Policies

As of Fall 2014

Updated Summer 2011/Spring 2012/Fall 2013
The mission of Bloomsburg University’s College of Education is:

1) to prepare ethical educational professionals (refer to Bloomsburg University’s Strategic Issue 1) who are empowered to assess the development and facilitate the growth of all learners to succeed and lead in our diverse and technologically complex world; and

2) to serve as a resource (refer to Bloomsburg University’s Strategic Issue 4) to the region.
Table of Contents
Bloomsburg University of Pennsylvania
College of Education
Status of Policies

Reviewed at the July 22, 2010, COE Chairperson Council Retreat
Approved at the September 8, 2010, COE Chairperson Council meeting
Updated by the COE Chairperson Council during the following meetings:
April 11, 2011, June 13, 2011,

Information Copies To: (COE Chairs) Dr. Charles Starkey and Dr. Darlene Perner
(COE Secretaries) Kate Falen and Alma George
From: Pamela S. Badolato, Administrative Assistant to the Dean

<table>
<thead>
<tr>
<th>Title of Issuance</th>
<th>Issuance Number</th>
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</table>
| College of Education, Chairperson Council              | 1.2             | Effective 9.1.1984
|                                                       |                 | Revised 4.8.2002
|                                                       |                 | Reviewed 4.4.2005
|                                                       |                 | Reviewed 7.22.2010
|                                                       |                 | Revised 9.8.2010
| College of Education, Committee Structure and          | 1.3             | Effective 9.1.1984
| Responsibilities                                      |                 | Revised 9.18.2006
|                                                       |                 | Reviewed 7.22.2010
|                                                       |                 | Revised 9.8.2010
|                                                       |                 | Revised 4.11.2011
| College of Education, Department Chairperson           | 1.4             | Effective 9.1.1984
|                                                       |                 | Revised 11.5.2001
|                                                       |                 | Reviewed 4.11.2005
|                                                       |                 | Reviewed 7.22.2010
|                                                       |                 | Revised 9.8.2010
| College of Education, Assistant Chairperson            | 1.5             | Effective 1.1.1988
|                                                       |                 | Revised 4.8.2002
|                                                       |                 | Reviewed 4.11.2005
|                                                       |                 | Reviewed 7.22.2010
|                                                       |                 | Revised 9.8.2010
| College of Education, Teacher Education Council        | 1.7             | Effective 1.1.1988
|                                                       |                 | Revised 4.8.2002
|                                                       |                 | Reviewed 4.11.2005
|                                                       |                 | Reviewed 7.22.2010
|                                                       |                 | Revised 9.8.2010
|                                                       |                 | Reviewed 4.11.2011
Bloomsburg University of Pennsylvania  
College of Education  
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<tr>
<th>Title of Issuance</th>
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| College of Education, Teacher Education Admission, Progression, and Retention Board | 1.15            | Effective 9.1.1994  
Revised 9.30.2002  
Reviewed 4.11.2005  
Last Reviewed 7.22.2010  
Approved 6.13.2011 |
| College of Education, Research Course in Graduate Programs                       | 2.1             | Effective 9.1.1984  
Reviewed 9.22.1995  
Reviewed 11.5.2001  
Revised 4.11.2005  
Reviewed 7.22.10  
Revised 9.8.2010 |
| B.S. Degree in Education Without Teacher Certification                           | 2.3             | Effective 4.12.1986  
Last Revision 4.11.2005  
Reviewed 7.22.2010  
Revised 9.8.2010 |
| Clearances                                                                       | 2.4             | Effective 11.20.2006  
Revised 11.3.2009  
Revised 1.25.2010  
Reviewed 7.22.2010 |
| Clearance Infractions Process                                                     | 2.5             | Effective January 2010  
Reviewed 7.22.2010 |
| Admission, Monitoring and Exit Procedures for Teacher Education Initial Certification Programs (former BU PRP 3810) | 3.0             | Effective 10.28.13  
Revised 9.15.14 |
| Admission, Retention and Exit Procedures for Advanced Programs in the Professional Education Unit | 3.1             | Effective 3.29.2012 |
| Field Experiences in the Professional Education Unit                              | 3.3             | Effective 4.26.2012 |
| Majors, Minors, Career Concentrations and Teacher Certification                  | BU 3602         | Effective Fall 1995  
Reviewed 7.22.2010 |

U:\Policies\Old versions of policies\2014 COE Policy Handbook\table of contents
Fall2014FINAL\approvedCOEchairpersonMtg091514.doc

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College of Education
Chairperson Council

College Policy 1.2
Policy Title: College of Education

Effective Date: September 1, 1984

Notes:
Adopted by the College of Professional Studies Curriculum Committee, September, 1984.
Approved by the Dean of College of Professional Studies, October, 1984.
Approved by the College of Professional Studies Chairperson Council, April 8, 2002.
Revised by the College of Education Chairperson Council, September 8, 2010. (College and department name revised.)

