Education Department
Teacher Preparation Program
Student Handbook
2019-20
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Welcome to Carlow University’s Education Department and Teacher Preparation Program!

We are privileged you selected Carlow University for your educator preparation. Whether you are a traditional undergraduate, a recent transfer student, or an adult graduate student, you are welcome here, and we look forward to working with you!

Carlow University has a rich history of excellence in teacher preparation. Our programs integrate developmentally appropriate practices with an emphasis on innovation and creativity in teaching. As a satellite of Carnegie Mellon’s CREATE Lab, we infuse robotic technology into our technology and inquiry practices. We believe in the transformational power of education and the need to build deep and meaningful relationship; we work closely with our educational partners, including schools, early childcare centers, and non-profits organizations to provide high-quality field and practicum experiences for students.

As a pre-service educator, we hope you will take advantage of the myriad of opportunities in our department and participate in professional development workshops held multiple times throughout the year. This handbook was created to provide you with a thorough understanding of all processes in teacher education and appropriate points of contacts.

Best of luck in your coursework and field experiences. We look forward to celebrating your successes!

Dr. Keely O. Baronak
Chair, Education Department
SECTION 1: CARLOW HERITAGE

The Carlow Seal

The seal of Carlow University is designed to represent visually those values and ideals that are held by the Sisters of Mercy who founded Carlow and that are expressed in the Mission Statement.

Enclosed within the circle, a symbol of eternity, and open to the circle at each end of its points is a triangle, symbolizing the Trinity. Within the triangle is the Pennsylvania Keystone bearing the motto “Ad Superna, non Superba” (“To the Eternal, not the Perishable”). On either side of the triangle is the lion rampant, a detail taken from the coat of arms of Catherine McAuley, founder of the Sisters of Mercy.

Wisdom, the five-pointed star, and Knowledge, the Roman lamp, have a place above and below the Keystone, while the Irish Cross, recalling the Irish heritage of the Mercy sisters, and a circle are at either side of the Keystone.

Carlow University Mission Statement

Carlow University, rooted in its Catholic identity and embodying the heritage and values of the Sisters of Mercy, offers transformational educational opportunities for a diverse community of learners and empowers them to excel in their chosen work as compassionate, responsible leaders in the creation of a just and merciful world.

Education Department Mission Statement

The mission of Carlow University Education Department is to nurture and support current and future Scholar-Practitioners who are reflective in action, capable of creating and serving in high performance learning environments, and who support and respect the dignity and diversity of all learners.

Education Department Philosophy and Vision

Guiding all of Carlow University’s professional programs is its Scholar-Practitioner philosophy and vision. At Carlow, Scholar-Practitioner is more than a professional role and goes beyond the acquisition of specific skill sets or application of best practice. Scholar-practitioner is a way of being in and relating to the world. It is a way of interacting with students that promotes respect, cultivates each individual’s potential, and instills a love of learning. Those who embody the stance of scholar-practitioner engage throughout the span of their professional life in reflective practice. They engage in both the generation and utilization of knowledge regardless of their professional role or work setting.
Education students are encouraged to assume this stance of Scholar-Practitioner and to expand and deepen their capacities as Scholar-Practitioners as they mature as professionals. This development does not occur in a predictable period of time, nor does it proceed linearly from novice as practitioner to expert as scholar. In fact, there is no divide between scholarship and practice; one informs the other. Our expectation is that, over time and with the help of mentor teachers and their respective communities of practice, our students grow to exemplify the qualities of a Carlow Scholar-Practitioner. These six intertwining qualities are: metacognitive reflection, theoretical understanding, pedagogical wisdom, contextual literacy, ethical stewardship, and aesthetic imagination.
QUALITIES OF THE CARLOW SCHOLAR-PRACTITIONER

Metacognitive Reflection

- Careful observation of experience
- Discerning significant aspects of experience
- Thoughtful analysis and interpretation
- Constructing meanings that inform future experience
- Awareness of one’s process for meaning making

Theoretical Understanding

- Recognizing that multiple and competing theories exist in all fields
- Understanding the arguments underpinning various theories
- Understanding one’s own theoretical position

Pedagogical Wisdom

The capacity to respond…

- wisely, humanely, and ethically within “pedagogical moments” (Max van Manen)
- in ways that promote continued engagement in learning

Contextual Literacy

- Understanding that contexts are shaped by historical, political, cultural, economic, and psychological forces
- Capable of “reading” and interpreting social contexts from multiple perspectives

Ethical Stewardship

- Committing to the well-being of the profession and the clients it serves
- Conserving the best of the profession
- Contributing to the development and growth of the profession
- Assuring that education as a social institution serves the public good

Aesthetic Imagination

- Understanding the potential of the aesthetic realm to “release the imagination”—to see beyond what is to what might be (Maxine Greene)
- Embracing ambiguity
- Reflecting and assigning meaning to experience through the aesthetic modalities
- Appreciating the role of artistic expression in coming to know oneself
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SECTION 3: ABOUT THE EDUCATION DEPARTMENT

Program Offerings

Education Department--Current Undergraduate Programs

- Art Education (K-12)
- Early Childhood Education (PreK-4)
- Special Education (PreK-8) and (7-12)

Education Department--Current Graduate Programs

- Art Education (K-12)
- Curriculum & Instruction
  - Autism
  - Dyslexia
  - Early Childhood Leadership
  - ESL
  - Online Teaching
  - STEM
- Early Childhood Education
- Educational Leadership
  - Early Childhood Supervision
  - Principal’s Certification (K-12)
- Secondary Education
  - Biology
  - Chemistry
  - English
  - General Science
  - Mathematics
  - Social Studies
- Special Education

