Department of Education

La Salle University – Educators Setting the Standard

“...at the end of all our exploring will be to arrive where we started and know the place for the first time” - T.S. Elliot

STUDENT HANDBOOK
2013-2014

UNDERGRADUATE PROGRAMS
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Welcome

The faculty of the Department of Education welcomes you to La Salle University and to the Department. You have chosen teaching as a vocation and, in doing so have demonstrated willingness to follow a rigorous curriculum to prepare yourself for this noble and rewarding profession. The members of the faculty are committed to providing you with quality programs designed to educate you in both the art and science of teaching. At no other time in the history of our nation have effective and dedicated teachers been needed more. Your decision to enter such a challenging profession will provide you with opportunities for service to others and for self-fulfillment in so many unexpected ways.

The purpose of this Student Handbook is to provide undergraduate education majors with information relative to the policies and procedures of the Department of Education for both graduation and recommendation for teacher certification in the Commonwealth of Pennsylvania. As an Education major, you are responsible for following all of the policies and procedures that are outlined in this handbook as well as those contained in the La Salle university bulletin, the Professional Year/Semester Handbook (PreK-4 and 4-8), and the Professional Semester Handbook (Secondary).

Although your advisor and other members of the faculty will discuss these policies and procedures with you both in and out of class, neither La Salle University nor the Department of Education assumes any responsibility for your lack of knowledge or understanding of these matters. Consequently, the faculty of the Department of Education recommends that you read this handbook carefully and that you review its contents periodically, especially prior to pre-registration advisement. If you need clarification of any of the policies and procedures described in this publication, be sure to ask questions of your advisor or any other member of the faculty. Successful completion of the requirements for both graduation and certification demands your compliance with the policies and procedures contained in this handbook and the other resources mentioned earlier. It is important that you assume the responsibility of being well informed about the program in which you have decided to major.

History of the Department of Education

In the most basic sense, the history of teacher training at La Salle University began in 1682 when St. John Baptist de La Salle founded the world’s first training college for teachers in France. St. La Salle is the founder of the religious order known as the Brothers of Christian Schools, under whose auspices La Salle University is operated. St. La Salle is also the Patron Saint of Teachers.

Although application was first made to the Commonwealth of Pennsylvania for approval to prepare teachers desiring certification in 1929, the University offered formal courses in pedagogy as early as 1915. At that time, five courses were offered: Principles of Education, Methods of Teaching, History of Education (Ancient), and History of Education (Modern). Educational Psychology was also offered by the Philosophy
Department. By 1918, the program in pedagogy included a course in the philosophy of education, and by 1922 the Department’s courses were officially designated as “education” rather than “pedagogy.” Two years later, the program listed fourteen courses, including a separate course in practice teaching and one in observation, which stressed on-site observation of high school teachers as well as on-campus observation of La Salle professors teaching in various subject disciplines.

By 1929, the year the teacher preparation program applied to Harrisburg for its initial program approval in secondary education, the education curriculum was formally listed in the University Bulletin under the “Education Department.” At this time, a specific course in teaching secondary education was added as a requirement, and a course in comparative education was included as an elective.

Between 1932 and 1934, the Department expanded its offerings to seventeen courses, including Educational Sociology, the Junior High School, Visual Education, and School Management, which focused on methods of classroom discipline. Course descriptions during those years suggest that the faculty closely monitored recent developments in pedagogy and that they included these new techniques in their courses. For example, Principles of High School Teaching, in reflecting the influence of progressivism, included “the problem approach to teaching” and “project teaching.” Furthermore, requirements for teacher certification rose in 1938 to twenty-seven credits and included ninety clock hours of observation and sixty clock hours of practice teaching.

In 1945, ten courses were required for a “concentration in education,” a concentration which now dropped the two part history of education as a requirement for certification. The Department was also listed in the college curriculum as part of the “Area of History and Social Science.” The next year, Guidance was first offered as an elective.

By 1950, the program required ten courses in education for certification. These included Introduction to American Public Education, Educational Psychology, General Methods of High School Teaching, Visual Education, Special Methods of Teaching, Observation of Teaching, and Practice Teaching. Three electives were also required from among the following: Educational Measurement, Principles of Secondary Education, History of Education I, and History of Education II. By the end of the decade, an additional thirty hours of student teaching were required for certification, which now brought the total to ninety clock hours. A new elective, Community Recreation Programs, was added in 1959 for those students interested in applying the principles of teaching and learning to the supervision of municipal recreation facilities.

Throughout the 1960s and 1970s, the Department of Education expanded significantly, adding more full-time faculty and developing new programs. In 1973 the Commonwealth granted program approval for certification in Special Education, and by 1975 the Secondary Education program provided certification in Biology, Chemistry, comprehensive Social Studies, English, French, German, Italian, Latin, Mathematics, Mathematics-Physics, and Spanish.
In 1984, the Department initiated a graduate program leading to a Master of Arts degree in education. Emphasizing the principles of human growth and development, which previously served as the unifying theme of the non-categorical special education program, the Graduate program was designed to offer career teachers insight into the way children, adolescents, and adults grow and develop cognitively, emotionally, socially, morally, and physically. Teachers would then be able to employ these developmental concepts as guides in selecting methods of instruction, approaches to planning and management, techniques of evaluation, and instructional materials, media, and technology.

In 1986, the unifying theme of human growth and development was again used to combine an Elementary Education program with the existing Special Education program, establishing the first program of its kind in the United States. This program was inspired by the successes with the non-categorical Special Education program, the developmentally oriented Graduate program, and the faculty’s commitment to the idea that the actual learning and behavioral characteristics of children, rather than the needs determined by stereotypical conceptions, should be used as the basis of teacher education.

During the 1980s, the Department was also given program approval for certification in Communications and in Earth and Space Science. In 1990, the Secondary Education program was restructured, emphasizing the principles of human growth and development. This restructuring provided greater integration of theory and practice throughout required courses in education as well as in all field experiences and in the Student Teaching Practicum.