Membership:
The council is composed of: the Dean of the College of Education and the Chairpersons of the Departments of Early Childhood and Adolescent Education, Educational Studies and Secondary Education, and Exceptionality Programs. The dean serves as chairperson.

Meetings:
The council meets at the call of the dean.

Scope and Nature of Functions:
The council functions chiefly as a deliberative body and as an advisory group to the dean on all matters relating to the administration of the college. Meetings provide a forum for discussion of the policy proposals and for reexamination of policies, rules and regulations governing the college's
1.2 College of Education Chairperson Council, continued

operations. The meetings also serve as a clearinghouse for current issues; as
a means of facilitating communication among members; and as a means of keeping
the members informed about university policy decisions and the procedures for
implementing such decisions.

Responsibilities, Relationships, and Accountability:

Each member is responsible for keeping the dean and other members of the
council informed about problems and issues relating to his or her respective
area of responsibility and about matters of mutual interest to the council;
for referring to the council the concerns of the personnel within his or her
area of responsibility; and for participating in council deliberations through
open inquiry and informed opinion.

Through its individual members, the council seeks the opinions of all
college personnel on program and policy matters; encourages those individuals
to initiate and to assess program and policy proposals; and keeps such
personnel informed of actions, decisions, and recommendations relating to
academic units, to the college, and to the university. The council also
reviews recommendations of the standing and ad hoc committees of the college.

In their deliberative and advisory capacity, members of the council can
make recommendations to the dean on all matters relative to the administration
of the college, and opinions furnished during discussion may serve as basis
for decisions by the dean, but the dean alone is responsible for establishing
college policy within university-wide management guidelines. Council members
are accountable to the dean for acting in support of the academic goals and
objectives of the college and of the university, to the faculty for
representing their professional interests, and to the students for serving
their academic interests.
College of Education
Committee Structure
and Responsibilities

College Policy 1.3
Policy Title: College of Education Committee Structure and Responsibilities
Policy Number 1.3

Effective Date: September 1, 1984
Issued by: Howard K. Macauley, Dean
Revision Effective Date: Fall 2003
Revision Reissued by: Ann L. Lee, Dean
Revision Effective Date: Fall 2006
Revision Reissued by: Robert P. Marande, Interim Dean
Revision Effective Date: Fall 2009
Revision Reissued by: Elizabeth K. Mauch, Interim Dean
Revision Effective Date: Fall 2010
Revision Reissued by: Elizabeth K. Mauch, Interim Dean
Revision Effective Date: Spring 2011
Revision Reissued by: Elizabeth K. Mauch, Interim Dean

Notes:
Adopted by the College of Professional Studies Curriculum Committee September 1984.
Approved by the Dean of College of Professional Studies October 1984.
Rotation Revised October 1991 and approved by the Dean of the CPS.
Revised September 1995 and approved by the Dean of the CPS.
Revised April 20, 1999, by College of Professional Studies Curriculum Committee.
Revised April 21, 1999, during College of Professional Studies Council meeting.
Approved April 21, 1999, by the Dean of the College of Professional Studies.
Approved October 17, 2001 by College of Professional Studies Curriculum Committee (Revised to delete Assistant Dean position, to add new colleges replacing Arts and Sciences, and to add interpreting student representative)
Approved November 5, 2001 by College of Professional Studies Chairpersons Council
Revised April 24, 2003 by College of Professional Studies Chairpersons Council
Revised September 18, 2006, by the College of Professional Studies Chairperson Council (revised the election year rotation)
Committee Structure and Responsibilities Beginning Fall 2010

Beginning in the Fall 2010 semester, the College of Education will reorganize its committee structure. The purpose of this reorganization is to facilitate the various short and long term initiatives emanating from the university, various accrediting bodies and the Pennsylvania Department of Education.

