

ELIZABETHTOWN COLLEGE

Department of Education

Department Manual 2018-2019



Elizabethtown College

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Welcome to the Department of Education!

“Be the change that you wish to see in the world.” Mahatma Gandhi

Welcome to the Education Department at Elizabethtown College and to your first step in becoming the educators and school leaders of tomorrow! You are beginning an exciting journey, and this manual is designed to help you navigate the curriculum and assessment requirements for teacher certification in the state of Pennsylvania.

A major in education at Elizabethtown is a demanding undertaking. Students must excel in challenging coursework in pedagogy, learning theory, cognition, and liberal arts content. They must sustain a 3.0 cumulative GPA to meet the academic criteria required for certification. They must repeatedly demonstrate competency in field placement classrooms by working with a variety of students and student needs. They must exhibit the dispositions of a professional educator as defined by the *PA Code of Conduct* and the department’s *Teacher Dispositions Policy*. Finally, students must pass required state assessments and complete a professional portfolio for certification.

The Teacher Preparation Program at Elizabethtown College has a unique focus supported by four pillars – **Professionalism** (as defined by *Danielson’s Domains*), **Social Justice**, **Undergraduate Research**, and **Theory into Practice**. These pillars are realized through the curriculum, field experiences, research and service-learning projects with faculty mentors, co-curricular organizations and activities, and invited speaker and film series. They expose pre-service teachers to the real issues and educational policies of the twenty-first century classroom. Through the Tempest Lecture Series, the department sponsors thought-provoking social justice events and days of advocacy. These issues are further explored in the department’s common read selections and related course assignments.

Departmental faculty and staff want you to begin your career at Elizabethtown with a clear understanding of these expectations and responsibilities for your chosen 4-year certification program – *Early Childhood (PK-4)*, *Early Childhood/Special Education*, *Middle Level (4-8)*, *Secondary (7-12)*, or *PK-12 (Music, Spanish, or Art)*. All candidates may also elect to add the PK-12 Theatre Endorsement to their general certificate. All candidates may additionally enroll in the 4+1 Master’s Program in Special Education which offers dual certification in a general area and special education for grades PK-8 or 7-12 in a five year program of study.

Please contact me with questions on these expectations, policies, and procedures.



Dr. Rachel Finley-Bowman
Chair, Education

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DEPARTMENT OF EDUCATION MISSION

The mission of the Education Department at Elizabethtown College is to provide its students with the knowledge and skills necessary to become thoughtful and responsible teachers who, informed by scholarship and research, are prepared to meet the social, intellectual, and professional challenges of today's culturally diverse and inclusive Pre-K to 12 classrooms. We believe that our purpose is best achieved through adherence to the Pennsylvania Department of Education standards for teacher certification and through modeling research-based practices of effective instruction and assessment within a relationship-centered climate that supports academic excellence.

Our goal is to prepare highly competent, knowledgeable educators in early childhood, elementary middle, secondary, special, art, music, and Spanish education. Essential components of this preparation are early and frequent field experiences in urban, rural, and suburban settings supervised by certified professionals, and ongoing self-evaluation of knowledge and skill growth through development of a professional portfolio. The capstone assessment is a semester-long student teaching placement that promotes the practical application of theories and best practices learned in program coursework.

Integral to our programs is the department's signature attribute of social justice, exhibited through a curricular focus upon advocacy for equity, civic engagement, global citizenship, and international/comparative perspectives. Education faculty are experts in these fields, conducting, presenting, and publishing their own research, and facilitating opportunities for undergraduate scholarship.

Student Learning Outcomes

The Education Department requires that every student demonstrate the following:

1. A thorough knowledge of the content and pedagogical skills in planning, preparation, and assessment.
2. An ability to establish and maintain a purposeful and equitable environment for learning.
3. An ability to deliver instruction that engages students in learning by using a variety of instructional strategies, including technology.
4. Qualities and dispositions that characterize a professional person in aspects that occur in and beyond the classroom/building.
5. An awareness of, and adherence to, the professional, ethical, and legal responsibilities of being a certified teacher.
6. An ongoing commitment to lifelong learning and professional development through field-related clubs, conferences, and organizations.
7. Teaching and advocacy for principles of social justice and civic competence.

PROGRAM OVERVIEW

Bachelor of Science

Program	Certification Type
Early Childhood Education	PreK-4
Elementary/Middle Level Education *	Grades 4-8
Secondary Education**	Grades 7-12
Dual Certification Program	
Early Childhood w/Special Education	PreK-4 Early Childhood Education PreK-8 Special Education

*Bachelor of Science in Elementary/Middle Level Education Candidates must select an emphasis in one of four content areas, and will receive certification in that content area but will be a generalist in each of the other three content areas.

Program	Certification Type
English/ Language Arts	Grades 4-8 ELA
Mathematics	Grades 4-8 Mathematics
Science	Grades 4-8 Science
Social Studies	Grades 4-8 Social Studies

**Bachelor of Science Secondary Education Content Areas of Study available:

Program	Certification Type
Biology (B.S. Biology)	Grades 7-12 Biology Education
Chemistry (B.S. Chemistry)	Grades 7-12 Chemistry Education
Mathematics (B.S. Mathematics)	Grades 7-12 Mathematics Education
Physics (B.S. Physics)	Grades 7-12 Physics Education
Social Studies (B.S. Social Studies Ed.)	Grades 7-12 Social Studies Education
Dual Major Program	
History and Social Studies Education	Grades 7-12 Social Studies Education

Bachelor of Arts

Program	Certification Type
Secondary English Education (B.A. English)	Grades 7-12 English Education
Spanish Education (B.A. Spanish)	PreK-12 Spanish Education
Art Education (B.A. Fine Arts)	PreK-12 Art Education

Bachelor of Music

PK-12 Music Education (B.M. Music Education)	PreK-12 Music Education
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Certificate Endorsements

Theatre Endorsement	PreK-12 Endorsement
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Graduate Programs

Program	Certification Type
4+1 Master's Degree in Special Education (M.Ed.)	PreK-8 or Grades 7-12 Special Education
Masters of Education in Curriculum and Instruction	No Certification
In Peace Education (M.Ed.)	

WHY STUDY AT ELIZABETHTOWN: HALLMARKS OF OUR PROGRAM

Frequency and Variety of Field Placements

As an Education major at Elizabethtown College, you will have field experiences every year from your first year through your senior year. Field placements occur in urban, suburban and rural schools, and in a variety of grades within your certification guidelines. Our program stresses the importance of supervised field experiences to complement coursework. It is the embodiment of theory into practice.

Office of Clinical Experiences

Field placements are an important part of your educational experience at Elizabethtown. Full-time clinical coordinators partner with top local districts and schools to secure placements for pre-service teachers.

Middle-level Certification Areas

Elizabethtown College is one of the few colleges in Pennsylvania to offer middle-level certification. We offer programs in Science, Mathematics, Social Studies, and English/Language Arts.

Student Teaching Capstone

Student teaching is the capstone experience of the department's teacher preparation programs. Student teachers are placed at cooperating school districts in the local and surrounding areas. College supervisors and mentor teachers work in partnership to mentor the student teacher and provide a quality learning experience.

A Faculty of Teacher-Scholars

Education faculty are experts in their fields, conducting, presenting, and publishing their own research, and facilitating opportunities for undergraduate and graduate scholarship.

Social Justice in Education

Integral to our programs is the department's signature attribute of social justice, exhibited through a curricular focus upon advocacy for equity, civic engagement, global citizenship, and international/comparative perspectives.

WHY STUDY AT ELIZABETHTOWN: HALLMARKS OF OUR PROGRAM

Civic Engagement Opportunities

The Education Department encourages its majors to participate in community outreach, particularly through events and programs sponsored by its student organizations – EdOrg, KDP, CEC, and NSTA.

Student Research

Students are required to undertake action research by their senior year and may take advantage of other research opportunities, including Honors in the Discipline, Scholarship and Creative Arts Day (SCAD), Summer Scholarship, Creative Arts and Research Projects Program (SCARP), or professional conferences in their specialty discipline. Graduate students are required to complete a thesis project in their 5th year.

Graduate Study in Special Education

The Department offers a unique 4+1 Master's program in Special Education which provides candidates with two full semesters of student teaching and prepares them to be highly qualified in a general certification area and PK-8 or 7-12 Special Education.

Lab School Program

The Department has a lab school program partnership with U-Gro Learning Centres located at Masonic Village, just a few miles from campus. Pre-service candidates will participate in the teaching, learning, and research afforded by a lab school model.

Academic Service-Learning

Many curricular and co-curricular opportunities exist to help prepare you to enter the field of education. These include reading to children at libraries, teaching Spanish to local children and tutoring Spanish-speaking children and adults that are learning English, volunteering as a science fair judge, tutoring local students and many more.

Programs of Study

The Department of Education at Elizabethtown College has a tradition of successfully preparing teacher candidates who graduate, obtain Pennsylvania State Teacher certification and go on to secure teaching positions in Pennsylvania and surrounding states. We provide students with an opportunity to pursue the following majors:

- **Early Childhood Education**
- **Early Childhood Education w/Special Education concentration** ([Degree Planner](#))
- **Elementary/ Middle Level Education**
- **Secondary Education**
- **PK-12 Education**
- **4+1-Special Education*** (Please see the Master's Program beginning on page 56)

Early Childhood Education

Pre-K through 4th grade

Candidates for certification in Early Childhood Education must complete a major that consists of two key elements. The **first element** emphasizes critical concepts and ideas important to one's general education and academic preparation for teaching. The **second element** stresses a professional core organized in five areas:

- Early Childhood Development
- Cognition and Learning
- Subject Matter Pedagogy Content (Pre-K through 4)
- Assessment
- Family and Community Partnerships
- Professionalism

NOTE: Candidates may elect to "add-on" 5-6 certification by passing modules 2-3 of the 4-8 Praxis subject concentration exams. Students interested in this pathway should consult their academic advisors.

All required courses for the Early Childhood Program can be found on the Degree Planner listed below:

[Early Childhood Education Degree Planner](#)

Programs of Study

Elementary/Middle Level Education *4th through 8th grade*

Candidates for certification in Elementary/Middle Level Education must select an emphasis in one of four academic content areas and be a generalist in each of the other three academic content areas. The

academic emphasis requires completion of a **minimum of 30 credit hours** in one of the following four content areas:

- 1) Mathematics,
- 2) Science,
- 3) English/Language Arts, or
- 4) Social Studies

In addition to one academic emphasis, candidates also are expected to generalize in the remaining three content areas by completing **12 credit hours** in each. Students also complete a professional core organized into five areas:

- 1) Early Adolescent and Adolescent Development, Cognition and Learning;
- 2) Subject Matter Pedagogy Content (Grades Four through Eight);
- 3) Assessment;
- 4) Family and Community Partnerships;
- 5) Professionalism.

Content requirements are based on national standards for Elementary/Middle Level Education as well as Pennsylvania's curriculum standards.

NOTE:

Candidates may elect to “add on” a PK-4 certification by passing the appropriate PECT exams. They may elect to “add on” an additional 4-8 content area by taking the appropriate PRAXIS subject concentration exam. Students interested in this pathway, should consult with their academic advisors.

All required courses for the Elementary/Middle Level Education Program can be found on the degree planner listed below:

[**Elementary/ Middle Level Education Degree Planner**](#)

Programs of Study

Secondary Education

7th through 12th grade

Programs in Secondary Education are available in select academic areas as below. All required courses for the Secondary Education programs can be found in their coordinating degree planners as listed below:

- 1) Biology [Biology Secondary Education Degree Planner](#)
- 2) Chemistry [Chemistry Secondary Education Degree Planner](#)
- 3) English [English Secondary Education Degree Planner](#)
- 4) Mathematics [Mathematics Secondary Education Degree Planner](#)
- 5) Physics [Physics Secondary Education Degree Planner](#)
- 6) Social Studies [Social Studies Secondary Education Degree Planner](#)

Carefully designed work in the academic or interdisciplinary major, the Core program and electives qualify students for a degree appropriate to that major and for Pennsylvania certification. For specific requirements for these programs, refer to Catalog sections relating to the primary major.

PreK-12 Education

Majors and Pennsylvania certification for Pre-Kindergarten through 12th grade are also available in the areas below. All required courses for the PreK-12 Education programs can be found in their coordinating degree planners as listed below:

- Music [PreK-12 Music Education Degree Planner](#)
- Fine Arts Education [PreK-12 Fine Arts Education Degree Planner](#)
- Spanish Education [PreK-12 Spanish Education Degree Planner](#)

Carefully designed work in the academic or interdisciplinary major, the Core program and electives qualify students for a degree appropriate to that major and for Pennsylvania certification. For specific requirements for these programs, refer to Catalog sections relating to the primary major or to the interdisciplinary section for the two interdisciplinary programs.

Theatre Endorsement

Pre-K-12

About the Theatre Endorsement

The Theatre Endorsement Program is open to currently enrolled degree-seeking education majors. If you are an education major at E-town, regardless of degree type, you are eligible to add the Theatre Endorsement to your education degree provided that you meet certification requirements. By participating in this program, you will have the opportunity to assist in the production, direction and administrative tasks associated with theatre. Through instruction and application, you'll learn how to analyze theatrical works for use on stage, critique stage productions, build sets, and learn to block and use materials safely.

Why Obtain a Theatre Endorsement?

A theatre endorsement designates significant interest in theatre and a level of expertise in theatre education. It is a way for you to demonstrate to your future employer that you have a passion as a theatre educator. It is also a way for you to add value to your resume- identifying that you have a unique skill set in addition to your major area of certification.

Theatre education is also a valuable addition to your development as a teacher. Theatre teaches individuals how to express themselves through their body and how to feel into other characters, situations, and relationships. These skills are valuable as you learn how to use your body in the classroom, explore pedagogical techniques in role-playing, and work to understand your students' situations, lives, and relationships.

Scope and Sequence:

It is recommended that the student build a plan towards completion based upon course offerings and course prerequisites. Courses may only be offered in certain semesters or in alternating years (check with the Director of Theatre when developing a curriculum plan). Based on prerequisites, it is recommended that the student build a base of knowledge in TH105 and TH155E that supports work in TH320 and the Theatre Methods Course. TH320 requires TH105 as a prerequisite and the theatre department highly encourages (but does not require) TH165 Basic Acting. TH305, Theatre Methods requires TH105 and TH155E as prerequisites.

Theatre Endorsement Coursework: (12 credits total)

TH105 HUM Introduction to Theatre

4.00 credits.

(Humanities Core Course) An introduction to the various interrelated arts and disciplines that make up theatre performance and production, such as acting, playwriting, directing and design. Emphasis is on history, literature and theory as realized in performance. Texts provide a common language for discussion, and further support is drawn from videos, script analysis and play attendance.

TH155E Stagecraft

2.00 credits.

This course is designed to provide the student with an introduction to the field of theatrical production with an emphasis on scenic and lighting technologies and methodologies. The study of Stagecraft will afford the student with an understanding of Technical Theatre and design by learning the basic processes and practices associated with scenic design and construction, properties, costuming and makeup, color theory, lighting, sound and stage management. The four-credit version of this course fulfills CORE requirements for a creative expression course. The two or four-credit version of this course is a component in achieving Pennsylvania Department of Education Theatre Endorsement.

TH320 Directing (students must complete TH105 as a prerequisite)

4.00 credits.

A focus on the technique and practice of directing for the theatre. Students analyze dramatic literature with respect to historical context, structure and performance conceptualization. Directing methods are explored, as are the use of space, staging, rhythm, tempo and pace. Students put theory into practice by directing a short play at the end of the semester. Register by Instructor. Alternate fall semesters.

TH305 Theatre Methods

2.00 credits

(TH105 and TH155E are prerequisites)

This course will prepare the future theatre educator to teach theatre arts and drama in various educational environments. Students will acquire knowledge about child development, legal and professional obligations of the theatre teacher, and varied pedagogical approaches to theatre education. Much of the course will focus on creative drama processes—engagement in theatre without an end-product in mind—to supplement more traditional production-based skills. Students will explore strategies for communicating script development, improvisation, and other theatrical skills to students across grades K-12, and will be mindful of adapting content to be inclusive and developmentally appropriate. The course requires 24 hours of dedicated time in a field placement setting to demonstrate course competencies.