In 2001, the Department revised the Undergraduate Elementary/Special Education (ESE) and Secondary Education (SE) programs in response to current research in Teacher Education and new standards for teacher education set forth by the PA State Education Department and the National Council for Accreditation of Teacher Education. The newly designed programs integrate areas of technology, assessment, and adjustment more fully into coursework. In addition, the revision incorporates greater demands for critical reflection of course content with the purpose of educating teachers as intellectuals who can provide leadership in the schools.

Further program revisions, as a result of new Pennsylvania Department of Education (PDE) guidelines, were put in place during the 2009 -2010 school year. An Early Elementary program, leading to certification for grades PreK – 4 was combined with a certification program in Special Education for grades PreK – 8. This program replaced the existing elementary program. In addition, a Middle Level – Social Studies program, leading to certification in grades 4 – 8 was also added. Finally, our Secondary Education program was revised to meet state requirements for more study about English language learners and special education.

Since 2011, the department has expanded our programs. Our Middle Level – Social Studies program, leading to certification in grades 4 – 8 was expanded to ADD a second certification in Special Education grades PreK – 8. New 5th year programs were
approved. New content areas for the middle level certification programs are approved for: Mathematics and English.

With the creation of our Masters of Arts in Education - reading specialist, special education, and other four-course specialization areas (autism, classroom management, and instructional coach) - over the past five years, we now offer unique five year programs. The five-year program is implemented by a student enrolling for four years on the undergraduate level to receive a Bachelor of Arts degree and in the 5th year earning the M.A. in Education program. Undergraduate students enroll in graduate equivalent courses in their undergraduate programs, which are later applied to the master’s degree. Students must obtain a B or better for these graduate equivalent courses to transfer.

Vision/Mission and Goals

A. Introduction

All of the programs offered by the Department of Education at La Salle University have been designed in response to an evolving vision of what an effective teacher should know, believe, and be able to do. Such a vision is based upon the accumulated experience of the faculty, an awareness of current research, an appreciation of the practical realities of the contemporary classroom, and a dedication to the principles of human development. Consequently, it is important for the student to understand the philosophical orientation or foundations that define that vision.

B. The Mission of La Salle University

Though often mistakenly associated with the French explorer, the name of the university commemorates the 17th-century French educator and founder of the Christian Brothers, John Baptist de La Salle. The Brothers, a non-clerical order of religious who have been teaching in the United States since 1845, have continued the traditions of this saintly, innovative educator. Under the auspices of the Brothers, the University strives to continue such Lasallian traditions as devotion to excellence in teaching as well as concern for ultimate values and for the individual values of its students.

In light of these traditions, La Salle offers students an education founded on the premise that people’s intellectual and spiritual developments go hand-in-hand, complementing and fulfilling one another. The basic purpose of the University is a free search for truth and the development of materials and skills necessary for the search. Its religious concern is an extension of that purpose. In the company of mature teachers and scholars, the University urges students to confront the ultimate question of human experience: who they are; where their destiny lies; how they are to reach it.

La Salle is committed to a liberal education of both general and specialized studies. It wants its students to liberate themselves from narrow interests and prejudices and to learn to observe reality with precision, judge events and opinions critically, think logically, communicate effectively, and sharpen aesthetic perception. The curriculum involves a
body of knowledge about the universe; about people – their nature, behavior, and values; about God. It also provides an opportunity to gain specialized knowledge in one field of learning as a preparation for Graduate study or entry into professional life. Beyond this breadth and depth of knowledge, the University encourages its students to seek wisdom; that is, to grasp those basic principles which can give order to particular facts. Although undergraduate education remains its primary purpose, La Salle also offers Master’s programs in selected areas of specialization. For the most part, these programs focus on professional goals through advanced study and through application of theoretical knowledge in the fields represented.

As a private Catholic University, La Salle pursues these aims in a religiously diverse community of teachers and students interested in studying secular subjects in their autonomy, undertaking religious studies in a systematic way, and investigating what interrelations these subjects may have. The community also engages in programs in which the students’ personal, social and religious values may take root and in which the students may grow in mature attitudes and behavior in all human relationships. The ultimate hope of the University is that its graduates will be ready for informed service and progressive leadership in their communities and will be able to fulfill the immediate and final goals of their lives.

C. Vision/Mission of the Department of Education

La Salle University – Educators Setting the Standard

“…at the end of all our exploring will be to arrive where we started and know the place for the first time” - T.S. Elliot

Mission
To prepare 21st century educators through project based, problem-based, service learning and community engagement grounded in LaSallian values.

Vision

The vision of the Department of Education incorporates the global De La Salle Christian Brothers tradition of teaching excellence and service. Our vision is to provide opportunities for educators to become forward thinking, research-minded, developmentally oriented professionals who respond to the needs of all students in the communities they serve.

La Salle educators are knowledgeable, intellectually curious, reflective, collaborative, confident, and proactive. By identifying successful partnership schools, the Department of Education aligns educator preparation with realistic school and classroom contexts to cultivate a progressive and stable workforce. La Salle educators set the standard in their schools and communities by going beyond traditional expectations of the profession.
Program Goals
Adapted from InTASC Standards (2011)

1. The professional educator will demonstrate knowledge and application of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. The professional educator will demonstrate knowledge and application of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. The professional educator will work collaboratively with other professionals to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

4. The professional educator will demonstrate knowledge the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

5. The professional educator will demonstrate knowledge of how to connect concepts and use differing perspectives by engaging learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. The professional educator will demonstrate knowledge and application of multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

7. The professional educator will supervise and/or plan and implement instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. The professional educator will understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. The professional educator will engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

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

Committed to the mission and goals of La Salle University, the Department of Education attempts to reflect those ideals in a program created to educate future teachers within the context of the broadly based liberal arts, which are the foundation of the University’s curriculum. Furthermore, the Department accepts and strives to embody the legacy of John Baptist de La Salle who was an innovator in the development of teacher training programs and in the design of curricular and pedagogical strategies, especially through teaching poor and disadvantaged children.
Ideally, schools in the United States exist to provide quality education to children and youth at various stages of their transition to adulthood regardless of race, color, ethnicity, religion, or sexual orientation. Although schools exert a necessarily limited impact upon the educational development of learners, such institutions have demonstrated, to one degree or another, their efficacy in stimulating intellectual competence and a variety of social skills required for informed democratic living. Such success has been achieved in spite of the existence of social, cultural, and political realities beyond the schools, which either fail to support the mission and goals of education, or, more significantly, undermine the values that such institutions exist to perpetuate.

