

The Leading Teacher Program Handbook

The Leading Teacher Program Handbook is an official publication of the School of Education. The purpose of the Leading Teacher Program Handbook is to inform teacher candidates of the policies, procedures, and requirements for the Leading Teacher Program (LTP). The contents of the handbook follow the policies, guidelines and regulations as outlined by the [Undergraduate Course Catalog](#) and [Student Handbook](#). Specific policies of the School of Education are stipulated in the LTP Handbook.

Teacher candidates are responsible for knowing the contents of the LTP Handbook, including program, degree, and certification requirements. Please see the [Leading Teacher Program Student Teaching Handbook](#) for information specifically related to the student teaching experience.

In addition to the descriptions in this Handbook, teacher candidates should be familiar with the [Undergraduate Course Catalog](#), [Student Handbook](#) the [Class Schedule](#), and similar official University documents.

TABLE OF CONTENTS

SECTION	PAGE
FOREWARD	2
HISTORY OF THE SCHOOL OF EDUCATION	2
<u>University Mission Statement</u>	2
<u>School of Education Mission Statement</u>	2
<u>School of Education Identity Statement and Beliefs</u>	3
<u>Conceptual Framework of the Leading Teacher Program – Domains and Themes</u>	4
ORGANIZATION OF THE SCHOOL OF EDUCATION	5
<u>Dean’s Office</u>	5
<u>Department of Counseling, Psychology, and Special Education</u>	5
<u>Department of Foundations and Leadership</u>	6
<u>Department of Instruction and Leadership in Education</u>	6
<u>Student and Academic Services</u>	6
<u>Undergraduate Advising</u>	6
IMPORTANT CONTACTS UNDERGRADUATE PROGRAMS	8
IMPORTANT CONTACTS GRADUATE PROGRAMS	9
STRUCTURE OF THE LTP	11
<u>Undergraduate Programs</u>	11
Special Education	11
Instructional Technology	11
Field Experiences	11
LTP in Urban Education	12
<u>Degree</u>	12
<u>Curriculum</u>	13
University Core/General Education	13
Foundations of the Leading Teacher Program.	13
Cohort Mentoring	13
Academic Content Area (Secondary/K12)	14
Professional Educator Certification Track.	14
Admission to the Professional Educator Certification Track.	14
Student Teaching	14
International Student Teaching	15
<u>Checkpoints and Gateways</u>	15
<u>Graduation Requirements</u>	16
<u>Teacher Certification</u>	16
CERTIFICATION TRACKS IN THE LEADING TEACHER PROGRAM	17
<u>LTP in Grades PreK-4</u>	17
<u>LTP in Grades 4-8 (Middle Level)</u>	18
<u>LTP in Secondary and K-12</u>	19
<u>DUAL CERTIFICATION</u>	20
<u>DUAL DEGREE PROGRAMS</u>	20
<u>MUSIC EDUCATION</u>	20
THROUGHOUT THE LEADING TEACHER PROGRAM	20
<u>Faculty Participation in the Leading Teacher Program</u>	20
<u>Rationale for Full Faculty Participation</u>	20
<u>Roles of School of Education Faculty in the LTP</u>	20
<u>Student Organizations</u>	21
<u>Honors</u>	21
<u>Dean’s List</u>	21

<u>Graduation Honors and Awards</u>	22
<u>Dean’s Teaching Fellows</u>	22
<u>LTP Excellence Award</u>	22
<u>School of Education Career Services</u>	23
<u>After the Leading Teacher Program</u>	23
<u>The Instructional II Certificate in Pennsylvania</u>	23
<u>Duquesne University Graduate School of Education</u>	23
PROGRAM REQUIREMENTS	24
SCHOOL OF EDUCATION POLICIES AND PROCESSES	24
UNIVERSITY ACADEMIC POLICIES WORTH REPEATING	24
<u>Academic Resources</u>	24
<u>Advisement and Registration Procedures</u>	25
<u>Change of Schedule Procedures</u>	25
<u>During Change of Schedule Period</u>	25
<u>Withdrawal From a Class After the Change of Schedule Period.</u>	25
<u>Student Status within the University</u>	26
<u>Complete Withdrawal from the University</u>	26
<u>Readmission to the University</u>	26
<u>Assistance for Students with Special Needs</u>	27
<u>University Grading Policy</u>	27
<u>Explanation of Incomplete (I) and Withdrawal (W)</u>	27
<u>Procedure for the Removal of I Grades</u>	28
<u>Computation of the Quality Point Average</u>	28
<u>Academic Standing in the University</u>	28
<u>Appeal of a Grade</u>	29
<u>Repeating a Course</u>	29
<u>Replacing a Course</u>	29
<u>Auditing Classes</u>	30
<u>Class Attendance</u>	30
<u>Transfer into the School of Education</u>	31
<u>Graduate Courses for Undergraduate Credit</u>	31
<u>Student Records</u>	31
<u>Semester Grade Reports</u>	31
<u>Transcripts</u>	31
<u>Confidentiality of Student Records</u>	32
<u>The Committee on Student Standing</u>	32
APPENDICES	
APPENDIX A Themes, Domains and Competencies of the LTP	33
APPENDIX B Alignment of Themes and Domains with NBPTS and InTASC Standards	36
APPENDIX C Clearance Policy and Process	43
APPENDIX D Checkpoints and Gateways	46
APPENDIX E Sophomore Gateway Petition Process	53
APPENDIX F Procedures for Transfer Students	54
APPENDIX G C Repeat Policy and Content Area Electives	56
APPENDIX H Leading Teacher Program Excellence Awards	57

FOREWARD

The Leading Teacher Program (LTP) was designed from its inception in the spirit of collegiality and mutual respect. This program was created through a collaborative effort of School of Education faculty, school district personnel and other community partners. The implementation of the LTP furthers the collaboration and teamwork begun during the design process.

HISTORY

The School of Education was founded in 1929. In that year, the newly organized School of Education granted its first degrees in programs of secondary education. The following programs have since been approved for certification by the Department of Education of the Commonwealth of Pennsylvania: Music Education, 1930; Graduate Education, 1936; Elementary Education, 1937; Guidance, 1952; School Administration, 1952; Special Education, 1964; Reading Specialist and Reading Supervisor, 1969; School Psychology, 1969; Early Childhood Education, 1975 and 1997; School Supervision, 1976; Superintendent's Letter of Eligibility, 1993; English as a Second Language, 2003; Business, Computer and Information Technology, 2009.

The Education Unit received national accreditation by the National Council for Accreditation of Teacher Education (NCATE) in 2006. In 2011, the following programs received national recognition from their respective Specialty Professional Associations (SPAs) as part of the reaccreditation process by NCATE. Special Education from the Council for Exceptional Children (CEC); English Education from the National Council of Teachers of English (NCTE); Math Education from the National Council for Teachers of Mathematics (NCTM); Science Education from the National Science Teachers' Association (NSTA); Social Studies from the National Council for Social Studies (NCSS); Instructional Technology from the Association for Educational Communications and Technology (AECT), and Reading Education from the International Reading Association (IRA).

University Mission Statement

Duquesne University of the Holy Ghost is a Catholic university founded by members of the congregation of the Holy Ghost, the Spiritans and is sustained through a partnership of laity and religious. Duquesne serves God by serving students - through commitment to excellence in liberal and professional education, through profound concern for moral and spiritual values, through the maintenance of an ecumenical atmosphere open to diversity, and through service to the church, the community, the nation and the world.

School of Education Mission Statement

The mission of the School of Education, as a renowned learning community for the mind, heart and spirit, is to guide the formation of moral and ethical educational leaders, to advance innovation in teaching and scholarship, and to foster social responsibility. Within the context of the Spiritan identity and University vision, we will accomplish our mission by exemplifying the scholarly and ethical standards of our profession as we provide meaningful learning experiences, support scholarship, and sustain mutually beneficial partnerships.

School of Education Identity Statement

Educational Leaders

We're preparing the future leaders of the profession by:

... creating an educational environment that recognizes and supports the self-identified needs of the marginalized in our society, and also fosters the ability of our students to do the same.

... modeling and advocating ethical leadership, creating curriculum and educational experiences using evidence-based means in an environment that fosters social responsibility.

... modeling and advocating ethical and just behavior toward all human beings while establishing the foundation for a continual path of transformation of the self, the profession, and the community.

Scholarship for Schools

Our scholarship informs educational practice and policy by:

... generating, disseminating and utilizing scholarship for and with community agencies, and schools, with an emphasis on improving the lives of marginalized populations.

Spiritans Tradition of Caring

We serve God by serving students and the larger community by:

... positively influencing the beliefs and attitudes of our learners, our influence empowers others to act in ways that lead to positive outcomes for marginalized populations within our community and beyond.

... fostering a respect for the dignity and rights of all human beings through modeling, exposure to and engagement with our community that results in reciprocal change.

... intentional efforts to teach our students to value and live the Spiritans Tradition of Caring.

Beliefs

Following in the tradition and identity of the Spiritans, we believe that:

- Every individual has inherent worth and dignity.
- Every individual has the right to a high quality education in a fair and safe environment.
- Understanding and valuing cultural and human diversity enriches the quality of learning.
- A supportive and challenging community promotes individual and organizational excellence.
- Choosing to be an educator creates an obligation to support the wellbeing of others.
- Responsible educators are committed to their profession and to their personal and professional growth.
- Educators facilitate learning in order to effect constructive individual and social change.
- Quality academic and professional preparation contributes to ethical practices that promote human dignity and social justice.
- Organizational excellence requires continuous personal and professional growth of its members.

Conceptual Framework of the Leading Teacher Program

Domains and Themes

The Leading Teacher Program meets the standards of excellence for the practice of teaching in the 21st century. Teacher candidates are challenged throughout the Leading Teacher Program to develop beginning expertise in the critical aspects of becoming a leading teacher and to pursue continuous improvement in the following domains:

Domain I –Becoming a Learning Theorist. This domain emphasizes an understanding of pedagogy and the cognitive and affective process that will address the learning needs of people of all ages.

Domain II –Becoming a Curriculum Designer. This domain emphasizes curricular decisions based on research theory, informed practice, and recommendations of the learned societies.

Domain III –Becoming an Expert in School Context. This domain explores the intellectual, ethical, cultural, economic, political, and government influences upon schools including traditional and emerging perspectives.

Domain IV –Becoming a Master Practitioner. This domain develops competence in instructional strategies, technology, reflective practice, school-community-professional linkages and academic training.

Domain V –Becoming an Instructional Leader. This domain emphasizes the leader and knowledge of self in relationship with the group and the relationship with the community and society.

Additionally, learning experiences that reflect the themes of Leadership, Diversity, and Technology are infused throughout the Leading Teacher Program.

Leadership - A leading teacher is a life-long learner inspiring a community of learners to pursue continuous improvement and growth.

Diversity - A leading teacher is an advocate, creating learning experiences that demonstrate sensitivity, acknowledging students of all abilities and valuing human differences.

Technology - A leading teacher is an architect building learning environments that acknowledge and incorporate the power of technology.

Each Domain has related competencies that candidates are expected to achieve throughout the program. A full description of these competencies can be found in Appendix A. Knowledge, skills, and dispositions associated with each of the three themes are embedded in courses throughout the Leading Teacher Program.

Additionally, the conceptual framework has been aligned with the Core Propositions of the National Board for Professional Teaching Standards (NBPTS) and the InTASC Standards (see Appendix B). The alignment demonstrates the early preparation of teacher candidates in the Leading Teacher Program with nationally recognized standards for practicing teachers.

Organization of the School of Education

Dean's Office

The **Dean** is the chief executive officer of the School of Education. Two **Associate Deans** support the Dean's roles and implementation of policies and processes. The Associate Dean for Graduate Studies and Research and the Associate Dean for Teacher Education are responsible for specific programs within the School of Education.

Dean, School of Education:

Olga M. Welch, Ph.D.

Associate Dean for Graduate Studies and Research:

Jeffrey A. Miller, Ph.D.

Associate Dean for Teacher Education:

Susan M. Munson, Ph.D.

There are **three academic departments** in the School of Education: Counseling, Psychology and Special Education; Foundations and Leadership; and Instruction and Leadership in Education. The three academic departments house degree and certification programs. Each of these three departments is administered by a Chairperson who together with the Associate Deans comprise the Executive Committee of the School of Education.

Chair, Department of Counseling, Psychology, and Special Education:

Tammy Hughes, Ph.D.

Chair, Department of Foundations and Leadership:

Launce Brown, Ph.D.

Chair, Department of Instruction and Leadership in Education:

Jason Margolis, Ed.D.

Either a Program Director or the Department Chair coordinates each program within a department. The departments and the programs housed in those departments are listed below.

Department of Counseling, Psychology, and Special Education

- Elementary School Counseling (Certification)
- Secondary School Counseling (Certification)
- Community Agency Counseling Services (M.S.Ed. degree)
- Marriage and Family Therapy (M.S.Ed.degree)
- School Counseling (Licensure, M.S. Ed. degree)
- School Psychology (Certification, M.S. Ed. degree, C.A.G.S., Ph.D., Psy.D.)
- Special Education (Certification, M.S.Ed. degrees)
- Counselor Education and Supervision (Ph.D. degree)

Department of Foundations and Leadership

- Foundations of the Leading Teacher Program
- Educational Studies (M.S.Ed)
- Curriculum and Instruction (Certification)
- School Administration K-12 (Certification, M.S.Ed)
- Supervision in Elementary, Reading, Special Education, Secondary Cognates, Guidance Services, and Music (Certification, M.S.Ed)
- Program Evaluation (Certificate, M.S.Ed)
- Professional Doctorate in Educational Leadership (PRODEL) (Superintendent's Letter of Eligibility, Ed.D)
- The Center for Advancing the Study of Teaching and Learning (CASTL)
- University Council for Educational Administration (UCEA) Center for Social Justice

Department of Instruction and Leadership in Education

- PreKindergarten to 4th Grade (PK-4) (Certification, B.S.Ed. and M.S.Ed. degrees)
- Grades 4 – 8 (Middle Level) (Certification, B.S.Ed. and M.S.Ed. degrees)
- English as a Second Language
- Reading and Language Arts (Certification, Reading Specialist K-12, M.S.Ed. degree)
- Secondary English (Certification, B.S.Ed. and M.S.Ed. degrees)
- Secondary Modern and Classical Languages (Certification, B.S.Ed. and M.S.Ed. degrees)
- Secondary Mathematics (Certification, B.S.Ed. and M.S.Ed. degrees)
- Secondary Social Studies (Certification, B.S.Ed. and M.S.Ed. Degrees)
- Instructional Technology (Certificate, M.S.Ed.)
- Instructional Leadership: Excellence at Duquesne (ILEAD) (Ed.D.)
- Dual Degree Programs
 - Biology/Athletic Training (Certification, B.S., M.S.Ed.)
 - Biology (Certification, B.S.Ed. and B.A.)
 - Chemistry (Certification, B.S.Ed. and B.S.)
 - Latin (Certification, B.S.Ed. and B.S.)
 - Mathematics (Certification, B.S.Ed. and B.A.)
 - Physics (Certification, B.S.Ed. and B.S.)

