECED 4030* Reading/Language Arts Methods ECED 4020* Science Methods SPED 0101 AND/OR ECED 0101 PECT Prep (0 credits) 18 credits Take SPED PECT Exams Apply for Pre-Student Teaching
SENIOR	EDUC 3165* Teaching Eng. Lang. Learners ECED 2140* Reading Difficulties & Diagnosis RDSP 6010 Structured Literacy SPED 3055* Autism Spectrum Disorders SPED 3060* Students w/Low-Incidence Dis. ECED 4000 Social Studies Methods ECED 4060 Pre-Student Teaching (0 credits) Retake PECT PREP (0 credits) <i>if needed</i> 18 credits Re-take SPED PECT if not passed Apply for Student Teaching	ECED 4200 EC Student Teaching AND ECED 4205 Special Ed Student Teaching (9 credits) ECED 4210 Student Teaching Seminar (3 credits) 12 credits Apply for Graduation & PA Certification

* = ECED/EDUC/SPED co-requisite required for this course

133 credits total
October, 2020



Recommended Course of Study

B. S. SPECIAL EDUCATION PK-12 w/Early Childhood PK-4 Major

	FALL SEMESTER	SPRING SEMESTER
FRESHMAN	CSEN 1020 Argument & Research PSYC 1010 General Psychology MATH 1050 Reasoning & Apps. SOCI 1010 Principles of Sociology OR SOCI 1020 Cont. Social Problems EDUC 2000 Schools & Society OR ECED 2100 Intro to Early Childhood Education Freshman Seminar (1 credit) 16 credits Obtain three required clearances	CSCM 1030 Public Speaking & Persuasion SCIE 1020 Fundamentals of Science OR ENVS1160 Environmental Science MATH 2010 Fundamental Concepts of Math HUMA 1010 Humanities: Art/Music EDUC 2100* Ed Psych /Classroom Management HIST 1100 U.S. History I OR HIST 1200 U.S. History II 18 credits Take PAPA or CORE exam if needed
SOPHOMORE	CSEN 1010 Rdg. & Writing Strategies OR CSCM 2050 Intercultural Comm. SPED 3100 Disability Studies (<i>elective</i>) PSYC 3535 Child Development EDUC 2200 Technology for Teachers ENGL 1070 Children's Literature OR ENGL 1040 Reading Literature: Coming of Age ECED 3100 Integrating Arts for the Developing Child 15-18 credits Apply for Candidacy Status	CSCM 2040 Prof. Communication in the Workplace ECON 1010 Survey of Economics SPED 3010* Intro. to Special Ed. PreK to 12 SPED 3110* Early Intervention OR ECED3060* Family/Community Relationships POLS 1020 American National Government SPED 3030* Pos Behavior Supports PreK-12 18 credits
JUNIOR CANDIDACY STATUS REQUIRED TO PROCEED	ECED 2130 Numeracy EDUC 3400* Curriculum Design/Instruction SPED 3020* Teaching in Inclusive Class: PreK-12 SPED 3050* Students w/High-Incidence Dis. SPED 4000 IEPs and the Law SPED 4020 Reading and Special Education 18 credits	SPED 4300 Advanced Content Area Instructional Interventions EDUC 3600 Educational Assessment SPED 3070* Lang., Comm. & Asst. Tech SPED 3045* Transitioning ECED 4030* Reading/Language Arts Methods ECED 4020* Science Methods SPED 0101 AND/OR ECED 0101 PECT Prep (0 credits) 18 credits Take SPED PECT Exams Apply for Pre-Student Teaching
SENIOR	EDUC 3165* Teaching Eng. Lang. Learners ECED 2140* Reading Difficulties & Diagnosis RDSP 6010 Structured Literacy SPED 3055* Autism Spectrum Disorders SPED 3060* Students w/Low-Incidence Dis. ECED4000 Social Studies Methods ECED 4060 Pre-Student Teaching (0 credits) Retake PECT PREP (0 credits) <i>if needed</i> 18 credits Re-take SPED PECT if not passed Apply for Student Teaching	ECED 4200 EC Student Teaching AND ECED 4205 Special Ed Student Teaching (9 credits) SPED 4220 Student Teaching Seminar (3 credits) 12 credits Apply for Graduation & PA Certification

* = ECED/EDUC/SPED co-requisite required for this course

133 credits total
October, 2020



Recommended Course of Study

Middle Level Education Program—English Language Arts (Certification Grades 4–8)

	FALL SEMESTER	SPRING SEMESTER
FRESHMAN	CSEN 1020 Argument and Research PSYC 1010 General Psychology HIST 1100 U.S. History I or HIST 1200 U.S. History II MLED 2000* Middle Level Philosophy MATH 1050 Reasoning & Apps. FYSP 1000 First Year Experience (1 cr.) 16 credits Obtain three required clearances	CSCM 1030 Public Speaking and Persuasion PSYC 3530 Adolescent Psychology SCIE 1020 Fund. Science Concepts ENGL 1070 Children’s Literature EDUC 2100* Ed Psych & Class Mgmt. MATH 2010 Fundamental Concepts of Math 18 credits Take and Pass PAPA or CORE Exam if needed
SOPHOMORE	CSEN 1010 Reading and Writing Strategies or CSCM 2050 Intercultural Comm. EDUC 2200 Technology for Teachers SOCI 1010 Principles of Sociology or SOCI 1020 Cont. Social Problems ENVS 1160 Environmental Science POLS 1020 American National Government 15 credits Apply for Candidacy Status	CSCM 2040 Prof. Comm. In the Workplace ECON 1010 Survey of Economics HUMA 1010 Humanities: Art/Music SPED 3010* Intro. to Special Ed. PreK to 12 <u>ENGL 3010 Modern English Grammar and Editing</u> GEOG 1020 World Geography 18 credits
JUNIOR CANDIDACY STATUS REQUIRED TO PROCEED	EDUC3400* Curriculum Design/Instruction ENVS 2500 Ecology Fund. ENVS 2550 Ecology Lab (1 cr.) EDUC 3165* Teaching English Language Learners STAT 2110 Statistics <u>ENGL 3080 Am Lit before 1865</u> 16 credits	EDUC 3600 Educational Assessment MATH 3250 Practicum Teaching Math w/Tech SPED 3020* Teaching in Inclusive Class: PreK–12 MLED 4020 Reading/ LA Methods <u>ENGL 3090 Am Lit 1865-Present</u> MLED 0101 Praxis II Prep (0 credits) 15 credits Take Praxis II Apply for Pre-Student Teaching
SENIOR	MLED 4000 Social Studies Methods MLED 4010 Math/Science Methods MLED 4060 Pre-Student Teaching (0 cr.) SPED 3050 Teaching Students w/High Incid Disabilities <u>ENGL 4010 Advanced Non-Fiction Writing</u> <u>ENGL 3130 Brit Lit 1789–present</u> OR <u>ENGL 3120 British Lit to 1789</u> 15 credits Re-take Praxis II and MLED 0101 Praxis Prep if not passed Apply for Student Teaching	MLED 4200 Supervised Teaching (9 credits) MLED4210 Student Teaching Seminar (3 credits) 12 credits Apply for Graduation & PDE Certification

* = ECED/EDUC/SPED co-requisite required for this course

125 credits total
Revised August 2019

English Specialization – 15 credits

ENGL 3080 Am Lit before 1865 ENGL 3120 British Lit to 1789 **or** ENGL 3130 British Lit 1789–present
 ENGL 3090 Am Lit 1865–Present ENGL 4010 Advanced Non-Fiction Writing
 ENGL 3010 Modern English Grammar and Editing



Recommended Course of Study

Middle Level Education Program—Math

(Certification Grades 4–8)

	FALL SEMESTER	SPRING SEMESTER
FRESHMAN	CSEN 1020 Argument and Research PSYC 1010 General Psychology HIST 1100 U.S. History I or HIST 1200 U.S. History II MATH 1050 Reasoning & Apps. MLED 2000* Middle Level Philosophy FYSP 1000 First Year Experience (1 cr.) 16 credits Obtain three required clearances	CSCM 1030 Public Speaking and Persuasion PSYC 3530 Adolescent Psychology <u>MATH 2070 Calculus w/ Geometry (4 cr.)</u> EDUC 2100* Ed Psych & Class Mgmt. SCIE 1020 Fund. Science Concepts 16 credits Take PAPA or CORE Exam if needed
SOPHOMORE	CSEN 1010 Reading and Writing Strategies or CSCM 2050 Intercultural Comm. EDUC 2200 Technology for Teachers SOCI 1010 Principles of Sociology or SOCI 1020 Cont. Social Problems ENVS 1160 Environmental Science <u>MATH 4000 Discrete Math</u> ENGL 1070 Children’s Literature 18 credits Apply for Candidacy Status	CSCM 2040 Prof. Comm. In the Workplace ECON 1010 Survey of Economics HUMA 1010 Humanities: Art/Music SPED 3010* Intro. to Special Ed. PreK to 12 <u>MATH 1020 Pre-Calculus</u> 15 credits
JUNIOR CANDIDACY STATUS REQUIRED TO PROCEED	EDUC 3400* Curriculum Design/Instruction SPED 3020* Teaching in Inclusive Class: PreK–12 ENVS 2500 Ecology Fund. ENVS 2550 Ecology Lab (1 cr.) <u>MATH 3400 Linear Algebra w/ Applications</u> GEOG 1020 World Geography 16 credits	EDUC3 600 Educational Assessment <u>MATH 3250 Practicum Teach Math w/ Tech</u> MLED 4020 Reading/LA Methods POLS 1020 American National Government MLED 0101 Praxis II Prep (0 credits) STAT 2110 Statistics 15 credits Take Praxis II; Apply for Pre-Student Teaching
SENIOR	MLED 4000 Social Studies Methods MLED 4010 Math/Science Methods MLED 4060 Pre-Student Teaching (0 credits) EDUC 3165* Teaching English Language Learners SPED 3050 Teaching Students w/High Incid Disabilities <u>MATH 2170 Calculus w/Analytic Geo II (4 cr.)</u> 16 credits Re-take Praxis II and MLED0101 Praxis Prep if not passed Apply for Student Teaching	MLED 4200 Supervised Teaching (9 credits) MLED4210 Student Teaching Seminar (3 credits) 12 credits Apply for Graduation Apply for PA Certification

* = ECED/EDUC/SPED co-requisite required for this course

124 credits total
Revised August 2019

Math Specialization – 19-20 credits

MATH 2070 Calculus w/Analytic Geometry 1
 MATH 1020 Pre-Calculus
 MATH 3250 Practicum Teaching Math w/Technology
 MATH 3400 Linear Algebra w/applications

CHOOSE Two from the Following:
 MATH 2170 Calculus w/Analytic Geometry II
 MATH 3030 Operations Research
 MATH 4000 Discrete Math



Recommended Course of Study

Middle Level Education Program—Science

(Certification Grades 4–8)

	FALL SEMESTER	SPRING SEMESTER
FRESHMAN	CSEN 1020 Argument and Research PSYC 1010 General Psychology HIST 1100 U.S. History I or HIST 1200 U.S. History II MLED 2000* Middle Level Philosophy MATH 1050 Reasoning & Apps. FYSP 1000 First Year Experience (1 cr.) 16 credits Obtain three required clearances	CSCM 1030 Public Speaking and Persuasion PSYC 3530 Adolescent Psychology <u>SCIE 1020 Fund. Science Concepts</u> <u>METE 1000 Intro to Meteorology</u> *EDUC 2100 Ed Psych & Class Mgmt. MATH 2010 Fundamental Concepts of Math 18 credits Take PAPA or CORE Exam if needed
SOPHOMORE	CSEN 1010 Reading and Writing Strategies or CSCM 2050 Intercultural Comm. EDUC 2200 Technology for Teachers ENVS 1160 Environmental Science STAT 2110 Statistics <u>BIOL 1310 Principles of Bio I and</u> <u>BIOL1315 Lab</u> ENGL 1070 Children’s Literature 19 credits Apply for Candidacy Status	CSCM 2040 Prof. Comm. In the Workplace ECON 1010 Survey of Economics HUMA 1010 Humanities: Art/Music GEOG 1020 World Geography SPED 3010* Intro to Special Education: PreK–12 POLS 1020 American National Government 18 credits
JUNIOR CANDIDACY STATUS REQUIRED TO PROCEED	EDUC 3400* Curriculum Design/Instruction EDUC 3165* Teaching English Language Learners SPED 3020* Teaching in Inclusive Class: PreK–12 ENVS 2500 Ecology Fund. ENVS 2550 Ecology Lab (1 cr.) <u>ENVS 1140 Weather & Climate</u> 16 credits	EDUC 3600 Educational Assessment MATH 3250 Practicum Teach Math w Tech MLED 4020 Reading/LA Methods <u>GEOL 1000 Intro Physical Geo & GEOL 1015 Intro to</u> <u>Physical Geo Lab (4 cr.)</u> <u>PHYS 1010 Physics for Allied Health & PHYS 1015</u> <u>Physics for Allied Health Lab (4 cr.)</u> MLED 0101 Praxis II Prep (0 credits) 17 credits Take Praxis II Apply for Pre-Student Teaching
SENIOR	SOCI 1010 Principles of Sociology or SOCI 1020 Cont. Social Problems SPED 3050 Teaching Students w/High Incid Disabilities MLED 4000 Social Studies Methods MLED 4010 Math/Science Methods MLED 4060 Pre-Student Teaching (0 cr.) <u>CHEM 1210 Chem I and CHEM 1215 Chem Lab (4</u> <u>cr.)</u> 16 credits Re-take MLED0101 PRAXIS Prep AND Praxis II if not passed; Apply for Student Teaching	MLED 4200 Supervised Teaching (9 credits) MLED4210 Professional Topics Seminar (3 credits) 12 credits Apply for Graduation Apply for PA Certification

* = ECED/EDUC/SPED co-requisite required for this course

132 credits total

Revised August 2021

Science Studies Specialization – 25 Credits

BIOL 1310 Principles of Bio I/BIOL1315 Lab

SCIE 1020 Fundamentals of Science Concepts

ENVS 1140 Weather & Climate

CHEM 1210 Chem I/CHEM1215 Lab

PHYS 1010 Physics for Allied Health/PHYS 1015 Lab

METE 1000 Intro to Meteorology

GEOL 1000 Intro Physical Geo/GEOL1015 Lab (GEOL1000 is offered every other year)



Recommended Course of Study

Middle Level Education Program—Social Studies

(Certification Grades 4–8)