At the present time, in spite of the successes they have had in meeting the educational needs of children and young adults, the schools must continue to confront a variety of emerging needs resulting from changing demographics, challenges to traditional values, expanding knowledge in all fields of learning, the rise of diverse communities, the inclusion of students with special learning requirements into the traditional classroom, serious problems in health and welfare, increase in violence, systematic neglect of the poor and disadvantaged, and a general devaluing of education itself. If the schools in both the private and public sectors are to respond to such realities and fulfill their mission to teach all children and young adults, they must be staffed by a generation of teachers who are intelligent, knowledgeable, creative, reflective, responsive and committed to the uniqueness of each learner. Teaching today requires a high degree of professionalism and personal development, perhaps more so than any other time in our history.

The Department of Education is committed to the development of personal and professional teaching qualities through structured clinical and scholarly experiences. The Department of Education, in cooperation with the Pennsylvania Department of Education, facilitates this professional preparation by requiring both formal coursework and varied field experiences over a four-year period leading to a Bachelor of Arts degree and recommendation for teacher certification.

The Department of Education is committed to the Academic preparation of teachers who are thoroughly educated in their specific disciplines as well as in the general and specific principles of pedagogy based on sound and relevant research, intuition, and experience. Consequently, Education majors are required to enroll in a variety of courses in their prospective fields, which provide them with the intellectual breadth and depth required for effective teaching in both progressive and traditional curricular context. To that end, teacher candidates are actively involved in a variety of learning experiences that enhance their knowledge of the content areas through liberal arts core courses, developmental psychology, critical reflection, pedagogy, ethics and values, knowledge of self, and interpersonal skills.

Education majors are expected to develop a basic understanding of the philosophical and sociological foundations of the American educational system to learn and to apply principles of educational psychology, effective assessment, curriculum and instructional design methodologies, and technology. Teacher candidates are required to practice and
evaluate this knowledge using critical reflection as a tool to resolve instructional and behavioral problems that arise in the classroom setting. The ultimate goal of the program is to enhance the teacher candidates’ knowledge of their specific disciplines and their understanding of how to adapt to the curricular and instructional needs of students, which include students with special needs and minority learners in urban settings.

Since teaching is both an art and a science, teacher candidates are involved in a variety of field experiences beginning in their freshman year. Each year, teacher candidates actively work in urban, suburban, elementary, middle, secondary, special, and general education settings that are strategically organized to ensure that students experience a broad range of settings. During the senior year, pre-service teachers participate in a Professional Semester (Secondary and Middle Level Education majors) or Professional Year (Elementary and Special Education majors), which coincide with their certification areas. Faculty has established benchmarks for each year of the teacher education program. The benchmarks provide teacher candidates with developmentally appropriate learning goals for each year of their preparatory experience in areas such as children and social conditions, knowledge of self and self as a teacher, schools, curriculum, professional and moral values, instruction, evaluation, communication and collaboration, management, and disciplined inquiry. The benchmarks assist students in bridging the gap between theory and practice through assignments directly related to field experiences.

The Department of Education acknowledges that it is neither possible nor desirable to attempt to teach students everything they might need to know throughout their professional careers. Consequently, teacher candidates are provided with rigorous opportunities to develop a mastery of content and pedagogical principles, and the tools of inquiry needed in the pursuit of truth. To that end, prospective teachers are required to develop a way of thinking that will enhance their problem solving and research capabilities. The goal is for teacher candidates to emerge from their preparatory experience as intellectuals capable of solving classroom and community-related problems while possessing the wherewithal to make meaningful change in schools.

D. The American Studies (AMST) Major for Early Elementary and Minor for Middle Level

The purpose of designing an interdisciplinary program is to provide PreK-4 and Special Education majors (ESEC) and Middle Level majors (ESML/ESMD/ESM5) with a special education certification option with a comprehensive, flexible, and academically coherent major/minor in American Studies (AMST). The program will allow these Education majors to fulfill the requirement that all teacher certification candidates in the Commonwealth of Pennsylvania complete a BA that includes a major or minor in an academic discipline in addition to training in education. Thus, all education majors will possess the necessary tools to fulfill the requirements of external accrediting agencies and will be prepared with content knowledge that will make them effective teachers.
The Department of Education

The Department of Education offers programs in the School of Arts and Sciences. The Department Chairperson, with support from the Assistant Chair, the Administrative Director of Field Placements, and other staff directs the operations of the department.

A. Student-Faculty Communication

Education majors should be familiar with the structure of the Department and the general responsibilities of those who administer it. Because the faculty and staff of the Department of Education desire to be as accessible as possible to students and to support them in their professional and personal development, Education majors are encouraged to contact any member of the faculty whenever they feel a need to do so for whatever reasons. However, to facilitate their communications with the faculty, students should observe the following guidelines.

1. Department Chair

The Chair of the Department of Education is available to all students during regular hours at those times when he/she is available. Students who wish to see the Chair are asked to make appointments by calling the Department Office at x1190. The Chair or Assistant Chair will approve courses for those taking the Education Minor.

Students who wish to see the Chair about problems they are experiencing with an instructor or other staff must first meet directly with the individual of concern. The Chair cannot address such problems unless the students have attempted to resolve the conflict with the other party first. The Chair considers all meetings with students confidential unless the students themselves wish otherwise or circumstances require the disclosure of information shared.

Students who are experiencing problems or difficulties at any level in the department are expected to discuss these issues themselves with the appropriate member of the department. Because students are adults and because discussions between them and the faculty are restricted by law, teachers and administrators do not discuss student problems with parents in the absence of the students themselves. Consequently, students should discourage their parents from becoming involved in such discussions unless the student is unable to speak for him/herself.

