

Remember that our nation's first great leaders were also our first great scholars.

John F. Kennedy

MISSION STATEMENTS

Mansfield University Teacher Education Unit

It is the primary mission of the teacher education unit at Mansfield University to prepare educators to serve the region, the Commonwealth, and the nation. Our graduates will be able to make reflective decisions that are grounded in accepted theory, research, and practice. These decisions will enable the teacher to adapt instruction to individual student differences and to changing conditions within schools and society.

Education and Special Education Department

The department's mission is to prepare caring, knowledgeable, and effective elementary, secondary, and special education teachers.

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Chapter 1: Education for the 21st Century

Chair, Education and Special Education

Welcome

Professor Jesus R. Lucero

Welcome to the Education and Special Education Department. As you hear so often in the Airline industry, you have many choices to fly, we are glad you chose us. We feel the same here at Mansfield University; we are glad that you have decided on our University and department to help you reach your goal of becoming an educator. Teaching is one of the most challenging and rewarding fields one can ever be part of. What we will do over your time here is to help you bring out your inner teacher with cutting edge educational research, teaching techniques, and materials. What we expect from you is a commitment of time and effort, and most of all, a commitment to the profession of education. You will be challenged, but your effort will be rewarded.

We have excellent faculty and staff who are committed to your success and completion of your degree. As a faculty, we believe in the importance of diversity, strong pedagogical skills, effective classroom management and communication skills, and an understanding of technology. You will find that we all have our own teaching styles, but our common goal is the same, to prepare you to successfully become a teacher.

To do this we use the work of Charlotte Danielson, whose book, *Enhancing Professional Practice: A Framework for Teaching 2nd Edition (2007)* provides the basis for the model for teacher education program at Mansfield University. As she states:

The work of teachers, as described in the framework for teaching, operates on the assumption that teaching is indeed professional work, with both the privileges and obligations conferred by that status. The framework recognizes the complexity and the importance of teaching; decisions that teachers make in designing and executing instructional plans are far from trivial. These decisions depend on a sophisticated understanding of the content to be learned, the students in one's care, and the nature of learning itself. They require familiarity with the context and sophisticated judgments about the likely consequences of different courses of action. The implications of this professionalism are evident in each of the components of the framework for teaching . (2007, p. 18).

There are many benchmarks that you must meet to keep in good standing in the Department. For example you will be required to have a 3.0 GPA and to have passed Praxis I, (tests math, reading, and writing skills) to move through *the gate* to take upper-division courses. You must also have a 3.0 and passed Praxis II, (content knowledge) to student teach and complete the program. To help you be successful in these endeavors, you will be assigned an advisor who will help you plan your program. But the ultimate responsibility for success and completion of the program is yours.

As Herbert Kohl states in his book *“I won’t learn from you” and other thoughts on creative maladjustment* (1994), “Education works best when it is grounded, when it merges the skills and knowledge of the community with the skill and knowledge of the educators. Often what we can do best as educators is show how resources, skills, knowledge, and culture can be brought to bear to enrich the lives of children.” (1994, p 62).

In light of new certification changes being implemented by the Pennsylvania Department of Education that will effect the certifications offered at Mansfield University, students are strongly encouraged to meet with your education advisor every semester to stay abreast of the changes and how these changes might affect you in the future.

On behalf of the Department of Education/Special Education, we wish you success, and yes, enjoyment during your time at Mansfield University.

Teacher Leadership—What Is It? **Dr. Barbara Smith,**

There have been a variety of metaphors for classroom teachers over the years: assembly line worker, professional, and now, for the last 5 to 10 years, teacher leader. What does this mean? First of all, it does *not* mean becoming an administrator or leaving the classroom. It does mean that beyond being a professional educator, teachers at their best, are teacher leaders. Here is Charlotte Danielson’s (2007) definition:

It entails mobilizing and energizing others with the goal of improving the school’s performance of its critical responsibilities related to teaching and learning. Mobilizing and energizing does not occur because of the role of the leader as boss (as might be the case with a principal), but rather because the individual is informed and persuasive... . It also entails an unwavering passion for the core mission of the school and the courage to confront obstacles to achieving that mission. (p. 12)

Our undergraduate teacher education theme is “the teacher as reflective decision maker.” By the end of your undergraduate education program, we purpose to foster two overriding characteristics you will possess as your teaching identity: reflectiveness and inclusiveness.

The graduate theme, which builds on these qualities, is “the teacher as educational leader.” If you want to dig even more deeply into this theme, Charlotte Danielson explains:

“the concept of teacher leadership did not spring into being in the early years of the 21st century. Rather, it has a long history in various forms, reaching back for more

than 100 years... As with much else in U.S. education, the antecedents of our current thinking about teacher leadership rests with John Dewey” (p. 21).

After you finish our programs, if you still want to know more as a lifelong learner, there is another book to recommend as the most succinct and accurate places to learn more about John Dewey: *Dewey's Dream* (2007). From Temple University Press, this book explains how both K-12 schools and universities can build dreams collaboratively, both within their own organizations and with other organizations. Starting small is often important, but not starting at all, in collaboration with others, is not in keeping with either professionalism or leadership as Dewey describes it.

Welcome to the future in education. If you are able, I would encourage you to participate in the Mountaineer Leadership Program, a free certificate program available to all MU students. Every teacher who stands in front of a classroom is leading that classroom, whether he or she is aware of it or not. Learning all you can about leadership will only help you become more deeply professional. Fortunately, you have chosen Mansfield University to prepare to be a teacher, because at Mansfield we are “developing tomorrow’s leaders.” Best wishes in your exciting endeavors!

The Character of a Teacher **Dr. Ronald Straub**

You are reading this because you have chosen to learn about a profession that probably started with the first community of human kind. The profession of teaching is responsible for the continuation of civilizations and the fertilization of discoveries. Teaching should also be a defense against prejudice and the acts of discrimination which follow from prejudice.

If the above sounds like your chosen profession is not to be taken lightly, you are correct! To teach well requires more than an 8 a.m. to 3:30 p.m. mentality. Think about those teachers who have made an impression in your life: they probably were well prepared and knowledgeable in their teaching, always seemed to care deeply about their students, and maybe appeared to be living at the school because they were always helping with extracurricular activities. Do you have such dispositions? If so, the faculty in the Education and Special Education Department can work with you in the next four years to help you become knowledgeable and skillful in the science and craft of teaching. Our combined goal will be that you graduate as a teacher candidate from our programs as a reflective person who is likely to make sound professional and ethical decisions. If you provide the energy and willingness to learn, the faculty in this department are committed to model all that is best in the concept of "Teacher."

A major strength of Mansfield University's teacher education programs is the strong relationships that develop between students and faculty. You are the reason we faculty are here. We will try to model for you a philosophy of responding to the individual with equity and not just equality.

As Charlotte Danielson states, "Effective teachers attend to elements of the classroom environment, creating and maintaining an atmosphere of respect, caring, and commitment to important work."

Don't expect perfection in yourself-you will make mistakes, as we all do. Ideally, however, we don't make the same mistake twice. If you do, then let's work together so it won't be thrice.

Enough passive reading on to the business of active learning, as there are students out there waiting for you, their teacher. The next four years are the foundation for the rest of your life. I wish you good learning.

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Education and Special Education Faculty and Staff
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Teacher as Reflective Decision-Maker

Dr. Lynne Hammann

The theme of the undergraduate Teacher Education Unit (TEC) is "Teacher as reflective decision-maker." This theme was adopted during the 1999-2000 academic year and is based on concepts presented in Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* (Danielson, 1996). Danielson's work, which is based on research and theory, addresses four domains of teachers' responsibilities: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Important concepts common across these four domains include constructivism, learner engagement, equity, cultural sensitivity, technology, high expectations, and accommodation for students with special needs.

Within each of the four domains above, teachers are expected to (1) be knowledgeable about research and theory, and (2) be reflective in selecting appropriate practices for their students. The ultimate goal of this reflective decision-making process is to develop engaged learners. Danielson (1996) terms this "the primary mission" (p. vii) of her framework. In the Teacher Education Unit, the Danielson framework is referenced in course syllabi, is required course reading in Introduction to Education, and serves as the basis for various class assignments in the program.

Your course work at Mansfield University will provide you with many opportunities to learn and master these concepts as you learn to be a "reflective decision maker." Then during Student Teaching, you will have the opportunity and responsibility to be a "reflective decision-maker," as you demonstrate your mastery and application of these concepts. Student Teacher Competencies for each domain specified on the Student Teaching Evaluation Report are directly related to the Danielson Framework.

Chapter 2: The Teacher Preparation Program at Mansfield University

Mansfield University has strong roots in teacher education, and the Education and Special Education Department is one of the university's largest departments. In 1863 Mansfield Classical Seminary became the state's third normal school (schools established for the specific training of teachers), and in 1927 Mansfield was the first institution of higher education in the state to be designated as a state teachers college.

In 1866, Mansfield Normal School celebrated its first commencement, and 14 men and women received diplomas. Since then, thousands of elementary, secondary, and special education teachers have graduated from Mansfield University and gone on to make important contributions to the education of children and adults in Pennsylvania and throughout the United States. The faculty members of the Education and Special Education Department are proud of the Department's history and the Department's outstanding programs in Elementary, Early Childhood, Secondary, and Special Education.

The elementary, secondary, and special education baccalaureate degree programs at Mansfield are accredited by the Middle States Association of Colleges and Secondary Schools (MSA) and by the National Council for Accreditation of Teacher Education (NCATE). In addition, these programs are approved by the Pennsylvania Department of Education (PDE). The Education and Special Education Department offer the following undergraduate degrees: Elementary Education B.S.E.; Special Education B.S.E.; Leadership for Children and Adults with Disabilities B.S. For more information about these programs, please visit the website for the Education and Special Education Department at <http://edspeced.mansfield.edu/>.

For application information about Mansfield University's undergraduate teacher-education programs, please visit our Prospective Students page at <http://admissions.mansfield.edu/ps/>.

Information about graduate programs in the department of Education and Special Education Department can be found on the Graduate Programs website, <http://www.mansfield.edu/~graduate/> and/or contact the Graduate Admissions Office at 570-662-4806.

The programs in the department of Education and Special Education are proud to be accredited by both the Pennsylvania Department of Education (PDE) and the National Council for Accreditation of Teacher Education (NCATE).

In Spring Semester, 2006, the NCATE review team arrived in Mansfield for their scheduled accreditation visit. NCATE explains their goals in the following description:

NCATE is the profession's mechanism to help establish high quality teacher preparation. Through the process of professional accreditation of schools, colleges and departments of education, NCATE works to make a difference in the quality of teaching and teacher preparation today, tomorrow, and for the next century. NCATE's performance-based system of accreditation fosters competent classroom teachers and other educators who work to improve the education of all P-12 students. NCATE believes every student deserves a caring, competent, and highly qualified teacher (<http://www.ncate.org/public/aboutNCATE.asp>).

More information about NCATE can be found on their website: <http://www.ncate.org>.

Teacher Education Admission and Certification Standards
Mrs. Christina Fry, Coordinator of Field Experiences
Ms. Lori A. Cass, Registrar / Certification Officer

The Teacher Education Unit is responsible for all teacher certification programs at Mansfield University regardless of which department houses the program. The Department of Education and Special Education is the largest department in the unit, with other departments across campus also housing programs in the Unit. The Unit is nationally accredited by NCATE and the Pennsylvania Department of Education (PDE) at both the undergraduate and graduate level. The Unit strives to prepare teachers who have the knowledge, skills, and dispositions to meet the demands of public education in the twenty-first century. In addition to Student Teaching experiences in schools in Pennsylvania and New York, students also have further learning opportunities at diverse sites in Arizona and Australia.

Statewide regulations governing teacher education in Pennsylvania require that admission and retention in teacher education programs be carefully monitored. Mansfield University teacher education programs must meet the admissions standards developed by the PDE and NCATE. Both of these organizations require teacher education programs to screen teacher education candidates to assure that only those individuals with the requisite dispositions and abilities for successful teaching are admitted to programs and advanced to certification.

The Pennsylvania regulations, known as Chapter 354, require a two-tier system for teacher education programs. Students may be admitted to the university as majors within elementary, secondary, special education, art, or music education, but they must satisfy certain requirements to advance to upper division course work numbered 3000 and above. Further information can be found at the website below:

<http://www.teaching.state.pa.us/teaching/>

In the Education and Special Education Department, the admissions requirements begin with initial acceptance into elementary, secondary, or special education. At that time, students are designated as “teacher education majors” (TEM). Students with TEM status may only take ED, ELE, SPE, ARE, and some MU courses with prefix courses numbered below 3000. Students must achieve “teacher education certification candidate” (TECC) status to take ED, ELE, SPE, ARE, and some MU prefix courses numbered 3000 and above.

Designation of upper division TECC status may not be made sooner than the semester when the student will earn 48 credits or more. The achievement of TECC status is the first of three “gates” in the teacher education programs. The requirements for each gate are specified below and on the Department’s website: <http://edspeced.mansfield.edu/>

EDUCATION GATE ONE REQUIREMENTS
For Students Who Will Complete 48 Hours in Fall 2003 or Later
Undergraduate BSE & BM.ME. Programs

All Gate One requirements must be met BEFORE students are allowed to take upper level education courses numbered 3000 and above (courses with prefixes ED, ELE, SPE, ARE, and some MU). Students who complete Gate One are designated Teacher Education Certification Candidates (TECC). Gate One is evaluated during the semester in which the student will complete 48 credit hours.

Math and English classes (complete in first 48 hours or before admission to upper level education courses):

- 6 credits math (taken in freshman year if possible) (MA 0090 does not count)
- 3 credits English composition (taken in freshman year if possible) (ENG 0090 does not count)
- 3 credits English literature (any course with "literature" in the title)

- Praxis I testing: Passing scores or new total composite score on 3 tests – PPST Reading, PPST Writing, PPST Math. Transfer students meeting all other Gate One requirements have a one semester grace period to take tests. See Educational Field Experiences webpage for information and registration (go to examination) <http://www.mansfield.edu/~teacher/>

- Education Class: Pass Introduction to Education (ED1102). Students must be BSE majors to register for any education classes. Transfer students meeting all other Gate One requirements have a one semester grace period to complete ED1102.

- Clearances: **Pennsylvania** Criminal Record Check (Act 34), Child Abuse History clearance (Act 151), a valid TB tine test, and a current PA- FBI check (regardless of state from which student is from) See Field Experience Office for information or to submit clearances.

- Complete 48 hours of coursework. Total hours for transfer students are calculated on a combination of transfer credit and earned MU credit.

- GPA: 3.0 GPA on 48 hours of credit. GPA for transfer students is calculated on a combination of transfer credit and earned MU credit.

Students who do not have a 3.0 GPA or all Gate One requirements met when they reach 48 hours cannot continue with their education program because they will not be eligible for upper level courses!

All information between the double lines is quoted from the Mansfield University Undergraduate Catalog, 2008-2009, and can be found at the following website:
<http://catalog.mansfield.edu/content.php?catoid=1&navoid=14> .

Advancing in the Teacher Certification Program

Students entering the university select an education program and are admitted as a major in that program. For example a freshman or transfer student might choose to be an Chemistry Education major in the Chemistry Department. Once the student has chosen a major, then he or she progresses through the gates in the program. Education majors are evaluated at three stages in their program. Mansfield evaluates student preparation based on national standards and Pennsylvania Act 354 requirements. The student must complete all three gates to be recommended for certification. Students will receive written confirmation that they have met Gates One and Two. Gate One must be completed before taking upper level (courses numbered 3000 and above) education courses. Gate Two must be completed before beginning student teaching. Gate Three must be completed before recommendation for certification. Each department may have additional requirements specific to their specific Education program. See the individual program descriptions in this catalog or contact you education program advisor for more information.

Gate One: Students completing the following requirements after August 29, 2004 will be designated a Teacher Education Certification Candidate (TECC). Students must be a TECC in order to register for upper level courses number 3000 and above. To become a TECC, the student must:

- complete a minimum of 48 hours of course work which may include transfer hours;
- have a Quality Point Average (QPA) of 3.0 or higher);
- complete two college level mathematics courses; and one English Literature course and one English Composition before becoming a TECC (Math 0090 and English 0090 or developmental or remedial transfer courses do not meet this requirement);
- pass the Introduction to Education (ED 11 02) course;
- pass the Praxis I certification test (Students transferring into Mansfield University from another institution and who have met all other Gate One requirements may be designated a probationary TECC. They will have one semester after admission to Mansfield University to pass the Praxis I);
- complete criminal background and child abuse clearances.
- See program description or advisor for additional program specific requirements.

Gate Two: Students wishing to be admitted to Student Teaching must complete the following requirements:

- have a Quality Point Average (QPA) of 3.0 or higher for those students admitted to TECC after August 29, 2004;
- complete all education courses except student teaching and professional seminar; students wishing to take non-education courses after student teaching must petition the appropriate department chair and the Director of Teacher Education.
- Student Teacher Clearances

Updated criminal background and child abuse clearances are absolutely necessary in order to student teach. All students must have the appropriate documentation by the following deadlines. Student teaching placements will be revoked unless this requirement is met. Fall Student

Teachers: Clearances must not be dated prior to February 1st of the year that student teaching will take place. In addition, all clearances must be turned into The Educational Field Experience Office in Retan Center no later than June 30th. Spring Student Teachers: Clearances must not be dated prior to June 15th of the year that student teaching will take place. In addition, all clearance must be turned into The Educational Field Experience Office in Retan Center no later than September 30th.

- See program description or advisor for additional program specific requirements.

Gate Three: Students who wish Mansfield to recommend them for Teacher Certification must complete the following requirements:

- pass the Praxis II certification tests;
- complete the appropriate Education degree with a QPA of 3.0 or higher for those students admitted to TECC after August 29, 2004;
- apply for Pennsylvania Teacher Certification, repeating criminal background and child abuse clearances if they have expired.

For information and registration for Praxis I and Praxis II exams, contact the Career Development Center at 570-662-4133. For more information on specific program requirements, see the individual program descriptions in this catalog or contact your education program advisor. For more information about becoming a TECC, contact your education program advisor or the Teacher Certification Officer at 570-662-4873. Information for obtaining clearances and participating in Field Experiences, contact your education program advisor or the Field Experiences Office 570-662-4024.