Areas of Study within the Education Department

Art Education

The Art Education program at Carlow qualifies students to earn Pennsylvania Education Department certification to teach art in grades K through 12. At Carlow, we encourage our students to become artists first, then to transfer their skills to the classroom, giving them a competitive edge. The Education Department offers programs in Art Education at the Undergraduate level (B.A. in Art Education/K-12 Certification) and at the Graduate level (MEd in Art Education/K-12 Certification).
Curriculum and Instruction

- Autism*
- Dyslexia
- Early Childhood Leadership~
- ESL+
- Online Teaching*
- STEM*

*Students may apply for PDE Endorsement if they already hold PA teaching certificate
+Students may apply for PDE Program Specialist Certificate
~Students may apply through PA Keys for a Director’s Credential

Early Childhood Education
The Early Childhood Education program at Carlow University focuses on educating children from birth to grade four in any context—school, family, or community. As a signature mark of the program, students learn how to honor diversity and form strong inclusive relationships between child and caregiver/teacher. They learn that a child’s environment needs to be rooted in trust; physically and psychologically safe. They learn that the caregiver/teacher relationship needs to be collaborative and characterized by advocacy for the child. Principles of child development and constructivist approaches to learning ground the program along with the belief that strong relationships among the child, family, and community form a healthful child that has the necessary foundation to succeed in the 21st Century and beyond. The Education Department offers programs in Early Childhood Education at the Undergraduate level (B.A. in Early Childhood Education/Certification) and the Graduate level (MEd in Early Childhood/Certification).

Educational Leadership

- Early Childhood Supervision
- Principal’s Certification

Secondary Education
Obtaining a certification in secondary education will prepare you to teach students in grades 7 through 12 in the following subject areas: Biology, Chemistry, English, General Science, Mathematics, or Social Studies. The demand for science and math teachers nationwide has reached a crisis level. Students interested in certification in general science follow our biology major, while those interested in social studies certification follow our history major.

The Master of Education with a concentration/certification in the secondary content areas of biology, chemistry, English, mathematics, social studies, and general science is a degree program for candidates who hold a bachelor’s degree in the content area. The core of the program includes curriculum development and pedagogy, child and youth development, content teaching methodology, strategies for diverse learners, content literacy, research, and technology. The Education Department offers programs in Secondary Education at the Graduate level only (MEd with Certification in Secondary Content Field).
**Special Education**

Carlow University’s Special Education program prepares teachers to meet the needs of children with a wide variety of mental, physical, social, emotional, and behavioral disabilities in multiple settings. Graduates of the program obtain Pennsylvania Special Education certification in Pre-K-8, (3 years through eighth grade) and/or 7–12, (seventh grade through 21 years of age). The Education Department offers programs in Special Education at the Undergraduate level (B.A. in Special Education PreK-8 and/or 7-12), as well as at the Graduate level (MEd with Certification option in Special Education PreK-8 and/or 7-12).
SECTION 4: POLICIES AND PROCEDURES

Undergraduate Students

Acceptance into the Education Department as a Teacher Candidate

Undergraduate students are required to meet the following requirements in order to be fully admitted as a candidate to the Education Department:

1. Successfully complete 48 credits at the University

2. Have a minimum 3.0 GPA

3. Achieve candidacy (see next section for details). Students must meet with the Undergraduate Program Coordinator as requested to review progress toward candidacy and secure the approval/signature of the Undergraduate Program Coordinator when candidacy is achieved.

4. Secure all three required clearances:
   - PA Child Abuse Clearance
     https://www.compass.state.pa.us/cwis/public/home
   - PA Criminal History Clearance
     https://www.psp.pa.gov/Pages/Request-a-Criminal-History-Record.aspx#.U_Y5c010zIV
   - FBI Fingerprint Clearance
     https://www.education.pa.gov/Educators/Clearances/CHRI/Pages/Applicant-Procedures.aspx
     Enter Service Code 1KG6RT. You must first register online through the website and pay for the clearance; then you need to schedule an appointment to physically get your fingerprints taken.

5. Consistently display dispositions required for the profession as evidenced by documentation on the Dispositions Form (See Appendix B).

6. Adhere to Pennsylvania’s Code of Professional Practice and Conduct for Educators found in Appendix F or at
   http://www.pacode.com/secure/data/022/chapter235/chap235toc.html

Candidacy Requirements

Pennsylvania law mandates that students must be admitted into the Teacher Certification Program. This process is referred to as “Candidacy.” Advancing to candidacy is a
process that is required to progress into the latter stages of your program. No student can continue into upper level education courses without being approved for Candidacy.

To meet the requirements to apply for Candidacy, a student must meet all of the requirements in this section **prior to earning 48 college credits**. The Candidacy Review process requires a meeting with the Undergraduate Program Director to review all of the criteria, documentation showing evidence of the above criteria, and a signed letter sent by the Education Department acknowledging that candidacy has been granted and the criteria have been met.

Prior to earning 48 college credits, undergraduate students must meet the following criteria to earn candidacy:

1. Have a minimum 3.0 GPA

2. Successfully complete two qualifying Math courses and two qualifying English courses (one Composition course and one Literature course)

3. Demonstrate proficiency in the basic skills of reading, writing, and mathematics, as defined by the Pennsylvania Department of Education. Proficiency can be demonstrated in ONE of the following 5 ways:

   a. Submit qualifying SAT exam scores that meet the criteria

      i. **SAT Critical Reading, Mathematics, and Writing Exam**
         
         (For SATs taken prior to 3/1/16):

         Minimum Passing Score on each section (Critical Reading, Mathematics, and Writing) is 500.