2. Assistant Chair

The Assistant Chair of the Department of Education is available to all students during the regular school day at those times when he/she is available. The Assistant Chair also oversees many day-to-day functions of the department. Students who wish to see the Assistant Chair are asked to make appointments by calling the Assistant Chair directly at x1721.
The Assistant Chair assists with prospective students, transfer students, and activities related to the ESEC and Middle Level Programs. The Assistant chair coordinates the advisement of the Early Childhood, Special Education and Middle Level students.

3. Administrative Director of Education Field Placements / Compliance Officer

The Administrative Director of Education Field Placements coordinates all student observation and practicum experiences in schools, both the pre-student teaching experiences and the student teaching experiences in the senior year. He/she works with schools to offer students varied field assignments in schools across the developmental and socio-cultural spectrum and monitors students’ progress through those experiences so they manifest variety, increasing complexity (stage 1 to stage 4), and basic compatibility with the goals of the university’s teacher education programs. With the help of the student’s advisor and the Experiential Learning Website, the administrative director will maintain data on each student’s experiences. Students who have questions about their field placements or who are experiencing difficulties in their placement sites should contact the Administrative Director of Field Placements immediately as concerns arise (x1098).

The Administrative Director of Education Field Placements coordinates the advisement in the Department of Education for the Secondary Education majors.

The Compliance Officer works with the Administrative Director of Field Placements to assist students with information related to the state required clearances that must be completed and maintained yearly as they progress through the programs. Students who need information about obtaining clearances or need to be fingerprinted should contact the Compliance Officer at (x1879).

4. Faculty

Students who are experiencing difficulty in a particular course or have questions or concerns about that course should communicate directly with the instructor. All members of the faculty welcome such discussions as the most effective way of resolving course-related concerns or problems. Instructors are also available through e-mail. Students should not consult an instructor by phone at home unless he/she has indicated a willingness to receive such calls. Whenever students are not able to contact a member of the faculty directly, they may leave a written message for that instructor in the Department Office (Olney 254). Students who feel that a conversation with an instructor did not resolve a question or concern may make an appointment to see the Chair.
5. Advisors

Advising is viewed as a comprehensive responsibility that includes the advisement of academic, career, and extracurricular issues. More specifically, advisors will be able to assist students by answering questions related to degree completion, state certification, student organizations, course recommendations, University resources, course registration, special programs (e.g., research opportunities, honors program, foreign study), fieldwork experiences, and career planning, among others. Students who encounter academic or professional behavior problems will receive more frequent advisement through the Assistant Chair or Department Chair in order to benefit from interventions that intend to facilitate progress.

Students majoring in Secondary Education are assigned faculty advisors both in their academic concentration and in education. Registration materials are sent to the Department of Education, and it is the student’s responsibility to see and get the signatures of both advisors prior to registration.

Students must attend pre-registration advisement workshops offered by the Department Staff. Students must also see their Education faculty advisor at least once per semester. Students and faculty are partners in the advisement process. The advisor is available to help the students help themselves.

6. Department Administrative Assistants

Although the Administrative Assistant and Secretary in the Department of Education offices are prepared to answer many questions about departmental policies and procedures, they are not authorized to advise students in those areas normally the responsibility of the faculty or staff. The Administrative Assistants will attempt to be as helpful as they can in responding to questions or requests from students. Because of usually heavy workloads, the Administrative Assistants are not permitted to provide typing or duplicating services to students nor can they allow students to use office telephones except in cases of emergency.

B. Student Files

Current student files are maintained in the Department of Education Office (Olney 254). Students have access to their files at any time the office is open. Students are free to examine the contents of these files and to request copies of any document stored therein. Students objecting to the inclusion of a particular document in their files should consult the University Student Handbook, and in particular, the section concerning student files. Students should always assume the responsibility of responding in writing to any documents about which they are concerned.

The Department of Education maintains files on former students for a period of ten years. Graduates who completed their program prior to this period and who require information about their transcripts must contact the Registrar’s Office.
C. Scholarships

The Department of Education oversees some scholarship funds that have been established to provide financial assistance to its majors: the Berger-Wallace Scholarship, the William Binkowski Scholarship, and the Josephine Danielski Memorial Scholarship. The Berger-Wallace Scholarship is available to any student in the Department who is experiencing financial need. Students who wish to apply for this scholarship must do so in writing to the Chair of the Department of Education. The Danielski Scholarship is awarded to students during the Professional Year or Professional Semester. The Danielski family, based on departmental recommendation and financial need, selects recipients. The William Binkowski Scholarship is available to sophomore and junior Education majors who have met the criteria for acceptance into Stage I candidacy for certification and who have documented financial need. Apply in writing to the Department Chair. Further information is located outside the Department of Education Office (Olney 254).

La Salle University awards Annenberg-Henrich Scholarships to secondary education majors who intend to teach either mathematics or one of the sciences; such as biology, chemistry, general science, or earth space science. The intent of this generous scholarship is to assist and encourage mathematics and science teachers for middle and high schools. For more information:

D. Department Awards

An award to honor Brother Lawrence Colhocker, a former professor in the Department of Education, is presented to a senior each year at the Department of Education Banquet. This award is given to a student who has demonstrated a preference for and a commitment to urban education, especially to children and young adults who are economically poor and culturally impoverished. This award is based on professional values, personal philosophy of education, field placement choices, student teaching evaluations, volunteer work in the schools, future employment priorities, and other related data. While this award is not based on class rank or grade point averages, the candidate should be one who has been approved for certification.

Commonwealth of Pennsylvania Standards for Program Approval and Teacher Certification

The Department of Education at La Salle University is approved by the Commonwealth of Pennsylvania to offer programs designed to prepare students for certification in Elementary, Middle Level, Special Education, and Secondary Education. In developing its curriculum, the Department of Education is required to fulfill the standards established by the Commonwealth in order to have its programs approved. Education majors must understand, therefore, that the program requirements are determined, in part, by the necessity to respond to Pennsylvania State Standards. However, students must also be aware that program requirements include provisions that the Department of Education
faculty thinks are necessary to insure that its programs are as effective as possible even though such provisions may not be stipulated in the Standards.