There will be six committees in COE: Curriculum Committee, Assessment Committee, Field Experiences Committee, Technology and Resources Committee, Advanced Programs Committee and Dean’s Advisory Council.

Membership

The Curriculum Committee, Assessment Committee (committee membership includes the Director of Planning and Assessment), Field Experiences Committee (committee membership includes representatives from the Business Education and Information and Technology Management, and Music Departments) and Technology and Resources Committee are each composed of six (6) persons: two faculty members from each of the three departments in the college. Members are appointed by the Dean upon recommendation from the appropriate department chairperson.

The Advanced Programs Committee is composed of two faculty members from each of the three COE departments and a member from the Department of Instructional Technology, and Department of Business Education and Information and Technology Management. Members are appointed by the Dean of the College of Education upon recommendation from the appropriate department chairperson.

The Dean’s Advisory Council is composed of the Dean, the chairs of the academic departments and the chairs of each of the aforementioned committees.

Terms

The term of membership is two (2) years with terms ending in staggered years to provide continuity. The Chairperson of each committee is elected by the Committee for a two-year term.

Election rotation for faculty members beginning in years 2010-2011:
  Department of Early Childhood and Adolescent Education

Election rotation for faculty members beginning in years 2011-2012:
  Department of Educational Studies and Secondary Education
  Department of Exceptionality Programs.

Meetings

Meetings are held at the call of the committee chairperson or the Dean.
COE Curriculum Committee (COE-CC)

Purpose

The COE-CC shall serve as the faculty advisory body to the Dean of the College of Education on all matters that affect the development, modification, change, adoption, and implementation of the curriculum. The committee seeks to insure that there is consistency of curricular and instructional practice congruent with program and institutional philosophy. Furthermore, the COE-CC shall provide procedures and mechanisms for the systematic review and evaluation of the curriculum at the college-wide level.

Functions

The COE-CC will be responsible for acting upon curricular proposals at the college-wide level, will serve as a coordinating committee of the curricular proposals emanating from all of the departments of COE, and will serve as a faculty advisory committee to the Dean of the College of Education.

1. In acting upon curriculum proposals from each of the departments of COE, the COE-CC will review and make recommendations on:
   a. The additions or deletions of courses.
   b. Change in title, number, prerequisites, or other protocol for a course.
   c. The addition or deletions of degree programs.
   d. Changes in requirements for degrees, majors, minors, and career concentrations.
   e. The designation of a sequence or group of courses such as general education, honors programs, or programs within or among departments in COE.

2. The COE-CC shall formally recommend to the Dean of COE changes in academic policies and practices emanating from all components of the college academic community and/or when such changes are referred to the committee by the Dean of COE.

3. The College of Education Curriculum Committee’s representative to the Bloomsburg University Curriculum Committee (BUCC) will be a faculty member elected for a two-year term as chair of the College of Education Curriculum Committee.

4. The chair of COE-CC shall sit on the Dean’s Advisory Council in the College of Education.
COE Assessment Committee (COE-AC)

Purpose

The COE-AC shall serve as the faculty advisory body to the Dean of the College of Education on all matters that affect the development, modification, change, adoption, and implementation of the assessment system in COE. Furthermore, the COE-AC shall provide procedures and mechanisms for the systematic review and evaluation of the assessment system of COE at the college-wide level.

Functions

The COE-AC will be responsible for establishing assessments for COE. Furthermore, the COE-AC will be responsible for determining how the assessment of educational outcomes (direct or student learning outcomes and indirect or program learning outcomes) offers COE an opportunity for strengthening all of its programs. Finally, the COE-AC will serve as a faculty advisory committee to the Dean of the College of Education.

1. The COE-AC will:
   a. Create, in cooperation with the other committees of COE, college-wide assessments
   b. Review new or modified department-wide assessments as needed.
   c. Create, review and modify a college-wide assessment handbook.
   d. Develop a mechanism for using assessment data in decision making.
   e. Work in cooperation with the Office of Planning and Assessment at Bloomsburg University.

2. The COE-AC shall formally recommend to the Dean of COE changes in assessment policies and practices emanating from all components of the college academic community and/or when such changes are referred to the committee by the Dean of COE.