         Total score on the SAT exam must be at least 1500.

      ii. **SAT Reading, Mathematics and Writing/Language** (For SATs taken after 2/29/16):

         |          | Minimum Composite Score |
         |----------|-------------------------|
         | Reading  | 27                      |
         | Mathematics | 26                  |
         | Writing & Language | 28                  |

         If the sum of your reading, mathematics and writing/language sections total 81 or higher AND each section’s score meets the minimum composite score above, you meet the basic skills requirement.
b. Submit qualifying ACT exam scores that meet the criteria

ACT Reading, Writing, and Mathematics (For ACTs taken after August 31, 2015):

<table>
<thead>
<tr>
<th></th>
<th>Passing Score</th>
<th>Minimum Composite Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>Writing</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>Writing (after 09/16)</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>21</td>
<td>19</td>
</tr>
</tbody>
</table>

If the sum of your reading, writing, and mathematics sections total 64 or higher (September 2015-August 2016 test dates) or 51 or higher (September 2016 and later test dates) AND each section’s score meets the minimum composite score above, you meet the basic skills requirement.

ACT scores prior to 8/31/15: ACT scores received prior to 8/31/15 are only accepted in Mathematics due to the significant change in test format). Reading/English/Writing ACT scores received prior to 8/31/15 are not accepted.

c. Meet the minimum passing or composite score on each of the three sections of the PAPA exam, as well as the overall required score, as follows:

<table>
<thead>
<tr>
<th></th>
<th>Test Number</th>
<th>Passing Score</th>
<th>Minimum Composite Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>8001</td>
<td>220</td>
<td>193</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8002</td>
<td>193</td>
<td>176</td>
</tr>
<tr>
<td>Writing</td>
<td>8003</td>
<td>220</td>
<td>192</td>
</tr>
</tbody>
</table>

If the sum of your reading, mathematics and writing modules total 633 or higher AND each module’s score meets the minimum composite score above, you meet the basic skills requirement.
d. Meet the minimum passing or composite score on each of the three sections of the CORE exam, as well as the overall required score

<table>
<thead>
<tr>
<th>Test Number</th>
<th>Passing Score</th>
<th>Minimum Composite Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>5712</td>
<td>156</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5732</td>
<td>142</td>
</tr>
<tr>
<td>Writing</td>
<td>5722</td>
<td>162</td>
</tr>
</tbody>
</table>

If the sum of your reading, mathematics and writing modules total 460 or higher AND each module’s score meets the minimum composite score above, you meet the basic skills requirement.

e. Mix and match any of the options above in reading, writing, or math by selecting your BEST score from any of the exams that qualify. In the mix-and-match method, students may NOT use the composite scores for the exams but must pass the exams outright by earning the passing score or above.

Example: A student may use the Writing portion of the CORE exam on which s/he scored a 163, the Reading portion of the PAPA exam on which s/he scored a 224, and her/his SAT Math score of 520 to qualify.

f. At Carlow University, undergraduate students may take a specific math course, MAT 105, to meet the math section of basic skills proficiency. The final grade in the course must be a B or better in order for the course to count toward basic skills proficiency.

4. If candidacy is not achieved by the time a student reaches 48 credits, he/she may not continue to take upper level education courses until such time that candidacy is achieved. A list of courses that may NOT be taken until candidacy is achieved can be found in Appendix A.
Completion of the Education Department Program of Study – Undergraduate

Completion of the program and certification is a three-step process:

**Phase One: Student Teaching.** Successful completion of Student Teaching is required for teaching certification. Refer to Section 5 in this Handbook for a full description of the Student Teaching process.

**Phase Two: Graduation.** Successful completion of the Program of Study’s requirements and obtaining of a baccalaureate degree (graduation) is required for teaching certification.

**Phase Three: Certification.** Certification is a process to verify the qualifications and proficient training of each professional educator to execute his/her professional responsibilities. All professional employees of public schools must be state certified. The State Board of Education sets the standards and regulations for certification and the Education Department’s Bureau of Leadership and Teacher Quality administers those standards and regulations. See Section 6 of this Handbook for a full description of the Certification process.
Graduate Students

Admittance into the Education Department as a Teacher Candidate

Applicants who seek admission to the Education Department must give evidence of the following as admission requirements:

- Completed online application
- 3.0 GPA in undergraduate coursework
- Personal essay
- Two recommendations
- Official transcripts from all prior college coursework
- For secondary candidates only, substantive coursework in major, as documented by a transcript review, must have been completed prior to admittance as a Secondary Education major

Program Requirements Once Admitted

1. Secure all three required clearances:
   - PA Child Abuse Clearance
     https://www.compass.state.pa.us/cwis/public/home
   - PA Criminal History Clearance
     https://www.psp.pa.gov/Pages/Request-a-Criminal-History-Record.aspx#.U_Y5c010zIV
   - FBI Fingerprint Clearance
     https://www.education.pa.gov/Educators/Clearances/CHRI/Pages/Applicant-Procedures.aspx
     Enter Service Code 1KG6RT. You must first register online through the website and pay for the clearance; then you need to schedule an appointment to physically get your fingerprints taken.