Student and Academic Services

Student and Academic Services (SAS) provides a range of support to students from recruitment and admissions to undergraduate advisement to graduate admissions and alumni relations. SAS also oversees the School's own Career Services. The office provides support to the academic programs within the School of Education. A wide-ranging staff is responsible for each of the functions of this department.

Director, Student and Academic Services:

Michael Dolinger, M.Ed.

Undergraduate Advising

Upon admission to the University, each freshman is assigned an Academic Advisor. In addition to helping each student determine an appropriate academic schedule, you can expect your advisor to provide guidance through your academic journey, helping to maintain academic records and track your progress. They will connect you with appropriate university resources

when necessary, and offer reminders of upcoming activities and deadlines. Each advisor treats students with respect, sensitivity, and understanding, while keeping all conversations and student information confidential. A full description of the expectations for advisors and students, as well as tips for parents, can be found on the School of Education Advisor Blackboard site.

In the School of Education, the advisor works with teacher candidates on a continuing basis throughout their undergraduate program. Teacher candidates are encouraged to make appointments throughout each year to discuss course registrations and academic progress toward the completion of degree and certification requirements. Teacher candidates are responsible for knowing program requirements, requirements for the degree, and requirements for certification. They must demonstrate initiative in planning for course registrations and other academic matters. A Program Advisement form is completed for each student outlining the requirements and sequence of courses. The approval of the Academic Advisor is required for registration for first semester for study. Teacher candidates are encouraged to maintain close contact with the Advisor, particularly those teacher candidates who are experiencing academic or other difficulties. Teacher candidates are expected to maintain personal and academic records, i.e. grade reports, advisement sheets, and suggested sequence sheets. Current information and notices from the School of Education advisors can be found on-line at [Undergraduate Advisement in the School of Education](#).

Undergraduate Advisors:

Karen Davis (A-L)

Denise Gallucci, M.S.Ed. (M-Z)

**IMPORTANT CONTACTS AND PHONE NUMBERS
UNDERGRADUATE PROGRAMS**

Department/Program		Phone Ext. 412.396.X	Office
Student and Academic Services (SAS)			
Director	Mike Dolinger	X6647	214D
UG Academic Advisor (last name: A-L)	Karen Davis	X4018	214B
UG Academic Advisor (last name: M-Z)	Denise Gallucci, M.S.Ed	X5713	214C
Recruitment, Career Services, and Alumni Relations	Rachael Kiesling	X5193	213C
Clearances	Cindy Cafaro	X6093	214
Praxis	Moira Jones	X6118	213
Counseling, Psychology, and Special Education			
Special Education – UG and Graduate	Lisa Vernon-Dotson, Ph.D.	X1103	101C
Foundations and Leadership in Education			
Foundations of the LTP	Deborah Scigliano, Ed.D.	X6114	410B
Foundations of the LTP	Sarah Peterson, Ph.D.	X4037	412B
Instruction and Leadership in Education			
PreK-4 – UG and Graduate	Julia Williams, Ed.D.	X6098	409B
Grades 4-8 – UG and Graduate	Terri Rodriguez, Ph.D.	X4517	410A
Secondary – UG and Graduate	Melissa Boston, Ph.D.	X6109	G14
English (Secondary)	Terri Rodriguez, Ph.D.	X4517	410A
Foreign Language (K12)	Melissa Boston, Ph.D.	X6109	G14
Math (Secondary)	Melissa Boston, Ph.D.	X6109	G14
Social Studies (Secondary)	Jason Ritter, Ph.D.	X4515	102A
Business, Computers, & Instructional Technology (BCIT) (K12)	David D. Carbonara, Ed.D.	X4039	327A Fisher
English as a Second Language (ESL)	Nihat Polat, Ph.D.	X4464	319 Fisher
Instructional Tech Specialist (K12)	David D. Carbonara, Ed.D.	X4039	327A Fisher
Urban Education, Assistant	Melissa Price	X1852	414A
Curriculum Center	Danielle Buck	X1848	Library
Student Teaching, Director	Helen Henke, Ed.D.	X6095	G4
Student Tchg. & Field, Coordinator	April Wiles St. Clair	X6117	G4

IMPORTANT CONTACTS AND PHONE NUMBERS GRADUATE PROGRAMS

Department/Program		Phone Ext.	Room
Student and Academic Services (SAS)			
Director	Mike Dolinger	X6647	214D
Recruitment, Career Services, and Alumni Relations	Rachael Kiesling	X5193	213C
Clearances	Cindy Cafaro	X6093	214
Praxis	Moira Jones	X6118	213
Graduate Admissions, Records, and Registrar	Judy Black	X1558	213A
Graduate Admissions	Kelly McGinley	X1559	213B
Counseling, Psychology, and Special Education			
Special Education – Undergraduate and Graduate	Lisa Vernon-Dotson, Ph.D.	X1103	101C
Counselor Education	Maura Krushinski, Ed.D.	X4026	110E
ExCES – Counseling Doctorate	Jered Kolbert, Ph.D.	X4471	110D
School Psychology	Laura Crothers, Ph.D.	X1409	G-3B
Foundations and Leadership in Education			
Educational Studies	Connie Moss, Ed.D.	X4778	406
CASTL (Professional Development)	Connie Moss, Ed.D.	X4778	406
School Administration and Supervision	Robert Furman, Ed.D.	X5274	312
PRODEL	Darlene Miller	X4038	405
Instruction and Leadership in Education			
PreK-4 – UG and Graduate	Julia Williams, Ed.D.	X6098	409B
Grades 4-8 – Undergraduate and Graduate	Terri Rodriguez, Ph.D.	X4517	410A
Secondary – Undergraduate and Graduate Director	Melissa Boston, Ph.D.	X6109	G14
English (Secondary) – Graduate Content Advisor	Terri Rodriguez, Ph.D.	X4517	410A
Foreign Language (K12) – Graduate Content Advisor	Melissa Boston, Ph.D.	X6109	G14
Math (Secondary) – Graduate Content Advisor	Melissa Boston, Ph.D.	X6109	G14
Science (Secondary) – Graduate Content Advisor	Alexandra Santau, Ph.D.	X4516	102E

Social Studies (Secondary) – Graduate Content Advisor	Jason Ritter, Ph.D.	X4515	102A
English as a Second Language (ESL)	Nihat Polat, Ph.D.	X4464	319 Fisher
Instructional Technology Specialist (K12)	David D. Carbonara, Ed.D.	X4039	327A Fisher
Business, Computers, & Instructional Technology (BCIT) (K12)	David D. Carbonara, Ed.D.	X4039	327A Fisher
EDIT	Joe Kush, Ph.D.	X1151	327C Fisher
Reading Specialist/Reading Clinic	Rosemary Mautino, Ed.D.	X6089	G11
Curriculum Center	Danielle Buck	X1848	5th fl. Library
Student Teaching, Director	Helen Henke, Ed.D.	X6095	G4
Student Teaching and Field Coordinator	April Wiles St. Clair	X6117	G4

STRUCTURE OF THE LTP

UNDERGRADUATE PROGRAMS

The School of Education offers undergraduate programs approved by the Pennsylvania Department of Education for the preparation of teachers for **Grades PreK-4, Grades 4-8 (Middle Level)**, and **Secondary Education (English, Mathematics, and Social Studies)**, as well as the preparation of teachers for **K-12 Foreign Language (Latin)** and **Business, Computers, and Instructional Technology (BCIT)**. The Grades PreK-4, Grades 4-8, Secondary and K-12 Education programs, in accord with the philosophy and objectives of the School of Education, offer teacher candidates the opportunity to qualify for:

1. The Instructional I (Provisional) Certificate in Pennsylvania.
2. Admission to graduate programs in education.

Programs of study for each Undergraduate program in the Leading Teacher Program can be found on the School of Education's website: <http://www.duq.edu/education/sas/advise-program-sheets.cfm>. For course descriptions, see the [Undergraduate Course Catalog](#).

Teacher candidates in the School of Education must comply with all Pennsylvania Department of Education requirements for certification. State regulations change from time to time and have precedence over University catalogs and School of Education Handbooks for minimum requirements. Teacher candidates will be notified of any modification regarding programs of study. The Office of Student and Academic Services, the Undergraduate Advisors, and Program Directors make the program requirements and changes known to students.

Special Education. Since its inception in 2001, the Leading Teacher Program (LTP) provides all education majors with significant preparation in adapting instruction to meet the needs of students with learning and behavior challenges. This preparation is transcribed as special education course credits (LTSP) in each of the certification programs. A curricular infusion model in the PK-4 program reflects best practice in collaborative partnerships and the knowledge and competencies necessary for educating students with disabilities in the nations' schools. Teacher candidates interested in adding certification in special education may enroll in a one-year Masters of Education LTP in Special Education if they are graduates of the Duquesne University baccalaureate LTP program in Grades PreK-4, Grades 4-8, or Secondary and K-12 Education and hold an Instructional I teaching certificate.

Instructional Technology. A three course sequence (beyond the required IT courses in the LTP) is available for candidates who desire increased experience with application of instructional technology to educational settings. **NOTE:** LTET 302 is a required course for teacher candidates in Secondary and K-12 Education, but may be taken as an elective by teacher candidates in the Grades PreK-4 or Grades 4-8 (Middle Level) programs.

EDLT 301	Instructional Technology III: Text-Based Instruction (Elective)	3 cr.
EDLT 302	Electronic Literacy (<i>required for Secondary/K-12 programs</i>)	3 cr.
EDLT 401	Instructional Technology V: Web-Based Instruction (Elective)	3 cr.

Field Experiences. A significant feature of the Leading Teacher Program is early participation in field experiences. Teacher candidates participate in field based experiences starting semester two extending through the student teaching experience. Field experiences are

articulated with and integrated into coursework throughout the LTP. Field experiences are a critical component in preparing professional educators for leadership and distinction in teaching, scholarship and service in the world's communities. Field experiences occur in off-campus settings in a wide range of school district partners. It is in these field experiences that the teacher candidate participates in the integration of theory and practice. Teacher candidates are expected to participate in a variety of settings, with students of different ages, and with culturally diverse and exceptional populations. Faculty in courses connected to field experiences will discuss the expectations for the related field experiences.

- ***Candidates ARE NOT permitted to arrange their own field placement.***
- ***Students must have current and valid clearances on file in SAS or they will NOT be permitted to participate in field experiences. Information regarding clearances can be found in Appendix C.***

The Leading Teacher Program in Urban Education

The Leading Teacher Program in Urban Education has a specialized focus designed to prepare teacher candidates for 21st century classrooms. The LTP in Urban Education is a multi-perspective and interdisciplinary program that integrates disciplines including linguistics, psychology, social studies, political science, to name a few. It uses various methodologies and theoretical frameworks to prepare candidates for highly needed positions as leaders in education, especially in urban settings.

Benefits of an endorsement in Urban Education

- Deepen new understandings and commitment to utilizing evidence-based practices in urban classrooms
- Specialized training to improve student achievement and close the achievement gap for students in urban settings, including children from homeless families
- Create and sustain a community of leaders committed to continuous learning and mutual support

Participants in the Leading Teacher Program in Urban Education Gain...

- Professional development and induction programs which are aligned with Dr. Arnetha Ball's four phases of Generative Change: awakening, agency advocacy and efficacy
- Observations and clinical teaching opportunities for pre-service teachers in carefully selected high-needs schools and community-based tutoring programs
- Strengthen students' ability to become excellent classroom teachers and leaders in educational systems that are purposeful, successful, and caring contexts for learning
- Develop skills and knowledge needed for the effective leadership and management of classrooms in a global, technological, and culturally diverse society
- Stimulate inquiry and innovation that addresses the challenges that emerge in professional practice
- Broaden and deepen reflection about values, trends, and issues that affect the education enterprise

DEGREE

The School of Education offers the Bachelor of Science in Education degree.

CURRICULUM

Three major curriculum components comprise each Leading Teacher Program: (1) University Core (UCOR)/General Education, (2) Foundations of the Leading Teacher Program, and (3) the Professional Educator Certification Track. A fourth major component for Secondary and K-12 Education programs is the content area for subject area certification. All programs include Accommodations and Adaptations for Diverse Learners. Specific coursework in Special Education and English as a Second Language are taken beginning in the second year of study.

Programs of study for each Undergraduate program in the Leading Teacher Program can be found on the School of Education's website: <http://www.duq.edu/education/sas/advise-program-sheets.cfm>. For course descriptions, see the UG Catalog [Undergraduate Course Catalog](#).

University Core/General Education. The University Core Curriculum provides a common educational experience for undergraduate students, which uniquely expresses the Spiritan-Catholic identity of Duquesne University. A collection of courses with emphasis on the liberal arts, the University Core Curriculum is required of all students enrolled in Duquesne's undergraduate degree programs. In keeping with this Catholic-Spiritan vision, the purpose of the [University Core Curriculum](#) is the education of the whole person through a study of the liberal arts that emphasizes the students' intellectual and ethical development. Through acquiring the modes of inquiry particular to the humanities and the social and natural sciences, students expand their self-understanding and their knowledge of the world. The University Core provides students with the opportunity to explore how religious faith and spiritual values enrich human life. By connecting learning in the classroom to community service, students are encouraged to develop as responsible, global citizens.