Field Experiences

Each year students are placed in schools that coincide with their area of certification. Students may remain in these placements for one full year. In order to provide undergraduates with diverse experiences, they are reassigned to new schools each year. The Administrative Director of Education and Field Placements works to ensure that students are assigned to appropriate settings, such as: urban and suburban schools; elementary, middle, secondary placements; public, private, and parochial schools; and special and general education settings. The rationale for this is to provide teacher candidates with opportunities to experience a wide range of school settings that serve students with broad developmental, learning, and cultural backgrounds and satisfy PDE field competency requirements for stage 1 through stage 4.

Each semester the student’s cooperating teacher will complete a Field Placement Documentation Form. Education majors are responsible for insuring that these forms are turned into the Administrative Director of Education Field Placements.

Early Elementary/Special Education majors participate in a full year (the Professional Year) of student teaching: one semester in a general education placement and one semester in a special education practicum. Secondary and Middle Level majors engage in the student teaching experience for one semester in the spring of their senior year. Cooperating teachers and supervisors evaluate seniors continuously throughout the student teaching experience.

Criminal Background Checks

La Salle University requires students to complete successful field and student teaching experiences in approved public or private schools prior to the granting of a B.A. degree in education. The B.A. degree is a prerequisite to La Salle recommending the student to the Pennsylvania Department of Education for initial teacher certification.

The Commonwealth of Pennsylvania requires that teacher candidates complete various background checks yearly. The information below is cited directly from the Pennsylvania Department of Education (PDE) website:

Act 114 of 2006 specifies that all applicants for employment with public and private schools including employees of independent contractors, but excluding employees who do not have direct contact with students undergo background checks. In addition, Act 114 extended the background check requirements to include student teacher candidates. As of April 1, 2007, the following three background checks are required:

Applies to individuals hired as of January 1, 1986.

2. Department of Public Welfare Child Abuse History Clearance (Act 151)
3. Federal Criminal History Record Information (CHRI) in a manner prescribed by the Department of Education.

http://www.teaching.state.pa.us/teaching/cwp/view.asp?a=13&q=125828&teachingNav=1914&teachingNav=1904

Schools may request results of background checks on field placement or student teachers. The Department of Education will release only the results of background checks that are requested by schools in addition to information required by PDE. It is the sole discretion of those schools where placements are to occur to determine whether a La Salle University education major or minor will be granted a field or student teaching placement.

The Department of Education will make no more than two attempts to place those whom schools will not accept in a field or student teaching placement. In the event that both requests are denied the student may pursue other placement options. However, each placement must conform to PDE expectations and be approved by the Department Chair and the Administrative Director of Field Placements prior to application. If field placements are not secured by the fourth week of the semester in which the field experience is to begin or if a student teaching placement is not secured in the semester prior to the start of student teaching the student’s candidacy status as an education major will be compromised.

For any student whose FBI record check includes a past violation, charge, or conviction that may compromise the Department of Education’s ability to locate and place a student into a field or student teaching experience, the Chairperson will inform the student of this potential liability and request that the student sign the “Notice and Disclosure of Candidacy Requirements and Criminal Background Checks” (located at the end of this handbook).

Candidacy Procedures for Teacher Certification

Students seeking teacher certification are monitored by the Department Chair in consultation with the Candidacy Committee when appropriate. The Candidacy Committee consists of 3-4 members of the faculty/administration, excluding the chairperson, in the department, appointed on a yearly basis. The process for review involves the following steps:

(1) Students eligible for review at each stage are identified.

(2) A Candidacy Committee may be convened to examine the cases of students whose situations fall outside of accepted department policy. Discretion may be taken by the committee in reviewing special cases and determining a more flexible course of action or, conversely, a more immediate course of action such as removal from the program.
(3) The Department Chair will inform students who fail to meet the criteria at a review stage and schedule a meeting to discuss the committee’s recommended plan of action. If the plan of action indicates the need to retake a course in the major(s), the student will be permitted to repeat the course only one time. If the plan of action indicates the need to retake courses outside the major(s) in order to improve overall GPA or complete field work to meet the field competency requirements, students will not be permitted to take additional courses in the major until that need is satisfied.

A. Stage I

Students may declare a major in Education upon arrival at La Salle University and take Education courses. At the end of the semester during which freshmen, transfer and change-of-major students seeking to major in Early Elementary/Special Education (ESEC), Middle Level Social Studies (ESML/ESMD/ESM5) or in Secondary Education (SE) complete EDC 103 and EDC 104, the student’s files are examined. Student files are reviewed for formal admission to the teacher education program. The criteria are listed below.

1) A 2.6 or higher overall GPA. (Grades in EDC or content area courses below the “C-level” are unacceptable).

2) Satisfactory performance is demonstrated by all teacher candidates in Stage 1 field competencies on field placement evaluations from each semester enrolled.

3) Inclusion of the following in Education Compliance files—redone yearly:
   - FBI Investigation Results
   - Pennsylvania Child Abuse Check
   - Pennsylvania Criminal Clearance
   - Negative Tuberculin test verification

4) All education majors must have passing scores on the Pennsylvania basic skills test for teachers: PAPA.