	FALL SEMESTER	SPRING SEMESTER
FRESHMAN	CSEN 1020 Argument and Research PSYC 1010 General Psychology HIST 1100 U.S. History I MLED 2000* Middle Level Philosophy MATH 1050 Math. Reasoning /Application FYSP 1000 First Year Experience (1 cr.) 16 credits Obtain three required clearances	CSCM 1030 Public Speaking and Persuasion PSYC 3530 Adolescent Psychology SCIE 1020 Fund. Science Concepts <u>HIST 1200 US History II</u> EDUC 2100* Ed Psych & Class Mgmt. MATH 2010 Fundamental Concepts of Math 18 credits Take PAPA or CORE Exam if needed
SOPHOMORE	CSEN 1010 Reading and Writing Strategies or CSCM 2050 Intercultural Comm. EDUC 2200 Technology for Teachers SOCI 1010 Principles of Sociology or SOCI 1020 Cont. Social Problems ENVS 1160 Environmental Science ENGL 1070 Children’s Literature <u>ANTH 1010 Intro to Anthropology</u> 18 credits Apply for Candidacy Status	CSCM 2040 Prof. Comm. In the Workplace ECON 1010 Survey of Economics HUMA 1010 Humanities: Art/Music SPED 3010* Intro to Special Education: PreK–12 POLS 1020 American National Government 15 credits
JUNIOR CANDIDACY STATUS REQUIRED TO PROCEED	EDUC 3400* Curriculum Design/Instruction ENVS 2500 Ecology Fund. with ENVS 2550 Ecology Lab (1 cr.) GEOG 1020 World Geography STAT 2110 Statistics <u>HIST 1700 World Civ I</u> 16 credits	EDUC 3600 Educational Assessment SPED 3020* Teaching in Inclusive Class: PreK–12 MLED 4020 Reading/LA Methods MATH 3250 Practicum Teaching Math w Technology <u>ECON 1030 Principles of Microeconomics</u> <u>*HIST 1800 World Civ II</u> MLED 0101 Praxis Prep (0 cr.) 18 credits Take Praxis II Apply for Pre-Student Teaching
SENIOR	MLED 4000 Social Studies Methods MLED 4010 Math/Science Methods MLED 4060 Pre-Student Teaching (0 cr.) SPED 3050 Teaching Students with High Incid DA EDUC 3165* Teaching English Language Learners <u>HIST 3400 PA History</u> 15 credits Re-take Praxis II and MLED 0101 Praxis Prep if not passed Apply for Student Teaching	MLED 4200 Supervised Teaching (9 credits) MLED 4210 Student Teaching Seminar (3 credits) 12 credits Apply for Graduation Apply for PA Certification

* = ECED/EDUC/SPED co-requisite required for this course

127 credits total
Revised August 2019

Social Studies Specialization – 18 Credits

- | | |
|---|--|
| ANTH 1010 Intro to Anthropology or | ANTH 1020 Cultural Anthropology |
| HIST 1700 World Civ. I | HIST 1800 World Civ. II |
| HIST 3400 PA History | ECON 1030 Principles of Microeconomics |
| HIST 1200 United States History II | |



Recommended Course of Study

Secondary Teacher Certification Program (7-12)

Biology/Science Education

	FALL SEMESTER	SPRING SEMESTER
FRESHMAN	CHEM 1210 Chemistry I CHEM 1215 Chemistry I Lab EDUC 2000* Schools and Society FYSP 1000 First Year Experience Core: BIOL 1310 Principles of Biology I Core: BIOL 1315 Principles of Biology I Lab Core: CSEN 1020 Argument and Research Core: ENGL 1040 Reading Lit.: Coming of Age 18 credits Obtain 3 Required Clearances	BIOL 2310 Principles of Biology II BIOL 2315 Principles of Biology II Lab CHEM 2210 Chemistry II CHEM 2215 Chemistry II Lab EDUC 2100* Ed Psych & Class Mgmt Core: MATH 2070 Calculus w/ Analytic Geometry I Core: PSYC 1010 General Psychology 18 credits Take and Pass PAPA or CORE Exam if needed
SOPHOMORE	BIOL 2370 Microbiology OR BIOL2390 General Microbiology BIOL 2380 Microbiology Lab BIOL 2470 Botany BIOL 2480 Botany Lab ENVS 2500 Ecology Fundamentals ENVS 2550 Ecology Fundamentals Lab Core: CSCM 1030 Public Speaking & Persuasion 15 credits Apply for Candidacy Status	EDUC 2200 Technology for Teachers BIOL 3370 Cell/Molecular Biology BIOL 3375 Cell/Molecular Biology Lab BIOL 2570 Zoology BIOL 2580 Zoology Lab STAT 2110 Statistics Core: CSEN1010 OR CSCM2050 17 credits
JUNIOR CANDIDACY STATUS REQUIRED TO PROCEED WITH EDUC COURSES	EDUC 3400* Curriculum Design/Instruction BIOL 3470 Human Genetics BIOL 3475 Human Genetics Lab BIOL 3570 Comparative Vertebrate Anatomy BIOL 3580 Comparative Vertebrate Anatomy Lab SPED 3010* Intro. to Special Ed. PreK–12 Core: CSCM2040 Professional Comm. in the Workplace 17 credits	EDUC 3600 Educational Assessment BIOL 3650 Advanced Physiology BIOL 3660 Advanced Physiology Lab PHYS 1010 Physics for Allied Health PHYS 1015 Physics for Allied Health Lab SPED 3020* Teaching in Inclusive Class: PreK–12 Core: ECON 1010 Survey of Economics 17 credits Apply for Pre-Student Teaching
SENIOR	EDUC 3165* Teaching English Language Learners EDUC 4140 Content Specific Pedagogy: Biology (and co-req EDUC 0440 Pre-Student Teaching) Core: HUMA 1010 Humanities: Arts & Music Core: SOCI Requirement Core: HIST or POLS Requirement EDUC 0105 Praxis Prep Biology SPED 3050 Teaching Students w/High Incid DA 18 credits Take and Pass Praxis II Exam Apply for Student Teaching	EDUC 4200 Student Teaching Seminar EDUC 4500 Secondary Student Teaching Internship 12 credits Apply for Graduation & PDE Certification

132 credits total

Revised August 2020

* = ECED/EDUC/SPED co-requisite required for this course
 MATH1020 is a pre-requisite to MATH2070



Recommended Course of Study

Secondary Teacher Certification Program (7-12)

Business, Computer & Information Technology Education (BCIT)

	FALL SEMESTER	SPRING SEMESTER
FRESHMAN	CSEN 1020 Argument and Research ECON 1010 Survey of Economics EDUC 2000* Schools and Society HIST/POLS History OR Poli Sci Elective SOCI 1010 Principles of Sociology OR SOCI 1020 Contemp. Social Problems FYSP 1000 First Year Experience (1 cr.) 16 Credits Obtain three required clearances	CSCM 1030 Public Speaking and Persuasion PSYC 1010 Principles of Psychology BLAW 1050 Legal Environment of Business INFS 1020 Intro to Decision Support Systems MATH 1050 Reasoning & Apps. (or higher) EDUC 2100* Ed Psych & Class Mgmt 18 Credits Take and Pass PAPA or CORE Exam if needed
SOPHOMORE	CSEN 1010 Reading & Writing Strategies OR CSCM 2050 Intercultural Comm. INFS 4240 OR INFS 3510 OR INFS3110 STAT 2110 Statistics HUMA 1010 Humanities: Art and Music EDUC 2200 Technology for Teachers 15 Credits Apply for Candidacy Status	CSCM 2040 Prof Communications in the Workplace ENGL 1040 Reading Lit: Coming of Age INFS 2480 Telecomm for Info Systems OR INFS 3230 Networks, Data & Computer Comm. MGMT 2000 Mgmt. Theory & Practice Science Core (choose 1) 15 Credits
JUNIOR	CANDIDACY STATUS REQUIRED TO PROCEED WITH EDUC COURSES INFS 2150 Intro to Web Development PSYC 3530 Adolescent Psychology MARK 2000 Principles of Marketing ACCT 1020 Fundamentals of Acct OR ACCT 2030 Intro to Financial Acct EDUC 3400* Curriculum Design/Instruction SPED 3010* Intro. to Special Ed. PreK to 12 18 Credits	BLAW 3050 Legal Environment of Business II OR BLAW 3100 Constitution/Curr. Legal Issues INFS 2120 Visual Basic Programming OR INFS 2130, INFS 2151, INFS 2184 ACCT 2060 Managerial Accounting EDUC 3600 Educational Assessment ECON 4500 Intl. Trade & Finance 15 Credits Apply for Pre-Student Teaching
SENIOR	EDUC 3165* Teaching English Lang Learners EDUC 4120 Content Specific Pedagogy: BCIT <i>(and co-req EDUC 0420 Pre-Student Teaching)</i> SPED 3020* Teaching in Inclusive Class: PreK–12 INFS 3210 Operating Systems Concepts FINA 3000 Principles of Finance SPED 3050 Teaching Students w/ High Incidence Disabilities 18 Credits Take and Pass Praxis II Exam Apply for Student Teaching	EDUC 4200 Student Teaching Seminar EDUC 4500 Secondary Student Teaching Internship (9 cr.) 12 Credits Apply for Graduation Apply for PDE Certification

127 credits total

Revised August 2020

* = EDUC/SPED co-requisite required for this course



Recommended Course of Study

Secondary Teacher Certification Program (7-12)

English

	FALL SEMESTER	SPRING SEMESTER
FRESHMAN	MATH 1050 Reasoning & Apps. PSYC 1010 General Psychology SOCI 1010 Principles of Sociology OR SOCI 1020 Contemp. Social Problems FYSP 1000 First Year Experience (1 credit) <i>If student placed out of CSEN 1010:</i> CSEN 1020 Argument & Research ENGL 1040 Reading Literature: Coming of Age <i>If student did not place out of CSEN 1010:</i> CSEN 1010 Reading & Writing Strategies ECON 1010 Survey of Economics 16 Credits; Obtain required clearances	EDUC 2100* Ed Psych & Class Mgmt MATH2010 Fundamental Concepts of Math HUMA 1010 Humanities: Art/Music Natural Sciences elective <i>If student placed out of CSEN 1010:</i> CSCM 1030 Public Speaking and Persuasion ENGL 2010 The Study of the Essay <i>If student did not place out of CSEN 1010:</i> CSEN 1020 Argument and Research ENGL 1040 Reading Literature: Coming of Age 18 Credits; Take and Pass PAPA
SOPHOMORE	EDUC 2000* Schools and Society ENGL 2000 Study of Literature ENGL 3010 Mod. English Grammar and Editing ENGL 3080 American Lit Before 1865 CSCM 2040 Professional Comm. in the Workplace <i>If student placed out of CSEN 1010:</i> CSCM 2050 Intercultural Communication <i>If student did not place out of CSEN 1010:</i> CSCM 1030 Public Speaking and Persuasion 18 Credits; Apply for Candidacy Status	SPED 3010* Intro. to Special Ed. PreK–12 ENGL 2540 Study of Language ENGL 3090 American Lit 1865–Present ENGL 3500 Study of Persuasion <i>If student placed out of CSEN 1010:</i> ECON 1010 Survey of Economics <i>If student did not place out of CSEN 1010:</i> ENGL 2010 The Study of the Essay 15 Credits
JUNIOR CANDIDACY STATUS REQUIRED TO PROCEED WITH EDUC COURSES	EDUC 3400* Curriculum Design/Instruction ENGL 3120 British Lit to 1789 ENGL 3020 Creative Writing ENGL 3520 Dramatic Art of Shakespeare ENGL 2055 World Literature Communication Elective 18 Credits	HIST or POLS (History or Political Science elective) EDUC 3600 Educational Assessment SPED 3020* Teaching in Inclusive Class: PreK–12 ENGL 3130 British Lit 1789–Present ENGL 4800 Seminar in English Studies EDUC 2200 Technology for Teachers 18 Credits; Apply for Pre-Student Teaching Take PRAXIS II Exam
SENIOR	EDUC 3165* Teaching ELLs EDUC 4110 Content-Specific Pedagogy: English/Comm. (and co-req <i>EDUC 0410 Pre-Student Teaching</i>) ENGL 4010 Advanced Non-Fiction Writing ENGL 3110 History of the English Language SPED 3050 Teaching Students w/High Incidence DA 15 Credits; Apply for Student Teaching	EDUC 4200 Student Teaching Seminar (3 cr.) EDUC 4500 Secondary Student Teaching Internship (9 cr.) 12–15 Credits; Apply for Graduation and Certification

* = EDUC/SPED co-requisite required for this course

ENGL3080 and ENGL3090 are offered on alternate years with ENGL3120 and ENGL3130

130 credits total
Revised March 2021



Recommended Course of Study

Secondary Teacher Certification Program (7-12) Mathematics Education

	FALL SEMESTER	SPRING SEMESTER
FRESHMAN	CSEN 1020 Argument and Research HUMA 1010 Humanities: Art and Music EDUC 2000* Schools and Society MATH 2070 Calculus w/ Analytic Geom. I (4 cr.) FYSP 1000 First Year Experience Open Elective (2 cr.) 14-16 Credits Obtain three required clearances	INFS 1020 Intro to Decision Support Systems CSCM 1030 Public Speaking and Persuasion ENGL 1040 Reading Literature: Coming of Age MATH 2170 Calculus w/ Analytic Geom. II (4 cr.) EDUC 2100* Ed Psych & Class Mgmt 16 credits Take and Pass PAPA or CORE Exam if needed
SOPHOMORE	CSEN 1010 Reading and Writing Strategies OR CSEN 2050 Intercultural Communications MATH 3090 Calculus w/ Analytic Geom. III (4 cr.) MATH 4000 Discrete Math HIST 1100 U.S. History I OR HIST 1200 U.S. History II Natural Science Elective <i>(BIOL 2370/2380, CHEM 1210/1215, PHYS 1210/1215 OR SCIE 1570/1580)</i> 16 credits Apply for Candidacy Status	CSCM2040 Professional Comm. in the Workplace INFS 2150 Intro to Web Development OR INFS 3430 Intro to Multimedia STAT 2110 Statistics MATH 3400 Linear Algebra with Applications ECON 1010 Survey of Economics Approved Elective from ASCI, ENGR, MATH, MGMT, or STAT 18 credits
JUNIOR CANDIDACY STATUS REQUIRED TO PROCEED	PSYC 1010 General Psychology INFS 2120 Visual Basic Programming OR INFS 2184 C++ Programming STAT 3140 Mathematical Statistics I SPED 3010* Intro to Sp. Ed. PreK–12 EDUC 3400* Curriculum Design/Instruction SOCI 1010 Principles of Sociology OR SOCI 1020 Contemp. Social Problems 18 credits	EDUC 3600 Educational Assessment MATH 3250 Practicum Teaching Math w/ Technology MATH 3200 Geometry MATH 3050 Intro to Proof and Number Theory SPED 3020* Teaching in Inclusive Class: PreK–12 15 credits Apply for Pre-Student Teaching
SENIOR	SPED 3050 Teaching Students w/High Incidence DA EDUC 3165* Teaching English Language Learners MATH 4060 Abstract Algebra EDUC 4130 Content Specific Pedagogy: MATH (and co-req EDUC0430 Pre-Student Teaching) Approved Elective from ASCI, ENGR, MATH, MGMT, or STAT 15 Credits Take and Pass Praxis II Exam Apply for Student Teaching	EDUC 4200 Student Teaching Seminar (3 credits) EDUC 4500 Secondary Student Teaching Internship (9 credits) 12 Credits Apply for Graduation Apply for PDE Certification

