

Education Department

Student Handbook

Early Childhood Education

Elementary Education

Secondary Education

Unified Program in Early Childhood Education & Special Education

Unified Program in Elementary Education & Special Education

Revised November, 2006

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INTRODUCTION

Before it became known as Juniata College, the College was Huntingdon Normal School (1876) and later the Brethren Normal School (1878). Throughout its history as an accredited, four-year, liberal arts institution, Juniata has prepared students for careers in teaching. Currently, the Education Department prepares students for certification in the following areas: a) Early Childhood Education, b) Elementary Education, c) Special Education (Unified Early Childhood Education and Special Education and Unified Elementary Education and Special Education), and d) Secondary Education (Biology, Chemistry, Earth & Space Science, English, French, General Science, German, Mathematics, Physics, Citizenship Education, and Spanish). Although the central focus is on teacher preparation, the Education Department also serves students preparing for careers in health professions, international studies, peace and conflict studies, psychology, sociology, and criminal justice.

There are six full-time faculty members in the Education Department, a Director of Clinical Experiences, and two Co-Directors of the Early Childhood Education Center located on the campus.

EDUCATION DEPARTMENT PROGRAM PHILOSOPHY

The 21st century demands teachers of great skill: decision makers, managers, facilitators, learning coaches and above all, effective communicators. The classroom environments they create need to promote positive social interaction and active inquiry. As investigators, instructors and evaluators, teachers must see children as individuals worthy of respect, accurately assess their strengths, and guide them to realize their maximum potential. Teachers of the 21st century must be grounded in theory and research in a variety of disciplines. They need to be facile users of technology and life-long participants in the learning experience.

Meeting the demands of contemporary society, Juniata's Education Department blends historic strengths of an experienced program with innovative and rigorous activities. Working in close collaboration with public schools and Juniata's Early Childhood Education Center, students apply an understanding of theory and knowledge through a series of carefully constructed field experiences in special and general education classrooms beginning in the first semester and extending throughout their four-year education. The final field experience, which precedes the student teaching semester, takes place with the same cooperating teacher who supervises the student teaching experience, allowing students to spend a full school year in one placement.

All Education Department professors require a firm grounding in special education for all students, regardless of their certification area. Juniata's Education Department faculty members work to provide a model for future teachers by building a community of learners, which accepts and respects cultural diversity and individual differences. In addition to a range of special education options, every Education course in the early childhood, elementary and secondary education programs integrates information about students with special needs in course content and activities.

Flexibility, a trait which we seek to develop in future teachers, is a valuable component of our teacher preparation program. Juniata College and the Education Department faculty encourage

students to study abroad to expand their discipline and challenge their beliefs through the perspective of a new culture. In addition, Juniata's Program of Emphasis (P.O.E.) allows students to combine the required certification courses with other related areas of interest.

Education Department faculty are actively engaged in their professional communities and work closely with their colleagues in basic education, both to prepare the next generation of teachers and to improve the quality of education in schools. Through modeling, creative teaching, and close interaction with students and professionals in basic education, we enable teachers to meet the challenges of the future. We believe there is no more important job than the education of our youth.

(revised 2/01)

EDUCATION DEPARTMENT MISSION STATEMENT

Juniata College, in cooperation with colleagues in other departments, local school districts, community agencies, and Juniata's Early Childhood Center, is dedicated to providing the highest quality teacher education programs, working both to prepare the next generation of teachers and to improve the quality of education in the schools. A carefully constructed curriculum, infused with attention to individual needs, is supported by a series of field experiences in general and special education classrooms. Juniata's Teacher Education Programs prepare teachers to create learning environments that promote positive social interaction, active inquiry, and respect for individual differences. It is our goal that all students will develop skills that enable them to become life long learners and productive citizens.

(revised 12/6/01)

An institution must be authorized by the Pennsylvania Department of Education to conduct programs that lead to professional teaching certificates. The institution must:

- be approved as a baccalaureate or graduate degree granting institution by the Pennsylvania Department of Education (PDE), and
- be evaluated and approved to offer specific certification programs in accordance with procedures established by the Secretary of Education.

When a student successfully completes an approved program, all PRAXIS exams required by the Pennsylvania Department of Education, and the application for an Instructional I certificate, the Certification Officer recommends the candidate for an Instructional I certificate. After reviewing applications, the state will issue Instructional I certificates to those who qualify. The complete description of requirements for certification is available in the Professional Educator Certification Application Booklet. The Education Department Certification Officer provides PRAXIS exam and application materials and information.

Questions concerning certification should be addressed to:

Bureau of Teacher Preparation and Certification
Pennsylvania Department of Education
333 Market Street
Harrisburg, Pennsylvania 17126
Tel: 717-787-2967

I. REQUIREMENTS FOR ENTRANCE INTO A CERTIFICATION PROGRAM

A. Select an advisor in the Education Department

- Elementary and Early Childhood majors: Students must select an elementary or early childhood program advisor as their POE program advisor AND a faculty member outside the department to serve as general advisor.
- Unified Special Education majors: Students must select a special education program advisor as their POE advisor AND a faculty member outside the department to serve as general advisor.
- Secondary education majors: Students must select a faculty member from their content area to serve as their POE program advisor AND a secondary education program faculty member to serve as general advisor.