2. Complete 180 hours of field experiences, as required by the Pennsylvania Department of Education, throughout the program. Up to 40 hours of Stage 1 and 2 field experiences can be fulfilled through prior work with children or adolescents, as documented through the Graduate Program Coordinator.

3. Consistently display dispositions required for the profession as evidenced by documentation on the Dispositions Form (See Appendix B).

Completion of the Education Department Program of Study – Graduate

Completion of the program and certification is a three-step process:

**Phase One: Student Teaching.** Successful completion of Student Teaching is required for teaching certification. Refer to Section 5 in this Handbook for a full description of the Student Teaching process.

**Phase Two: Graduation.** Successful completion of the Program of Study’s requirements (graduation) is required for teaching certification.

**Phase Three: Certification.** Certification is a process to verify the qualifications and proficient training of each professional educator to execute his/her professional responsibilities. All professional employees of public schools must be state certified. The State Board of Education sets the standards and regulations for certification and the Education Department’s Bureau of Leadership and Teacher Quality administers those standards and regulations. See Section 6 of this Handbook for a full description of the Certification process.

**Program Removal & Appeal Process** (Sample policies currently under review)

**Dispositions** (These will be added to the Appendix section)

**Resources for Support for Undergraduate Testing**

**Field Experiences** (Will need a list from each certification program indicating which specific courses have field hours contained therein, how many hours, and what stage (1, 2, or 3?)

**Reference to All Institutional Policies** (narrative will be included here and in Appendix E)

**Grad Policies Regarding Grades, Retaking Courses, and the Appeal Process** (to be included here)
SECTION 5: STUDENT TEACHING

Student teaching is a requirement for certification for all education majors. Students will complete two eight-week student teaching placements or one sixteen-week teaching placement for each certification area. Students desiring certification in Special Education will complete an eight-week placement in addition to their core certification placement(s).

Students must apply for student teaching via myPortal (under Academics, Education Department) at: https://myportal.carlow.edu/academics/EducationDepartment/Pages/students.aspx

Student Teaching Policies and Procedures

- Students who have met all of the requirements for a spring semester placement must apply for student teaching online no later than March 1 of the year preceding the desired placement.

- Students who have met all of the requirements for a fall semester placement must apply for student teaching online no later than October 1 of the year preceding the desired placement.

- Graduate students will be notified of deadlines to apply for student teaching through the Graduate Program Coordinator.

- Students must have renewed all of their clearances before student teaching, such that all clearances are less than one year old from the start date of each placement. There are no exceptions.

  - PA Child Abuse Clearance https://www.compass.state.pa.us/cwis/public/home
  - PA Criminal History Clearance https://www.psp.pa.gov/Pages/Request-a-Criminal-History-Record.aspx#.U_Y5c010zIV
  - FBI Fingerprint Clearance https://www.education.pa.gov/Educators/Clearances/CHRI/Pages/Applicant-Procedures.aspx
    Enter Service Code 1KG6RT. You must first register online through the website and pay for the clearance; then you need to schedule an appointment to physically get your fingerprints taken.

  - Students must submit TB test results that are less than one year old from the start date of each placement (or that meet the requirements of the student’s placement site).
• Students must submit a professional resume along with their online application for student teaching.

• Students may not, under any circumstances, call schools or sites and attempt to arrange their own placements. All placements are arranged through the Clinical Coordinator for Teacher Education.

• Students may not student teach in a school district where they previously attended school or in which they currently have children attending school or in which a spouse or parent works in that school district. There are no exceptions.

• Typically, Early Childhood Education students complete both an 8-week Primary experience (Grades K-4) and an 8-week Pre-K experience.

• Apprenticeship? (see Pam Zimmerman for text)

• Students may indicate a desired geographical location (North, South, East, or West in/of Allegheny County), but there are no guarantees of specific school district requests. The Clinical Coordinator for Teacher Education will consider the desired geographical location selected by the candidate but will have final determination into placement location.

• The Education Department reserves the right to change a student teaching assignment should circumstances warrant. The program also recognizes its responsibilities to children taught by the student teacher. Should a student teacher appear to be detrimental to expected children’s growth and development, the case will be reviewed and the student teacher could be removed from student teaching.

• The Student Teaching Seminar is a required component of student teaching. Student teachers return to the University 8-10 times during their 16-week experience for programmatic/educational seminars, networking, and support. Attendance at all Seminar sessions is mandatory.

• The student teaching experience culminates with the Celebration of Teaching event, where education students demonstrate required Program of Study and Education Department outcomes. This is considered a Capstone Experience and is assessed in several ways. The Celebration of Teaching is held at the end of the fall and spring semesters. Attendance at the Celebration of Teaching is mandatory.

• Please reference the Student Teaching Handbook, located on the website at _____, for additional information related to all aspects of student teaching.

To learn more information regarding student teaching, contact the Clinical Coordinator for Teacher Education, the Undergraduate or Graduate Program Coordinators, or your advisor.
TIMS

TIMS, the Teacher Information Management System, is an online teacher certification system, providing a process of communication between PDE (Pennsylvania Education Department) and applicants, educators, local educational agencies, institutions of higher education and Educator Preparation Programs. TIMS allows a student to conveniently apply for certification, submit materials, monitor the application status, pay fees, update your contact information and communicate with PDE. For more information visit www.PA-TIMS.com. Once you have applied for certification through the TIMS system, you will be issued a Professional Personnel Identification number which will continue with you throughout your career as a teaching professional in Pennsylvania. All information related to your teaching certificate and continuing education credits to keep your teaching license current will be housed at this site.