3. The chair of COE-AC shall sit on the Dean’s Advisory Council in the College of Education.
COE Field Experiences Committee (COE-FEC)

Purpose

The COE-FEC shall serve as the faculty advisory body to the Dean of the College of Education on all matters that affect the development, modification, change, adoption, and implementation of the various field experiences for students in COE. Furthermore, the COE-FEC shall provide procedures and mechanisms for the systematic review and evaluation of the field experience component system of COE at the college-wide level. Field experiences include, but are not limited to Professional Development Schools (PDS), teaching practicum, pre-student teaching field experiences, and student teaching.

Functions

The COE-FEC will be responsible for establishing and updating the various field experiences for COE. Furthermore, the COE-FEC will be responsible for determining how the various field experiences offer COE an opportunity for strengthening all of its programs. Finally, the COE-FEC will serve as a faculty advisory committee to the Dean of the College of Education.

1. The COE-FEC will:
   a. Determine appropriate field experience opportunities for all students in COE
   b. Review new or modified field experience opportunities as needed.
   c. Develop support for and commitment to the various field experiences in COE.
   d. Modify the Student Teaching Handbook, as needed.
   e. Facilitate discussions among COE and school district personnel
   f. Ensure the quality of teacher candidate impact on K-12 student learning.
   g. Ensure that all teacher candidates have diverse field and student teaching experiences
   h. Collaborate with the COE-AC to determine appropriate assessments for all field experiences.

2. The COE-FEC shall formally recommend to the Dean of COE changes in field experience policies and practices emanating from all components of the college academic community and/or when such changes are referred to the committee by the Dean of COE.

3. The chair of COE-FEC shall sit on the Dean’s Advisory Council for the College of Education.
COE Technology and Resources Committee (COE-TRC)

Purpose

The COE-TRC shall serve as the faculty advisory body to the Dean of the College of Education on all matters that affect the development, modification, change, adoption, and implementation of the technology and resources systems in COE.

Functions

The COE-TRC will serve as a faculty advisory committee to the Dean of the College of Education.

1. The COE-TRC will:
   a. Determine where technology resources are needed and can best be used in COE
   b. Determine what types of distance education opportunities can be utilized by faculty in COE and determine what resources are available
   c. Present to and provide updates for COE faculty members on technology matters (as is appropriate)
   d. Facilitate the COE Dean in determining appropriate technology training for faculty in COE.

2. The COE-TRC shall formally recommend to the Dean of COE changes in technology and resource policies and practices emanating from all components of the college academic community and/or when such changes are referred to the committee by the Dean of COE.

3. The chair of COE-TRC shall sit on the Dean’s Advisory Council in the College of Education.
COE Advanced Program Committee (COE-APC)

Purpose

The COE-APC shall serve as the faculty advisory body to the Dean of the College of Education on all matters that affect advanced programs in the COE. The definition of advanced programs in COE stems from the NCATE definition. An advanced program is "at postbaccalaureate levels for (1) the continuing education of teachers who have previously completed initial preparation or (2) the preparation of other school professionals." (web page). At Bloomsburg University, these programs include Business Education, Graduate Reading, Curriculum and Instruction, Special Education, Elementary Education, Instructional Technology, Counselor Education, and Deaf Hard of Hearing.

Functions

The COE-APC will serve as a faculty advisory committee to the Dean of the College of Education.

1. The COE-APC will:
   a. Ensure that candidates in advanced programs have in-depth understanding of knowledge in their fields.
   b. Ensure that the assessment system, as is determined by the assessment committee, works for the variety of program types in advanced programs.
   c. Modify the Advanced Programs University-Wide Policy, as needed.
   d. Ensure, with the help of the COE-FEC, that all students in advanced programs have diverse field experiences.

2. The COE-APC shall formally recommend to the Dean of COE changes in policies and practices emanating from all components of the college academic community and/or when such changes are referred to the committee by the Dean of COE as they pertain to the advanced programs in the college.

3. The chair of COE-APC shall sit on the Dean’s Advisory Council in the College of Education.
COE Dean's Advisory Council (COE-DAC)

Purpose

The COE-DAC shall serve as the faculty liaisons from each of the respective committees in COE to the Dean of the College of Education and the Chairs of the respective departments in the College of Education. The COE-DAC will meet once or twice a semester, after a COE Chairperson Council meeting, and discuss matters of the various COE committees with the Dean of the College of Education. The COE-DAC does not have voting status.