5) Teacher candidates must display a fundamental commitment to mastering the systematic body of knowledge that informs practice. They must demonstrate effective oral and written communication skills. Furthermore, they must be willing to help school students even at the sacrifice of personal convenience and be unreservedly committed to teach all students irrespective of their national origin, race, religion, age, social and economic status, sexual orientation, or mental and physical challenges. If a teacher candidate’s performance in this area is questionable, the Candidacy Committee will determine the degree to which the student demonstrates the above criteria.
6) Teacher candidates must be self-motivated, honest, punctual, cooperative, able to take initiative and assume responsibilities, capable of discussing and reflecting upon the assumptions underlying their pedagogical values and beliefs, and able to accept and act on constructive criticism. Candidates must demonstrate appropriate professional behavior in the use of social media. During field placement it is expected that all students maintain a professional demeanor in and outside the classroom. Students are expected to uphold the Lasallian mission and values of the University as they are representatives of the University at all times. Students are prohibited with the use of electronic devices and social media during field placement unless permitted by the cooperating teacher, principal, or other school administrator. Inappropriate use of electronic devices and social media during field placement will be grounds for removal from student teaching placement and disciplinary action by the Department of Education. Candidates who are lacking these qualities or who are guilty of criminal behavior, academic dishonesty, or conduct that is inconsistent with the Judeo-Christian moral traditions of La Salle University will not be permitted to enter or continue in the Education Program. If a student’s performance in this area is questionable, the Candidacy Committee will determine the degree to which the student fulfills the above criteria.

B. Stage II

At the end of the semester during which students majoring in Education complete 53-60 credits toward graduation and complete courses in the majors that would enable them to enter the Junior Year, application for Stage II is made. To be accepted into Stage II, students must meet the following criteria:

(1) Education majors must have an overall GPA of 2.8 or better. Secondary Education majors must also have at least a 2.8 GPA in content area courses.

(2) Any grades in content courses required for respective certification courses must be “C level” or better. NOTE: any grade in an education course that transfers into the 5th year program must be a “B” or better.

(3) Satisfactory performance is demonstrated by all teacher candidates in Stage II field competencies on field placement evaluations from each semester enrolled.

(4) All students must have passing scores on the Pennsylvania basic skills test for teachers, PAPA, prior to registering for junior level coursework.

(5) See paragraph 5 in Stage I Candidacy.

(6) See paragraph 6 in Stage I Candidacy.

Teacher candidates’ files will be reviewed at the end of each semester to determine the status of their candidacy.
C. Stage III

Stage III candidacy is granted at the conclusion of the semester immediately prior to student teaching if the following criteria have been met:

(1) Education majors have an overall GPA of 3.0. In addition, Middle Level and Secondary students must have a minimum of 3.0 in their specific content area.

(2) Any grades in content courses required for specific certification programs must be “C level” or better.
NOTE: any grade in an education course that transfers into the 5th year program must be a “B” or better.

(3) Satisfactory performance is demonstrated by all teacher candidates in Stage III field competencies on field placement evaluations from each semester enrolled.

(4) It is highly recommended that Secondary and Middle Level majors take and pass the appropriate PRAXIS 2 tests prior to student teaching. It is highly recommended that Early Elementary and Special Education majors take and pass the appropriate PECT tests in their senior year, after completing coursework associated with each part of the tests.

(5) See paragraph 5 in stage I Candidacy

(6) See paragraph 6 in Stage I Candidacy

In addition, the criteria that the Education majors must meet in order to be recommended by La Salle University for Instruction I certifications in the Commonwealth of Pennsylvania extend to student teaching. A “C level” grade in any student teaching semester renders the decision to recommend questionable, and the teacher candidate’s files will be reviewed by the Candidacy Committee.

A candidate for multiple certifications may apply for any or all certificates for which s/he is eligible. Eligibility is determined by the Pennsylvania Department of Education and is currently based upon university recommendations, PRAXIS, PAPA, and/or PECT scores, and background clearances. Students must routinely identify La Salle as a PRAXIS, PAPA, and PECT score recipient. A student who delays application for any certificate will need to meet the requirements of the University and Commonwealth in effect at the time of application.

D. Grade Appeal Processes

If a student believes that his or her final grade is the product of the instructor’s bias, whimsy, or caprice, rather than a judgment on the merits or demerits of his or her academic performance, the student must follow these procedures:
1. The student must initiate the complaint procedure within the first two weeks of the next regular semester by first contacting the instructor.

2. After receiving an explanation from the instructor of the course, the student may make a formal complaint to the instructor in writing, giving his or her reasons for thinking that the grade was biased, whimsical, or capricious.

The student has a further appeal to the appropriate Dean who will:

1. Request a written statement from the student which shall include a complete and detailed exposition of the reasons for the student’s complaint.

2. Request a response from the instructor, and advise and assist the student in a further attempt to resolve the problem at the personal level.

3. If the student remains dissatisfied with the explanation that has been given, the student may initiate a formal appeal.

4. The faculty member who is accused of bias, whimsy, or caprice may elect one of two procedures. The instructor may request that the Dean investigate the matter personally or that a committee investigate the matter and reach a judgment on the merits of the complaint. Neither adjudicating forum (Dean or committee) shall substitute his/her/its academic judgment for that of the instructor but shall investigate and adjudicate only the complaint of bias, whimsy, or caprice.

5. If a committee is to be established, the Dean shall appoint the committee, consisting of two students and three faculty members. Two of the faculty members shall, if possible, be from the Department of Education and the third from some other discipline.

6. Should the designation of the review body (Dean or committee) be delayed beyond a reasonable time, then the committee structure described shall be convened and the question heard.

7. If it is found that the grade given was neither biased, whimsical, or capricious, the case shall be dismissed. If it found that the grade given was the product of bias, whimsy or caprice, the review body (Dean or committee) shall direct that a notation be entered on the student’s transcript that the grade “has been questioned for cause and the recommendation had been made that it be changed because of apparent (bias, whimsy, or caprice).” The original grade, however, will remain a part of the transcript.
Appeal of Candidacy Committee Decisions on the Basis of Nonacademic and/or Academic Criteria

A student who is denied candidacy at any stage for any reason, including noncompliance with the nonacademic/professional criteria, has a right to appeal this decision. In such an instance, the student must follow these procedures:

The student must initiate the complaint procedure in writing within two weeks after the student has been informed that he or she has been denied candidacy. This letter must be forwarded to the appropriate Dean and must contain a complete and detailed exposition of the reasons for the student’s complaint.

The Dean will request the Chair of the Department of Education to forward him or her a letter explaining the reasons for which the student was denied candidacy.

The Dean will then meet separately with the Chair of the Department of Education and the student to discuss the reasons for which candidacy was denied. After these meetings, the Dean will render a judgment on the case.