ACT 48

ACT 48 requires that education professionals complete continuing education courses every five years. By completing six credits of study, equaling 180 hours, each five year period, students can meet such requirements, which in turn keeps their teaching certificate active. The Pennsylvania Department of Education calculates that 1 credit of college studies or professional education courses is equal to 30 clock hours.

If an individual does not fulfill their ACT 48 requirements within the five-year period, his/her certificate will become inactive and the holder will be disqualified from being employed by a Pennsylvania public school as a professional or temporary professional employee. Please visit the Pennsylvania Department of Education website at ____ to find updated information about ACT 48 credits.
SECTION 6: PROFESSIONAL ENGAGEMENT

Student Organizations and Activities

There are various student organizations on campus to help enhance student involvement and create a sense of community throughout the University. The Office of Student Affairs supports all students’ efforts to create activities, organizations, and co-curricular leadership opportunities, and by doing so serves as the hub of student involvement and leadership development. This office works with student leaders from the Student Government Association (SGA), the Campus Activities Board (CAB), the Commuter Student Association (CSA), and a wide variety of other student organizations to offer events and activities, develop leadership, and support co-curricular experiences to make the most out of a student’s time at Carlow. This office strives to create an atmosphere where learning beyond the classroom is encouraged, and where students are challenged, supported, and heard as they maximize their potential and attain personal fulfillment.

Carlow Association for the Education of Young Children (CAEYC)

The Pittsburgh Association for the Education of Young Children (PAEYC) works to support high-quality care and education for young children from birth until age nine across 10 counties in Southwestern Pennsylvania. CAEYC is a student chapter of the National Association for the Education of Young Children.

Kappa Delta Epsilon (KDE)

Kappa Delta Epsilon is a national honorary organization which seeks to recognize outstanding students preparing to enter the teaching profession.

Pennsylvania State Education Association (PSEA)

The Pennsylvania State Education Association (PSEA) provides the opportunity for education majors to further their own education outside of the classroom, while working towards improving education for school aged students through professional development workshops and community service. Students who are interested in learning more about PSEA should e-mail psea@carlow.edu.

Student Government Association (SGA)

The purpose of the Student Government Association is to promote the general welfare of the students as partners with the administration, faculty, and staff in general governance. In promoting the general welfare of the students, the Student Government Association will advocate on behalf of the student body to insure the achievement of academic, social, religious and campus needs. The Student Government Association will also act as a student resource by serving as the voice of the students while upholding the mission and values of Carlow University. The Student Government Association reserves the right to charter any and all
committees purporting to represent students. Two students from the Education Department are elected every year to be part of the University’s Student Government Association.
SECTION 7: EDUCATION DEPARTMENT
AWARDS AND SCHOLARSHIPS

AWARDS

Every year the Education Department honors its students with awards for excellence.

Janet Simon, PhD ’67 Woman of Spirit Scholarship Award

Endowed by an anonymous donor to honor the exemplary leadership of Dr. Janet Simon, Executive Director of the Western Pennsylvania Department for Blind Children, this need-based scholarship will be awarded annually to a student who is majoring in Special Education and who demonstrates academic excellence.

Leadership in Education Award

This honor is awarded to a student who embodies Carlow’s core value of Leadership. During her/his time at Carlow, this student has worked to establish and nurture associations with and within communities of practice

- She/he facilitates opportunities to connect Carlow’s Education Department to the broader education community;
- She/he may hold education-affiliated office(s) at the local, district, regional, national or international level;
- She/he consistently demonstrates leadership qualities in the classroom as well as her/his work within organizations;
- An ambassador for Carlow’s Education Department, she/he works for the betterment of children, families, organizations and society.

Qualifications: Graduate and Undergraduate Awards will be given; undergraduate students must be seniors.

Mother Irenaeus Dougherty Excellence in Teaching Award

This honor is awarded to a student who embodies the characteristics of a Carlow Scholar-Practitioner (meta-cognitive awareness, theoretical understanding, pedagogical wisdom, contextual literacy, ethical stewardship and aesthetic imagination).

- She/he consistently demonstrates these characteristics in her/his role of student teacher;
- In addition to reflecting on her/his practice, he/she integrates reflection as a mode of inquiry in her/his class;
- She/he relates to each student as an individual with unique capacities and gifts;
• She/he creates an environment where critical thinking and the spirit of community prevail;
• She/he places students at the center of the curriculum and, in so doing, honors the dignity of each learner.

Qualifications: Graduate and Undergraduate Awards will be given; undergraduate students must be seniors.

**Outstanding Service Award**

This honor is awarded to a student who embodies Carlow’s core values of Service and Hospitality. During her/his time at Carlow, this student has actively embraced an ethic of service for a just and merciful world.

• She/he engages in service to others with competence and compassion;
• She/he contributes to the Carlow community;
• She/he welcomes opportunities to join in community with others in ministering to the broader community;
• She/he exemplifies the ideals of integrity, discipline and empathy.

Qualifications: Graduate and Undergraduate Awards will be given; undergraduate students must be seniors.

**Scholarships**

The following are a sampling of scholarships available to Carlow Education majors. Visit the Office of Financial Aid for additional information on scholarships, loans, and other forms of aid.

**Scholarships Available to Education Department Students**

Please visit the Education Department’s site on myPortal to get information about current scholarships available: https://myportal.carlow.edu/academics/EducationDepartment/Pages/scholarships.aspx.