REQUIREMENTS FOR TEACHER CERTIFICATION

Elizabethtown College, through its Department of Education, offers several programs leading to a bachelor's degree and Pennsylvania teacher certification. The Department also offers a 4+1 Master's degree program in Special Education which allows students to complete both general certification and special education certification. Candidates select from either a PreK-8 or 7-12 grade concentration in special education certification.

Together, the Department and College act as an agent of the Commonwealth of Pennsylvania in the teacher certification process for students who meet all appropriate standards.

As part of its general requirements for majors and/or certification, the Education Department requires students to make application into the Teacher Certification Program.

This begins with *Provisional Acceptance* (typically done as a first-year student) and is followed by *Formal Acceptance* (typically done at the end of the sophomore year).

The programs at Elizabethtown College are accredited through the Pennsylvania Department of Education (PDE) and are governed by the General Standards of Chapter 354 of the Pennsylvania Code.

For more information on Teacher Certification, below is the link to PDE's teacher certification information:

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

Chapter 354 General Standards

Chapter 354 is a code that was established by PDE (PA Dept. of Education) for institutions that are preparing professional educator candidates. They are essentially standards and guidelines that must be met and achieved. The full Chapter 34 code can be found at the following link: https://www.pacode.com/secure/data/022/chapter354/022_0354.pdf

Chapter 354.2 Purpose: Preparing institutions shall have professional educator preparation programs to ensure that candidates for professional educator certification master both the content and methodology of their discipline and meet the standards for academic performance.

I. MISSION - The professional educator programs shall have a cooperatively developed mission statement that is based on the needs of the professional educator candidates, public school entities and their students, and consistent with the design of the programs. (354.21) (49.14(4) (i))

II. ASSESSMENT [REPORTING] – The preparing institution shall submit an annual systematic report and a biennial report on candidates and demonstrate that the results are used to modify and improve the professional education programs. (354.22) (49.14(4) (vii) (x))

III. ADMISSIONS – The preparing institution shall document that its procedure for admitting applicants into its professional education programs confirms that they have met the course, credit and grade point average or alternative admissions requirements. (354.23) (354.31) (49.14(4) (v))

IV. DESIGN - The preparing institution shall document that the academic content courses for initial preparation programs culminating in a bachelor's degree or higher shall be the same as a Bachelor of Arts or Bachelor of Science Degree and shall also include all required electives in the content area that the candidates plan to teach or serve and allow completion in four years. (354.24) (49.14(4) (iii))

V. FIELD EXPERIENCES – The preparing institution shall document that candidates complete a planned sequence of professional education courses and field experiences that integrate academic and professional education content with actual practice in classrooms and schools to create meaningful learning experiences for all students. (354.25)(354.26)(49.14(4) (iv) (viii))

VI. STUDENT TEACHING – The preparing institution shall document that candidates for initial Instructional I certification complete a 12-week full-time student-teaching experience under the supervision of qualified program faculty and cooperating teachers. (354.25) (49.14(4) (ii))

VII. COLLABORATION – The preparing institution shall document that higher education faculty, public school personnel, and other members of the professional education community collaborate to design, deliver, and facilitate effective programs for the preparation of professional educators and to improve the quality of education in schools. (354.25) (354.41) (49.14(4) (ix))

VIII. ADVISING & MONITORING - The preparing institution shall document its procedure for recruiting and advising students, systematically monitoring their progress, and assessing their competence to begin their professional roles upon completion of the program. (354.32) (354.33) (49.14(4) (vi))

IX. EXIT CRITERIA – The preparing institution shall have a published set of criteria and competencies for exit from each professional education program, that are based on the PA Academic Standards, Specific Program Guidelines and the learning principles for each certificate category. (354.33) (49.14(4) (iii))

X. FACULTY - The preparing institution shall provide systematic and comprehensive activities to assess and enhance the competence, intellectual vitality and diversity of the faculty. (354.41)

Provisional Acceptance

Students must apply to the Education Department for Provisional Acceptance into a certification program after they successfully:

- Complete 27 credit hours with a cumulative grade point average of 2.80 or higher.
- Declare their Education major.
- Complete ED 105 and ED 150/ED 151 and earned grades of C or better.
- Submit a TB medical clearance less than one year old.
- Provide a record of Act 34, PA Child Abuse, and FBI Criminal History Report. These clearances must be less than one year old.
- Submit a student life clearance (complete the top portion only and bring to Nicarry 143).
- Provide an electronic portfolio for review demonstrating interest and/or experience in professional education and progress toward meeting the professional domains as defined by Danielson which includes:
 - One professional picture of yourself
 - Resume
 - Educational Philosophy
 - Dates of your clearances and TB test
 - Basic Skills Assessment Scores or SAT/ACT equivalent score as mandated by PDE
 - Description of your experience working with children
 - Writing Sample (such as an article review or lit review)
 - Any additional items to support of your application
- Receive approval of the Education Department and any other appropriate major Department.
- Obtain a satisfactory rating in accordance with the *Department of Education Teacher Dispositions/Foundational Competencies Policy*.

***Provisional Acceptance is required to enroll in 200-level ED courses.**

Formal Acceptance

Students must apply to the Education Department for Formal Acceptance into a certification program after they successfully:

- Complete two Mathematics (MA) courses and two English (EN) courses (one writing composition and one literature).
- Complete 54 hours with a cumulative grade point average of 3.00 or higher.
- Successfully complete at least three courses with ED prefixes.
- Provide a record of ACT 34, PA Child Abuse, and FBI Criminal History Report. These clearances must be less than one year old.
- Submit a TB test that is less than one year old.
- Submit a satisfactory student life clearance (re-check of previous clearance; students do NOT need to submit another).
- Receive passing scores on the Basic Skills Assessment or the SAT/ACT equivalent score as mandated by PDE and submit a copy of your *official score report* to the Education office.
- Provide an electronic portfolio for review demonstrating interest and/or experience in professional education and progress toward meeting the professional domains as defined by Danielson which includes:
 - One picture of yourself
 - Updated Resume
 - Educational Philosophy
 - Dates of your clearances and TB test
 - Basic Skills Assessment Scores or SAT/ACT equivalent
 - Description of your experience working with children
 - Writing Sample
 - Any additional items to support of your application
- Receive approval of the Education Department and any other appropriate major Department.
- Obtain a satisfactory rating in accordance with the *Department of Education Teacher Dispositions/Foundational Competencies Policy*.

***Formal Acceptance is required to enroll in 300-level ED courses.**

SAMPLE

PROVISIONAL ACCEPTANCE



April 9, 2018
Joe Student
Campus Box # 123

Dear Joe:

Your application and portfolio for **Provisional Acceptance** into the Teacher Education Program at Elizabethtown College have been reviewed. Your status is currently **ACCEPTANCE PENDING**.

At this time, the following requirements for Provisional Acceptance have **NOT** been met:

- _____ Attained a cumulative GPA of 2.8 or above.
- _____ Completed 27 credits.
- _____ Completed 2 Education courses with grade of C or better
- _____ Updated Clearances (**Submit Student Life Clearance to Education Office**)
- _____ Declare your Education major.
- _____ Submitted an electronic portfolio.

As **Acceptance Pending**, your application will be re-evaluated once the requirement(s) noted above are met. (i.e.: You are currently enrolled in ED 150/ED 151 and are awaiting your grade, you are enrolled in a class this summer, your GPA is currently below 2.8, you will have 27 credits at the end of this semester, etc.).

Please consult your *EDUCATION MANUAL* for questions regarding this process, and, if you have not done so already, discuss plans for completing these requirements with your academic advisor.

Sincerely,



Dr. Rachel E. Finley-Bowman, Chair
Department of Education

SAMPLE

FORMAL ACCEPTANCE



April 9, 2018

Sally Student
Campus Box # 123

Dear Sally,

Your application and portfolio for **Formal Acceptance** into the Teacher Education Program at Elizabethtown College have been reviewed. Your status is currently **ACCEPTANCE PENDING**.

At this time, the following requirement(s) for Formal Acceptance have **NOT** been met:

- _____ Attained a cumulative GPA of 3.0 or above
- _____ Completed two English courses
- _____ Completed two Math courses (with MA prefixes.)
- _____ Passed the Basic Skills Assessment / Met SAT or ACT equivalent
(Official PAPA or CORE Praxis score reports must be submitted to the Education Office)
- _____ Completed 54 Credits
- _____ Completed 3 Education courses
- _____ Submitted an electronic portfolio

As **Acceptance Pending**, your application will be re-evaluated once the requirement(s) noted above are met. (i.e.: You are currently enrolled in your 2nd math and are awaiting your grade, you are enrolled in a class this summer, your GPA is currently below 3.0, you must pass the Basic Skills Assessment, you will have 54 credits at the end of this semester, etc.).

You should discuss plans for completing these requirements with your academic advisor.

Sincerely,

Dr. Rachel E. Finley-Bowman, Chair
Department of Education



SAMPLE

Department of Education Acceptance Acknowledgement Form Due to the Education Office by April 5, 2019

I have received, read and understand the above information concerning my acceptance into the Education Department. I have discussed this with my Advisor. I understand that my acceptance is not active until all signatures are received and this form is returned to the Education Department office. Failure to submit this form with **all** signatures on it, may result in my acceptance not being active. My advisor has received and read the information as well. A copy of this letter will be placed in my permanent student file in the Education Office.

Student Signature

Advisor Signature

Date

Date

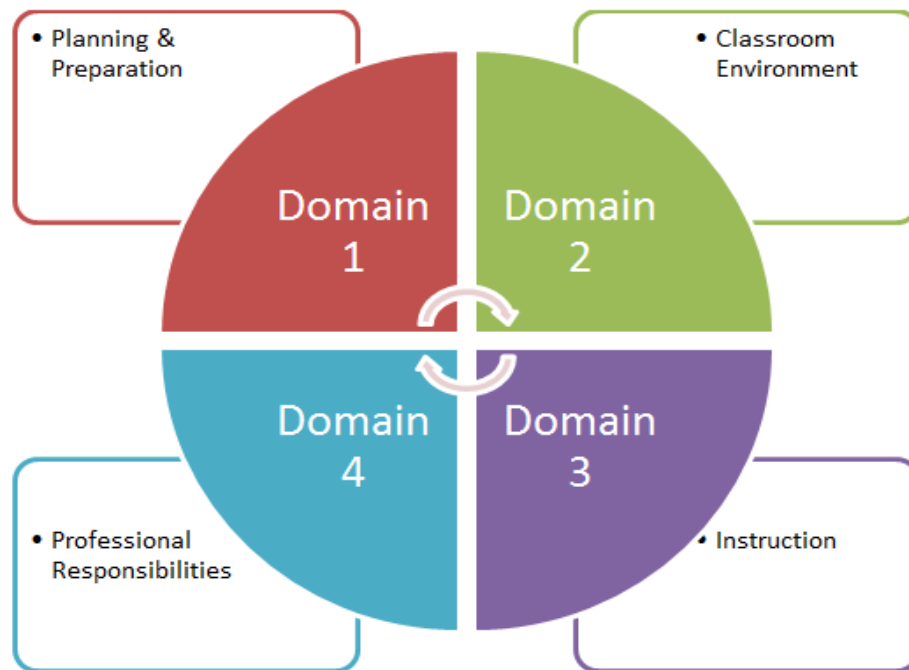
*Please note: Acceptance is not active until this acknowledgement form has been signed by the student **and** their advisor and returned to the Education Office, Nicarry 143, for the Department Chair to sign. *

Chair, Education Department

Date

THE DOMAINS OF PROFESSIONAL PRACTICE THE DANIELSON FRAMEWORK THE PROFESSIONAL PORTFOLIO

All Education majors are required to complete a portfolio which assesses and documents their growth as professionals during their capstone student teaching experience. Beginning in the freshmen year, students are introduced to the concept of the portfolio, and artifacts are collected from pertinent content courses, education courses, and field placements. During the junior methods placement, students will assemble their first complete portfolio for provisional and formal acceptance. In the senior year, this portfolio is transferred to an electronic version (using *Wix* or *Smug*). Students are also required to assemble a companion portfolio brochure which emphasizes their very best work. The portfolio is to be organized according to Charlotte Danielson's *Four Domains of Professional Practice*.



The professional portfolio is a clear expression of a student's educational philosophy, showcasing his/her progress as a pre-service teacher. Portfolio development is a *PROCESS*; students never really "finish" this project, but continually update and revise the document as they grow and evolve in the profession.

It is expected that the portfolio will be organized (table of contents, etc.), neat, and professional. Creativity is *absolutely encouraged* (color, graphics, and pictures), but students should refrain from making it "cute" or appear as a scrapbook. ***Your portfolio is an earnest and insightful statement of your work as a teacher.***

The Framework for Teaching

The Elizabethtown College Department of Education uses the Danielson Framework because it most closely aligns with our mission and constructivist vision of teaching and learning.

As described by Danielson, the framework is meant to be the “foundation for professional conversations” among practitioners who seek to enhance their skills and become more thoughtful about the “complex task” of teaching. (Danielson, 2011)

College faculty use the framework to generate and sustain such conversations as they guide pre-service teachers towards program completion. The framework also serves as a common assessment of general student progress in the major.

The Commonwealth of Pennsylvania has also adopted **Danielson’s Framework** as the overarching vision for effective instruction. In-service teachers are assessed using the four domains as the foundation of the Teacher Effectiveness System.

Teacher Effectiveness

The model focuses upon the complex activity of teaching as defined by the four domains of teaching responsibility:

1. **Planning and Preparation**
2. **Classroom Environment**
3. **Instruction**
4. **Professional Responsibilities**

Domains 1 and 4 cover aspects of the teaching profession that occur outside the classroom, while Domains 2 and 3 address aspects that are directly observable in classroom teaching.

For more information, please see: <http://www.iu17-2.pdesas.org/Instruction/Frameworks>

**Education Students will create electronic portfolios using www.wix.com . An acceptance portfolio template will be provided for students to use through Canvas. Students should check their etown.edu email address regularly for information and announcements regarding Provisional and Formal acceptance. **

RECOMMENDED PORTFOLIO CONTENTS

Artifacts to Reflect Four Domains

Select artifacts that best demonstrate how you have met each domain standard.

Strive for QUALITY, not quantity!

Reflections

Artifacts illustrate your accomplishments, but they do not speak for themselves. Reflections explain your rationale for choosing a particular artifact to highlight your knowledge, experiences, achievements, and beliefs about teaching.

Artifacts should be documentation of your experiences. Examples of artifacts could include sample lesson plans from a field placement/course that you created, a technology project, classroom layout samples created, field placement journals, etc.

Students must justify why their chosen artifacts satisfy each domain using reflective essays or passages.

Directly address the domain and the standard(s).

Briefly describe artifacts in relation to an event or activity.

Analyze the significance of the artifact. Explain how you were impacted by this experience.

State why you included specific artifacts in your portfolio. This could be a separate section to introduce the domain, or several paragraphs throughout the domain which accompany each artifact.

Describe what you learned and explain the outcome of the experience. (Were you surprised by what you learned; was the outcome intended or unintended? What insights were gained in this experience?)

Ideas to consider for Portfolio Reflections:

How and why was this artifact meaningful?

Is this artifact the best representation of my knowledge?

What does this artifact communicate about my skills?

Why is this artifact a good representation of a particular standard?

What did you learn; or how did you grow professionally?

Tips and Reminders:

Make the portfolio neat, organized, and visually appealing.

Be sure to cover the entire grade range of your certificate (PK-4, 4-8, 7-12, PK-12) and all pertinent content areas.

Highlight minors or other relevant areas of study.

Highlight what sets you apart (study abroad, unique internships, undergraduate research)

Add captions/headlines/titles to explain artifacts are useful.

Highlight diverse experiences, showing your ability to work in multiple environments with various responsibilities.

Include pictures of your room, bulletin boards, you in action, and the like.

The portfolio reflects who you are as a teacher. Think about how this document distinguishes you from other job applicants. Think quality!!