If the student is dissatisfied with the decision of the Dean, the student may initiate a formal appeal with the Provost. The Provost will then appoint an appeals committee consisting of two students and three faculty members, none of whom shall be associated with the Department of Education.

If the appeals committee finds that the Department of Education has denied the student candidacy for sufficient cause, the case will be dismissed. If the appeals committee judges that the Department of Education has not demonstrated sufficient cause for denying candidacy to the student, the student will be admitted to candidacy by the Department of Education.

The Department of Education Curriculum

Education majors are required to complete all of the courses in the Core Curriculum as stipulated in the annual University Bulletin. However, some of these Core Curriculum requirements are controlled by the Department of Education. Furthermore, students in the Department of Education must complete all of the major courses stipulated by the Department and, in the case of Secondary Education majors, all of the courses required by the various academic departments for certification approval.

The Department of Education Course Descriptions

The specific descriptions of courses are found in the University Catalogue. In reviewing these course descriptions, students should be aware of the following:
• Students must always remember to consult the procedures for applying for candidacy as they plan their academic schedules.

• Students must be aware of the prerequisites that are required for most of the courses offered by the Department of Education.

• Course descriptions required of Secondary Education majors in those academic fields in which certification is offered may be found in the University Bulletin published in the School of Arts and Sciences.

• Students enrolling in EDC 470, 473 and 478 will receive more information in the respective program handbooks for the Professional Year/ Semester.
Field Placement Component of the Major:

Field Placement work is a fundamental requirement of professional preparation as a teacher. Education majors at La Salle must participate in field placements in every semester in which they appear as a declared major. These placements will vary from year to year and should increase in the complexity of expectations (Stage 1 through Stage 4) they place upon the student. Many course requirements are based upon field experience and will determine the scope of the students’ activity in that placement. Students must adhere to the following policies governing field experiences:

• Prior to beginning any field experience, including student teaching, students are required to submit proof of screening of the tuberculin skin test. Copies of these Health Certificates will be kept in the student’s compliance file. This test may be done at the Student Health Center or by the student’s physician. This screening test is valid for one year and must be repeated yearly.

• All Education majors must complete forms for (a) a Criminal Check (Act 34) and (b) Child Abuse Clearance. In addition, (c) students must submit FBI fingerprinting results for student compliance files. There are fees for each form. These forms are required by law. Forms will be distributed at mandatory meetings and will be available from the Compliance Officer (Olney 259).

• Each student should retain the originals of these documents for as long as they are valid. In addition, they may be asked to show the principal of the school where they are placed the results of their background check. Copies of each form must be given to the Compliance Officer or Administrative Director of Field Placements for student compliance files.

NOTE: The above mentioned completed forms are required yearly before the start of the semester. In addition to these forms, a Memo of Understanding must be signed by students. An audit of the student files will be conducted. Students who have failed to complete these requirements will not be placed. This consequence will create academic difficulties for the students in their classes and will make further progress in the major impossible.

• As suggested above and in light of the legal complexities surrounding schooling today, students are cautioned that failure to comply with all of the above policies is a serious defect of professionalism and as such is incompatible with successful candidacy for certification in the La Salle University Department of Education.

• Every Education Major is covered by the La Salle University insurance policy when they are in a department sanctioned field placement. Any education major making their own arrangements for a field placement MUST have the field placement approved by the Administrative Director of Education Field Placements before starting their field work hours on site. Education Majors are also encouraged to join the Pennsylvania State Educational Association (www.PSEA.org).
Career Services and Planning

Career Services and Planning offers resources for education majors. These include:

- Resume writing workshops
- Interviewing prep workshops
- Personal counseling sessions
- Career Expo
- Discover
- Job listing books
- On-campus recruiting programs
- Career Orientation Series
- Career Resource Library

Education Majors also receive the ASCUS Job Search Handbook for Educators free of charge. This resource is normally distributed to students during the Professional Year or the Professional Semester.

Student Organizations

La Salle Education Association

The Education Association, for Early Elementary, Middle Level, and Secondary Education majors, will provide opportunities for professional service, advancement, growth and collegiality.

Education Honor Society

Pi Lambda Theta is an International Honor Society for Teachers. Students must be in their sophomore year or above, and maintain a 3.5 GPA to be eligible for membership. Initiation into the Greater Philadelphia Area Chapter of Pi Lambda Theta at La Salle University takes place each spring.
### Faculty

**Brother Arthur Bangs, F.S.C.**  
B.A., La Salle University  
M.A., La Salle University  
M.A., University of Pittsburgh  
M.A., Catholic University of America  
Ph.D., Catholic University of America

**Dr. Frank J. Mosca**  
B.S., SUNY Plattsburgh  
M.S., University of Wisconsin  
Ph.D., University of Wisconsin

**Dr. Maryanne R. Bednar**  
B.A., Temple University  
M.Ed., Temple University  
Ph.D., Temple University

**Dr. Carole Patrylo**  
B.A., Trenton State College  
M.Ed., Rutgers University  
Ed.D., Nova S.E. University

**Dr. Gary Clabaugh (Emeritus)**  
B.A., Indiana State University  
M.S., Temple University  
Ed.D., Temple University

**Dr. Greer Richardson**  
B.A., University of Pennsylvania  
M.Ed., Rutgers University  
Ph.D., Temple University

**Dr. Preston D. Feden**  
B.A., Franklin and Marshall College  
M.Ed., Temple University  
Ed.D., Temple University

**Dr. Robert M. Vogel**  
B.S. Philadelphia College of Textiles  
Ed.D., Temple University

**Dr. Kimberly E. Lewinski**  
B.A., The Catholic University of America  
M.Ed., University of Virginia  
Ph.D., University of Virginia

**Dr. Mary Williams**  
B.S., S.U.N.Y. Plattsburgh  
M.S., S.U.N.Y. Albany  
Ed.D., Boston University

**Dr. Ling Liang**  
B.S., Nanjing Normal University  
M.S., Nankai University  
M.S., Indiana University  
Ph.D., Indiana University