Functions

The COE-DAC will serve as a faculty advisory committee to the Dean of the College of Education.

1. The COE-DAC will:
   a. Create and continue to develop a College-wide Diversity Seminar whereby speakers from diverse backgrounds will be invited monthly during the academic year to share their research with faculty and students.
   b. Create a college-wide newsletter during the spring semester of each academic year
   c. Create and maintain a COE Research Day in December and April of each academic year
   d. Maintain the COE Awards Ceremony

2. The COE-DAC shall formally recommend to the Dean of COE changes in practices emanating from all components of the college academic community and/or when such changes are referred to the committee by the Dean of COE.
Scope and Nature of the Position:

A department chairperson coordinates, supervises and administers the functions of his/her particular department within the designated school. The chairperson assumes major responsibility for administering and coordinating all programs, curriculums, and activities that fall within the purview of the department; maintains liaison with all constituent groups and persons to insure clear channels of communication for effective functioning of the department. The individual serving in this role maintains full-time faculty status and receives load consideration as defined in the Collective Bargaining Agreement.

Responsibilities, Relationships, and Accountability:

The chairperson:

- is responsible to the dean of the college and reports directly to that individual;
1.4 Department Chairperson, continued

- maintains direct line communication channels from the faculty to the dean on all matters of direct concern and, in turn, transmits directive information from the dean to the various faculty within the department;
- maintains staff relations with other department chairpersons and unit heads on matters of pertinent interest to both;
- maintains liaison with all college and community groups and individuals on any matter of departmental interest or concern;
- conducts regular departmental faculty meetings, individual faculty conferences, class visitations, and student conferences;
- promotes curricular evaluation and program and course changes;
- helps recruit students and evaluates transcripts;
- coordinates academic advisement;
- assists in placement of graduates;
- monitors long-range plans for the department;
- assists in faculty recruitment efforts;
- evaluates current faculty regularly as required;
- prepares faculty teaching schedules as provided for in the Collective Bargaining Agreement;
- coordinates recommendations relative to leaves, promotions, and tenure;
- coordinates the departmental budget;
- coordinates public relations for the department;
- supervises the operation of the departmental office;
- provides needed information and reports and conducts needed research and special projects at the direction of the dean; and
- performs such additional functions and responsibilities as may be directed by the dean from time to time.

Selection Process:

The chairperson is selected by the procedure outlined in the Collective Bargaining Agreement.
College of Education
Assistant Chairperson

College Policy 1.5
Scope and Nature of the Position:

The assistant chairperson provides appropriate assistance to the department chairperson in the performance of his or her duties. The individual serving in this role maintains status as a full-time faculty member but receives load consideration as set forth in the Collective Bargaining Agreement to carry out the responsibilities of the position.

Responsibilities, Relationships, and Accountability:

The assistant chairperson:

- is responsible to the chairperson and reports directly to that individual; and
- performs those duties within the job description of a chairperson as assigned by the department chairperson.

Selection Process:

The assistant chairperson is appointed by the chairperson in accordance with the provisions of the Collective Bargaining Agreement.
College of Education
Teacher Education Council

College Policy 1.7
Responsibilities

The purpose of the Teacher Education Council (TEC) is to provide governance of the educator preparation programs in the College of Education. It does this by reviewing all aspects of the Bloomsburg University's College of Education educator preparation programs. The Council serves in a coordinating and communicating fashion between the Departments in the College of Education and those who serve in a support role. The Council is authorized to recommend revisions to programs related to teacher education. The charge of TEC includes such activities as reviewing all proposals that might impact on relationships within teacher preparation and providing a forum for discussion and the review of assessment instruments. The Council is made up of the following, who are nominated by their respective dean and department chair:
1.7 Teacher Education Council, continued

Membership:

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<th>Education Block</th>
<th>Teacher Certification Coordinator</th>
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<td>Dean, College of Education</td>
<td>Director of Planning and Assessment</td>
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<td>Early Childhood and Elementary Education 2 representatives</td>
<td>Educational Studies and Secondary Education 2 representatives</td>
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<tr>
<td>Counseling Program</td>
<td>Exceptionality Programs 2 representatives</td>
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<td>1 representative</td>
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<table>
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<tr>
<th>School Districts (five [5] representatives)</th>
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College of Education
Teacher Education Admission, Progression, and Retention Board

College Policy 1.15
Purpose of the Board

The Board will review appeals of College of Education undergraduate and graduate students who have student violations related to dispositions or professional behavior, who have been denied admission into a teacher education program, have not met criteria to be retained in a teacher education program, have not met the eligibility requirements for student teaching, or have not met the requirements for graduation. Recommendations regarding the status of each appeal will be sent to the Dean of the College of Education.