B. Application for admission to a certification program

Students who wish to be considered for admission to a certification program must submit a formal application to the Education Department. Applicants must meet the following requirements for academic preparation and performance prior to admission to a certification program.

- Earn a minimum of 48 credits and at least have Sophomore standing
- Complete the following general academic preparation prior to filing an application:
- Six semester hours (or equivalent) in college level English composition and literature
- Six semester hours (or equivalent) in college level mathematics

Note: A score of 600 or above on the SAT II Writing subject test may be considered equivalent of three semester credits of English composition. A score of 560 or above on the SAT II Math Level IC Assessment may be considered equivalent of three semester credits of mathematics.

- Successfully pass the PRAXIS Core Battery tests in Reading, Writing, and Mathematics
- Pass the Education Department grammar test with 85% proficiency

- In compliance with Pennsylvania Department of Education guidelines (October, 2000), applicants to a certification program must meet the predetermined **minimum overall GPA of 3.0** at the time of application:

Students who have been denied admission to a certification program may submit a written appeal to the department for reconsideration of their application. The department will consider student appeals based upon several factors including but not limited to the following:

1. Overall GPA
2. Letter of appeal
3. Faculty support
4. Individual grades earned in education courses
5. PPST test score results
6. Field experience evaluations
7. Professional conduct and record of conduct
8. Grammar test score, and
9. Extenuating circumstances

The Certification Officer will announce the due dates for applications and conduct a general information session for perspective candidates. A copy of the application can be found in the appendix of this manual.

C. Establish a certification file

Once students are formally admitted to the department, the Director of Clinical Experiences opens a certification file and places the following documentation in the file:

- a personal philosophy of education statement,
- final evaluations of all field experiences,
- Pennsylvania State Police Request For Criminal Record Check,
- Pennsylvania Child Abuse Clearance, and
- TB test results.

NOTE: The Education Department requires all students enrolled in a certification program to develop a strong professional record. Certification candidates must submit a Pennsylvania State Police “Request for Criminal Record” and the “Pennsylvania Child Abuse History Clearance” for review. Copies of these reports and notices of offenses committed on campus will be kept on file in the department. If individuals have an offense on their record, they may not be allowed to participate in practicum experiences or student teaching depending upon the policy of the public school district with which the college has a working relation and to which they are assigned. This will mean they may not be able to complete a certification program and be recommended by the department’s Certification Officer for certification. If offenses show on these reports, students should see their Education Department advisor immediately to discuss their situation and possibly consider other career options.

D. Transfer student policies

Students interested in teacher certification must submit documentation to the Enrollment Center. The Director of Enrollment will provide the Chair of the Education Department with all documentation for review.

Transfer students are subject to all current requirements for entrance to, retention in, and completion of a certification program including the GPA requirements

Because of the unified nature of our certification programs and the inclusion of Special Education content, students may only transfer one education course into Juniata College:

- ED 110 Foundations of Education **or** ED 120 Child Development for Early Childhood/Elementary/Unified Special Education majors, or
- ED 110 Foundations of Education **or** 130 Adolescent Development for secondary majors.

Students may petition to have one of the above education courses if they;

- Submit an official transcript that shows having received a B or better in the course in question.
- Submit the textbook, syllabus, and any other supporting materials (papers, exams, etc.) from the class from the previous college to the professor in charge of the course.
- After review of these documents, the professor in charge of the course may approve the transfer of the course or
 - 1) refuse to substitute the course, therefore having the student take the course over at Juniata
 - 2) recommend an independent study to meet any deficiency

Field Experiences. Transfer students must submit syllabi and evaluations of all field experiences taken at any previous institution for review. Students may be asked to complete or repeat required field work. Students are required to provide the department with copies of current clearances.

II. RETENTION IN A CERTIFICATION PROGRAM

In certification policies you will note references to minimum GPA in the steps leading to certification. Juniata College defines A, B, and C performance in the *Juniata College Catalog* as follows:

A indicates work of the highest excellence, showing a superior grasp of content as well as independent and creative thinking in the subject.

B signifies unusual achievement wherein the student reveals exceptional insight and

ability.

C is given for satisfactory achievement on the college level where the work in the course has been conscientious and shows no considerable deficiency in either quality or quantity.