Applicants wanting endorsement for teacher certification (initial or added) by Mansfield University must contact the Field Experience Office, Retan Center and complete or submit the following:

1. Personal interview with the Certification Officer, if requested.
2. Complete application. Application forms are available in the Field Experience Office, Retan Center.

Official transcripts of all college work completed must be sent directly to the Field Experience Officer at Mansfield University.

For more information about TECC designation, obtaining clearances and participating in Field Experiences, contact your education program advisor or the Office of Teacher Education at 570-662-4024 or the following websites:

<http://www.mansfield.edu/~teacher/exam1.html>

<http://www.mansfield.edu/~careserv/Testing.htm>

Important!!!

Mansfield University Clearance Policy for ALL Teacher Education Majors

It is the policy of Mansfield University of Pennsylvania (MU) that all Teacher Education Majors (TEM) must possess a current **Pennsylvania** Criminal Record Check (Act 34), Child Abuse History clearance (Act 151), a valid TB tine test, and a current PA- FBI check (regardless of the state from which the student comes) to be eligible to take courses that have a field component (observations or any type of participation with children). Under NO circumstances may a student go into the field unless current clearances (receipt of mailing is not acceptable) are on file in The Field Experience Office in 207 Retan. Mansfield University will not allow a student into the field whose background checks reflect an offense. To that end, the following guidelines are provided for clarification regarding this issue:

1. All students of education are required to secure the aforementioned documents, Act 34, Act 151, a negative TB tine test, and a current PA-FBI check through Cogent Systems (<http://www.pa.cogentid.com/>) PRIOR to beginning course work as a TEM, Teacher Education Major. These documents are necessary to establish eligibility for observation and participation.
2. All Teacher Education Certification Candidates (TECC) planning to student teach are required to secure UPDATED Act 34, Act 151, a negative TB tine test, a current PA-FBI check, and **liability insurance** within the established guidelines below:

Fall Student Teachers – Clearances must be dated between **February and June** of the intended year of student teaching. Copies MUST be on file in The Field Experience Office by the end of **June**.

Spring Student Teachers – Clearances must be dated between **June 15th and the end of September** of the intended year of student teaching. Copies MUST be on file in The Field Experience Office by the end of **September**.

*****NOTE*** Clearance information is available at www.mansfield.edu/~teacher. Student teaching will be delayed if a student does not adhere to the above deadlines.*****

3. Students must plan appropriately as there may be a delay of up to 8 weeks for some clearances to be returned to the student. Students must apply for clearances at least 8 weeks prior to beginning course work to ensure that these documents will be back in time to meet course requirements in the field. Students who have not met clearance requirements before the end of the drop period will be directed to drop courses with a field component.
4. If a student enrolled in a teacher education program does not maintain on-going, continuous enrollment at Mansfield University, he/she must have **updated clearances** upon entrance into any courses with field components. If a student is continuously enrolled at Mansfield University, then that student need only update clearances prior to student teaching (after obtaining initial clearances as a Teacher Education Major).
5. The task of securing clearances, TB tine test, PA-FBI check, and liability insurance* is the responsibility of the student. All above mentioned guidelines apply to graduate education students as well. *(liability insurance is for student teachers only)

Professor Notification: The Field Experience Office will provide professors with clearance rosters at the beginning of each semester. After this notification, professors may request updated clearance rosters on a need basis. Please allow 2 – 4 days for The Field Experience Office to run the updated clearance roster. Thank you.

Effective date: July 1, 2007

Praxis Exams

The Praxis Exams are professional teacher certification tests that are required for teachers in Pennsylvania and in many other states. The Pennsylvania Department of Education requires all students to earn passing scores in Praxis I (Pre-Professional Skills Test or PPST) and one or more Praxis II exams.

Praxis I: The Praxis I (Pre-Professional Skills Test) is a three-part set of exams in the following areas: PPST Reading, PPST Writing, and PPST Math. These exams assess basic skills in these three areas that are considered part of general professional knowledge required for education majors. The Praxis I tests do not test teacher educational course material. The Pennsylvania Department of Education (PDE) requires that students pass the Praxis I (all three PPST exams) to be eligible to take upper-level education courses. **It is important for students to plan their testing so that they have passed the Praxis I Exam when they are eligible to meet other Gate One requirements.** Therefore, students should speak with their advisors as soon as possible about scheduling and preparing for the Praxis I exam. In addition, students are advised to become knowledgeable about test content and prepare for these tests. See websites below for information about the Praxis exams, registration, required tests, testing dates, score requirements, and fees. When you schedule your Praxis I exams, you may take all three (PPST Reading, PPST Writing, and PPST Math) on the same testing day.

Praxis II: The Praxis II exam(s) assess students' teacher preparation covered in their professional education courses and should be taken close to the end of their educational programs. Each program (Elementary Education, Special Education, Secondary Education subjects, etc.) has its own specific exam(s). Information about which Praxis II exam(s) to take can be found on the Educational Testing Service website (<http://www.ets.org>) and also linked to from the Teacher Education and Education Field Experiences website: (<http://www.mansfield.edu/~teacher/exam1.html>).

Registration: ETS strongly encourages on-line registration. However, you may print the Praxis booklet and application from the ETS website. Certain individuals may be eligible to have Praxis fees waived. If you are applying for a Fee Waiver, then you must print the Registration Bulletin and Fee Waiver application, complete them appropriately, and send them in. Further information can be found in the "Praxis Questions" on the Education & Special Education Department webpage: <http://edspeced.mansfield.edu/>

Information and registration for Praxis I and Praxis II exams can be obtained from the websites above or at the the Praxis Corner (between the Retan Computer Lab and the Assisted Learning Lab), the Praxis poster (outside 203 Retan), and the following websites:

<http://edspeced.mansfield.edu/>

<http://www.ets.org>

Instructions for the on-line registration process are available in the Praxis Frequently-Asked-Questions on the Education & Special Education homepage:

<http://edspeced.mansfield.edu/>

When you register for a Praxis exam, you should designate MU as a "score recipient," so your scores will be sent to the Certification Officer and placed in your records. Further information on specific program requirements, see the individual program descriptions in the Mansfield University catalog or contact your education program advisor.

Testing Dates: Beginning in the academic year 2006-07, ETS decreased the number of time paper-and-pencil formats of Praxis I will be offered throughout the testing year. However, students may contact computer-based test sites to schedule their own Praxis exams to be taken on the computer. These sites can be found in the Praxis Questions document from the Education & Special Education Department webpage:

<http://edspeced.mansfield.edu/>

For the 2008-2009 Academic Year, paper-and-pencil formats of Praxis exams will be given at Mansfield University on the following dates:

Praxis II (professional program content) tests will be given on the following dates during the 2008-2009 academic year: September 13, November 15, January 10, March 09, April 25, June 13, and July 25.

Praxis I will ONLY be offered on the following testing dates during the 2008-2009 academic year: November 15, January 10, April 25, and July 25.

Therefore, students can take subject matter tests on six different dates, but Praxis I tests (PPST 710, 720, and 730) will only be given three times during the year. For further information about testing dates, please see the following website: <http://www.ets.org> (Educational Testing Service).

Test Preparation: **Praxis I and II exams are considered high-stakes exams.** ETS (Educational Testing Service) has conducted research to better understand reasons for student success (and lack of success) on Praxis exams. Their research indicates that most test takers who failed the tests did not prepare for them adequately. **Therefore, students should begin their test preparation well ahead of the testing date, depending on their individual readiness.** Mansfield University students have reported that studying, working with Praxis prep materials, and attending the Praxis Prep seminars held every semester.

The MU Department of Education and Special Education presents a series of Praxis preparation workshops every semester for Praxis I (all three PPST exams) and the following Praxis II Exams: Elementary Education, Special Education, and Secondary Education. In addition, Praxis study materials are available in the MU bookstore and on reserve at North Hall Library.

Furthermore, on the "Test Preparation" section of the ETS website is the "Tests at a Glance" feature, which offers information about formats, knowledge bases and skills tested in each test. ETS also provides sample questions and answers are available for independent practice.

Further information about Praxis requirements and passing scores can be found in the following places: the Praxis Corner (next to the Retan Computer Lab), the bulletin board outside 203 Retan, direct link to the ETS website (below), links from individual Program descriptions from the Department of Education and Special Education (below), Frequently-Asked Questions (from Department of Education and Special Education (below), the link on the Teacher Education and Education Field Experiences website (below), and the Office of Teacher Education and Education Field Experiences:

<http://www.ets.org> (Educational Testing Service)

<http://www.mansfield.edu/~teacher/> (Teacher Education and Education Field Experiences)

<http://edspeced.mansfield.edu/> (Praxis Frequently-Asked Questions)

Mansfield University Program Requirements

All students must meet Mansfield University requirements for preparation in General Education courses, including Information Literacy, Writing Across the Curriculum, and Global Awareness.

For further information about specific requirements, please see *Mansfield University 2008-2009 Undergraduate Catalog*: <http://catalog.mansfield.edu/>.

Advising

Faculty in the Education and Special Education Department take pride in working with students and in teaching courses ranging from freshman-level introductory courses to the graduate courses. Mansfield University faculty members perform multiple roles: educator, mentor, and supervisor. Consequently, professional relationships often develop between students and faculty that last long after graduation.

Therefore, students are responsible for making contact with their advisors early in their programs and frequently thereafter. Although students register on-line, they are required to complete the Course Selection Sheet and have their advisor's signature so that their course selections are officially entered into the Registrar's records. Course Selection Sheets may be obtained through the Academic Records Department or from the Education and Special Education office. Student Advising Worksheets are included at the end of this Handbook for students' use in planning. Furthermore, students are advised to monitor their program requirements, including printing copies of the Program Evaluation from WebAdvisor early in the semester to plan for subsequent semesters.

In addition, many faculty members also are willing to make appointments with individual students whose schedules conflict with established office hours. Group advising sessions are also offered by many advisors prior to the registration period each semester.

Faculty at Mansfield University maintain a minimum of five office hours per week on no fewer than three different days. Each faculty member posts a schedule of these office hours on his or her office door and the schedules can also be found on the Department's Web site: <http://edspeced.mansfield.edu/>

Using WebAdvisor - Degree Audit (Program Evaluation)

WebAdvisor is an online service that allows students to check their enrollment and financial aid status, grades for completed courses, and progress toward meeting degree requirements. You may also use the WebAdvisor for program planning options, searching for course sections, and registering for courses once you have met with your advisor and completed the Course Selection Sheet. To access WebAdvisor from the MU homepage (www.mansfield.edu):

1. Click on "Quick Links."
2. Click on "Web Advisor."
3. Click on "Access Student Menu" from the WebAdvisor main menu.
4. Choose the option from the menu that best suits your needs. You will be prompted to log in.
5. To log in, you will need to know your user name (the same as the log in name used to access your MU email and your PIN number. For all first-semester MU students, the PIN is the last four digits of the student's SSN. You will then be prompted to change your PIN.
6. You will be asked to choose your current program from the list. Do so and then click "submit."

Scholarships and Awards

The faculty of the Education and Special Education Department present many awards to students each year for academic excellence. We urge students to work hard during their four years with us that they may earn these and other recognitions. A complete listing of Scholarship and Award information, including criteria and application procedures, can be found on the department website: <http://edspeced.mansfield.edu/>

Outstanding Seniors Awards

Faculty of the Education and Special Education Department select one student from elementary education, one from secondary education, and one from special education as finalists in the Mansfield University Outstanding Senior Program. These Outstanding Senior Award recipients are honored throughout the graduation weekend.

Michele A. Towers Memorial Award

The Michele Towers Memorial Award was established to honor Michele Tower's memory and to assist young men and women who exemplify the spirit and character of Michele Towers. Applicants for the award must be elementary or special education majors who have completed 30-95 credits with a minimum 3.0 grade point average and who have shown a strong commitment to teaching and community service.
\$1000 award

Marilyn Melhuish Elementary Education Scholarship

The Melhuish Elementary Education Scholarship is given to a student in elementary education. The funds for this scholarship were provided by Marilyn Melhuish, a 1956 alumna and faculty member in the Edinboro University of Pennsylvania Elementary Education Department. Since her graduation from Mansfield State Teachers College, Ms. Melhuish has dedicated her life to advancing the cause of teaching and learning. She has served on various advisory boards, attended numerous conferences and traveled extensively to advance the profession of teaching.
\$1000 award

Joseph C. Ashkar & Lois E. Ashkar Scholarship Fund

The Ashkar Scholarship Fund recognizes and rewards academically, during the student teaching semester, talented students pursuing a degree in secondary teacher education at Mansfield University. Karen Ashkar Murley and James W. Ashkar established this scholarship award and fund in honor of their parents, Joseph C. Ashkar, class of 1934, and Lois E. Weir Ashkar, class of 1936, for their combined service of nearly fifty years in education in the Lycoming County community of Hughesville, PA.
\$1500 award

Corinne L. Miller Scholarship

This scholarship honors a junior or senior level student majoring in elementary or special education, who demonstrates the attitudes and skills of an innovative, risk-taking teacher and community leader. This scholarship is given in honor and memory of Corrine L. Miller, "Connie," a person who dedicated her life to her family and to service as an educator and community volunteer. It is given by her family, including her four children: J. Dean Miller, Jane Louise Davisson, Michael D. Miller, and Sandra L. Woolley, a faculty member in the Education and Special Education Department from 1990 to 2003.
\$1000 award

Elden and Marjorie Tewksbury Scholarship

This scholarship was established by Marjorie Tewksbury, Class of 1952, and in memory of her late husband, Elden Tewksbury, Class of 1951, for the purpose of assisting students pursuing a degree in teacher education. Mr. Tewksbury was self-employed; Mrs. Tewksbury taught music education for twenty-eight years.

Two \$1000 awards

Albert J. Crispell Scholarship

This award is paid to the University Bookstore to cover expenses for books and educational supplies for a senior education student from Bucks, Luzerne, or Wyoming counties.

\$500 award

The Mary McInroy Sheffer Scholarship

This scholarship fund was established in memory of Mary McInroy Sheffer, Class of 1921, through the generosity of family and friends, to recognize and reward academically talented students pursuing a degree in teacher education at Mansfield University. Mary McInroy Sheffer believed in education and was deeply committed to recognizing quality and rewarding excellence.

\$325 award

Nancy Evans-Sabo Award

Nancy Evans-Sabo was a talented young teacher and, like many members of her family, a graduate and friend of Mansfield University. In memory of Nancy Evans-Sabo, her family gives an award to the graduating secondary education student with the highest grade point average, as recorded in the semester prior to student teaching.

\$180 award

Phi Delta Kappa Award

Applicant must be enrolled in second year, third year, or fourth year of studies in the Education and Special Education Department at Mansfield University. The applicant must submit an essay of no more than 1,000 words in which the applicant addresses an important problem facing education today, and suggests possible solutions.

Waunita Simonson Price

This book fund was established by Waunita Simonson Price, Class of 1949, with a generous gift to the Mansfield University Foundation. Mrs. Price recalled that students could rent their textbooks for fifty cents at the time she attended Mansfield. Knowing the expense of textbooks today, Mrs. Price wished to assist elementary education majors with their education by making funds available to purchase textbooks.

Albert L. Smith and Dr. Marcella M. Hyde-Smith Scholarship Fund

This scholarship fund was established by Albert L. Smith '49 and Dr. Marcella M. Hyde-Smith '56. The scholarship may be renewable if the above criteria have been met. The Education and Special Education Department Scholarship Committee will select the recipient based on the above criteria.

\$500 award

Chapter 3: Professional Knowledge and Skills for Beginning Teachers

"Despite longstanding criticisms of teacher education, the weight of substantial evidence indicates that teachers who have had more preparation for teaching are more confident and successful with students than those who have had little or none. . . . One of the great flaws of the "bright person myth" of teaching is that it presumes that anyone can teach what he or she knows to anyone else. However, people who have never studied teaching or learning often have a very difficult time understanding how to convey material that they themselves learned effortlessly or almost subconsciously."¹

MISSION STATEMENTS

Mansfield University Teacher Education Unit

It is the primary mission of the teacher education unit at Mansfield University to prepare educators to serve the region, the Commonwealth, and the nation. Our graduates will be able to make reflective decisions that are grounded in accepted theory, research, and practice. These decisions will enable the teacher to adapt instruction to individual student differences and to changing conditions within schools and society.

Education and Special Education Department

The profession of education is a vitally important one, particularly in the 21st Century where challenges include engaging learners, standardized testing, classroom diversity, technology use, professional standards, and accountability.

The Mission Statements above reflect the emphasis that the Teacher Education Programs at Mansfield University place on professional preparation for all of their students. The department's mission is to prepare caring, knowledgeable, and effective teachers in all areas: elementary, secondary, and special education. Therefore, the education programs at Mansfield University are guided by several sets of professional standards: Pennsylvania Department of Education (PDE); National Council for Accreditation of Teacher Education (NCATE); the Pennsylvania Code of Professional Practice and Conduct for Educators (below); National Board Propositions; Learning Principles, Chapter 354 (Preparation of Professional Educators) (below), Council for Exceptional Children: CEC Content Standards for All Beginning Special Education Teachers, and other content-specific professional organizations.

¹ From L. Darling-Hammond, (2000), *Journal of Teacher Education*, 15, pp. 166-173.

Pennsylvania's Code of Professional Practice and Conduct for Educators

Five propositions from The National Board for Professional Teaching Standards (NBPTS) are embedded in the Mansfield University teacher-education knowledge base. These propositions were important in the development of the "Teacher as Reflective Decision Maker" model and are currently being used as underlying principles as the Department continues to revise its knowledge bases. More information can be found at the following website: http://www.nbpts.org/the_standards/the_five_core_propositio (retrieved May 24, 2007).

- Teachers Are Committed To Students and Learning.
- Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.
- Teachers are Responsible for Managing and Monitoring Student Learning.
- Teachers Think Systematically about Their Practice and Learn from Experience.
- Teachers are Members of Learning Communities.

