



Marywood University

College of Professional Studies

School of Education

Teacher Education Handbook

Last Revised: Fall 2024

This handbook provides you with essential information as a supplement to the official catalog. Familiarize yourself with this information and ask questions of your advisor or School of Education faculty when uncertain of teacher education requirements or policies.

MARYWOOD UNIVERSITY TEACHER EDUCATION PROGRAM

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Welcome!

Dear Future Educator!

Welcome to Marywood University's School of Education and your next steps on your journey to reach your goal of being an educator! We are excited and grateful that you decided to enroll at Marywood, and we are confident in your abilities to succeed and contribute to our learning community.

During your college experience you will learn about yourself and grow in the areas of knowledge, skills, and critical thinking. You will also blossom in the areas of self-confidence, competence, purpose, identity, and independence. We are excited for you to feel a sense of belonging and actively engage with your coursework, peers, faculty and staff, and all of our PK-12 partners.

Additional sources of information include the School of Education website (see specific section for current students) and the Brightspace Field page. This handbook resource was designed with depth and breadth to help you navigate your experience in the School of Education. You will be asked to confirm, acknowledge, and agree to uphold all program requirements. If you have questions or need to address something not included here, please be sure to reach out to any of the faculty or staff in the School of Education.

Sincerely,

Dr. Suzanne Murray Galella
Associate Professor
School of Education Director/Certification Officer

School of Education Personnel

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Adjunct Faculty, Cooperative Teachers and Supervisors

Marywood is honored to collaborate with many excellent teachers and administrators on a part time basis who contribute to our well-rounded programs. Students learn from our part time educators who are able to share their classroom experiences in real time and successfully connect theory to practice. The contact information for all faculty and staff, including adjunct faculty can be found at the Marywood Directory on our [website](#).

Certification Programs

Undergraduate Certification Programs

Marywood University offers baccalaureate teacher-preparation programs for the following Pennsylvania certification areas:

Early Childhood and Elementary Education (students are advised in the School of Ed)

- Early Childhood and Elementary Education PK-4
- Dual Special Education PK-12 / Early Childhood and Elementary Education PK-4
- Special Education PK-12

All Grades PK-12 (students are advised in their specialty area with secondary advisors in the SOE)

- Music (PK-12)
- Spanish (PK-12)

Secondary Education (students are advised in their specialty area with secondary advisors in the SOE) [All secondary education majors can also pursue dual certification in Special Ed. PK-12]

- Biology (7-12)
- Communications (Theatre) (7-12)
- English (7-12)
- Mathematics (7-12)
- Social Studies (7-12)

Marywood also offers the following option without certification:

Child Studies ad hoc degree.

This degree is much less common but is available for students who are not able to or do not wish to pursue student teaching or certification. Students in the other undergraduate education programs are required to maintain a 3.0 GPA, however, the Child Studies degree does not require a GPA higher than what Marywood overall requires.

Post-Baccalaureate and Graduate Certification Programs

Graduate programs:

For first level certification (initial certification a teacher obtains), students have the choice to pursue only the certification or the certification plus the master's degree. In most cases, the difference is two additional courses. The student's transcript will be reviewed to confirm any courses in which the competencies have already been met. Therefore, the exact number of credits required for each program will depend on the student's prior experience. Courses taken in the *specialty areas* for Secondary Education programs - Spanish and Music - are at the undergraduate level. **Master's degrees at Marywood** require a **minimum of 30 graduate credits**.

Marywood University offers post-baccalaureate/educator-preparation programs for the following Pennsylvania certifications. The degree options are listed afterward.

First Certification Programs for Teachers:

Early Childhood and Elementary Education:

- o Grades PreK-4
- o Dual Grades PreK-4 and Special Education PK-12

Secondary

- o Biology (7-12)
- o English (7-12)
- o Mathematics (7-12)
- o Social Studies (7-12)

All Grades PK-12:

- o Music (PK-12)
- o Spanish (PK-12)
- o Special Education (PK-12)

Advanced Certification Programs:

- o Reading Specialist (PK-12)
- o Special Education (PK-12)
- o English as a Second Language (ESL) Program Specialist (PK-12)
- o Autism Spectrum Disorders Endorsement
- o Online Instruction Endorsement

Supervisory and Administrative Certification Programs:

- o Supervisor Curriculum and Instruction (PK-12)
- o Supervisor Special Education (PK-12)
- o Principal (PK-12)
- o Letter of Eligibility Superintendent (PK-12)

DEGREES

Students have the choice to pursue further course work to obtain the degree in addition to the certification. In most cases, it is an additional 2 or 3 courses plus a culminating project as opposed to final comprehensive exams.

- M.A. in Teaching with PK-4 Certification
- M.A. in Teaching with Secondary/PK-12 Education Certification
- M.A. in Teaching with Special Education Certification
- M.S. in Special Education (second certification only)
- M.S. in Administration and Supervision of Special Education and certification as Special Special Education Supervisor
- M.S. in Reading Education and Certification as Reading Specialist PK-12
- M.S. in School Leadership and Certification as Principal
- M.S. in Education (no certification)
- M.S. in Higher Education Administration (no certification)

PROGRAM EXIT CRITERIA

1. Meet Degree Requirements
2. Minimum 3.0 Cumulative GPA
3. Successful completion of all field experiences and student teaching

Conceptual Framework for Teacher Education

We believe that faculty and prospective educators should be liberally educated, ***professional persons*** who can ***effectively communicate*** with students, colleagues, and parents. They model and hold themselves responsible for designing, implementing, and evaluating instruction that promotes for all students: mastery of a dynamic body of knowledge; creativity; problem solving; active learning; intellectual excitement; lifelong reflective learning; ***cooperation and collaboration; responsible work habits***; wellness; ***respect for and integration of individual, group, and cultural differences***; and civic responsibility for an interdependent and just world. They strive to promote learning in a developmentally appropriate, technologically rich, and affirming environment.

Conceptual Framework for Advanced Programs

We explore the workings of the human mind and prepare students to meet the cognitive, emotional, and interpersonal needs of others across the life span. We educate students to evaluate, apply, and produce research, which is the basis of best practices in professions and organizations. We challenge our faculty and students to be leaders who are: ***ethical, just, and moral persons; creative and critical thinkers; understanding of and responsive to human and cultural diversity***; and technologically competent.

Professional Knowledge Base Categories

The professional education knowledge base can be conceptualized as focusing on four major aspects:

PERSONAL

- Professional ethics and behavior
- Communication and leadership skills Reflective decision making
- Evaluation of effective teaching through applied classroom research
- Positive interpersonal skills
- Sensitivity to the rights of every individual

DEVELOPMENTAL

- Human development
- Learning assessment/remedial procedures
- Learning style and theories of learning

PEDAGOGICAL

- Classroom Management
- Instructional strategies
- Educational technology
- Curriculum development
- Instructional planning

CONTEXTUAL

- Social issues:
- domestic and global concerns
- Multiculturalism
- Educational philosophies
- Partnerships - family and community
- Historical perspectives

COMPETENCIES

Competencies for All Initial Teacher Certification Programs

To prepare prospective educators to realize the vision presented in the [conceptual framework](#), the Teacher Education Program seeks to develop experiences that allow candidates to develop the following competencies (Interstate Teacher Assessment and Support Consortium, InTASC).

Competency:

1. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.
4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. The teacher understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
9. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The following table summarizes how you will learn and develop teaching expertise over the course of your program.