At Juniata, we also use a plus/minus system to further differentiate performance. Letter grades, according to the *Catalog*, convert to numerical scores as follows:

A	4.00	C	2.00
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.67	D-	0.67
C+	2.33	F	0.00

A. Requirements for Retention in a Certification Program

- The Education Department views the following courses as introductory level learning, and students must demonstrate mastery of the objectives in these courses before they register for any 200-400 level courses. Mastery is defined as a grade of C or better.
Elementary, Early Childhood, and Unified Special Education Certification:
ED 110 Foundations of Education and ED 111 Foundations of Education Field Experience
ED 120 Child Development and ED 121 Child Development Lab

Secondary Certification:
ED 110 Foundations of Education ED 111 Foundations of Education Field Experience
ED 130 Adolescent Development
- Students must achieve an overall minimum GPA of 3.0 in order to enter the student teaching semester.
- Students must earn a C or better in any course required for certification. Students must repeat the course or an approved alternative if the grade is below a C. No more than two replacement or substitute courses may be used in the certification program. This includes courses taken at Juniata or transferred from another institution.
- Students must develop a strong professional record. All faculty members in the Education Department expect professional behavior and academic honesty on campus and in all field experiences. Any case of unprofessional behavior or academic dishonesty may result in a failing grade for the course, a portion of the course, and/or dismissal from the certification program. Professional behavior is described in the *Pennsylvania Code of Professional Practice and Conduct for Educators*. The appendix of this manual contains a copy of this document. For a definition and description of academic honesty, see the *Juniata College Catalog*.

- Certification candidates must obtain satisfactory ratings in all field experiences. If a candidate receives an unsatisfactory rating in any field experience, the field experience must be repeated even if the overall course grade is satisfactory.
- Students must pass all health and clearance checks (i.e., TB tests, criminal and child abuse clearances, and internal campus clearances) to remain in good standing in the certification program and gain admission to public school placements. Criminal offenses and/or misconduct violations may result in probation or dismissal from the certification program.
- Certification candidates must comply with all policies outlined in this manual and complete all certification requirements.

B. Admission to Student Teaching

The Education Department views the following courses as pre-professional experiences that lead into student teaching. In order to **register** for these courses, students must meet all the above requirements.

Early Childhood Education, Elementary Education, and Unified Special Education Certification:

ED 430W Language and Literacy II

ED 431 Creative Activities

ED 432W Social Studies Methods

ED 433 Pre-Student Teaching Field Experience Seminar

Foreign Language Education:

FL 398 W Methods for Foreign Language Instruction

Secondary Education:

ED420W Secondary Methods

C. Review Procedures

Education Department faculty advisors periodically review the academic performance and conduct of their advisees. Advisors maintain a General Advising Form and notify students if they are not meeting requirements for retention in the certification program. Students are asked to sign this form each time they meet with their advisors to verify notification of their certification status and any problems that have been noted. The appendix of this manual contains a copy of the General Advising Form.

D. Appeal Process

Students who are dismissed from the certification program or disqualified by the Education Department for any reason may submit a written appeal to the department for consideration and/or reinstatement. The appeal should be given to the Department Chairperson. Students may request a time to address the department and present the appeal in person if they so choose. The Department Chairperson will schedule a meeting no later than two weeks after the request is made.

III. COMPLETION OF A CERTIFICATION PROGRAM

A. Requirements for Recommendation for Certification

To be recommended to the Pennsylvania Department of Education for certification, students must:

- satisfactorily complete all of the certification program requirements as stated in the PDE Professional Education Certification Application (Revised 8/97) and this manual,
- complete their certification program with a minimum overall GPA of 3.0,
- satisfactorily complete all required tests (PRAXIS) established by the PA State Board of Education and have them reported to both Juniata College and the Pennsylvania Department of Education,
- meet all program and state requirements at the time of application for certification, and
- complete all applicant sections of the *General Application for Pennsylvania Certificate Form PDE 338G*. Submit this form and the required fee (check payable to the Commonwealth of Pennsylvania) to the College Certification Officer.

Note: The Certification Officer will complete the *College/University Verification Form PDE 338C* and mail both forms to PDE. The Certification Officer must certify “the applicant has completed an Approved Program (Certification Regulation 49.68) and demonstrated the role competencies to qualify for a certificate in the subject area(s) or field(s) listed...” Further, the Certification Officer must confirm “that the candidate is known and regarded by the preparing institution as a person of good moral character and possesses those personal qualities and professional knowledge and skill which warrant issuance of the requested certificate.” The Certification Officer must also attach the PRAXIS Score Label to the application. The appendix of this manual contains copies of the PDE forms 338C and G.

B. Requirements for Issuance of Certificates

Certificates are issued by the Pennsylvania Department of Education after receiving:

- the recommendation from Juniata College and General Application for PA Certification Forms, and
- confirmation from Educational Testing Services (ETS) that the required Praxis exams have been completed and passed. For further explanation, see the Praxis Teacher Examination section of this manual.

IV. NONTRADITIONAL STUDENTS

- Nontraditional students may be classified as degree seeking or non-degree. Both types of students who seek certification must meet the requirements and follow procedures outlined in this manual.
- Individuals working toward a Bachelor of Arts (BA) or Bachelor of Science (BS) are subject to the same graduation requirements specified for traditional Juniata students. These requirements are explained in the *Juniata College Catalog*. Degree seeking students are also subject to all of the certification requirements outlined in Sections I, II, and III of this manual.