MATH1020 is a pre-requisite to MATH2070

* = EDUC/SPED co-requisite required for this course

126 credits total

Revised August 2020



Recommended Course of Study

Secondary Teacher Certification Program (7-12)

Social Studies

	FALL SEMESTER	SPRING SEMESTER
FRESHMAN	CSEN 1020 Argument and Research GEOL 1130 Landforms of the World HIST 1100 U.S. History I EDUC 2000* Schools and Society MATH 2010 Fundamental Concepts of Math FYSP 1000 First Year Experience (1 cr.) 16 Credits Obtain three required clearances	CSCM 1030 Public Speaking and Persuasion ENGL 1040 Reading Lit: Coming of Age HIST 1200 U.S. History II STAT2110 Statistics ECON 1020 Principles of Macroeconomics EDUC 2100* Ed Psych & Class Mgmt 18 Credits Take and Pass PAPA or CORE Exam if needed
SOPHOMORE	CSEN 1010 Reading and Writing Strategies OR CSCM 2050 Intercultural Communications HIST 1700 World Civilizations I POLS 1020 American National Government ECON 1030 Principles of Microeconomics EDUC 2200 Technology for Teachers 15 Credits Apply for Candidacy Status	CSCM2040 Professional Comm. in the Workplace GEOG 1020 World Geography HIST 1800 World Civilizations II SPED 3010* Intro to Sp. Education PreK-12 PSYC 1010 General Psychology 15 Credits
JUNIOR CANDIDACY STATUS REQUIRED TO PROCEED	EDUC 3400* Curriculum Design/Instruction SOCI 1010 Principles of Sociology HIST 3400 Pennsylvania History HUMA 1010 Humanities: Art and Music POLS 1030 Comp./Contemp. Political Systems 15 Credits	ANTH 1020 Cultural Anthropology EDUC 3600 Educational Assessment SPED 3020* Teaching in Inclusive Class: PreK–12 HIST 3700 Developing World PSYC 3530 Adolescent Development OPEN ELECTIVE 15–18 Credits Apply for Pre-Student Teaching
SENIOR	EDUC 3165* Teaching English Language Learners SPED 3050 Teaching Students w/High Incid DA EDUC 4150 Content Specific Pedagogy (and co-req EDUC0450 Pre-Student Teaching) POLS 1040 International Relations SOSOC 4800 Senior Research Project 15 Credits Apply for Student Teaching; Pass Praxis II Exam	EDUC 4200 Student Teaching Seminar (3 cr.) EDUC 4500 Secondary Student Teaching Internship (9 cr.) 12 Credits Apply for Graduation and PDE Certification

* = EDUC/SPED co-requisite required for this course

121-124 credits total
Revised August 2020

Please note that HIST3400, POLS1040, and POLS1030 are offered on alternating years only



**Robert Morris University MS in Instructional Leadership (MSIL) with
Teacher Certification (TC) Biology
Program of Study**

DATE: _____

NAME			
PHONE		Home:	Cell:
EMAIL			
Professional Knowledge (24 Credits)		*Have/ Course#	Need Semester
EDUC6000 Critical Issues Affecting Am Ed			Fa/Sp
EDUC6010 Theories Learn/Classrm Mngmnt			Fa/Sp/Sum
EDUC6060 Curriculum Design/Assessment			Fa/Sp/Sum
EDUC6110 Integrating Instruc Technology			Fa/Sp
EDUC6400 Reading Across Curriculum/ELL			Fa/Sp
SPED6080 Special Learning Needs			Fa/Sp
SPED6085 Principles of Inclusion			Fa/Sp
SPED6040 High Incidence Disabilities			Fa
Professional Block (12-15 Credits)			
EDUC6540 Content Specific Pedagogy: Biology/Environmental (3 cr.)			Fall only
EDUC6061 Pre-Student Teaching 3 wks. (3 cr.) or EDUC7061 Pre-Student Teaching 15 wks. (0 cr.)			Fa/Sp
EDUC6500 Student Teaching Seminar (3 cr.)			Fa/Sp
EDUC6205 Student Teaching 12 weeks (6 cr.)			Fa/Sp
Courses for M.S. (12 Credits)			
Leadership Class (choose one):			Fa/Sp/Sum
EDUC6090 Instr. Leader./Organizational Learning			
EDUC6120 Instr. Leader./Management			
EDUC6125 Instr. Leader./Decision Making			
EDUC6065 Educational Statistics			Fa/Sp/Sum
EDUC6130 Educational Research Seminar			Fa/Sp/Sum
EDUC6140 Instructional Leadership Practicum			Fa/Sp/Sum

Content Area Course Requirements (36 Credits)	*Have/ Course#	Need	Semester
BIOL2370 Microbiology			Fa/Sp
BIOL2380 Microbiology Lab			Fa/Sp
BIOL2470 Botany			Fall
BIOL2480 Botany Lab			Fall
BIOL2570 Zoology			Spring
BIOL2580 Zoology Lab			Spring
BIOL3570 Comp. Vert. Anatomy and Lab OR BIOL3110 Human Anatomy and Lab			Fall
BIOL3650 Advanced Physiology			Spring
BIOL3660 Advanced Physiology Lab			Spring
BIOL3370 Cell/Molecular Biology			Spring
BIOL3375 Cell/Molecular Biology Lab			Spring
BIOL3470 Human Genetics			Fall
BIOL3475 Human Genetics Lab			Fall
CHEM1210 Chemistry I			Fall
CHEM1215 Chemistry I Lab			Fall
ENVS2500 Ecology Fundamentals			Fall
ENVS2550 Ecology Fundamentals Lab			Fall

*UG University _____ UG GPA _____

Biology PRAXIS II Exam #0235

Post-Bacc Coordinator: Dr. John Zeanchock, E-mail: zeanchock@rmu.edu

Revised August 2020



**Robert Morris University –Post-Baccalaureate Only Program
Teacher Certification (TC) Biology
Program of Study**

DATE: _____

NAME			
PHONE	Home:	Cell:	
EMAIL			
Professional Knowledge (24 Credits)	*Have/ Course#	Need	Semester
EDUC6000 Critical Issues Affecting Am Ed			Fa/Sp
EDUC6010 Theories Lrng. /Class. Mgmt.			Fa/Sp/Sum
EDUC6060 Curriculum Design/Assmt.			Fa/Sp/Sum
EDUC6110 Integrating Instructional Tech.			Fa/Sp
SPED6080 Special Learning Needs			Fa/Sp
SPED6085 Principles of Inclusion			Fa/Sp
SPED6040 High Incidence Disabilities			Fa
EDUC6400 Reading Across Curric. /ELL			Fa/Sp
Professional Block (12-15 Credits)			
EDUC6540 Content Specific Pedagogy: Biology/ Environmental (3 cr.)			Fall only
EDUC6061 Pre-Student Teaching 3 wks. (3 cr.) or EDUC7061 Pre-Student Teaching 15 wks. (0 cr.)			Fa/Sp
EDUC6500 Student Teaching Seminar (3 cr.)			Fa/Sp
EDUC6205 Student Teaching 12 weeks (6 cr.)			Fa/Sp

Content Area Course Requirements (36 Credits)	*Have/ Course#	Need	Semester Offered
BIOL2370 Microbiology			Fa/Sp
BIOL2380 Microbiology Lab			Fa/Sp
BIOL2470 Botany			Fall
BIOL2480 Botany Lab			Fall
BIOL2570 Zoology			Spring
BIOL2580 Zoology Lab			Spring
BIOL3570 Comp. Vert. Anatomy and Lab OR BIOL3110 Human Anatomy and Lab			Spring
BIOL3650 Advanced Physiology			Spring
BIOL3660 Advanced Physiology Lab			Spring
BIOL3370 Cell/Molecular Biology			Spring
BIOL3375 Cell/Molecular Biology Lab			Spring
BIOL3470 Human Genetics			Fall
BIOL3475 Human Genetics Lab			Fall
CHEM1210 Chemistry I			Fall
CHEM1215 Chemistry I Lab			Fall
ENVS2500 Ecology Fundamentals			Fall
ENVS2550 Ecology Fundamentals Lab			Fall

*UG University _____ UG GPA _____
 Biology PRAXIS II Exam #0235
 Post-Bacc Coordinator: Dr. John Zeanchock, E-mail: zeanchock@rmu.edu

Revised August 2020



**Robert Morris University MS in Instructional Leadership (MSIL) with
Teacher Certification (TC) Business, Computer and Information Technology (BCIT)
Program of Study**

DATE: _____

NAME			
PHONE	Home:	Cell:	
EMAIL			
Professional Knowledge (24 Credits)	*Have/ Course#	Need	Semester Offered
EDUC6000 Critical Issues Affecting Am Education			Fa/Sp
EDUC6010 Theories Learning/Classroom Mgmt.			Fa/Sp/Sum
EDUC6060 Curriculum Design/Assessment			Fa/Sp/Sum
EDUC6110 Integrating Instructional Technology			Fa/Sp
SPED6080 Special Learning Needs			Fa/Sp
SPED6085 Principles of Inclusion			Fa/Sp
SPED6040 High Incidence Disabilities			Fa
EDUC6400 Reading Across the Curriculum/ELL			Fa/Sp
Professional Block (12-15 credits)			
EDUC6520 Content Specific Pedagogy: BCIT (3 cr.)			Fall
EDUC6061 Pre-Student Teaching 3 wks. (3 cr.) OR EDUC7061 Pre-Student Teaching 15 wks. (0 cr.)			Fa/Sp
EDUC6500 Student Teaching Seminar (3 cr.)			Fa/Sp
EDUC6205 Student Teaching 12 weeks (6 cr.)			Fa/Sp
Courses For M.S. (12 Credits)			
Leadership Class (choose one): EDUC6090 Instr. Leader./Organizational Learning EDUC6120 Instr. Leader./Management EDUC6125 Instr. Leader./Decision Making			Fa/Sp/Sum
EDUC6065 Educational Statistics			Fa/Sp/Sum
EDUC6130 Educational Research Seminar			Fa/Sp/Sum
EDUC6140 Instructional Leadership Practicum			Fa/Sp/Sum

Content Area Course Requirements (48 Credits)	*Have/ Course#	Need	Semester offered
ACCT1020 Fundamentals of Accounting OR ACCT2030 Introduction to Financial Accounting			Fa/Sp
ACCT2060 Managerial Accounting			Fa/Sp
BLAW1050 Legal Environment of Business			Fa/Sp
ECON1010 Survey of Economics			Fa/Sp
FINA3000 Principles of Finance			Fa/Sp
INFS1020 Introduction to Decision Support Systems OR INFS6010 Decision Support Systems Analysis/Design			Fa/Sp
INFS2480 Telecommunications for Information Profs OR INFS3230 Networks/Data/Comp Communications			Spring
INFS2410 Office Information System Applications			Fa/Sum
INFS3210 Operating Systems Concepts			Fall
INFS2150 Intro to Web Development OR EDUC6210 Internet/Web Page Design			Fa/Sp/Sum
INFS2120 OR INFS 6120 Visual Basic Programming OR INFS2151/INFS6151 Java Programming OR INFS2184 C++ Programming			Fa/Sp
BLAW2100 Legal Environment of Business II OR BLAW3100 Constitution/Current Legal Issues			Fall
MARK2000 Principles of Marketing			Fa/Sp
MGMT3100 Management Theory and Practice			Fa/Sp
PSYC3535 Child Development OR PSYC3530 Adolescent Psychology			Spring
ECON4500 International Trade/Finance			Spring

*UG University _____ UG GPA _____

Business ED PRAXIS II Exams #0101 & #0511

Post-Bacc Coordinator: Dr. John Zeanchock, E-mail: zeanchock@rmu.edu

Revised August 2020



**Robert Morris University - Post-Baccalaureate Only program
Business, Computer and Information Technology (BCIT) Teacher Certification
Program of Study**

DATE: _____

NAME			
PHONE	Home:	Cell:	
EMAIL			
Professional Knowledge (24 Credits)	*Have/ Course#	Need	Semester Offered
EDUC6000 Critical Issues Affecting Am Ed			Fa/Sp
EDUC6010 Theories Learn/Class Mgmt.			Fa/Sp/Sum
EDUC6060 Curriculum Design/Assmt.			Fa/Sp/Sum
SPED6080 Special Learning Needs			Fa/Sp
SPED6085 Principles of Inclusion			Fa/Sp
SPED6040 High Incidence Disabilities			Fa
EDUC6110 Integrating Instructional Tech			Fa/Sp
EDUC6400 Reading Across the Curr/ELL			Fa/Sp
Professional Block (12-15 Credits)			
EDUC6520 Content Specific Pedagogy: BCIT (3 cr.)			Fall
EDUC6061 Pre-Student Teaching 3 wks. (3 cr.) or EDUC7061 Pre-Student Teaching 15 wks. (0 cr.)			Fa/Sp
EDUC6500 Student Teaching Seminar (3 cr.)			Fa/Sp
EDUC6205 Student Teaching 12 weeks (6 cr.)			Fa/Sp

Content Area Course Requirements (48 Credits)	*Have/ Course#	Need	Semester Offered
ACCT1020 Fundamentals of Accounting OR ACCT2030 Introduction to Financial Accounting			Fa/Sp
ACCT2060 Managerial Accounting			Fa/Sp
BLAW1050 Legal Environment of Business			Fa/Sp
ECON1010 Survey of Economics			Fa/Sp
FINA3000 Principles of Finance			Fa/Sp
INFS1020 Introduction to Decision Support Sys OR INFS6010 Decision Support Sys Analysis/Design			Fa/Sp
INFS2480 Telecommunications for Info Prof OR INFS3230 Networks/Data/Comp Comm			Spring
INFS2410 Office Information System App.			Fa/Sum
INFS3210 Operating Systems Concepts			Fall
INFS2150 Intro Web Development OR EDUC6210 Internet/Web Page Design			Fa/Sp/Sum
INFS2120/INFS6120 Visual Basic Programming OR INFS2151/INFS6151 Java Programming OR INFS2184 C++ Programming			Fa/Sp
BLAW2000 Legal Environment of Business II OR BLAW3100 Constitution/Current Legal Issues			Fall
MARK3100 Principles of Marketing			Fa/Sp
MGMT3100 Management Theory and Practice			Fa/Sp
PSYC3535 Child Development OR PSYC3530 Adolescent Psychology			Spring
ECON4500 International Trade/Finance			Spring