Typically, the University Core/General Education courses are completed during the first four semesters of study for Grades PreK-4 candidates. There are slight variations for candidates in Grades 4-8 (Middle Level), and Secondary and K-12 programs depending on the academic major. Teacher candidates must consult their advisor for program specific requirements.

While the University determines the courses required in the University Core (UCOR), variations in course requirements may exist within programs in the School of Education based on certification requirements. Teacher candidates will be notified of any modification regarding courses in the UCOR. The Undergraduate Advisors and Program Directors make changes in the program requirements known to candidates.

Foundations of the Leading Teacher Program. In the Foundations of the Leading Teacher Program, teacher candidates are introduced to the LTP and the teaching profession through learning experiences built around the three themes and five domains. At the conclusion of the first four semesters of coursework, teacher candidates must demonstrate their readiness to be accepted into one of the three Professional Educator Certification Tracks : Grades PreK-4; Grades 4-8 (Middle Level); or Secondary/K-12.

Cohort Mentoring. Cohort mentoring is a unique aspect in the first two years of the LTP. The cohort mentoring experience has three facets: Spiritual, Professional Development and Student Assistance. The purpose of the mentoring program is to support candidates in their growth as leading teachers in the areas of leadership, scholarship, and service. Members of the faculty and staff of the School of Education and other educational professionals interact with candidates during this experience.

Academic Content Area (Secondary/K12). Teacher candidates enrolled in a Secondary or K-12 certification program build the academic content required for certification in the Commonwealth of Pennsylvania. The academic subject area component includes at least 30 credit hours in the specific content area.

Professional Educator Certification Track. Teacher candidates must apply and be accepted to one of three Professional Educator Certification Tracks in order to enroll in Education coursework in the fifth semester of the LTP. Specialized courses connected to focused field placements provide preparation in teaching techniques and methods required for specific fields of concentration, Grades PreK-4, Grades 4-8 (Middle Level), or Secondary/K-12 education. The courses in the Professional Educator Certification Track require teacher candidates to apply the knowledge learned from the first two years of the program to planning and implementing practical experiences with students in pre-Kindergarten through twelfth grade, so that all students learn. The capstone experience in the PECT is student teaching.

To provide teacher candidates with the most current professional education, curriculum requirements and/or prerequisite requirements are subject to change by the Pennsylvania Department of Education or the faculty. State regulations have precedence over University catalogs and School of Education Handbooks for minimum requirements. The State Board of Education, the Secretary of Education and/or the state legislature determine the modifications regarding certification programs of study. Changes may affect the programs of study of teacher candidates. Student and Academic Services, the Undergraduate Advisors, and the Program Directors make changes in program requirements known to candidates

Admission to the Professional Educator Certification Track. Candidates are formally admitted to a Professional Educator Certification Track (PECT) after completion of four semesters of full-time or full-time equivalent (60 credits) of college level study. This is also known as the "Sophomore Gateway." There are three Professional Educator Certification Tracks: Grades PreK-4 (Early Childhood Education), Grades 4-8 (Middle Level Education), and Secondary/K-12 Education.

Candidates are admitted to the Professional Educator Certification Track on the basis of their qualifications with a minimum overall grade point average of 3.00 and qualifying scores on the required tests of professional skills. Secondary and K12 candidates must also achieve a 3.0 QPA in their academic content area. Additionally, candidates are required to submit an application that includes a demonstration of their progress toward meeting the Themes and Domains of the School of Education. A limited number of candidates may be admitted for admission to the certification program who do not meet the minimum QPA but who have passed the required professional exams.

Student Teaching. Student teaching is a period of guided teaching when the teacher candidate takes increasing responsibility for leading the school experiences of a given group of students over a period of consecutive weeks. It is the most significant professional experience in teacher preparation programs as it represents the bridge between professional preparation and professional practice. The teacher candidate applies principles and techniques of teaching and learning in a PreK-12 classroom with a master teacher for a full semester in the final semester of their program. Teacher candidates must make application and satisfy the specific requirements for student teaching as outlined in the Leading Teacher Program Student Teaching Handbook.

To apply for student teaching, teacher candidates attend the mandatory Orientation and Application Meeting held each year in January. Student teaching is either a fall or spring semester experience; there are no summer student teaching placements. A detailed list of the requirements for student teaching is made available to teacher candidates.

A handbook of all information relating to student teaching can be found on the Student Teaching website: <http://www.duq.edu/education/student-teaching/index.cfm> The Student Teaching Office located in G4 Canevin Hall handles all student teaching placements.

International Student Teaching. The School of Education offers opportunities for student teaching in international settings. Grades PreK-4, Grades 4-8 (Middle Level), and Secondary/K-12 teacher candidates in the LTP may elect to complete 8 weeks of their student teaching in an international placement. Twelve (12) weeks of student teaching in a domestic school site are required as part of the student teaching experience. School of Education faculty supervise teacher candidates during the international student teaching experience.

CHECKPOINTS AND GATEWAYS

The Leading Teacher Program (LTP) provides teacher candidates with Checkpoints and Gateways to insure their success in fulfilling the requirements of the program. Checkpoints are formative in nature and are provided to assist teacher candidates in assessing their progress toward completion of the program. Gateways are summative in nature, include checkpoint requirements, and must be achieved in order to progress to the next stage of the program.

The Pennsylvania Department of Education (PDE) periodically changes the qualifying scores and professional exams required for state certification. Candidates must meet the qualifying scores at the time of application for certification.

Following is an outline of the Checkpoints and Gateways by semester. A full description of policies and procedures related to the Checkpoints and Gateways can be found in Appendix D.

Semester One

Checkpoints: Complete Act 33/151, Act34, and Act 118 Clearances; TB Test; Speech and Language referrals (if necessary); Register for and take required professional tests.

Semester Two

Checkpoint: Demonstrate oral and written skills to faculty.

Semester Three

Checkpoint: Assess progress toward Semester Four Gateway regarding professional exams¹ and QPA requirements.

Semester Four

Gateway: Formal application to the Professional Educator Certification Track. Satisfy all prior checkpoints, successfully complete required professional exams, and achieve a minimum overall 3.0 QPA. Secondary and K-12 subject area teachers must also demonstrate progress toward a 3.0 QPA in the academic area of their certification.

Semester Five

Checkpoint: None

Semester Six

Gateway: Achieve and maintain a minimum overall 3.00 QPA for all teacher candidates, and a 3.00 QPA in certification academic area for Secondary and K-12 subject area

¹ As of the publication of this document, the PDE is working to develop professional exams that align with the new certificate grade level bands. Information regarding professional exams will be made known to candidates as it becomes available from PDE.

teachers. Final advisement audit to reconcile program requirements prior to student teaching. Submit formal application and recommendations for student teaching.

Semester Seven

Checkpoint: Assess progress toward requirements for student teaching, including QPA requirements.

Semester Eight:

Checkpoint: Successfully complete Specialty Area Examinations for certification.

Gateway: Presentation of showcase portfolio to faculty through a Portfolio Exit Interview. Submit formal applications for recommendation for graduation and/or certification.

Graduation Requirements

Graduation is a separate process from certification. Each process requires a separate application. A candidate must graduate first, and then, can apply for teacher certification. (See next section for requirements for initial certification.) The last 30 credits for a degree must be earned at Duquesne University. The minimum number of credits for graduation from Duquesne University is 120 but varies by program.

To graduate with a degree from the School of Education, candidates must:

1. Complete all course work prior to student teaching; remove all I and F grades from transcript²
2. Earn a cumulative quality point average (QPA) of a minimum of 3.0 overall
3. Earn a cumulative quality point average (QPA) of a minimum of 3.0 in the academic content area (Secondary and K12)
4. Complete student teaching successfully
5. Complete all requirements for the Bachelor of Science in Education degree, as outlined on the program sheet

Teacher Certification

The School of Education has been approved by the Pennsylvania Department of Education (PDE) to offer course-work leading to the Pennsylvania Instructional I Certificate. This certificate is valid for six years beginning the first year the individual is actually employed as a teacher in the State of Pennsylvania. Requirements for teacher certification are established by the PDE. Candidates must meet the requirements established by the state at the time of application for certification in order to receive a School of Education recommendation for state certification.

The following requirements must be met for a candidate to be eligible for certification:

1. All requirements for graduation with a degree from the School of Education
2. Successful completion of professional examinations as required by the Pennsylvania Department of Education **Note: Professional Exam scores are valid for a period of ten years; however, the Pennsylvania Department of Education may choose to increase or change the passing scores. Candidates must meet the criterion score in effect on the date of application for certification.**
3. Completion of the application for certification
4. Recommendation of the Certification Officer of the School of Education

² University policy states that students can graduate with an F grade on their record so long as the course is not required for graduation. However, in the School of Education, all courses on the program sheets ARE required for graduation and certification. Therefore, candidates in the School of Education CANNOT graduate with an F grade on their transcript. The resolution of all I and F grades must occur prior to student teaching. The Committee on Student Standing cannot make any exceptions to this policy.

CERTIFICATION TRACKS IN THE LEADING TEACHER PROGRAM

LTP IN GRADES PREK-4

The Leading Teacher Program (LTP) in Grades PreK-4 is designed to prepare leading teachers for pre-school and elementary classrooms. Teacher candidates who successfully complete the requirements for this degree will be qualified to teach in pre-school and early elementary classrooms. Throughout the program, teacher candidates have the opportunity to develop professional and personal competence by participating in experiences that are both theoretical and applied in our nation's schools. All teacher candidates complete a set of core experiences in teaching methodology and participate in guided fieldwork.

The LTP in Grades PreK-4 is guided by Pennsylvania state standards and by standards of national professional organizations. Both the Early Childhood program and the Elementary Education program were nationally recognized by their respective Specialty Professional Associations (the National Association for the Education of Young Children (NAEYC) and the Association for Childhood Education International (ACEI)) in 2006. Teacher candidates address professional standards in each of the early childhood and elementary school curriculum areas through course projects and implement the standards in their fieldwork. All of the experiences in the LTP in Grades PreK-4 reflect the themes of leadership, diversity, and technology and are based on the five domains of the Leading Teacher Program.

The LTP in Grades PreK-4 is a 129 credit program that consists of courses and experiences organized into three major areas of study: University Core/General Education (36 credits); Foundations of Education (36 credits); Professional Preparation (57 credits). The majority of the University Core/General Education and Foundations courses are completed in the first two years of study. The program of study can be found on line: [Program Sheets](#). Course descriptions can be found in the [Undergraduate Course Catalog](#)

A unique feature of the LTP in PK-4 can be found in Semesters 5, 6, and 7, known as "the blocks." In each of these three semesters, candidates are immersed in the teaching and learning of one of the content areas taught in Early Childhood and Elementary classrooms. Each of the "blocks" of courses include content, pedagogy, instructional technology, and academic adaptations related to the specific content area, as well as a field experience where candidates can implement strategies learned in courses. Candidates take one education course in addition to the blocks in each of these three semesters. The three semesters are: Literacy, Numeracy, and Science/Social Studies.

Literacy: The Literacy semester merges the areas of reading instruction, language arts education, and children's literature. In the Literacy focused semester, teacher candidates compare local instructional practices in literacy with regional and national initiatives, and teach individuals, small groups, or whole classes. The focus is on instructional planning, instructional practice, and formative evaluation. Writing is used extensively to enhance learning and, therefore, quality of writing is assessed throughout the course.

The course is framed by state and national professional standards, the Themes and Domains of the Leading Teacher Program and the particular expertise of the faculty. Candidates commit to one day a week in a school setting to learn effective pedagogy from veteran teachers, and examine informal and formal methods of assessment of student progress in listening, speaking, reading, writing, and visualizing. Candidates are mentored to reflect and document their dispositions and personal formation across theories, practices, and action research in teaching and learning.

Numeracy: The Numeracy semester consists of three major components that are integrated and focus on the teaching and learning of mathematics in elementary grades and on the development of mathematical thinking. These three components include:

Knowing Mathematics and School Mathematics

Teacher candidates develop knowledge of the content and discourse of N-6 mathematics, including:

- mathematical concepts and procedures and the connections among them;
- multiple representations of mathematical concepts and procedures;
- ways to reason mathematically, solve problems, and communicate mathematics effectively at different levels of formality;

Knowing Students as Learners of Mathematics

Teacher candidates develop knowledge of

- research on how children learn mathematics;
- the effects of children's age, abilities, interests, and experience on learning mathematics;
- the influences of linguistic, ethnic, racial, and socioeconomic backgrounds and gender on learning mathematics;
- ways to affirm and support full participation and continued study of mathematics by all children.

Knowing Mathematical Pedagogy

Teacher candidates develop knowledge of and ability to use

- instructional materials and resources;
- ways to represent mathematics concepts and procedures;
- instructional strategies and classroom organizational models;
- ways to promote discourse and foster a sense of mathematical community;
- means for assessing student understanding of mathematics.

Science and Social Studies: The Science/Social Studies semester focuses on educational studies and experiences integrating science and social studies in grades PreK-4 and their impact on individuals and communities. The integration of the content areas occurs through the understanding, development, and application of skills necessary for inquiry. Teacher candidates engage in an investigation with emphasis on integrated content. Teacher candidates demonstrate the application of inquiry skills, planning and implementation of integrated investigations, and classroom teaching skills in schools, museums, and other educational facilities.

LTP IN GRADES 4-8 (MIDDLE LEVEL)

The Leading Teacher Program (LTP) in Grades 4-8 (Middle Level) Education is designed to prepare leading teachers for upper elementary and middle grade classrooms in our nation's schools. Teacher candidates who successfully complete the requirements for this degree will earn certification in Middle Level Education. Throughout the program, teacher candidates have the opportunity to develop professional and personal competence by participating in experiences that are both theoretical and applied in local, national, and international settings. All teacher candidates complete a set of core experiences in teaching methodology and participate in guided fieldwork.