- Non-degree students who seek certification are individuals who already possess a BA or BS degree. Some students may already possess a teaching certificate and wish to add certification in another area. Others wish to obtain an initial teaching certificate. All students, regardless of status, must meet the certification requirements for the approved program of their choice.
- Non-degree students interested in certification should obtain an advisor (appropriate to the certificate they are seeking) in the department and bring all credentials and transcripts to the initial meeting with that advisor. The advisor will meet with the prospective student, evaluate the credentials, consult with appropriate department faculty, and develop an initial plan of study. This plan will be reviewed and approved by the Education Department. One copy of the plan will be signed and placed in the certification file. Another copy will be forwarded to the student. Plans remain in effect for three years. Students who interrupt their program for a longer period of time will fall subject to the requirements at the time they re-enter the program.
- Non-degree students must follow all of the procedures and meet requirements for admission, retention, and completion of certification as outlined in Sections I, II, and III of this manual.

Non-traditional students must realize that the education programs at Juniata College are designed for typical, residential, four-year college students. The College and Education Department faculty cannot make exceptions in the course requirements or prerequisites, course scheduling, and/or field experiences or student teaching semester placements or scheduling.

FIELD EXPERIENCES

Professional field experience is an integral component of the teacher education model at Juniata. Professional practica provide teacher education candidates with an opportunity to observe and/or apply concepts, theories, philosophies, and strategies to an educational setting.

Throughout the field experience, the student will:

- demonstrate a professional demeanor in an educational setting;
- integrate theory with practical application, through participation and observation; and
- engage in effective communication with all professionals, para-professionals, cooperating teachers, college professor(s), field placement coordinator, and supervisors.

Expectations for each field experience are based upon course content and professional competency development. Specific course syllabi and field experience guidelines describe these expectations. The students enrolled in field experiences are required to:

- arrive for field experience activities on time and as scheduled;
- in the event of an absence, notify the cooperating teacher and field placement coordinator immediately;
- dress professionally;
- demonstrate professional behavior when interacting with students and other school-based personnel;
- complete all field experience assignments; and
- critically analyze and reflect about the field experience.

GENERAL GUIDELINES

Although the specific guidelines for field experiences vary from course to course, some of the general guidelines apply to each of them.

Length of field experience: All students enrolled in a field experience are expected to begin their placement approximately the third week of the semester and will continue through the last full week of classes. In general, field experience placements involve two 1½ hour sessions per week (a minimum of 30 hours per semester).

Time sheet: Students submit their time sheets on a regular basis so course instructors can monitor attendance. The cooperating teacher's signature indicates verification of student attendance.

Assignments: For each course that includes a field experience, the professor will distribute specific assignments focused on course content. All field experience assignments are submitted to the professor according to the designated course calendar.

Evaluation: The cooperating teacher completes an evaluation of the student's performance, and students are required to submit a summary of the experience to the course professor. Grades for the field experience are based upon:

- regular attendance at the field experience site,
- successful completion of all field experience assignments, and
- the cooperating teacher's evaluation.

Roles and responsibilities of all the professionals working with students are delineated below.

Cooperating Teacher

- Verifies the student's attendance and participation in class activities on a weekly basis
- Provides constructive feedback to students
- Acts as a resource to assist with completion of field experience assignments
- Communicates with the field placement coordinator or the course instructor about problems or exceptional performance
- Provides the student and the college with an overall evaluation of performance (Individual course evaluation forms are distributed and collected by the Director of Clinical Experiences)

Course Professor

- Prepares students for the responsibilities of the field experience
- Monitors student attendance and participation
- Provides feedback to students on assignments and performance
- Provides support and assistance to the Director of Clinical Experiences
- Assigns final grades

Director of Clinical Experiences

- Coordinates the placement of students
- Serves as a liaison between the Education Department and the cooperating teachers
- Assists the course professor in monitoring student attendance, professionalism, and participation
- Intervenes at the field experience site should an urgent situation arise, and informs the course instructor promptly of any such situation
- Serves as a resource for students who are participating in the field experience
- Distributes and collects course evaluation forms from cooperating teachers.
- Maintains a tracking sheet of all field experiences in each student's certification file. The appendix of this manual contains a copy of the Field Experience Checklist.

NOTE: Certification students must earn a satisfactory rating in all field experiences. If a student receives an unsatisfactory rating in a field experience, the experience must be repeated even though the overall course grade may be satisfactory.

STUDENT TEACHING

The capstone of the teacher education program is the student teaching experience where students apply their theoretical knowledge in a classroom setting. This experience allows students to gradually meet the demands of full-time student teaching with competence and confidence. As students demonstrate increasing professional competence, they assume more responsibilities and earn the right to exercise greater independence of judgment and decision-making in the classroom.