*UG University _____ UG GPA _____

Business Ed PRAXIS II Exam #0101 & 0511

Post-Bacc Coordinator: Dr. John Zeanchock, E-mail: zeanchock@rmu.edu



**Robert Morris University MS in Instructional Leadership (MSIL) with
Teacher Certification (TC) English
Program of Study**

DATE: _____

NAME			
PHONE	Home:	Cell:	
EMAIL			
Professional Knowledge (24 Credits)	*Have/ Course#	Need	Semester offered
EDUC6000 Critical Issues Affecting Amer ED.			Fa/Sp
EDUC6010 Theories Learning/Classroom Mgmt.			Fa/Sp/Sum
EDUC6060 Curriculum Design/Assessment			Fa/Sp/Sum
EDUC6110 Integrating Instructional Technology			Fa/Sp
SPED6080 Special Learning Needs			Fa/Sp
SPED6085 Principles of Inclusion			Fa/Sp
SPED6040 High Incidence Disabilities			Fa
EDUC6400 Reading Across the Curriculum/ELL			Fa/Sp
Professional Block (12-15 Credits)			
EDUC6510 Content Specific Pedagogy: English (3 cr.)			Fall only
EDUC6061 Pre-Student Teaching 3 wks. (3 cr.) OR EDUC7061 Pre-Student Teaching 15 wks. (0 cr.)			Fa/Sp
EDUC6500 Student Teaching Seminar (3 cr.)			Fa/Sp
EDUC6205 Student Teaching 12 weeks (6 cr.)			Fa/Sp
Courses for M.S. (12 Credits)			
Leadership Class (choose one): EDUC6090 Instr. Leader./Organizational Learning EDUC6120 Instr. Leader./Management EDUC6125 Instr. Leader./Decision Making EDUC6065 Educational Statistics			Fa/Sp/Sum Fa/Sp/Sum

EDUC6130 Educational Research Seminar			Fa/Sp/Sum
EDUC6140 Instructional Leadership Practicum			Fa/Sp/Sum

Content Area Course Requirements (36 Credits)	*Have/ Course#	Need	Semester offered
CSEN1020 Argument and Research			Fa/Sp/Sum
CSCM1030 Public Speaking Persuasion			Fa/Sp/Sum
ENGL1040 Reading Literature: Coming of Age			Fa/Sp/Sum
ENGL3500 Study of Rhetoric			Fa/Sp/Sum
ENGL2540 Study of Language OR ENGL6010 Linguistics and Pedagogy			Fa/Sp
ENGL3080 American Literature Before 1865 OR ENGL3090 American Literature 1865-Present			Fa/Sp
ENGL3120 British Literature to 1789 OR ENGL3130 British Literature 1789-Present			Fa/Sp
ENGL3520 Dramatic Art of Shakespeare			Fall
ENGL4800 Seminar in English Studies OR ENGL6020 Literature and Pedagogy			Sp/Sum
ENGL3010 Modern English Grammar and Editing			Fa/Sp
ENGL3020 Creative Writing			Sp
ENGL4000 The Teaching of Writing OR ENGL6000 Rhetoric and Composition			Fa/Sp

*UG University _____ UG GPA _____

English PRAXIS II Exam# 5038

Post-Bacc Coordinator: Dr. John Zeanchock, E-mail: zeanchock@rmu.edu

Revised August 2020



**Robert Morris University – Post-Baccalaureate Only Program
Teacher Certification (TC) English
Program of Study**

DATE: _____

NAME			
PHONE	Home:	Cell:	
EMAIL			
Professional Knowledge (24 Credits)	*Have/ Course#	Need	Semester offered
EDUC6000 Critical Issues Affecting Am Ed			Fa/Sp
EDUC6010 Theories Learning/Class Management			Fa/Sp/Sum
EDUC6060 Curriculum Design/Assessment			Fa/Sp/Sum
EDUC6110 Integrating Instructional Technology			Fa/Sp
SPED6080 Special Learning Needs			Fa/Sp
SPED6085 Principles of Inclusion			Fa/Sp
SPED6040 High Incidence Disabilities			Fa
EDUC6400 Reading Across Curriculum/ELL			Fa/Sp
Professional Block (12-15 Credits)			
EDUC6510 Content Pedagogy: English (3 cr.)			Fall only
EDUC6061 Pre-Student Teaching 3 wks. (3 cr.) or EDUC7061 Pre-Student Teaching 15 wks. (0 cr.)			Fa/Sp
EDUC6500 Student Teaching Seminar (3 cr.)			Fa/Sp
EDUC6205 Student Teaching 12 weeks (6 cr.)			Fa/Sp

Content Area Course Requirements (36 Credits)	*Have/ Course#	Need	Semester offered
CSEN1020 Argument and Research			Fa/Sp/Sum
CSCM1030 Public Speaking & Persuasion			Fa/Sp/Sum
ENGL1040 Reading Literature: Coming of Age			Fa/Sp/Sum
ENGL3500 Study of Rhetoric			Fa/Sp/Sum
ENGL2540 Study of Language OR ENGL6010 Linguistics and Pedagogy			Fa/Sp
ENGL3080 American Literature Before 1865 OR ENGL3090 American Literature 1865-Present			Fa/Sp
ENGL3120 British Literature to 1789 OR ENGL3130 British Literature 1789-Present			Fa/Sp
ENGL3520 Dramatic Art of Shakespeare			Fall
ENGL4800 Seminar in English Studies OR ENGL6020 Literature and Pedagogy			Sp/Sum
ENGL3010 Modern English Grammar and Editing			Fa/Sp
ENGL3020 Creative Writing			Sp
ENGL4000 The Teaching of Writing OR ENGL6000 Rhetoric and Composition			Fa/Sp

***UG University** _____ **UG GPA** _____

English PRAXIS II Exam# 5038

Post-Bacc Coordinator: Dr. John Zeanchock, **E-mail:** zeanchock@rmu.edu

Revised August 2020



**Robert Morris University MS in Instructional Leadership (MSIL) with
Teacher Certification (TC) Secondary Mathematics
Program of Study**

DATE: _____

NAME			
PHONE	Home:	Cell:	
EMAIL			
Professional Knowledge (24 Credits)			
	*Have/ Course#	Need	Semester offered
EDUC6000 Critical Issues Affecting Am Ed			Fa/Sp
EDUC6010 Theories Learn/Classroom Mgmt.			Fa/Sp/Sum
EDUC6060 Curriculum Design/Assessment			Fa/Sp/Sum
SPED6080 Special Learning Needs			Fa/Sp
SPED6085 Principles of Inclusion			Fa/Sp
SPED6040 High Incidence Disabilities			Fa
EDUC6110 Integrating Instruct Technology OR MATH3250 Practicum Teaching Math w/Technology			Fa/Sp
EDUC6400 Reading Across the Curriculum/ELL			Fa/Sp
Professional Block (12-15 Credits)			
EDUC6530 Content Math Pedagogy (3 cr.)			Fall only
EDUC6061 Pre-Student Teaching 3 wks. (3 cr.) OR EDUC7061 Pre-Student Teaching 15 wks. (0 cr.)			Fa/Sp
EDUC6500 Student Teaching Seminar (3 cr.)			Fa/Sp
EDUC6205 Student Teaching 12 weeks (6 cr.)			Fa/Sp
Courses for M.S. (12 Credits)			
Leadership Class (choose one): EDUC6090 Instr. Leader./Organizational Learning EDUC6120 Instr. Leader./Management EDUC6125 Instr. Leader./Decision Making			Fa/Sp/Sum
EDUC6065 Educational Statistics			Fa/Sp/Sum
EDUC6130 Educational Research Seminar			Fa/Sp/Sum
EDUC6140 Instructional Leadership Practicum			Fa/Sp/Sum

Content Area Course Requirements (39-42 Credits)	*Have/ Course#	Need	Semester Offered
Choose one course (3 credits) INFS3430 Introduction of Multimedia EDUC6100 Multimedia Design INFS2150 Introduction Web DEV EDUC6210 Web Page Design INFS2110 Programming Logic INFS2120 or 6120 Visual Basic Programming INFS2151 or 6151 Java Programming INFS2184 C++ Programming MATH3250 Practicum Teaching Math with Tech MATH6010 Practicum Teaching Math with Tech			Fa/Sp/Sum
MATH3050 Intro to Proof & Number			Sp
MATH2070 Calculus with Analytical Geometry I			Fa/Sp/Sum
MATH2170 Calculus with Analytical Geometry II			Fa/Sp
MATH3090 Calculus with Analytical Geometry III			Fa/Sp
MATH3200 Geometry			Sp/Sum
MATH3400 Linear Algebra			Fa/Sp
MATH4000 Discrete Math			Fa
MATH4060 Abstract Algebra			Sp
STAT2110 Statistics			Sp
STAT3140 Probability/Math Statistics I			Fall
MATH ELECTIVES: Choose 2 courses (6 credits) ASCI1999 ENGR1999 MATH1999 MGMT1999 STAT1999			Fa/Sp/Sum

*UG University _____ UG GPA _____

Mathematics PRAXIS II Exam #5161

Post-Bacc Coordinator: Dr. John Zeanchock, E-mail: zeanchock@rmu.edu

Revised August 2020



**Robert Morris University – Post-Baccalaureate Only program
Teacher Certification (TC) Secondary Mathematics
Program of Study**

DATE: _____

NAME			
PHONE	Home:	Cell:	
EMAIL			
Professional Knowledge (24 Credits)	*Have/ Course#	Need	Semester offered
EDUC6000 Critical Issues Affecting Am Ed			Fa/Sp
EDUC6010 Theories Learning/Classroom Mgmt.			Fa/Sp/Sum
EDUC6060 Curriculum Design/Assessment			Fa/Sp/Sum
EDUC6110 Integrating Instruc Technology OR MATH3250 Practicum Teaching Math w/Technology			Fa/Sp
SPED6080 Special Learning Needs			Fa/Sp
SPED6085 Principles of Inclusion			Fa/Sp
SPED6040 High Incidence Disabilities			Fa
EDUC6400 Reading Across Curric/ELL			Fa/Sp
Professional Block (12-15 Credits)			
EDUC6530 Content Math Pedagogy (3 cr.)			Fall only
EDUC6061 Pre-Student Teaching 3 wks. (3 cr.) or EDUC7061 Pre-Student Teaching 15 wks. (0 cr.)			Fa/Sp
EDUC6500 Student Teaching Seminar (3 cr.)			Fa/Sp
EDUC6205 Student Teaching 12 weeks (6 cr.)			Fa/Sp

Content Area Course Requirements (39-42 Credits)	*Have/ Course#	Need	Semester offered
Choose one course (3 credits)			Fa/Sp/Sum
INFS3430 Introduction of Multimedia			
EDUC6100 Multimedia Design			
INFS2150 Introduction Web Development			
EDUC6210 Web Page Design			
INFS2110 Programming Logic			
INFS2120 or 6120 Visual Basic Programming			
INFS2151 or 6151 Java Programming			
INFS2184 C++ Programming			
MATH3250 Practicum Teaching Math with Tech			
MATH6010 Practicum Teaching Math with Tech			
MATH3050 Intro to Proof & Number			Sp
MATH2070 Calculus with Analytical Geometry I			Fa/Sp/Sum
MATH2170 Calculus with Analytical Geometry II			Fa/Sp
MATH3090 Calculus with Analytical Geometry III			Fa/Sp
MATH3200 Geometry			Sp/Sum
MATH3400 Linear Algebra			Fa/Sp
MATH4000 Discrete Math			Fa
MATH4050 Abstract Algebra			Sp
STAT3140 Probability/Math Statistics I			Fall
STAT2110 Statistics			Sp
MATH ELECTIVES: Choose two courses (6 cr)			Fa/Sp/Sum
ASCI1999 ENGR1999 MATH1999			
MGMT1999 STAT1999			

*UG University _____ UG GPA _____

Mathematics PRAXIS II Exam #5161

Post-Bacc Coordinator: Dr. John Zeanchock, E-mail: zeanchock@rmu.edu

Revised August 2020



**Robert Morris University MS in Instructional Leadership (MSIL) with
Teacher Certification (TC) Social Studies
Program of Study**

DATE: _____

NAME			
PHONE	Home:	Cell:	
EMAIL			
Professional Knowledge (24 Credits)	*Have/ Course#	Need	Semester Offered
EDUC6000 Critical Issues Affecting Am Ed			Fa/Sp
EDUC6010 Theories Learning/Classroom Mgmt.			Fa/Sp/Sum
EDUC6060 Curriculum Design/Assessment			Fa/Sp/Sum
EDUC6110 Integrating Instructional Tech			Fa/Sp
SPED6080 Special Learning Needs			Fa/Sp
SPED6085 Principles of Inclusion			Fa/Sp
SPED6040 High Incidence Disabilities			Sp
EDUC6400 Read Across the Curriculum/ELL			Fa/Sp
Professional Block (12-15 Credits)			
EDUC6560 Content Pedagogy: Social St (3 cr.)			Fall only
EDUC6061 Pre-Student Teaching 3 wks. (3 cr.) or EDUC7061 Pre-Student Teaching 15 wks. (0 cr.)			Fa/Sp
EDUC6500 Student Teaching Seminar (3 cr.)			Fa/Sp
EDUC6205 Student Teaching 12 weeks (6 cr.)			Fa/Sp
Courses for M.S. (12 Credits)			
Leadership Class (choose one):			Fa/Sp/Sum
EDUC6090 Instr. Leader./Organizational Learning			
EDUC6120 Instr. Leader./Management			
EDUC6125 Instr. Leader./Decision Making			
EDUC6065 Educational Statistics			Fa/Sp/Sum
EDUC6130 Educational Research Seminar			Fa/Sp/Sum

EDUC6140 Instructional Leadership Practicum			Fa/Sp/Sum
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Content Area Course Requirements (42 credits)	*Have/ Course#	Need	Semester offered
ANTH 1999 – Elective			Fa/Sp
ECON 1999 – Elective			Fa/Sp/Sum
ECON 1999 – Elective			Fa/Sp/Sum
GEOG 1020 – World Geography (or equiv. GEOG)			Fa/Sp
HIST 1100 – U.S. History I			Fa/Sp/Sum
HIST 1700 – World Civilizations I OR HIST 1800 – World Civilizations II			Fall/Sp/Sum
HIST Elective			Fa/Sp/Sum
HIST Elective			Fa/Sp/Sum
HIST Elective			Fa/Sp/Sum
POLS 1020 – American National Government			Fa/Sp/Sum
POLS 1030 – Comparative/Contemporary Pol. Sys.			Fall
PSYC 1999 – Elective			Fa/Sp/Sum
SOCI 1999 – Elective			Fa/Sp/Sum
SOSC 4800 – Senior Thesis			Fa/Sp

*UG University _____ UG GPA _____

PRAXIS II Exam #0081

Post-Bacc Coordinator: Dr. John Zeanchock, **E-mail:** zeanchock@rmu.edu

Revised August 2020



**Robert Morris University – Post-Baccalaureate only Program
Teacher Certification (TC) Social Studies
Program of Study**