Learning Principles: Chapter 354 - Preparation of Professional Educators

On October 7, 2000, the Commonwealth of Pennsylvania adopted "Chapter 354-General Standards and Procedures for Institutional Preparation of Professional Educators." Chapter 354 includes the following learning principles which have become important parts of the framework that the Education and Special Education Department uses as it proceeds with review and revisions of knowledge bases and assessment procedures. These principles (A through J below) are found in § 354.33. Professional competency at the following website: <http://www.teaching.state.pa.us/teaching/site/default.asp> (retrieved May 24, 2007)

(i) *Instructional.*

(A) The teacher understands the central concepts, tools of inquiry, and structures of the discipline the teacher teaches and can create learning experiences that make these aspects of subject matter meaningful for all students.

(B) The teacher understands how all children learn and develop, and can provide learning opportunities that support their intellectual, social, career and personal development.

(C) The teacher understands how students differ in their ability and approaches to learning and creates opportunities that foster achievement of diverse learners in the inclusive classroom.

(D) The teacher understands and uses a variety of instructional strategies, including interdisciplinary learning experiences, to encourage students' development of critical thinking, problem solving and performance skills.

(E) The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

(F) The teacher uses knowledge of effective verbal, nonverbal and media communication techniques supported by appropriate technology to foster active inquiry, collaboration and supportive interaction in the classroom.

(G) The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.

(H) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

(I) The teacher thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship and actively seeks out opportunities to grow professionally.

(J) The teacher contributes to school effectiveness by collaborating with other professionals and parents, by using community resources, and by working as an advocate to improve opportunities for student learning.

Council for Exceptional Children: CEC Content Standards for All Beginning Special Education Teachers

The Council for Exceptional Children's (CEC) "Content Standards for All Beginning Special Education Teachers" provides a framework for the courses and activities in Mansfield University's special education program. These content standards are based on CEC's "Knowledge and Skill Base for All Beginning Special Education Teachers of Students in Individualized General Curriculums" and "Knowledge and Skill Base for All Beginning Special Education Teachers of Students in Individualized Independence Curriculums." The special education program's courses and field experiences incorporate the knowledge and skills detailed in these curricula.

The special education faculty believes that the Department's special education graduates will promote the acquisition of knowledge and functional life skills. Our certification candidates will be able to teach from a variety of theoretical models, to work collaboratively to facilitate and model understanding about individuals with special needs and their diversity – including ethnicity, religion, gender, and other factors – and to modify their teaching according to the individual needs of each learner.

The CEC Content Standards are available at the following website:

http://www.cec.sped.org/ps/perf_based_stds/standards.html

Integrated Technology Goals, Themes, and Competencies

Technology Integration

The faculty members of the Education and Special Education Department are committed to preparing teachers to use technology resources to enhance student learning. They endorse the ISTE National Educational Technology Standards (NETS) and Performance Indicators for Teachers and view technology integration throughout teacher education as a useful programmatic model for developing teachers' technology competencies.

Technology Goals

The technology goals correspond to the four domains of the Danielson Framework that is an integral part of the conceptual framework of the teacher education unit. The Danielson Framework is also aligned to the following INTASC learning principles:

Planning and Preparation (Domain One)

Mansfield University teacher education graduates will be able to effectively use technology in the following ways:

- Plan and prepare effective instruction that incorporates technology resources to align instruction with state and national standards
- Incorporate technology resources and enhancing teacher lesson and unit Preparation

The Classroom Environment (Domain Two)

Mansfield University teacher education graduates will be able to effectively use technology in the following ways:

- Enhance student learning opportunities in the classroom
- Provide increased access to information to support student learning

Instruction (Domain Three)

Mansfield University teacher education graduates will be able to effectively use technology in the following ways:

- Present material in interesting and informative ways
- Enhance student learning through effective uses of technology resources in teacher delivery of instruction and student use of research and learning tools

Professional Responsibilities (Domain Four)

Mansfield University teacher education graduates will be able to effectively use technology in the following ways:

- Aid accurate and efficient completion of professional responsibilities (for example, grading and record-keeping)
- Support teachers' professional development and collegial communication

Technology Themes

The teacher education faculty members have identified six major technology themes consistent with ISTE standards and represent important concerns for educational technology use:

- 1) Adaptive: Teachers should be aware of the range of means by which technology can assist learning of students with learning difficulties. They should also be able to modify technology uses for students who have physical difficulties using the classroom technologies.
- 2) Diversity: Teachers should be aware of the uses of technology to better serve the learning needs of diverse student populations. They should also be able to use technology resources to enhance multicultural awareness of their students.
- 3) Equity: Teachers should be able to organize technology uses in ways that facilitate and encourage access to technology for all students.
- 4) Legal/Ethical Practice: Teachers should model and practice technology practices that assure that legal guidelines such as copyright and ethical considerations such as fair and accurate attribution are followed.
- 5) Safe and Healthy Use: Teachers should organize school technology uses that protect student users from inappropriate, harmful content and contacts.
- 6) Dispositions: Teachers should view technology as a useful tool for enhancing student learning. They should also have a desire to continually update their technology knowledge and skills to support their teaching.

Technology Competencies

The Education and Special Education Department has identified 22 “essential” and 9 additional “desirable” technology competencies for program graduates. Essential competencies are abilities that all teacher education graduates need to acquire and be able to demonstrate. Desirable competencies are additional technology competencies that would be professionally enhancing for graduates to acquire, but that are not specifically required in the teacher education programs. Means of developing the 22 essential technologies are planned and incorporated in the teacher education programs. Many of the desirable technology competencies will also be part of teacher education programs, but may be more course-specific. In addition, students in teacher education programs will acquire specialized technology skills and applications that are particular to individual disciplines, courses, and areas of inquiry.

Performance-Based Essential Technology Competencies

Students will demonstrate their abilities to:

1. Use technology tools to prepare electronic portfolios (i.e., LiveText, Word, PowerPoint, Adobe Photoshop, digital camera, scanner, web searches)
2. Use technology tools to search standards (i.e., LiveText, websites)
3. Use technology tools to prepare lesson plans (i.e., LiveText, Word)
4. Use technology tools to prepare unit plans (i.e., LiveText, Word)
5. Use technology tools to share lesson plans and projects (i.e., LiveText, Word attachments, Outlook, Blackboard)
6. Use technology tools to develop rubrics and other assessments (i.e., LiveText, Rubistar, Word)
7. Use technology tools to develop Web pages with digital images and text (i.e., LiveText, Adobe Photoshop)
8. Use a word processor (i.e., Word)
9. Use e-mail (i.e., Outlook)
10. Use electronic journals, databases, and indexes (North Hall Library resources) and employ search strategies
11. Use a presentation graphics program (i.e., PowerPoint)
12. Use a digital camera / camcorder
13. Use a scanner for text and images
14. Use graphics manipulation software programs and image / video editing (i.e., Adobe PhotoShop)
15. Use a spreadsheet (i.e., Excel)
16. Use Internet search engines and strategies (i.e., Google)
17. Use Help screens and tutorials
18. Use Internet filters to screen objectionable content from school computers
19. Use information gained through electronic means with appropriate academic attribution citations and with respect to copyright law
20. Use assistive technologies for learners with special needs
21. Use technology for on-line learning and course support (i.e., Blackboard)
22. Use and select high quality instructional software in the student’s individual academic field

23. Use a desktop publishing program (i.e., Microsoft Publisher)
24. Use computer software programs for concept mapping, semantic webbing, and organizational charts (i.e., PowerPoint, Inspiration)
25. Use a grading software program
26. Use a database (i.e., Access)
27. Use a Personal Digital Assistant
28. Use a Web editing program to develop and post Web pages (i.e., Dreamweaver, FrontPage)
29. Use the Internet for chats, threaded discussions, and listservs
30. Use teleconferencing and videoconferencing technologies
31. Use course management software for teaching (i.e., Blackboard)

Program Portfolio Assessment System

Portfolios are widely used in diverse education contexts and provide students with opportunities to demonstrate their educational progress and reflect on their learning. Education students in elementary, secondary, and special education programs have been preparing portfolios to reflect their professional growth, as well as to demonstrate this growth to prospective employers. Beginning Fall, 2002, the department faculty expanded the portfolio system used in the teacher education programs. Each year, faculty review the portfolios, making changes as necessary to more effectively support student learning and reflect compliance with professional organization standards. The portfolios are organized around the domains in the Danielson Framework of effective teaching: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities.

Types of Portfolios

Students will construct program portfolios during their teacher education programs, beginning with their first education course through Student Teaching and Professional Seminar. Each student's program portfolios will contain artifacts that demonstrate his/her developing abilities in each of the four Danielson domains that represent the theme of "Teacher as Reflective Decision-Maker. (Artifacts are products/assignments that demonstrate students' abilities.) These artifacts may correspond with written assignments in program courses, such as lesson plans required for methods courses and may be specified in the course syllabus. However, artifacts may also include photographs of student-created teaching materials or pictures of activities in school classrooms.

The developmental portfolios will help students reflect about their progress in making the student-to-professional teacher shift and support students maintaining their work examples. Because these program portfolios are developmental, they have the potential to be powerful tools for students' self-assessment and reflection. Later, well-constructed notebook and electronic professional portfolios can also help demonstrate students' professional preparation to prospective employers.

LiveText Tools for Portfolios

The LiveText on-line tools support easy digital storage of both developmental and professional portfolio elements. LiveText facilitates student creation of both electronic and notebook formatted portfolios. Freshman students through seniors are encouraged to review the portfolio artifacts and begin to develop and save as many examples as possible. Tips for creating and storing artifacts are also included in the body of the Mansfield University LiveText portfolio template.

Technology resources for presentation, information retrieval, and student learning are changing the ways that teachers plan and teach. Lesson plans and other instructional materials created in LiveText make technology integration in teaching more possible. With LiveText, teachers can embed PowerPoint and other program attachments in their lesson plans and open them from any computer with Internet access. Lesson plans can also include links to Internet web sites that support student instruction.

Getting Started with LiveText

A start-up CD for creating a LiveText subscription is available for sale in the campus bookstore. The CD contains valuable tutorial information on using the tools for the first time and a digital “Help” manual. A printed copy of the LiveText “Help” manual is also available for student use in the Retan Center computer lab (Room 101).

Seminars on the uses of LiveText to create portfolios and to add scanned and digital images are scheduled each semester. We encourage students to familiarize themselves with the LiveText on-line tools and begin saving work in LiveText. The LiveText system enables students to create some materials directly in LiveText and to include other materials created using Word, PowerPoint, and other commercial products. Digital photographs with text descriptions can also be easily stored. A scanner is available for student use in the Retan Center computer lab.

Beginning a Portfolio

The portfolio system requires students to be actively engaged in their professional development as they collect examples of their learning. Therefore, students should begin work on their portfolios at the beginning of their educational programs. Artifacts created during their programs can be saved to include into their portfolios. Teaching faculty and academic advisors can be good resources to help students to better understand the portfolio process. Graduate assistants can provide technical support with learning to use the LiveText tools.

Required Portfolio Artifacts: Elementary and Early Childhood*

For each artifact, specific PA, ACEI, and NAEYC Standards will be referenced in parentheses. In completed portfolio, all ACEI and NAEYC Standards would be met by total range of artifacts. In addition, the ACEI lesson plan template is already created, so lesson plan collection template is linked w/LiveText.

Students should review the following guidelines as they begin compiling their portfolios:

- For each of the four domains, students will include narrative portion to introduce each artifact to explain (1) How does this artifact relate to this domain? (2) What are the specific and relevant standards (PDE, ACEI, NAEYC) that are being addressed in this artifact?
- Every lesson plan would specify learning objectives in observable behavioral terms.

Introduction Materials

Resume
Standard teaching application
Transcripts
Recommendations
Log of classroom field experiences
Diversity experiences
State clearances and workshop certificates

Domain One: Planning and Preparation

Required Artifacts:

- Lesson plan to include technology and text-based resources that demonstrates knowledge of students and of content/IEP instead of lesson plan for special education teachers
- Unit plan keyed to standards that includes technology integration, possible adaptations and modifications for students with disabilities, adaptations for diverse learners, varied types of resources, and evidence of ability to use technology in teaching
- For Student Teaching lesson/unit plans, specific PA or NY or AZ standard(s) would be referenced (depending on placement) (as well as ACEI, NAEYC ones).
- Lesson/unit plans must also include possible adaptations and modifications for diverse learners, to include students with disabilities.
- Teacher-made assessment(s) including at least one test and one rubric
- Self-Selected Artifacts (optional, but not more than two)

Suggested Optional Domain One Artifacts:

- 1) Additional examples of the required artifacts
- 2) Descriptions of ways the teacher planned adapted instruction to meet particular student learning needs
- 3) List of instructional strategies used in student teaching planning
- 4) List of varied instructional resources utilized in student teaching
- 5) Description of technology skills and how technology has been used by the teacher to better teach content
- 6) Examples of short activities used to ease classroom transitions
- 7) Syllabus and description of class expectations (secondary education)
- 8) Plan for the first week of school or block plan for a week of instruction
- 9) List of content courses, grades earned, and content area QPA
- 10) Journal article reviews (especially if they demonstrate candidate's content knowledge)
- 11) Task analysis prepared to sequence planning
- 12) Essay describing abilities to prepare instruction aligned to standards
- 13) Other

Domain Two: The Classroom Environment

Required Artifacts:

- Classroom management plan including philosophy, techniques, and rules/routines
- Photographs and plans of learning centers, bulletin boards, and other teacher-made instructional materials that promote student learning
- Evidence of abilities to consider student diversity in designing instruction
- Philosophy of teaching
- Self-Selected Artifacts (optional, but not more than two)

Suggested Optional Domain Two Artifacts:

- 1) Additional examples of the required artifacts
- 2) Teacher or student created web pages
- 3) Teacher or student written newsletters or class newspapers
- 4) Case studies
- 5) Behavior modification plan
- 6) Floor plan and description of “ideal” classroom
- 7) Video and audio segments demonstrating classroom interactions or climate
- 8) Multimedia narrated tour of the student teaching classroom (with special emphasis on contributions added by the student teacher)
- 9) Ways of building the classroom community (class meetings, etc.)
- 10) Testimonials or interviews from former students
- 11) Evidence of language abilities other than English (Spanish, American Sign Language, etc.)
- 12) Evidence of specialized training in classroom management or student restraint techniques
- 13) Other

Domain Three: Instruction

Required Artifacts:

- PowerPoint or other technology-based lesson presentation
- Evidence of P-12 student learning to include photos/copies of students-made material to indicate growth, including curriculum assessment and or/curriculum-based measure and/or performance-based assessment and rubric
- Lesson plan incorporating Internet resources that demonstrates ability to deliver high quality, small or large group instruction that promotes active student engagement
- Students will have lesson plans to reflect compliance with specific and relevant ACEI standards. ACEI lesson plan template is already created, so lesson plan collection template is linked w/LiveText.
- Teaching philosophy statement
- One lesson plan that illustrates their best example of planning/adaptations for diverse learners, including example(s) of student learning/work. *However, ALL lesson and unit plans should include possible adaptations and modifications for students with disabilities.*
- Individualized Family Service Plan (from SPE 3370, Early Childhood Disabilities)
- Integrated Unit Plan from Early School Curriculum, Ages 6-8

Suggested Optional Domain Three Artifacts: (Elementary Education/Early Childhood

Education students only are exempt from this category)

- 1) Additional examples of the required artifacts
- 2) Videotapes or streaming video of classroom teaching
- 3) Student writing samples
- 4) WebQuests
- 5) Student teaching evaluations and cooperating teacher feedback
- 6) Evidence of the arts incorporated in teaching (especially if it demonstrates unusual teacher abilities or talents)
- 7) Varied uses of children's literature in teaching
- 8) Books, newspapers, and literary magazines published by K-12 students
- 9) Creative projects completed by students to demonstrate their learning
- 10) Demonstrated abilities of the teacher to incorporate academic standards in planning and instruction
- 11) Transcription or videotape of classroom session that illustrates questioning and discussion abilities
- 12) Examples of student work with teacher feedback included
- 13) Other

Domain Four: Professional Responsibilities

Required Artifacts:

- Videotape reflection
- Summary Report from Student Teaching
- Professional development plan
- Introductory Letter

Suggested Domain Four Artifacts:

- 1) Additional examples of the required artifacts
- 2) Professional presentations
- 3) Work with students in co-curricular and extra-curricular activities
- 4) Study abroad and travel
- 5) Reflective journals
- 6) Memberships in professional organizations
- 7) Subscriptions to professional journals
- 8) Lists of conferences, workshops, and seminars attended
- 9) Family involvement and community projects
- 10) Participation in IEP/multidisciplinary conferences
- 11) Descriptions of projects involving team teaching
- 12) Essay describing important professional qualities of a teacher
- 13) Introduction letter to parents
- 14) Other

***Early Childhood Certification** students will create an Early Childhood Mini-Portfolio using a regularly-assigned project from the following three required courses: ELE 2220, Child Development; ELE 3362, Emerging Literacy; and ELE 4405, Early School Curriculum, Ages 6-8. This ECMP will consist of three artifacts (three regular assignments) from the following courses: (1) ELE 2220, Naturalistic Observation Report; (2) ELE 3362, Literacy-Enriched Play Center; and (3) ELE 4405, Integrated Unit Plan. You will post these in LiveText by the end of the semester in which you take this course. Please see your course instructor and/or advisor for further information.

Required Portfolio Artifacts: Secondary

Introduction Materials

Required Artifacts:

- Introductory Paragraph
- Resume
- Diversity experiences
- Log of classroom field experiences

Suggested Optional Introductory Artifacts:

- 1) Transcripts
- 2) Recommendations
- 3) State clearances and workshop certificates
- 4) Standard teaching application

Domain One: Planning and Preparation

Required Artifacts:

- Lesson plan to include technology and text-based resources; plan also demonstrates knowledge of students and of content.
- Unit plan keyed to standards that include technology, adaptations for diverse learners, and varied types of resources. Students must consult rubric for content area-specific requirements.
- Teacher-made assessment(s)
 - Include at least one test and one rubric.
 - Students must consult rubric for content area-specific requirements.