The program is guided by Pennsylvania state standards and by standards of national professional organizations. In 2006, the LTP in Elementary Education program earned national recognition from the Association for Childhood Education International (ACEI), which intersects with the Middle Level program in Grades 4-6. Teacher candidates address professional standards in each of the curriculum areas through course projects and implement the standards in their

fieldwork. All of the experiences in the Grades 4-8 (Middle Level) Education program reflect the themes of Leadership, Diversity, and Technology and are based on the five domains of the Leading Teacher Program. The program of study can be found on line: [Program Sheets](#). Course descriptions can be found in the [Undergraduate Course Catalog](#)

The Grades 4-8 (Middle Level) Education program is a 135 credit program that consists of courses and experiences organized into three major areas of study: General Education (48 credits), Foundations of Education (30 credits), and Professional Preparation (57 credits). Distributed within these 135 credits are 30 credits of English/Language Arts/Reading, 12 credits in Science; 12 credits in Mathematics; and 12 credits in Social Studies. The Grades 4-8 (Middle Level) program qualifies candidates to teach all subjects in Grades 4, 5, and 6; and renders the candidate highly qualified for teaching English/Language Arts/Reading in Grades 7 and 8.

LTP IN SECONDARY AND K-12 EDUCATION

The Secondary Education programs prepare teacher candidates to teach an academic content area in Grades 7-12 in Pennsylvania. The programs combine professional education with an academic major in English, Mathematics, or Social Studies. Dual degree programs are available for candidates interested in earning a Bachelor of Arts degree in their content area and a Bachelors of Science degree in education. Candidates pursuing certification in K-12 content areas, such as Foreign Language or Business, Computers, and Instructional Technology (BCIT), follow the program for secondary certification.

Dual Degree programs: The School of Education and the College of Arts offer approved programs of studies leading to a B.S. in Education and a B.A. or B.S. in an academic content area. Each of the dual degree options are rigorous programs. The programs can typically be completed in 9 semesters. Teacher candidates pursuing dual degrees in education and in their content area register simultaneously in the School of Education and the College of Liberal Arts and are assigned an advisor from each school. Requirements for teacher certification in Pennsylvania must be met to receive a School of Education recommendation for state certification. Programs with dual Bachelor degrees include:

B.S. English Education and B.A. English

B.S. Mathematics Education and B.A. or B.S. Mathematics

B.S. Social Studies Education and B.A. History

B.S. Latin Education and B.A. Latin

The programs of study can be found on line: [Program Sheets](#). Course descriptions can be found in the [Undergraduate Course Catalog](#)

Teacher candidates interested in teaching science in Grades 7-12 participate in an integrated program that results in a bachelor's degree in one of the sciences and a Master's of Science Degree in Education. This program typically takes five academic years and a summer to complete. Students interested in certification in science should speak to an advisor in the Bayer School of Natural and Environmental Sciences.

The Secondary and K-12 Education programs are guided by Pennsylvania state standards and by standards of national professional organizations. Teacher candidates address professional standards in their respective content areas through coursework and projects and implement the standards in their fieldwork. All of the experiences in the secondary education program reflect the themes of Leadership, Diversity, and Technology and are based on the five domains of the Leading Teacher Program. In 2011, each of the secondary education programs (English, Math, Social Studies, and Science) received national recognition from their respective Specialty Professional Associations (SPAs), as part of the NCATE accreditation process.

Teacher candidates in Secondary Education or K-12 programs complete a minimum of

126 credit hours. Teacher candidates enrolled in a Secondary or K-12 certification program build the academic content required for certification in the Commonwealth of Pennsylvania. The academic subject area component includes at least 30 credit hours in the specific content area. The majority of courses in the University/General Education Core and in the Foundations of the Leading Teacher Program are typically completed in semesters 1-4. Remaining credits are used to build the academic content area required for certification in Pennsylvania. Teacher candidates must maintain a minimum overall QPA of 3.00 in their education coursework and a 3.00 in their academic area.

In semesters 5, 6 and 7, secondary education and K-12 teacher candidates complete a minimum of 15 credits of professional preparation. Coursework includes appropriate content area methods, electronic literacy for instruction, content area reading, and academic adaptations and accommodations for secondary students. Field experiences are required and are integrated with the education coursework. Academic content area coursework continues through semesters 5, 6, and 7. The capstone experience of student teaching occurs in Semester 8.

DUAL CERTIFICATION

Through advisement, a student may be able to complete requirements in two certification areas. Such programs require additional coursework to meet standards established by the Pennsylvania Department of Education. Ten weeks of student teaching in both areas are required after all coursework is completed.

DUAL DEGREE PROGRAMS

Opportunities to earn dual degrees with a Bachelor and Master's degree are also available. Students are enrolled in the respective school at Duquesne for the bachelor's degree and must be admitted to graduate studies in the School of Education. Students apply to the School of Education at the end of their junior year. Dual degree programs include:

B.S. Science and M.S. Education

B.S. Athletic Training and M.S. Education (Teaching Certification in Biology)

B.S. Physical Therapy and M.S. Education

MUSIC EDUCATION

The School of Music determines general professional education courses required for this program. Students are accepted and enrolled through the Mary Pappert School of Music.

THROUGHOUT THE LEADING TEACHER PROGRAM

Faculty Participation in the Leading Teacher Program

Rationale for Full Faculty Participation. During the development phase of the Leading Teacher Program (LTP), the Instructional Certification Quality Circle (ICQC) based their design on several assumptions. One of these assumptions was that the role of the School of Education faculty in implementing the LTP was identified as critical to the success of the program. A major assumption under which the ICQC operated in the design of a teacher education program for the 21st century was that of full faculty participation, i.e. all School of Education Faculty will have an identified role and function in the LTP program. Participation of the full faculty adds to the richness of the LTP with each faculty member sharing their professional expertise with teacher candidates and with their colleagues.

Full faculty participation benefits all involved, teacher candidates and faculty alike. Teacher candidates have the opportunity to work with faculty from undergraduate as well as graduate programs. While teacher candidates will obviously become knowledgeable regarding the role of PK-4, Middle Level, and Secondary educators, they also will be introduced to a wide range of professional educators who are critical members of school faculties – reading specialists, instructional technology specialists, school psychologists, counselors, program and curriculum supervisors, principals, and superintendents. Additionally, teacher candidates in the LTP will have a tremendous opportunity to investigate career-enhancing programs at the graduate level and make informed decisions regarding master’s and doctoral level study.

Roles of School of Education Faculty in the LTP. The design of the LTP includes numerous and differentiated roles for faculty. Some faculty are involved directly in delivering the courses and experiences; others are involved in a more indirect, supporting role. Essential roles of faculty in implementing the LTP include:

1. Teaching
2. Supervision during Field Experiences
3. Cohort/Mentoring
4. Program Coordination
5. Recruitment and Academic Advisement
6. Research
7. Collaboration with Arts and Sciences Faculty
8. Service Activities and Student Organizations

Student Organizations

The School of Education provides opportunities for participation in student organizations related to professional education preparation. A number of student organizations are available on campus for teacher candidates to enhance their professional skills and to demonstrate leadership qualities. Faculty are involved with the organizations in the role of advisor. This provides an excellent opportunity for teacher candidates to collaborate with faculty on a variety of professional development issues outside of the classroom. Teacher candidates are encouraged to take an active part in these professional organizations.

Current organizations include:

- Better Education Through Action (BETA)
- Kappa Delta Epsilon
- Phi Delta Kappa
- Phi Kappa Phi
- Pi Lambda Theta
- Student Council for Exceptional Children
- Duquesne University Student Education Association

Honors

Dean’s List. To achieve the distinction of being named to the Dean's List, a teacher candidate must have a record for a semester that shows completion of a full-time schedule, a quality point average of at least 3.25 and no grade lower than a C. The full-time schedule must include at least 12 credits exclusive of pass/fail credits. All teacher candidates named to the

Dean's List are sent a certificate and formal notification bearing the signature of the Dean and the seal of the University.

Graduation Honors and Awards. Students who have attained an outstanding scholastic record may graduate with honors based upon the following:

<u>Honor</u>	<u>Cumulative QPA</u>
Summa Cum Laude	3.90 +
Magna Cum Laude	3.75 +
Cum Laude	3.50 +

A student must have completed 60 credits at Duquesne University to be eligible for graduation with honors. Honor cords are distributed through the School of Education distributes for all undergraduate honors.

Dean's Teaching Fellows. Each year, the Dean of the School of Education offers a limited number of truly outstanding students the opportunity to apply for and be designated as a Dean's Teaching Fellow. This recognition provides the student and school districts with an assurance of the quality of the most exceptional graduates. The Dean's Teaching Fellows are selected after a rigorous application and screening process. Those designated as Dean's Teaching Fellows will enjoy the following benefits:

- Letter of recommendation from the Dean of the School of Education
- Recognition by School of Education
- Use of the Fellows designation in seeking employment and promotions

The criteria for being selected as a Dean's Teaching Fellow are:

For individuals who have completed, or will complete, School of Education Bachelor's degrees:

- A minimum 3.40 overall GPA and a minimum 3.75 GPA in all education coursework.

For individuals who have completed, or will complete, School of Education Masters degrees:

- A minimum 3.25 overall GPA on your undergraduate degree transcript, and a 3.90 GPA in all graduate education coursework at the School of Education.

For all candidates:

- A "superior" rating on mid-term and "exemplary" rating on final student teaching evaluations (PDE 430).
- Passing scores on all professional exams required for a candidate's PA certification.
- The recommendation of the student teaching supervisor.
- The recommendation of a full-time School of Education faculty member.
- Involvement in noteworthy school and/or community volunteer service projects or activities.

Applications or questions should be directed to the Director of Student and Academic Services. Applications are usually due by mid-April.

Leading Teacher Program Excellence Awards. The Leading Teacher Program Excellence Award is given to a student whose performance demonstrates excellence in one of the three Themes of the Leading Teacher Program, Leadership, Diversity and Technology and is framed in the Spiritan Tradition of Caring. For eligibility and application requirements, see Appendix H.

School of Education Career Services

Given the unique career planning needs of education majors, the School of Education provides individualized, on-going career planning services through the Career Services Office.

Teacher candidates may obtain information about interviews and other information about teaching positions. Teacher candidates may call for information at (412) 396-5193.

Services include individualized career counseling, resume and cover letter writing, portfolio development, among others. Regularly scheduled workshops on educational career and job search issues, a web-based resource guide and current vacancies clearinghouse, and resume referral are also features of this Office for students enrolled in the School of Education.

Alumni are encouraged to maintain regular contact with the School of Education and are always welcome to access the services of the Career Services Office.

After the Leading Teacher Program

The Instructional II Certificate in Pennsylvania

As of August 2011, PDE has declared a moratorium on earning Act 48 hours for teachers until further notice.

In accordance with Act 48 (2000), every certified teacher must complete at least 6 credits or 180 hours of professional development every five years to maintain certification. All university graduate courses in education meet the requirements to qualify for ACT 48 credits. Noncredit courses from universities and approved providers and specifically identified in-service hours of school districts may meet Act 48 professional development hours. Each provider is required to submit the credits or hours to the state on behalf of the individual. Individuals certified by the state have an account established on the PDE website to monitor their progress toward meeting the state requirements.

The courses offered in the graduate programs in the School of Education meet the requirements for the Instructional II certificate. Coursework must be preparatory for the education profession. Courses in areas such as real estate, medicine/pharmacy, business and law, for example, are not accepted by the Pennsylvania Department of Education toward the Instructional II certificate.

If an individual does not choose to use his/her certificate to teach in the public or approved private schools in Pennsylvania, he/she may request voluntary inactive status. This status does not require the additional credits or hours of professional development. However, in the event the individual chooses to remove the inactive status, he/she must complete at least thirty hours or 1 credit of professional development within 1 year before the request is made.

Duquesne University Graduate School of Education

All graduate classes in the Graduate School of Education meet the state requirements for the Instructional II certificate and Act 48. Each student applying for graduate study must file an application for admission with the Graduate Admissions and Advisement Office, 214 Canevin Hall. Applications can be found on-line. A student cannot register for graduate courses unless accepted for admission to the Graduate School of Education. Each graduate program has unique admissions requirements. A list of graduate programs can be found at:

<http://www.duq.edu/education/program-list.cfm> Information specific to each program can be found by clicking on the program link.

PROGRAM REQUIREMENTS

The material contained herein is subject to change from time to time and this publication cannot be considered an agreement or contract between individual teacher candidates and the School.

The School of Education reserves the right to alter or amend the terms, conditions, and requirements herein, and to eliminate programs or courses as necessary. Once enrolled, teacher candidates should refer to the Leading Teacher Program Handbook for specific information regarding academic policies pertaining to their program.

SCHOOL OF EDUCATION POLICIES AND PROCESSES

Each of the following policies can be found in its entirety in an Appendix at the end of the LTP Handbook. All policies are designed to support PDE policies for teacher education programs and initial teacher certification.

APPENDIX C	Clearance Policy and Process
APPENDIX D	Checkpoints and Gateways
APPENDIX E	Sophomore Gateway Petition Process
APPENDIX F	Procedures for Transfer Students
APPENDIX G	C Repeat Policy and Content Area Electives

UNIVERSITY ACADEMIC POLICIES WORTH REPEATING

The [Undergraduate Course Catalog](#) and [Student Handbook](#) are official publications of the University. Teacher candidates should refer to these documents, as well as this LTP Handbook for information. Students are responsible for knowing the contents of these documents and retaining them for reference.

State regulations supercede University material for establishing minimum requirements. It is possible that the requirements for graduation, the degree, and certification may change during the student's tenure at the University. The state policies adopted by the Pennsylvania Department of Education, the Secretary of Education or the state legislature at the time of graduation are the requirements that must be met.

The following University Academic Policies are extremely germane to the Leading Teacher Program and therefore have been included in the LTP Handbook. For an explanation of all University Scholastic Policies see <http://www.duq.edu/registrar/policies/index.cfm>.

Academic Resources

Duquesne University offers several academic resources to support students. A list of academic resources can be found on the University Advisement website at:

<http://www.duq.edu/advisement/support-services.cfm>

In addition, the registrar offers FAQs regarding the services of different offices at Duquesne. These FAQs can be found at: <http://www.duq.edu/registrar/questions.cfm>

Advisement and Registration Procedures

Each semester, a Schedule of Classes is available on-line, which identifies every course that will be offered at Duquesne University. Teacher candidates should review the schedule of courses and then are required to adhere to the following procedure for advisement and registration.