DATE: _____

NAME			
PHONE	Home:	Cell:	
EMAIL			
Professional Knowledge (24 Credits)	*Have/ Course#	Need	Semester Offered
EDUC6000 Critical Issues Affecting Am Ed			Fa/Sp
EDUC6010 Theories Learning/Classroom Mgmt			Fa/Sp/Sm
EDUC6060 Curriculum Design/Assessment			Fa/Sp/Sm
EDUC6110 Integrating Instructional Technology			Fa/Sp
SPED6080 Special Learning Needs			Fa/Sp
SPED6085 Principles of Inclusion			Fa/Sp
SPED6040 High Incidence Disabilities			Fa
EDUC6400 Reading Across Curriculum/ELL			Fa/Sp
Professional Block (12-15 Credits)			
EDUC6560 Content Pedagogy: Social Studies (3 cr.)			Fall
EDUC6061 Pre-Student Teaching 3 wks. (3 cr.) or EDUC7061 Pre-Student Teaching 15 wks. (0 cr.)			Fa/Sp
EDUC6500 Student Teaching Seminar (3 cr.)			Fa/Sp
EDUC6205 Student Teaching 12 weeks (6 cr.)			Fa/Sp

Content Area Course Requirements (42 credits)	*Have/ Course#	Need	Semester Offered
ANTH 1999 – Elective			Fa/Sp
ECON 1999 – Elective			Fa/Sp/Sum
ECON 1999 – Elective			Fa/Sp/Sum
GEOG 1020 – World Geography (or equiv. GEOG)			Fa/Sp
HIST 1100 – U.S. History I			Fa/Sp/Sum
HIST 1700 – World Civilizations I OR HIST 1800 – World Civilizations II			Fall
HIST Elective			Fa/Sp/Sum
HIST Elective			Fa/Sp/Sum
HIST Elective			Fa/Sp/Sum
POLS 1020 – American National Government			Fa/Sp/Sum
POLS 1030 – Comparative/Contemporary Pol. Sys.			Fall
PSYC 1999 – Elective			Fa/Sp/Sum
SOCI 1999 – Elective			Fa/Sp/Sum
SOSC 4800 – Senior Thesis			Fa/Sp

*UG University _____ UG GPA _____

PRAXIS II Exam #0081

Post-Bacc Coordinator: Dr. John Zeanchock, E-mail: zeanchock@rmu.edu



**Robert Morris University – MSIL in Education with
Pre–K Early Childhood Education Teacher Certification (TC)
Program of Study**

DATE: _____

NAME			
PHONE	Home:	Cell:	
EMAIL			
Professional Knowledge (45 cr.) *	*Have/ Course#	Need	Semester offered
EDUC6010 Theories Learning/Class Mgmt.			Fa/Sp/Sum
EDUC6400 Content Area Reading/ELL			Fa/Sp
EDUC6060 Curriculum Design/Assessment			Fa/Sp/Sum
EDUC6110 Integrating Instructional Technology			Fa/Sp/Sum
ECED2100 Intro to Early Childhood (ECE) Ed			Fall
ECED2130 Numeracy			Fall
ECED2120 Early Lit and Lang Development			Fall
ECED2140 Reading Difficulties & Diagnosis			Fall
ECED4000 Social Studies Methods, Early Childhood			Fall
ECED4010 Math Methods Early Childhood			Fall
ECED4020 Science Methods Early Childhood			Fall
ECED4030 Reading/Lang Arts Methods Early Child			Spring
ECED3100 Int. Art/Dev. Child			Fall
ECED3400 Reading in Content Area			Spring
ECED3060 Family/Community Relations			Spring

Content Area Course Requirements (42 Credits)	Next Page
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Special Education (9 cr.)	*Have/ Course#	Need	Semester offered
SPED6080 Special Learning Needs			Fa/Sp/Sum
SPED6085 Principles of Inclusion			Fa/Sp/Sum
SPED6040 High Incidence Disabilities			Fa
Professional Block (12-15 Credits)			
EDUC6500 Student Teaching Seminar			Fa/Sp
ECED4060 Field Experience: Pre-Student Teaching (2 days/week) (0 cr.)			Fa/Sp
ECED6061 Pre-Student Teaching 3 weeks (3 cr.)			
ECED4200 Supervised Student Teaching (9 cr.)			Fa/Sp
Courses for M.S. (12 cr.)			
EDUC6065 Educational Statistics			Fa/Sp/Sum
EDUC6130 Educational Research Seminar			Fa/Sp/Sum
EDUC6140 Instructional Leadership Practicum			Fa/Sp/Sum
Leadership Class (choose one):			Fa/Sp/Sum
EDUC6120 Instructional Leadership/Mgmt.			
EDUC6125 Instructional Leadership/Org Learning			
EDUC6090 Instruct Leadership/ Decision Making			



**Pre-K Early Childhood Education
Teacher Certification
(TC and MSIL w/TC)**

Program of Study (Page 2 – Professional Core Knowledge)

Content Area Course Requirements (42 credits)	*Have/ Course#	Need	Semester offered
MATH1050 Math Reasoning with Applications			Fa/Sp/Sum
MATH2010 Fundamentals of Math			Fa/Sp
PSYC1010 General Psychology			Fa/Sp/Sum
ENGL1070 Children’s Literature			Fa/Sp
HUMA1010 Humanities: Art & Music			Fa/Sp/Sum
CSEN1010 Reading & Writing Strategies			Fa/Sp/Sum
CSEN1020 Argument and Research			Fa/Sp/Sum
ECON1010 Survey of Economics			Fa/Sp/Sum
HIST1100 U.S. History I OR HIST1200 U.S. History II			Fa/Sp/Sum
GEOG1020 World Geography			Fa/Sp
SCIE1020 Fundamental Science Concepts			Fa/Sp/Sum
ENVS1160 Environmental Science			Fa/Sp/Sum
PSYC3535 Child Development			Fa/Sp
POLS1020 American National Govt.			Fa/Sp/Sum

***UG University** _____ **UG GPA** _____

PECT Module 1(8006), Module 2(8007), and Module 3(8008)

Post-Bacc Coordinator: Dr. John Zeanchock, E-mail: zeanchock@rmu.edu

**Teacher Certification—Early Childhood Education (PreK–4)
Program of Study**

DATE: _____

NAME			
PHONE	Home:	Cell:	
EMAIL			
Professional Knowledge (42-45 cr.)	*Have/ Course#	Need	Semester offered
EDUC6010 Theories Learning/Class Mgmt.			Fa/Sp/Sum
EDUC3400 Curriculum Design/Instruction AND EDUC3600 Educational Assessment OR EDUC6060 Curriculum Design/Assessment			Fa/Sp/Sum
ECED2100 Intro to Early Childhood (ECE)			Fall
ECED2120 Early Lit and Lang Development			Fall
ECED2130 Numeracy			Fall
ECED4000 Social Studies Methods			Fall
ECED4020 Science Methods			Fall
ECED4010 Math Methods			Fall
ECED4030 Reading/LA Methods for ECE			Spring
ECED3100 Int. Arts/Dev Child			Fall
ECED3400 Reading in Content Area			Fall
ECED3060 Family/Community Relations			Spring
ECED2140 Reading Difficulties & Diagnosis			Fall
EDUC6110 Integrating Instructional Technology			Fa/Sp

Content Area Course Requirements (42 Credits)	Previous Page
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Special Education (9 credits)	*Have/ Course#	Need	Semester offered
SPED6080 Special Learning Needs			Fa/Sp/Sum
SPED6085 Principles of Inclusion			Fa/Sp/Sum
SPED6040 High Incidence Disabilities			Fa/Sp/Sum
Professional Block (12-15 Credits)			
ECED4060 Field Experience: Pre-Student Teaching (2 days/week) (0 cr.) ECED6061 Pre-Student Teaching 3 weeks (3 cr.)			Fa/Sp
EDUC6200 Student Teaching Seminar (3 cr.)			Fa/Sp
ECED4200 Supervised Student Teaching (9 cr.)			Fa/Sp

Revised August 2020



**Robert Morris University – MS in Instructional Leadership (MSIL) with
Teacher Certification (TC) in PK-12 Special Education
Program of Study**

DATE: _____

NAME			
PHONE	Home:	Cell:	
EMAIL			
Professional Knowledge (24 cr.)	*Have/ Course#	Need	Semester Typically offered
EDUC6010 Theories Learning/Class Mgmt. OR EDUC2100 Educational Psychology			Fa/Sp/Sum
EDUC6060 Curriculum Design/Assessment			Fa/Sp/Sum
EDUC6110 Integrating Instructional Technology			Fa/Sp/Sum
EDUC6000 Critical Issues Affecting American Educ OR EDUC2000 Schools and Society			Fa/Sp
EDUC6400 Reading Across Curr/ELL OR EDUC3165 Teaching English Language Learners and EDUC3600 Educational Assessment			Fa/Sp
SPED6080 Special Learning Needs OR SPED3010 Introduction to Special Education			Fa/Sp
SPED6085 Principles of Inclusion OR SPED3020 Teaching in Inclusive Classrooms			Fall
SPED6040 High Incidence Disabilities: IM&P OR SPED3050 High Incidence Disabilities			Fa/Sp

Courses for M.S. (12 cr.)			
Leadership Class (choose one):			Fa/Sp/Sum
EDUC6090 Instr. Leader./Organizational Learning			
EDUC6120 Instr. Leader./Management			
EDUC6125 Instr. Leader./Decision Making			
EDUC6065 Educational Statistics			Fa/Sp/Sum

EDUC6130 Educational Research Seminar			Fa/Sp/Sum
EDUC6140 Instructional Leadership Capstone			Fa/Sp/Sum

Content Area Course Requirements (57cr.)	*Have/ Course#	Need	Semester Typically offered
CSEN1010 Reading & Writing Strategies			Fa/Sp/Sum
CSEN1020 Argument & Research			Fa/Sp/Sum
MATH1050 Math Reasoning with Applications			Fa/Sp
MATH2010 Fundamentals of Math			Sp
PSYC3535 Child Development			Fa/Sp
PSYC3530 Adolescent Psychology/Development			Sp
SPED3100 Disability Studies			Fa
ECED2140 Reading Difficulties & Diagnosis OR RDSP6720 Assessment/Intervention Early Literacy OR RDSP6730 Assess/Intervention Adolescent Literacy			Fa/Sp
ECED2130 Numeracy			Fa
SPED3030 Positive Behavior Supports PK-12 OR SPED6060 Advanced Studies in Behavior			Sp
SPED3045/SPED6045 Transitions			Sp
SPED3055/SPED6055 Introduction to Autism			Fa/Su
SPED3060 Teaching Students with LI Disabilities OR SPED6050 Low Incidence Disabilities: IM&P			Fa/Sp
SPED3070 Language, Communication, & AT OR SPED6070 Communication & Special Education: IM&P			Sp/Su
SPED4000 IEPs and the Law OR SPED6090 Assess & Evaluation of Individual Instruct			Fa/Sp

(Continued on next page)

Content Area Course Requirements (Continued)	*Have/ Course#	Need	Semester Typically offered
SPED4030 Advanced Content Area Instruct Interv OR SPED6035 Adv Content Area Interv			Sp
SPED4020 Reading & Special Education OR SPED6020 Reading & Special Education			Sp
SPED3110 Early Intervention			Sp
RDSP6010 Structured Literacy			Fa/Su
Professional Block (12 Credits) – MUST TAKE AT RMU			
SPED6500 Student Teaching Seminar (3 cr.)			Fa/Sp

SPED4060: Pre-Student Teaching Special Education (0 cr.)(15 wks 2 days) OR SPED6061 Pre-Student Teaching Special Ed (3 cr.)(3 wks)			Fa/Sp
SPED6200 Student Teaching Special Education (6 cr.)			Fa/Sp

***UG University** _____ **UG GPA**_____

PECT Module 1(8011) and Module 2(8012)

Post-Bacc Coordinator: Dr. John Zeanchock, **E-mail:** zeanchock@rmu.edu

August 2020



Robert Morris University – Post-Bacc Only Program Teacher Certification (TC) in PK-12 Special Education

Program of Study

DATE: _____

NAME			
PHONE	Home:	Cell:	
EMAIL			
Professional Knowledge (24 cr.)	*Have/ Course#	Need	Semester Typically offered
EDUC6010 Theories Learning/Class Mgmt. OR EDUC2100 Educational Psychology			Fa/Sp/Sum
EDUC6400 Content Area Reading/ELL OR EDUC3165 Teaching English Language Learners			Fa/Sp
EDUC6060 Curriculum Design/Assessment OR EDUC3400 Curriculum Design & Instruction			Fa/Sp/Sum
EDUC6110 Integrating Instructional Technology OR EDUC2200 Technology for Teachers			Fa/Sp/Sum
EDUC6000 Critical Issues Affecting American Educ OR EDUC2000 Schools and Society			Fa/Sp
SPED6080 Special Learning Needs OR SPED3010 Introduction to Special Education			Fa/Sp
SPED6085 Principles of Inclusion OR SPED3020 Teaching in Inclusive Classrooms			Fall
SPED6040 High Incidence Disabilities: IM&P OR PSED3050 High Incidence Disabilities			Fa/Sp
Content Area Course Requirements (57cr.)			
CSEN1010 Reading & Writing Strategies			Fa/Sp/Sum
CSEN1020 Argument & Research			Fa/Sp/Sum
MATH1050 Math Reasoning with Applications			Fa/Sp
MATH2010 Fundamentals of Math			Sp
PSYC3535 Child Development			Fa/Sp
PSYC3530 Adolescent Psychology/Development			Sp

SPED3100 Disability Studies			Fa
ECED2140 Reading Difficulties & Diagnosis OR RDSP6720 Assessment/Intervention Early Literacy OR RDSP6730 Assess/Intervention Adolescent Literacy			Fa/Sp
ECED2130 Numeracy			Fa
SPED3030 Positive Behavior Supports PK-12 OR SPED6060 Advanced Studies in Behavior			Sp
SPED3045/SPED6045 Transitions			Sp
SPED3055/SPED6055 Introduction to Autism			Fa/Su
SPED3060 Teaching Students with LI Disabilities OR SPED6050 Low Incidence Disabilities: IM&P			Fa/Sp
SPED3070 Language, Communication, & AT OR SPED6070 Communication & Special Education: IM&P			Sp/Su
SPED4000 IEPs and the Law OR SPED6090 Assess & Evaluation of Individual Instruct			Fa/Sp
SPED4030 Advanced Content Area Instruct Interv OR SPED6035 Adv Content Area Interv			Sp
SPED4020 Reading & Special Education OR SPED6020 Reading & Special Education			Sp
SPED3110 Early Intervention			Sp
RDSP6010 Structured Literacy			Fa/Su
Professional Block (12 Credits) – MUST TAKE AT RMU			
SPED6500 Student Teaching Seminar (3 cr.)			Fa/Sp
SPED6061 Pre-Student Teaching Special Ed (3 cr.)			Fa/Sp
SPED6200 Student Teaching Special Education (6 cr.)			Fa/Sp

*UG University _____ UG GPA _____

PECT Module 1(8011) and Module 2(8012)

Post-Bacc Coordinator: Dr. John Zeanchock, E-mail: zeanchock@rmu.edu

August 2020

Course Planning Sheet

Fall Semesters

Spring Semesters

Fall 2021	Spring 2022
Fall 2022	Spring 2023
Fall 2023	Spring 2024
Fall 2024	Spring 2025

Appendix B—Education and Special Education Minors

Education Minor

Program Description

This minor is ideal for psychology majors or other students who are interested in learning more about working with children but NOT interested in pursuing PDE certification.