Suggested Optional Domain One Artifacts:

- 1) Additional examples of the required artifacts
- 2) Descriptions of ways the teacher adapted instruction to meet particular student learning needs
- 3) List of instructional strategies used in student teaching planning

- 4) List of varied instructional resources utilized in student teaching
- 5) Description of technology skills and how technology has been used by the teacher to teach content more effectively
- 6) Examples of short activities used to ease classroom transitions
- 7) Syllabus and description of class expectations
- 8) Plan for the first week of school or block plan for a week of instruction
- 9) List of content courses, grades earned, and content area QPA
- 10) Journal article reviews (especially if they demonstrate candidate's content knowledge)
- 11) Task analysis prepared to sequence planning
- 12) Essay describing abilities to prepare instruction aligned to standards
- 13) Other

Domain Two: The Classroom Environment

Required Artifacts:

- Classroom management plan including philosophy, techniques, and rules/routines
- Photographs of or plans for learning centers, bulletin boards, and other teacher-made instructional materials that promote student learning
- Evidence of ability to consider student diversity in designing instruction

Suggested Optional Domain Two Artifacts:

- 1) Additional examples of the required artifacts
- 2) Teacher or student created web pages
- 3) Teacher or student written newsletters or class newspapers
- 4) Case studies
- 5) Behavior modification plan
- 6) Floor plan and description of "ideal" classroom
- 7) Video and audio segments demonstrating classroom interactions or climate
- 8) Multimedia narrated tour of the student teaching classroom (with special emphasis on contributions added by the student teacher)
- 9) Ways of building the classroom community (class meetings, etc.)
- 10) Testimonials or interviews from former students
- 11) Evidence of language abilities other than English (Spanish, American Sign Language, etc.)
- 12) Evidence of specialized training in classroom management
- 13) Other

Domain Three: Instruction

Required Artifacts:

- PowerPoint or other technology-based lesson presentation
- Evidence of P-12 student learning to indicate growth, including curriculum assessment and curriculum-based measure and/or performance-based assessment and rubric. Report should include results and analysis. Students must consult rubric for content area-specific requirements.

- Lesson plan adaptations for diverse learners. Students must consult rubric for content area-specific requirements.

Suggested Optional Domain Three Artifacts:

- 1) Additional examples of the required artifacts
- 2) Videotapes or streaming video of classroom teaching
- 3) Student writing samples
- 4) WebQuests
- 5) Student teaching evaluations and cooperating teacher feedback
- 6) Evidence of the arts incorporated in teaching (especially if it demonstrates unusual teacher abilities or talents)
- 7) Varied uses of children's literature in teaching
- 8) Books, newspapers, and literary magazines published by K-12 students
- 9) Creative projects completed by students to demonstrate their learning
- 10) Demonstrated abilities of the teacher to incorporate academic standards in planning and instruction
- 11) Transcription or videotape of classroom session that illustrates questioning and discussion abilities
- 12) Examples of student work with teacher feedback included
- 13) Other

Domain Four: Professional Responsibilities

Required Artifacts:

- Teaching philosophy statement. Students must consult rubric for content area-specific requirements.
- Professional development plan. Students must consult rubric for content area-specific requirements.
- Example of parent/family communication

Suggested Domain Four Artifacts:

- 1) Additional examples of the required artifacts
- 2) Professional presentations
- 3) Work with students in co-curricular and extra-curricular activities
- 4) Study abroad and travel
- 5) Reflective journals
- 6) Memberships in professional organizations
- 7) Subscriptions to professional journals
- 8) Lists of conferences, workshops, and seminars attended
- 9) Family involvement and community projects
- 10) Participation in IEP / multidisciplinary conferences
- 11) Descriptions of projects involving team teaching
- 12) Essay describing important professional qualities of a teacher
- 13) Student teaching evaluations and cooperating teacher feedback
- 14) Other

Note: All “Required” elements must be included in order to receive a passing grade. Revisions will be required in the case of missing elements or excessive mechanical and spelling errors, and may be required in the case of insufficient evidence of reflection.

Domains based on Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: ASCD.

Portfolio Hard Copy

All secondary students are required to compile a hard-copy version of the portfolio. It will be evaluated for the following:

- Table of Contents
- Section Dividers
- Captions as needed
- Selective artifacts
- Minimum of 12 artifacts, covering various domains
- Professional Appearance

Required Portfolio Artifacts: Special Education

Introduction Materials

Resume
Standard teaching application
Transcripts
Recommendations
Log of classroom field experiences
Diversity experiences
Special Education experiences
State clearances and workshop certificates

Domain One: Planning and Preparation

Required Artifacts:

- Lesson plan to include technology and text-based resources that demonstrates knowledge of students and of content
- IEP/IFSP/ITP
- Unit plan keyed to standards that includes technology, adaptations for diverse and exceptional learners, and varied types of resources
- Teacher-made assessment(s) including at least one test and one rubric
- Self-Selected Artifacts (optional, but not more than two)

Suggested Optional Domain One Artifacts:

- 1) Additional examples of the required artifacts
- 2) Descriptions of ways the teacher planned adapted instruction to meet particular student learning needs
- 3) List of instructional strategies used in student teaching planning

- 4) List of varied instructional resources utilized in student teaching
- 5) Description of technology skills and how technology has been used by the teacher to better teach content
- 6) Examples of short activities used to ease classroom transitions
- 7) Syllabus and description of class expectations (secondary education)
- 8) Plan for the first week of school or block plan for a week of instruction
- 9) List of content courses, grades earned, and content area QPA
- 10) Journal article reviews (especially if they demonstrate candidate's content knowledge)
- 11) Task analysis prepared to sequence planning
- 12) Essay describing abilities to prepare instruction aligned to standards
- 13) Other

Domain Two: The Classroom Environment

Required Artifacts:

- Classroom management plan including philosophy, techniques, and rules/routines
- Photographs and plans of learning centers, bulletin boards, and other teacher-made instructional materials that promote student learning
- Evidence of abilities to consider student diversity in designing instruction
- Behavior management plan including objectives, interventions, reinforcement and consequences, and pre and post intervention data
- Self-Selected Artifacts (optional, but not more than two)

Suggested Optional Domain Two Artifacts:

- 1) Additional examples of the required artifacts
- 2) Teacher or student created web pages
- 3) Teacher or student written newsletters or class newspapers
- 4) Case studies
- 5) Floor plan and description of "ideal" classroom
- 6) Video and audio segments demonstrating classroom interactions or climate
- 7) Multimedia narrated tour of the student teaching classroom (with special emphasis on contributions added by the student teacher)
- 8) Ways of building the classroom community (class meetings, etc.)
- 9) Testimonials or interviews from former students (especially secondary)
- 10) Evidence of language abilities other than English (Spanish, American Sign Language, etc.)
- 11) Evidence of specialized training in classroom management or student restraint techniques
- 12) Other

Domain Three: Instruction

Required Artifacts:

- PowerPoint or other technology-based lesson presentation
- Evidence of P-12 student learning to indicate growth, including curriculum assessment and or/curriculum-based measure and/or performance-based assessment and rubric
- Lesson plan incorporating Internet resources that demonstrates ability to deliver high quality, small or large group instruction that promotes active student engagement
- Self-Selected Artifacts (optional, but not more than two)

Suggested Optional Domain Three Artifacts:

- 1) Additional examples of the required artifacts
- 2) Videotapes or streaming video of classroom teaching
- 3) Student writing samples
- 4) WebQuests
- 5) Student teaching evaluations and cooperating teacher feedback
- 6) Evidence of the arts incorporated in teaching (especially if it demonstrates unusual teacher abilities or talents)
- 7) Varied uses of children's and adolescent literature in teaching
- 8) Books, newspapers, and literary magazines published by K-12 students
- 9) Creative projects completed by students to demonstrate their learning
- 10) Demonstrated abilities of the teacher to incorporate academic standards in planning and instruction
- 11) Transcription or videotape of classroom session that illustrates questioning and discussion abilities
- 12) Examples of student work with teacher feedback included
- 13) Other

Domain Four: Professional Responsibilities

Required Artifacts:

- Teaching philosophy statement
- Professional development plan
- Example of parent/family communication
- Self-Selected Artifacts (optional, but not more than two)

Suggested Domain Four Artifacts:

- 1) Additional examples of the required artifacts
- 2) Professional presentations
- 3) Work with students in co-curricular and extra-curricular activities
- 4) Study abroad and travel
- 5) Reflective journals
- 6) Memberships in professional organizations
- 7) Subscriptions to professional journals
- 8) Lists of conferences, workshops, and seminars attended

- 9) Family involvement and community projects
- 10) Participation in IEP / multidisciplinary conferences
- 11) Descriptions of projects involving team teaching
- 12) Essay describing important professional qualities of a teacher
- 13) Other

Domains based on Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: ASCD.

Chapter 4: The Elementary Education Program and Early Childhood Certification

The elementary education program prepares students in a 120 credit hour program to teach grades K-6. Students may also earn dual certification in elementary education (K-6) and special education (K-12) or elementary education (K-6) and early childhood education (N-3). In all programs, students learn to plan instruction based on knowledge of content and students, to design classroom environments that promote learning, to deliver instruction in effective and varied ways, and to perform the professional responsibilities of teachers. Important topics in all programs include child development, the learning environment, developmentally appropriate curricula, behavior management, understanding family relationships, recognizing and appreciating cultural and individual diversity, and professionalism. A particular area of emphasis in the elementary education program is on the uses of children's literature to enhance teaching and learning.

Dual certification in elementary and special education (135 credit hours) can be undertaken as either an elementary education major or a special education major. This inclusive curriculum option features essential courses in both elementary and special education. Students completing this dual certification program can teach in both elementary and special education settings.

Dual certification in elementary and early childhood education prepares students for teaching in preschool or elementary school settings. Students major in elementary education and earn an elementary education degree, but they are prepared to apply for certification in both early childhood (N-3) and elementary (K-6) in this 128 credit program. This program combines coursework in elementary education with the additional courses focused on teaching young children, ages 3-8. For more detailed information about program requirements, see the *Mansfield University 2008-2009 Undergraduate Catalog* and the Department website: <http://edspeced.mansfield.edu/>

Knowledge Bases

Elementary Reading (Dr. Craig Cleland)

The knowledge base that underlies professional preparation of teachers to be successful in teaching reading, writing, speaking, listening, and thinking to young learners derives from several literacy-related fields of inquiry. Constructivism provides a useful theoretical means of describing the interactions of readers' prior knowledge and information contained in reading materials.

Schema theory suggests that reading is an active, personal, and strategic process of constructing meaning from text (Au, et al., 1995; Cooper & Kiger, 2005). The relationship of language development, first and second language acquisition, and emergent literacy to reading growth is also surveyed (Ariza, 2006; Morrow, 2005; Tompkins, 2006). Comprehension and reader engagement are integrally related to reading (Guthrie & Wigfield, 2000). Other important aspects of instruction include reading materials, techniques, approaches, and grouping practices (Cunningham & Allington, 2007).

Different approaches to instruction are examined with pre-service students challenged to develop balanced instruction that integrates the reading and language arts curriculum with particular emphasis on reading-writing connections (Jalongo, 2007; Tompkins, 2006). Means of developing reading skills and strategies in the related areas of vocabulary, word recognition, and comprehension are studied (Beck & McKeown, 2007; Harvey & Goudvis, 2000; Irwin, 2007).

Continuous, multidimensional assessment is an important component of effective instruction (Caldwell, 2002) and varied formal and informal means of assessment are examined. Elementary faculty members have selected children's literature as a particular focus of the elementary teacher preparation curriculum and the many uses of children's literature in effective literacy instruction are emphasized (Yopp & Yopp, 2006). The elementary reading curriculum is designed in conjunction with the International Reading Association's Standards for Reading Professionals – Revised (2003) and the Pennsylvania student Academic Standards for Reading, Writing, Speaking, and Listening.

Elementary Mathematics

Pre-service elementary teachers often enter their mathematics methods course with either a fear and/or dislike of mathematics. These limited beliefs regarding the nature of mathematics and how mathematics is learned and taught as well as the prospective teachers' inadequate mathematical knowledge is a natural result of their own impoverished mathematical learning experiences (Gurney, 1999). Their beliefs and mathematical understandings should be challenged and can undergo shifts during their mathematics education courses (Noddings, 1999). These shifts can be encouraged by providing pre-service teachers with new mathematics learning experiences that involve a new view of familiar mathematics, as well as the use of manipulatives and technology (Quinn, 1999), the modeling of different pedagogy by the instructor (Rahal & Melvin, 1999), and by facilitating the pre-service teachers' reflection on their learning and on the teaching (Artzt, 1999).

The theoretical foundation for the elementary mathematics methods course takes an emergent perspective (Cobb & Bauersfeld, 1995) on mathematics learning. This tradition coordinates a consideration of individual cognition (e.g., constructivism: Steele & Widman, 1999; von Glasersfeld, 1995) with the establishment of classroom norms and practices (Telese, 1999; Voigt, 1994). Pre-service teachers must consider both as they begin in their attempts to teach individual students in whole class instruction. The knowledge base also includes conceptual and procedural knowledge (Hiebert & Carpenter, 1992), situated learning (Turner, et al., 1998), cognitively-guided instruction (CGI: Knapp & Peterson, 1995), and assessment (Webb, 1993). Pre-service teachers will read from the Principles and Standards for School Mathematics (NCTM, 2000) and review parts of a collection of new curricular materials funded by NSF. They will become familiar with the Pennsylvania Mathematics Standards and the state assessment (PSSA).

Elementary Science

Underlying ELE 3387 Teaching Science in the Elementary School are the beliefs that that science is for all students and that learning science is something students do, and not something that is done to them (National Science Education Standards, 1996). ELE 3387 is intended to help teacher candidates learn the knowledge, skills, and dispositions to be able to teach science so that elementary school children come to understand the unifying concepts, principles, themes, and processes of science.

Overlaid by the "Teacher as Reflective Decision Maker" knowledge base and by the Danielson (1996) Framework, ELE 3387 incorporates other important framing themes: the National Science Education Standards (1996), the use of children's literature in teaching and learning science (Gertz, Portman, & Sarquis; 1996), the Pennsylvania Environment and Ecology Standards, and the Pennsylvania Science and Technology Standards. Also important in ELE 3387 are the writings of Ausubel (1968); Bruner (1960); Dewey (1933), Gagne (1965); Novak (1998); Mintzes, Wandersee, and Novak (1997); Osborne and Freyberg (1985); Piaget (1965); and Tobias (1993).

Elementary Social Studies (Dr. Celeste Burns)

The knowledge base used to prepare elementary school teachers to instruct children in the social studies has at its core the belief that every child needs to develop, to the level his or her ability allows, an understanding and appreciation of the social aspects of the human condition within the context of time and place. Drawing from the writings of Fraenkel (1992), Engle (1988), and Dewey (1916, 1933), elementary school teachers will be prepared to help their students realize the value of the study of the social sciences in the process of decision making and effective citizenship.

Effective elementary social studies instruction will include studies "intended to insure that (1) social studies teachers possess the knowledge, capabilities, and disposition associated with the central concepts, tools of inquiry, and structures of the disciplines that make up the social studies, and (2) that they are able to create learning experiences that make these aspects of subject matter meaningful for learners" (National Council for the Social Studies, Expectations of Excellence: Curriculum Standards for Social Studies, 1997).

Thematic and disciplinary standards provide guidelines for the elementary social studies curriculum. Pennsylvania Department of Education Standards provide mandates for the development of required competencies (PDE, 1986, 1998).

Field Experiences

The elementary, secondary, and special education programs all include field experiences that provide opportunities for teacher candidates to merge theory with authentic classroom practice. Clearances are required by law for all students participating in any field experience in a public school setting. Students should submit their paperwork for clearances well in advance of scheduled visits. Approved clearances must be submitted to the Office of Field Experiences in Retan Center by each individual student. 3) Clearance instructions may be found at www.mansfield.edu/~teacher (bottom right hand corner).

While many individual courses require various opportunities for field experiences, the following are examples of core experiences traditionally offered in the elementary program. Students should check with individual instructors to determine the extent of other field experiences in the courses in which they are enrolled.

ELE 3301 Observation and Participation has nine specific goals: (1) to demonstrate abilities to communicate with children; (2) to develop skills in observing children and their behaviors, and to begin to understand children's needs; (3) to gain personal experiences in the day-to-day classroom environment; (4) to gain knowledge of the professional responsibilities of the teacher; (5) to become familiar with the functions of school personnel; (6) to relate ideas from methods classes to the observation and instruction of elementary children; (7) to

plan and teach lessons under supervision; (8) to develop bulletin boards and learning centers; and (9) to incorporate creative ideas and activities in lessons taught to elementary children.

Students in ELE 3301 are assigned to cooperating teachers with whom they work closely for six weeks on Tuesday and Thursday from 8:30 to 11:30 for one-half a semester. Students' classroom experiences are unique to their situations; most get opportunities to participate one-on-one with children, work in small groups, teach large- or whole-group lessons, correct papers, conduct morning routines, escort classes to and from special classes, and prepare and present mini unit plans. Two formal and any number of unannounced observations by the professor in charge (or his or her graduate assistant) may occur as deemed necessary, followed as soon as possible by post observation conferences. During these conferences all aspects of the observed lessons are discussed and the professor reviews both strengths and weaknesses of the lessons. A comprehensive evaluation process takes place at the conclusion of the participation experience that includes an evaluation form completed by the professor.

ELE 3362 includes an opportunity for students to work collaboratively to create a literacy-enriched play center, designed for use in a public school or state-licensed preschool, kindergarten, or first grade setting. Each group can decide the individual grade level focus. Students are responsible for finding an early childhood classroom for the play center and getting approval of the site from both the course instructor and the classroom teacher.

In ELE 3387 Teaching Elementary Science, students in the fall sections supervise an outdoor education workshop at Hills Creek State Park for the fourth-grade classes from the Miller Elementary School; students in spring sections of ELE 3387 supervise a field trip with the second-grade classes from the Miller Elementary School.

In ELE 3384, Teaching Elementary Mathematics, students co-teach two primary and two intermediate mathematics lessons to a small group of children. Students also participate in planning and executing a Mathematics Fair for elementary-aged students.