CLEARANCE INFORMATION

All clearances are required for admission to the College's teacher education program (regardless of your state of residence) and for accepting a position in a Pennsylvania school. Forms and instructions on how to process these clearances can always be found on our website. You may also stop by the Education Office, Nicarry 143 for information and questions.

CRIMINAL CLEARANCES

You will need to apply for and have proof of valid criminal record clearances prior to taking **ED 105**. Submit copies to the Education office in Nicarry 143. Original criminal clearances are YOUR responsibility and should be stored where you can access them on campus. Some school districts require seeing the original criminal clearances at the start of a field placement, so take your clearances with you the first week of ALL field placements. **All clearances are valid for one year only. Clearances must be renewed each year that you are an Education Major.**

Please see information including links to instructions on the following page to complete your clearances.

CRIMINAL CLEARANCES

The Commonwealth of Pennsylvania requires five separate clearances for teacher candidates:

PA State Police Criminal Record Check, (Act 34) <http://epatch.state.pa.us>

- Cost: **\$22.00**
- Reason for Request: **OTHER**
- **Step by Step instructions:** Click [here](#)
- Print 2 copies. One for your records and one for the Education Department.

PA Child Abuse History clearance (Act 151)

<https://www.compass.state.pa.us/cwis/public/home>

- Cost: **\$13.00**
- Reason for Request: **School Employee NOT governed by school code**
- **Step by Step instructions with Screenshots** (highly recommend) : Click [here](#)
- Print 2 copies. One for your records and one for the Education Department.

FBI Criminal History Report (ACT 114) <https://uenroll.identogo.com/>

- Cost: **\$22.60**
- Use Code: **1KG6RT**
- **Step by Step instructions with Screenshots:** Click [here](#)
- Email your UEID# to Ms. Gardiner (gardinerj@etown.edu)

Tuberculosis Test (TB) Clearance

- Cost: **Check with your Family Doctor**
- **Please use our TB Test form.** Click [here](#) for form.
- To have your TB Test administered at school: *Penn State Medical Group Elizabethtown -1 Continental Dr. (contact Eileen Wagener wagener@etown.edu or 717-489-1021 for an appointment) Cost: \$10.00 charged to your student account*
- Please obtain 2 copies. One for your records and one for the Education Department

ACT 24 – 6004 Arrest/Conviction Form

- Please print, sign and submit to the Education Office
- A copy of the ACT 24 form may be found [here](#)

PA DEPT. OF EDUCATION TESTING REQUIREMENTS OVERVIEW (BASIC SKILLS, PECT, PRAXIS)

Pennsylvania requires assessment of all candidates in basic skills, general knowledge, professional knowledge and subject area knowledge before a certificate may be issued. (PDE, 2017)

Basic Skills Assessments in Reading, Writing, and Mathematics may be met using SAT, ACT, PAPA, CORE Praxis or a combination thereof. This is detailed in the table on page 57 with live links for exam registration. Sample letters sent to students upon meeting assessments are also included. Students must pass basic skills in order to receive formal acceptance into the program (typically by second semester of the sophomore year).

General, professional, and subject area knowledge are tested through the PECT (PK-4 certificates) and PRAXIS (4-8, 7-12, and PK-12 certificates) series. Information on these exams begins on page 66.

Students will complete these exams after the methods semester in their junior or senior year. These exams must be passed before a candidate may apply for certification through the *Teacher Information Management System* (TIMS). For more information about TIMS, see <http://www.education.pa.gov/Documents/Teachers-Administrators/Certifications/TIMS/Getting%20Started%20with%20TIMS.pdf>.

Students may also consider “add-on” certificates by completing the corresponding exams. PK-4 candidates are HIGHLY encouraged to sit for the Grade 5-6 add-on Praxis examination. Information on this exam may be found on page 78.

Testing information for +1 Master’s Special Education candidates is included in that section of the manual beginning on page 135.

Testing Registration Links:

Praxis CORE: <http://www.ets.org/praxis/pa>

PAPA: <http://www.pa.nesinc.com/>

ACT AND SAT SCORE OPTIONS (BASIC SKILLS ASSESSMENT)

Basic Skills Assessment Options

Basic Skills Assessments – Composite Score Option

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

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

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

I. ACT		Test Registration Link: ACT		
Test Name	Section	Passing Score		Minimum Composite Score
ACT - before September 1, 2015: Submit a help ticket with a copy of your full score report for a determination.				
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		

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

V. PPST (Praxis I)*			
Test Name	Test Number	Passing Score	Minimum Composite
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

PRAXIS CORE AND PAPA (BASIC SKILLS ASSESSMENT)

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

III. PAPA		Test Registration Link: ES Pearson	
Test Name	Test Number	Passing Score	Minimum Composite Score
Reading	8001	220	193
Mathematics	8002	193	176*
Writing	8003	220	192
Composite PAPA Test Score:		633	
*We will accept 174 from candidates accepted into an educator certification program prior to 8/31/2016			

**SAMPLE LETTER
BASIC SKILLS ACHIEVED
(VIA ACT and/or SAT)**

Dear :

According to *22 PA Code 49.18 Assessment*, candidates seeking educator certification in Pennsylvania must meet certain requirements in basic skills knowledge. Students may demonstrate competency in these areas by achieving qualifying scores in a variety of methods.

_____ **The Scholastic Achievement Test (SAT): Scores meet criteria, exemption from basic skills exam met.**

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

_____ **The American College Test (ACT) plus writing: Scores meet criteria, exemption from basic skills exam met.**

I. ACT		Test Registration Link: ACT	
Test Name	Section	Passing Score	Minimum Composite Score
ACT - before September 1, 2015: Submit a help ticket with a copy of your full score report for a determination.			
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	

Students who do not meet the basic skills requirement at the time of college matriculation through ACT or SAT must take and pass either the PAPA, PRAXIS CORE, or a combination of both exams. **You are being notified now because you DID MEET one or more of the above criteria.** You will **not** need to take the PAPA or PRAXIS CORE examination as a requirement for Formal Acceptance. You have already met the basic skills competency.

Congratulations! Please contact me at bowmanr@etown.edu if you have any questions.

Regards,

Dr. Rachel Finley-Bowman
Chair, Department of Education

SAMPLE LETTER
BASIC SKILLS PARTIALLY MET
JUST NEED TO TAKE ONE OR TWO SECTIONS

Dear _____ :

According to *22 PA Code 49.18 Assessment*, candidates seeking educator certification in Pennsylvania must meet certain requirements in basic skills knowledge. Students may demonstrate competency in these areas by achieving qualifying scores on the Scholastic Achievement Test (SAT) score of 500 or higher (prior to March 1, 2016) in each individual section (Critical Reading, Writing, Mathematics). After February 29, 2016, the scores are as follows: Reading 27, Mathematics 26, Writing and Language 28. They may also qualify by achieving scores on the American College Test (ACT) Plus Writing. There is no composite scoring option.

Students who do not meet the basic skills requirement at the time of college matriculation through ACT or SAT must take and pass either the PAPA, PRAXIS CORE, or a combination of both exams. You are being notified now because you have met a portion of the SAT/ACT qualifications.

You will only be required to take the following PAPA or PRAXIS CORE examination sections as a requirement for Formal Acceptance:

- _____ **PAPA or PRAXIS CORE MATH**
- _____ **PAPA or PRAXIS CORE READING**
- _____ **PAPA or PRAXIS CORE WRITING**

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

III. PAPA		Test Registration Link:	ES Pearson	
Test Name	Test Number	Passing Score	Minimum Composite Score	
Reading	8001	220	193	
Mathematics	8002	193	176*	
Writing	8003	220	192	
Composite PAPA Test Score:			633	
*We will accept 174 from candidates accepted into an educator certification program prior to 8/31/2016				

You must achieve the passing score(s) on the section(s) that you need to take. A copy of your official score report must be submitted to the Education Department office. Please contact me at bowmanr@etown.edu if you have any questions.

Regards,
 Dr. Rachel Finley-Bowman
 Chair, Department of Education

**SAMPLE LETTER
BASIC SKILLS NOT MET
(MUST TAKE ALL 3 Sections of PAPA or PRAXIS CORE)**

Dear Student:

According to *22 PA Code 49.18 Assessment*, candidates seeking educator certification in Pennsylvania must meet certain requirements in basic skills knowledge. Students may demonstrate competency in these areas by achieving qualifying scores on the Scholastic Achievement Test (SAT) score of 500 or higher in each individual section, (Critical Reading, Writing, Mathematics) (prior to March 1, 2016). After February 29, 2016, the scores are as follows: Reading 27, Mathematics 26, Writing and Language 28. They may also qualify by achieving scores on the American College Test (ACT) Plus Writing. There is no composite scoring option.

Students who do not meet the basic skills requirement at the time of college matriculation through ACT or SAT must take and pass either the PAPA, PRAXIS CORE, or a combination of both exams. You are being notified now because you **DID NOT** meet the above criteria. ***You will need to take the PAPA or PRAXIS CORE (or combination of both) examination as a requirement for Formal Acceptance.*** A copy of your official score reports must be submitted to the Education Department Office.

Please see the below information regarding testing options and scores.

PRAXIS CORE: <https://www.ets.org/praxis/pa>

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

PAPA: <http://www.pa.nesinc.com/>

III. PAPA		Test Registration Link: ES Pearson	
Test Name	Test Number	Passing Score	Minimum Composite Score
Reading	8001	220	193
Mathematics	8002	193	176*
Writing	8003	220	192
Composite PAPA Test Score:		633	
*We will accept 174 from candidates accepted into an educator certification program prior to 8/31/2016			

Please contact me at bowmanr@etown.edu if you have any questions.

Regards,
Dr. Rachel Finley-Bowman
Chair, Department of Education

PRAXIS CORE ACADEMIC SKILLS TEST INFORMATION

Educators applying for an initial undergraduate Instructional or Educational Specialist area license are required to pass a basic skills test.

If you test in Pennsylvania, your score report will be sent automatically to the Pennsylvania Department of Education. If you test outside of Pennsylvania, select the Pennsylvania Department of Education (state code 8033) as a score recipient when you register or on an additional score report request.

Testing information and registration information can be found at www.ets.org/praxis/pa.

For tests that are offered continuously, official scores are available online 10–16 business days after your test date. For tests that are offered during testing windows, scores are available online 10–16 business days after the testing window closes, regardless of the specific date on which you tested within that window.

To Be Certified in	You Need to Take	Test Code	Qualifying Score
All Areas, except for Vocational Education	Pre-service Academic Performance Assessment (PAPA)		
	or		
	The Pennsylvania Department of Education has authorized the <i>Praxis</i> ® Core Academic Skills for Educators tests as an alternative to the PAPA.		
	Core Academic Skills for Educators: Reading	5712	156
	and		
	Core Academic Skills for Educators: Writing	5722	162
	and		
	Core Academic Skills for Educators: Mathematics (On-screen four-function calculator provided.)	5732	150
If you wish to take all three computer-delivered Core Academic Skills for Educators exams (5712, 5722, 5732) at the same time, select Core Academic Skills for Educators Combined Test (5751) when registering. Scores will be reported by individual test (5712, 5722, 5732).			

PRAXIS CORE ACADEMIC SKILLS TEST INFORMATION

Praxis® Test Fees

Test Code	Test Title	Construct ²	Duration ³	Fee
<i>Praxis</i> ® Core Academic Skills for Educators				
5712	Core Academic Skills for Educators: Reading	SR	1 hr. 25 mins.	\$90
5722	Core Academic Skills for Educators: Writing	SR/CR	1 hr. 40 mins.	\$90
5732	Core Academic Skills for Educators: Mathematics	SR	1 hr. 25 mins.	\$90
5751	Core Academic Skills for Educators: Combined Test (Reading, Writing and Mathematics)	SR/CR	5 hours	\$150




Test Dates

Praxis® Core Tests

Test Code	Test Name	Testing Window
5712	Core Academic Skills for Educators: Reading	continuous testing
5722	Core Academic Skills for Educators: Writing	continuous testing
5732	Core Academic Skills for Educators: Mathematics	continuous testing
5751	Core Academic Skills for Educators: Combined Test	continuous testing

Note: If you are taking all three Core tests on the same date, please register for the 5751 – Core Academic Skills for Educators: Combined Test.

PAPA TESTING REQUIREMENTS

Format	<p>Selected-response items and constructed-response assignments</p> <ul style="list-style-type: none"> • Reading: 40 selected-response items • Mathematics: 40 selected-response items • Writing: 40 selected-response items, 2 sentence correction assignments, and 1 extended-response assignment
Time	<ul style="list-style-type: none"> • Reading: 45 minutes • Mathematics: 60 minutes • Writing: 75 minutes <p>Examinees will also have 15 minutes for a computer-based testing tutorial.</p>
Test Dates	By appointment, year round. Test appointments are available on a first-come, first-served basis.
Test Sites	CBT sites are located in Pennsylvania, nationwide, and in Puerto Rico, the Virgin Islands, and Canada. Locate test center.
Qualifying Score	For information about qualifying scores, visit http://www.portal.state.pa.us/portal/server.pt/community/testing_requirements/8638 . 
Reference Materials Provided for this Test	A formulas page will be available during the Mathematics module. Review it now.  A standard on-screen calculator will be available during the Mathematics module. Review a calculator tutorial now. 
Test Fee	\$37 per module; \$89 for all three modules. Review test fee and payment information.
Score Reporting	Test results for the Reading and Mathematics modules are provided at the test center at the conclusion of your test session. Score reports for the Reading and Mathematics modules are available within 10 days after testing. Score reports for the Writing module are available within 20 business days after testing.
Testing Policies	When you register, you must agree to abide by all testing rules and policies. Read them now.
Prepare	View the preparation materials available for this test.

**PENNSYLVANIA EDUCATOR CERTIFICATION TESTS (PECT)
EARLY CHILDHOOD (PREK-4)
PDE TESTING REQUIREMENTS***
*(*MUST HAVE SUCCESSFULLY COMPLETED BASIC SKILLS TESTING)*

Pennsylvania Educator Certification Tests (PECT) which provides teacher certification tests for prospective Pennsylvania teachers were developed in alignment with Pennsylvania regulations and standards, including the Pennsylvania Program Framework Guidelines and the relevant Pennsylvania Academic Standards.

The tests in the PECT program are criterion-referenced and objective-based. Criterion-referenced tests are designed to measure a candidate's knowledge and skills in relation to an established standard of performance (a criterion) rather than in relation to the performance of other candidates. The tests are designed to help identify those candidates who have the level of the required knowledge and expertise to teach in the grade band(s) for which they are seeking Pennsylvania educator certification.

The PECT are delivered as computer-based tests. Each PECT assessment includes multiple modules, each with its own qualifying score. Modules consist of selected-response questions. **To learn more about these tests and to register for the exams**, go to www.pa.nesinc.com.

Early Childhood PreK-4

The PreK–4 assessment includes three modules. Examinees must take and pass all three modules to qualify for Pennsylvania teacher certification. You may take one or all three modules at one test appointment.





Dual Certification Program (Early Childhood w/ Special Education)

Early Childhood Education w/ Special Education dual certification candidates must take the Special Education PK-8 PECT exams in addition to the Early Childhood PreK-4 exams.




Special Education PK-8

The Special Education PK–8 assessment includes two modules. Examinees must take and pass both modules to qualify for Pennsylvania teacher certification. You may take one or both modules at one test appointment.