Program Structure

18 credit hours

Preferred Minor Courses (3 credits each)

EDUC 2000 Schools and Society **OR** ECED2100 Introduction to Early Childhood Education

EDUC 2100 Educational Psychology & Classroom Management

EDUC 2200 Technology for Teachers

PSYC 3530 Adolescent Psychology **OR** PSYC 3535 Child Development

PSYC 1010 General Psychology

SPED 3010 Introduction to Special Education: PreK–12

Additional Information for Students Pursuing this Minor:

- Students will be required to obtain all criminal clearance paperwork that the SNEHS requires;
- Students will be required to attend and participate in all field experiences linked to each education course;
- Students will NOT be required to purchase LiveText;
- Students will NOT be required to have candidacy.

Special Education Minor

Program Description

This minor is fit for early childhood and secondary education majors who are NOT pursuing the special education certification, psychology majors, or any student who anticipates working with special populations.

By completing a special education minor, students would demonstrate an understanding of:

1. typical and atypical cognitive, physical, social-emotional, and speech and language development
2. positive learning environments for individuals with disabilities
3. the importance of collaboration and communication among all parties working with individuals with disabilities
4. the central role that families play in the development of children with disabilities
5. an understanding of the foundations of special education and how it is rooted in the civil rights movement
6. the impact that individuals with disabilities have on family systems and vice versa
7. an understanding of issues related to disability, transition to work, and over-representation of diverse students in special education

Program Structure

15 credit hours

Preferred Minor Courses (3 credits each)

EDUC 2100 Educational Psychology & Classroom Management

SPED 3010 Introduction to Special Education: PreK-12

SPED 3045 Transitioning

SPED 3055 Introduction to Autism Spectrum Disorders

One from: SPED 3020 Teaching in the Inclusive Classroom PreK–12

SPED 3030 Positive Behavior Supports PreK-12

SPED3110 Disability Studies

Additional Information for Students Pursuing this Minor:

- Students will be required to obtain all criminal clearance paperwork that the SNEHS requires;
- Students will be required to attend and participate in all field experiences linked to each special education course;
- Students will NOT be required to purchase LiveText;
- Students will NOT be required to have candidacy.

Appendix C—Master’s Degree Accelerated Program

- Overview of Master’s Degree Acceleration
- Application for Accelerated Program

Overview of Master's Degree Acceleration

The **Accelerated Master's Degree** 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 or literacy master's degree program.

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. The number of credits required for the master's degree is reduced by six credits (two courses). 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 are:

UNDERGRADUATE COURSE	GRADUATE COURSE THAT FULFILLS BOTH UNDERGRADUATE AND GRADUATE REQUIREMENTS
SPED3010 Intro to Sp. Ed PreK–12	SPED6080 Special Learning Needs
SPED3020 Teaching in Incl. Classrooms PreK–12	SPED6085 Principles of Inclusion
SPED3055 Introduction to Autism	SPED6055 Introduction to Autism Spectrum Disorders
SPED3045 Transitioning	SPED6045 Transitioning
EDUC3165 Teaching ELLs	TESL6000 Intro to Teaching English as a Second Language OR EDUC6400 Reading in the Content/ELL
SPED4020 Reading & Special Education	SPED6020 Reading & Special Education

The undergraduate degree is conferred at the end of the semester when all of the credits for the bachelor's degree are completed. The candidate 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 reflect the six credits already applied on the undergraduate checksheet.

The candidate must continue taking graduate courses the semester after graduating with the bachelor's degree. 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 candidate with more than 90 credits may not be able to complete the appropriate six graduate credits as part of the undergraduate degree.

Please note that senior undergraduate students not enrolled in the accelerated program may enroll in graduate courses with the written approval of the department head provided that the candidate has completed 90 credits with a minimum 3.0 GPA and meets the appropriate graduate course prerequisites. In this case, the graduate course may/may not also be applied to a graduate program.

DEPARTMENT OF EDUCATION ACCELERATED MASTER'S PROGRAM APPLICATION



The Accelerated Master's Program, offered by the Department of Education, includes completion of both a bachelor's degree program and a master's degree program at RMU. The credits for the bachelor's degree remains the same, while the number of credits required for the master's degree is reduced from 30 to 24. The accelerated program replaces up to two of the undergrad courses (6 credits) with grad courses, giving students advanced standing when they move into their graduate program.

Current RMU undergraduate students with a minimum 3.0 GPA can apply after completing a minimum of 60 credits, but before attaining 90 credits. For more information, contact Vicki J. Donne, D.Ed. at donne@rmu.edu or 412-397-5465.

Please complete all of the following information and be sure to sign and date this application.

Please indicate if any apply: Division I Student Athlete Military/Veteran International Student

Name _____ RMU No. _____ Male _____ Female _____

Home Address _____

City _____ State _____ Zip _____

Phone _____ E-mail Address _____

If your address during the academic year is different than above, please list it below:

Address _____

City _____ State _____ Zip _____

Phone _____

What is your current major at Robert Morris University? _____

How many credits have you earned to date toward your degree? _____

Semester in which you wish to enter the accelerated program: Fall Spring Summer 20_____

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 Signature _____ Date _____

Approvals

Undergraduate Department Head Signature _____ Date _____

Education Department Head Signature _____ Date _____

Please contact a Graduate Admissions Counselor to complete the required Graduate Admissions Application and to submit this completed Accelerated Program Application with an attached printout of your current checksheet.

Appendix D—Disposition Check Policy & Assessment Rubric

Dispositional Check Policy

August, 2021

Description of the Instrument:

Description of the Dispositional Check is included in the designated course syllabi (see below), in the teacher education program handbooks, and on the SNEHS website. This instrument is used to assess seven 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, communication skills, and culturally responsive engagement.

1. Used as a dispositional checkpoint in two designated courses and in the candidacy application for all candidates.

Either the course instructor or two faculty recommenders (in the case of candidacy) complete a dispositional check rubric for each candidate based on interactions, observations, and general knowledge of the candidate. Dispositional indicators are scored as unacceptable (1), developing (2), or acceptable (3). For candidates seeking initial certification, 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. Candidates in a teacher certification program are expected to receive threes (3s) in all rated dispositional areas. However, if a candidate receives a one (1) or two (2) in any dispositional area at any time, a committee (the candidate's program coordinator, the candidate's advisor or a faculty appointee, and the Education department head) will review the candidate's status. After the committee's review, the candidate 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 the creation of an exit plan from the program. If serious, the candidate may be removed from the teacher education program effective immediately. This includes decisions regarding the candidate's continuation in the program at candidacy.

2. Used as a dispositional alert.

The dispositional rubric is used any time a faculty member or staff person who works with a teacher education candidate in or outside of the classroom has a concern involving the candidate's disposition. The faculty member or staff person fills out the rubric and then forwards it (and any additional documents if needed) to the Education department head. When a candidate receives a dispositional alert, a committee (the candidate's program coordinator, the candidate's advisor or a faculty appointee, and the Education department head) will review the candidate's status. After the committee's review, the candidate 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 the creation of an exit plan from the program. If serious, the teacher education candidate may be removed from the teacher education program effective immediately.

Designated Dispositional Teacher Education Program Course Checkpoints

<u>Certification Areas</u>	<u>Courses</u>
ECED, SPED	ECED 2100, EDUC 3400
Middle Level	MLED2000, EDUC 3400
Secondary	EDUC2000, EDUC 3400
Post-Bacc ECED/Secondary	EDUC 6000, EDUC 6060

DISPOSITIONAL CHECK RUBRIC

Revised April, 2021

Dispositional Rating Areas	Unacceptable (1)	Developing (2)	Acceptable (3)
<p>Ethics and integrity <i>Respectful of the rights of others; honest</i> (CAEP R3.2; InTASC 9; Danielson Domain 4f)</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 <i>Is engaged and positive; understands the importance of the class and maintains a positive outlook and rapport</i> (CAEP R3.2; InTASC 9; Danielson Domain 2a, 2b)</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, 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 <i>Maintains a positive attitude about the course and shows this in actions and mannerisms</i> (CAEP R3.2; InTASC 9; Danielson Domain 2a, 2b, 4d, 4f)</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 <i>Demonstrates personal and professional distances; understands social cues and reacts appropriately around others</i> (CAEP R3.2; InTASC 9; Danielson Domain 4d, 4e, 4f)</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 <i>Takes feedback from others; accepts professional criticism; demonstrates growth through incorporation of feedback</i> (CAEP R3.2; InTASC 9; Danielson Domain 3e,4e)</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>

Dispositional Rating Areas	Unacceptable (1)	Developing (2)	Acceptable (3)
<p>Communication skills <i>Shows appropriate verbal and non-verbal skills that indicate the candidate is willing and able to communicate</i></p> <p>(CAEP R3.2; InTASC 9 Danielson Domain 3a, 4d, 4f)</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 candidate wants to communicate, such as eye contact, smiling, and nodding when in conversation, does not interrupt others.</p>
<p>Culturally Responsive Engagement <i>Demonstrates and is aware of cultural competencies. Acts in a manner that promotes cultural diversity at the individual, community, and organizational levels. Actively seeks out opportunities to engage with and understand people from various backgrounds and experiences.</i></p> <p>(CAEP R3.2; InTASC 9; Danielson Domain 4a and 4e)</p>	<p>Acts or engages with behaviors that are detrimental to promoting a culturally responsive environment. This may include the use of bias (implicit/explicit), micro-aggressions, the promotion of monolithic worldviews, and/or a lack of perspective consciousness (i.e. empathy).</p>	<p>Sometimes acts or engages with behaviors that are detrimental to promoting a culturally responsive environment. This may include the use of (implicit/explicit), micro-aggressions, the promotion of monolithic worldviews, and/or a lack of perspective consciousness (i.e. empathy).</p>	<p>Consistently acts or engages with behaviors that are supportive in promoting a culturally responsive environment. This may include the use of micro-affirmations, the absence of bias (implicit/explicit), the promotion of pluralistic worldviews, and/or utilizes perspective consciousness to better relate to, and engage with, people from various backgrounds and experiences.</p>

Candidate name: _____

Date: _____

Instructor name: _____

Date: _____

Appendix E—Applying for Clearances

PA Clearances

Updated August 2021

All Pennsylvania school districts now require that any visitors to their schools – including teacher candidates completing field experience assignments, pre-student teaching, and/or student teaching/practicums/internships– obtain three clearances. All clearances must be less than one year old (renewed annually). The clearances are explained and can be obtained using the information provided below:

1. PA Access to Criminal History (PATCH);
2. Dept. of Human Services (DHS) Child Abuse History;
3. Federal Criminal History Record Information (CHRI)(FBI).

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.

Students are responsible for keeping a personal copy of all of their own clearances, preferably digitally. Students are also responsible for monitoring the expiration dates of their own clearances and for renewing clearances prior to the expiration date.

You are required to provide a copy of each clearance (PA Criminal, PA Child Abuse, and FBI) to Mrs. Caylin Charrie, Certification Specialist, 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 Mrs. Charrie, you will be permitted to participate in the field experience assignments associated with required education courses.

For all questions concerning clearances, please contact Mrs. Caylin Charrie, Certification Specialist (SNEHS, 435 Nicholson), at 412-397-6052 or at charrie@rmu.edu.

PA Access to Criminal History (PATCH) 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 PA Criminal History clearance is valid for one year from issuance date.

You can obtain the PA Criminal History 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 \$22, 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 Mrs. Charrie.

Dept. of Human Services (DHS) Child Abuse History 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 Child Abuse History Clearance is only valid for one year from issuance date. **There is \$13 application fee. Do not register as a “VOLUNTEER”.** Register as **“School Employee Governed by Public School Code”.**

The Child Abuse History Clearance **can be submitted online** by using the following link: <https://www.compass.state.pa.us/CWIS>. The \$13 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. You will receive an email confirming submission of your application with a link to the website to check the status of your application.

Paper submissions of the Dept. of Human Services (DHS) Child Abuse History Clearance application **will still be accepted** for anyone who may not have access to the internet. The hardcopy version of the application may be found at: <http://www.dhs.pa.gov/provider/childwelfareservices/childabusehistoryclearanceforms/>
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. Submit paper applications to:

ChildLine and Abuse Registry
Pennsylvania Department of Human Services
PO Box 8170
Harrisburg, PA 17105-8170

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.

Federal Criminal History Record Information (CHRI) (FBI) 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. FBI Clearances must be renewed annually, and it must always be less than one year old.

The Federal criminal history record clearance is a fingerprint-based background check, and is a multiple-step process. **IDEMIA (MorphoTrust)** processes FBI criminal background checks for the Commonwealth of PA.

Applicants **must register** prior to going to the fingerprint site at <https://uenroll.identogo.com>. You can also register by phone at 1-844-321-2101, Monday thru Friday from 8:00 a.m. to 6:00 p.m. EST. Walk-in service at the fingerprint site without registration is not available. Applicants will be required to enter a **Service Code (1KG6RT)**, as well as demographic data (name, address, etc.) when registering. Then click on "Schedule or Manage Appointment" and finish the registration process.

Applicants must pay a \$23.85 fee **at the fingerprinting site** for the fingerprinting service and to secure an unofficial copy of their report. Major credit cards, money orders or cashier's checks payable to MorphoTrust are accepted at the fingerprint site. Cash or personal checks are NOT accepted.

After registration, the applicant proceeds to the fingerprinting site of their choice for fingerprinting. The locations and days/hours of operation for each site are posted on IDEMIA's website at <https://uenroll.identogo.com>. The locations of the fingerprinting sites may change over time, so please confirm the site location you plan to visit.

Enrollment Agents (EA) manage the fingerprint collection process. The fingerprint transaction begins when the EA reviews your qualified State or Federal photo ID before processing your transaction. A list of approved ID types is available at <https://uenroll.identogo.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. An IdentoGO receipt will be provided after fingerprint capture that includes the **UEID** required for access by the university or school district to the **official report**.

All applicants will receive an unofficial copy of their report via email. (Please note the link is available only for ONE-TIME access only, and once accessed will no longer be valid. You should only access this link from a device that will allow you to download, print, and/or save your results at that time.)