InTASC Model Core Teaching Standards and Learning Progressions for Teachers

Competency	Experiences	Assessment
Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Through participation in the field experience program, prospective teachers observe developmentally appropriate learning experiences. (All Education classes with Field Experiences)	Tests/Quizzes in PSYC 214, PSYC 252 and EDUC 311, PSYC 514, EDUC 523 Readings, lecture, classroom discussion, classroom management plan, novel reflection Integrated Early Childhood Lesson in EDUC 508
	Prospective teachers study cognitive, affective, social, physical, and emotional development through readings, lectures, discussions, and learning activities. (EDUC 311/523, PSYC 214/252/514)	Lesson plan observations Final Evaluation of Teacher Candidate Form PDE 430 Form Program Completer Survey
	Prospective teachers plan real and/or hypothetical learning activities that apply information on human development. (EDUC 309/470F,G ,H, M, N, EDUC 311, 411A EDUC 300/301)	
	Principles of development and the teaching/learning process are presented to prospective teachers through lectures, discussion, and various learning activities. (PSYC 214/252/514, EDUC 311/523)	
	Through participation in field experience, prospective teachers observe developmental principles as they relate to the teaching/learning process. (EDUC 311/523, and PSYC 214/252/514)	

Competency	Experiences	Assessment
	Prospective teachers study physical, social, emotional, and cognitive needs of students and how meeting these needs influences classroom behavior and academic performance. Candidates learn to proactively plan for these needs through readings, lectures, discussion, and activities. (SPED 367/539)	

Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Prospective teachers examine minority cultural heritage, stereotypes and socialization related to education. (EDUC 311/523, PSYC 214/252/514)

Prospective teachers examine how students differ in ability and plan experiences based on the needs of diverse learners. (SPED 100/507, EDUC 461/561, SPED 420/520)

Candidates plan lessons that differentiate instruction based on the learner's needs. (EDUC 311/523, SPED 420/520, EDUC 561)

Prospective teachers plan for diverse cultures and communities that ensure all students succeed and are treated with respect. (SPED 367/539)

Class presentations, discussions, novel reflection, classroom management plan, Functional behavioral analysis
Class Presentation
Test/Quiz in EDUC 311
Contextual Factors Paper
Diversity Surveys
Practicum observations
Differentiated Lesson plans
Teacher Work Sample
Final Evaluation of Teacher Candidate Form
PDE 430 Form
Program Completer Survey

Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Prospective teachers integrate motivational techniques into all lesson plans. (EDUC 309/470F, G, H, M, N, EDUC 300/301, EDUC 411A, 442)

Candidates observe classrooms and complete tasks that focus on learning environment in social interactions. (EDUC 103 [498 -fall 24])

Candidates work collaboratively with teachers, parents, and students to gather data on students with challenging behavior and create a positive behavior plan. (SPED 367/539)

Classroom observations
Integrated Early Childhood Lesson in EDUC 300/301

Functional behavioral assessment
Practicum observations
Final Evaluation of Teacher Candidate Form
PDE 430 Form
Program Completer Survey

Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Prospective teachers plan activities, lessons, and units that incorporate various instructional strategies:
in elementary block courses
(EDUC 309/47 F, G, H, M, N)

Praxis II
Practicum observations
Early Childhood Thematic Unit in EDUC 508
Lesson Plans
Readings
Presentations and discussions

Competency

Experiences

Assessment

Final Evaluation of Teacher Candidate Form
 PDE 430 Form
 Self-rating on Program Completer Form
 Cooperating Teacher rating on Program Completer Form

In Integrated Early Childhood Curriculum (EDUC 300/301) in general, and specific methods courses for secondary and PK-12 certification programs (EDUC 411A)

Information on instructional strategies, as they relate to learning theory, is studied in Educational Psychology. (EDUC 311/523)

Material relating to varying instructional strategies for populations with special needs is a component of a special education course required of all elementary and secondary certification students. (SPED 100/507, SPED 420/520)

Prospective teachers integrate various instructional strategies throughout the day during the student teaching experience. (EDUC 442)

Material relating to basic student needs, proactive planning is read, presented, discussed. (SPED 367/539)

Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Prospective teachers plan lessons, and units of instruction that incorporate various instructional strategies in methods courses: (EDUC 309/470F, G, H, M, N, EDUC 411A, EDUC 300/301)

Instructional strategies for differentiating instruction are studied in SPED 100/507, EDUC 420/520 and EDUC 311.

Candidates prepare lessons throughout student teaching that incorporate a variety of instructional strategies.

Candidates plan for diverse student needs and apply proactive instructional strategies as it relates to the principles of classroom management. (SPED 367/539)

Classroom management plan
 Functional Behavioral Assessment
 Early Childhood Thematic Unit in EDUC 300/301
 Lesson Plans
 Unit Plan
 Math Tutorial
 Practicum observations
 PDE 430 Evaluation Form
 Final Evaluation of Teacher Candidate Form
 Program Completer Survey

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Formal and informal assessment techniques are presented through lectures and discussion. Prospective teachers are required to develop a teacher-made test. (EDUC 311/523)

Practicum observations
 Functional Behavioral Assessment
 Assessment tools and /or rubrics developed for lesson plans
 Teacher-made test

Competency	Experiences	Assessment
	<p>Prospective teachers include assessment techniques on all lesson plans completed in course work and in field work. (EDUC 309/470F, G, H, M, N, EDUC 411A)</p> <p>Candidates work collaboratively with cooperating teachers to collect data, observe a challenging student. They write a FBA and BIP. (SPED 367/539)</p> <p>Prospective teachers use assessment data to adjust instruction as evidenced on the teacher work sample. (SPED 420/520, EDUC 442)</p>	<p>Final Evaluation of Teacher Candidate Form PDE 430 Form Program Completer Survey</p>
<p>Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>All lesson plan assignments require candidates to cite state and/or national standards. (EDUC 309/470F, G, H, M, N, SPED 100/507, EDUC 311, 411A, EDUC 300/301)</p> <p>Prospective teachers reflect on contextual factors of a classroom and discuss the impact of these factors on instruction. (EDUC 311/523)</p> <p>During student teaching candidates plan an instructional unit that considers contextual factors of the classroom, school and district. (EDUC 442)</p>	<p>Practicum observations Lesson Plans Final Evaluation of Teacher Candidate Form Lesson Plan Evaluation Form PDE 430 Evaluation Form Program Completer Survey</p>
<p>Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Prospective teachers plan lessons, and units of instruction that incorporate various instructional strategies in methods courses: (EDUC 309/470F, G, H, M, N, EDUC 411A, EDUC 300/301)</p> <p>Instructional strategies for differentiating instruction are studied in SPED 100/507, EDUC 311/523, SPED 420/520, EDUC 461/561.</p> <p>Candidates prepare lessons throughout student teaching that incorporate a variety of instructional strategies. (EDUC 442)</p>	<p>Practicum observations Lesson Plans Unit Plan Math Tutorial Teacher Work Sample Final Evaluation of Teacher Candidate Form PDE 430 Form Program Completer Survey</p>

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other

Prospective teachers complete reflective logs during practicum and student teaching. (EDUC 442)

Candidates are strongly encouraged to join department organizations such as Student PSEA, CEC, Kappa Delta Pi and/or

Reflective Logs
Attendance at professional organization meeting or
Professional development seminar

Final Evaluation of Teacher Candidate Form

Competency	Experiences	Assessment
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professionals, and the community), and adapts practice to meet the needs of each learner.

professional organizations such as NAEYC, NCTM, NPRA.