1. Check the [Undergraduate Advisement in the School of Education](#) link on the School of Education homepage for registration information, for appointment sign-ups, official deadlines and dates, etc.
2. Based upon the most current information, the Undergraduate Academic Advisor and the student will complete a schedule for the appropriate term(s). Students will come in for their registration appointment with a prepared schedule to present to the advisor.
3. Student who have not yet earned 30 credits and ESL students must meet with their academic advisor to register.
4. Generally, students in good academic standing who have earned at least 30 credits can take advantage of on-line registration. (On-line registration provides the convenience of being able to register for courses 7 days a week, 24 hours a day.)
5. Specific dates and procedures for on-line registration can be found on the WebAdvisor site www.webadvisor.duq.edu and the advisement link on the School of Education homepage.

A full description of university registration procedures can be found at: [Registration at Duquesne University](#).

Change of Schedule Procedures

The [Academic Calendar](#) identifies critical time periods during which students may drop or add classes, withdraw from the University, and receive prorated refunds. The deadline dates are firm. Fees or failing grades are attached to some of these class/grade changes if they are outside of the change of schedule period.

During Change of Schedule Period

The Registrar will accept a Change of Schedule form during Registration, although the change of schedule period is usually the first week of the semester.

1. The student obtains a Request for Change of Student's Schedule (Drop/Add form) from Student and Academic Services.
2. The student discusses the proposed change with the Advisor and completes the form, inserting full numbers and titles of courses to be dropped and/or added. The Advisor signs the form.
3. The student obtains the signature of the instructor or chairperson or his/her designee in the departments in which the classes are offered. For School of Education classes, the Academic Advisor must sign the form.
4. The student takes all copies of the form to the Advisor for processing.

Withdrawal From a Class After the Change of Schedule Period.

1. The student meets with the course instructor to discuss the advisability of withdrawing from the course.
2. The student obtains a Duquesne University Course Withdrawal Form from the Office of Student and Academic Services.

3. The student completes the form and signs it.
4. The student discusses the proposed withdrawal with the Academic Advisor. If approved, the Advisor signs the form.
5. The student obtains the instructor's signature.
6. The student returns the form to the Advisor.
7. A first semester freshman may withdraw from a class through the last day of classes.
8. A student who is withdrawing from laboratory courses must check out of the laboratory before starting the withdrawal process. Written clearance, signed by the Chairperson or his/her designee, is required.
9. Approval for withdrawing from a class after the final date for "W" grade withdrawal is granted only when there are extenuating circumstances beyond the student's control which would make it impossible for the student to complete the course. A student may request such approval by submitting a letter (with appropriate documentation) to the Committee on Student Standing through the Academic Advisor. If the request is approved, the above procedure is followed.

Note: Before withdrawing from a course, the student should discuss how this decision would affect his/her financial aid status with personnel in the Financial Aid Office and/or the Advisor. Athletes must check with the Athletic Department to determine if the withdrawal will affect athletic eligibility.

Student Status within the University

Complete Withdrawal from the University

If a student finds it necessary to withdraw from all courses before the close of the semester, the student should contact the Academic Advisor to initiate the process. Deadline dates are listed in the [Academic Calendar](#) each semester. "Complete Withdrawal" forms are filled out by the student and approved by the Associate Dean. Grades of "W" will be assigned. Failure to follow the prescribed process will result in F's for all courses. A student who is registered for a laboratory course must receive clearance from the department offering the course before the withdrawal may be processed.

Readmission to the University

A student who has not been registered for one full semester, excluding summer, and has not followed the continuing registration procedure, must apply for re-admission. The student must complete an "Application for Re-Admission" and submit it with the fee to the University Office of Admissions. The re-admission form is forwarded to Student and Academic Services for review by the School of Education Committee on Student Standing.

The student must be re-admitted by both the University and by the School of Education Committee on Student Standing. Therefore, the student must also be given clearance by the Office of Student Life. All "holds" are checked through the Registrar's Office so that no student is re-admitted without permission from those areas that placed the hold, e.g. Cashier's Office, Library.

A student who was originally enrolled at Duquesne, transferred to another school, and is seeking re-admission, is processed by the University Office of Admissions as a transfer student.

Assistance for Students with Special Needs

Students who experience difficulty with the coursework in the School of Education should consider requesting assistance from the Learning Skills Center, located in the Ground Floor, Administration Building. Tutoring may be available to assist with their studies.

Students who require additional support or accommodations to succeed in classes should contact the Office of Freshman Development and Special Student Services, Room 309 Duquesne Union, (412) 396-6658

University Grading Policy

The following is the officially recognized method of rating academic performance of undergraduate students at the University. Faculty have the option of using the plus/minus system and of deciding how final grades will be determined. A class begun with plus/minus grading may not change to non-plus/minus grading and vice versa.

<u>Grade</u>	<u>Explanation</u>	<u>Quality Point Value per Credit</u>
A	Superior	4.0
A-	Excellent	3.7
B+	Very Good	3.3
B	Good (Required Min. General Average for Graduation from the School of Education)	3.0
B-	Above Average	2.7
C+	Satisfactory	2.3
C	Average (Min.General Average for Graduation from DU)	2.0
D	Lowest Passing Scale Grade	1.0
F	Failure	0.0
S	Satisfactory: Pass/Fail Elective Course	
P	Pass: Pass/Fail Only Course	
U	Unsatisfactory-Failure: Pass/Fail Elective Course	
N	Not Passing: Pass/Fail Only Course	
I	Incomplete (See Explanation Below)	
W	Withdrawal (See Explanation Below)	

Note: Courses graded F, U, N, I, and W do not earn credit and if required for graduation must be repeated and passed.

Courses graded S, P, U, N, I, and W are independent of the grade point system.

Explanation of Incomplete (I) and Withdrawal (W)

I (Incomplete) - This is a temporary grade given by an instructor when neither a passing nor a failing grade can be determined because of incomplete course work. Unless a satisfactory explanation of extenuating circumstances is accepted by the instructor, and the missing examination or required assignment is made up by the date specified in the [Academic Calendar](#), the "I" becomes a permanent "F" grade.

Students must have completed 80% of the work for a course in order for an "I" grade to be assigned. The student should inform the instructor of the circumstances preventing his/her completion of the assigned course work and request an "I" grade as soon as possible during the term.

Procedure for the Removal of I Grades

The student must complete an [Incomplete Grade Application](#) with the faculty member of the course where the “I” grade was earned. The Application must then be submitted to the Dean’s office for approval. The Incomplete Grade Application is available on-line in the SoE Policy and Procedure Manual.

Once the course work has been completed, the instructor completes and submits a Change of Grade Form. Both forms are forwarded to the Dean’s office for signature. The new grade is then entered into the system by Student and Academic Services.

W (Official Withdrawal) - This grade is used on a student's permanent record to indicate termination of attendance in courses under conditions of official withdrawal.

Computation of the Quality Point Average

Quality Point Average is the ratio expressed to the nearest hundredth of the sum of the values of grades that were earned (A, A-, B+, B, B-, C+, C, D, and F) to the sum of quality points (credit hours) earned.

Grades H, P, N, I, and W are independent of the Quality Point System. Courses graded F, N, I, and W do not earn credit, and if required for graduation, must be repeated and passed.

Academic Standing in the University

Progress toward a degree is measured by the cumulative quality point average. The scholastic records of students who fail to meet the minimum requirements as established by the faculty of the School of Education will be submitted to the Committee on Student Standing for review and appropriate action. Normally, academic records will be reviewed at the conclusion of each regular semester.

For students who have attempted 15-30 credits, or more than 30 credits in one year, the guidelines are:

Academic Warning: 1.75 to 1.99 QPA (Letter of warning may be sent by the Dean)
Probation: 1.50 to 1.74 QPA (Subject to the jurisdiction of the Committee on Student Standing; the student may be required to modify or restrict academic program)
Dismissal: Less than 1.50 (Continuation may be permitted on recommendation of the School of Education Committee on Student Standing)

For students who have attempted 31-60 credits or who have attempted up to 61 credits within four semesters, these guidelines prevail:

Academic Warning: 1.85 to 1.99 QPA (Letter of warning may be sent by the Dean)
Probation: 1.75 to 1.84 QPA (Subject to the jurisdiction of the Committee on Student Standing)
Dismissal: Less than 1.75 QPA (Re-admission may be permitted on recommendation of the School of Education Committee on Student Standing)

Students who have attempted 61 or more credits and who have a QPA of between 1.85 and 1.99 may continue on probation for one semester. However, students who have earned 90 credits or more are subject to dismissal unless they have a QPA of 2.0 or better.

Students who accumulate three F grades in one semester are subject to dismissal. Appeals of academic dismissal must be directed to the Committee on Student Standing in the School of Education.

Appeal of a Grade

In the event that a student disagrees with a final grade received in a course, the following procedure should be implemented:

1. An appointment should be made with the professor to discuss the issue and to attempt to resolve it.
2. In the event the issue is not resolved, a written request for a meeting with the professor and the appropriate department Chair is submitted to the department Chair. The request should state the reason for the meeting and the date and circumstances of the previous attempt at resolution. A copy of the request should be sent to the professor.
3. If attempts at resolution are still unsuccessful, the student may request that the Chair submit the case to the Dean's Office.
4. The final step in the grade appeal process is the University Judicial Board that may be convened at the direction of the Director of Judicial Affairs. Students may contact the Student Government Association for further information.

Repeating a Course (see policy in Appendix G)

Students in the School of Education may repeat any course required for a degree from the School of Education in which they have earned C, D or F grades. Students must follow course sequences, therefore, a prerequisite course in which the student has a C, D or F grade may not be repeated if he/she has already completed a more advanced course.

A student must obtain an authorized Request to Repeat a Course from the Academic Advisor before registering for the repeat course.

After successful completion of the course, an "R" will be placed next to the title of the course on the student's transcript. The original grade earned in the first trial of the course will no longer be calculated in the QPA. The grade earned in the second trial in the course will be calculated in the QPA.

If the student lives outside of the normal Pittsburgh service area, the student may repeat a course at a comparable four-year institution. A student may repeat a course at a comparable four year institution if the course is not offered at Duquesne University at a time when the course would be needed to satisfy academic requirements for graduation, for student teaching or as a prerequisite. The course requires the approval of an academic advisor in the School of Education. The grade earned in the repeat course will not be calculated in the cumulative QPA. Credits earned will be applied to cumulative credit.

Under no circumstances may a student repeat a Duquesne University course at a community college or junior college.

Replacing a Course

If a student registers at Duquesne University for a course to replace a course previously taken at Duquesne University, the replacement course will serve to satisfy program requirements

only. The grade earned in the replacement course will not replace the grade earned for the course replaced. The final grade for both courses, the original course and the replacement course, will be calculated in the cumulative QPA.

All replacement courses taken at other institutions will transfer as advanced standing if a grade of C or better is earned. Grades earned will not be calculated in the cumulative QPA. Note that students who have accumulated 60 credits may not transfer credits from a community college or a junior college.

Auditing Classes

To audit a class means to take the class for no grade and no credit. The intent to audit a course must be declared at registration and cannot be changed after the last date for change of schedule as published in the Schedule of Classes. "Audit" will appear on the transcript of a regularly matriculated student.

Courses eligible for auditing include those in the humanities and social sciences. Communication and science laboratory courses cannot be audited. Students enrolling for audit may attend lectures, complete course readings and, at the discretion of the professor in charge of the course, participate in classroom discussions and examinations. Regular tuition is charged for audited courses.

Permission to audit a course is obtained by completing a "Request Audit" form and processing it with the registration form during the registration period. The student's advisor and the course instructor must sign the "Request Audit" form. "Request Audit" forms are available in 214 Canevin Hall, Student and Academic Services.

Class Attendance

From the Office of the Registrar: "Regular class attendance is considered essential for maximum educational advantage and is strongly encouraged. The responsibility for all course material rests wholly with the students. ***Schools may require attendance at every class. It is the prerogative of each school to establish policy for attendance at classes, laboratories, tests, examinations, deadlines for reports and specific school requirements.*** It is the instructor's responsibility to make the school's policy known at the first class session as it pertains to the course and school."

Students who are unable to attend class because of serious illness, hospitalization, a serious accident or other extenuating circumstance are responsible for notifying their advisor or dean's office. Students should supply any required written verifications as soon as possible.

Students must submit assigned work and take the examination/s in the course at the specified time. If work is not submitted or an examination is not taken at the scheduled time, the policy is to assign a zero for that part of the course. An accumulation of zero grades could result in a final grade of "F." If a student has for legitimate reason missed a part of the course or an examination, the instructor may elect to assign an incomplete ("I") grade. If an incomplete grade is assigned, the work must be completed and a final grade submitted no later than the deadline as stated in the Academic Calendar. Incomplete grades that remain after the deadline will be converted to a final and permanent grade of "F," and courses that are required to graduate must be repeated.

Students who register for a course but do not attend (and do not drop or withdraw by the semester deadlines) will receive a final grade of "F" for the course."

Transfer into the School of Education

For a complete description of the transfer process into the School of Education, see Appendix F.

Transfer from within the University

The student who wishes to transfer to the School of Education from another school in the University must notify the Academic Advisor who in turn will notify the School of Education.

Transfer from another Institution

The student who wishes to transfer from another university must schedule an appointment with the Director of Student and Academic Services or an Academic Advisor.

Graduate Courses for Undergraduate Credit

Under certain conditions, seniors may be permitted to register in certain graduate courses at the 500 level for undergraduate credit on the recommendation of the Academic Advisor. All 500 level courses are described in the Graduate School Catalog.

An undergraduate wishing to register for a 500-level course must obtain the approval of the professor who teaches the course. A “Special Course Enrollment Permit” is required and must accompany the student's registration. The Academic Advisor must co-sign the “Special Course Enrollment Permit.” The forms are available in 213 Canevin Hall.

Credit for graduate courses does not meet the state’s requirement for the Instructional II certificate. Only course credit transcribed after the baccalaureate degree is awarded meets the requirements for the Instructional II certificate.

Student Records

Semester Grade Reports

Soon after the close of each semester, every registered student who is free of outstanding financial obligations to the University is sent a report of course grades to the permanent address on record.

Note: All official University correspondence is addressed to the student at the permanent address on record in the Office of the Registrar. Official correspondence includes registration invoices, grade reports, and signed letters. Only the student may establish and change the permanent address for his/her official mail. The student should follow the directions to change their address: <http://www.duq.edu/registrar/services/change-of-personal-info.cfm>

Transcripts

Each student receives a summary transcript of his or her complete academic record following the Spring semester. Students should carefully examine their records for accuracy and immediately report errors to the Registrar’s Office.