E-mail a copy of the IdentoGO receipt to Mrs. Caylin Charrie, Certification Specialist (SNEHS, 435 Nicholson), at charrie@rmu.edu.

Appendix F—Application for Admission to Candidacy

- Application for Admission to Candidacy
- Faculty Recommendation Form for Candidacy Application
- Dispositional Assessment Rubric

Application for Admission to Candidacy 2021-2022

Directions: All candidates (graduate and undergraduate) must complete page 1 of this application, attach the required documentation, and submit to your program coordinator. In addition, candidates will provide faculty recommendation forms to 2 RMU faculty (pages 3-5) who will return the completed recommendations directly to the coordinator. The program coordinator completes page 2 of this application and submits the completed application and attachments to the Field Placement Coordinator. The Field Placement Coordinator reviews the application; then, if the candidate meets all requirements, the department head approves the candidate for candidacy. The candidate will receive a letter indicating they have been granted candidacy status.

Name _____ RMU ID # _____ Date _____

Mailing Address _____

Phone(s) _____ RMU E-mail _____

Please check the appropriate box:

- I am a traditional RMU undergraduate student, have completed at least 48 credits, achieved a 3.0 GPA, and passed the basic skill requirement.
- I am an undergraduate transfer student, have transferred or completed at least 48 credits, have achieved a 3.0 GPA while at RMU, and passed the basic skill requirement.
- I am a post-baccalaureate certification student, have transferred or completed at least 48 credits, and have achieved a 3.0 GPA while at RMU.

Please indicate your intended certification area(s):

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

Please indicate if you are interested in possibly student teaching internationally. Current options include New Zealand, Belize, and Aruba.

- YES** (You will be contacted when informational meetings regarding international student teaching are planned.)
- NO**

List the two RMU faculty (at least one from Education department faculty) who will be filling out a Faculty Recommendation Dispositional Rubric for your candidacy application.

1. Faculty Member's Name: _____
2. Faculty Member's Name: _____

The following documentation must accompany this application.

- current checksheet
- current copies of the two required PA clearances, PA Child Abuse & PA Criminal (both must be less than 1 year old)
- copy of your FBI clearance (must be less than 1 year old)
- undergraduate students only must also submit evidence of passing Basic Skills

RETURN THE COMPLETED APPLICATION WITH ALL REQUIRED DOCUMENTATION TO YOUR PROGRAM COORDINATOR.

August, 2021

Application for Admission to Candidacy Requirements
(to be reviewed and/or completed by the program coordinator)

The following items are required of UNDERGRADUATE STUDENTS ONLY			
<p>Math and English Requirements – 12 credits</p> <ul style="list-style-type: none"> Six (6) credits of college-level mathematics courses. (Note: Math 0900 courses do not meet this requirement.) Three (3) credits of English composition Three (3) credits of English or Adolescent Literature – ENGL1040 (Secondary Education candidates) <p align="center">OR</p> <p>Three (3) credits of Children’s Literature – ENGL1070 (ECED/SPED/MLED candidates)</p>			
Course No	RMU Course Name or Transfer Course Name	Grade (C or better required)	Credits
<p>Passing Basic Skills Test Results (UNDERGRADUATE STUDENTS ONLY) 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): _____ UG GPA in “the major” from the student’s checksheet: _____</p>			
<p>_____ total credits of coursework toward teacher education program either at RMU and/or transferred (48-60 credits) (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>Faculty Recommendations (ALL STUDENTS) Faculty recommendations indicate appropriate dispositions for teaching (all 3s): Acceptable _____ Unacceptable _____ Please note any areas with 1s or 2s or areas of concern</p>			
<p>Appropriate Dispositions (ALL STUDENTS) Does the candidate have any dispositional checks on file? Yes _____ No _____ If yes, please provide brief explanation.</p>			

August, 2021

<p>Program coordinator’s recommendation:</p> <p>_____ <i>Requirements met</i> ... candidacy status granted.</p> <p>_____ <i>Requirements NOT met</i> (see comments)</p> <p>Comments:</p> <p>Date: _____ / _____</p> <p align="center">Program Coordinator Signature</p>

Return completed form, along with required documentation, to the Field Placement Coordinator, Mary Poehlmann.

Faculty Recommendation Form for Candidacy Application

Teacher Candidate Name: _____ Date: _____

Faculty Person's Name: _____

Course Name and Number: _____

Area of Certification(s):

_____ Biology

_____ Early Childhood

_____ Mathematics

_____ Social Studies

_____ Business, Computer & IT (BCIT)

_____ English

_____ Middle Level

_____ Special Education (PK-12)

Notes to Teacher Candidate

- ✓ It is your responsibility to approach an RMU faculty member who has taught you and ask for a recommendation.
- ✓ Complete the entire top portion of the form, sign, and 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.**

I agree that 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

Notes to Faculty Member Completing the Recommendation: 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. Candidates in the post-bacc teacher certification program must apply for candidacy no later than the semester before they take their methods or pedagogy course.

Candidates are scored with a one (1) (unacceptable), two (2) (developing), or three (3) (acceptable) on each of the 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 dispositional areas.

Candidates in a teacher certification program are expected to receive all threes (3s) 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 candidates' program coordinator, the candidate's advisor or a faculty appointee, and the Education department head) will review the candidate's status. After the committee's review, the candidate will meet directly with the Education department head, who will make recommendations concerning the candidate's disposition or discuss continuation in the teacher education program.

- ✓ 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.

Return this form to the candidate's coordinator per their area of certification.

Biology—Dr. Matthew Maurer

Early Childhood – Dr. Vicki Donne

Mathematics – Dr. Greg Holdan

Social Studies – Dr. Soren Fanning

Post-Bacc – Dr. John Zeanchock

BCIT – Dr. Lawrence Tomei

English – Dr. Carianne Bernadowski

Middle Level – Dr. Vicki Donne

Special Education – Dr. Vicki Donne

DISPOSITIONAL CHECK RUBRIC

Revised April, 2021

Dispositional Rating Areas	Unacceptable (1)	Developing (2)	Acceptable (3)
<p>Ethics and integrity <i>Respectful of the rights of others; honest</i> (CAEP R3.2; InTASC 9; Danielson Domain 4f)</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 <i>Is engaged and positive; understands the importance of the class and maintains a positive outlook and rapport</i> (CAEP R3.2; InTASC 9; Danielson Domain 2a, 2b)</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, 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 <i>Maintains a positive attitude about the course and shows this in actions and mannerisms</i> (CAEP R3.2; InTASC 9; Danielson Domain 2a, 2b, 4d, 4f)</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 <i>Demonstrates personal and professional distances; understands social cues and reacts appropriately around others</i> (CAEP R3.2; InTASC 9; Danielson Domain 4d, 4e, 4f)</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 <i>Takes feedback from others; accepts professional criticism; demonstrates growth through incorporation of feedback</i> (CAEP R3.2; InTASC 9; Danielson Domain 3e,4e)</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>

Dispositional Rating Areas	Unacceptable (1)	Developing (2)	Acceptable (3)
<p>Communication skills Shows appropriate verbal and non-verbal skills that indicate the candidate is willing and able to communicate</p> <p>(CAEP R3.2; InTASC 9 Danielson Domain 3a, 4d, 4f)</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 candidate wants to communicate, such as eye contact, smiling, and nodding when in conversation, does not interrupt others.</p>
<p>Culturally Responsive Engagement Demonstrates and is aware of cultural competencies. Acts in a manner that promotes cultural diversity at the individual, community, and organizational levels. Actively seeks out opportunities to engage with and understand people from various backgrounds and experiences.</p> <p>(CAEP R3.2; InTASC 9; Danielson Domain 4a and 4e)</p>	<p>Acts or engages with behaviors that are detrimental to promoting a culturally responsive environment. This may include the use of bias (implicit/explicit), micro-aggressions, the promotion of monolithic worldviews, and/or a lack of perspective consciousness (i.e. empathy).</p>	<p>Sometimes acts or engages with behaviors that are detrimental to promoting a culturally responsive environment. This may include the use of (implicit/explicit), micro-aggressions, the promotion of monolithic worldviews, and/or a lack of perspective consciousness (i.e. empathy).</p>	<p>Consistently acts or engages with behaviors that are supportive in promoting a culturally responsive environment. This may include the use of micro-affirmations, the absence of bias (implicit/explicit), the promotion of pluralistic worldviews, and/or utilizes perspective consciousness to better relate to, and engage with, people from various backgrounds and experiences.</p>

Candidate's Name: _____

Faculty Member's Name: _____

Faculty Member's Signature and Date: _____/_____

Candidates in a teacher certification program are expected to receive all threes (3s) in all rated dispositional areas. However, if a candidate receives a one (1) or two (2) on any dispositional rating at any checkpoint, a committee (the candidate's program coordinator, the candidate's advisor or a faculty appointee, and the Education department head) will review the candidate's status. After the committee's review, the candidate will meet directly with the Education department head, who will make recommendations concerning the candidate's disposition or discuss continuation in the teacher education program.

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

Biology—Dr. Matthew Maurer
 English—Dr. Carianne Bernadowski
 Early Childhood, Special Education, Middle Level—Dr. Vicki Donne

BCIT – Dr. Lawrence Tomei
 Post-Bacc—Dr. John Zeanchock
 Social Studies—Dr. Soren Fanning

Additional Comments:

Attach any additional documents if needed.

Appendix G—Application for Pre-Student Teaching

Pre-Student Teaching Application

Directions: All candidates (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)

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)
- 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)
- Special Education (PK-12)

Program Level (Check one):

- Undergraduate
- Post-bacc or MSIL with Teacher Certification

Format for Pre-Student Teaching (Check one):

- Traditional Format (15 weeks)
- Post-bacc or MSIL with Teacher Certification 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 or have a potential conflict of interest).

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 (e.g. principal, superintendent, director) at any of the preferred districts noted above?

Yes _____ No _____

NOTES:

- Pre-student teachers are expected to provide their own transportation to and from their pre-student teaching site.
- Proof of valid liability insurance (typically a copy of the S- SEA or CEC membership card indicating current membership) must be submitted to Mary Poehlmann at least one month before pre-student teaching begins.

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 candidate'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 (e.g., 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>Minimum Overall Grade Point Average (GPA) of 3.0 (ALL STUDENTS): _____ If GPA is less than 3.0, student must meet with program coordinator.</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> • 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> <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>Attached Documentation Required: Copies of all three clearances.</p>
	<p>Does the candidate have any dispositional checks? Yes ___ No ___ If yes, please provide brief explanation.</p>

Program Coordinator's Recommendation:

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

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

Comments:

Date: _____ / _____
Program Coordinator Signature

Appendix H—Application for Student Teaching

Student Teaching Application

Directions: All candidates (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)
- 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)
- Special Education (PK-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_____
- Spring 20_____

NOTE: Student teachers are expected to provide their own transportation to and from their student teaching site.

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 _____

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

Yes _____ No _____

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

Application for Student Teaching
(to be completed by the program coordinator)

	Attached Documentation Required: A copy of current checksheet.
	Minimum Overall Grade Point Average (GPA) of 3.0 (ALL STUDENTS): _____ If GPA is less than 3.0, student must meet with program coordinator.
	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>
	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.
	NOTE: Fall semester applicants: S-PSEA memberships run according to the school year, Sept. 1–Aug. 31, and are available for purchase after the February 15 deadline for student teaching application submission. Therefore, evidence of current liability insurance is submitted to Ms. 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. 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.
	Current Clearances <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>
	Does the candidate have any dispositional checks? Yes _____ No _____ If yes, please provide brief explanation.

<p>Program Coordinator’s Recommendation:</p> <p>_____ Requirements met ... Student may register for student teaching.</p> <p>_____ Requirements NOT met (see comments)</p> <p>Comments:</p> <p>Date: _____ / _____</p> <p style="text-align: center;">Program Coordinator Signature</p>

Appendix I—PDE Required Exams and Certification Information

- Basic Skills Assessment Options
- Qualifying Scores on PDE Required Content Assessments

Basic Skills Assessment Options

Basic Skills Assessments – Composite Score Option

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

A student 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				
	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 – September 1, 2019	Test Number	Passing Score	Minimum Composite Score	
Reading	5713	156	148	
Mathematics	5733	142	132	
Writing	5723	162	158	
	Composite CORE Test Score:	460		

III. PAPA			
		<i>Test Registration Link:</i> 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			
		<i>Test Registration Link:</i> 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 on PDE Required Content Assessments

<u>Test Name and Number</u>	<u>Cut Score</u>
PECT	
PreK–4 Module 1 (8006)	197
PreK–4 Module 2 (8007)	193
PreK–4 Module 3 (8008)	193
Praxis II	
Special Education PK-12	
<u>Special Education: Core Knowledge & Application (5354)</u>	151
<u>Fundamental Subjects: Content Knowledge (5511)</u>	150
<u>Middle Level Requirement 1</u>	
Pedagogy (5153)	162
English Lang Arts & Soc. Studies (5154)	152
Mathematics & Science (5155)	164
(can register for test #5152 for all 3 subtests 5153, 5154, 5155)	
<u>Middle Level Requirement 2—Concentration Area Specialty (at least one)</u>	
English Language Arts (5156)	156
Mathematics (5158)	173
Science (5159)	156
Social Studies/Citizenship (5157)	150
<u>Grades 5–6 Add-on (only for those in the PreK–4 Program)</u>	
English Lang Arts & Social Studies (5154)	
Mathematics & Science (5155)	
<u>Secondary 7–12</u>	
Biology (5235/0235)	147
Speech Communication (5221)	145
English (5038)	167
Mathematics (5161)	160
Social Studies (5081/0081)	157
<u>Elementary/Secondary K–12</u>	
Business, Computer and Information Technology (5101/0101)	154
Fundamental Subjects Content Knowledge (5511/0511)	150

Appendix J — PDE-430

Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student/Candidate's Last Name _____ First _____ Middle _____

Subject(s) Taught _____ Grade Level _____

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

PERFORMANCE EVALUATION

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

Category I: Planning and Preparation — Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context. Alignment: 354.33. (1)(i)(A), (B), (C), (G), (H)				
Student Teacher/Candidate's performance appropriately demonstrates: <ul style="list-style-type: none"> • Knowledge of content • Knowledge of pedagogy • Knowledge of Pennsylvania's K-12 Academic Standards • Knowledge of students and how to use this knowledge to impart instruction • Use of resources, materials, or technology available through the school or district • Instructional goals that show a recognizable sequence with adaptations for individual student needs • Assessments of student learning aligned to the instructional goals and adapted as required for student needs • Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals 				
Sources of Evidence (Check all that apply and include dates, types/titles and number) <ul style="list-style-type: none"> • Lesson/Unit Plans _____ <input type="checkbox"/> Student Teacher Interviews _____ • Resources/Materials/Technology _____ <input type="checkbox"/> Classroom Observations _____ • Assessment Materials _____ <input type="checkbox"/> Resource Documents _____ • Information About Students _____ <input type="checkbox"/> Other _____ (Including IEP's) 				
Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				
Justification for Evaluation				