Prospective teachers complete a teacher work sample during the student teaching experience that requires reflection on instruction and suggestion for improvement that are grounded in research. (EDUC 442)

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Prospective teachers study various forms of teacher/parent communication. (EDUC 311/523, SPED 100/507)

Additionally, they have numerous opportunities to interact with parents during the student teaching experience. (EDUC 442)

Teacher Candidate Final Evaluation Form
PDE 430 Form
Program Completer Survey

The Danielson Framework

The Marywood School of Education utilizes the Danielson Framework for Teaching (FFT) to help guide students' well- rounded development. The FFT defines components as well as the evaluation of growth in the student. The [Danielson Group's Framework for Teaching](#) was designed "...to accelerate teacher growth, improve student outcomes, and create a more rewarding and sustaining professional environment. ...by supporting teacher reflection, collaboration, inquiry, and innovation, the FFT has had a direct impact on student learning and development."

At three different points in the program, students will be evaluated on different areas of mastery utilizing the rating scale below.

Charlotte Danielson's FRAMEWORK FOR TEACHING

<p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy</p> <p>1b Demonstrating Knowledge of Students • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage</p> <p>1c Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners</p> <p>1d Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students</p> <p>1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure</p> <p>1f Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning</p>	<p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students</p> <p>2b Establishing a Culture for Learning • Importance of content • Expectations for learning and behavior • Student pride in work</p> <p>2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals</p> <p>2d Managing Student Behavior • Expectations • Monitoring behavior • Response to misbehavior</p> <p>2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and resources</p>
<p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching • Accuracy • Use in future teaching</p> <p>4b Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Non-instructional records</p> <p>4c Communicating with Families • About instructional program • About individual students • Engagement of families in instructional program</p> <p>4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school</p> <p>4e Growing and Developing Professionally • Enhancement of content knowledge and pedagogical skill • Service to the profession</p> <p>4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations</p>	<p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language</p> <p>3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation</p> <p>3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing</p> <p>3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring</p> <p>3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence</p>

www.danielsongroup.org

Professional Dispositions

In addition to knowledge, skills and critical thinking learned in the classroom, students must also learn to be competent at the harder to define aspects of being a teacher, colleague, leader and mentor. Sometimes referred to as soft skills, think of the qualities of the best teachers from whom you learned. Being willing to continuously learn and improve from past mistakes, communicating effectively, and being reliable are all important components of the best teachers.

We define professional dispositions as: *the professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.*

Because the development of professional dispositions is such an integral part of being a competent educator, students are evaluated in designated courses in each program. Throughout course work and field experiences, we will evaluate each candidate's ability to:

- Act as a professional person
- Effectively communicate
- Cooperate and collaborate with others
- Demonstrate respect for individual, group, and cultural differences

A Self-Rating Disposition will be completed by all students. Disposition Rating Scale will be completed by instructors and/or field supervisors (Reviewed in EDUC 103 [EDUC 498 – fall 2024 & located on SOE Brightspace page)

Professional Education Field Experience Policies and Procedures

Field experience is a required component of Marywood's education programs. It provides teaching candidates with first-hand experience in the real world of classroom teaching.

Teaching candidates are required to participate in a variety of field experiences (urban, suburban, or rural / public, private, cyber). Specific education courses have field experiences tied directly to courses.

Prior to the student teaching semester, candidates participate in an intensive, supervised "block" practicum in one of our Professional Development School (PDS) placements. This block is two to three full days for two semesters. Candidates are able to apply methods coursework directly to practical application in the classroom.

Candidates must accumulate at least 190 field hours before student teaching.

Important to Note: All field placements are arranged through the *Field Experience office*. Students need to complete the required forms, including clearances for each class with an attached field experience. The field director works closely with school districts to arrange the placements, submission of the required forms on time is essential. Please note that placements cannot be fulfilled if the required forms are not submitted by the due date.

Instructions to join the School of Education Field page on Brightspace.

Log into Brightspace;

Go to "Discover" in the green navigation bar;

Search for: School of Education/Field Experience;

Click to enroll.

You will receive a Field Handbook in the EDUC 103 (EDUC 498- fall 2024) class. Be sure to familiarize yourself with the information in this handbook.

Teacher Candidacy

Formal Admission to Teacher Candidacy

All students in undergraduate Education programs must apply for and pass candidacy (upper-level) screening in order to proceed with their program. Teacher Candidacy Screening is required by the state to ensure that students are prepared for upper-level education coursework.

Teacher Candidacy for Undergraduate Students

Undergraduate teacher candidates must make formal application for admission to upper-level education courses once they have accumulated 48 credits, which include six credits of math and six credits of English (3 in composition and 3 in literature). For full-time students, this usually occurs in January of sophomore year. Students transferring to Marywood after two years of college work must apply in their first Marywood semester.

*Students should have met or scheduled the Basic Skills tests the semester they apply.

*(**Act 55 of 2022 Basic Skills Assessment Moratorium** - Act 55 of 2022 signed into law by Governor Wolf on July 8, 2022 requires the Secretary of Education to waive the requirement to satisfactorily complete the assessment of basic skills required under section 1207.3 and 22 Pa. Code § 49.18(c) (relating to assessment) for 3 years from July 8, 2022 through July 8, 2025. This applies to all students who enter preparation programs during this period as well as otherwise qualified candidates for licensure who make an application during this period).

Applications for formal admission as a teacher candidate must be submitted prior to the accumulation of 60 credits. Please note that a delay in passing teacher candidacy can result in a delay in program completion.

Transfer students should take and pass the *basic skills assessment prior to entry/transfer if they have taken more than 60 semester hours and/or have taken professional core courses.

Invitations to apply for formal admission are emailed to qualifying candidates during the first week of fall and spring semesters. You are eligible to apply for formal admission if you are in the process of completing 48 credits that includes 6 credits of math, 3 credits of English composition and 3 credits of English literature. Candidates should have met or scheduled the *Basic Skills tests, and complete at least 40 hours of field experience the semester they apply.



School of Education

APPLICATION FOR ADMISSION TO THE UNDERGRADUATE EDUCATION PROGRAM

A. Personal Data

Application is hereby made for the admission of:

Form with fields for Last Name, First Name, Middle Initial, Major(s), Academic Advisor, Local Address, City, State, Zip, Local Telephone, Email Address, Home Address, Home Telephone, U.S. Citizen?, and Class of.

B. Work Experience

List any paid and/or volunteer work experience of the last 2 years, beginning with your present or most relevant experience.

Table with 5 columns: Dates From-To, Place and Address, Job Title, Description of Work, Supervisor.

C. Community/College Participation

List college and community clubs and organizations in which you have participated during the last 2 years, beginning with the most recent.

Under “manner of participation”, state whether you participated as a member, officer (specify), committee chairman, etc., as well as any significant activity you performed for the club or organization. Please be specific.

To	Club/Organization & Location	Manner of Participation	Moderator or Advisor

Dates From-

D. Honors Awarded

List academic and non-academic awards received, i.e. Dean’s list, certificates, trophies, medals, merit scholarships, commendations, etc. within the past 2 years.