ED 450 Student Teaching (Early Childhood Education, Elementary, and Unified Special Education)

For students in the Early Childhood, Elementary Education, and Unified Special Education certification programs, the student teaching experience is in the spring semester. Students apply knowledge and teaching strategies as they design, implement, and evaluate learning activities in the classroom. In the Fall semester prior to student teaching, Early Childhood and Elementary students spend approximately 30 hours of practicum time in their student teaching placement as part of three courses: ED 430W Language and Literacy II, ED 431 Creative Activities, ED 432W

Social Studies Methods, and ED 433 Pre-Student Teaching Field Experience Seminar. Unified Special Education students also have a field experience associated with the three methods courses; however, the 30 hours are divided between the two classrooms where they will complete their two student teaching experiences – one in a general education classroom and one in a special education classroom.

ED 450 Student Teaching (Secondary Education)

For students in Secondary Education, the professional semester is offered in the fall semester. In the spring semester prior to student teaching, students take the ED 420W Secondary Methods course that has a field experience component. The field experience placement for this course is with the cooperating teacher they will be assigned to during the student teaching semester.

NOTE: Students in foreign language education programs take the FL 398W Methods for Foreign Language Education (in place of ED 420W) in the fall semester and student teach in the spring semester. Students enrolled in this course have a field experience in the classroom.

ED 451 Student Teaching Seminar

Weekly seminars are planned by the college supervisors and are held on the college campus during the professional semester. These meetings focus on such topics as behavior management, assessment strategies, job interviewing techniques, and other profession-related topics. They also finalize their professional portfolio.

ED 452 Student Teaching for Dual Majors

Some students seek certification in more than one area, for example in Elementary Education and Secondary Mathematics or the Unified Program in Elementary Special Education. In those cases, students must meet all the curricular requirements of both programs. In addition, students must complete student teaching in both areas of certification. This is normally accomplished by completing 12 weeks of the spring Student Teaching Semester in one certification area and then moving into the second student teaching experience staying through the remainder of the spring semester and through the final day of public school in June. Since the student will be completing

two student-teaching experiences, an additional expense will be incurred for the extended period of supervision. This expense includes summer tuition fees for **six credits**, housing, and meal costs during the Summer School session.

Dual K-12 Language Certification

Ambitious and capable students may seek certification in two languages other than English. Students choosing this option must complete the following set of requirements in addition to those already required for certification in a single language:

- Achieve an oral proficiency rating of advanced-low in the primary language, and intermediate-high in the secondary language.
- Complete written achievement exams appropriate to each language of study.
- Complete one full academic year of study in a region where the primary language is spoken
- Complete an intensive academic experience (usually a minimum of six weeks) in a region where the secondary language is spoken. All programs of study must be approved by the Education and World Languages and Cultures Departments. This experience must include an intensive program of study focusing on both language and culture.

- Complete the requisite number of hours of field experience and student teaching in classrooms where each of the languages are taught on the secondary level. This is normally accomplished by completing 12 weeks of the spring Student Teaching Semester in one certification area and then moving into the second student teaching experience staying through the remainder of the spring semester and through the final day of public school in June. Since the student will be completing two student-teaching experiences, an additional expense will be incurred for the extended period of supervision. This expense includes summer tuition fees for **six credits**, housing, and meal costs during the Summer School session.

NOTE:

- For more detailed descriptions of competencies, evaluation criteria, goals, and procedures for the professional semester, refer to the separately published student teaching manuals for Early Childhood/Elementary Education/Unified Special Education and Secondary Education.
- **Students are responsible for providing their own reliable transportation to and from their student teaching assignments each day.**
- **There is a lab fee of \$50.00 for student teaching field experiences.**

HONORS

Juniata College Honors in Education

Eligibility:

To apply for admission to the honors program in education, students must:

- Complete at least 75 credit hours
- Achieve a 3.75 overall GPA
- Achieve admission to and good standing in a teacher certification program

Application to, Retention in, and Completion of the Honors Program:

To join the honors program, students must:

- Complete the application form and attach the following:
 - An essay delineating a topic of interest for research or project development
 - Signature of approval from an Education Department faculty sponsor who agrees to support the project and serve as a mentor
- Submit application form and attachments to Education Department Chair
- Gain departmental approval and acceptance into the honors program

To stay in the program, students must:

- Maintain a 3.75 GPA
- Maintain good standing in the certification program

- Prepare and successfully defend a formal project proposal to three faculty members (two must be from the Education Department) the semester after being accepted in the program

To complete the program, students must:

- Successfully implement their projects
- Gain department approval of the completed project
- Formally present their project to a group of peers and faculty

Note: Students in Early Childhood Education, Elementary Education, and Unified Special Education certification programs who meet the above eligibility requirements may apply for honors in education. Students seeking certification in secondary education must apply for honors in their content areas and meet the requirements of the content area honors programs.

National Education Honor Society

Phi Lambda Theta is the Education Department direct honor society open by invitation to education students who have at least a 3.5 GPA and have second semester sophomore standing. Transfer students may be considered after one year of course work at Juniata.