To obtain additional copies of their academic records, students must write to the Registrar for transcripts for themselves or for copies to be sent to other institutions or agencies. If the student is on campus, he/she may stop by the Registrar's Office and fill out a request for a transcript. There is generally a one-day turn-around period before the requested transcript(s) is available.

All **official** transcripts issued by the Office of the Registrar bear the signature of the Registrar and the embossed seal of the Office of the Registrar. Whenever an official transcript is released directly to the student it will also bear the designation **Issued to Student**.

No transcript will be issued unless all financial obligations to the University have been satisfied. A fee is charged for the issuance of each transcript.

Confidentiality of Student Records

The Family Educational Rights and Privacy Act (FERPA) of 1974 prohibits postsecondary educational institutions from disclosing the education records of students to most third-parties without the student's consent. Under the provision of FERPA, parents are considered to be third-parties, and student information may not be disclosed to parents without the student's consent. See <http://www.duq.edu/registrar/ferpa-2010.cfm>

The Committee on Student Standing

The School of Education Committee on Student Standing reviews petitions submitted by School of Education students, both graduate and undergraduate, requesting exceptions to existing policies, procedures, and academic decisions within the School of Education and Duquesne University. Academic Advisors work with candidates when it is deemed appropriate to submit a petition to the Student Standing Committee. All petitions must be submitted in writing. The forms and due dates for petitions can be found on the School of Ed's website: <http://www.duq.edu/education/sas/student-standing.cfm>

The Leading Teacher Program Handbook

The Leading Teacher Program Handbook is an official publication of the School of Education. The purpose of the Leading Teacher Program Handbook is to inform teacher candidates of the policies, procedures, and requirements for the Leading Teacher Program (LTP). The contents of the handbook follow the policies, guidelines and regulations as outlined by the [Undergraduate Course Catalog](#) and [Student Handbook](#). Specific policies of the School of Education are stipulated in the LTP Handbook.

Teacher candidates are responsible for knowing the contents of the LTP Handbook, including program, degree, and certification requirements. Please see the [Leading Teacher Program Student Teaching Handbook](#) for information specifically related to the student teaching experience.

In addition to the descriptions in this Handbook, teacher candidates should be familiar with the [Undergraduate Course Catalog](#), [Student Handbook](#) the [Class Schedule](#), and similar official University documents.

APPENDIX A THEMES, DOMAINS and COMPETENCIES OF THE LEADING TEACHER PROGRAM

Themes

The learning experiences reflect the themes of leadership, diversity, and technology and are infused throughout the Leading Teacher Program.

Leadership: A leading teacher is a life long learner inspiring a community of learners to pursue continuous improvement and growth.

Diversity: A leading teacher is an advocate, creating learning experiences that demonstrate sensitivity, acknowledging students of all abilities and valuing human differences.

Technology: A leading teacher is an architect building learning environments that acknowledge and incorporate the power of technology.

Domains and Competencies

Domain I: Learning Theorist

Becoming a Learning Theorist - this domain emphasizes an understanding of pedagogy and the cognitive and affective processes that will address the learning needs of people of all ages.

Learning Theorist Competencies

1. A leading teacher understands how people of all ages learn and develop and is able to demonstrate the ability to provide learning opportunities that support their intellectual, social, and personal development.
2. A leading teacher understands how people of all ages differ in their approaches to learning and is able to demonstrate the ability to create instructional opportunities that are adapted to diverse learners.
3. A leading teacher understands the concepts of effective verbal, nonverbal and multi-media communication techniques to foster active inquiry and collaboration and is able to provide supportive interaction in the classroom.

Domain II: Curriculum Designer

Becoming a Curriculum Designer - this domain emphasizes curricular decisions based on research theory, informed practice, and recommendations of the learned societies.

Curriculum Designer Competencies

1. A leading teacher understands the central concepts, curriculum approaches, tools of inquiry, and structures of the discipline(s).

2. A leading teacher plans instruction based upon knowledge of curriculum theory, teaching models, subject matter, students, community and curricular goals, demonstrating the ability to create learning experiences and opportunities that make the subject matter meaningful for people of all ages, races, ethnicity, gender, creed, abilities, health issues or sexual orientation.
3. A leading teacher understands individual and group motivation and behavior and is able to demonstrate the ability to create and modify a learning environment that encourages 1) active engagement in learning, 2) self-motivation, and 3) positive social interaction.
4. A leading teacher understands and is able to demonstrate the use of formal and informal assessment strategies as a continuous part of the instructional cycle, to evaluate and ensure that continuous intellectual, social, emotional, and physical development of the learner is facilitated.

Domain III: Expert In School Context

Becoming an Expert in School Context - this domain explores the intellectual, ethical, cultural, economic, historical, political, and governmental influences upon schools including traditional and emerging perspectives.

School Context Competencies

1. A leading teacher understands and demonstrates the knowledge of subject matter, students' needs, the community, and curriculum goals.
2. A leading teacher demonstrates the ability to foster relationships with school colleagues, parents, and agencies in the larger community to support learning and well being for the total school community.

Domain IV: Master Practitioner

Becoming a Master Practitioner - this domain develops competence in instructional strategies, technology, reflective practice, school-community-professional linkages and academic training.

Master Practitioner Competencies

1. A leading teacher demonstrates uses of instructional strategies that encourage diverse learners of all ages and abilities to develop critical thinking, problem solving and performance skills
2. A leading teacher applies technologies that support effective teaching and learning, including adaptive technologies and his/her professional development
3. A leading teacher demonstrates reflective practice by evaluating the effects of his/her choices and decisions on individuals, groups, the school and the community.

4. A leading teacher has the formal and informal training and experience to demonstrate mastery of one or more academic areas or disciplines.
5. A leading teacher actively seeks opportunities to enhance professional growth in self and others, and affective/emotional growth in self and others.

Domain V: Instructional Leader

Becoming an Instructional Leader - this domain emphasizes the leader and knowledge of self in relationship with the group and the relationship with the community and society.

Instructional Leader Competencies

1. A leading teacher understands the concepts of leadership styles, a code of ethics linked to the democratic process and their relationship to followership and is able to demonstrate the ability to engage in shared leadership with team, group, or circle members.
2. A leading teacher understands the processes of planning, problem analysis, and problem solving and participatory decision-making and is able to demonstrate the ability to build consensus among team, group or circle members.
3. A leading teacher understands the concepts and processes of change agency and is able to demonstrate the ability to initiate and manage change and growth in the classroom, school, and the total school community.

APPENDIX B Alignment of LTP Themes and Domains with NBPTS Core Propositions and InTASC Standards

Themes

<u>LTP Theme</u>	<u>NBPTS Core Proposition</u>	<u>InTASC Standards</u>
<p><u>Leadership:</u> A leading teacher is a life long learner inspiring a community of learners to pursue continuous improvement and growth.</p>	<p>5. Teachers are members of learning communities.</p>	<p>10) Collaboration: The teacher collaborates with students, families, colleagues, and community members to share responsibility for student growth and development, learning, and well-being</p>
<p><u>Diversity:</u> A leading teacher is an advocate, creating learning experiences that demonstrate sensitivity, acknowledging students of all abilities and valuing human differences.</p>	<p>1. Teachers are committed to students and their learning.</p>	<p>2) Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments to allow each learner to reach his/her full potential</p>
<p><u>Technology:</u> A leading teacher is an architect building learning environments that acknowledge and incorporate the power of technology.</p>	<p>4. Teachers think systematically about their practice and learn from experience. 5. Teachers are members of learning communities.</p>	<p>3) Learning Environments: The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning and self motivation</p>

Domains and Competencies

LTP Domains	NBPTS Core Propositions	InTASC Standards		
<p><u>Domain I: Learning Theorist</u> <i>Emphasizes an understanding of pedagogy and the cognitive and affective processes that will address the learning needs of people of all ages.</i></p>				
		Performance	Knowledge	Dispositions
<p>LT-1 A leading teacher understands how people of all ages learn and develop and is able to demonstrate the ability to provide learning opportunities that support their intellectual, social, and personal development</p>	<p>5. Teachers are members of learning communities.</p>	<p>1a, 1b, 5i</p>	<p>1d, 1e, 1g, 1f, 2i, 6l, 7f, 7g</p>	<p>1h, 1i, 1j, 1k</p>
<p>LT-2 A leading teacher understands how people of all ages differ in their approaches to learning and is able to demonstrate the ability to create instructional opportunities that are adapted to diverse learners</p>	<p>2. Teachers know the subjects they teach and how to teach those subjects to students.</p>	<p>2a, 2b, 2c, 2e</p>	<p>1g, 2j, 2l, 3i, 4i, 4k, 6l, 7i, 8m, 9h, 9i, 9j</p>	<p>2n, 2o, 8t</p>
<p>LT-3 A leading teacher understands the concepts of effective verbal, nonverbal and multi-media communication techniques to foster active inquiry and collaboration and is able to provide supportive interaction in the classroom.</p>	<p>3. Teachers are responsible for managing and monitoring student learning.</p>	<p>1c, 2h, 3b, 5g, 8h</p>	<p>2m, 3h, 3i, 5o, 6h, 6i, 7h, 7j, 8n, 8o</p>	<p>2p, 2q, 5u, 6o, 6r, 7k, 7n, 8u, 8w, 9m, 10c</p>

<u>LTP Domains</u>	<u>NBPTS Core Propositions</u>	<u>InTASC Standards</u>		
<p><u>Domain II: Curriculum Designer</u> <i>Emphasizes curricular decisions based on research theory, informed practice, and recommendations of the learned societies.</i></p>				
		Performance	Knowledge	Dispositions
<p>CD-1 A leading teacher understands the central concepts, curriculum approaches, tools of inquiry, and structures of the discipline(s).</p>	<p>1. Teachers are committed to students and their learning 2. Teachers know the subjects they teach and how to teach those subjects to students</p>	7c	2i, 4h, 4l	4m
<p>CD-2 A leading teacher plans instruction based upon knowledge of curriculum theory, teaching models, subject matter, students, community and curricular goals, demonstrating the ability to create learning experiences and opportunities that make the subject matter meaningful for people of all ages, races, ethnicity, gender, creed, abilities, health issues or sexual orientation.</p>	<p>1. Teachers are committed to students and their learning 2. Teachers know the subjects they teach and how to teach those subjects to students 3. Teachers are responsible for managing and monitoring student learning</p>	2d, 4b, 5a, 6f, 8f	2k, 4k, 7f	4o, 5w, 6q, 9m
<p>CD-3 A leading teacher understands individual and group motivation and behavior and is able to demonstrate the ability to create and modify a learning environment that encourages 1)</p>	<p>2. Teachers know the subjects they teach and how to teach those subjects to students 4. Teachers think systematically about their practice and learn from experience</p>	3a, 3c, 4a,5b,5d, 6d, 7b, 8d, 8e, 8i, 8j	3f, 3d, 3g, 5p, 7e, 8n	3k, 3l, 3m, 5v

<u>LTP Domains</u>	<u>NBPTS Core Propositions</u>	<u>InTASC Standards</u>		
active engagement in learning, 2) self-motivation, and 3) positive social interaction.				
CD-4 A leading teacher understands and is able to demonstrate the use of formal and informal assessment strategies as a continuous part of the instructional cycle, to evaluate and ensure that continuous intellectual, social, emotional, and physical development of the learner is facilitated	3. Teachers are responsible for managing and monitoring student learning	5e, 6a, 6b, 6c, 6e	6h, 6i, 6j, 6l	6m,6n, 6o, 6p, 6r, 8b
<u>Domain III: Expert in School Context</u> <i>Explores the intellectual, ethical, cultural, economic, historical, political, and governmental influences upon schools including traditional and emerging perspectives.</i>				
		Performance	Knowledge	Dispositions
SC-1 A leading teacher understands and demonstrates the knowledge of subject matter, students' needs, the community, and curriculum goals.	2. Teachers know the subjects they teach and how to teach those subjects to students.	4c,4d, 4f,5c,7a, 8a, 8c	5k, 7d	5s, 5t, 7m, 10k
SC-2 A leading teacher demonstrates the ability to foster relationships with school colleagues, parents, and agencies	5. Teachers are members of learning communities.	5f	8s	3n, 7l

<u>LTP Domains</u>	<u>NBPTS Core Propositions</u>	<u>InTASC Standards</u>		
in the larger community to support learning and well being for the total school community				
<u>Domain IV: Master Practitioner</u> <i>Develops competence in instructional strategies, technology, reflective practice, school-community-professional linkages and academic training.</i>				
		Performance	Knowledge	Dispositions
MP-1 A leading teacher demonstrates uses of instructional strategies that encourage diverse learners of all ages and abilities to develop critical thinking, problem solving and performance skills	1. Teachers are committed to students and their learning.	2f,3e, 4g, 5h	3i,4i,4j,5k,5q, 5r, 7h,8l,8m	4n, 7k, 8r
MP-2 A leading teacher applies technologies that support effective teaching and learning, including adaptive technologies and his/her professional development	1. Teachers are committed to students and their learning. 2. Teachers know the subjects they teach and how to teach those subjects to students. 5. Teachers are members of learning communities.	6g,8g, 10e	3j,5m,8p, 8q, 9d	8v
MP-3 A leading teacher demonstrates reflective practice by evaluating the effects of his/her choices and decisions on individuals, groups, the school and the community	3. Teachers are responsible for managing and monitoring student learning. 4. Teachers think systematically about their practice and learn from experience. 5. Teachers are members of learning communities.	2g,4e, 9a,9b, 9c	5j,6k, 10f, 10g, 10h,10i	3o, 4m, 4o, 5m