Early Childhood and Elementary Education

By selecting a sequence of five early childhood (EC) courses (ELE 1150, ELE 3263, ELE 3362, ELE 4405 and SPE 3370), students in the Elementary Education program (K-6) may earn a second certification in Early Childhood Education (N-3). The early childhood courses (EC) courses introduce a developmentally appropriate, constructivist approach to teaching young children, ages 3-8, based on the learning theories of Piaget and Vygotsky and the standards of the National Association of the Education of Young Children (NAEYC) and the Pennsylvania Department of Education (PDE). Early childhood certification is recommended for students who think they want to teach in the primary grades or teach in or direct a preschool or childcare center.

In the early childhood courses there is an emphasis on a cooperative, hands-on approach to helping children learn. Students learn to plan instruction based on knowledge of content and students, design classroom environments that promote learning, deliver instruction in effective and varied ways, and perform the professional responsibilities of teachers. Important early childhood topics include the following: child development, a healthy safe learning environment, developmentally appropriate curriculum, guiding children's behavior, family relationships, cultural and individual diversity, and professionalism.

The early childhood and elementary program features field experiences throughout all four years, culminating in student teaching. Graduates of the program may pursue teaching

positions in either preschool or elementary grades or teacher or direction positions in child care centers. Many education majors also pursue graduate studies after graduation.

Minor in Education

Requirements:

The Minor in Education requires 15 credits distributed as follows:

ED 1102, Introduction to Education

ED 2205, Educational Psychology or ELE 2220, Child Development

SPE 3275, Inclusion of Diverse Learners

(6 additional credits of 3000/4000 ED, ELE, or SPE prefix course work)

Eligibility:

To complete the Minor in Education, students must have previously met the first gate requirements (not earlier than 48 credits) and have previously been a teacher education major. The minor will not be published in the college catalog, so it is important that students learn of the minor option through advising. It will most often be selected by former teacher education students who change their majors late in their four year programs to some major other than a teacher education program. Students must complete the form entitled, "Academic Minor," that is available from the Registrar's Office in Doane Center.

Because of staffing issues and gates regulations, the Minor in Education is only available to students who previously passed all Gate One requirements. After changing from a major in a teacher education program, students who had previously passed all Gate One requirements (and who complete the "Academic Minor" form) will continue to be eligible to take teacher education course work to complete the minor. Other students who do not meet Gate One requirements will be restricted from taking upper division courses with ED, ELE, and SPE prefixes.

Benefits:

When students make an informed decision to change their teacher education majors late in their programs, they sometimes decide to change to a Liberal Studies B.A. degree. One of the requirements of Liberal Studies is that students complete a minor or achieve second year proficiency in a foreign language. In the past, that requirement has often meant that students have had to significantly extend their graduation dates, just to be able to complete a minor. By being able to choose to complete a Minor in Education, more students will be able to select Liberal Studies as a degree program and still graduate "on time." The Minor in Education also recognizes the body of work that students have completed in education without granting or implying teacher certification.

Chapter 5: The Program in Secondary Education

The secondary education curriculum prepares students for middle school, junior high school, and high school teaching. The secondary curriculum is the combined responsibility of the Education and Special Education Department and the appropriate content-area departments of the university. The program is based on the theme, "Teacher as Reflective Decision Maker" and provides students with depth in subject matter, preparation in instructional methodology, and a variety of field experiences culminating in student teaching in the senior year. The program features dual preparation in the content of the subjects the student will teach and preparation in instructional planning and teaching.

Students in the secondary education programs learn how to communicate subject matter clearly and effectively to promote secondary students' learning. Mansfield University offers secondary education programs in the following curricular areas: Chemistry, Earth and Space Science, English, French, General Science, German, Mathematics, Physics, Social Studies, and Spanish. Many secondary education majors pursue graduate studies after graduation. For more detailed information of program requirements, see the *2008-2009 Undergraduate Catalog* and the Department website: <http://edspeced.mansfield.edu/>

Knowledge Bases

Secondary English (Dr. Nanci Werner-Burke)

The English methods course (ED 3312: Teaching Secondary English Language Arts) is based on the foundational belief that literacy is a lifelong process that begins before formal schooling and continues beyond the time spent in the classroom (Pennsylvania Literacy Framework, 2000). It is the role of the English teacher to create a classroom that provides opportunities for all students to develop the language skills that they will need to pursue life's goals, including the personal enrichment and participation as informed members of our society (NCTE/IRA, 2004).

English teachers must have a deep understanding of the complex and changing nature of language in society. They must recognize what students should know about language and be able to do with it, and design instruction that facilitates all of the language arts delineated by the National Council of Teachers of English; reading, writing, listening speaking, viewing and visually representing. Technology and increasingly diverse populations demand that English teachers continually expand their own knowledge bases, experiences and communication skills. Opportunities for this expansion are provided in this course in the form of participation in ongoing professional dialogues at every level; from the global to one-to-one work with secondary students.

Modern Languages (K-12)

The French, German, and Spanish BSE programs comprise a group of education and language courses which total 120 credits, enabling students to graduate in four years. All BSE language majors are required to complete a core of language content courses, as well as a core of education courses. In addition, all BSE language candidates must take Introduction to General Psychology, English Grammar, and one American history course, and fulfill the University's General Education requirements. Within the target language, students need to cover the following components: conversation, culture and civilization, literature, and pronunciation and phonetics. Besides, all BSE language students must obtain a minimum score of Advanced-Low in the ACTFL Oral Proficiency Interview (OPI); therefore, course study abroad is necessary. The OPI must be taken prior to student teaching. Study abroad usually can be done during the students' third year of their program. To be certified, BSE language students must comply with the PDE and ACTFL standards.

Secondary Mathematics (Dr. Linda Iseri)

Pre-service secondary teachers typically hold rigid beliefs regarding the nature of mathematics and how mathematics is learned and taught based on their own experiences as successful learners of traditional mathematics content (McGinnis & Parker, 1999; Schuck, 1999). Their mathematical knowledge and ways of reasoning are often found to be lacking in conceptual depth (Gurney, 1999; Heid et al, 1996, 1997). The prospective teacher's beliefs and mathematical knowledge should be challenged and can undergo shifts during his or her mathematics education course(s) (Noddings, 1999).

These shifts can be encouraged by providing pre-service teachers with new mathematics learning experiences that involve: familiar mathematics using different approaches; unfamiliar mathematics; technology (Quinn, 1999); the modeling of pedagogy by the instructor (Rahal & Melvin, 1999); and, the facilitation of pre-service teachers' reflection on their learning and on the teaching (Artzt, 1999).

The theoretical foundation for the secondary mathematics methods course takes an emergent perspective (Cobb & Bauersfeld, 1995) on mathematics learning. This tradition coordinates a consideration of individual cognition (e.g., constructivism: Steele & Widman, 1999; von Glasersfeld, 1995) with the establishment of classroom norms and practices (Telese, 1999; Voigt, 1994). Pre-service teachers must consider both as they begin in their attempts to teach individual students in whole class instruction.

The knowledge base also includes an examination of mathematical concepts at the core of secondary content, the distinction between conceptual and procedural knowledge (Hiebert & Carpenter, 1992), the use of technology as a conceptual learning tool (Heid, 1988), and assessment (Webb, 1993). Pre-service secondary teachers will read from the national Principles and Standards for School Mathematics (NCTM, 2000), will review parts of a collection of new curricular materials funded by NSF, and will become familiar with the Pennsylvania standards and state assessment (PSSA).

Secondary Science (Dr. Paul Wendel)

The secondary science methods course, ED 3313 Teaching Secondary Science is framed by a view of science teaching and learning that focuses on quality over quantity, meaning over memorizing, and understanding over awareness (Mintzes, Wandersee, & Novak, 1997). In this view of science teaching, the teacher's role is to help students form connections between new concepts and concepts that are part of their existing framework of prior

knowledge. Overlaid by the "Teacher as Reflective Decision Maker" knowledge base and by the Danielson (1996) Framework, ED 3313 builds on several important standards documents: the National Science Education Standards (1996); "Scope, Sequence, and Coordination of Secondary School Science" (NSTA, 1993), the Pennsylvania Environment and Ecology Standards, and the Pennsylvania Science and Technology Standards.

The following principles also underlie ED 3313:

1. Secondary science teachers should have a good background in science and understand the nature of science and technology (e.g., Gideonse, 1989).
2. Science teachers must understand how students learn and be able to ascertain what knowledge and skills students possess when they enter the classroom.
3. Science teachers must be able to use a variety of instructional strategies to help students represent knowledge and find meaning in it.
4. Science teachers must be able to develop alternative and authentic assessment programs to determine student achievement.
5. Science teachers should be active in professional organizations in order to grow professionally.
6. Science teachers should realize their role as decision makers in the science classroom (Hunter, 1982; Trowbridge & Bybee, 1990).
7. Science Teachers should be well versed in inquiry and discovery teaching techniques, (also known as inquiry guided learning or guided inquiry) for the development of thinking, problem-solving and laboratory skills, (Smith 1996; Haury 1993; McReary, Golde, and Koeske 2006).

Secondary Social Studies: History or Political Science (Dr. Celeste Burns)

The secondary social studies methods course is founded on the premise that teachers must demonstrate an enthusiastic interest and constant inquiry in the subject(s) they teach. In this course, an emphasis is placed on self-directed inquiry in which students identify issues, problems and contexts, and the methods they can use to incorporate this knowledge and these skills into classroom instruction. Social studies teachers are expected to demonstrate both breadth and depth of knowledge in order to teach the ten thematic strands (NCSS, 1997) within the social studies content areas: geography, history, economics, political science, psychology, sociology and anthropology and their related sub-fields.

Students acquire this knowledge by completing general education and major program course requirements; by reading books, periodicals, and newspapers; by using electronic media sources; by visiting museums, galleries and historical sites; and by participating in professional and community organizations. Options for involvement in field trips, living history activities, role playing, simulations, and drama provide models for active learning experiences which can be used to motivate students' interest in the social studies.

Future secondary social studies teachers also must understand the essential function which reading plays in the teaching and learning of social studies content and in effective participation in a democratic society. They must be able to apply the concepts and skills learned in the secondary reading methods course. Opportunities to demonstrate mandated competencies (PDE) in oral and written communication skills, planning and designing of teaching units, classroom management, curricular adaptations, and uses of technology are provided in the secondary social studies methods course.

Field Experiences

The elementary, secondary, and special education programs all include field experiences that provide opportunities for teacher candidates to merge theory with authentic classroom practice. Clearances are required by law for all students participating in any field experience in a public school setting. Students should submit their paperwork for clearances well in advance of scheduled visits. Approved clearances must be submitted to the Office of Field Experiences in Retan Center by each individual student. Clearance instructions may be found at www.mansfield.edu/~teacher (bottom right hand corner).

During the time that MU students are visitors in the school systems, they are at the same time representatives of the university and guests of the school districts. As such they are bound by professional ethics and confidentiality clauses as well as the district disciplinary codes.

Secondary Education Field Experiences

As in all of the education programs at Mansfield University, the Secondary Education Program includes field experiences that provide opportunities for candidates to merge theory with authentic classroom practices. Field experiences are integrated into all education courses, and two courses are designated specifically as field experience courses: ED 3320 Observation and Participation (3 hrs.) and ED 4400 Student Teaching (12 hrs.). ED 4400 is supplemented with an on-campus course, ED 4460 Professional Seminar (2 hrs.).

Integrated Field Experiences

As part of their introduction to a professional career in education, ED 1102 Introduction to Education students examine teaching responsibilities and attributes of successful teachers. One aspect of this examination is through a field experience in which they observe a classroom teacher to begin to view teaching “from the other side of the desk.” ED 2205 Educational Psychology extends classroom discussions of learning theories by requiring students to observe classroom teaching practices in area schools. ED 3260 Assessment in Education students are required to contact a local teacher in their respective fields, develop and administer an assessment to the teacher’s class, and analyze the results. Students should check with individual instructors to determine the extent of other field experiences in the courses in which they are enrolled.

ED 3320 Observation and Participation – Secondary

ED 3320 is the second of a two-course combination that begins with ED 3310 Reading and Writing in the Content Area. Students must register for both classes during the same semester, and each class is taught for three hours, twice weekly, for half of the semester. Ed 3310 is taught during the first half, followed by ED 3320. The schedule is designed to provide students with a sufficient block of time to participate in the field experience in the second half of the semester. It is expected that students will use the information from 3310 to inform and support assignments in 3320, e.g., strategies learned in 3310 should appear in lesson/unit plans in 3320, and reflections on teaching and observation experiences should include references to work done in 3310.

ED 3320 provides secondary students with opportunities to observe and participate in secondary schools prior to student teaching. Topics addressed include effective teaching and classroom management techniques, lesson and unit planning, and classroom management and discipline. Students receive supervision and feedback on their classroom performance from classroom teachers and from the University instructor. The final evaluation is designed around Danielson's four domains of teaching and includes items related to teaching dispositions in each domain.

Students are required to log a minimum of 25 hours of field experience time, with activities ranging from structured observations to designing and implementing mini-lessons and full length activities with classes in area secondary schools. Placements in the schools will be arranged prior to the start of ED 3320.

Students are able to reflect on and process their experiences in conferences with supervisors and through online discussions held throughout the semester. Integration of diversity issues and technology is required in unit planning.

ED 4400 Student Teaching

The Mansfield University 12 credit student teaching experience is divided into two assignments which are at different levels and usually in different schools. Students in secondary programs receive assignments in their respective content areas and are often scheduled in middle or junior high school as well as a senior high school. Each assignment lasts eight weeks for a total of 16 weeks of student teaching. In all instances, Mansfield University strives to place student teachers in diverse settings with cooperating teachers who are recognized as outstanding master teachers. The rural county in which Mansfield University is located has only slightly over 41,000 residents. The racial makeup of the county is 98.11% white, and the four surrounding counties in which our student teachers are placed have similar demographics: a low of 93.9 % white to a high of 98.1 % white. The town in which our university is located has a population of 26.7% below the poverty level. Socioeconomic status as a diversity issue becomes readily apparent as students move further and further into their field experience. A multicultural lesson requirement and two special required education experiences further focus the students on the many different faces of diversity in the MU surrounding area. Secondary students also have an opportunity to teach in racially and culturally diverse settings, e.g. Urban Schools Program and Window Rock.

In addition to planning and teaching requirements, student teachers are required to complete a series of reflective exercises that are intended to give them opportunities to demonstrate professional growth through reflection. Exercises include goal setting; weekly journals; self-evaluation, including analysis of a videotaped lesson; and a summary report. Student teachers are also expected to provide evidence of their teaching competence through an analysis of their students' growth during their period of teaching. Secondary student teachers are supervised by faculty from the Education and Special Education faculty, with one content visit conducted by faculty from Humanities, Math, and Science departments.

ED 4460 Professional Seminar

The student teaching experience is supported on campus with ED 4460 Professional Seminar, a two credit hour course conducted weekly throughout the student teaching semester. Topics include school organization, administration, and law; techniques for seeking a professional position; teacher certification issues; collective bargaining and unions; philosophies of teaching; professional ethics; writing grants to support teaching; and beginning a teaching career. An important component of the course is class discussion, when students reflect on their experiences with the support of their peer group and an experienced classroom teacher (the University instructor). A major portion of the discussion time is devoted to classroom management and discipline procedures.

The elementary, secondary, and special education programs all include field experiences that provide opportunities for teacher candidates to merge theory with authentic classroom practice. **Clearances are required by law for all students participating in any field experience in a public school setting.** Students should submit their paperwork for clearances well in advance of scheduled visits. Approved clearances must be submitted to the Office of Field Experiences in Retan Center by each individual student. . Clearance instructions may be found at www.mansfield.edu/~teacher (bottom right hand corner) and on [page](#) of this Handbook.

While many individual courses require various opportunities for field experiences, the following are examples of core experiences traditionally offered in the secondary program. Students should check with individual instructors to determine the extent of other field experiences in the courses in which they are enrolled.

For secondary education students, ED 3320 Observation and Participation (secondary) and ED 3310 Content Area Reading and Writing must be scheduled concurrently to allow for students to have a block of time during which they will become immersed in the public school setting. Activities range from structured observations to designing and implementing mini-lessons and full length activities with classes in area secondary schools. Placements in the schools will be arranged prior to the start of these courses.

During the time that MU students are visitors in the school systems, they are both representatives of the university and guests of the school districts. As such they are bound by professional ethics and confidentiality clauses as well as the district disciplinary codes.

Secondary Education Field Experiences

As in all of the education programs at Mansfield University, the Secondary Education Program includes field experiences that provide opportunities for candidates to merge theory with authentic classroom practices. There are two field experiences in Secondary Education: ED 3320 Observation and Participation (3 hrs.) and ED 4400 Student Teaching (12 hrs.). ED 4400 is supplemented with an on-campus course, ED 4460 Professional Seminar (2 hrs.). Clearance instructions may be found at www.mansfield.edu/~teacher (bottom right hand corner).

ED 3320 Observation and Participation – Secondary

ED 3320 provides secondary students with opportunities to observe and participate in secondary schools prior to student teaching. Topics addressed include effective teaching and classroom management techniques, lesson and unit planning, and classroom management and discipline. Students receive supervision and feedback on their classroom performance from classroom teachers and from the University instructor. The final evaluation is designed around Danielson's four domains of teaching and includes items related to teaching dispositions in each domain.

ED 3320 is the first field experience most students encounter in the program and is the second of a two-course combination that begins with ED 3310 Reading and Writing in the Content Area. Students must register for both classes during the same semester, and each class is taught twice weekly for three hours for half of the semester. Ed 3310 is taught during the first half, followed by ED 3320. The schedule is designed to provide students with a sufficient block of time to participate in the field experience in the second half of the semester. It is expected that students will use the information from 3310 to inform and support assignments in 3320, e.g., strategies learned in 3310 should appear in lesson/unit plans in 3320, and reflections on teaching and observation experiences should include references to work done in 3310.

Students are required to log 25 hours of field experience time, conducting focused observations in the classroom and teaching one mini-lesson and one full-length lesson. Students are able to reflect on and process their experiences in conferences with supervisors and through online discussions held throughout the semester. Integration of diversity issues and technology is required in unit planning.