Date of Award	Type of Award	Ability which prompted award

***E. Basic Skills Tests** (not being utilized during the ACT 55 Basic Skills Assessment Moratorium)
Please check:

I have met the basic skills in Reading, Writing and Mathematics requirement	Yes	No
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For Office Use	Reading	Writing	Math
Praxis Core Academic Skills (www.ets.org/praxis)	(156 to pass) <input type="text"/>	(162 to pass) <input type="text"/>	(142 to pass) <input type="text"/>
PAPA Pre-service Academic Performance Assessment (www.pa.nesinc.com)	(220 to pass) <input type="text"/>	(220 to pass) <input type="text"/>	(193 to pass) <input type="text"/>
SAT (www.sat.collegeboard.org/scores/)	(500 to pass; after 2/2016: 27) <input type="text"/>	(500 to pass; after 2/2016: 28) <input type="text"/>	(500 to pass; after 2/2016: 26) <input type="text"/>
ACT (www.actstudent.org/scores/)	(22 to pass) <input type="text"/>	(21 to pass; after 8/2016: 8) <input type="text"/>	(21 to pass) <input type="text"/>

F. Marywood Academics

Math and English Requirement (Please check)

I have completed 6 credits of college-level mathematics	Yes	No
I have completed 3 credits of college-level English composition	Yes	No
I have completed 3 credits of college-level English literature	Yes	No

My current overall GPA is: _____

G. Criminal Record Notice

Please read and acknowledge receipt of the following statement regarding criminal record.

A CRIMINAL RECORD MAY PROHIBIT TEACHER CERTIFICATION

The Public School Code and regulations (24 P.S. 11-1109, 12-1204, 12-1205, 12-1209, and PA Code 49.12) prohibit issuance of a certificate to applicants who do not possess good moral character, or who are addicted to the use of intoxicating liquor or narcotic drugs. A prior criminal conviction is often the basis for questioning whether an individual has good moral character.

Candidates are advised that offenses such as, but not limited to, UNDERAGE DRINKING, DRIVING UNDER THE INFLUENCE, ASSAULT, DISTURBING THE PEACE, RETAIL THEFT, DRUG POSSESSION AND USE, EMBEZZLEMENT, and POSTITUTION may affect certification.

IT IS POSSIBLE THAT THESE OFFENSES MAY PREVENT CERTIFICATION OR, LATER ON, EMPLOYMENT AS A TEACHER IN PENNSYLVANIA.

Initial: _____ I HAVE READ THE ABOVE STATEMENT AND UNDERSTAND THAT A CRIMINAL CONVICTION MAY PREVENT CERTIFICATION OR EMPLOYMENT AS A TEACHER IN PENNSYLVANIA.

H. Required Attachments Please

attach and check:

1. Recent photo with name on back
2. Signed Faculty Reference Request Form (form follows this application)
3. Most recent transcript from the WebAdvisor on the MarywoodYou Portal.
4. Verification of Field Experience Hours (form follows this application)
5. Letter of Application (instructions are given below)
6. *Copy of passing score report (s) for basic skills tests in Reading, Writing and Mathematics

OVERALL APPLICATION

I certify that the above is true to the best of my knowledge;

→Applicant's signature: _____ Date: _____

Instructions for Letter of Application

Prepare a *formal*, word processed or typewritten Letter of Application, addressed to Teacher Education Faculty, that:

1. Cites your reason for selecting an education certification program;
2. Describes your personal qualities which support your desire to teach;
3. Identifies skills and/or qualities which you want to develop further, in order to be an effective teacher;
4. Establishes your career goals following graduation.

Take care to use proper letter format (headings, salutation, body, closing, signature, etc.), correct spelling, proper sentence structure, and proper paragraphing.

Include your letter with your Application for Admission to the Undergraduate Program in Education.

After you have submitted your completed application, you will have an interview with two education faculty members and a speech and hearing screening. Speech/hearing tests are available free during dates to be published. Dates and times for Faculty interviews will be provided. Separately, you need to ask someone outside of Marywood to complete the PERSONAL REFERENCE REQUEST FORM and mail it to Marywood.

If anything is incomplete this semester, the candidate will not be able to register for upper-level education courses next semester. The candidate will receive a letter advising of the piece or pieces that are not met – candidate would not do an entire package over! Otherwise, the candidate and the academic advisor will receive a letter that the candidate has passed upper-level screening and is formally a teacher candidate at Marywood University. The designation EDUC PROF will be placed on the candidate's record to designate that he/she is formally a teacher candidate at Marywood University.



FACULTY REFERENCE REQUEST
(References from two faculty members)

AS AN IMPORTANT COURTESY, SEEK FACULTY PERMISSION FOR A REFERENCE. Then, complete and submit to the School of Education immediately!

Name:

Major:

Academic Advisor:

I hereby grant permission to the Undergraduate School of Education to request information concerning my class performance from a prior semester from the following faculty. (If you are in your first semester at Marywood University and are seeking recommendations from faculty members at another college, please supply complete mailing addresses.)

Faculty Name	Course Taken
1.	
2.	

Transfer Students Only: If the faculty members listed above are from another school, also name two faculty members in whose classes you are currently enrolled. We will request recommendations from them at the end of the semester.

Faculty Name	Course Taken
1.	
2.	

→Applicant's signature: _____ Date: _____



PERSONAL REFERENCE REQUEST

Prospective Teacher,

Please complete your name and major below and give this reference form to an individual whom you authorize to supply the reference. Provide him or her with a stamped envelope addressed to:

Undergraduate School of Education
Marywood University
2300 Adams Avenue
Scranton, PA 18509

→ Prospective Teacher's Name

Major

Personal Reference for Prospective Teacher

This form is to be completed by an adult who is not a relative, a peer, or a Marywood employee, but is someone who had known the candidate sufficiently to make an important judgment necessary for protection of the candidate's future students.

Appreciating the need for teachers of high moral principle whose personality will be supporting of children and youth, I certify that this candidate possesses personal qualities appropriate for a teacher in the subject major indicated above.

I do endorse this applicant.

I do not endorse this applicant.

→ Signature: Date:

Name (please print)

Address

Phone

Please return completed form to: Undergraduate School of Education, Marywood University, 2300 Adams Ave. Scranton, PA 18509



SPEECH AND HEARING SCREENING

Speech-Language Hearing Clinic
McGowan Center, Room 1093

Name: ____
Local Address: ____

Date: ____

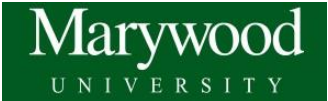
Semester: Spring Fall Year: 20
Class of: 20
Telephone: ____
 Undergraduate Graduate

Speech Screening Pass Fail
Hearing Screening Pass Fail

→Clinician's Signature, Degree: _____
Comments:

If a follow-up examination is required, it must be scheduled within one month. Hearing evaluations should be scheduled with Dr. Skrutski at 570-348-6299 ext. 2312. Speech-language evaluations should be scheduled with Ms. Jourdanais at 570348-6299 ext. 2608. Documentation is to be sent to your department on campus.