**PENNSYLVANIA EDUCATOR CERTIFICATION TESTS (PECT)
PREK-4- EARLY CHILDHOOD EDUCATION**

Format	<p>Selected-response items</p> <ul style="list-style-type: none"> • Module 1: 36 selected-response items • Module 2: 45 selected-response items • Module 3: 45 selected-response items
Time	<ul style="list-style-type: none"> • Module 1: 45 minutes • Module 2: 75 minutes • Module 3: 90 minutes <p>Examinees will also have 15 minutes for a computer-based testing tutorial.</p> <p>Examinees who take all three modules during a single test session will also have a 15-minute break between each module.</p>
Test Dates	<p>By appointment, year round. Test appointments are available on a first-come, first-served basis. Check real-time seat availability .</p>
Test Sites	<p>CBT sites are located in Pennsylvania, nationwide, and in Puerto Rico, the Virgin Islands, and Canada. Locate a test center .</p>
Passing Score	<p>Performance criterion (cutscore):</p> <ul style="list-style-type: none"> • Module 1: 197 • Module 2: 193 • Module 3: 193
Reference Materials Provided for this Test	<p>A glossary of common acronyms used in this field will be available during all modules. Review it now. </p> <p>A standard on-screen calculator will be available during Module 3. Read more. </p>
Test Fee	<ul style="list-style-type: none"> • Module 1: \$46 • Module 2: \$46 • Module 3: \$53 • All three modules: \$131 <p>Review test fee and payment information.</p>
Score Reporting	<p>Preliminary test results are provided at the test center at the conclusion of your test session. Your score report is available within 10 business days after testing.</p>
Testing Policies	<p>When you register, you must agree to abide by all testing rules and policies. Read them now.</p>
Prepare	<p>View the preparation materials available for this test.</p>

**PENNSYLVANIA EDUCATOR CERTIFICATION TESTS (PECT)
SPECIAL EDUCATION PK-8**

Format	<p>Selected-response items</p> <ul style="list-style-type: none"> • Module 1: 41 selected-response items • Module 2: 41 selected-response items
Time	<ul style="list-style-type: none"> • Module 1: 60 minutes • Module 2: 60 minutes <p>Examinees will also have 15 minutes for a computer-based testing tutorial.</p> <p>Examinees who take both modules during a single test session will also have a 15-minute break between the modules.</p>
Test Dates	<p>By appointment, year round. Test appointments are available on a first-come, first-served basis. Check real-time seat availability .</p>
Test Sites	<p>CBT sites are located in Pennsylvania, nationwide, and in Puerto Rico, the Virgin Islands, and Canada. Locate a test center .</p>
Passing Score	<p>Performance criterion (cutscore): 220 per module</p>
Reference Materials Provided for this Test	<p>A glossary of common acronyms used in this field will be available during both modules. Review it now. </p>
Test Fee	<p>\$50 per module; \$87 for both modules. Review test fee and payment information.</p>
Score Reporting	<p>Preliminary test results are provided at the test center at the conclusion of your test session. Your score report is available within 10 business days after testing.</p>
Testing Policies	<p>When you register, you must agree to abide by all testing rules and policies. Read them now.</p>
Prepare	<p>View the preparation materials available for this test.</p>

PRAXIS INFORMATION

Elem/Middle Level (4-8) PDE Testing Requirements (must have successfully completed Basic Skills Assessment)

Educators applying for an initial Instructional I Elem/Middle Level 4–8 certification are required to pass the Basic Skills Assessment Test in addition to passing the Level 4-8 Core Assessment and Subtests PA Certification (5152, 5153, 5154, 5155). The PAPA module series must be taken first, then next the Core Assessment prior to taking the Subject Concentration tests. PAPA information and registration can be found at www.pa.nesinc.com.

Pennsylvania teacher education program candidates may now register for the Middle Level 4-8 pedagogy, core and subject matter content tests at www.ets.org.

The ETS web site has been updated to provide information on 4-8 testing and program services, information, and transactions. Candidates have direct access to components of the 4-8 Praxis Tests, including:

- information about the tests that are available and what test(s) they need to take
- information about registering for a test and scheduling a test session (including test dates and sites)
- Information about testing policies and alternative testing arrangements
- test preparation materials, including study guides information about reference materials provided for a test (e.g., a calculator or glossary)
- information about their test results (i.e., score reports) .

Secondary Education 7-12 Programs – PDE Testing Requirements (must have successfully completed Basic Skills Assessment)

Educators applying for an initial Instructional I 7-12 certification are required to pass the Basic Skills Assessment Tests in addition to passing the appropriate *Praxis* test(s). Information regarding the Secondary Ed 7-12 PDE required tests can be found at www.ets.org.

PK-12 Programs – PDE Testing Requirements (Must have successfully completed The Basic Skills Assessment Tests)

Educators applying for an initial Instructional I PK-12 certification are required to pass the Basic Skills Assessment tests in addition to passing the Fundamental Subjects: Content Knowledge test and the appropriate Praxis tests(s). Information regarding the PK-12 Programs PDE required tests can be found at www.ets.org

ELEM/MIDDLE LEVEL (4-8) PDE TESTING REQUIREMENTS

To Be Certified in	You Need to Take	Test Code	Qualifying Score
Middle Level 4–8	Pennsylvania Grades 4–8 Core Assessment (Calculator allowed.)	5152	1
	Pedagogy Subtest ²	5153	162
	English Language Arts and Social Studies Subtest	5154	152
	Mathematics and Science Subtest (Calculator allowed.)	5155	164
<p>¹To pass the Pennsylvania Grades 4–8 Core Assessment you must receive a passing score on each subtest. If you wish to take all three subtests (5153, 5154, 5155) at the same time, select Pennsylvania Grades 4–8 Core Assessment (5152) when registering. If you wish to take or retake an individual subtest, you may register to take just that subtest.</p> <p>²You may omit the Pedagogy subtest (code 5153) if you hold a Pennsylvania Grades PK–4 certificate.</p>			
<p>Test takers seeking certification in Middle Level 4–8 must ALSO take the Subject Concentration test(s) for the area(s) they plan to teach.</p>			
Middle Level Citizenship Education 4–8	Pennsylvania Grades 4–8 Subject Concentration: Social Studies	5157	150
Middle Level English 4–8	Pennsylvania Grades 4–8 Subject Concentration: English Language Arts	5156	156
Middle Level Mathematics 4–8	Pennsylvania Grades 4–8 Subject Concentration: Mathematics (Calculator allowed.)	5158	173
Middle Level Science 4–8	Pennsylvania Grades 4–8 Subject Concentration: Science (Calculator allowed.)	5159	156

GRADES 5-6 ADD-ON CERTIFICATION TESTING REQUIREMENTS

NOTE: Elementary Grades 5–6 is only available to those holding a valid Pennsylvania Grades PK–4 certificate.

Elementary Grades 5–6	English Language Arts and Social Studies Subtest	5154	152
	and Mathematics and Science Subtest (Calculator allowed.)	5155	164

SECONDARY EDUCATION 7-12 PROGRAMS PDE TESTING REQUIREMENTS

To Be Certified in	You Need to Take	Test Code	Qualifying Score
Biology 7–12	Biology: Content Knowledge	5235	147
Chemistry 7–12	Chemistry: Content Knowledge	5245	154
English 7–12	English Language Arts: Content Knowledge	5038	167
General Science 7–12	General Science: Content Knowledge	5435	146
Mathematics 7–12	Mathematics: Content Knowledge (Online graphing calculator provided.)	5161	160
Physics 7–12	Physics: Content Knowledge	5265	140
Social Studies 7–12	Social Studies: Content Knowledge	5081	157

PK-12 Programs PDE Testing Requirements

To Be Certified in	You Need to Take	Test Code	Qualifying Score
Any PK-12 Area	Fundamental Subjects: Content Knowledge (Calculator allowed.)	5511	150
Art PK-12	Art: Content Knowledge	5134	158
Music PK-12	Music: Content Knowledge	5113	158
Spanish PK-12	Spanish: World Language	5195	168

PENNSYLVANIA DEPARTMENT OF EDUCATION (PDE) BUREAU OF
SCHOOL LEADERSHIP AND TEACHER QUALITY CERTIFYING TESTS AND
QUALIFYING SCORES
(GPA QUALIFYING SCORES WERE IMPLEMENTED 1/1/2010)

Candidates who drop below the required 3.0 cumulative GPA at the point of certification may still meet the criteria for certification through a combination of a “GPA range” and testing scores if they meet the following:

1. The passing score must be attained or exceeded for Highly Qualified Teacher status, add-on and intern applications. The other GPA columns do not apply to these candidates.
2. The other columns of the GPA Qualifying Score scale are applied only to applicants for PA certification, and only at the time of application **GPA scaled scores are based on the candidate's final GPA.**
3. The candidate for certification must be finished with his/her program before the GPA scale can be utilized. The final post-baccalaureate program GPA may be used only when a degree is not awarded. GPA's are illustrated up to three decimal places; no rounding is permitted. The qualifying score for each GPA range is based on a Standard Error of Measurement (SEM) for that test. PDE will make changes to this document as data on new tests becomes available. SEM information for other tests may be updated at five-year intervals.
4. **Note that students may not drop below 2.8 and still be certified.**
5. **Note that students with GPA's that exceed the 3.0 may attain “passing” scores on certification exams with lower qualifying scores per this scale.**
6. For a full version of the GPA Qualifying Score Scale Report, please use the below:
<http://www.education.pa.gov/Educators/Certification/CertTestingRequirements/Pages/default.aspx>

Example Scores:

Instructional Certification Subject Area	CURRENT INSTRUCTIONAL CONTENT TESTS	Test Provider	Qualifying Score 2.80-2.999 GPA	Passing Score	Qualifying Score 3.010-3.259 GPA	Qualifying Score 3.26-3.509 GPA	Qualifying Score 3.51-3.759 GPA
ART	Art: Content Knowledge (5134/0134)	ETS	164	158	157	155	154
BIOLOGY	Biology: Content Knowledge (5235/0235)	ETS	152	147	146	145	143†
Grades PK-4	PK-4 Module 1: Child Dev, Assessment, Professionalism (8006)	ES Pearson	227	197	190	182	153

**** Please be sure to check the full report for the tests and scores specific to your certification.**

**** Please discuss your testing options with your academic advisor.**

Department of Education Teacher Dispositions and Foundational Competencies Policy

At the beginning of each semester, students will complete the Dispositions process online via JayWeb. They will be notified of their standings following each course.

Students must sustain *satisfactory* ratings in all courses and field experiences in order to progress in the program through Provisional and Formal Acceptance, through the student teaching capstone, and in order to be ultimately recommended for certification.

When do evaluations occur?

- Students and faculty assess after every semester up until formal acceptance.
- Students and faculty assess once a year after formal acceptance.

How do students and faculty use the evaluations?

- Students examine their ratings at the beginning of sophomore year, junior year, and senior year. First year students and sophomores examine their ratings at the start of each semester. Juniors and seniors examine their ratings at the beginning of the academic year.
- Students who receive a “1” on any item(s) must schedule an appointment with their advisor to create an action plan. The plan is completed within the first month of the semester for first-year students and sophomores, or within the first month of the academic year for juniors and seniors.
- Advisors check JayWeb to identify students who receive a “1” rating in any area(s) and work as a case manager to create an action plan with student. Advisor will consult with faculty who have taught or observed this student to clarify area(s) of concern. Advisor will also make department chair aware of the action plan.
- *After the action plan is created*, students are required to check in with their advisor and exhibit progress in growth area(s). Advisor will consult with faculty who teach or observe this student to keep communication lines open. Advisor will update department chair about progress of the situation.
- If student does not exhibit growth in particular area(s) within a month *of developing the action plan*, the advisor will convene an ad hoc committee consisting of the department chair, the advisor, and at least one other faculty member to discuss plan of action (e.g., additional coursework, additional practica or student teaching experiences, and/or alternative major advisement) for student.

TEACHER DISPOSITIONS

1 = Does not exhibit skill 2 = Sometimes exhibits skill 3 = Exhibits skill consistently

Disposition	1	2	3
WRITTEN AND ORAL COMMUNICATION SKILLS			
Candidate expresses him/herself effectively in written and oral English in order to communicate concepts, assignments, evaluations, and expectations with Elizabethtown College and PK-12 colleagues and PK-12 students and parents.			
1. Candidate produces written assignments and materials required in coursework and field placements that are organized and carefully edited.			
2. Candidate participates frequently in classroom discussions and employs an engaging and confident style during oral presentations and field placement lessons. Concepts are conveyed clearly and concisely.			
3. Candidate communicates in a professional manner to PK-12 colleagues, students, administrators, staff, and students.			
4. Candidate shows initiative during practicum and/or student teaching experiences by asking cooperating teacher how to become involved actively in classroom activities, problem solving, and participating actively in the PK-12 classroom.			
INTERPERSONAL SKILLS			
Candidate exhibits the necessary interpersonal competencies to function effectively with Elizabethtown College and PK-12 colleagues and PK-12 students and parents. Candidate works collaboratively as part of a professional team.			
<ul style="list-style-type: none"> Candidate works collaboratively with peers during classroom projects and as part of a professional team in practicum and/or student teaching. 			
<ul style="list-style-type: none"> Candidate communicates with PK-12 students in developmentally-appropriate and professional manner. 			
MENTAL AND PHYSICAL STAMINA			
Candidate has the physical and emotional stamina to work a contractual day and perform extended and additional duties of a school professional.			
<ul style="list-style-type: none"> Candidate has the physical and emotional stamina to work a contractual day and perform extended and additional duties (e.g., parent conferences, after school events, and other assigned duties) expected of a school professional. 			
RESPECT AND INCLUSION			
Candidate demonstrates attitudes of integrity, responsibility, and inclusion.			
<ul style="list-style-type: none"> Candidate communicates with respect about and to Elizabethtown College community members and PK-12 colleagues and students (i.e., refrains from making emotional, verbal, or physical threats or intimidations). 			
<ul style="list-style-type: none"> Candidate demonstrates integrity. 			
<ul style="list-style-type: none"> Candidate uses inclusive rather than deficit language. 			
<ul style="list-style-type: none"> Candidate exhibits self-respect. 			
<ul style="list-style-type: none"> Candidate demonstrates open-mindedness, empathy, and respect for diverse viewpoints in the classroom and practica and/or student teaching experiences. 			
PROFESSIONALISM			
Candidate conducts him/herself as a professional.			

<ul style="list-style-type: none"> • Candidate behaves in a manner that is becoming of a professional. 			
<ul style="list-style-type: none"> • Candidate attends and arrives on time to on- and off-campus activities (e.g., classes, practica, and student teaching). 			
<ul style="list-style-type: none"> • Candidate dresses appropriately for Elizabethtown College and PK-12 classrooms. 			
<ul style="list-style-type: none"> • Candidate prepares satisfactorily for coursework and placement and/or student teaching experiences. 			
<ul style="list-style-type: none"> • Candidate organizes materials for coursework and placement and/or student teaching experiences. 			
<ul style="list-style-type: none"> • Candidate demonstrates successful time management skills (e.g., completes work on time, organizes time, prioritizes tasks, and performs several tasks at once). 			
<ul style="list-style-type: none"> • Candidate adapts to changing situations during coursework, practica, and/or student teaching experiences. 			
<ul style="list-style-type: none"> • Candidate works under time constraints, concentrates in distracting situations, makes subjective judgments, and ensures safety in emergency situations. 			
<ul style="list-style-type: none"> • Candidate maintains focus in distracting situations, adjusts direction based on situational demands, and considers multiple options when problem solving. 			
<ul style="list-style-type: none"> • Candidate takes initiative (e.g., asks cooperating teachers how to become involved during practicum experiences, solves problems that arise, etc.) and is an active participant in professional spaces (e.g., placement and class discussions). 			
<ul style="list-style-type: none"> • Candidate seeks assistance during the planning, implementing, and/or reflecting phases of instruction as needed. 			
<ul style="list-style-type: none"> • Candidate seeks assistance and follows supervision in a timely manner, and accepts and responds appropriately to constructive feedback from supervisors. 			
<ul style="list-style-type: none"> • Candidate displays an appropriate response to constructive feedback, and implements changes to practice as needed. 			

UNDERGRADUATE EDUCATION COURSE DESCRIPTIONS

“A Teacher takes a hand, opens a mind, and touches a heart”
- Author Unknown

UNDERGRADUATE EDUCATION COURSES

ED 105 - Foundations of Teaching and Learning

4.00 credits

This course is designed to introduce students to the philosophical, sociological, political and historical foundations of education and learning. The course emphasizes on the concepts, theories, and research on learning and the factors, including teaching, that influence learning. Includes 20 hours (i.e., 2 hours per week for 10 weeks) of field experience with a rotation of placements in early childhood, middle, and secondary levels, which will require FBI Clearance, Criminal Record Clearance, and Pennsylvania Child Abuse Clearance (fees). *Corequisite(s): ED 105L. A grade of C or better must be earned to continue in the program. Majors only.