**Scholarships Available through the Pittsburgh Foundation**

Visit the Pittsburgh Foundation’s Scholarship site to view information about scholarships that are currently available to undergraduate and graduate students.

**Scholarship Available through PAC-TE (Pennsylvania Association of Colleges and Teacher Educators)**

The PAC-TE Executive Directors’ Scholarship is an annual scholarship awarded to a deserving Undergraduate or Graduate Student pursuing teacher certification at a college or university in the
Commonwealth of Pennsylvania who has a GPA of 3.5 or higher. The monetary amount of the scholarship is anticipated to be $1,000. For further application information and deadlines, please visit https://www.pac-te.org/i4a/forms/index.cfm?id=24&pageid=3331&showTitle=1&widgetPreview=0&page_version=

The Pennsylvania T.E.A.C.H. Scholarship

The Pennsylvania Child Care Association (PACCA) offers a variety of T.E.A.C.H. Scholarships to meet the needs of the early care and education workforce. See the link below for eligibility criteria and links to the T.E.A.C.H. brochure and applications.

https://www.pacca.org/how_to_apply.php

Eligible applicants must:
- work a minimum of 25-30 hours per week directly with children in a DHS-certified child care program;
- make $19 or less an hour ($25 or less per hour for directors) and
- be interested in pursuing coursework at a participating college toward a degree or credential in early childhood education.

Federal TEACH Grants

The TEACH Grant Program provides grants of up to $4,000 a year to students who are completing or plan to complete course work needed to begin a career in teaching.

As a condition for receiving a TEACH Grant, you must sign a TEACH Grant Agreement to Serve in which you agree to (among other requirements) teach
- in a high-need field (math, chemistry, biology, general science, special education);
- at an elementary school, secondary school, or educational service agency that serves students from low-income families; and
- for at least four complete academic years within eight years after completing (or ceasing enrollment in) the course of study for which you received the grant.

Please see the TEACH Grant website for full information, eligibility criteria, and the TEACH Grant Agreement to Serve stipulations.
SECTION 8: STUDENT SUPPORT SERVICES AND RESOURCES

Carlow University Disabilities Services

Carlow University makes every effort to provide reasonable accommodations for students with disabilities. This includes individuals with physical disabilities, learning disabilities, and mental health disorders who meet the definition of disability under the Americans with Disabilities Act. Students who plan to request accommodations should contact the Disabilities Services Office at the beginning of each semester since accommodations cannot be granted retroactively. To determine whether you qualify for accommodations, or if you have questions about services and procedures for students with disabilities contact:

Jacqueline M. Smith
Disabilities Services Office
Room 411E, University Commons
Phone: 412.578.6257 (Office Line)
        412.578.6050 (Direct line)
Fax: 412.578.2027
Email: dso@carlow.edu

Carlow University Temporary Disability Policy

Carlow University values each student and is invested in encouraging his or her academic success in line with the Mercy mission “to respond reverently to God and others; and to embrace an ethic of service for a just and merciful world.” In keeping with the mission, the University has chosen to offer assistance to those with temporary conditions such as short term illnesses, injuries, or other temporary medical conditions. While the University is not required to provide such support under the Americans with Disabilities Act, some assistance may be arranged via the Disability Services Office (DSO). Each situation will be reviewed; however, the office cannot guarantee that services will be provided.

In order to determine if a student with a temporary condition may receive some assistance via the DSO, he/she should contact the office at 412 578-6257. The student will be asked to meet with Jackie Smith, Disabilities Services Representative, and to provide the requisite documentation of his/her condition. Mrs. Smith will review the documentation and may consult with the student accommodation committee to determine what, if any, assistance may be provided. All documentation will remain confidential.
Center for Academic Achievement (CAA)

The Center for Academic Achievement (CAA) is a valuable resource for Carlow students and offers free tutoring and online guides for writing and research. The CAA is open weekdays and with limited hours on weekends. To make an appointment, use our online scheduling system at https://carlow.mywconline.com on your computer, smart phone or tablet, click the FIND A TUTOR button on myPortal, or call 412-578-6146. If you are able, we recommend that you schedule an in-person tutoring appointment at the Oakland campus. However, email or web conference appointments are also available; just select a tutor with the e-tutoring option and upload your paper via the online scheduling system. Papers will be returned to you via email with comments by midnight the day of the appointment. Appointments must be made at least 48 hours in advance; one paper (ten pages) per appointment. Cancellations can be made online within 8 hours of the appointment time. For last minute cancellations, please call. See guidelines for email appointments on MyPortal under “Academics/Academic Support,” as well as electronic guidelines for web conferencing. See “Writing Resources” on CelticOnline for writing and research guides and tip sheets. Remember: the purpose of tutoring is to enhance independent learning, so CAA tutors do not “edit” your papers. The CAA helps you to become a better writer.

Student Affairs Office

University Commons, Second Floor
Phone: 412.578.2026

Student Affairs (or Student Life) coordinates all student activities on campus essential to promoting the growth of the whole person. Through athletics, campus ministry, counseling services, health services, leadership development, multicultural programs, residence life, student activities and development, student life, and wellness and physical education, Student Affairs strives to meet the needs of students beyond the classroom.