STUDY ABROAD OPPORTUNITIES

Students seeking certification in modern languages are required to study abroad in a country where the language of certification is spoken. These requirements are detailed in advising sheets available through the Department of World Languages and Cultures.

Juniata students in other certification programs regularly participate in the Bretheren Colleges Abroad Program in Cheltenham, England or the exchange program with the University College of York St. John in York, England. While studying at either institution, students enroll in an observation and participation field experience in the local schools in addition to education courses.

It is also possible for Education students to consider other study abroad sites in Australia, China, Ecuador, France, Germany, Greece, India, Ireland, Japan, Mexico, and Spain. Given the Pennsylvania Department of Education's course requirements for certification, it is important for students with a Program of Emphasis in Education to declare intentions for study abroad no later than the beginning of the sophomore year of study. Students should speak with advisors and the Study Abroad Advisor in the International Programs office as soon as possible in their program.

JUNIATA INSTRUCTORS OF THE FUTURE

Juniata Instructors of the Future (JIF) is an active education organization which is entirely student driven. The club sponsors several guest speakers on current topics and issues in education and engages in a variety of other activities throughout the academic year. Check the Education Department bulletin board for announcements regarding current club officers and activities.

PRAXIS TEACHER EXAMINATIONS

All applicants for an Instructional I Certificate are required to complete all required tests established by the Pennsylvania State Board of Education and have them reported to Juniata College and the Pennsylvania Department Education. Complete information about the testing program is available in The PRAXIS Series Registration Bulletin. Since ETS offers many exams, and different states require different exams, students must carefully read all directions, choose the correct tests, and code the correct numbers when they register for exams. The most current information regarding the required tests and the required cutoff scores is posted on the certification bulletin board in Good Hall. Students may obtain all information concerning the PRAXIS tests from the Education Department Certification Officer.

CORE BATTERY:

- PPST: Reading
- PPST: Writing
- PPST: Mathematics
- Fundamental Subjects: Content Knowledge Test
(Required of students seeking N-3, K-6, and K-12 certification)

SPECIALITY AREA:

Certification candidates must complete a specialty exam for each content area for which they seek certification. Students can find the most current information regarding required specialty area tests in a current PRAXIS Registration Bulletin.

The Education Department requires that students successfully complete **Core Battery** tests to gain admission to a certification program. Students who have been admitted to certification programs should take **Specialty Area** tests by the end of the senior year in order to apply for certification by the time they complete their program and graduate. For more specific information, students should contact their advisors in the Education Department and/or the Certification Officer.

INTERSTATE RECIPROCITY AGREEMENTS

Students who are certified in Pennsylvania may qualify for certification in other states. Reciprocity agreements between states are re-negotiated from year to year. For a complete listing of reciprocal states, see the Education Department bulletin board. As information is received, updates and changes are also posted.

CAREER SERVICES

Juniata College's Career Services Office offers the following services that are of special interest to students with Programs of Emphasis in Education:

- **American Association for Employment in Education (AAEE) Directory**
A current directory that lists all of the public school systems in the United States by state and/or county.
- **AAEE Job Search Handbook for Educators**
An annually published reference handbook for educators that includes suggestions for conducting a job search, suggestion for developing a resume or vita, guidelines for preparing cover letters, interviewing strategies and other helpful, related information.
- **Alumni Career Team (ACT)**
A networking database of Juniata alumni, searchable by area of study, occupation, and geographic location, is available to provide career information, internship information, job referrals, mentoring and organization/city orientation.
- **Career Days and Job Fairs**
A current list of ongoing "Careers in Education" days "Education Job Fair" dates and locations. Registration and fee information for each session is also available.
- **Job Search Support Workshops and Seminars**
Each year, Career Services sponsors a series of job search support seminars on such topics as resume writing, interview techniques, job-seeking strategies, and the co-curricular transcript. Additional topics and/or services may include career counseling, mock interviews, and on-campus interviewing. Be sure to stop by the center to check current schedules, dates, and times.
- **Job Search Credential File**
Career Services is prepared to assist seniors in the development and preparation of a job search credential file. **Students must initiate this procedure by stopping by the Office and completing the appropriate forms.** File may include resumes, recommendations, etc. which will be sent to school districts upon request.
- **Job Vacancies in Education**
Career Services provides email notification to seniors of jobs available in education.
- **Additional Information and/or Services**
Career Services also offers information about teacher certification reciprocity agreements, available teacher placement consortia services, guides to national education-related professional societies, copies of current education-related newsletters, professional society publications, job opening announcements, summer hotline for unfilled teaching positions, teaching opportunities abroad, and Teacher Corps opportunities.