ED 150 - Early Childhood Development

4.00 credits

This course is designed to introduce students to the foundations of early childhood development. The course examines the concepts, theories, and research on child development. The course focuses on the typical and atypical physical, cognitive, social, emotional, and moral development of children between 0 and 9 years. Students will be introduced to different models and approaches in early childhood and developmentally appropriate practices. The course includes 20 hours of field experience (i.e., 2 hours per week for 10 weeks), which will require FBI Clearance, Criminal Record Clearance, and Pennsylvania Child Abuse Clearance (fees). *Prerequisite(s): ED 105 *Corequisite(s): ED 150L. Majors only

ED 151 - Early Adolescent/Adolescent Development

4.00 credits

This course examines the concepts, theories, and research on early adolescent and adolescent development. It focuses on typical and atypical physical, cognitive, social, emotional, and moral development of children ages 8-18. Students will be introduced to different models, approaches, and developmentally appropriate practices for students in grades 4-12. Includes 20 hours of field experience (i.e., 2 hours per week for 10 weeks) which will require FBI Clearance, Criminal Record Clearance, and Pennsylvania child Abuse Clearance (fees). *Prerequisite(s): ED 105 *Corequisite(s): ED 151L. Majors only.

ED 161 - Integrated Technology I

2.00 credits

An introductory study of current and emerging instructional media and technologies used across the grades and curricula. Organizing time and records through technology and computer-mediated communications, including basic multimedia presentation tools, are presented. Classroom-related features of Word and PowerPoint are practiced at an introductory level. Majors only.

ED 212 - Children/Adolescent Literature

2.00 credits

The course focuses on literacy genres and the work of well-known authors and illustrators and includes study of multicultural literature that represents diverse ethnic, linguistic, and cultural perspectives. Response to literature and selection of books for the classroom are emphasized. Course content is applicable for Early Childhood and Middle Level classrooms. Provisional or formal acceptance into Education Program required.

UNDERGRADUATE EDUCATION COURSES

ED 224 - Pennsylvania History and Government for Social Studies Educators (HI 224)

4.00 credits

This course surveys political, economic, social and cultural developments in the Commonwealth from Penn's Charter until the present day, with special consideration of the key topics covered under the PDE standards for the Early Adolescent and Adolescent educators. Agriculture, technology, ethnicity and immigration, urbanization, civics, government and democratization are central themes. This course examines major historical themes and, where applicable, introduces key historiographical concepts and debates. **Prerequisite(s):* ED 105 and ED 150 or ED 151. Provisional or formal acceptance into Education Program required. Fall semester.

ED 226 - World Geography for Social Studies Educators

4.00 credits

This course surveys the major tools, techniques and methodological approaches associated with the disciplines of physical and cultural geography, with emphasis upon the current academic debates, western case studies, non-western case studies, cartography, human-environmental interaction, and "thinking geographically." Key topics covered under the PDE, NCSS and NCGE standards for Early Adolescent and Adolescent educators also will be considered. **Prerequisite(s):* ED 105 and ED 150 or ED 151. Provisional or formal acceptance into Education Program required. Spring semester.

ED 250 - Language and Literacy Development in Early Childhood

4.00 credits

This course focuses on the research-based principles and practices for language and literacy development of children ages birth to 9. Topics include language acquisition, reading and writing development, and strategies for teaching comprehension, fluency, word study and vocabulary in the early grades (PreK through fourth). Requires field experience. **Prerequisite(s):* ED 105 and ED 150 or ED 151. **Corequisite(s):* ED 250L. Provisional or formal acceptance into Education Program required.

ED 258 - Educational Assessment and Evaluation

4.00 credits

Examines current issues, trends and practices in educational assessment. Emphasizes the study of different assessment and evaluation procedures in the early childhood, elementary and secondary classroom. Explores a variety of traditional and innovative approaches to assessment of student learning and development. **Prerequisite(s):* ED 250, or permission of the Department. Provisional or formal acceptance into Education Program required

ED 305 - Methods of Secondary Education

4.00 credits

A study of the instructional methodology of an academic discipline under the guidance of a clinical professor in the academic major (e.g., science, English, mathematics). Field experience is required. **Prerequisite(s):* ED 150 or ED 151. Formal acceptance into Education Program required.

UNDERGRADUATE EDUCATION COURSES

ED 306 - Methods of Modern Language Education PK-12

4.00 credits

A study of the instructional methodology of an academic discipline under the guidance of a clinical professor in the academic major (e.g., science, English, mathematics). Field experience is required. **Prerequisite(s):* ED 150 or ED 151. Formal acceptance into Education Program required.

ED 317 - Assessing Student Literacies in Grades PK-8

4.00 credits

This course provides preservice teachers theories and methods for assessing student literacies in grades PK-8. Through exploring and reflecting on their own literacy practices, students will learn strategies and interventions that will help them assess and monitor student progress in tradition and digital literacies. The course, which will emphasize writing assessment, will include topics such as reading and writing workshop, special topics in the teaching of reading (e.g. vocabulary, comprehension, and fluency), designing mini-lessons after informally assessing (e.g. meeting with students during conferences) and formally assessing (e.g., administering state assessments) students, writing genres for authentic purposes and audiences, mentor texts, technology in the literacy classroom, writing in the context areas, rubrics, and grammar. **Prerequisite(s):* ED 258 and Formal acceptance into Education Program required.

ED 325 - Methods for Teaching Science and Health in Early Childhood

4.00 credits

A study of science processes in an early childhood school program and the utilization of multiple resources, organization, management, evaluation, instructional strategies, and integration of science and health in the early childhood program. Field experience is required. **Prerequisite(s):* ED 250 and ED 258. **Corequisite(s):* ED 335, ED 345 and ED 365. Formal acceptance into Education Program required. Fall semester.

ED 326 - Methods for Teaching Science and Health in Elementary/Middle Level

4.00 credits

This course provides for the study of science processes at the middle school level (fourth through eighth grades), with emphasis upon the utilization of multiple resources, organization, classroom management, instructional strategies and assessment. Field experience is required. **Corequisite(s):* ED 336, ED 346, and ED 366. Formal acceptance into Education Program required. Spring semester

ED 335 - Methods for Teaching Mathematics in Early Childhood

4.00 credits

A study of how children develop a background of understanding and skill in mathematics in Pre-K to fourth grade, concentrating on the development of problem-solving, reasoning, and communication skills in mathematics, and connecting mathematics and the real world. Additional focus will be on organization for instruction, alternative means of evaluation, and teaching special needs and at-risk students. Field experience is required. **Prerequisite(s):* ED 250 and ED 258. **Corequisite(s):* ED 325, ED 345 and ED 365. Formal acceptance into Education Program required. Fall semester.

UNDERGRADUATE EDUCATION COURSES

ED 336 - Methods for Teaching Mathematics in Elementary/Middle Level

4.00 credits

A study of how children develop a background of understanding and skill in mathematics in fourth through eighth grades with emphasis on problem-solving, reasoning and communication skills. Additional focus will be on organization for instruction, teaching methods, accommodations and alternative strategies. **Corequisite(s):* ED 326, ED 346 and ED 366. Formal acceptance into Education Program required. Spring semester.

ED 341 - ELL: Linguistic and Cultural Diversity in the Classroom

4.00 credits

This course introduces future teachers to the special linguistic and cultural educational needs of English language learners (ELL). Aspects of cross-linguistic and cross-cultural knowledge will be studied as well as methods of instruction that focus on the language needs and background knowledge of the ELL. Theory and practices of current ELL programs will also be examined. Twenty hours of field experience required (i.e., 2 hours per week for 10 weeks). **Prerequisite(s):* ED 105 and ED 150 or ED 151. **Corequisite(s):* ED 341L. Formal acceptance into Education Program required.

ED 345 - Methods for Teaching Reading and Writing in Early Childhood

4.00 credits

This course furthers the study of literacy theories and research-based practices presented in ED 250. This course explores approaches to teaching reading and writing in the primary grades and examines the construction of rich literacy environment in culturally, linguistically, and socio-economically diverse classrooms. Course content focuses on instructional strategies, curriculum design and implementation, and assessment and evaluation. Field experience is required for Methods Block. (Field experience: Students in assigned school classroom all day Friday for 10 weeks and all day every school day for the last two weeks of the semester for a total of 150 hours.) **Prerequisite(s):* ED 250 and ED 258. **Corequisite(s):* ED 325, ED 335 and ED 365. Formal acceptance into Education Program required. Fall semester.

ED 346 - Methods for Teaching Reading and Writing in Elementary/Middle Level

4.00 credits

This course furthers the study of literacy theories and research-based practices presented in ED 352 Literacy Assessment, Instruction and Intervention in Elem/Middle Level. This course explores approaches to teaching reading and writing in the elementary/middle grades and examines the construction of a rich literacy environment in culturally, linguistically, and socio-economically diverse classrooms. Course content focuses on instructional strategies, curriculum design and implementation, and assessment and evaluation. (Field experience: Students in assigned school classroom all day Friday for 10 weeks and all day every school day for the last two weeks of the semester for a total of 150 hours.) **Prerequisite(s):* ED 258. **Corequisite(s):* ED 326, ED 336, and ED 366. Formal acceptance into Education Program required.

ED 360 - Integrated Strategies for Creative Expression in Early Childhood

4.00 credits

This course is designed to familiarize students with the creative, self-expression and problem-solving skills among children in early childhood settings. Students will explore creative learning theories and research and focus on developmentally appropriate curriculum strategies in all developmental domains. This course emphasizes strategies to develop, implement and evaluate activities in the environment that encourages and supports creative self-expression and problem solving in children. **Prerequisite(s):* ED 250. Formal acceptance into Education Program required. Spring semester.

UNDERGRADUATE EDUCATION COURSES

ED 365 - Methods for Teaching Social Studies in Early Childhood

4.00 credits

A study of content, teaching strategies, materials, organizing approaches and curricula for teaching social studies at the early elementary level (PreK through fourth grade). Students will be required to complete a field experience component, documented by a journal. **Prerequisite(s):* ED 250 and ED 258. **Corequisite(s):* ED 325, ED 335, and ED 345. Formal acceptance into Education Program required. Fall semester.

ED 366 - Methods for Teaching Social Studies in Elementary/Middle Level

4.00 credits

This course will examine the content, teaching strategies, materials, organizing approaches and curricula for teaching social studies at the middle school level (fourth through eighth grades). Students will be required to complete a field experience component, documented by a journal. **Corequisite(s):* ED 326, ED 336 and ED 346. Formal acceptance into Education Program required. Spring semester.

ED 399 - Thesis Preparation

2.00 credits

This course focuses on the various stages of the research process and writing chapters 1, 2 and 3 of the thesis. Students identify a research question for investigation, establish the validity of pursuing the topic of research, complete a literature review associated with their research topic, and evaluate quantitative and qualitative methods utilized when conducting studies. This course provides foundational knowledge and competencies for students who wish to complete Honors in Education during the senior year. Formal acceptance into the Education Program is required. ***Signature Learning Experience: Supervised Research.*** Register by Instructor. Spring semester.

ED 400 - Senior Project in Education

2.00 credits

Students participating in the Department's Honors in the Discipline Program may register for this course during semesters in which research or writing for their project is being completed. Recognition for Honors in the Discipline is not assured by completion of this course. See Department Chair for additional information. **Prerequisite(s):* Invitation to Honors in the Discipline Program. ***Signature Learning Experience: Supervised Research.*** Register by Instructor. This course is repeatable for credit.

ED 470 - Professional Internship

12.00 credits

Supervised student teaching for a full semester at the level of certification (Early Childhood, Elementary/Middle, or Secondary Education). **Prerequisite(s):* Completion of all program requirements with Education prefixes and cumulative grade point average required at the time of full admission to the program **Corequisite(s):* ED 495, ED 496 or ED 497. Register by Instructor. Graded Pass/No Pass. Course fees.

UNDERGRADUATE EDUCATION COURSES

ED 480-489 - Independent Study in Education

Variable credit.

Upon the initiative of the student, a program of study may be organized with a faculty member on a topic of mutual interest.
**Prerequisite(s):* Approval of the Department Chair and the Independent Study Committee. Register by Instructor.

ED 495 - Senior Seminar for Early Childhood

4.00 credits

A study of professional and ethical practices, family and community relationships, and special education issues in early childhood. (PreK-4th grade). Particular emphasis will be given to the laws, procedures, and codes of conduct that guide practice, collaboration with diverse families, advocacy for the rights of children and their families, and support for the transition of children to new educational settings. **Corequisite(s):* ED 470. Register by Instructor.

ED 496 - Senior Seminar for Elementary/ Middle Level

4.00 credits

This course serves as an issues seminar for pre-service teachers, engaging them in active discussion of professional and ethical practices, family and community relationships, and special education issues in middle school settings (fourth through eighth grades). Particular emphasis will be given to the laws, procedures, and codes of conduct that guide practice, collaboration with diverse families, advocacy for the rights of early adolescent and adolescent students and their families, and support for the transition of adolescents to new educational settings. **Corequisite(s):* ED 470. Register by Instructor.

ED 497 - Senior Seminar for Secondary Education

4.00 credits

This course serves as an issues seminar for pre-service teachers, engaging them in active discussion of professional and ethical practices, family and community relationships, (urban, rural and suburban environments), advocacy for student rights, the transition of adolescents to new educational settings and special education issues in secondary school settings. **Corequisite(s):* ED 470. Register by Instructor.

UNDERGRADUATE SPECIAL EDUCATION COURSES

SED 212 - Learning Environment and Social Interaction in Inclusive Settings (MSE 512)

4.00 credits

A study of the scientific principles and best practices for creating and sustaining an optimal learning environment and positive social interaction for diverse learners in an inclusive classroom setting. Emphasis is on analyzing factors that influence academic and social behavior, adapting the physical environment, implementing an equitable classroom management system, maintaining a respectful climate, teaching social skills, and implementing positive behavioral supports. **Prerequisite(s):* ED 105 and ED 150 or ED 151. Provisional or formal acceptance into Education Program required.

SED 222 - Foundations of Inclusive Education (MSE 522)

4.00 credits

This course is an introduction to philosophical, historical and legal foundations of Special Education and inclusive education principles and practices. The history, etiology, characteristics and accommodations for students with special needs in the classroom setting will be examined. Thirty hours of field experience required (i.e., 3 hours per week for 10 weeks) which will require FBI Clearance, Criminal Record Clearance, and Pennsylvania Child Abuse Clearance (fees). **Prerequisite(s):* ED 105 and ED 150 or ED 151. **Corequisite(s):* SED 222L. Provisional or formal acceptance into Education Program required.

SED 224 - Methods of Teaching Students with High Incidence Disabilities (MSE 524)

4.00 credits

A study of the specialized instructional strategies to adapt and accommodate classroom environments, testing methodologies, and curricula to meet the needs of exceptional children and youth. Emphasis is on high incidence disabilities, such as learning disabilities, ADD/ADHD, emotional and behavior disorders, communication disorders, and cultural or linguistic diversity. Field experience is required. **Prerequisite(s):* ED 250 and SED 222, or permission of the Department, **Corequisite(s):* SED 224L. Provisional or formal acceptance into Education Program required.

SED 333 - Assessment in Special and Inclusive Education (MSE 533)

4.00 credits

This course provides an overview of assessment as a tool to guide various types of decisions in the educational setting. The primary focus is on use of informal and formal assessment to craft instruction that is responsive to individual learners. The course also includes information on how to use data to make eligibility and placement decisions while highlighting best practice to ensure that these decisions are well informed and in the best interest of the learner. Specific topics include legislation, trends, and issues in assessment practices; different types of tests and their appropriate administration, scoring, and interpretation; use of descriptive statistics to describe and interpret data sets; reliability and validity considerations in designing, administering, and reporting; and assessment of young children and behavior. **Prerequisite(s):* Formal Acceptance into the Education Program is required. Register by Instructor.