**Dr. Deborah Yost**  
B.A., Saint Joseph College, CT  
M.A., University of Connecticut  
Ph.D., University of Connecticut
Department of Education Administration

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<tbody>
<tr>
<td>Chair</td>
<td>Dr. Mary Williams</td>
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<td>Assistant Chair</td>
<td>Ms. Michele Fowler</td>
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<td>Administrative Director of Education Field Placements</td>
<td>Mrs. Megan Lawler</td>
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<td>Compliance Officer</td>
<td>Ms. Lauren Nestel</td>
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<td>Administrative Assistant</td>
<td>Ms. Donna Mills</td>
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<td>Secretary</td>
<td>Ms. Wykena Medlock</td>
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<td>Name</td>
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<td>Bangs, Brother Arthur</td>
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<td>Bednar, Dr. Maryanne</td>
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Department FAX (215) 951-5029
Graduate Education Programs

Our graduate programs in education offer some exciting options for graduates of our undergraduate programs, including the new 5th year programs.

Contact: Dr. Greer Richardson, Ph.D. (richards@lasalle.edu), Graduate Director, Graduate Programs in Education. (215) 951-1806
La Salle University

Department of Education

Notice and Disclosure of Candidacy Requirements and Criminal Background Checks

La Salle University requires students to complete successful field and student teaching experiences in approved public or private schools prior to the granting of a B.A. degree in education. The B.A. degree is a prerequisite to La Salle recommending the student to the Pennsylvania Department of Education for initial teacher certification.

The Commonwealth of Pennsylvania requires that teacher candidates complete various background checks. The information below is cited directly from the Pennsylvania Department of Education (PDE) website:

Act 114 of 2006 specifies that all applicants for employment with public and private schools including employees of independent contractors, but excluding employees who do not have direct contact with students undergo background checks. In addition, Act 114 extended the background check requirements to include student teacher candidates. As of April 1, 2007, the following three background checks are required:

   Applies to individuals hired as of January 1, 1986.
2. Department of Public Welfare Child Abuse History Clearance (Act 151)
3. Federal Criminal History Record Information (CHRI) in a manner prescribed by the Department of Education.

http://www.teaching.state.pa.us/teaching/cwp/view.asp?a=13&q=125828&teachingNav=|1914|&teachingNav=|1904|

Schools may request results of background checks on field placement or student teachers. The Department of Education will release only the results of background checks that are requested by schools in addition to information required by PDE. It is the sole discretion of those schools where placements are to occur to determine whether a La Salle University education major or minor will be granted a field or student teaching placement.

This notice is to inform you that your FBI criminal background check revealed a record of a charge(s) and/or conviction(s). You, the recipient of this notice, understand that neither La Salle University nor the Department of Education is responsible for negative decisions made by schools denying a placement for field or student teaching. Neither is it the responsibility of La Salle University to determine the status of those convictions.

The department of education will make no more than two attempts to place those whom schools will not accept in a field or student teaching placement. In the event that both requests are denied, you, the recipient of this notice, may pursue other placement options. However, each placement must conform to PDE expectations and approved by the department chair and the administrative director prior to application. If field placements are not secured by the third week of the semester in which the field experience is to begin or if a student teaching placement is not secured in the semester prior to the start of student teaching, you, the recipient of this notice understand that your candidacy status as an education major will be compromised.

Signing this document acknowledges that you, the recipient, have read and understand this notice.

If you decide to continue to pursue a major in education and initial teacher certification, you assume the risk that you may not be able to complete the program due to candidacy requirements.

Printed Name: ___________________________________ Signature: ___________________________________ Date: ____________________
La Salle University  
Department of Education  
Memo of Understanding  
For Students in Field Experiences

As a student majoring in education or taking an education class that requires fieldwork, I agree to the following.

I will represent La Salle University and myself as a future professional, in a professional manner at all times. To do this, I understand that I must:

1. Attend my placement each week at the times (on time) and on the day assigned.
2. Sign in and out on the appropriate office sheet every time I attend placement. I recognize that school sign-in sheets will serve as verification of my weekly attendance at my field placement.
3. Notify my cooperating teacher directly if I am genuinely ill, away from campus for athletic participation, or have an out-of-town emergency that prevents attending my placement. At my first visit to the school, I will find out how my cooperating teacher wants this contact to be made and exchange communication information.
4. Begin my fieldwork as soon as my placement is assigned and continue through the last week of classes for each semester. For second semester, start field placement at the same site by the second week of classes. Make arrangements with my cooperating teacher at the end of the first semester for a mutually agreeable day and time for second semester field placement and then notify the Administrative Director of Field Placements.
5. Dress professionally. This includes appropriate length of skirts or nice slacks with a modest top for women. For men, nice slacks and a nice shirt or sweater (ties are recommended) are required. No jeans. Body piercing jewelry is not appropriate, except for modest earrings.
6. Present myself in a professional manner in terms of demeanor.
7. Uphold the Lasallian mission and values of the University as I am a representative of the University at all times.
8. Refrain from the use of electronic devices and social media during field placement. (Refer to page 23 of the Education Department Handbook.)
9. Engage as fully as feasible with students and their learning.
10. Communicate well in advance with my cooperating teacher if I have a special requirement in fieldwork for a class assignment.
11. Follow any specific requirements of the school or school program where I do my fieldwork.
12. Ensure that my cooperating teacher fills out the required evaluation form at the end of each semester and verify that the form is submitted to the education office.

Student Name (print clearly, please) ____________________________________________

Check one  ___ Elementary  ___ Middle Level  ___ Secondary

Expected year of graduation ____________

Student Signature ____________________________  Date __________________
Handbook Contents Acknowledgement Form (This form should be signed by all students enrolled in the Department of Education and therefore subject to its rules and procedures). The signed forms will be placed in student files.

I, ________________________________, have received the handbook and agree to read and agree to abide by the policies and procedures as set forth by the Department of Education at La Salle University in Philadelphia, PA.

Date: __________________

Printed Name: ______________________________

Signature: _________________________________