CERTIFICATION IN EARLY CHILDHOOD EDUCATION (N-3)

CREDIT	COURSE TITLE		
3	ED 110 Foundations of Education		
1	ED 111 Foundations of Education Field Experience*		
3	ED 120 Child Development		
1	ED 121 Child Development Laboratory*		
3	ED 201 Educational Technology		
3	ED 240 Introduction to Students with Exceptionalities		
1	ED 300 Issues and Studies in Early Childhood Education		
1	ED 300 Issues and Studies in Early Childhood Education		
1	ED 300 Issues and Studies in Early Childhood Education		
3	ED 310 Children's Literature		
3	ED 320 Mathematics Methods		
3	ED 330 Language and Literacy I		
4	ED 341 Adaptations for Students with Exceptionalities*		
3	ED 350 Science Methods		
4	ED 400 Curriculum and Methods in Early Childhood Education*		
3	ED 410 Families and Teachers in Early Childhood*		
3	ED 430 Language and Literacy II		
1	ED 431 Creative Activities		
1	ED 433 Pre-Student Teaching Field Experience Seminar*		
14	ED 450 Student Teaching**		
1	ED 451 Student Teaching Seminar		
Total:	60		
	Normal Progression:	Fall	Spring
	Freshmen Year	ED 120 & 121*	ED 110 & ED 111*
	Sophomore Year	ED 240 ED 310 ED 300 (1)	ED 320 ED 341* ED 300 (2) ED 201
	Junior Year	ED 330 ED 400* ED 300 (3)	ED 350 ED 410*
	Senior Year	ED 430 ED 431 ED 433*	ED 450 & ED 451**

* This course includes a practicum experience. It is recommended that students enroll in only one of these courses per semester.

** The professional semester may be taken only in the SPRING SEMESTER. This course requires full-time participation and no other courses may be taken during this semester.

NOTE: All students seeking teacher certification are required to complete six credits of college level English composition and literature and six credits of college level mathematics courses prior to being formally admitted to a certification program. (See Section I Requirements for Entrance into a Certification Program).

Students need reliable transportation for student teaching

CERTIFICATION IN ELEMENTARY EDUCATION (K-6)

CREDIT	COURSE TITLE
3	ED 110 Foundations of Education
1	ED 111 Foundations of Education Field Experience*
3	ED 120 Child Development
1	ED 121 Child Development Laboratory*
3	ED 201 Educational Technology
3	ED 240 Introduction to Students with Exceptionalities
3	ED 310 Children’s Literature
3	ED 320 Mathematics Methods
3	ED 330 Language and Literacy I
4	ED 341 Adaptations for Students with Exceptionalities*
3	ED 350 Science Methods
3	ED 430 Language and Literacy II
1	ED 431 Creative Activities
3	ED 432 Social Studies Methods
1	ED 433 Pre-Student Teaching Field Experience Seminar*
14	ED 450 Student Teaching**
1	ED 451 Student Teaching Seminar
Total: 53	

Normal Progression:	Fall	Spring
Freshmen Year	ED 120 & 121*	ED 110 & ED 111*
Sophomore Year	ED 201 ED 240 ED 310	ED 320 ED 341*
Junior Year	ED 330	ED 350
Senior Year	ED 430 ED 431 ED 432 ED 433*	ED 450 & ED 451**

*This course includes a field experience. It is recommended that students enroll in only one of these courses per semester.

** The professional semester may be taken only in the SPRING SEMESTER. This course requires full-time participation and no other courses may be taken during this semester.

NOTE: All students seeking teacher certification are required to complete six credits of college level English composition and literature and six credits of college level mathematics courses prior to being formally admitted to a certification program. (See Section I Requirements for Entrance into a Certification Program).

All students seeking Elementary Education certification are required to take one U.S. history course.

Students need reliable transportation for student teaching

UNIFIED PROGRAM IN EARLY CHILDHOOD EDUCATION AND SPECIAL EDUCATION (K-12)

CREDIT	COURSE TITLE
3	ED 110 Foundations of Education
1	ED 111 Foundations of Education Field Experience*
3	ED 120 Child Development
1	ED 121 Child Development Lab*
3	ED 130 Adolescent Development
3	ED 201 Educational Technology
3	ED 240 Introduction to Students with Exceptionalities
1	ED 300 Issues and Studies in Early Childhood Education
1	ED 300 Issues and Studies in Early Childhood Education
1	ED 300 Issues and Studies in Early Childhood Education
3	ED 310 Children’s Literature
3	ED 320 Mathematics Methods
3	ED 330 Language and Literacy I
4	ED 341 Adaptations for Students with Exceptionalities*
3	ED 342 Assessment and Instruction
3	ED 350 Science Methods
4	ED 400 Curriculum and Methods in Early Childhood*
3	ED 410 Families and Teachers in Early Childhood*
3	ED 430 Language and Literacy II
1	ED 431 Creative activities
3	ED 440 Methods for Students with High Incidence Disabilities
4	ED 441 Methods for Students with Low Incidence Disabilities*
1	ED 433 Pre-Student Teaching Field Experience Seminar*
14	ED 450 Student Teaching**
1	ED 451 Student Teaching Seminar
6	ED 452 Student Teaching for Dual Certification Students**

Total: 79 Credits

Normal Progression:

	Fall	Spring	Summer
Freshman Year	ED 120 & 121*	ED 110 & 111* ED 130	
Sophomore Year	ED 240 ED 310 ED 300 ED 342	ED 201 ED 341* ED 300 ED 320	
Junior Year	ED 350 ED 400* ED 300	ED 330 ED 410* ED 441* ED 440	
Senior Year	ED 430 ED 431 ED 433*	ED 450** ED 451	ED 452**

* This course includes a field experience. It is recommended that students enroll in only one of these courses per semester.