RETURN TO EDUCATION DEPARTMENT



SPEECH AND HEARING SCREENING

Speech-Language Hearing Clinic
McGowan Center, Room 1093

Name: ____
Local Address: ____

Date: ____

Semester: Spring Fall Year: 20
Class of: 20
Telephone: ____
 Undergraduate Graduate

Performance	Good	Fair	Poor
1. Articulation			
2. Language			
3. Rhythm			
4. Voice			
5. Freedom from Dialect			

Speech Screening Pass Fail
Hearing Screening Pass Fail

→Clinician's Signature, Degree: _____

Evaluation of Work Experiences, Community and College Participation, and Honors

Student: _____ Major: _____

Reference: *Student's application for admission to the undergraduate program in education*

1 WORK EXPERIENCES (Volunteer or Paid):			points
None	0	<input type="checkbox"/>	
Up to one-half year or equivalent (1 summer or 1 semester)	1	<input type="checkbox"/>	
One-half to 1 year or equivalent (3 summers or 2 semesters & 1 summer)	2	<input type="checkbox"/>	
1 to 2 years or equivalent	3	<input type="checkbox"/>	
More than 2 years	4	<input type="checkbox"/>	
2 MEMBERSHIP IN CLUBS OR ORGANIZATIONS (Colleges, Community):			points
None	0	<input type="checkbox"/>	
One club	1	<input type="checkbox"/>	
Two clubs	2	<input type="checkbox"/>	
Three or more clubs	3	<input type="checkbox"/>	
3 LEADERSHIP POSITIONS OR ACTIVITIES:			points
None	0	<input type="checkbox"/>	
One position	2	<input type="checkbox"/>	
Two positions	4	<input type="checkbox"/>	
Three or more positions	6	<input type="checkbox"/>	
4 HONORS/AWARDS RECEIVED:			points
None	0	<input type="checkbox"/>	
One	2	<input type="checkbox"/>	
Two	4	<input type="checkbox"/>	
Three or more	7	<input type="checkbox"/>	
TOTAL POINTS (/ of 20 maximum)			points

Other Comments:

Completed by: _____
 (Signature) (Date)

Your appraisal may be shared with the student upon their request.

Evaluation of Letter of Application of Prospective Teacher Candidate

Student: _____

Major: _____

Please indicate (☒) the degree to which the student achieved the following:

Interviewer Rating:	Above Average		Adequate Minimal		Not Achieved	Points
	2	1.5	1	.5	0	
1. FORMAT: Typewritten, neat appearance, correct letter format	n/a		1		0	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. REASON FOR CHOOSING EDUCATION: Specific, realistic, logical. Reflects self-directedness and understanding of program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. ASSESSMENT OF SELF/PLAN FOR IMPROVEMENT: Specific, realistic, insightful, growth-oriented, future goals specific	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4	3	2	1	0	
4. PROPER GRAMMATICAL STRUCTURE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. CORRECT SPELLING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. PROPER SENTENCE STRUCTURE AND PARAGRAPH STRUCTURE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. COHERENCY AND UNITY OF IDEAS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
TOTAL POINTS (Minimum of 12 points required for satisfactory appraisal)						

Other Comments:

Completed by: _____
 (Signature) (Department) (Date)

Your appraisal may be shared with the student upon their request.

Faculty Evaluation of Prospective Education Student

Student: ____

Area: _____

Course(s) taught by you in which student was enrolled:

Your frank evaluation of the above-named undergraduate student is crucial to the process of screening for admission to upper-level education courses. Please check the consistency with which the student demonstrated the following behaviors while enrolled in your course (s).

Student Characteristic	Usually		Occasionally		Rarely or Never	Points
	2.0	1.5	1.0	0.5	0	
Participated with self-initiated relevant comments in class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appeared genuinely attentive and interested in learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sought additional information of subject through questioning and/or independent study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Attended regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Accepted responsibility for self (i.e. followed directions, submitted assignments on time, behaved ethically, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Was courteous and considerate of rights and feelings of others (i.e. tactfully expressed views, maintained positive attitude, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
TOTAL POINTS (12 MAXIMUM)						

Comments:

Completed by: _____
 (Signature) (Department) (Date)

Your appraisal may be shared with the student upon their request.
 Please return via campus mail to: Chair, Undergraduate School of Education. Thank you.

Evaluation of Interview

Student: ___

Major: _____

Please indicate (☒) strength or weakness in each of the following areas:

		Strong 1 pt.	Acceptable ½ pt.	Weak 0 pt.	Points
Verbal Fluency	Presented information in an animated, interesting manner.				
	Offered distinct opinion when asked to do so				
	Conveyed responses clearly				
	Gave articulate replies				
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Speech	Employed standard English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Used correct pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Used appropriate inflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Spoke without distracting regionalisms, dialect*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Exhibited enthusiasm, energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reflected self-assurance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presence	Maintained eye contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Was appropriately assertive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL POINTS (12 MAXIMUM)				
				<input type="checkbox"/> Y <input type="checkbox"/> No
Did the candidate reflect cleanliness, neatness, appropriate dress and posture?				<input type="checkbox"/> Yes

Should the candidate be required to interview again next semester to determine whether satisfactory improvement has been made?		
	<input type="checkbox"/> Yes	<input type="checkbox"/> No

**Identify specific regionalisms in speech, accent, dialect, and/or distracting mannerisms which may impede teaching success:*

Other Comments:

Completed by: _____
 (Signature) (Department) (Date)

Your appraisal may be shared with the student upon their request.



Education

EVALUATION SUMMARY FOR EDUCATION ADMISSION

Student: _____ Major: _____ Evaluator: _____ Date: _____

Criteria:	Low = 3 points	Average = 6 points	High = 10 points	Actual Student Scores	Low	Avg	High												
Work Experience Community / College Honors Awarded	0 – 6 rating	7 – 14 rating	15 -20 rating		3	6	10												
Basic Skills Tests in Reading, Writing and Mathematics	Below Qualifying Score Equals Deficiency	<table border="1"> <tr> <td>PAPA</td> <td>PRAXIS Core</td> <td>SAT</td> </tr> <tr> <td>220 OR COMP.</td> <td>156 162 150</td> <td>500</td> </tr> </table>	PAPA	PRAXIS Core	SAT	220 OR COMP.	156 162 150	500	<table border="1"> <tr> <td>PAPA</td> <td>PRAXIS Core</td> <td>SAT</td> </tr> <tr> <td>All Above 250</td> <td>All Above 170</td> <td>All Above 580</td> </tr> </table>	PAPA	PRAXIS Core	SAT	All Above 250	All Above 170	All Above 580	Actual Scores: Reading: _____ Writing: _____ Mathematics: _____ On _____ Tests			
PAPA	PRAXIS Core	SAT																	
220 OR COMP.	156 162 150	500																	
PAPA	PRAXIS Core	SAT																	
All Above 250	All Above 170	All Above 580																	
Marywood Cumulative QPA (on at least 12 credits)	Below 3.00 Equals Deficiency	3.00 – 3.49	3.50 – 4.00	Actual Cumulative QPA _____ on _____ crs. Total Crs: _____															
Field Experience Hours	40 hrs	41 – 50 hrs	51+ hrs	Actual Hours: _____															
Letter of Application	Below 12	12 – 17 rating	18 – 21 rating	Actual Points: _____															
Faculty Reference	0 – 4 rating	5 – 8 rating	9 – 12 rating	Average of Professor References: _____															
Faculty Interview	0 – 4 rating average	5 – 8 rating average	9 – 12 rating average	Average of Interview Ratings: _____ <input type="checkbox"/> OK <input type="checkbox"/> Reappraise															
Math Requirements	6 credits taken <input type="checkbox"/> Yes <input type="checkbox"/> No		English Requirement	6 credits taken <input type="checkbox"/> Yes <input type="checkbox"/> No															
Speech and Hearing Screening	<input type="checkbox"/> Passed <input type="checkbox"/> Failed <input type="checkbox"/> Not Taken		Personal Reference	<input type="checkbox"/> Passed <input type="checkbox"/> Failed															
Applicant	<input type="checkbox"/> is in first Marywood semester. <input type="checkbox"/> is in first semester in Education at Marywood <input type="checkbox"/> has been in Education at Marywood for at least one semester.		ACTION TAKEN:																

Organizations & Meetings

Student/Faculty Meeting

Meetings of students and faculty are occasionally scheduled throughout the year. Students in all education programs are expected to attend the School of Education meetings. Typically, the content will be to share updated or changed information about your programs or to assist with upcoming course registration.