SED 342 - Effective Instruction for Students with ASD and/or EBD (MSE 542)

4.00 credits

This course is designed to prepare teachers to support the participation and education of students with Autism Spectrum Disorders (ASD) or Emotional and Behavioral Disorders (EBD) in the PK-12 setting. Emphasis is on the diagnostic criteria, methods of identification, and best practices in intervention and support according to current research. Field experience is required. **Prerequisite(s):* Acceptance into the Education Program is required. **Corequisite(s):* SED 344 and SED 342L. Register by Instructor.

UNDERGRADUATE SPECIAL EDUCATION COURSES

SED 344 - Intensive Reading, Writing, and Mathematics Intervention (MSE 544)

4.00 credits

This course provides substantive, research-based instruction that effectively prepares future teachers to assess and provide interventions to students who are struggling in the reading, writing, and mathematics content areas. An emphasis will be placed on determining differences between typical and problematic performance in each of the areas and modifying instructional methods, providing strategy instruction, and monitoring progress in each area. A clinical field experience is required. **Prerequisite(s):* Acceptance into the Education Program is required. **Corequisite(s):* SED 342 and SED 344L. Register by Instructor.

**THE GRADUATE PROGRAM
4+1 DEGREE IN SPECIAL EDUCATION
(PK-8 OR 7-12 CERTIFICATION)**

Program Description:

To more fully compliment Elizabethtown College's pledge to prepare students "*intellectually, socially, aesthetically and ethically for lives of service and leadership as citizens of the world*" by "*combining classroom instruction with experiential learning [to] advance independent thought, personal integrity and social responsibility as the foundations for a life of learning*" (<http://www.etown.edu/mission>), the Education Department offers a Master's degree in Special Education (PK-8 and 7-12).

Federal and state mandates drive the need for highly qualified teachers in these areas of special education, and, by designing the 4 + 1 model for special education in the PK-8 and 7-12 options, all certificate candidates at Elizabethtown (Pre-K to 4, 4-8, 7-12 and PK-12) are able to participate. Candidates in the new pipeline program will be exposed to opportunities for more advanced curricular study, more time and variety in the field (urban, suburban, rural, learning support, emotional support, inclusive, resource, and self-contained classrooms), enhanced quality of practice in the field, two full semesters of student teaching, and research and reflection about pedagogical best practices through seminar coursework.

This new model embraces the college's 2012 *Strategic Plan*, namely the emphasis upon expansion of graduate programs and greater emphasis upon high impact practices and student/faculty research collaborations. It is also the expression of a 2010 qualitative survey of departmental alumni who cited the development of this academic pathway as a "top priority".

Program Hallmarks:

- Students will complete their baccalaureate degree in a general education certification area in 4 years.
- Eligible students may then move to finish the special education requirements, including a research project (Graduate Seminar) and another semester of student teaching.
- The intensive student teaching supervision of the undergraduate program (weekly supervisory visits) will continue in the graduate program.
- Courses in the fifth year will be administered using a mixture of traditional, on-line, hybrid, and accelerated formats.

Program Assessments:

Teacher candidates are regularly assessed through formative and summative coursework assignments according to key learning objectives which are mapped to specific program competencies as defined by the Pennsylvania Department of Education and to the general student learning outcomes for the Education Department. Such expectations and objectives are included on every course syllabi.

The department's learning outcomes dictate that every student demonstrates the following:

A thorough knowledge of the content and pedagogical skills in planning, preparation, and assessment.

- An ability to establish and maintain a purposeful and equitable environment for learning.
- An ability to deliver instruction that engages students in learning by using a variety of instructional strategies, including technology.
- Qualities and dispositions that characterize a professional person in aspects that occur in and beyond the classroom/building.
- An awareness of, and adherence to, the professional, ethical, and legal responsibilities of being a certified teacher.
- An ongoing commitment to lifelong learning and professional development through field-related clubs, conferences, and organizations.
- Teaching and advocacy for principles of social justice and civic competence.

Teacher candidates are regularly assessed (formative and summative) on Danielson's Domains (*Planning and Preparation, Classroom Environment, Instruction, and Professionalism*) during field placements. Input is given from classroom professors, field supervisors, and cooperating teachers across these areas. In fact, student teachers are observed on a weekly basis by their supervisors. Students also provide self-assessment/reflection through blogs, journals, and similar assignments.

Teacher candidates are also regularly assessed regarding their dispositions, meaning the non-academic competencies critical to the success for a career in Education. These competencies include: Communication/ Interpersonal Skills, Emotional and Physical Abilities, Cognitive Dispositions, and Personal and Professional Requirements.

Teacher candidates complete a professional portfolio using the Danielson Framework for Professional Practice. The compilation begins in Year 1 of the program and is continued through Year 5. Students must meet expectations for the portfolio in individual coursework, for admission requirements to the program, and then exit expectations for the degree in the Senior and Graduate Seminars respectively. Students construct the portfolio using an online platform of either Wix or Sway.

Teacher candidates navigate a three-step process for full admission into the graduate program - Provisional Acceptance and Formal Acceptance at the undergraduate program and then Graduate Acceptance.

Matriculating in the MSPED 4+1 Program

- Review financial aid information
- Electronic Portfolio application
- Always refer to the Education Manual and college catalog for information on Degree planners and courses required in the 5th year

COURSE ROTATION:

Fourth Year: Spring Semester	Fourth Year: Summer Semester (on-line)	Fifth Year: Fall Semester	Fifth Year: Spring Semester
*SED 224 (MSE 524)	MSE 530 MSE 540	MSE 533 MSE 542 MSE 544 MSE 565	MSE 570 <i>(16 weeks student teaching in SPED)</i> MSE 590

*SED 224/MSE 524

- This course is required as part of undergraduate admission
- This course is not covered by graduate financial aid
- Work with your advisor to ensure that you take this course before completion of 4th year.

[Master of Education in Special Education Degree Planner](#)

TESTING OPTIONS for 4+1 MSE Candidates

- Students are **HIGHLY** encouraged to apply for certification through the Teacher Information Management System (TIMS) following the completion of their general certificate (end of Year 4).
- With a Level I general certificate, all MSE courses taken through Year 5 count as credits toward Level II certification.

Exam Sequence:

- (1) **PreK-4 Certification with PK-8 SPED**
 - **PreK-4 PECT**
 - **PK-8 SPED PECT**
 - ***4-8 PRAXIS**

- (2) **4-8 Certification with PK-8 SPED**
 - **4-8 PRAXIS**
 - **PK-8 SPED PECT**
 - ***PreK-4 PECT**

- (3) **7-12 Certification with 7-12 SPED**
 - **7-12 PRAXIS**
 - **7-12 SPED PECT**





- (4) **PK-12 Certification with either PK-8 or 7-12 SPED**
 - **PK-12 PRAXIS**
 - **PK-8 or 7-12 SPED PECT**

Average cost for each exam is \$100. Students should work with their academic advisor to plan a manageable testing sequence.

*Chapter 49 requires that candidates have general certification(s) to cover the grade span of their SPED certification. If candidates do not possess that, they are not seen as HQT and cannot be lead teachers in the non-certified grade bands.




PENNSYLVANIA EDUCATOR CERTIFICATION TESTS (PECT)
SPECIAL EDUCATION PK-8

The Special Education PK–8 assessment includes two modules. Examinees must take and pass both modules to qualify for Pennsylvania teacher certification. You may take one or both modules at one test appointment.

Format	Selected-response items Module 1: 41 selected-response items Module 2: 41 selected-response items
Time	Module 1: 60 minutes Module 2: 60 minutes Examinees will also have 15 minutes for a computer-based testing tutorial. Examinees who take both modules during a single test session will also have a 15-minute break between the modules.
Test Dates	By appointment, year round. Test appointments are available on a first-come, first-served basis. Check real-time seat availability 
Test Sites	CBT sites are located in Pennsylvania, nationwide, and in Puerto Rico, the Virgin Islands, and Canada. Locate a test center 
Qualifying Score	Performance criterion (cutscore): 220 per module For information about qualifying scores, visit http://www.portal.state.pa.us/portal/server.pt/community/testing_requirements/8638 . 
Reference Materials Provided for this Test	A glossary of common acronyms used in this field will be available during both modules. Review it now. 
Test Fee	\$50 per module; \$87 for both modules. Review test fee and payment information.
Score Reporting	Test results are provided at the test center at the conclusion of your test session. Your score report is available within 10 business days after testing.
Testing Policies	When you register, you must agree to abide by all testing rules and policies. Read them now.
Prepare	View the preparation materials available for this test.

PENNSYLVANIA EDUCATOR CERTIFICATION TESTS (PECT)
SPECIAL EDUCATION 7-12

The Special Education 7-12 assessment includes two modules. Examinees must take and pass both modules to qualify for Pennsylvania teacher certification. You may take one or both modules at one test appointment.

Format	<p>Selected-response items</p> <ul style="list-style-type: none"> • Module 1: 41 selected-response items • Module 2: 41 selected-response items
Time	<ul style="list-style-type: none"> • Module 1: 60 minutes • Module 2: 60 minutes <p>Examinees will also have 15 minutes for a computer-based testing tutorial.</p> <p>Examinees who take both modules during a single test session will also have a 15-minute break between the modules.</p>
Test Dates	By appointment, year round. Test appointments are available on a first-come, first-served basis. Check real-time seat availability  .
Test Sites	CBT sites are located in Pennsylvania, nationwide, and in Puerto Rico, the Virgin Islands, and Canada. Locate a test center  .
Passing Score	Performance criterion (cutscore): 220 per module
Reference Materials Provided for this Test	A glossary of common acronyms used in this field will be available during both modules. Review it now. 
Test Fee	\$50 per module; \$87 for both modules. Review test fee and payment information.
Score Reporting	Preliminary test results are provided at the test center at the conclusion of your test session. Your score report is available within 10 business days after testing.
Testing Policies	When you register, you must agree to abide by all testing rules and policies. Read them now.
Prepare	View the preparation materials available for this test.

THE GRADUATE PROGRAM 4+1 SPECIAL EDUCATION GRADUATE PROGRAM COURSE DESCRIPTIONS

MSE 512 - Learning Environment and Social Interaction in Inclusive Settings (SED 512)

4.00 credits.

A study of the scientific principles and best practices for creating and sustaining an optimal learning environment and positive social interaction for diverse learners in an inclusive classroom setting. Emphasis is on analyzing factors that influence academic and social behavior, adapting the physical environment, implementing an equitable classroom management system, maintaining a respectful climate, teaching social skills, and implementing positive behavioral supports. **Prerequisite(s):* Provisional or Formal acceptance into Education Program required. Register by Instructor.

MSE 522 - Foundations of Inclusive Education (SED 222)

4.00 credits.

This course is an introduction to philosophical, historical, and legal foundations of Special Education and inclusive education principles and practices. The history, etiology, characteristics, and accommodations for students with special needs in the classroom setting will be examined. Thirty hours of field experience required (i.e., 3 hours per week for 10 weeks) which will require FBI Clearance, Criminal Record Clearance, and Pennsylvania Child Abuse Clearance (fees). **Prerequisite(s):* Provisional or formal acceptance into Education Program required. **Corequisite(s):* MSE 522L. Register by Instructor.

MSE 524 - Methods of Teaching Students with High Incidence Disabilities (SED 224)

4.00 credits.

A study of the specialized instructional strategies to adapt and accommodate classroom environments, testing methodologies, and curricula to meet the needs of exceptional children and youth. Emphasis is on high incidence disabilities, such as learning disabilities, ADD/ADHD, emotional and behavior disorders, communication disorders, and cultural or linguistic diversity. Field experience is required. **Prerequisite(s):* Provisional or formal acceptance into Education Program required. **Corequisite(s):* MSE 524L. Register by Instructor.

MSE 530 - Methods of Teaching Students with Low Incidence Disabilities

4.00 credits.

A study of the specialized instructional strategies to adapt and accommodate classroom environments, testing methodologies, and curricula to meet the needs of exceptional children and youth. Emphasis is on low incidence disabilities, such as severe cognitive needs, low vision and blindness, hearing impairments and deafness, deaf-blindness, autism, severe health and physical disabilities, and traumatic brain injury. **Prerequisite(s):* Acceptance into the Graduate Education Program is required. Register by Instructor.

MSE 533 - Assessment in Special and Inclusive Education

4.00 credits.

A study of the basic purposes and uses of various forms of assessment in PK-12 Special and Inclusive Education. Emphasis is on various purposes of testing data, best practices in assessment, and legal and ethical considerations related to administration, eligibility, instruction, and placement decisions. **Prerequisite(s):* Acceptance into the Graduate Education Program is required. Register by Instructor.

MSE 540 - Etiology, Equity, and Law

4.00 credits.

This course discusses federal and state special education law, including relevant court cases, and its interrelationship with equity and etiology of special needs students. Laws, regulations, policy, and stereotypes relating to the education of special needs populations are discussed. Methods of conflict resolution, mediation, and ethical standards are examined. Students will be required to apply what they learn as they analyze real-life case scenarios. **Prerequisite(s):* Acceptance into the Graduate Education Program is required. Register by Instructor.

THE GRADUATE PROGRAM 4+1 SPECIAL EDUCATION GRADUATE PROGRAM COURSE DESCRIPTIONS

MSE 542 - Effective Instruction for Students with ASD and/or EBD

4.00 credits.

This course is designed to prepare teachers to support the participation and education of students with Autism Spectrum Disorders (ASD) or Emotional and Behavioral Disorders (EBD) in the PK-12 setting. Emphasis is on the diagnostic criteria, methods of identification, and best practices in intervention and support according to current research. Field experience is required. *Prerequisite(s): Acceptance into the Graduate Education Program is required. *Corequisite(s): MSE 544, MSE 565, and MSE 542L. Register by Instructor.

MSE 544 - Intensive Reading, Writing, and Mathematics Intervention

4.00 credits.

This course provides substantive, research-based instruction that effectively prepares future teachers to assess and provide interventions to students who are struggling in the reading, writing, and mathematics content areas. An emphasis will be placed on determining differences between typical and problematic performance in each of the areas and modifying instructional methods, providing strategy instruction, and monitoring progress in each area. A clinical field experience is required. *Prerequisite(s): Acceptance into the Graduate Education Program is required. *Corequisite(s): MSE 542, MSE 565, and MSE 544L. Register by Instructor

MSE 565 - Issues in Special Education

4.00 credits.

Working with a faculty mentor, this is a self-directed and self-constructed course for those specializing in PK-8 or 7-12 certifications. Graduate candidates select specific topics to explore that are particularly germane to their certificate levels and companion competencies. *Prerequisite(s): Acceptance into the Graduate Education Program is required. *Corequisite(s): MSE 542 and MSE 544. Register by Instructor.

MSE 570 - Graduate Student Teaching

12.00 credits.

This experience is supervised student teaching for a full semester in Special Education. To be taken in conjunction with the Graduate Research Seminar. *Prerequisite(s): Acceptance into the Graduate Education Program is required. *Corequisite(s): MSE 590. Graded Pass/No Pass. Register by Instructor.

MSE 590 - Graduate Research Seminar

4.00 credits.

This course serves as the research seminar capstone for graduate teachers to understand and apply research theories and design, culminating in a scholarly paper and corresponding oral defense. Experience is supervised student teaching for a full semester in Special Education. To be taken in conjunction with the Graduate Student Teaching. *Prerequisite(s): MSE 565. *Corequisite(s): MSE 570. Register by Instructor.

Financial Aid for the Fifth Year

Grants and Scholarships

- **Elizabethtown College Merit Based Aid** – Presidential, Provost, and Dean’s scholarships may continue for the master’s year (fifth year) of the program. The scholarship award amount does not change over the five years and is contingent upon maintaining the required 2.0 grade point average and be in good academic and social standing.
- **Elizabethtown College Need Based Aid** – Trustee Grants and other need based grants awarded by the College may continue for the master’s year (fifth year) contingent upon demonstrating financial need. Financial need is determined by using Elizabethtown College’s Institutional Methodology as a dependent student. You follow the same process of filing for financial aid as you do now and **continue to include parental information**.
- **PHEAA Grant or other state grant programs** – PHEAA and most state grant programs do not permit grants to be awarded to students for the master’s year (fifth year).
- **Federal Pell and Supplemental Educational Opportunity Grants (SEOG)** – the federal government does not permit these grants to be awarded to students for the master’s year (fifth year).