Student/Candidate's Last Name _____

First _____

Middle _____

Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.
Alignment: 354.33. (1)(i)(E), (B)

Student Teacher/Candidate's performance appropriately demonstrates:

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

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

- Classroom Observations _____
- Informal Observations/Visits _____
- Student Teacher/Candidate Interviews _____
- Visual Technology _____
- Resources/Materials/Technology/Space _____
- Other _____

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate ✓)				

Justification for Evaluation

Student/Candidate's Last Name _____

First _____

Middle _____

Category III – Instructional Delivery - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.
Alignment: 354.33. (1)(i)(D),(F),(G)

Student Teacher/candidate's performance appropriately demonstrates:

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

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

- Classroom Observations _____
 - Informal Observations/Visits _____
 - Assessment Materials _____
 - Student Teacher/Candidate _____
 - Student Assignment Sheets _____
 - Student Work _____
 - Instructional Resources/Materials/Technology _____
 - Other _____
- Interviews _____

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely or never</i> and <i>inappropriately or superficially</i> demonstrates indicators of performance.
Rating (Indicate ✓)				

Justification for Evaluation

Student/Candidate's Last Name _____

First _____

Middle _____

Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.
Alignment: 354.33. (1)(i)(I),(J)

Student Teacher/Candidate's performance appropriately demonstrates:

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

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

- Classroom Observations _____ Student Assignment Sheets _____
- Informal Observations/Visits _____ Student Work _____
- Assessment Materials _____ Instructional Resources/Materials/Technology _____
- Student Teacher Interviews _____ Other _____
- Written Documentation _____

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate ✓)				

Justification for Evaluation

Student/Candidate's Last Name _____

First _____

Middle _____

Overall Rating				
Category	Exemplary (Minimum of 12 Points)	Superior (Minimum of 8 Points)	Satisfactory (Minimum of 4 Points)	Unsatisfactory (0 Points)
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate ✓)				

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

Justification for Overall Rating:

Student Teacher/Candidate's Last Name _____

First _____

Middle _____

District/IU _____

School _____

Interview/Conference Date _____

School Year: _____

Term: _____

Required Signatures:

Cooperating Teacher/Supervisor, Evaluator: _____ Date: _____

Pre-Student Teacher

Candidate: _____ Date: _____

Confidential Document

Section 1. Mission

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

Section 2. Introduction

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

Section 3. Purpose

- (a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.
- (b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices

- (a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When student teachers become professional educators in this Commonwealth, they are expected to abide by this section.
- (b) Professional educators are expected to abide by the following:
 - (1) Professional educators shall abide by the Public School Code of 1949 (24 P. S. § § 1-101 - 27-2702), other school laws of the Commonwealth, sections 1201(a)(1), (2) and (4) and (b)(1), (2) and (4) of the Public Employee

Relations Act (43 P. S. § § 1101.1201(a)(1), (2) and (4) and (b)(1), (2) and (4)) and this chapter.

- (2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.
- (3) Professional educators shall maintain high levels of competence throughout their careers.
- (4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases or discrimination is not all-inclusive.
- (5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.
- (6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.
- (7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.
- (8) Professional educators shall be open-minded, knowledgeable and use appropriate judgment and communication skills when responding to an issue within the educational environment.
- (9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.
- (10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct

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

Section 6. Legal obligations

- (a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P. L. 397, No. 141) (24 P. S. § § 12-1251-12-1268), known as the Teacher Certification Law.
- (b) The professional educator may not engage in conduct prohibited by:
 - (1) The Public School Code of 1949 (24 P. S. § § 1-101-27-2702) and other laws relating to the schools or the education of children.
 - (2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P. L. 883, No. 170) (65 P. S. § § 401-413), known as the Public Official and Employee

Ethics Law.

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

Section 7. Certification

The professional educator may not:

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

Section 8. Civil Rights

The professional educator may not:

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

Section 9. Improper personal or financial gain

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

Section 10. Relationships with students

The professional educator may not:

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

Section 11. Professional relationships

The professional educator may not:

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

<p>The Code of Professional Practice and Conduct for Educators can be found at 22 Pa. Code §§235.1 – 235.11.</p>
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Appendix L—RMU Response to COVID

- RMU Response to COVID
- COVID Plans and Impact on Pre-Student/Student Teaching

RMU Response to COVID

Robert Morris University is committed to promoting a safe and healthy environment for our students, faculty, staff, and visitors. We have provided a web page that outlines the Fall 2020 plans to resume in-person instruction and residential living, monitor health conditions, mitigate the potential spread of the virus, and communicate timely information. Please check this site periodically (<https://www.rmu.edu/about/health#ready-plan>).

The [RMU Ready Plan: Promoting a Safe and Healthy Return to Campus](#) outlines the university's plans for resuming in-person instruction and residential living in accordance with the requirements and guidance of Pennsylvania Governor Tom Wolf, the U.S. Centers for Disease Control and Prevention (CDC), the Pennsylvania Department of Health, the Pennsylvania Department of Education (PDE), and the Allegheny County Health Department. The governmental requirements and public health guidance related to mitigating the spread of COVID-19 continue to evolve. This plan will evolve accordingly and updates will be shared with the campus community.

All students and faculty at RMU are required to adhere to the university-level guidelines and procedures outlined in the plan. Student non-compliance of the RMU Ready Plan policies and procedures are to be reported to the Dean of Students Office. Students, faculty, and staff may report non-compliance with this Plan and/or other COVID-19 related safety measures to the Provost's Office, Dean of Students Office, RMU Police Department, or immediate supervisor, as appropriate. The university also utilizes a web-based tool for anonymously reporting non-compliance. This resource should be used as a last resort when an individual is uncomfortable reporting non-compliance through other university channels.

It is the candidate's responsibility to follow all university policies and procedures for returning to campus. Some items within these plans are highlighted below.

Classrooms

- Classrooms have been set up to provide for appropriate physical distancing requirements as they evolve, so please do not move the tables, desks, or chairs.
- Cleaning products and towels or paper towels have been provided for each classroom for instructor and student use. Please do not remove these products.
- Students are to wear a mask in class. (If they forget a mask, disposable masks are available at the Education reception area.)
- Students are not to eat in class.

Attendance

Several components within the RMU Ready Plan may impact a students' ability to attend face to face classes. Please follow all RMU policies and procedures regarding attendance.

Requirements for Masks and Classroom Seating

All students must wear appropriate masks (no shirts or bandannas) covering their mouth and nose while in the classroom. All students must sit in marked seats to allow for appropriate physical spacing in the classrooms, as requirements necessitate. Instructors will ask students who are in non-compliance with these requirements to immediately comply. If a student does not comply immediately, the campus police will be called. The student will be removed and a Student Conduct report filed. The student will be marked absent from class.

Covid-19 Attendance Policy

As a result of the Covid-19 pandemic, all students are encouraged to remain home or in their residence hall room when experiencing any signs of illness. Students who test positive for the virus or who must be quarantined after exposure to the virus will be excused from class attendance. Instructors will be notified by the Dean of Students Office if a student is in quarantine or has contracted the virus. A student who is absent due to observed symptoms of Covid-19, is in quarantine due to suspected exposure, or who has a confirmed case of Covid-19, is 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. While the faculty member must allow the student to "make up" or complete any assignments, etc. that were missed due to officially sanctioned obligations, faculty members 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. Students must notify the Dean of Students Office at 412-397-6483 to be excused from class attendance and for this policy to be in effect. Instructors will be notified by the Dean of Students Office.

Education Department Attendance Policy

Attendance is taken in all classes. If a candidate has absences (unexcused by the instructor or the university) for *more than* 25% of class meetings, they will receive an "F" grade for the course.

Diverse Field Experiences and International Student Teaching

Diverse field experiences and international student teaching are temporarily suspended. As per the RMU Ready Plan, all Fall 2021 semester abroad programs have been cancelled. For Spring 2021, recruitment has started with the understanding that the programs will be cancelled if not feasible due to COVID-19.



SCHOOL OF NURSING,
EDUCATION AND HUMAN STUDIES

Fall 2021 COVID Plans and Impact on Pre-Student/Student Teaching

The School of Nursing, Education, and Human Studies (SNEHS) at Robert Morris University remains fully committed to providing safe, healthy, and supportive learning environments for all students. For those students enrolled in programs requiring clinical experiences, i.e. pre-student/student teaching, the following information is intended to minimize risk of exposure to infectious diseases, promote health and safety, support academic progression in programs, and support K-12 district reopening and safety plans.

University-level information

All students at RMU are required to adhere to the university-level guidelines and procedures outlined in the [RMU Ready Plan: Promoting a Safe and Healthy Return to Campus](#). The RMU Ready Plan outlines strategies for maintaining the health and safety of the entire RMU community, including monitoring the health conditions of the campus community, implementing protocols to contain the spread of COVID-19*, and communicating accurate and timely information with all stakeholders. **The internal RMU COVID-19 Response Protocol is activated in the event of a suspected or confirmed case of COVID-19 infection of any student, employee, or other individual who has had contact with our campus community.* In addition, all students are expected to comply with the RMU Code of Conduct. The Code of Conduct outlines additional behavioral norms and expectations for students designed to mitigate the spread of COVID-19 in the RMU community. Compliance with the code is essential to the health and safety of all members of the campus community.

Program-level information

Candidates in RMU Education programs must adhere to all existing, and newly developed, university and program policies and procedures. Specific to COVID-19, university and program policies and procedures are subject to change as information is received from the PDE, K-12 schools, local or state government agencies, and/or other regulatory bodies. Candidates will be notified of policy and procedure changes in a timely fashion as they evolve. Candidates must remain attentive to changes and/or additions to university and/or program-specific policies and procedures related to COVID-19. Pre-student/student teachers are to provide information on the RMU Ready Plan to their cooperating teacher(s); this may include providing an electronic link.

District information

We ask cooperating teachers to provide information on the district reopening and safety plans when finalized to the RMU University Supervisor and pre-student/student teacher as soon as possible (this may include providing an electronic link). This is the best way to ensure that candidates adhere to district policies and procedures.

Evidence-based Practices and Protocols

The RMU Ready Plan addresses evidence-based protocols and practices that must be followed in order to mitigate the risk of potential exposure, and protect the health and safety of students, staff, and teachers. Candidates are reminded to adhere to all university, program, and district-specific practices and protocols related to infection control and student safety. This includes, but is not limited to face masks and shields, as well as other personal protective equipment (PPE), adherence to proper cleaning of face coverings, and regulations for the wearing of face coverings. In the event the district or candidate cannot provide adequate PPE, the SNEHS will provide PPE for candidates. All candidates must perform hand hygiene at regular intervals and according to district and university guidelines. (Additional guidance for hand hygiene can be found on the [CDC site](#).) Candidates must adhere to the physical distancing policy within the university and district. Candidates are not permitted to gather in groups in public areas, including breakrooms and cafeterias. All RMU students should self-monitor for [COVID-19 symptoms](#) daily. Candidates must be aware of screening procedures in effect at the district. Candidates are required to pass all district-specific screenings in order to participate in pre-student/student teaching.

COVID Protocols

Districts and RMU will not permit candidates to enter the clinical site if they exhibit COVID-19 symptoms, test positive for COVID-19, or have had direct contact with another individual who tests positive. In these instances, candidates must notify the RMU Education department head immediately and refrain from attending the district placement and pre-student/student teaching seminars until fully cleared (see the RMU Ready Plan and COVID-19 Response Protocol for information on 'fully cleared'). Candidates should also seek guidance from a medical provider or MyHealth@School Center. As required by the university, and in compliance with confidentiality laws, an administrator from RMU will contact the district where the candidate was assigned to report all necessary information related to COVID-19 exposure. In accordance with the RMU Ready Plan and COVID-19 Response Protocol, additional university personnel may be notified as necessary to promote the health and safety of the campus community.

Pre-Student Teaching and Student Teaching Clinical Experiences

Candidates must comply with all university, program, and district guidelines and procedures to ensure the safety of the candidates, co-workers, and students. Any candidate failing to follow RMU Ready Plans or School District Safety Plans may be removed from pre-student/student teaching by RMU or the school district.

The general PDE and RMU pre-student/student teaching requirements are a minimum of 12 weeks with the optimum experience of 15 weeks; PDE also specifies an hourly requirement for pre-student teaching, 150 hours. The Planned Teaching Schedule outlines a plan for how these requirements will be met. These plans should follow the 15 week optimal experience. Candidates should attend all scheduled instructional planned dates. During the pandemic it is possible that candidates may be absent as a result of following COVID safety plans or schools may have to adjust their instructional plans based on COVID incidences and response plans. In these instances, contact your cooperating teacher, university supervisor, pre-student/student teaching faculty member, and Education department head as soon as possible. In addition, the RMU Ready Plan includes remote instruction for all students following the Thanksgiving break. Should candidates travel out of state during this time, they must follow all PA COVID-19 restrictions, university policies, and district policies regarding self-quarantine. This may ultimately mean that candidates complete their pre-student/student teaching experience at Thanksgiving or it may mean that their experience is extended past their planned end date. The impact of Thanksgiving travel and break may have no consequence to those candidates who are placed in a cyber or online setting. Candidates should indicate on their Planned Teaching Schedule if they plan to travel over Thanksgiving. In addition, pre-student/student teachers working on an improvement plan may need additional time beyond the PDE requirements and the Planned Teaching Schedule.

The Time Sheets document the actual fulfillment of the planned hours. Should your Time Sheet indicate that you may be or are in jeopardy of not meeting the minimum pre-student/student teaching requirements, contact the pre-student/student teaching faculty member. It may be necessary for a candidate to receive an 'Incomplete' grade, in which case the candidate, pre-student/student teaching faculty member, Education department head, university supervisor, and cooperating teacher will work to develop a plan for the candidate to complete their requirements.

Each school must create a Health and Safety Plan which will serve as the local guideline for all K-12 activities. The Health and Safety Plans developed for each school will be tailored to the unique needs of each school. Thus, each RMU candidate's pre-student/student teaching experience may be different. The PDE is providing for some flexibility in teacher preparation programs' ability to meet the PDE requirements while also respecting the K-12 district plans. Therefore, they are permitting the clinical experiences to include a range of instructional delivery methods (face to face, synchronous, and asynchronous). The COVID-19 pandemic and resulting impact in Pennsylvania has created significant obstacles for emerging educators slated to complete pre-student/student teaching experiences. The PDE and RMU recognize this issue and are willing to work with candidates to ensure that they can safely and effectively meet the clinical requirements. Keep in mind that the field/clinical experiences are designed to prepare you to be future teachers and these policies and procedures are put in place to ensure that you are ready.

*Please note that these policies and procedures may change based on recommendations and guidelines from the local or state government, university, and/or PDE.

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.)