MUSE: Marywood University Student Educators:

Marywood University Student Educators provides an opportunity for the students of Marywood University to be involved in the education department through educational activities within the local and surrounding communities. Students who take part in this club will have a multitude of opportunities for professional growth. We will provide opportunities for students to take part of professional organizations, as well as providing opportunities for networking between students, faculty, and community members. MUSE is comprised of the Pennsylvania State Educators Association (PSEA), the Council for Exceptional Children (CEC), Kappa Delta Pi, and Sigma Pi Epsilon Delta.

School of Ed Student Ambassadors

This energetic group of students assists the School of Education faculty and staff with hosting different events or serving as the department representatives at wider events. For example, ambassadors assist with open houses and new student orientation.



Pennsylvania State Education Association (PSEA)

PSEA is a statewide organization which gives education students the opportunity to connect and network with other education students. PSEA is dedicated to service, driven towards working with the youth in Scranton and surrounding areas. Any education major in Elementary Education, Early Childhood Education, Secondary Education, and Special Education can enroll in PSEA through the [PSEA website](#). Students meet along with other organizations on campus, Kappa Delta Pi and Student Council for Exceptional Children; to plan events and discuss pertinent information within the department. The PSEA aims to provide educational and social experiences of both a formal nature encompassing Marywood and the broader educational community.

The goals of the club include:

- Develop in the future educator an understanding of and appreciation for the education profession and the role of the professional education association
- Forward the aims of quality education
- Stimulate the highest ideals of professional ethics, standards, attitudes, and preparation
- Incorporate the various branches of the Marywood School of Education into one functioning body
- Function in a liaison capacity with the Marywood School of Education
- Perform and support University service activities that promote educational experiences



Kappa Delta Pi

[Kappa Delta Pi](#), an International Honor Society in Education, extends students' opportunities for networking and scholarship. Kappa Delta Pi is dedicated to service, driven towards working with the youth in Scranton and surrounding areas. Upperclassmen can apply to be inducted into KDP by filling out an application. Students can expect to meet along with other organizations on campus, PSEA and Student Council for Exceptional Children, to plan events and discuss pertinent information within the department.

Invitation to membership in Rho PI Chapter at Marywood University is dependent upon fulfillment of the following qualifications without regard to race, age, color religion, sex or handicapping condition.

Qualifications:

To be eligible for induction, **undergraduate** students must...

- ❖ Have at least 12 credits of Education courses completed
- ❖ Have junior level status (with at least 60-credits earned)
- ❖ Have an overall GPA of 3.50 or higher
- ❖ Exemplify worthy educational ideals
- ❖ Express an intention of continuing in the field of education and give evidence of leadership abilities.

To be eligible for induction, **graduate** students must

- ❖ Be in the year prior to graduation
 - ❖ Have an overall GPA of 3.75 or higher
 - ❖ Exemplify worthy educational ideals
 - ❖ Express an intention of continuing in the field of education and give evidence of leadership abilities.
-

Academic Policies

Academic policies:

Students in the Marywood School of Education programs are required to maintain a 3.0 GPA

- to gain formal entry into the program through teacher candidacy screening (need for upper-level education courses)
- transfer into the major (overall GPA)
- in order to participate in student teaching (overall and major GPA)
- in order to participate in the intern program (graduate only)
- graduate as an education major (overall and major GPA)

Academic Probation

[Marywood's overall academic probation status](#) students below a 2.0 GPA, must increase or be dismissed.

School of Education Corrective Action Plan (CAP): If a pattern of behavior that is perceived to be detrimental to the student's learning and development of the knowledge, skills and dispositions needed to be an effective teacher, then the student's instructor or academic advisor may put a Corrective Action Plan in place to assist the student in striving toward success. In that case, the student and involved School of Education faculty and staff will meet with the student to develop a plan designed to address the challenges and obstacles to assist the student in striving toward success.

Unable to move forward in the Education program:

In the case that a student is not able to raise their GPA above a 3.0 at any point in the program the following options are available to students. Talk about the options with your academic advisor. *Graduate students:* explore the possibility of enrolling in a different program

Undergraduate option: change majors with the option to keep an education minor. *Undergraduate option:* change major to Child Studies Ad Hoc degree

This is a bachelor's degree that is in general child studies that can utilize most of the courses you've already taken. It does not require teacher candidate screening or student teaching. It does not qualify the student for any certifications. This degree is an option for getting through to graduate - some students then go on to earn a MAT (masters in teaching degree).

Policies to be aware of

See [Academic Catalog](#) for additional policy information

[Marywood academic standards](#)

ACADEMIC APPEAL: POLICY AND PROCEDURES

Students with sufficient cause to file an academic appeal should initiate the process through established procedures as outlined in the University Catalog. Note that there are deadlines to file an appeal starting from when the student receives the grade. The document, [Academic Appeals](#), explains the procedures to be followed and is on file in the office of the Dean of the College of Professional Studies.

Resources for students to raise grades

Marywood's staff who are here to help you:

[Marywood's Tutoring Center](#)

[Marywood's Writing Center](#)

Marywood's [Career Services](#) - check out inventory/tests to see where your interests lie

[Retention and Advising](#) - to get info, to get support for what you may be going through

[Disability Services](#) - if you need support or suspect you may need more specific or targeted support

Marywood support for issues that impact you in and outside of the classroom

[Office for Equity and Inclusion](#)

[Truth, Racial Healing, & Transformation Campus Center \(TRHT\)](#)

[Counseling & Student Development Center](#) for counseling support and also for help in developing coping and other skills and strategies [Campus Ministry](#) - faith resources

[Pacer Pantry](#) (food bank)

Study skills Tips

Marywood's PASS program: [Personal and Academic Success Services \(PASS\)](#)

[Cornell Note Taking System](#) (read and videos)

[Studying 101 \(to read\)](#)

[How to study effectively for school or college \(6-minute YouTube video\)](#)

Time management tips

Get a planner of some sort (paper, electronic)

The key is to develop a habit of looking at it each day

Write due dates for everything from all of your syllabi

Work backwards and block off dedicated study time

Note where due dates overlap - plan extra prep time

Be deliberate in setting how many goals each day

Schedule relaxing and socializing time

Use time in between classes effectively

Make the most of the time of day that is best for you to work on studies

Plan a few blocks of time each week to dedicate to online asynchronous courses

[5 Time management tips for students + college planner hacks \(5 minutes\)](#)

GPA calculator

[How to calculate GPA using Excel \(2 minutes\)](#)

Review your grades and how many credits you have to evaluate in what ways you can impact your GPA. Most times retaking courses that you got low grades in is necessary. Transferring in courses will earn the credits and check off the box for that course requirement but will NOT impact the GPA (a transferred in course will not replace a failing grade that gets calculated into your GPA).

MEDALS

Departmental and university honors are determined in the student's final year (undergraduate students only). Students can apply for or nominate others for consideration for the below medals. The School of Education faculty determines the students awarded the medals. Medals are awarded during commencement weekend.

(Please see the Club section of this Handbook for information regarding Honor Societies.)

MEDAL CRITERIA – Undergraduate Students Only

The Rosemary Carroll Kazimer Medal

The Rosemary Carroll Kazimer Medal is awarded for excellence in the program of elementary education. Selection occurs in early spring. It is based on the January standing of May candidates and on the final record of graduates from the prior August and January. To be eligible for consideration for this medal undergraduate students must have:

1. An "above average" standing in student teaching;
2. A GPA in the education major of 3.25 minimum;
3. A GPA in the education major which is within .5 of the highest education major QPA earned that year;
4. A commitment to education as evidenced by strong leadership and service within the department.