Self-Help

- **Federal Work Study** – students may be employed under the Federal Work Study program for the master’s year (fifth year).
- **Federal Student Loan** – as a Master's Degree student you will be considered independent for federal financial aid. The student loan maximum is \$20,500 Unsubsidized as a graduate student.
- **PLUS Loans** – parents are not federally permitted to borrow for grad students. Due to this regulation the federal government permits a student to borrow at an increased level through the Federal Student Loan program. Also, **graduate students are eligible to borrow Grad PLUS Loans**.
- **Alternative Loans** – private education loans can be borrowed for the master’s year (fifth year) but will typically be more expensive than a Grad PLUS Loan. It is to the student’s advantage to apply with a co-borrower because the co-borrower’s credit determines the interest rate and fees for the loan and having a co-borrower will usually decrease the interest rate and fees.

General Information

- **10-month Payment Plan** – parents may continue to utilize this plan to pay for the fifth year. For more information go to <http://www.etown.edu/offices/business-office/payment/payment-plans.aspx>
- **Housing for the Fifth Year**- Housing is available on campus for fifth year students. Contact Residence Life for more information. reslife@etown.edu 717-361-1197
- You should always check with the Financial Aid Office when you have any questions regarding your financial aid. We are located in Zug Memorial Hall Room 208. **Our telephone number is 717-361-1404.**

APPROVED COURSES FOR
ENGLISH COMPOSITION AND LITERATURE
TO MEET PDE REQUIREMENTS
FOR TEACHER CERTIFICATION

Students are required to take one course from each list prior to receiving Formal Acceptance.

Approved Courses for English Composition:

EN 100	<i>PLE Writing and Language</i>
EN 150	<i>PLE Advanced Writing and Language</i>
EN 180	<i>CE Introduction to Creative Writing</i>
EN 185	<i>Introduction to Professional Writing</i>

Approved Courses for English Literature:

EN 101	<i>CE Literature: Form and Performance</i>
EN 104	<i>HUM Introduction to Literature</i>
EN 200	<i>Major British Writers</i>
EN 220	<i>WCH British Literature: Medieval, Renaissance, or 18th Century</i>
EN 230	<i>WCH British Literature: Romantic, Victoria, or Modern (Post-1800)</i>
EN 240	<i>WCH American Literature: Revolution to Civil War, Realist, or Modern</i>
EN 245	<i>HUM Growing up in America</i>
EN 251	<i>HUM Multicultural Literature</i>
HEN 252	<i>HNR HUM Irony, Humor, and Despair in Modern Literature</i>
HEN 253	<i>HNR WCH Gaelic and Anglo-Irish Ireland</i>
EN 281	<i>CE Writing and Analyzing the Short Story</i>
EN 288	<i>Young Adult Literature</i>

Please Note: There are 300-level and 400-level English courses that would obviously be considered literature, but the assumption is that someone who takes those courses would be either an English major or minor. Therefore, PDE requirements in literature would not be an issue.

HONORS IN THE DISCIPLINE: HONORS IN EDUCATION GUIDELINES

Eligibility

Students must have a major *and* cumulative grade point average (GPA) of at least 3.75 at the beginning of the spring semester of sophomore year. In addition to the GPA requirements, students must have a demonstrated record of initiative and independence in learning, proficient scores on the Education Department *Teacher Dispositions/ Foundational Competencies Evaluation* and field placement evaluations, as well as a favorable review of a writing sample submission that assesses writing and research analysis skills. If students meet the eligibility requirements, they will receive written confirmation from the Education Department to participate in Honors in Education.

Invitation and Acceptance

Students will be invited to attend an informational meeting in April of their sophomore year that covers the expectations and requirements involved in pursuing Honors in Education.

By *May 1* of their sophomore year, students must submit a letter to the Department Chair, indicating their intentions to pursue Honors in Education and a brief statement describing their reasons for doing so.

Required Courses

Accepted students enroll in *ED 399 Thesis Preparation* (2 credits) during fall of their junior year. The instructor works closely with students to develop a research topic and make significant progress in completing the first three chapters of the thesis by the end of this course. A final grade of A or B is required before students can proceed to the final phase of Honors in Education and completion of the thesis.

Students enroll in *ED 400 Honors in Education* (2 credits) during their senior year. Mentored by a primary and secondary faculty advisor, students obtain Institutional Review Board (IRB) approval for their project, conduct their research study, complete the thesis, and conclude with a public presentation of their project during Scholarship and Creative Arts Day. Students must earn a final grade of A or B in this course to be awarded Honors in Education.

Pursuing Honors in Education is a challenging process. Therefore, students should work closely with their academic advisor in planning the two required courses and managing the demands of completing a thesis.

Students enrolled in ED 399 and ED 400 are required to present their research at Scholarship and Creative Arts Day (SCAD).

Recording of Honors in Education

The Education Department will notify the Office of Registration and Records when a student successfully completes the requirements. Honors are noted on the student transcript/diploma and at commencement ceremonies. Completed theses are catalogued by the High Library for students who meet the requirements of Honors in Education and the College Honors Program.

THE MURSION LAB



The Mursion Lab is a mixed-reality teaching environment supporting best educational practices across the Four Professional Domains – *Planning and Preparation, Classroom Environment, Instruction, and Professionalism* (Danielson, 2014).

All types of instructional techniques can be rehearsed in Mursion's virtual simulator, including managing classrooms, working with children with special needs, and practicing specific instructional routines relevant to a particular subject area. (Mursion, 2017)

Pre-service teachers work with the avatars in pre-programmed scenarios selected by their professors that relate directly to course content and student learning outcomes. A scenario uniquely designed at Elizabethtown College engages candidates in direct instruction practice and content knowledge development through teaching a micro lesson on the Five Themes of Geography.

Such experiences enable student teachers to strengthen their skillsets in advance of working with human students in field placement classrooms.

For a more detailed overview, please see: <https://www.mursion.com/download/14017-education-brochure-r2.pdf>.



SOCIAL JUSTICE OPPORTUNITIES

Global Opportunities

Explore classrooms around the world! Elizabethtown College strongly encourages its students to [study abroad](#). The benefits to experiencing life in another culture are endless.

Service-Learning Trips

[The Center for Community and Civic Engagement](#) organizes opportunities for service-learning trips which are available to all students on campus.

Poverty Simulation

[The Community Action Partnership \(CAP\)](#) of Lancaster County's poverty simulation is a series of role-playing scenarios that give participants the opportunity to learn about the realities of poverty and its effects. Individuals adopt a new persona and a family profile that they must live with for the duration of the exercise. They must navigate through daily tasks that many of us take for granted. During four 15-minute "weeks", those assigned adult roles try to maintain their home, feed their families, send their children to school, and maintain utility services while trying to navigate local support and resources.

Short-Term Trips with an Education Faculty Member

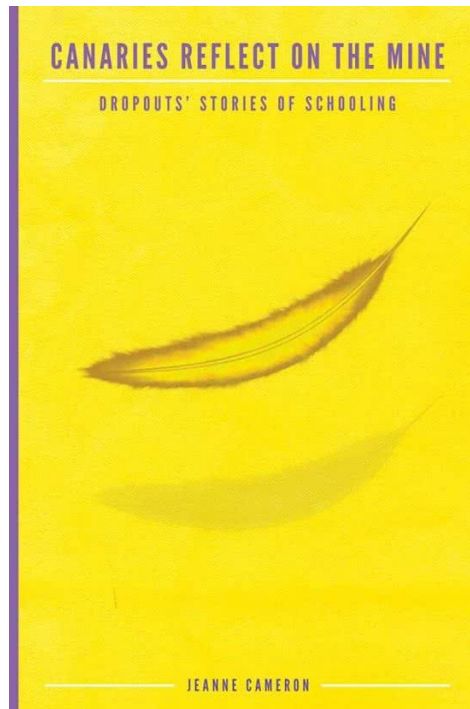
Faculty members offer short-term cultural or educational excursions related to specific coursework. Students in ED 372 - *Peace Education and Integrated Schools in Northern Ireland and the United States* – went to Belfast, Derry-Londonderry and London during the May terms in 2014, 2016 and 2018 to study, research, and meet with stakeholders involved in the integrated and shared education movements. Students also experienced some of the important heritage sites involved in the Troubles. The trip was documented on Twitter at #ECEDforpeace. The department will offer the course in Spring 2020.



THE EDUCATION DEPARTMENT COMMON BOOK IN SOCIAL JUSTICE

Education students enrolled in their first semester at Elizabethtown College will begin to explore the department's social justice initiative through a common book selection.

The department's common read for 2018-2019 is Jeanne Cameron's *Canaries Reflect on the Mine: Dropouts' Stories of Schooling* (2012).



Readers see schooling and early school leaving through the eyes of high school dropouts themselves. Cameron's work "challenges conventional wisdom about dropouts, and shows how the experiences and needs of those who leave school early and those who persist to graduation are more similar than different. Collectively, these young people's stories evoke a canary-in-the-mine metaphor, one where the canaries exit and the miners remain. They implore us to see the dropout crisis as a symptom of the alienating and dehumanizing school practices advanced by No Child Left Behind and Race to the Top. More importantly, they offer a vision for schooling that lovingly embraces and extends all students' experiences, enriches their biographies, and celebrates and supports each of their talents and purposes with equal passion". (IAP, 2017)

Winner of the 2013 AESA Critics Choice Awards, 2013 Outstanding Publication Award of the Narrative Research SIG of the American Educational Research Association, and The Society of Professors of Education 2013 Book Award. (IAP, 2017)

THE ANNA REESE TEMPEST
DISTINGUISHED EDUCATOR LECTURE SERIES
AT ELIZABETHTOWN COLLEGE

The Elizabethtown College Department of Education is pleased to propose the creation of the ***Anna Reese Tempest Distinguished Educator Lecture Series***. The series, created in memory of Anna Reese Tempest is designed to honor the memory of a graduate who was dedicated to teaching.

Anna Reese Tempest, class of 1934, majored in French and was active in the theatre at Elizabethtown College. Throughout her life, Mrs. Tempest dedicated herself to teaching foreign languages to high school students in the public school system, eventually chairing the language department at Grant High School, Portland, Oregon. In recognition of her dedication and lifelong love of teaching, the ***Anna Reese Tempest Distinguished Educator Lecture Series*** will be created to bring well-respected speakers to campus to provide students with exposure to thought provoking ideas and practices in education.

The lectures funded under this program will be funded by an initial gift of \$25,000. The interest income received each year from the endowed fund created by this gift will be used to underwrite the expenses associated with bringing distinguished educators to campus to address education classes. Ninety percent of the interest income from this fund will be used to fund guest lecturers, with the remaining ten percent reinvested in the fund. Unused funds will be reinvested in the fund. Additional donations may be made to Elizabethtown College's ***Anna Reese Tempest Distinguished Educator Lecture Series***.

More than 350 students, almost a quarter of our student population, major in education at Elizabethtown College. The Department of Education is dedicated to providing students with a strong background in liberal arts and sciences while developing highly qualified teaching professionals. The ***Anna Reese Tempest Distinguished Educator Lecture Series*** will provide the Department of Education with the opportunity to expose students to new and old, innovative and time-tested theories and practices within education. These lectures will be open for attendance by all members of the campus community.

Each year members of the Education Department will meet to compile a short list of suggested guest lecturers. Speakers will visit classes as designated by the Chair of the Education Department. Funding may be used for speaking fees, travel/dining stipend and supporting materials. Written information on these speakers will note the sponsorship of the ***Anna Reese Tempest Distinguished Educator Lecture Series*** at Elizabethtown College.

Elizabethtown College is pleased to honor a graduate who committed her life to service in her community through teaching. "Educate for Service," is one of the guiding principles of the College. Anna Reese Tempest's life was dedicated to this principle and this gift will allow her commitment to education to influence a new generation of educators .

STUDENT ORGANIZATIONS

Education majors and other interested students may get involved with on-campus clubs devoted to issues in education. Eligible Education majors may also join an honor society.

Education Organization (Ed Org)

Ed Org's mission is to provide an atmosphere in which future educators feel safe, accepted, and motivated to become successful teachers. The club participates in many social and service activities throughout the year, many times in conjunction with other clubs on campus. These events include literacy nights at the local library, volunteering for the Ronald McDonald House, after-school tutoring, participating in [Into the Streets](#) and more. Ed Org also hosts an annual benefit for A-T (*ataxia telangiectasia*), a progressive, degenerative disease affecting children.

National Science Teachers Association (NSTA)

This is the largest organization in the world committed to promoting excellence and innovation in science teaching and learning for all. For more information on this organization or to receive information on upcoming events, please 'like' our Facebook page (<http://www.facebook.com/ECNSTA>) or email us at nsta@etown.edu

The Council for Exceptional Children (CEC)

The Council for Exceptional Children (CEC) is an international community of professionals and network of student chapters that work *to improve, through excellence and advocacy, the education and quality of life for children and youth with exceptionalities and to enhance engagement of their families.* The Etown student chapter of CEC connects college students across areas of study with individuals with disabilities and their families through service and development activities. For more information, follow CEC on Facebook at <https://www.facebook.com/etownsped>.

Kappa Delta Pi (KDP)

Kappa Delta Pi is the International Honor Society in Education. To qualify for membership, candidates must have completed 60 hours or more of credits, be a full-time student, have a cumulative GPA of 3.5, and achieve departmental recommendation.

STEPS TO BECOMING CERTIFIED AT ETOWN

FRESHMAN YEAR:

- Maintain a 2.8 cumulative GPA
- Enroll in and complete English and Mathematics credit requirements for certification.
- Meet Basic Skills Assessment requirements in Reading, Writing, and Mathematics.
- Successfully complete Freshman Education Courses.
- Successfully complete Freshman field placements.
- Begin electronic portfolio.
- Exhibit professional dispositions with satisfactory ratings.
- Apply for Provisional Acceptance into the program (spring semester).

SOPHOMORE YEAR:

- Maintain at least a 2.8 cumulative GPA.
- Meet Basic Skills Assessment requirements in Reading, Writing, and Mathematics.
- Successfully complete Sophomore Education courses.
- Successfully complete Sophomore field placements.
- Continue electronic portfolio.
- Exhibit professional dispositions with satisfactory ratings.
- Apply for Formal Acceptance into the program (spring semester).

JUNIOR YEAR:

- Maintain a 3.0 cumulative GPA.
- Exhibit professional dispositions with satisfactory ratings.
- Successfully complete Junior Education courses including content methods courses.
- Successfully complete Junior field placements and maintain professional portfolio.
- Successfully complete PECT or PRAXIS exam(s) relative to specific certification.
- Apply to 4+1 Master's program in Special Education (if applicable).

SENIOR YEAR:

- Maintain a 3.0 cumulative GPA.
- Successfully complete PECT or PRAXIS exam in content area according to certification in General Education.
- Successfully complete Student Teaching Practicum in General Education.
- Complete action research project and Senior Seminar.
- Exhibit professional dispositions with satisfactory ratings.
- Complete Level I certification application for teacher certification in General Education.

GRADUATE YEAR

(5TH YEAR):

- Successfully complete PECT in Special Education.
- Successfully complete Student Teaching Practicum in Special Education.
- Complete Master's research project and Graduate Seminar.
- Exhibit professional dispositions with satisfactory ratings.
- Complete Level I certification application for teacher certification in Special Education.