Office of Financial Aid

Antonian Hall, Second Floor
Phone: 412.578.6389

The Office of Financial Aid is responsible for awarding federal, state, and institutional financial aid in compliance with applicable regulations. Students are strongly encouraged to contact the Office of Financial Aid with questions or concerns about their financial aid. Staff is available in person on the second floor of Antonian Hall during regular business hours. Students may also contact the Office of Financial Aid via email at finaid@carlow.edu, or by calling 412.578.6389. Students should refer to the financial aid section of the Carlow website at https://www.carlow.edu/Financial_Aid_and_Scholarships.aspx to access forms and complete financial aid processes.
Instructional Technology (IT) Division

University Commons, Second Floor Information Desk
Help Desk
Phone: 412.578.8700 (on campus)
Phone: 1.866.767.9509 (off campus)
Email: help@carlow.edu

The Help Desk is staffed from 8 a.m. until 8 p.m., Monday through Friday and 8 a.m. to 4 p.m. on Saturday. During the summer months, the Help Desk is staffed Monday through Friday 8 a.m. to 5 p.m. There is 24/7 service available to help expedite answering calls, password resets, and queuing calls to the appropriate resources. To reach the 24/7 Help Desk, please call 412.578.8700 on campus or 1.866.767.9509 when off campus.

The IT department provides wireless network access in most areas on campus. If you need assistance accessing the wireless network, please call or visit the IT Help Desk with your computer.

To change or recover your password, please visit: https://mypassword.carlow.edu/pwm/private/login

Campus Ministry at Carlow University

208 University Commons (Behind the Information Desk)
Phone: 412.578.6651
Email: campusministry@carlow.edu

Campus Ministry at Carlow serves the pastoral and spiritual needs of the University community and provides a variety of opportunities for service, reflection, prayer and worship, which both support and reflect the Core Values of the University. Students are encouraged to tend to their spiritual well-being, development, and maturity by participating in a variety of faith formation and spiritual development opportunities both on the Carlow campus and throughout the Oakland area.

Health Services at Carlow University

Frances Warde Hall, Fourth Floor, Room 408
Phone: 412.578.6174

Office Hours: Monday through Friday, 8:30 a.m.-12:00 p.m. and 1:00-4:00 p.m.
Physician Hours: Tuesdays, 1:30-4:00 p.m. and Thursdays 12:00-4:00 p.m.

Nurse-directed health services are accessible through Carlow University’s Health Services.
Routine, non-emergency care is provided to Carlow University Students. This includes residential, commuter, graduate, non-traditional and traditional-aged students, as well as Carlow University staff and faculty.

The services of a registered nurse are free of charge to all students. These services include:

- Blood pressure screening
- First aid care
- Over-the-counter drugs
- Health education with resources and literature
- Evaluation and referrals to health professionals
- Weight and nutrition counseling
- Physician services

Through University of Pittsburgh Children's Hospital, Department of Adolescent and Young Adult Medicine, physician services are available four hours per week. Appointments may be made and walk-ins will be accommodated as possible. There is a $10 fee to see the physician which will be automatically billed to the student’s account.

**Health and Counseling Center**

Frances Warde Hall, Fourth Floor, Rooms 401, 402 and 404
Phone: 412.578.6306

Office Hours: Monday through Friday, 9:00 a.m. – 4:30 p.m

Counseling is available and free to all students.

Recognizing when you need help is a sign of strength and the first step to resolving the issues that challenge you. The Health and Counseling Center staff help students with a range of problems including:

- Relationship concerns
- Stress management
- Transition
- Anxiety or depression
- Grief/loss issues
- Trauma/crisis intervention
- Drug/Alcohol problems
- Eating concerns
- Family concerns
Wellness and Fitness Services

Julie Gaul, Wellness and Fitness Director
Phone: 412.578.6042
E-mail: jmgaul@carlow.edu

Carlow University's Wellness and Fitness Services provides healthy lifestyle strategies and wellness education to the Carlow community through nutrition consultations, special events, classes, workshops, and seminars. We offer individualized exercise programs to the students, faculty, and staff that improve fitness levels and promote cardiovascular health. Our programs and services promote good health, teach physical skills, and encourage positive social interactions. All members of the Carlow community may utilize our two fitness centers. Additionally, students can check out one of the many non-credit fitness classes – from yoga to water workout – to remain physically active within their busy schedules.

Dining Services

Carlow University works with Aladdin Food Management to provide students, faculty and staff with delicious and healthful dining options on campus. A wide variety of meals, beverages, and “grab-and-go” items are available in convenient locations. Visit the Dining Services site for current menus, hours of operation, meal plans, and other information beyond what is contained here.

Tiernan Dining Hall: Tiernan Dining Hall is available to all students as a part of the resident student housing contract. Commuter students, faculty, and staff may also purchase meals for their enjoyment. Tiernan Dining Hall is located on the Ground Floor of Tiernan Hall and serves breakfast, lunch and dinner seven days a week (see https://www.carlow.edu/Dining_Services.aspx for specific hours each day, as well as menu options).

Frank B. Fuhrer Cafe: Located in the University Commons Building, this new location features upscale a la’ carte deli sandwiches, wraps, salads, and much more. They also proudly serve Starbucks Signature Coffee drinks.

Celtic Café: This trendy coffee shop features coffee, pastries, desserts, soups, salads, sandwiches, and daily prepared “grab-n-go” items - perfect for students in a rush or those studying for exams. The café and seating area are located in the Atrium of the A.J. Palumbo Hall of Science and Technology.
Mailroom

University Commons, First Floor
Phone: 412.578.6127

Service Hours: Monday through Thursday, 8:00 a.m. to 5:00 p.m.; Friday, 8:00 a.m. to 4:00 p.m.