<u>LTP Domains</u>	<u>NBPTS Core Propositions</u>	<u>InTASC Standards</u>		
MP-4 A leading teacher has the formal and informal training and experience to demonstrate mastery of one or more academic areas or disciplines.	2. Teachers know the subjects they teach and how to teach those subjects to students.	9f	9g, 9h	5s,5t
MP-5 A leading teacher actively seeks opportunities to enhance professional growth in self and others, and affective/emotional growth in self and others.	1. Teachers are members of learning communities.	9e, 9j, 10d	9i, 9k	9m, 9n
<u>Domain V: Instructional Leader</u> <i>Emphasizes the leader and knowledge of self in relationship with the group and the relationship with the community and society.</i>				
		Performance	Knowledge	Dispositions
IL-1 A leading teacher understands the concepts of leadership styles, a code of ethics linked to the democratic process and their relationship to followership and is able to demonstrate the ability to	5. Teachers are members of learning communities.	9d	5l,9j,9k	6r, 9l, 10j

<u>LTP Domains</u>	<u>NBPTS Core Propositions</u>	<u>InTASC Standards</u>		
engage in shared leadership with team, group, or circle members.				
IL-2 A leading teacher understands the processes of planning, problem analysis, and problem solving and participatory decision-making and is able to demonstrate the ability to build consensus among team, group or circle members.	5. Teachers are members of learning communities.	8k, 10a, 10c	5n,7i, 7j	10l
IL-3 A leading teacher understands the concepts and processes of change agency and is able to demonstrate the ability to initiate and manage change and growth in the classroom, school, and the total school community.	3. Teachers are responsible for managing and monitoring student learning. 4. Teachers think systematically about their practice and learn from experience. 5. Teachers are members of learning communities.	10b	2i, 3h, 7i, 10g	7n,10m

APPENDIX C CLEARANCE POLICY AND PROCESS

Policy: In accordance with the Pennsylvania Department of Education and all School Districts who host candidates for Field Experience and Student Teaching, the School of Education requires that all students – Undergraduate and Graduate - submit each of their clearances (Act 33/Child Abuse, Act 34/Criminal History, Act 114/FBI, and TB Testing) to the Office of Student and Academic Services **ANNUALLY** during their academic career at Duquesne University. (July 2009)

Clearances are required for the safety of school children, and also for the adults who interact with them. Different school districts may have differing renewal policies; however, our policy must cover all possibilities. We understand that the need to renew each of the clearances multiple times might cause concern to students and their families. If you have any questions or concerns, please feel free to contact the Office of Student and Academic Services at 412.396.6093 or by e-mail sas@duq.edu. Thank you for your understanding and adherence to this matter.

Process:

The **four** required clearances required are:

1. **Act 33/151** **Child Abuse Clearance**
2. **Act 34** **Criminal History Clearance**
3. **Act 114** **FBI Fingerprinting Clearance**
4. **TB** **Negative Results on tuberculin PPD test**

Clearance forms and instructions for completion can be found on the School of Education's website <http://www.duq.edu/education/sas/clearances.cfm>. Copies of all clearances should be turned in to Student and Academic Services, 214 Canevin Hall.

*Candidates **CANNOT** attend a field experience in any school, agency, or educational organization, if they do not have current clearances on file in the School of Education.* This applies whether or not a faculty member attends with them, and whether or not the faculty member or student "knows" an administrator or someone at the school who says it is "okay" for the candidates to attend without the clearances, including parochial and private schools.

There are no exceptions to having all four clearances current and on file annually.

Candidates who do not have their current clearances on file at the start of the semester may face one or more of the following consequences:

- Student with outstanding clearances will not be permitted to register for courses.
- Student will be removed from Education courses if not in possession of current clearances.
- Student will not be placed for field experience in that semester.
- Student will lose Student Teaching Placement if not in possession of current clearances.

To submit your updated clearances, please bring the original or a copy of your current clearances to Ms. Cindy Cafaro, 214 Canevin Hall. If you are unsure if your clearances are current, please call the Office of Student and Academic Services at 412.396.6093.

CLEARANCES for STUDENT TEACHING – Applies to Undergraduate and Graduate student teachers

Policy:

1. Current clearances must be on file prior to the start of student teaching (deadlines are published each year). If current clearances are not on file by deadline, students run the risk of losing their student teaching placement.
2. These clearances will be valid for the duration of the student teaching or internship experience.

Process:

1. At the time of application for Student Teaching (in January, one full year prior to a spring student teaching placement or one academic semester prior to a fall student teaching experience), candidates will be reminded to renew all of their clearances.
2. At this time, clearances required by PDE include ACT 33 (Child Abuse), ACT 34 (Criminal History) and Act 114 (FBI Clearance). A Negative TB test is also required.
3. Directions for applying for all clearances can be found on the School of Education website at <http://www.duq.edu/education/sas/clearances.cfm>
4. Copies of current clearances must be on file with the UG advising office by **April 16 for fall student teaching placements and October 16 for spring student teaching placements. *Students should keep all originals of their clearances in a safe yet accessible place, as some school districts want to see the original clearance.***
5. Copies of clearances should be turned in to Cindy Cafaro in Student and Academic Services in 214 Canevin Hall.

NOTE:

Candidates preparing for student teaching will be notified of their need to submit clearances three different ways.

- a. During the workshop for student teaching held in January, one year prior to student teaching.*
- b. Email blast sent to student teachers who have not turned in clearances by the stated dates.*
- c. Individual emails to student teachers who have not turned in clearances.*

Responsibilities for Clearances for Field Placements and Student Teaching:

Students – Undergraduate and Graduate

1. Complete application for clearances in enough time to receive them back and turn them in to Student and Academic Services prior to any stated deadline and starting any field experience or student teaching.
2. Check email for updated notices and reminders, about program policies and processes, including clearances.
3. If a student does not update clearances by stated deadline each semester, the student will not be allowed to go into the field. Therefore, the student will not pass the field experience that semester and will need to make it up in a future semester.
4. Discuss with Mike Dolinger, Director of Student and Academic Services, any known offenses that may appear on any of the clearance reports.

Student and Academic Services

1. UG Advisors will remind students during any advisement meeting to keep clearances current according to processes.
2. Cindy Cafaro in Student and Academic Services will serve as the keeper of all Clearances for both UG and Graduate students.
3. The Director of Student and Academic Services will send a list of students who do not have current clearances to the LTP Director at the beginning of each semester. The LTP Director will forward this list to appropriate faculty.
4. The Director of Student and Academic Services, Mike Dolinger, will meet with any students whose clearance shows any record that might prevent a district from either accepting the student for a field placement, or that might prevent the student from becoming certified in the future.

Faculty

1. At the beginning of each semester, faculty will receive a list from the LTP Director informing them of any students in their classes who do not have current clearances on file with Student and Academic Services.
2. Faculty will remind students on the list that they cannot go into the field until current clearances are on file.
3. Faculty will ensure that students who do not have current clearances are NOT participating in field experiences at any school or educational site.
4. If student does not update clearances by stated deadline each semester, the student will not be allowed to go into the field. Therefore, the faculty member is responsible for **not passing** that student for the field experience.

Office of Student Teaching

1. The Director of Student Teaching, Dr. Helen Henke, will meet with any student teacher whose clearance shows any record that might prevent a district from either accepting the student for student teaching, or that might prevent the student from becoming certified in the future.
2. For field placements arranged through the Office of Student Teaching, the Assistant to the Director, April Wiles St. Clair, will check to make sure that current clearances are on file in Student and Academic Services, prior to assigning either a field placement or student teaching placement. If the clearances are not on file, the student will not be given a field placement or student teaching placement until all clearances have been registered in SAS.

It is imperative that each teacher candidate be aware of the policies and procedures described in detail for each of the Checkpoints and Gateways within this section.

Semester One

There are three Checkpoints in Semester One. There are no Gateways in Semester One.

Checkpoints

1.C.1: Secure all required clearances. All candidates in the Leading Teacher Program must secure all required clearances. These clearances include: (Act 33/Child Abuse, Act 34/Criminal History, Act 114/FBI, and TB Testing). See Appendix B.

Procedures.

- Access the forms on-line <http://www.duq.edu/education/sas/clearances.cfm>
- Complete and submit all applications to the appropriate agency.
- Make appointment for TB test either in Health Services or with your physician.
- When clearances are returned to you, retain the original clearance and submit a copy to Student and Academic Services, 214 Canevin Hall.
- These clearances must be submitted each August a teacher candidate is enrolled in the LTP. Clearances need to be re-filed each year so that they are current for the field experiences that a part of each year of the LTP. See full policy regarding clearances in Appendix C.

Policies.

- The Pennsylvania Department of Education has advised the University that a criminal record may have negative consequences for an applicant for certification.
- Summary offenses, convictions that have been annulled, expunged, pardoned, or do not relate to the applicant's suitability as a teacher, or arrests where there is no conviction, are not a basis for denial of certification. However, convictions for misdemeanors and felonies can and have resulted in the denial of Pennsylvania teacher certification.
- The Public School Code and regulations (24 P.S § 11-1109, 12-1204, 12-1205, 12-1209, and 22 Pa. Code, § 49.12) prohibit issuance of a certificate to applicants who do not possess good moral character, or who are addicted to the use of intoxicating liquor or narcotic drugs. A prior criminal conviction is often the basis for questioning whether an individual has good moral character.
- Be advised that criminal convictions may prevent certification, or, later on, employment as a teacher in Pennsylvania. Teacher candidates may desire to research the procedure to expunge their records prior to applying for certification.
- Failure to obtain and/or maintain clearances will disqualify a student from registering for enrollment in additional education courses.

1.C.2: Speech and Language referrals. All aspiring teachers in the Leading Teacher Program must demonstrate proficiency in speech and language skills for teaching. Potential speech or language problems may be identified by the LTP faculty and remediation may be required or recommended.

Policies

- Speech and/ or language problems will be judged with reference to the aspiring teacher's ability to communicate well and clearly in school contexts.
- If remediation is deemed appropriate or necessary, it will be undertaken with the needs of potential students and colleagues as well as the aspiring teacher in mind.
- If remediation is deemed appropriate or necessary, completion of the Checkpoint may be postponed, but must be passed prior to admission to the Professional Educator Certification Track (normally, this occurs at the end of the fourth semester in the LTP).

Procedures

- Speech and language will be monitored through class and cohort performances.
- Any necessary remediation will be communicated and monitored by faculty members and/or advisors as appropriate.

1.C.3: Professional Exams³. All aspiring teachers must register for and take required tests of Pre-Professional Skills. These exams are required for certification and can be used to identify potential problems in the areas of general skills and general knowledge. Teacher candidates tend to do better on the above examinations when they are taken soon after high school. Some teacher candidates have difficulty with the examinations and require multiple opportunities to take the examinations before attaining a passing score. Qualifying scores on each of the exams is determined by the Pennsylvania Department of Education (PDE). PDE requires that all candidates for certification present qualifying scores on specific Professional Examinations assigned to their major at the time they apply for certification. The PDE periodically changes the requirements for certification.

Policies

- Results of all professional exams must be directed to Student and Academic Services for inclusion in teacher candidate's advisement file.
- Teacher candidates who do not achieve a passing score on an exam must re-take the exam until a passing score is attained before being admitted to the Professional Educator Certification Track.

Procedures

- Information regarding registration, deadlines, etc. for the Professional Examinations will be provided by the advisors and the LTP Director.
- Teacher candidates must present proof of registration for at least one exam before the end of Semester Two.

³ As of the publication of this document, the PDE is working to develop professional exams that align with the new certificate grade level bands. Information regarding professional exams will be made known to candidates as it becomes available from PDE.

Semester Two

There is one Checkpoint in Semester Two. There are no Gateways in Semester Two.

Checkpoint

2.C.1: Demonstration of oral and written skills to faculty teaching in the first year of the LTP .

Policies

- If judged to be in the best interest of an aspiring teacher and those whom he or she would teach, faculty may require or suggest additional demonstrations of oral and written skills over and above the products and performances required in classes
- Faculty may require or suggest remediation based on demonstrations of oral or written skills that are judged as less than basic.

Semester Three

There is one Checkpoint in Semester Three. There are no Gateways in Semester Three.

Checkpoint

3.C.1: Assess progress toward Semester Four Gateway regarding Professional Examinations and QPA Requirements.

Policies

- If the student record is incomplete or if the aspiring teacher is having difficulty achieving a checkpoint or gateway, the aspiring teacher should seek advice from his/her academic advisor regarding specific action he/she may pursue.

Procedures

- Each aspiring teacher should confer with his/her academic advisor during the scheduling conference to ensure that an accurate record of progress is included in the student's file.
- Waiting too long before seeking assistance may affect acceptance into the Professional Educator Certification Track and impede one's progress toward completing a degree or obtaining teaching certification.

Semester Four

There are no Checkpoints in Semester Four. There is one Gateway.

Gateway

4.G.1: All Checkpoints from earlier semesters, including the passing of all pre-professional exams and a minimum overall 3.00 QPA, must be satisfied to qualify a teacher candidate for admission to the Professional Educator Certification Track at the conclusion of Semester Four.

Policies

- Admission to the Professional Educator Certification Track is determined at the conclusion of Semester Four

- Teacher candidates must have a passing score on file for each of the Professional Exams in the Office of Student and Academic Services prior to submission of their application to the Professional Educator Certification Track. Teacher candidates who do not have the required passing score(s) on the required Professional exams will not be allowed to take 300 level courses in the School of Education until the scores are filed. *There are no exceptions to this policy.*
- Teacher candidates who do not meet the QPA requirements for admission to the PECT at the end of Semester Four will be advised of deadlines for remediating any deficiencies in their application.
- When applicable, candidates may submit a petition to the Committee on Student Standing. See petition process in Appendix E.

Procedures

- All teacher candidates will submit a letter of application to the appropriate Program Director in the Leading Teacher Program. The details of the application are described in Semester 4.
- Once the applications have been received, the Academic Advisors will complete an audit of each student's academic record to determine if the student has passed the required Professional exams and attained the minimum QPA. (Teacher candidates will be advised as to their progress toward meeting these requirements by advisors during Semesters 1, 2, and 3 of the Leading Teacher Program.)
- Once the application information is reviewed by the Academic Advisors, the applications are also evaluated by the program directors.
- Letters will be sent from the admitting Professional Educator Certification Program either admitting the student into the Professional Education Certification Track or stating the deficiencies in the teacher candidate's application.
- If the deficiency is a result of the Praxis exams (either missing scores or scores below the state requirement), then the teacher candidate's application will be put "on hold" until the teacher candidate demonstrates proof of passing scores to their Academic Advisor. Teacher candidates who do not have the required passing score(s) on the Praxis exams will not be allowed to take 300 level courses in the School of Education until the scores are filed. ***There are no exceptions to this policy.***
- Teacher candidates who do not meet the minimum QPA, but do have the required scores on each of the Praxis exams, may petition for "alternative admission" to the Professional Education Certification Track (PECT) by completing a letter of petition to the Committee on Student Standing (see Appendix D).
- Once a petition is received, the Committee on Student Standing may seek additional information to aid them in their decision regarding alternative admission and any conditions of alternative admission that may be included in its decision.
- Teacher candidates will receive written notification of the Committee's decision. The notification will include any conditions established by the Committee on Student Standing and the recourse for the student through established grievance procedures as appropriate.