TIPS AND IMPORTANT INFORMATION FOR EDUCATION MAJORS

- Read **ALL** emails sent to your etown.edu email address. This is how the Education Department communicates with you. ****It is important that you get into the habit of checking this email account on a daily basis. ****
- **ALWAYS** acknowledge any email that requires a response.
 - Generally, emails from Ms. Gardiner (gardinerj@etown.edu), Mrs. DeArment (dearmedk@etown.edu), and Mrs. Wendling (wendlingd@etown.edu) will require a response. Make sure you do not ignore our emails.
- Remember to take **all** clearances (criminal clearances and TB test) to your field placements. (the placement site should copy and return originals to you)
- Put these numbers in your cell phone:
 - **Ms. Gardiner: 717-361-1210 (Education Dept. Admin. Asst.)**
 - **Mrs. DeArment: 717-361-1225 (Field Placement Director)**
 - **Mrs. Wendling: 717-361-1363 (Admin. Asst. for Mrs. DeArment)**
- People and office locations to remember:
 - **Dr. Finley-Bowman: Nicarry 144:**
Chair of Department, for general department, certification or placement questions/concerns.
 - **Ms. Gardiner: Nicarry 143:**
Department Admin. Assistant, for questions about clearances, general department information, provisional/formal acceptance questions, and certification testing general questions.
 - **Mrs. DeArment: Nicarry 142:**
Director of Clinical Experiences, for questions about placement, clearances, certification requirements and reciprocity/certification in other states.
 - **Mrs. Wendling: Nicarry 102B:**
Part-time (M-F 9:00am-2:30pm) Field Placement Admin. Assistant, for questions about clearances and field placements.

Education Department Forms and Sample Documents

Forms and Documents in this section:

- **Education Department Resume Template**
- **Education Department Petition**
- **ACT 24 Clearance Form**
- **TB Test Clearance Form**
- **Education Department Manual Acknowledgement Form**

EDUCATION DEPARTMENT RESUME TEMPLATE

Sally Sue Shoemaker

16 Constitution Drive
Salem, NC 90210

555-555-5555
ShoemakerS@etown.edu

OBJECTIVE

To obtain a teaching position in Elementary Education utilizing my knowledge of differentiated instruction to meet the needs of all my students.

EDUCATION

Elizabethtown College, Elizabethtown, PA
Bachelor of Science in Elementary Education and Special Education
Overall GPA: 3.62/4.0

May 2010

TEACHING EXPERIENCE

Student Teaching: Third Grade

Dwight Ramsey Elementary, Lancaster, PA

January 2009 – Present

- Develop and teach several lesson plans in various subjects to learn what goes into planning and carrying out a lesson.
- Complete reading and writing assessments with a single student to gain experience in different types of assessments.
- Assist cooperating teaching in grading and other classroom tasks to gain experience.
- Observe cooperating teacher during the school day in various locations to learn how an experienced teacher manages a class and preps during planning period.

Senior Level Methods Experience: First Grade

Penn's Landing Elementary School, Oliver, PA

September 2009 – December 2009

- Used self-created or revised teacher-textbook lessons to teach formal lessons in Language Arts, Math, Science, and Social Studies based on the learning-focused model to a class of 22 students, all of which included thoughtfully produced accommodations for a student who is blind.
- Provided individualized instruction of reading and writing strategies during guided reading that were based on the results of anecdotal records of observable behaviors and miscue analyses I had conducted.
- Utilized technology to create classroom posters and student handouts illustrating literacy strategies to provide visual reinforcement and reminder of the strategies' use in daily classroom life.
- Produced a sense of pride and value in class work by creating new hallway displays of student work every few weeks and a class book of student work that could be circulated among the students.

Special Education Block Experience: Full Autistic Support Classroom, Second – Fourth Grades

George Washington Elementary School, Wrightsville, PA

September 2009 – December 2009

- Instructed seven students with autism, all who were at different educational levels in reading and writing using differentiated instruction.
- Integrated sensory focused lessons for students, which involved educational activities that incorporated gross and fine motor skills.
- Constructed the DIBELS initial sound fluency assessment for a student to gain knowledge of the student's phonemic awareness abilities and create meaningful lessons.
- Worked one on one with students implementing specially designed lesson plans for each student's particular academic level through the use of explicit and direct instruction.

Junior Level Block Experience: Fourth Grade

Oak Tree Village Elementary School, Rheems, PA

January 2009 – April 2009

- Designed and instructed an integrated unit on money for 18 students with a wide range of abilities.
- Taught literacy based lessons during reading block to gain experience in literacy instruction.

Sophomore Level Urban Education Experience: Sixth Grade

John Kennedy Elementary School, Lancaster, PA

September 2007 – December 2007

- Developed, organized, and taught literacy lessons on social skills and autobiographies through mediated read aloud and shared reading activities to a class of 17 students in an effort to foster literacy learning and develop students’ sense of self.
- Ensured students stayed on task, understood coursework, and completed assignments by informally monitoring progress during morning work and literacy activities.

Sophomore Level Special Education Experience: Kindergarten – Third Grades, Physical Support

Taft Elementary School, Iona, PA

September 2007 – December 2007

- Assisted six students, whose disabilities fell under the categories of orthopedic impairment, physical impairment, and other health impairment, in their cooking and literacy activities.
- Recognized the unique needs of each learner and provided differentiated instruction and assistance that ranged from hand-over-hand assistance, use of assistive technological devices, and verbal prompting and encouragement.

RELATED EXPERIENCE

Substitute Teaching Experience

Coolidge Elementary School, Leola, PA

May 2009 – Present

- Demonstrate flexibility by serving as a “floater” for a majority of working days, going to as many as five different classrooms in one school day, holding a different position in each room.

Substitute Teaching Experience

Wright Elementary School, Landisville, PA

May 2009 – Present

- Gain experience in classroom management at all levels by substitute teaching as a(n) K-3 classroom teacher, middle school English teacher, elementary and middle school gym and health teacher, special education teacher, and learning support teacher.

ACTIVITIES

Kappa Delta Pi, Member

2008 – Present

Education Organization, Member

2006 – Present

Elizabethtown College Circle K, Member

2006 – Present

PROFESSIONAL DEVELOPMENT

Food, Land, and People Environment and Ecology Workshop

October 2009

Advocate Youth Program Autism Training

September 2009

AWARDS AND HONORS

Dean’s List, Elizabethtown College

2006 – Present

Lester A. Risser Scholarship, Department of Education, Elizabethtown College

2008 – 2009

Circle K Outstanding Member Award, Elizabethtown College

2009

**Petition to Education Department
Elizabethtown College**

STUDENTS, please carefully read the following instructions:

Students may petition the Education Department for deviations from the prescribed curriculum or department policies. Such deviations include, but are not limited to the following:

- Location of student teaching internship
- Prerequisites for required courses

Students must fill in the requested information and include enough details to support your petition. You may attach a letter of explanation to this form. Then take the form to your advisor. When the form is completed, turn it in to the department chair.

ACADEMIC ADVISORS please read the following:

Students have a right to petition; therefore, your signature indicates only that you have been informed of the petition. In addition to your signature on this form, please initial and date any attachments, as well as check the appropriate boxes indicating your support, opposition, lack of an opinion, and/or intention to send additional information. Additional comments you consider to be helpful to the Department may be included.

Student's Name _____ Date _____

Student's College Address _____ Telephone #. _____

I hereby petition the Committee: _____

(Over if necessary)

___ SUPPORT ___ NO OPINION ___ OPPOSE ___ ADDITIONAL INFO ATTACHED OR TO FOLLOW

COMMENTS: (optional) _____

(a) Advisor: _____ Date: _____

___ SUPPORT ___ NO OPINION ___ OPPOSE ___ ADDITIONAL INFO ATTACHED OR TO FOLLOW

COMMENTS: (optional) _____

(b) Other: _____ Date: _____

Department Action: _____ Date: _____

___ Approved ___ Denied

Chair, Department of Education

ARREST/CONVICTION REPORT AND CERTIFICATION FORM
(under Act 24 of 2011 and Act 82 of 2012)

Section 1. Personal Information

Full Legal Name: _____

Date of Birth: ____/____/____

Other names by which you have been identified: _____

Section 2. Arrest or Conviction

By checking this box, I state that I have NOT been arrested for or convicted of any Reportable Offense.

By checking this box, I report that I have been arrested for or convicted of an offense or offenses enumerated under 24 P.S. §§1-111(e) or (f.1) ("Reportable Offense(s)"). See Page 3 of this Form for a list of Reportable Offenses.

Details of Arrests or Convictions

For each arrest for or conviction of any Reportable Offense, specify in the space below (or on additional attachments if necessary) the offense for which you have been arrested or convicted, the date and location of arrest and/or conviction, docket number, and the applicable court.

Section 3. Child Abuse

By checking this box, I state that I have NOT been named as a perpetrator of a founded report of child abuse within the past five (5) years as defined by the Child Protective Services Law.

By checking this box, I report that I have been named as a perpetrator of a founded report of child abuse within the past five (5) years as defined by the Child Protective Services Law.

Section 4. Certification

By signing this form, I certify under penalty of law that the statements made in this form are true, correct and complete. I understand that false statements herein, including, without limitation, any failure to accurately report any arrest or conviction for a Reportable Offense, shall subject me to criminal prosecution under 18 Pa.C.S. §4904, relating to unsworn falsification to authorities.

Signature

Date

PDE-6004 03/01/2016

INSTRUCTIONS

Pursuant to 24 P.S. §1-111(c.4) and (j), the Pennsylvania Department of Education developed this standardized form (PDE-6004) to be used by current and prospective employees of public and private schools, intermediate units, and area vocational-technical schools.

As required by subsection (c.4) and (j)(2) of 24 P.S. §1-111, this form shall be completed and submitted by all current and prospective employees of said institutions to provide written reporting of any arrest or conviction for an offense enumerated under 24 P.S. §§1-111(e) and (f.1) and to provide notification of having been named as a perpetrator of a founded report of child abuse within the past five (5) years as defined by the Child Protective Services Law.

As required by subsection (j)(4) of 24 P.S. §1-111, this form also shall be utilized by current and prospective employees to provide written notice within seventy-two (72) hours after a subsequent arrest or conviction for an offense enumerated under 24 P.S. §§1-111(e) or (f.1).

In accordance with 24 P.S. §1-111, employees completing this form are required to submit the form to the administrator or other person responsible for employment decisions in a school entity. Please contact a supervisor or the school entity administration office with any questions regarding the PDE 6004, including to whom the form should be sent.

PROVIDE ALL INFORMATION REQUIRED BY THIS FORM LEGIBLY IN INK.

LIST OF REPORTABLE OFFENSES

- A reportable offense enumerated under 24 P.S. §1-111(e) consists of any of the following:
 - (1) An offense under one or more of the following provisions of Title 18 of the Pennsylvania Consolidated Statutes:

<ul style="list-style-type: none"> ▪ Chapter 25 (relating to criminal homicide) ▪ Section 2702 (relating to aggravated assault) ▪ Section 2709.1 (relating to stalking) ▪ Section 2901 (relating to kidnapping) ▪ Section 2902 (relating to unlawful restraint) ▪ Section 2910 (relating to luring a child into a motor vehicle or structure) ▪ Section 3121 (relating to rape) ▪ Section 3122.1 (relating to statutory sexual assault) ▪ Section 3123 (relating to involuntary deviate sexual intercourse) ▪ Section 3124.1 (relating to sexual assault) ▪ Section 3124.2 (relating to institutional sexual assault) ▪ Section 3125 (relating to aggravated indecent assault) ▪ Section 3126 (relating to indecent assault) ▪ Section 3127 (relating to indecent exposure) ▪ Section 3129 (relating to sexual intercourse with animal) ▪ Section 4302 (relating to incest) ▪ Section 4303 (relating to concealing death of child) 	<ul style="list-style-type: none"> ▪ Section 4304 (relating to endangering welfare of children) ▪ Section 4305 (relating to dealing in infant children) ▪ A felony offense under section 5902(b) (relating to prostitution and related offenses) ▪ Section 5903(c) or (d) (relating to obscene and other sexual materials and performances) ▪ Section 6301(a)(1) (relating to corruption of minors) ▪ Section 6312 (relating to sexual abuse of children) ▪ Section 6318 (relating to unlawful contact with minor) ▪ Section 6319 (relating to solicitation of minors to traffic drugs) ▪ Section 6320 (relating to sexual exploitation of children)
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 - (2) An offense designated as a felony under the act of April 14, 1972 (P.L. 233, No. 64), known as "The Controlled Substance, Drug, Device and Cosmetic Act."
 - (3) An offense SIMILAR IN NATURE to those crimes listed above in clauses (1) and (2) under the laws or former laws of:
 - the United States; or
 - one of its territories or possessions; or
 - another state; or
 - the District of Columbia; or
 - the Commonwealth of Puerto Rico; or
 - a foreign nation; or
 - under a former law of this Commonwealth.
- A reportable offense enumerated under 24 P.S. §1-111(f.1) consists of any of the following:
 - (1) An offense graded as a felony offense of the first, second or third degree, other than one of the offenses enumerated under 24 P.S. §1-111(e), if less than (10) ten years has elapsed from the date of expiration of the sentence for the offense.
 - (2) An offense graded as a misdemeanor of the first degree, other than one of the offenses enumerated under 24 P.S. §1-111(e), if less than (5) five years has elapsed from the date of expiration of the sentence for the offense.
 - (3) An offense under 75 Pa. C.S. § 3802(a), (b), (c) or (d) (relating to driving under influence of alcohol or controlled substance) graded as a misdemeanor of the first degree under 75 Pa. C.S. § 3803 (relating to grading), if the person has been previously convicted of such an offense and less than (3) three years has elapsed from the date of expiration of the sentence for the most recent offense.



Record of TB skin test (TST)

To Whom it May Concern:

The following is a record of Mantoux tuberculin skin testing:

Name: _____

Date of birth: _____

Date and time test administered: _____

Administered by: _____

Date and time test read: _____

Read by: _____

Results (in millimeters of duration): _____.

Health Care Provider Name and Address: _____

Thank you,
Department of Education
Elizabethtown College
Phone: 717-361-1210

I give consent for health services to fax/email this form to the Education Department to be placed in my file.

Student Signature

Date

Elizabethtown College Teacher Education Application Process*
Student Life Clearance

**Education students are subjected to periodic review and are evaluated at the conclusion of each subsequent semester and may be advised or required to withdraw at any time the Department determines such action to be appropriate.*

To the Student: Fill out items 1 through 3 and submit this form as part of your Provisional Acceptance application. Submission is made to the Education Office, Nicairy 143

1. Student Name _____
2. College ID Number _____
3. Campus Box # _____

I understand that the Department of Education will periodically request a review of my confidential record held in the Dean of Students' Office. This file includes any record of student conduct hearings, findings and sanctions. Furthermore, I acknowledge that this request is a required component of the ongoing Elizabethtown College Teacher Application Process.

Student's Signature _____ Date _____

To the Dean of Students: Please complete items 1, 2, and 3 below and submit the completed form to the Education Department Office. Please call ext. 1210 with any questions.

The above named student plans to submit an application for teacher certification. The Commonwealth of Pennsylvania and other states require the College's Chief Certification Officer (the Chair of the Education Department) to attest to the "good moral character" of all applicants. To facilitate the process, please answer the following questions:

- I. **Is the student applicant currently in good standing in regard to Student Life records?**
Yes ___ No ___
If no, please explain:
2. **Has the applicant ever been placed on disciplinary probation, been suspended, been expelled, or been the subject of other disciplinary action by your office?**
Yes ___ No ___
If yes, please explain:
3. **Based on your review of this student's record, do you judge him/her to exhibit good citizenship?**
Yes ___ No ___ (If no, please site reasons below or on the back of this form)

Signature _____ Date: _____
Dean of Students (or designee)



Elizabethtown College
Department of Education

Education Department Manual Acknowledgement Form

Please read, sign and return this form to the Education Department Office located in Nicarry 143.

I acknowledge that I have reviewed and been informed of the contents of this manual. I understand that it is my responsibility to use my own electronic device(s) to view the manual.

If I choose to obtain a hard copy, I am responsible for printing it out at my own expense. I have also been informed that I may find an electronic version of this manual on the Education Department page via the Elizabethtown College website.

I also understand that if the criteria listed in this manual is not met satisfactorily, I may be denied admission and/or continuation in the Department of Education Professional Teacher Preparation Program and/or denied the opportunity to complete the extensive internship component of the curriculum.

Student Signature

PRINTED name

ID#

Date

One Alpha Drive • Elizabethtown, PA 17022-2298
Phone: (717) 361-1210 • Fax: (717) 361-3770 • www.etown.edu