ED 4400 Student Teaching

The Mansfield University 12 credit student teaching experience is divided into two assignments which are at different levels and usually in different schools. Students in secondary programs receive assignments in their respective content areas and are often scheduled in middle or junior high school as well as a senior high school. Each assignment lasts eight weeks for a total of 16 weeks of student teaching. In all instances, Mansfield University strives to place student teachers in diverse settings with cooperating teachers who are recognized as outstanding master teachers. The rural county in which Mansfield University is located has only slightly over 41,000 residents. The racial makeup of the county is 98.11% white, and the four surrounding counties in which our student teachers are placed have similar demographics: a low of 93.9 % white to a high of 98.1 % white. The town in which our university is located has a population of 26.7% below the poverty level. Socioeconomic status as a diversity issue becomes readily apparent as students move further

and further into their field experience. A multicultural lesson requirement and two special required education experiences further focus the students on the many different faces of diversity in the MU surrounding area. Secondary students also have an opportunity to teach in racially and culturally diverse settings, e.g. Urban Schools Program and Window Rock, AZ.

In addition to planning and teaching requirements, student teachers are required to complete a series of reflective exercises that are intended to give them opportunities to demonstrate professional growth through reflection. Exercises include goal setting; weekly journals; self-evaluation, including analysis of a videotaped lesson; and a summary report. Student teachers are also expected to provide evidence of their teaching competence through an analysis of their students' growth during their period of teaching. Secondary student teachers are supervised by faculty from the Education and Special Education faculty, with one content visit conducted by faculty from Humanities, Math, and Science departments.

ED 4460 Professional Seminar

The student teaching experience is supported on campus with ED 4460 Professional Seminar, a two credit hour course conducted weekly throughout the student teaching semester. Topics include school organization, administration, and law; techniques for seeking a professional position; teacher certification issues; collective bargaining and unions; philosophies of teaching; seeking a professional position; and beginning a teaching career. An important component of the course is class discussion, when students reflect on their experiences with the support of their peer group and an experienced classroom teacher (the University instructor). A major portion of the discussion time is devoted to classroom management and discipline procedures.

Chapter 6: The Special Education Programs

B.S.E. Special Education

The special education program at Mansfield University prepares students to work with students with exceptionalities through prescriptive teaching and practicum courses. Students who successfully complete the special education program at Mansfield University earn a Bachelor of Science in Education Degree, and are well-prepared to obtain a Pennsylvania Level I teaching certificate.

This comprehensive teaching certificate allows graduates to teach children from kindergarten through 12th grade (K-12) with disabilities in the categories of mental retardation, emotional disturbance, autism, physical disability, brain injury, and specific learning disability. The Level I Pennsylvania certificate must be converted to a Level II certificate within six (6) teaching/service years or it lapses. Requirements for a Level II certificate include the completion of 24 post-baccalaureate credits, three (3) years of satisfactory teaching in one's field of certification, and completion of an induction year program. Under Act 48 of 1999, continuing professional education is required throughout a teacher's career, and many special education graduates pursue graduate studies. Further information can be found on the Pennsylvania Department of Education website: <http://www.teaching.state.pa.us/teaching/>

B.S.E. Special Education and Elementary Education/(Dual Certifications)

This curriculum option gives students majoring in either elementary education or special education an opportunity to earn second certification in the other field. Although students must apply for admission to either elementary education or special education and earn just one degree, they complete a combined set of courses that prepares them to apply for teacher certification in both elementary (K-6) and special education (K-12). As school classrooms have been changing, students with disabilities are being educated alongside their same-age peers. Teachers need knowledge and skills in adapting instruction to meet the educational needs of all of their students.

The 135 credit hour inclusive elementary and special education curriculum option features essential courses in both elementary and special education. Students learn to plan instruction, design effective classroom environments, teach and adapt instruction in effective ways, assess student learning, and perform professional responsibilities as both regular and special educators. Students completing the program student teach both in elementary education and special education assignments. Graduates of the program may pursue teaching positions in either elementary or special education. Many education majors also pursue graduate studies after graduation.

B.S. Leadership for Children and Adults with Disabilities (non-teaching)

The LCAD program is a non-teaching program that provides students the opportunity to work, at the administrative/managerial level, with individuals with exceptional learning needs in settings other than the classroom. In addition to special education courses student take courses in human resource management, social work, sociology and business. LCAD students must complete a 12 credit internship in an approved setting.

Knowledge Bases

Knowledge Bases (Dr. Jannis Floyd and Prof. Jesus R. Lucero)

The Council for Exceptional Children's (CEC) "Content Standards for All Beginning Special Education Teachers" provides a framework for the courses and activities in Mansfield University's special education program. These content standards are based on CEC's "Knowledge and Skill Base for All Beginning Special Education Teachers of Students in Individualized General Curriculums" and "Knowledge and Skill Base for All Beginning Special Education Teachers of Students in Individualized Independence Curriculums." The special education program's courses and field experiences incorporate the knowledge and skills detailed in these curricula.

Similar to the focus on children's literature that is found in the Department's elementary program, the Department's special education program uses a metaphor of "Teacher as Humanistic Facilitator of Behavioral Change." The special education faculty who developed this metaphor believe that the Department's special education graduates will be effective facilitators of behavioral change who will promote the acquisition of knowledge and functional life skills. As behavior change agents, these teacher-graduates will be able to teach from a variety of theoretical models, to work collaboratively to facilitate and model understanding about individuals with special needs and their diversity – including ethnicity, religion, gender, and other factors – and to modify their teaching according to the individual needs of each learner.

The teacher preparation program in special education prepares broadly educated teachers to provide instruction to children, adolescents, and young adults with disabilities within a non-categorical, humanistic, behavior-analytic, performance-based curriculum. The faculty in special education believes that all students have the right to an equal opportunity to learn. In order to insure equal opportunity, effective teachers must be guided by the concepts of equity. Teachers must possess the skills to collaborate and teach from a variety of theoretical models, and the ability and willingness to modify their teaching according to the individual needs of the learner.

Field Experiences

The Elementary, Secondary, and Special Education programs all include field experiences that provide opportunities for teacher candidates to merge theory with authentic classroom practice. Clearances are required by law for all students participating in any field

experience in a public school setting. Students should submit their paperwork for clearances well in advance of scheduled visits. Approved clearances must be submitted to the Office of Field Experiences in Retan Center by each individual student. Clearance instructions may be found at www.mnsfld.edu/~teacher (bottom right hand corner).

While many individual courses require various opportunities for field experiences, the following are examples core experiences in the traditionally offered in the special education program. Students should check with individual instructors to determine the extent of other field experiences in the courses in which they are enrolled. The special education programs are especially rich in field experiences.

SPE 1101 Introduction to Special Education is an introductory course into special education and students must observe teachers in classrooms for students with disabilities. In addition, students are asked to interview teachers or parents of children with disabilities. In

SPE 3352 Behavior Management students complete a behavior management project in the public school. The project requires the students to conduct baseline data, construct a behavior plan, provide instruction, evaluate the success of the program and complete a project report.

SPE 3370 Early Childhood Disabilities includes an intensive observation in an early childhood setting. Students will observe a young child between the ages of birth to five years old. Students in SPE 3370 are required to write an objective observation report, including a language sample and a list of possible ecological study questions for the caregiver.

SPE 3390 Methods for Individuals with Mild Disabilities includes a practicum with an early intervention focus for children considered “at risk” for academic failure. This practicum takes place after the mid-point of the semester when students have acquired knowledge of effective teaching behaviors, and the design and delivery of instruction in a special education setting. The first nine weeks of the semester students are prepared in their course for this practicum experience. The final six weeks of the semester, students are in general education elementary (grades 1-6) classrooms Monday, Wednesday, and Friday mornings working with 1 or 2 “at-risk” children in the areas of reading and mathematics using effective teaching behaviors. In addition, students assist the teacher with tasks/duties within the classroom environment to gain a better understanding and appreciation of the inclusive elementary classroom.

SPE 4420 Observation and Participation is a six week (42 hour) field experience in an elementary or secondary special education classroom. O&P students work closely with the students by providing support, group and individual instruction. For students majoring in special education this is a required course typically taken in their junior year. The students observe and participate in special education classes in the public schools. O & P students are required to complete a minimum of 42 hours with an experienced special education teacher in the public schools. In addition to the field experience component, students must complete in-class activities that focus on preparing the student for teaching.

SPE 4440 Students develop instructional activities for elementary and secondary students with moderate/severe disabilities. The MU students work closely with the public school teachers and will spend at least 21 hours, over the semester, in the public school classroom.

Special Education Non-Teaching

The department also offers a B.S. program in Leadership for Children and Adults with Disabilities designed for those interested in working with individuals with disabilities, not requiring a teacher certification. A semester long internship is required. Career opportunities include management and advocacy in areas of human service providers. This degree would also allow the individual to pursue a graduate degree in related services for children and adults with disabilities. (See below for Degree Audit advising sheet).

Leadership for Children and Adults with Disabilities B.S. 120 credits

Core (16)

First Year Experience Course (1)
COM 1101 (3) ENG 1112W (3) ENG 3313W (3)
Fine Arts (3) ARH 1101, MU 1101, THT 1110
Wellness (3)

Group Distribution Requirements

Group 1 Humanities (6)
Group 2 Languages and Literature (6)
Group 3 Mathematics (3)
Group 4 Natural Sciences (6)
Group 5 Social Sciences (9)
PSY 1101
Group 6 General Education Elective (9)
SWK 1101 Human Services

Special Education (36)

SPE 1101 Intro to Special Education (3)
SPE 3275 Inclusion of Diverse Learners (3)
SPE 3270 Mentally and Physically Disabled (3)
SPE 3280 Child in Need of Emotional Support (3)
SPE 3290 Learning Disabilities (3)
SPE 3380 Assessment (3)
SPE 3351 Behavior Management (3)
SPE 4440 Methods Moderate/Severe Disabled (3)
SPE 4450 Internship (12)

Cognate -Management (15)

BUS 1130 Introduction to Business and Management
SOC 3301 Organizational Behavior
PSY 3311 Intro. to Small Group Processes
PSY 3315 Human Resource Management 1
PSY 3316 Human Resources Management 2
PSY 3332 Psychology of Stress Management

Major Related Electives (12)

- ELE 2220 Child Development (3)
- HPE 3340 First Aid and CPR (3)
- PSY 3310 Social Psychology (3)
- PSY 3321 Adolescent Psychology (3)
- PSY 3324 Adult Development and Aging (3)
- PSY 3290 Life Span Dev. (3)
- SWK 2241 Introduction to Social Work (3)
- Any SPE course

Chapter 7: Course Descriptions and Catalog Information

In the event of a discrepancy, the following course descriptions yield to the 2008-2009 MU Undergraduate Catalog in every instance.

EDUCATION

ED 1100 SCHOOLS AND SOCIETY 3 cr.

An exploration and examination of the critical issues/concerns facing public policy in education and demonstrating knowledge about education in today's society.

ED 1102 INTRODUCTION TO EDUCATION 3 cr.

An introduction to professional careers in elementary, secondary and special education. Students examine teaching responsibilities, certification requirements, career prospects, and attributes of successful teachers. Topics include historical and social foundations of education, schools in a multicultural society, political influences on education, observations in schools, frameworks for teaching, and beginning a professional portfolio.

ED 2205 (PSY) EDUCATIONAL PSYCHOLOGY 3 cr.

A study of the application of learning theory principles to the educational and institutional setting. Provides demonstrations and field experiences to enhance the applicability of these principles. Prerequisite: PSY 1101.

ED 2606 URBAN EXPERIENCE 9 cr.

This is a site-based pre-student teaching field experience in a diverse ethnic, language or SES community. Students will participate daily in public school classrooms in their field of study. Based on the site location, students will participate in community projects, interact in learning forums with other pre-service teachers and visit historical and cultural sites and museums.

ED 2245 TUTORING FOR LITERACY 3 cr.

Students will learn tutoring techniques and will learn how to recruit, train, and evaluate tutors in basic, higher and adult educational programs. Students will learn principles of andragogy as contrasted to pedagogy, lifelong learning, and volunteerism. Students will participate in a minimum of 40 hours of community service tutoring.

ED 3260 ASSESSMENT IN EDUCATION 3 cr.

A basic testing and measurements course. Students study the domains of educational objectives, evaluation theory, the application of basic statistics to test data, and principles for selecting and interpreting standardized tests. Students will develop a test related to their area of teaching specialization.

ED 3302 INSTRUCTIONAL TECHNOLOGY 2 cr.

An introduction to both traditional and contemporary types of instructional media including micro-computers, interactive tele-teaching, and telecommunications. Students demonstrate skill in the use, production, and operation of selected areas of this technology.

ED 3310 CONTENT AREA READING AND WRITING 3 cr.

Designed to provide instructional experiences that enable secondary content teaching candidates and special field teacher candidates to develop selected basic knowledge, skills, and attitudes regarding the reading learning process. Co-requisite ED 3320.

ED 3312 TEACHING SECONDARY ENGLISH LANGUAGE ARTS 3 cr.

Designed to prepare the student for the teaching of middle school/junior/senior high school English communication arts. In investigating the present resources of the school, the needs of the learners, and the potential for development in the field of English language study, the student will be preparing to function in either a traditional or experience-based school curriculum.

ED 3313 TEACHING SECONDARY SCIENCE AND TECHNOLOGY 3 cr.

Designed to prepare pre-service teachers to teach science and technology to middle school and high school students. Content in the course includes principles, materials, strategies, and techniques for teaching science and technology.

ED 3314 TEACHING SECONDARY MATHEMATICS 3 cr.

Examines methods of teaching secondary school mathematics in the "Information Age", the mathematics education reform movement, curricular changes and the standards for school mathematics, instructional methodology, use of materials, and development of skills required of secondary school mathematics teachers.

ED 3316/HST 3316 TEACHING SECONDARY SOCIAL STUDIES 3 cr.

This course provides a background in the methods and materials for the teaching of social studies. Emphasis is placed on self-directed inquiry that focuses in identifying issues, problems, and contexts, and on methods to incorporate this knowledge and these skills into classroom instruction. Students will have an opportunity to plan and implement strategies in the classroom, including the use of technology. Prerequisites: ED 1102 and have completed requirements to be admitted as a Teacher Education Candidate (Gate one).

ED 3317 TEACHING SECONDARY FOREIGN LANGUAGES 3 cr.

Emphasizes methods of teaching language skills, lesson organization, language resources, multi media applications including computer technology and the history of foreign language teaching.

ED 3320 OBSERVATION AND PARTICIPATION - SECONDARY 3 cr.

Provides secondary education students with opportunities to observe and participate in secondary schools prior to student teaching. Topics addressed include effective teaching and classroom discussion techniques, lesson and unit planning, and classroom management and discipline. Students receive supervision and feedback on their classroom performance from classroom teachers and the college instructor. Co-requisite ED 3310

ED 4400 STUDENT TEACHING 12 cr.

(By arrangement) Opportunity to apply knowledge and skills acquired in professional preparation. Accomplished by a field experience in university established centers under supervision of qualified cooperating teachers. Observations and conferences are scheduled by the departmental supervisor.

ED 4410 HISTORICAL AND CURRENT ISSUES IN EDUCATION 3 cr.

Foundations of the historical and philosophical bases of education in a democracy and the relationship that exists between the school and the society it serves. Reviews cultural, historical, and educational milestones from the Greeks to modern times, with specific focus on contemporary education. A major facet of the study will be how education can effect societal change with reference to futurists' predictions of demands and opportunities for education in the twenty-first century. Prerequisite: junior or senior standing.

ED 4460 PROFESSIONAL SEMINAR 2 cr.

Designed to develop and refine professional competencies prior to accepting a teaching position. Topics include current issues; school organization, administration, and law; techniques for seeking a professional position; teacher certification issues; collective bargaining and unions; philosophies of teaching; seeking a professional position; and beginning a teaching career. Prerequisite: Senior standing in teacher education; taken during student teaching semester.

ED 4480 COMPUTERS IN EDUCATION 3 cr.

Designed to instruct undergraduate education majors in the various uses of computers in the schools.

ED 4482 COMPUTERS IN EDUCATION - METHODS AND MATERIALS 3 cr.

Designed to instruct undergraduate education majors in the design and organization of computer learning environments; and in the selection, utilization, and evaluation of courseware.

ED 4485 TEACHING OF ADULTS 3 cr.

Designed to identify characteristics and needs of various target groups choosing or needing to be involved in educational offerings for adults. Explores lifelong learning as a phenomenon relative to many societal influences, and develop programs, teaching modules, and units which serve both society and the individual.

ED 4497 INDEPENDENT STUDY 1 - 3 cr.

Independent study is an activity initiated by the student to increase his/her already advanced knowledge in a particular academic discipline. The subject is examined in an intensive manner with guidance by a faculty member who has special expertise in that field. May be taken for 1, 2, or 3 credits at one time.

ELEMENTARY EDUCATION

ELE 1150 INTRODUCTION TO EARLY CHILDHOOD EDUCATION 3 cr.

An introduction to the teaching of young children, birth through age eight; current issues and practices; historic and future trends; and assessment of one's strengths and interests related to the career opportunities in early childhood education. Prerequisite: ED 1102

ELE 2220 CHILD DEVELOPMENT 3 cr.

Examines development from conception and infancy, through preschool and middle school, and ends with adolescence. Major developmental theories that focus on the interaction of heredity and the environment are the key components. Prerequisite: PSY 1101.

ELE 3263 PRESCHOOL CURRICULUM AGES 3 - 5 3 cr.

Addresses aspects of a quality preschool program. Topics this course examines include: theoretical foundations of teaching and learning, children ages 3 - 5; preschool curriculum models; key components of a preschool program; an integrated curriculum to foster children's development; and adapting curricula for children in inclusive preschool settings. This course will require observations and participation in a preschool setting.

ELE 3301 OBSERVATION AND PARTICIPATION - ELEMENTARY 3 cr.

Provides juniors with the following observation, participation and professional guidance experiences: observation of an elementary classroom; orientation to policies and practices of an elementary school; opportunity to observe the in-service teacher in the performance of his/her duties; introduction to administrative duties of an elementary classroom; the privilege of working with individual children, small groups of children and an entire classroom under supervision; and the opportunity to receive feedback on performance from the cooperating teacher and the college supervisor.