Calculation of the GPA will not include the student's minor. Final determination will be made by consensus of the School of Education Faculty.

The Sister M. Regina Barrett Medal

The Sister M. Regina Barrett Medal is awarded for excellence in the program of early childhood education.

Selection occurs in early spring. It is based on the January standing of May candidates and on the final record of graduates from the prior August and January. To be eligible for consideration for this medal undergraduate students must have:

1. An "above average" standing in the early childhood student teaching experience;
2. A minimum GPA of 3.00 in the early childhood education minor;
3. Above average performance in the infant-toddler practicum;
4. Evidence of service to young children e.g. work experience, volunteering, helping, club activities, association membership/activities, and advocacy.

Final determination will be made by consensus of the School of Education Faculty.

The Sister M. Immaculata Gillespie Medal

The Sister M. Immaculata Gillespie Medal is awarded for excellence in the program of secondary and PK-12 education. Selection occurs in early spring. It is based on the January standing of May candidates, and on the final record of graduates from the prior August and January. To be eligible for consideration for this medal undergraduate students must have:

1. An "above average" standing in student teaching;
2. A GPA in education of 3.25 minimum (NOTE: This includes professional courses specified for student teaching eligibility.);
3. A GPA in education which is within .5 of the highest QPA in the education sequence for that year;
4. A GPA of at least 3.25 in her/his major.
5. A strong commitment to education as evidenced by leadership and service in the School of Education.

Final determination will be made by consensus of the School of Education Faculty.

Margaret Ruddy Dougherty Medal

The Margaret Ruddy Dougherty is awarded for excellence in the program of special Education. In order to be considered eligible for this award, each applicant must meet the minimum requirements listed below.

Each application will be reviewed by department faculty and a weighted score will be given for each item.

Weighted scores will be tallied and the applicant achieving the highest total score will be announced in May. Final determination will be made by consensus of the School of Education Faculty.

General Requirements

1. Candidate for the August, January or May graduation period.
2. Will have completed a minimum of 60 credits at Marywood at time of award and seeking a B.S. degree in Special Education.

Specific Requirements

Weighted Scores

- | | |
|---|--------------|
| 1. 3.25 G.P.A. Major Course Work | (1-4 points) |
| 2. 3.25 G.P.A. Overall Course Work | (1-4 points) |
| 3. Evidence of meaningful services to the College, school, community
(community service is to be documented by support letters). | (.1-1 point) |

CERTIFICATION

What is certification? The credential that professionals must hold to teach is called certification. By the process of certification, the qualifications and proper training of each professional educator is verified. The State Board of Education sets the standards and regulations for certification, and the Department of Education's Bureau of School Leadership and Teacher Quality administers those standards and regulations in issuing educator certifications.

How do I qualify for a certificate? Educators prepare for their responsibilities in the schools of the Commonwealth by completion of:

- (1) state-approved teacher education programs, including a student teaching or intern experience, with a minimum, cumulative GPA of 3.00 on their college transcript;
- (2) testing requirements; and
- (3) an application documenting that all certificate requirements have been met.

Students who have earned a Bachelor's degree and have successfully completed the requirements above are eligible to apply for the appropriate Pennsylvania credential.

Students should regularly consult with their academic advisors and the School of Education for any changes or considerations. The School of Education offers specific advising checklists and policy documents to help guide students in their respective programs.

What are the procedures to apply for certification?

The Pennsylvania Department of Education (PDE) uses an online application system called TIMS (Teacher Information Management System). Candidates for certification are able to submit an online application on the first day of the month when they complete their educator-preparation program. (Example: May 1/Dec 1)

Find procedures on the Pennsylvania Department of Education website at <http://www.education.pa.gov> and click on [Certification](#).

What teaching certificate do I earn after completing my program?

Teacher preparation candidates who meet the Pennsylvania Department of Education's requirement criteria are eligible to apply for an *Instructional I* teaching certificate.

Instructional II certification or "permanent certification" is granted by PDE to teachers who meet the following criteria: hold a valid Instructional I certificate; have completed a teacher induction program; have three years of satisfactory teaching experience in the Commonwealth of Pennsylvania; and have completed 24 post-baccalaureate credits.

Can I teach in other states with a PA Instructional I teaching certificate?

Currently, there are Interstate Agreements in place for those with a PA Instructional I certificate. The Agreement makes it possible for an educator who completed an approved program and/or who holds a certificate or license in one state to earn a certificate or license in another state.

Receiving states may impose certain special requirements which must be met.

The agreement is not necessarily "full" reciprocity. The educator may have to complete additional requirements, such as workshops, testing, or advanced degree, etc., before receiving a full professional certificate in the new state. Different Praxis tests or assessments may be used.

Each state has specific application requirements. Check for procedures for applicants completing an out-of-state teacher-preparation program on the state's department of education web site.

Do I have to obtain certification to receive my Marywood Degree?

No, PA Department of Education certification is not required for graduation. But we do strongly encourage you to obtain your credential while you are fully qualified. The state can and does change certification requirements and you may not meet future requirements. Obtaining your certification now gives you the option of activating it in upcoming years and it remains valid until you accumulate six years of teaching in Pennsylvania.

Do I Need to Take Courses After I Become Certified?

Effective July 1, 2000, the Commonwealth of Pennsylvania enacted Act 48, mandating a continuing professional education program for educators to maintain active certification. ACT 48 requires all certified school personnel to complete continuing education requirements every five years in order to maintain their certificates as active. The Act 48 requirement can be met with six college credits, six credits of continuing professional education courses, 180 clock hours of continuing professional education, or any combination equivalent to 180 hours. The continuing education activity is to be related to an area of the educator's assignment or certification and, if the educator is employed by a school entity, complies with their school entity's plan.

How do I register for my Act 48 courses?

To register post-baccalaureate courses you are completing, complete and sign an [ACT 48 Release Form](#) and return it to the School of Education, at Marywood University. **Note:** Course must be undertaken after your PA Level I Certification has been issued. Also, be sure the Pennsylvania Department of Education has your current address (Update your contact information through TIMS.)

Once we report your collegiate credits or hours of participation, you will be able to view the credits/hours submitted on your Act 48 Professional Education Record Management System (PERMS) account with the PA Dept. of Ed. Contact Marywood's School of Education if credit/hours do not appear on the PDE site or if there are any discrepancies in the data.

Who can answer any questions I may have?

You are welcome to contact the Certification Officer at Marywood University with any questions on testing requirements and the certification process.

Dr. Suzanne Murray Galella, Certification Officer
Room 2018, McGowan Center
Marywood University
2300 Adams Avenue
Scranton, PA 18509

sgalella@maryu.marywood.edu

You may also contact the Pennsylvania
Department of Education directly at:
Pennsylvania Department of Education
School Leadership and Teacher Quality
333 Market Street
Harrisburg, PA 17126
Tel: (717) 787-3356

CERTIFICATION TESTS

Which Tests Do I Take for My Specialty Area Toward the End of My Program?

Pennsylvania regulations require that those seeking an educator credential must demonstrate that they have successfully completed testing in the following areas:

1. **Specialty Area Tests**, taken during the semester before or early in the semester of student teaching
2. **Pennsylvania Educator Certification Tests (PECT) Specialty Area** testing is required for:
 - PK-4 Early Childhood Education

Praxis II Specialty Area testing is required for all other areas of certification not listed as PECT

Near the completion of your teacher-preparation program, you will need to take and pass subject area tests to demonstrate competency in your teaching specialty.