Semester Five

There are no Checkpoints or Gateways in Semester Five.

Semester Six

There are two Checkpoints and no Gateways in Semester Six.

Checkpoints

6.C.1: Demonstrate minimum overall 3.0 QPA for all teacher candidates and minimum 3.0 QPA in the academic content area (Secondary and K12).

Procedures

- Academic Advisors will complete an audit of each student's academic record to determine if the student has attained the minimum QPAs. (Teacher candidates will be advised as to their progress toward meeting these requirements by advisors during previous semesters of the LTP.)
- Teacher candidates who do not meet the QPA requirements for student teaching will be advised regarding the conditions that would need to be met to remediate deficient QPAs.
- The conditions required to remediate deficient QPAs will be documented in the student's advisement file.

6.C.2: Formal application and recommendation for student teaching.

- All policies and guidelines governing Student Teaching are described in detail in the Student Teaching Handbook. The Student Teaching Handbook can be found on-line at <http://www.duq.edu/education/student-teaching/index.cfm>

Procedures

- Teacher candidates must attend the Orientation and Application Meeting held once a year in January.
- All Checkpoints and Gateways from previous semesters must be satisfied before an application for student teaching will be accepted and reviewed.
- Any deficiencies or circumstances that prevent acceptance as a student teacher candidate will be communicated to the student along with steps for remediation and documented in the student's advisement file.
- Submit completed applications for student teaching by the deadlines as stated in the Student Teaching Handbook.

Semester Seven

There are no Checkpoints and one Gateway in Semester Seven.

Gateway

7.G.1: Demonstrate minimum overall 3.0 QPA for all teacher candidates and minimum 3.0 QPA in the academic content area (Secondary and K12).

Policies

- Teacher candidates who do not meet the QPA requirements for student teaching will not be permitted to student teach

Procedures

- Academic Advisors will complete an audit of each student's academic record to determine if the student has attained the minimum QPAs. (Teacher candidates will be advised as to their progress toward meeting these requirements by advisors during previous semesters of the Leading Teacher program.)
- Teacher candidates who do not meet the QPA requirements for student teaching will not receive a student teaching placement.

Semester Eight

There is one Checkpoint and one Gateway in Semester Eight.

Checkpoint

8.C.1: Praxis for Specialty Area Examinations.

There are Specialty Area examinations for every certification area. Several areas require more than one examination. However, examinations are continuously being revised.

Policies

- Specialty Area Exam results must be directed to the Student and Academic Services for inclusion in student's advisement file. Specialty Area Exam results will also be directed to teacher candidates.
- Policies applicable to Specialty Area Exam results and specific certifications can be accessed via the websites of the Student and Academic Services and the Pennsylvania Department of Education.

Procedures

- Teacher candidates may obtain information regarding the Specialty Area Exams and other Professional Exams from the PDE website, [Testing Requirements in Pennsylvania](#).

Gateway

8.G.1: Formal application for recommendation for graduation and/or certification to the certifying officer(s) of the School of Education.

Policies

- Candidates must meet the requirements for graduation from the School of Education.
- Certification recommendations align with PDE standards and regulations.

Procedures

Graduation

- Graduation is a separate process from certification.
- The last 30 credits for a degree must be earned at Duquesne University.
- The minimum number of credits for graduation from Duquesne University is 120 but varies by program.
- To graduate with a degree from the School of Education, candidates must:
 1. Complete all course work prior to student teaching

2. Earn a cumulative quality point average (QPA) of a minimum of 3.0 overall
3. Earn a cumulative quality point average (QPA) of a minimum of 3.0 in the academic content area (Secondary and K12)
4. Complete student teaching successfully
5. Complete all requirements for the Bachelor of Science in Education degree, as outlined on the program sheet

Teacher Certification

- The School of Education has been approved by the Pennsylvania Department of Education to offer course-work leading to the Pennsylvania Instructional I Certificate.
- This certificate is valid for six years beginning the first year the individual is actually employed as a teacher in the State of Pennsylvania.
- Requirements for teacher certification in Pennsylvania must be met to receive a School of Education recommendation for state certification.
- In order for a candidate to be eligible for certification, the following requirements must be met:
 1. All requirements for graduation with a degree from the School of Education must be met
 2. Successful completion of professional examinations as required by the Pennsylvania Department of Education
 3. Completion of the application for certification
 4. Recommendation of the Certification Officer of the School of Education
- Advisor completes final checklist to determine eligibility for certification and for graduation
- Eligible teacher candidates complete application and submit to Student and Academic Services.
- Student and Academic Services reviews applications and makes recommendation of each application to the certifying officer.
- Certifying officer reviews recommendations and recommends to Pennsylvania Department of Education (PDE).
- Successful graduates receive certification from PDE.

APPENDIX E SOPHOMORE GATEWAY PETITION PROCESS

1. All candidates must establish qualifying scores on the Praxis Pre-professional Skills Tests (PPST Reading, Writing and Mathematics, and if applicable, Fundamental Subjects: Content Knowledge) as a prerequisite for entrance into the Professional Educator Certification Track (PECT) of the Leading Teacher Program. This policy will be enforced in all cases and there will not be any appeal or exception to this requirement
2. A candidate can petition the Committee on Student Standing or file a plan of action with their advisor, when appropriate (see #3), regarding deficiencies in their application only after demonstrating qualifying scores on the required PPST.
3. Once all of the required PPST exams are passed, then a candidate may create a plan of action to remedy specific deficiencies in the application. The plan, signed by both the candidate and the advisor, must be kept on file with the advisor. Deficiencies that can be addressed through such a plan include the following:
 - The candidate's overall QPA is between 2.8 and 3.0. The plan must address how the candidate intends to raise their overall QPA to 3.0 by the end of the first semester in the Professional Educator Certification Track.
 - The candidate's QPA is below 3.0 in their academic content area. The plan must address how the candidate intends to raise their QPA in their academic content area to a minimum of a 3.0 as required for student teaching and certification.
 - The candidate has not completed the sequence of courses for their program (*this would include earning a failing grade for a course that needs to be repeated*). The plan must address how the candidate intends to complete the sequence of courses for their program, and/or repeat a failing grade for a required course.
4. All incomplete grades in Education courses must be satisfied prior to admission to the PECT. An incomplete grade does not meet the requirement of a prerequisite for another course.
5. For deficiencies not listed in #3, after being notified of the deficiencies in the application to the Professional Educator Certification Track, demonstrating qualifying scores on the PPST, and having met with their advisor, a candidate may petition to the Committee on Student Standing.
6. The petition must be in writing and should be submitted within three weeks of the date printed on the letter of notification. The petition should address the specific deficiencies in their application and how he/she intends to meet the requirements.
7. The following are examples of questions that must be addressed in the petition.
 - The candidate's overall QPA is less than 2.8
 - How do you propose to achieve and maintain the overall QPA of 3.00 required for student teaching and Pennsylvania certification?
 - Is it mathematically probable to raise your QPA to 3.00?
 - Is it possible to repeat a course?

The Checkpoints described apply to students who wish to transfer into the School of Education. These checkpoints are based on checkpoints that occur in Semesters 1 and 2 for students enrolled in the School of Education for their freshman year. Therefore, the results correspond to the expectations for all students prior to the start of the sophomore year. Checkpoint Tr.C.5 regarding QPA has been established to ensure that it is feasible and possible for a transfer student to achieve an overall QPA of 3.00 for admission to the Professional Educator Certification Track.

Procedures for Transfer Students

1. All applications for transfer into the School of Education are due February 1.
2. Applications will be reviewed by the academic advisors in the School of Education for review of QPA and transferable credits.
3. Student will be notified of permission to take Summer Session by February 27.
4. All applicants must successfully complete the School of Education Summer Session for the Leading Teacher Program, including each of the Checkpoints.
5. Assuming successful completion of the Summer Session and the Checkpoints, a student will be sent a letter of transfer prior to fall semester. Students will only be permitted to take 200-level courses in the School of Education with the letter of transfer.

Summer Semester

There are six Checkpoints required for the Summer Session.
There are no Gateways in the Summer Session.

Tr.C.1: Complete Act 33/151, Act 34, Act 114, and TB Clearances

- ***Immediately*** apply for these clearances as you must have clearances to enter schools for your required field experience during summer session.
- Student should retain the original clearance and submit a copy to the Undergraduate Office, 213 Canevin Hall by the first day of summer session.
- Act 151 Criminal Background Clearance.
- Act 34 Child Abuse History
- Act 114 FBI Clearance
- TB Test
- Directions for applying for all clearances can be found on the School of Education website at <http://www.duq.edu/education/sas/clearances.cfm>

Tr. C.2: Speech and Language referrals (if necessary).

Tr.C.3: Demonstration of oral and written skills to faculty teaching in the Summer Session of the LTP.

Tr.C.4: Register for and take required Professional exams

- As of the publication of this document, the PDE is working to develop professional exams that align with the new certificate grade level bands. Information regarding professional exams will be made known to candidates as it becomes available from PDE.
- As proof of test-taking, you must present your Praxis admission ticket(s) to your School of Education advisor for the required exams no later than the first day of fall semester.
- Passing scores are required on each required professional exams before you pass through the sophomore gateway in May to begin junior and senior level study.

Tr.C.5: Demonstration of an overall QPA of at least 2.8 prior to taking 200-level courses in the School of Education.

- This ensures that it is feasible and possible for a transfer student to achieve an overall QPA of 3.00 for admission to the Professional Educator Certification Track at the end of the sophomore year.

Tr.C.6: Removal of all Incomplete and Failing grades from transcripts

The following is the Checkpoint for Semester Three. Achieving the checkpoints as described above would put transfer students at the same place as their peers upon entering their sophomore year.

Semester Three

There is one Checkpoint in Semester Three. There are no Gateways in Semester Three.

3.C.1: Assess progress toward Semester Four Gateway regarding Praxis Examinations and QPA Requirements

- In the third semester of study (for transfer students, the Fall semester after transferring), progress toward achieving passing scores on professional exams and QPA requirements is monitored.

Achieving these six checkpoints as described above would put transfer students at the same place as their peers upon entering their sophomore year.

C Repeat Policy:

If an education student earns a grade below a B-, they may retake the course with the approval of the program director and/or the advisor.

C Repeat Process:

1. In addition to the University policy regarding repeats of D or F grades, a grade of a C (including C+ or C-) in any completed course on the program sheet can be repeated. The exception is College Core courses that count toward earning a Bachelor's degree in a content area from Liberal Arts, but are not required for certification.
2. A course where a C grade was earned can only be repeated one time.
3. There is no limit to the number of courses that can be repeated where C grades were earned.
4. The second grade earned will replace the first grade earned and is considered the final course grade. The final course grade will be transcribed and calculated into the QPA.
5. Retrogradation applies to this policy, in accord with the University policy. A C grade that was earned in a course that serves as a prerequisite for another cannot be repeated once the second course in the sequence has been taken and passed.
6. Academic assistance should be strongly encouraged, and may be required.

Content Area Elective Policy:

All secondary and K12 majors must maintain a 3.0 QPA in the academic content area. Therefore, secondary and K12 candidates may take content area electives within the core content area to ensure content competence.

Content Area Elective Process:

1. Students must pass the content courses (with at least a D grade) as listed on the program sheet to ensure content competence.
2. The specific course where a C grade was earned should be the course repeated; if not possible, then
3. A course as close to specific content course where a C grade or lower was earned should be taken as an elective;
4. Electives cannot replace a content area requirement, since the courses are selected to meet competencies designated by PDE. Students can augment the content with an elective.
5. If the same content course or an acceptable substitute is not available, then a general course in the same content area can be taken as an elective.
6. Any questions about the content of the course should be referred to faculty or advisors in the content department, or content area advisors in the School of Ed.
7. All electives count toward the content area QPA.

Duquesne University Leading Teacher Program Excellence Awards

The Leading Teacher Program Excellence Award is given to a student whose performance demonstrates excellence in one of the three Themes of the Leading Teacher Program, Leadership, Diversity and Technology and is framed in the Spiritan Tradition of Caring.

Leadership: A leading teacher is a life long learner inspiring a community of learners to pursue continuous improvement and growth who will serve as a practitioner guided by an ethical and moral framework.

Diversity: A leading teacher is an advocate, creating learning experiences that demonstrate sensitivity, acknowledging students of all abilities and valuing human differences.

Technology: A leading teacher is an architect building learning environments that acknowledge and incorporate the power of technology.

Criteria for Eligibility: Senior Bachelor's Level Award

1. Full-time undergraduate students in the LTP
2. Successfully completed student teaching within the academic year (2010-2011)
3. Minimum 3.5 quality point average

Application Requirements:

1. Current resume
2. Essay (see instructions below)
3. 2 Letters of recommendation (one from LTP faculty member, one from Student Teaching Cooperating Teacher or University Supervisor (we will create a form for recommenders to complete))
4. Current transcript/DORI record of courses to confirm QPA
5. Evidence of distinguished performance framed in the Spiritan Tradition of Caring in at least one LTP Theme area (e.g., artifacts demonstrating impact on student learning, impact on university, P-12 schools, or community –based efforts)

Instructions for Essay:

Describe how your accomplishments (e.g., coursework, field experiences, student teaching, extracurricular activities or community involvement) relate to and exemplify one of the three Themes of the Leading Teacher Program and the Spiritan Tradition of Caring at Duquesne University. Provide specific descriptions and evidence to support your descriptions.

Application Materials Due:

Award: Engraved Plaque with certificate

Award Announced:

- **University Awards Ceremony**
- **School of Education Diploma Ceremony**