ELE 3360 CHILDREN'S LITERATURE 3 cr.

Uses of children's literature in the preschool and elementary school curriculum; promoting interest in children's books; social themes and issues reflected in children's literature.

ELE 3362 EMERGING LITERACY 3 cr.

Theoretical foundations and the components of a developmentally appropriate literacy program for children ages 4-8 are introduced. Topics include: teaching and assessment strategies, instructional resources, classroom management, grouping for instruction, and involving parents.

ELE 3383 TEACHING ELEMENTARY READING AND LITERATURE I 3 cr.

Theoretical bases of the reading process; components of reading skill; major approaches to instruction; methods and materials for teaching elementary reading are examined.

ELE 3384 TEACHING ELEMENTARY MATH 3 cr.

Methods of teaching mathematics in the "Information Age", the reform movements, curricular changes and emphasis, instructional methodology and use of materials, and development of mathematics skills required of elementary school teachers are examined.

ELE 3386 TEACHING ELEMENTARY SOCIAL STUDIES 3 cr.

Principles, problems, materials, and techniques for the teaching of elementary social studies. In-school experience provided.

ELE 3387 TEACHING ELEMENTARY SCIENCE AND TECHNOLOGY 3 cr.

Principles, problems, materials, and techniques for the teaching of science and technology in the elementary schools.

ELE 3391 BEHAVIORAL, SOCIAL, AND EMOTIONAL ISSUES 3 cr.

Addresses "at-risk" factors in children and the classroom techniques that teachers may use to address students' behavioral, social, and emotional needs. Topics examined in the course include classroom management and discipline, students' social relationships, students' emotional well being, and gender issues in teaching. Teachers will learn to identify students who are victims of physical abuse and to make appropriate professional referrals.

ELE 3395 CREATIVE EXPERIENCES IN ELEMENTARY TEACHING 3 cr.

Examines the nature of creativity and varied uses of creativity and the arts in elementary lesson planning, teaching, and curriculum development; areas of study include art, music, drama, storytelling, movement and dance, poetry, and children's literature; emphasis is placed upon the uses of creativity and the arts by classroom teachers to enhance their teaching across the curriculum.

ELE 4400 STUDENT TEACHING 12 cr.

(By arrangement) Opportunity to apply knowledge and skills acquired in professional preparation. Accomplished by a field experience in university established centers under supervision of qualified cooperating teachers. Observations and conferences are scheduled by the departmental supervisor.

ELE 4402 SELECTED TOPICS IN ELEMENTARY EDUCATION 1 - 3 cr.

Designed to let students carry out in-depth studies in elementary teaching techniques. Includes lectures, seminar periods, and resource persons. Emphasis on student leadership, participation, and reading and discussion of educational literature. May be taken for one through three credits.

ELE 4403 TEACHING ELEMENTARY LANGUAGE ARTS 3 cr.

Designed as a workshop for undergraduate students who have completed ELE 3301. Emphasis is on investigating techniques used by elementary teachers to improve communication skills for children.

ELE 4405 EARLY SCHOOL CURRICULUM AGES 6-8 3 cr.

Addresses aspects of a quality early school program (K-3rd grade). Topics examined in this course include: theoretical foundations of teaching and learning with children, age 6-8; perspectives that inform curriculum planning; components of an early grade program; an integrated curriculum; and adapting curricula for children in inclusive settings. Students will team-teach with classmates in an early grade in a local school. Prerequisite: ELE 1150 and 2263.

ELE 4412 READING/WRITING IN BRITISH SCHOOLS 3 cr.

An examination of the integrated language arts curriculum employed in British education. This companion course to "Introduction to British Education" includes first-hand experiences observing and participating techniques used by British schools.

ELE 4425 TEACHING ELEMENTARY READING AND LITERATURE II 3 cr.

Tests and techniques to prevent, detect, and correct reading difficulties; special methods and materials for problem readers. Prerequisite: ELE 3833

ELE 4460 PROFESSIONAL SEMINAR 2 cr.

Designed to develop and refine professional competencies prior to accepting a teaching position. Topics include current issues; school organization, administration, and law; techniques for seeking a professional position; teacher certification issues; collective bargaining and unions; philosophies of teaching; seeking a professional position; and beginning a teaching career. Prerequisite: Senior standing in teacher education; taken during student teaching semester.

SPECIAL EDUCATION

SPE 1101 INTRODUCTION TO SPECIAL EDUCATION 3 cr.

Examines the nature and need of persons who are exceptional in emotional, social, physical, and intellectual development, including the gifted and talented. Discussions will include career opportunities, social issues, current trends in Special Education, rehabilitation and related settings. Observation in Special Education settings will be available.

SPE 3270 MENTALLY AND PHYSICALLY DISABLED 3 cr.

Introduction to etiology, characteristics, education, management, and laws pertaining to children and adults with mental and physical disabilities. Prerequisite: SPE 1101 or permission of instructor.

SPE 3275 INCLUSION OF DIVERSE LEARNERS 3 cr.

This course is designed to prepare teacher candidates to teach in schools which are becoming diverse. Issues, which include gender, social class, race, ethnicity, disabilities and religion, will be discussed. The teacher candidate will develop skills in teaching pedagogy, assessment curriculum development and teacher student relationships.

SPE 3280 CHILDREN IN NEED OF EMOTIONAL SUPPORT 3 cr.

Examines the etiology of emotional disturbance with concentration on the characteristics, diagnostic procedures, therapy, educational strategies, instructional materials, and relevant research in relation to the education of emotional/behavioral disturbance. Includes observation and child study experience.

SPE 3290 LEARNING DISABILITIES 3 cr.

Introduction to the definition, identification, etiology, and epidemiology of learning disabilities with a particular emphasis on methods of differential diagnosis and educational procedure. Remediation strategies, classroom management, and research will be studied.

SPE 3300 CURRICULUM DEVELOPMENT ADJUSTMENT 3 cr.

Examines curriculum development, adjustments, methods, and materials in Special Education. Studies IEP goals, school organization, grouping, planning unit instruction, teaching-learning process, evaluating pupil progress, and parent and other agency relationships. Prerequisite: SPE 3270 or permission of instructor.

SPE 3320 GIFTED AND TALENTED 3 cr.

Considers the characteristics of the gifted and talented. Introduces teaching procedures, program types, curriculum materials, and research.

SPE 3322 STRATEGIES FOR ADOLESCENTS WITH MILD DISABILITIES 3 cr.

A study of cognitive and metacognitive strategies with emphasis on how to assess, plan, design, and implement strategies for adolescent students with mild disabilities, and implement strategies for adolescent students with mild disabilities. Strategy instruction will include the areas of reading, writing, mathematics, study skills, social skills, transition, and employment.

SPE 3330 CULTURAL DIVERSITY IN SPECIAL EDUCATION 3 cr.

Studies the definitions, causes, characteristics, and education of children and youth from multi cultural environments. Considers problems in social- psychological context with implications for programs of improvement and research.

SPE 3351 BEHAVIOR MANAGEMENT 3 cr.

Studies the implications of behavior theory as classroom teaching techniques. Conditioning of both academic skills and non-academic behaviors on an individual and group is stressed. Direct experience in modifying the behavior of exceptional children will be arranged.

SPE 3370 EARLY CHILDHOOD DISABILITIES 3 cr.

Examines the nature, needs, and education of young children with disabilities in infant-toddler, preschool, and primary programs. Emphasis will be on identification, multi-disciplinary educational planning, parent counseling, agencies, and services. Coverage will include special classes, resource rooms, and mainstream education including curriculum, methods, and materials plus the roles of other professionals. Observations and child studies are required. Prerequisite: permission of instructor.

SPE 3380 ASSESSMENT IN SPECIAL EDUCATION 3 cr.

Provides students with the skills necessary to diagnose and correct learning problems. Special attention is given to considerations related to the selection of appropriate formal tests (e.g., test bias). Selective diagnostic instruments are examined. Prerequisite: SPE 2201 or permission of instructor.

SPE 3390 METHODS FOR INDIVIDUALS WITH MILD DISABILITIES 3 cr.

Provides organizational procedures, curriculum practices, methods and techniques used in educating mildly handicapped students K-12 in need of academic learning support. Emphasis is on direct teaching, collaborative practices, transitional planning, and curriculum adaptation. Prerequisite: SPE 1101 and SPE 3300.

SPE 3391 THE EXCEPTIONAL PERSON IN THE UNITED STATES AND EUROPE - A COMPARATIVE 3 cr.

Designed to provide a comparative study of the U.S. and Europe of the care, treatment, and rehabilitation of exceptional persons from birth through adulthood. Study involves contact with families of exceptional individuals and professionals providing services on both continents.

SPE 4400 STUDENT TEACHING 12 cr.

(By arrangement). Opportunity to apply knowledge and skills acquired in professional preparation. Accomplished by a field experience under the supervision of master teachers in two different special classes in university established centers. Observations and conferences are scheduled by the departmental supervisor.

SPE 4407 TRANSITION TO ADULT LIFE 3 cr.

Students examine their basic assumptions about adult life and learn about vocational training, employment services, life skills, educational programs, advocacy and services for adults with disabilities.

SPE 4420 OBSERVATION AND PARTICIPATION - SPECIAL ED 3 cr.

Observation and participation in classroom setting. Emphasizing teaching/learning process, selecting, organizing, and presenting lessons and materials. Projects and demonstrations required.

SPE 4430 TECHNOLOGY IN SPECIAL EDUCATION 3 cr.

Introduction to and overview of the possibilities provided by microcomputers in assisting the exceptional learner. Provides initial skill and knowledge in using the microcomputer. Exposure will be made to available resources, selection and evaluation of course ware, adaptive devices, curriculum, correlation, and classroom integration.

SPE 4440 METHODS FOR INDIVIDUALS WITH MODERATE/SEVERE DISABILITIES 3 cr.

Study of the nature and needs of school age children with moderate and severe handicapping conditions that include cognitive, health and/or physical impairments. Focus is on the educational and vocational needs of these children from a content base which includes identification, assessment, and remediation practices which are coupled with supportive measures, materials, and techniques. The use of instructional adaptations such as assistive technology will be stressed. Prerequisite: SPE 1101 and SPE 3300.

SPE 4450 INTERNSHIP 12 cr.

A supervised field experience in a professional setting serving individuals with disabilities.

SPE 4460 PROFESSIONAL SEMINAR 2 cr.

Designed to develop and refine the professional competencies of the special education major prior to the field experience and/or accepting a professional position. Coverage includes general orientation to the profession, current issues, school organization and administration, techniques for seeking a professional position, the scope of the field of special education, and professional responsibilities.

SPE 4480 SPECIAL EDUCATION WORKSHOPS 1 - 6 cr.

Special workshop/seminars focusing on contemporary trends, topics, and problems in the field of special education. May be taken for one through six credits.

SPE 4481-4485 SPECIAL EDUCATION WORKSHOPS 1 - 6 cr.

See SPE 4480 for course description.

SPE 4497 INDEPENDENT STUDY 1 - 3 cr.

Independent study is an activity initiated by the student to increase his/her already advanced knowledge in a particular academic discipline. The subject is examined in an intensive manner with guidance by a faculty member who has special expertise in that field. May be taken for 1-3 credits at one time.

Projected Course Offerings by Semester

This is a tentative list of when courses are generally available, and this information is subject to change depending on such factors as enrollment, program requirements, and staffing. Also, please note that summer courses are typically taught in only one of the sessions, and course availability tends to fluctuate. The courses and sessions listed here refer to the 2008-2009 academic year (Fall, Spring, Summer semesters) are for student use in academic planning only. Actual offerings in a given semester or academic year may be different. Please consult with your academic advisors to supplement the information contained in these lists. For additional information, please go to the website below and click on "Programs, Advisement, & Course Rotation." <http://edspeced.mansfield.edu/>

Semesters offered: (F) Fall (S) Spring (SU) Summer

	<i>Undergraduate</i>	
	Title	Semester(s)
ED 1102	Introduction to Education	All
ED 2205	Educational Psychology	All
ED 2606	Urban Experience	
ED 3260	Assessment in Education	F, S
ED 3310	Content Area Reading and Writing	F, S
ED 3312	Teaching Secondary English Language Arts	F
ED 3313	Teaching Secondary Science & Technology	F 2008
ED 3314	Teaching Secondary Math	S
ED 3315	Teaching Secondary Social Studies	F 2008
ED 3320	Secondary O&P	F, S
ED 4400	Student Teaching	F,S
ED 4460	Professional Seminar	F, S
ELE 1150	Introduction to Early Childhood Education	F-odd years
ELE 2220	Child Development	F, S
ELE 3263	Preschool Curriculum	F
ELE 3301	O&P	F, S
ELE 3362	Emerging Literacy	F
ELE 3383	Teaching Reading and Literacy I	All
ELE 3384	Teaching Elementary Math	F, S
ELE 3386	Teaching Elementary Social Studies	All

ELE 3387	Teaching Elementary Science	All
ELE 3391	Behavioral, Social, and Emotional Issues	F, S
ELE 3395	Creative Experiences in Elementary Teaching	F, S
ELE 4400	Student Teaching	F, S
ELE 4403	Teaching Elementary Language Arts	All
ELE 4405	Early School Curriculum	S 2009
ELE 4425	Teaching Reading and Literature II	All
ELE 4460	Professional Seminar	F, S
SPE 1101	Introduction to Special Education	All
SPE 3270	Mentally and Physically Disabled	S
SPE 3275	Inclusive Diverse Learners	All
SPE 3280	Children in Need of Emotional Support	S
SPE 3290	Learning Disabilities	S, SU
SPE 3300	Curriculum Development Adjustment	F
SPE 3351	Behavior Management	F, S
SPE 3370	Early Childhood Disabilities	S, SU
SPE 3380	Assessment	F, S
SPE 3390	Methods- Mild Disabilities	F, SU
SPE 4400	Student Teaching	F, S
SPE 4420	Observation and Participation	F, S
SPE 4430	Technology in Special Education	SU
SPE 4440	Methods and Materials –Severe Disabilities	S, SU
SPE 4460	Professional Seminar	F, S

Plan carefully! See specific program requirements for course sequence, Gates, and clearances. Meet frequently with your Advisor. Use this chart to plan your undergraduate career!

Semester: _____

Courses:

Semester: _____

Courses:

Semester: _____

Courses:

Semester: _____

Courses:

Semester: _____

Courses:

Semester: _____

Courses:

Semester: _____

Courses:

Last Semester:

**Courses: Student Teaching
Professional seminar**

(You will be automatically pre-registered for these courses when you submit your student teaching application to the Field Experiences Office. Student teacher placements are made in the order they are received, so it is in your best interest to make an appointment with your advisor and get your file turned in early!)

Leadership and learning are indispensable to each other.

John F. Kennedy



The highest result of education is tolerance.

Helen Keller

Notes

Program Advising Worksheets follow and are included to support your program planning.

- STUDENT ADVISING WORKSHEET--

Mansfield University

Bachelor of Science in Education * Elementary Education

GENERAL EDUCATION REQUIREMENTS				MAJOR REQUIREMENTS							
		Cr	Semester			Cr	Semester				
A. 090 Requirements (all)* *Note: Exemption rules may apply				A. Program Requirements (30)							
ENG0090	Basic Writing Skills			ELE 2220	Child Development	3					
MA 0090	Basic Algebra			ELE 3301	Observation & Participation	3	UD				
B. General Education Requirements (all)				ELE 3383	Tchg Rdng & Lit I	3	UD				
UNV 1100	First Year Seminar	1		ELE 3384	Tchg Elem Math	3	UD				
COM 1101	Oral Communication	3		ELE 3386	Tchg Elem Soc Stud	3	UD				
ENG 1112	Composition I	3		ELE 3387	Tchg Elem Science	3	UD				
ENG 3313	Composition II	3	UD	ELE 3391	Beh/Soc/Emo/Issues	3	UD				
C. Fine Arts Requirement (choose one – 3 credits)				ELE 3395	Creative Experience	3	UD				
ARH 1101	Intro to Art			ELE 4403	Tchg Elem Lang Arts	3	UD				
MU 1101	Intro to Music			ELE 4425	Tchg Rdng & Lit II	3	UD				
THT 1110	Intro to Theatre			B. Professional Education (26)							
D. Wellness (3 credits)				ED 1102	Intro to Education	3					
				ED 2205	Educational Psych	3					
E. Humanities (6 credits required)				ED 3260	Assessment – Ed	3	UD				
				SPE 3275	Inclusion of Diverse Learners	3	UD				
				ELE 4400	Student Teaching	12	UD				
F. Language & Literature (6 credits Foreign Language required)				ELE 4460	Professional Seminar	2	UD				
				FREE ELECTIVES:							
G. Mathematics (3 credits required)											
H. Natural Science (6 credits required, w/Lab)											
I. Social Science (9 credits required)											
PSY 1101	Intro Gen Psych	3									
J. General Education Electives (9 credits required)											
MA*											
ENG*											
Degree Requirements: (Total 120 SH)				TECC (Teacher Education Certification Candidate) Requirements:							
<ol style="list-style-type: none"> A maximum of four credits from the major discipline may be used to fulfill Distribution Groups E-I (Mathematics majors are exempt from this rule.) No more than two courses with the same prefix may be used to complete Distribution Groups E-I. All students must complete at least one laboratory course in the Natural Science Group. All students will complete 3 designated Writing Across the Curriculum (W) courses in addition to the ENG1112 and ENG3313 sequence with at least 1 UD; complete 3 designated Information Literacy (I) courses with at least 2 UD; complete 3 designated Global Awareness (G) courses, with the following exceptions: <ul style="list-style-type: none"> Students who transfer in 31-60 credits must complete two “W”, two “I”, and two “G” courses. At least one “W” course must be at the upper level. Students who transfer in 61 or more credits must complete one “W”, one “I”, and one “G” course. At least one “W” and one “I” course must be at the upper level. UPPER DIVISION REQUIREMENT – Take 48 credits in the Upper Div Level 				<ol style="list-style-type: none"> *One English composition (3 cr) and one English literature (3 cr) course passed in the first 48 credits of the program. *Two college level math courses (not including MA 090) passed in the first 48 credits of the program. Passing scores on all Praxis I subtests (Reading, Writing, Math) in the first 48 credits of the program. A QPA at 48 credits in the program that meets or exceeds the state mandated minimum QPA requirement: <table border="0" style="margin-left: 40px;"> <tr> <td>Prior to 8/01 = 2.5</td> <td>From 8/02 – 8/03 = 2.8</td> </tr> <tr> <td>From 8/01 – 8/02 = 2.6</td> <td>After 8/03 = 3.0</td> </tr> </table> State required TB, criminal and child abuse record clearances. Additional requirements apply for eligibility to student teach and to be recommended for certification. Information is available from the Office of Teacher Education. 				Prior to 8/01 = 2.5	From 8/02 – 8/03 = 2.8	From 8/01 – 8/02 = 2.6	After 8/03 = 3.0
Prior to 8/01 = 2.5	From 8/02 – 8/03 = 2.8										
From 8/01 – 8/02 = 2.6	After 8/03 = 3.0										