Subject Area Tests

The Pennsylvania Department of Education requires [Praxis exam](#) or [PECT exam](#) that measure knowledge of specific subjects that educators will teach, as well as general and subject-specific teaching skills and knowledge. Tests selected by the commonwealth correlate with PA Academic Standards around which Marywood's programs have been designed. Accordingly, required courses taken throughout the program provide in-depth preparation for success on certification tests.

- Praxis tests are computer tests, offered by appointment. See <https://praxis.ets.org/>
- Pennsylvania Educator Certification Tests (PECT) are administered by Pearson Evaluations Systems. See www.pa.nesinc.com.
- World Language Spanish candidates have the option of taking either the PRAXIS or the ACTFL test. See www.actfl.org

Praxis Resources

You will want to go to the test company website to find specific test preparation materials and to sign up for the test: <https://praxis.ets.org/storehome.html> . Here, a Study Companion (PDF) is available that gives an overview of the test with specific information on the topics that will be tested and includes practice questions and explanations of correct answers. Some students find it useful to download the topics that will be tested to make notes as they progress through their program.

Following are tests accepted by PDE and their qualifying scores. Additionally, the PA Dept. of Education utilizes a GPA-Passing Score Sliding Scale that enables candidates to receive certification with lower scores than those shown if the applicant's ending GPA falls within certain ranges. See Certification [Test and Score](#)

Requirements (Excel). If you use the lower passing score to apply for certification, we encourage re-testing to bring up your score to “straight passing” since your test score report (sometimes requested for job applications) does not apply PDE’s sliding scale and will show a status of failing.

Praxis II/PECT Testing

Website: <http://www.ets.org/praxis> (Middle Level, Secondary, Special Ed)
<http://www.pa.nesinc.com> (PreK-4)

Instructional Certification Subject Area	Content Tests	Testing Code
Grades PreK-4	PreK-4 - Module 1	8006
Grades PreK-4	PreK-4 – Module 2	8007
Grades PreK-4	PreK-4 – Module 3	8008
Special Education PK-12	Special Education: Foundational Knowledge	5355
Special Education PK-12	Fundamental Subjects: Content Knowledge	5511
Grades 4-8 All Concentrations	Module 1 - Pedagogy	5153
Grades 4-8 All Concentrations	Module 2 - English Language Arts & SS	5154
Grades 4-8 All Concentrations	Module 3 – Math & Science	5155
Grades 4-8 Concentration	Subject Concentration – English Language Arts	5156
Grades 4-8 Concentration	Subject Concentration - Science	5159
Grades 4-8 Concentration	Subject Concentration – Social Studies	5157
Grades 4-8 Concentration	Subject Concentration - Mathematics	5158
Art (PK-12)	Art: Content Knowledge Fundamental Subjects: Content Knowledge	5134 5511
Biology	Biology: Content Knowledge	5235/0235
Chemistry	Chemistry: Content Knowledge	5245/0245
Communications (7-12)	Speech Communication Content Knowledge	5221
Earth and Space Science	Earth and Space Science: Content Knowledge	5571/0571
Career and Technical Administrative Director	School Leaders Licensure Assessment	6990
Career and Technical Education Supervisor	Educational Leadership: Administration & Supervision	5412
English	English: Content Knowledge	5038
General Science	General Science: Content Knowledge	5435/0435

Health & Physical Education (PK-12)	Health & Physical Education: Content Knowledge	5857
	Fundamental Subjects: Content Knowledge	5511
Mathematics	Mathematics: Content Knowledge	5161
Music (PK-12)	Music Content	5113
	Fundamental Subjects: Content Knowledge	5511
Physics	Physics: Content Knowledge	5265/0265
Curriculum & Instruction Supervisor	Educational Leadership: Admin & Supervision	5412
Principal (PK-12)	School Leaders Licensure Assessment	6990
Reading Specialist (PK-12)	Reading Specialist	5302
	Fundamental Subjects: Content Knowledge	5511
School Counselor (PK-12)	School Counselor	5422
	Fundamental Subjects: Content Knowledge	5511
School Psychologist (PK-12)	School Psychologist	5403
	Fundamental Subjects: Content Knowledge	5511
Social Studies	Social Studies: Content Knowledge	5081/0081
Special Education Administration and Supervision	Educational Leadership: Admin & Supervision	5412
Speech and Language (PK-12) Pathologist	Speech and Language Pathology	5331
	Fundamental Subjects: Content Knowledge	5511
Superintendent's Letter of Eligibility Supervisor	School Superintendent Assessment	6991
	Educational Leadership: Administration & Supervision	5412
World Languages: Spanish (PK-12)	Spanish: World Languages	5195
	Fundamental Subjects: Content Knowledge	5511
Fundamental Subject	Fundamental Subjects: Content Knowledge (PK-12 Special Ed & K-12 Spanish certification needs to take this test with content exam)	5511
Add on Elementary Grades 5-6	After - PreK-4 Certifications only	
	English Language Arts & Social Studies: Subtest	5154
	Math & Science: Subtest	5155

PDE requires OFFICIAL test scores. If you take a test in Pennsylvania, your scores are automatically reported to PDE. If you take the test OUTSIDE OF PENNSYLVANIA, you must select the PA Department of Education as a score recipient when you register to take the test.

***Option: Expand your Grades PreK-4 Certificate to Include Grades 5 and 6**

All candidates enrolled in an Early Childhood and Elementary Education PreK-4 program may add Grades 5 and 6 to their certificate by attaining qualifying scores on the following assessments:

Certification Area	Test Code	<u>Praxis</u> Test Name	Qualifying Score
Elementary Grades 5–6 is only available to those holding a valid Pennsylvania Grades PK–4 certificate.	5154	English Language Arts and Social Studies Subtest	152
	5155	Mathematics and Science Subtest (Calculator allowed.)	164

Candidates may take these assessments during or after completion of their PreK-4 program. However, the Pennsylvania Department of Education cannot grant the Grades 5 and 6 add-on certificate until after the PreK-4 certificate has been awarded. To expedite the process, candidates may apply for the add-on simultaneously with their application for PreK-4 certification.

Test Preparation Help

Certification tests selected by the commonwealth correlate with PA Academic Standards around which Marywood’s programs have been designed. Accordingly, required courses taken throughout the program provide in-depth preparation for success on certification tests.

Before testing, you will also want to go to the test company website to find specific test preparation materials. Here, a Study Companion (PDF) is available that gives an overview of the test with specific information on the topics that will be tested and includes practice questions and explanations of correct answers. Some students find it useful to download the topics that will be tested to make notes as they progress through their program.

There is evidence that authentic practice testing is the best way for students to prepare for timed tests and the testing company websites offers this type of practice for a nominal fee of about \$20 for students wanting a concentrated review. ETS describes the online preparation valid for 90 days or 10 uses as follows:

“This full-length practice test lets you practice answering one set of authentic test questions in an environment that simulates the computer-delivered test. The practice test is timed just like the real test and allows you to move easily from question to question to simulate what you will experience on the day of the test. After completing the test, you can also see the correct answers and explanations for each correct answer and view your results by content category.”

Approximately 10 business days after taking a test, you will receive a score report that provides:

- your score and whether it is passing
- the range of possible scores
- the raw points available in each content category

If your score is not passing, you are able to compare "raw points earned" with the maximum "raw points available" to see which categories need improvement. The greater the difference, the greater the opportunity to improve the score on a re-test by further study.