The Mailroom sells stamps, mailing envelopes, U.S. Postal Service-issued mailing boxes, and envelopes. Students can use the Mailroom to send packages through United Parcel Service, FedEx, or the U.S. Post Office. The Mailroom has a mail slot for inter-campus mail and resident students’ private mailboxes should the window be closed.

Carlow ID Center

Frances Warde Hall, Third Floor Police Communications Center
Phone: Police Communications Center, 412.578.6005

All Carlow Card functions are handled and distributed by Carlow Police. To get your Carlow Card, bring positive photo identification (i.e., a driver's license or passport), along with a copy of your course schedule, to the Carlow Police Communications Center in Frances Warde Hall.

Parking

Frances Warde Hall, Third Floor Police Communications Center
Phone: Police Communications Center, 412.578.6005

Parking on Campus is regulated by the Campus Police Department. For the latest and most complete information on acquiring a parking permit, rates, parking regulations, visitor parking, and the consequences of violating campus parking policies, please visit the appropriate link on myPortal.

The Carlow University Police Department

Frances Warde Hall, Third Floor Police Communications Center
Phone: 412.578.6005
Emergency: 412.578.6007

The Carlow University Police Department is committed to ensuring the safety of our students, faculty, and staff 24 hours a day, 7 days a week.
Office of Career Development

University Commons, Second Floor Center for Experiential Learning
Phone: 412.578.6067
Email: careercenter@carlow.edu

The Office of Career Development is committed to offering a comprehensive career development program consisting of programs and services designed to ensure students of Carlow University make a successful transition from education to employment or graduate school. Personal assistance is provided in the areas of career exploration; identifying and developing employment skills; gaining practical experience; and planning and completing successful job or graduate and professional school searches.
SECTION 9: STUDENT CONDUCT, SAFETY AND SECURITY, AND OTHER POLICIES AND PROCEDURES RELATED TO STUDENTS

Students of Carlow University are expected to conduct themselves as responsible individuals who respect the rights and dignity of others. University rules and regulations are intended to protect the rights of each member of the University community. Students are expected to act reasonably, responsibly, and civilly while on campus and at University-sponsored events off campus.

SECTION 10: The Pennsylvania Code of Professional Practice and Conduct for Educators

Section 1. Mission
The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice, and ethical conduct in the teaching profession.

Section 2. Introduction
(a) Professional conduct defines interactions between the individual educator and students, the employing agencies, and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though many not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P.L. 397, No. 141) (24 P.S. § 12-1251—12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P.S. § 12-1255(a)(10).

(b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose
(a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and its programs to the public.

(b) Professional educators recognize their primary responsibility to the student and the development of the student’s potential. Central to that development is the professional educator’s valuing the worth and dignity of every person, student, and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.
Section 4. Practices

(a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator’s conduct toward students and colleagues, and the educator’s employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

(b) Professional educators are expected to abide by the following:

(1) Professional educators shall abide by the Public School Code of 1949 (24 P.S. § § 1-101—27-2702), other school laws of the Commonwealth, sections 1201 (a)(1), (2) and (4), and (b)(1), (2), and (4) of the Public Employee Relations Act (43 P.S. § § 11101.1201 (a)(1), (2), and (4), and (b)(1), (2), and (4), and this chapter.

(2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside of their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

(3) Professional educators shall maintain high levels of competence throughout their careers.

(4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators, and parents. They shall respect the rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition, or vocational interest. This list of bases or discrimination is not all-inclusive.

(5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies, and the request the necessary tools for effective teaching and learning.

(6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.

(7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students, and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy, and respect.

(8) Professional educators shall be open-minded, knowledgeable, and use appropriate judgment and communication skills when responding to an issue within the educational environment.

(9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

(10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student’s health and safety.

Section 5. Conduct

Individual professional conduct reflects upon the practices, values, integrity, and reputation of the profession. Violation of §§ 235.6—235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.
Section 6. Legal obligations
(a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P.L. 397, No. 141) (24 P.S. §§ 12-1251—12-1268), known as the Teacher Certification Law.

(b) The professional educator may not engage in conduct prohibited by:

(1) The Public School Code of 1949 (24 P.S. §§ 1-1001—27-2702) and other laws relating to the schools or the education of children.


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

Section 7. Certification
The professional educator may not:

(1) Accept employment, when not properly certificated in a position for which certification is required.

(2) Assist entry into or continuance in the education profession of an unqualified person.

(3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights
The professional educator may not:

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

(2) Interfere with a student’s or colleague’s exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain
The professional educator may not:

(1) Accept gratuities, gifts, or favors that might impair or appear to impair professional judgment.

(2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students
The professional educator may not:

(1) Knowingly and intentionally distort or misrepresent evaluations of students.

(2) Knowingly and intentionally misrepresent subject matter or curriculum.

(3) Sexually harass or engage in sexual relationships with students.

(4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.
Section 11. Professional relationships
The professional educator may not:
   (1) Knowingly and intentionally deny a colleague in the exercise or enjoyment of a professional right or
       privilege in being an educator.
   (2) Knowingly and intentionally distort evaluations of colleagues.
   (3) Sexually harass a fellow employee.
   (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
   (5) Threaten, coerce, or discriminate against a colleague who in good faith reports or discloses to a governing
       agency actual or suspected violations of law, agency regulations, or standards.

The Code of Professional Practice and Conduct for Educators can be found at 22 Ps. Code §§235.1-235.11.
All questions should be directed to the Professional Standards and Practices Commission at 717.787.6576

www.pde.state.pa.us