---STUDENT ADVISING WORKSHEET---

Mansfield University

Bachelor of Science in Education * Elementary Education/Early Childhood Second Cert

GENERAL EDUCATION REQUIREMENTS				MAJOR REQUIREMENTS							
		Cr	Semester			Cr	Semester				
A. 090 Requirements (all)* *Note: Exemption rules may apply				A. Program Requirements – Elementary (30)							
ENG 090	Basic Writing Skills			ELE 2220	Child Development	3					
MA 090	Basic Algebra			ELE 3301	Observation & Participation	3	UD				
B. General Education Requirements (all)				ELE 3383	Tchg Rdng & Lit I	3	UD				
UNV 1100	First Year Seminar	1		ELE 3384	Tchg Elem Math	3	UD				
COM 1101	Oral Communication	3		ELE 3386	Tchg Elem Soc Stud	3	UD				
ENG 1112	Composition I	3	W	ELE 3387	Tchg Elem Science	3	UD				
ENG 3313	Composition II	3	W UD	ELE 3391	Beh/Soc/Emo/Issues	3	UD				
C. Fine Arts Requirement (choose one – 3 credits)				ELE 3395	Creative Experience	3	UD				
ARH 1101	Intro to Art			ELE 4403	Tchg Elem Lang Arts	3	UD				
MU 1101	Intro to Music			ELE 4425	Tchg Rdng & Lit II	3	UD				
THT 1110	Intro to Theatre			B. Professional Education (26)							
D. Wellness (3 credits)				ED 1102	Intro to Education	3					
				ED 2205	Educational Psych	3					
E. Humanities (6 credits required)				ED 3260	Assessment – Ed	3	UD				
				SPE 3275	Inclusion of Diverse Learners	3	UD				
				ELE 4400	Student Teaching	12	W UD				
F. Language & Literature (6 credits Foreign Language required)				ELE 4460	Professional Seminar	2	W UD				
				C. Program Requirements - Early Childhood (15)							
G. Mathematics (3 credits required)				ELE 1150	Intro to Early Child	3					
				ELE 3263	Preschool Curr ages 3-5	3	UD				
				ELE 3362	Emerging Literacy	3	UD				
H. Natural Science (6 credits required, w/Lab)				SPE 3370	Early Child Disabilities	3	UD				
				ELE 4405	Early School Curr ages 6-8	3	UD				
I. Social Science (9 credits required)				Free Electives							
PSY 1101	Intro Gen Psych	3									
J. General Education Electives (9 credits required)											
MA*											
ENG*											
Degree Requirements: 1. A maximum of four credits from the major discipline may be used to fulfill Distribution Groups E-I (Mathematics majors are exempt from this rule.) 2. No more than two courses with the same prefix may be used to complete Distribution Groups E-I. 3. All students must complete at least one laboratory course in the Natural Science Group. 4. All students will complete 3 designated Writing Across the Curriculum (W) courses in addition to the ENG1112 and ENG3313 sequence with at least 1 UD; complete 3 designated Information Literacy (I) courses with at least 2 UD; complete 3 designated Global Awareness (G) courses, with the following exceptions: <ul style="list-style-type: none"> Students who transfer in 31-60 credits must complete two “W”, two “I”, and two “G” courses. At least one “W” course must be at the upper level. Students who transfer in 61 or more credits must complete one “W”, one “I”, and one “G” course. At least one “W” and one “I” course must be at the upper level. 5. UPPER DIVISION REQUIREMENT – Take 48 credits in the Upper Div Level				TECC (Teacher Education Certification Candidate) Requirements: 1. *One English composition (3 cr) and one English literature (3 cr) course passed in the first 48 credits of the program. 2. *Two college level math courses (not including MA 090) passed in the first 48 credits of the program. 3. Passing scores on all Praxis I subtests (Reading, Writing, Math) in the first 48 credits of the program. 4. A QPA at 48 credits in the program that meets or exceeds the state mandated minimum QPA requirement: <table border="0" style="margin-left: 40px;"> <tr> <td>Prior to 8/01 = 2.5</td> <td>From 8/02 – 8/03 = 2.8</td> </tr> <tr> <td>From 8/01 – 8/02 = 2.6</td> <td>After 8/03 = 3.0</td> </tr> </table> 5. State required TB, criminal and child abuse record clearances. Additional requirements apply for eligibility to student teach and to be recommended for certification. Information is available from the Office of Teacher Education.				Prior to 8/01 = 2.5	From 8/02 – 8/03 = 2.8	From 8/01 – 8/02 = 2.6	After 8/03 = 3.0
Prior to 8/01 = 2.5	From 8/02 – 8/03 = 2.8										
From 8/01 – 8/02 = 2.6	After 8/03 = 3.0										

---STUDENT ADVISING WORKSHEET---

Mansfield University

Bachelor of Science in Education * Elementary Education/Special Education Second Cert

GENERAL EDUCATION REQUIREMENTS				MAJOR REQUIREMENTS			
		Cr	Semester			Cr	Semester
A. 090 Requirements (all)* *Note: Exemption rules may apply				A. Program Requirements – Elementary (27)			
ENG 090	Basic Writing Skills			ELE 2220	Child Development	3	
MA 090	Basic Algebra			ELE 3301	Observation & Participation	3	UD
B. General Education Requirements (all)				ELE 3383	Tchg Rdng & Lit I	3	UD
UNV 1100	First Year Seminar	1		ELE 3384	Tchg Elem Math	3	UD
COM 1101	Oral Communication	3		ELE 3386	Tchg Elem Soc Stud	3	UD
ENG 1112	Composition I	3	W	ELE 3387	Tchg Elem Science	3	UD
ENG 3313	Composition II	3	W UD	ELE 3395	Creative Experience	3	UD
C. Fine Arts Requirement (choose one – 3 credits)				ELE 4403	Tchg Elem Lang Arts	3	UD
ARH 1101	Intro to Art			ELE 4425	Tchg Rdng & Lit II	3	UD
MU 1101	Intro to Music			B. Professional Education (20)			
THT 1110	Intro to Theatre			ED 1102	Intro to Education	3	
D. Wellness (3 credits)				ED 2205	Educational Psych	3	
E. Humanities (6 credits required)				ELE 4400	Student Teaching	12	W UD
				ELE 4460	Professional Seminar	2	W UD
F. Language & Literature (6 credits Foreign Language required)				C. Program Requirements - Special Education (33)			
				SPE 1101	Intro to Special Ed	3	
				SPE 3270	Mentally and Physically Disabled	3	UD
				SPE 3275	Inclusion of Diverse Learners	3	UD
				SPE 3280	Children in Need of Emotional Sup	3	UD
G. Mathematics (3 credits required)				SPE 3290	Learning Disabilities	3	W UD
				SPE 3300	Curr Development Adj	3	UD
				SPE 3351	Behavior Management	3	W UD
H. Natural Science (6 credits required, w/Lab)				SPE 3370	Early Child Disabilities	3	UD
				SPE 3380	Assessment – Spe	3	I UD
				SPE 3390	Meth – Mild Disabilities	3	UD
I. Social Science (9 credits required)				SPE 4440	<i>Meth – Mod/Sev Disabilities</i>	3	UD
PSY1101	Intro Gen Psych	3		Free Electives			
J. General Education Electives (9 credits required)							
MA*							
ENG*							
Degree Requirements:				TECC (Teacher Education Certification Candidate) Requirements:			
<ol style="list-style-type: none"> A maximum of four credits from the major discipline may be used to fulfill Distribution Groups E-I (Mathematics majors are exempt from this rule.) No more than two courses with the same prefix may be used to complete Distribution Groups E-I. All students must complete at least one laboratory course in the Natural Science Group. All students will complete 3 designated Writing Across the Curriculum (W) courses in addition to the ENG1112 and ENG3313 sequence with at least 1 UD; complete 3 designated Information Literacy (I) courses with at least 2 UD; complete 3 designated Global Awareness (G) courses, with the following exceptions: <ul style="list-style-type: none"> Students who transfer in 31-60 credits must complete two “W”, two “I”, and two “G” courses. At least one “W” course must be at the upper level. Students who transfer in 61 or more credits must complete one “W”, one “I”, and one “G” course. At least one “W” and one “I” course must be at the upper level. UPPER DIVISION REQUIREMENT – Take 48 credits in the Upper Div Level 				<ol style="list-style-type: none"> *One English composition (3 cr) and one English literature (3 cr) course passed in the first 48 credits of the program. *Two college level math courses (not including MA 090) passed in the first 48 credits of the program. Passing scores on all Praxis I subtests (Reading, Writing, Math) in the first 48 credits of the program. A QPA at 48 credits in the program that meets or exceeds the state mandated minimum QPA requirement: <p style="margin-left: 40px;">Prior to 8/01 = 2.5 From 8/02 – 8/03 = 2.8 From 8/01 – 8/02 = 2.6 After 8/03 = 3.0</p> State required TB, criminal and child abuse record clearances. Additional requirements apply for eligibility to student teach and to be recommended for certification. Information is available from the Office of Teacher Education. 			

-STUDENT ADVISING WORKSHEET--

Mansfield University

Bachelor of Science in Education *Special Education

GENERAL EDUCATION REQUIREMENTS				MAJOR REQUIREMENTS			
		Cr	Semester			Cr	Semester
A. 090 Requirements (all)* *Note: Exemption rules may apply				A. Program Requirements – Special Education (36)			
ENG 090	Basic Writing Skills			SPE 1101	Intro to Special Ed	3	
MA 090	Basic Algebra			SPE 3270	Mental & Physically Disabled	3	UD
B. General Education Requirements (all)				SPE 3275	Inclus Diverse Lnrs	3	UD
UNV 1100	First Year Seminar	1		SPE 3280	Chld Needs Emtl Sup	3	UD
COM 1101	Oral Communication	3		SPE 3290	Learning Disabilities	3	W UD
ENG 1112	Composition I	3	W	SPE 3300	Curric Dev & Adjust	3	UD
ENG 3313	Composition II	3	W UD	SPE 3351	Behavior Management	3	W UD
C. Fine Arts Requirement (choose one – 3 credits)				SPE 3370	Erly Child Disabilities	3	UD
ARH 1101	Intro to Art			SPE 3380	Assessment – SPE	3	I UD
MU 1101	Intro to Music			SPE 3390	Meth-Mild Disab	3	UD
THT 1110	Intro to Theatre			SPE 4420	Observ & Participation	3	W UD
D. Wellness (3 credits)				SPE 4440	Meth-Mod/Sev Disab	3	UD
E. Humanities (6 credits required)				B. Major Related Electives (6 SH – 300/400 level)			
F. Language & Literature (6 credits Foreign Language required)				C. Professional Education (29)			
				ED 1102	Intro to Education	3	
				ED 2205	Educational Psych	3	
				ED 3260	Assessment	3	
G. Mathematics (3 credits required)				ELE 3383	Tchg Rdng & Lit I	3	UD
				ELE 3384	Tchg Elem Math	3	UD
				SPE 4400	Student Tchng	12	W UD
H. Natural Science (6 credits required, w/Lab)				SPE 4460	Professional Seminar	2	W UD
				Free Electives			
I. Social Science (9 credits required)							
PSY 1101	Intro Gen Psych	3					
J. General Education Electives (9 credits required)							
MA*							
ENG*							
Degree Requirements: (Total 128 SH)				TECC (Teacher Education Certification Candidate) Requirements:			
1. A maximum of four credits from the major discipline may be used to fulfill Distribution Groups E-I (Mathematics majors are exempt from this rule.)				1. *One English composition (3 cr) and one English literature (3 cr) course passed in the first 48 credits of the program.			
2. No more than two courses with the same prefix may be used to complete Distribution Groups E-I.				2. *Two college level math courses (not including MA 090) passed in the first 48 credits of the program.			
3. All students must complete at least one laboratory course in the Natural Science Group.				3. Passing scores on all Praxis I subtests (Reading, Writing, Math) in the first 48 credits of the program.			
4. All students will complete 3 designated Writing Across the Curriculum (W) courses in addition to the ENG1112 and ENG3313 sequence + 3 designated Information Literacy (I) + 3 designated Global Awareness (G) courses, with the following exceptions:				4. A QPA at 48 credits in the program that meets or exceeds the state mandated minimum QPA requirement:			
<ul style="list-style-type: none"> Students who transfer in 31-60 credits must complete two “W”, two “I”, and two “G” courses Students who transfer in 61 or more credits must complete one “W”, one “I”, and one “G” course 				Prior to 8/01 = 2.5 From 8/02 – 8/03 = 2.8 From 8/01 – 8/02 = 2.6 After 8/03 = 3.0			
5. UPPER DIVISION REQUIREMENT – Take 48 credits in the Upper Div Level				5. State required TB, criminal and child abuse record clearances.			
				Additional requirements apply for eligibility to student teach and to be recommended for certification. Information is available from the Office of Teacher Education.			

---STUDENT ADVISING WORKSHEET---

Mansfield University

Bachelor of Science in Education *Special Education/ Elementary Education Second Cert

GENERAL EDUCATION REQUIREMENTS				MAJOR REQUIREMENTS			
		Cr	Semester			Cr	Semester
A. 090 Requirements (all)* *Note: Exemption rules may apply				A. Program Requirements – Special Education (33)			
ENG 090	Basic Writing Skills			SPE 1101	Intro to Special Ed	3	
MA 090	Basic Algebra			SPE 3270	Mental & Physically Disabled	3	UD
B. General Education Requirements (all)				SPE 3275	Inclus Diverse Lrnrs	3	UD
UNV 1100	First Year Seminar	1		SPE 3280	Chld Needs Emtnl Sup	3	UD
COM 1101	Oral Communication	3		SPE 3290	Learning Disabilities	3	W UD
ENG 1112	Composition I	3	W	SPE 3300	Curric Dev & Adjust	3	UD
ENG 3313	Composition II	3	W UD	SPE 3351	Behavior Management	3	W UD
C. Fine Arts Requirement (choose one – 3 credits)				SPE 3370	Erly Child Disabilities	3	UD
ARH 1101	Intro to Art			SPE 3380	Assessment – SPE	3	I UD
MU 1101	Intro to Music			SPE 3390	Meth-Mild Disab	3	UD
THT 1110	Intro to Theatre			SPE 4440	Meth-Mod/Sev Disab	3	UD
D. Wellness (3 credits)				B. Professional Education (23)			
				ED 1102	Intro to Education	3	
E. Humanities (6 credits required)				ED 2205	Educational Psych	3	
				SPE 4420	Obser & Part	3	UD
				SPE 4400	Student Tchng	12	W UD
F. Language & Literature (6 credits Foreign Language required)				SPE 4460	Prof Sem	2	W UD
				C. Program Requirements - Elementary Education (21)			
G. Mathematics (3 credits required)				ELE 3383	Tchg Rdng & Lit I	3	UD
				ELE 3384	Tchg Elem Math	3	UD
				ELE 3386	Tchg Elem Soc Stu	3	UD
H. Natural Science (6 credits required, w/Lab)				ELE 3387	Tchg Elem Science	3	UD
				ELE 3395	Creative Experience	3	UD
				ELE 4403	Tchg Elem Lang Arts	3	UD
I. Social Science (9 credits required)				ELE 4425	Tchg Rdng & Lit II	3	UD
PSY 1101	Intro Gen Psych	3		Free Electives			
PSY 3292	Child Psychology	3					
J. General Education Electives (9 credits required)							
MA*							
ENG*							
Degree Requirements:				TECC (Teacher Education Certification Candidate) Requirements:			
<ol style="list-style-type: none"> A maximum of four credits from the major discipline may be used to fulfill Distribution Groups E-I (Mathematics majors are exempt from this rule.) No more than two courses with the same prefix may be used to complete Distribution Groups E-I. All students must complete at least one laboratory course in the Natural Science Group. All students will complete 3 designated Writing Across the Curriculum (W) courses in addition to the ENG1112 and ENG3313 sequence with at least 1 UD; complete 3 designated Information Literacy (I) courses with at least 2 UD; complete 3 designated Global Awareness (G) courses, with the following exceptions: <ul style="list-style-type: none"> Students who transfer in 31-60 credits must complete two “W”, two “I”, and two “G” courses. At least one “W” course must be at the upper level. Students who transfer in 61 or more credits must complete one “W”, one “I”, and one “G” course. At least one “W” and one “I” course must be at the upper level. UPPER DIVISION REQUIREMENT – Take 48 credits in the Upper Div Level 				<ol style="list-style-type: none"> *One English composition (3 cr) and one English literature (3 cr) course passed in the first 48 credits of the program. *Two college level math courses (not including MA 090) passed in the first 48 credits of the program. Passing scores on all Praxis I subtests (Reading, Writing, Math) in the first 48 credits of the program. A QPA at 48 credits in the program that meets or exceeds the state mandated minimum QPA requirement: <p style="margin-left: 40px;">Prior to 8/01 = 2.5 From 8/02 – 8/03 = 2.8 From 8/01 – 8/02 = 2.6 After 8/03 = 3.0</p> State required TB, criminal and child abuse record clearances. Additional requirements apply for eligibility to student teach and to be recommended for certification. Information is available from the Office of Teacher Education. 			