** Students enrolled in one or both unified programs are required to complete two student teaching assignments, ED 450 during the Spring semester and ED 452 during Summer session.

NOTE: All students seeking teacher certification are required to complete six credits of college level English composition and literature and six credits of college level mathematics courses prior to being formally admitted to a certification program. (See Section I Requirements for Entrance into a Certification Program).

Students need reliable transportation for student teaching

**UNIFIED PROGRAM IN ELEMENTARY EDUCATION AND SPECIAL EDUCATION
(K-12)**

CREDIT	COURSE TITLE
3	ED 110 Foundations of Education
1	ED 111 Foundations of Education Field Experience*
3	ED 120 Child Development
1	ED 121 Child Development Lab*
3	ED 130 Adolescent Development
3	ED 201 Educational Technology
3	ED 240 Introduction to Students with Exceptionalities
3	ED 310 Children’s Literature
3	ED 320 Mathematics Methods
3	ED 330 Language and Literacy I
4	ED 341 Adaptations for Students with Exceptionalities*
3	ED 342 Assessment and Instruction
3	ED 350 Science Methods
3	ED 430 Language and Literacy II
1	ED 431 Creative Activities
3	ED 432 Social Studies Methods
3	ED 440 Methods for Students with High Incidence Disabilities
4	ED 441 Methods for Students with Low Incidence Disabilities*
1	ED 333 Pre-Student Teaching Field Experience Seminar*
14	ED 450 Student Teaching**
1	ED 451 Student Teaching Seminar
6	ED 452 Student Teaching for Dual Certification Students**
Total:	72

Normal Progression:	Fall	Spring	Summer
Freshman Year	ED 120 & 121*	ED 110 & 111* ED 130	
Sophomore Year	ED 240 ED 310 ED 342	ED 320 ED 341* ED 201	
Junior Year	ED 350	ED 330 ED 440 ED 441*	
Senior Year	ED 430 ED 431 ED 432 ED 433*	ED 450** ED 451	ED 452**

* This course includes a field experience. It is recommended that students enroll in only one of these courses per semester.

** Students enrolled in one or both unified programs are required to complete two student teaching assignments, ED 450 during the Spring semester and ED 452 during summer session.

NOTE: All students seeking teacher certification are required to complete six credits of college level English composition and literature and six credits of college level mathematics courses prior to being formally admitted to a certification program. (See Section I Requirements for Entrance into a Certification Program).

All students seeking Elementary Education certification are required to take one U.S. history course.

Students need reliable transportation for student teaching

CERTIFICATION IN SECONDARY EDUCATION (7-12)

Juniata does not offer a P.O.E in secondary education. If you plan to prepare for teaching at the secondary level, you must have a P.O.E in a content area and meet the following course requirements for a secondary certificate. The Education Department offers certification programs (7-12) in the following content areas:

Biology	Chemistry	Citizenship Education
Earth/Space Science	English	French
General Science	German	Mathematics
Physics	Spanish	

CREDIT	COURSE TITLE
3	ED 110 Foundations of Education
1	ED 111 Foundations of Education Field Experience*
3	ED 130 Adolescent Development
3	ED 201 Educational Technology
3	ED 240 Introduction to Students with Exceptionalities
4	ED 341 Adaptations for Students with Exceptionalities*
4	ED 420 Secondary Teaching Methods*
14	ED 450 Student Teaching**
1	ED 451 Student Teaching Seminar
Total:	36

NOTE: For Foreign Language Education majors: FL 398 Methods for foreign Language Education is taken in place of ED 420

Normal Progression:	Fall	Spring
Freshmen Year	ED 130	ED 110 & ED 111*
Sophomore Year	ED 240 ED 201	ED 341*
Junior Year		ED 420* (Spring only)
Senior Year	ED450** ED 451(Fall only)	
For foreign language majors:	FL398* ED 451 (Fall only)	ED 450** (Spring only)

* This course includes a field experience. It is recommended that students enroll in only one of these courses per semester.

** The professional semester requires full-time participation and no other courses may be taken during this semester.

NOTE: All students seeking teacher certification are required to complete six credits of college level English composition and literature and six credits of college level mathematics courses prior to being formally admitted to a certification program. (See Section I Requirements for Entrance into a Certification Program).

Students need reliable transportation for student teaching

APPENDICES