Chairperson

The Board elects a chairperson for a two-year period. The chairperson may be reelected.
Appointment

Members are appointed by the dean upon recommendation of the chairpersons of the teacher education departments.

Membership

The board is composed of two (2) faculty members from the Department of Early Childhood and Adolescent Education, two (2) faculty members from the Department of Educational Studies and Secondary Education, two (2) faculty members from the Department of Exceptionality Programs, one (1) undergraduate student in the College of Education and one (1) graduate student from the College of Education.

Terms

The term of membership is two (2) years with terms ending in staggered years to provide continuity. The term of membership for COE students will be one (1) year. Members may be reappointed.

Objectives of the Board

The objectives of the board are to review:

1. appeals of students who have not met eligibility requirements as outlined in PRP 3810 and to make a recommendation to the Dean of the College of Education either to admit, to place on probation, or to deny admission. (NOTE: A GPA below 3.0 is not an appropriate use of this policy as the 3.0 GPA is determined by the Pennsylvania Department of Education).

2. appeals of students who are in violation of PRP 3512 (Academic Integrity Policy), PRP 3881 (Student Disruptive Behavior Policy) or PRP 4802 (Student Code of Conduct).

3. appeals of students who are in violation of COE departmental Intervention Protocols

In their deliberations, the Board will consider the degree to which external factors contributed to good standing within the College of Education of each student and the students' written plan to attain good standing within the College of Education that each student will submit. Specific recommendations may (as appropriate) be made to assist the student with reaching and/or maintaining good standing within the College of Education.

Timeline for Admission of Appeal by Student

Students may submit appeals at any time during the fall or spring semester. The Board will meet as necessary in a timely fashion (as practicable) and make recommendations to the Dean of the College of Education.
Appeal to Teacher Education Admission, Progression and Retention Board

All appeals must be submitted in writing to the chairperson of any teacher education department who will forward the appeal to the current chairperson of the board. The student is to address the following items in their appeal. If necessary, additional pages may be attached.

1. The degree to which external factors temporarily prevented optimum academic achievement. The Board will also consider factors contributing to dismissal due to dispositional issues or professional behavior.

2. Specific recommendations will be made to assist students with exit and/or readmission.

3. Any other factors that are germane to the appeal.
College of Education
Research Course in
Graduate Programs

College Policy 2.1
The College of Education will use the American Psychological Association (APA) style manual for all undergraduate and graduate courses.

Students at the graduate level should be able to demonstrate the following research literacy competencies:

RESEARCH LITERACY COMPETENCIES

1. Distinguish and compare the various approaches to research.
2. Conduct investigative procedures for locating preliminary, primary, and secondary sources of research information. Also understand and identify how the computer is used as a preliminary source for researching information.
3. Evaluate the use of the computer relevant to data collection and analysis of research findings.
4. Recognize statistical procedures used in research and judge how they would be applied to hypothetical research situations.
5. Develop a research perspective which includes all the appropriate components necessary to conduct creditable research.
6. Identify and apply the ethical and legal responsibilities to the research perspective.

Undergraduate students, upon graduation, should have acquired research and statistical literacy competencies through prescribed academic experiences. A mechanism at the graduate level should provide students with the following options to demonstrate basic competency in research:

1. present academic proof of research and statistical literacy competencies at the undergraduate level;
2. demonstrate competency through a criterion test based on the "Research Literacy Competencies;"
3. completion of 79.591, Research in Education; and
4. completion of any other graduate research course in the College of Professional Studies which includes the "Research Literacy Competencies."

Since the cumulating graduate academic event is at the discretion of each department within the College of Education, it does not appear necessary to have a graduate research course designed to produce a research paper. Departments have the autonomy to decide if a student will write a thesis, develop a department paper, take additional credits, etc. Rather, a graduate research course should reflect literacy competencies not acquired at an undergraduate level. The graduate research course should occur during the second third of a graduate program.
B.S. Degree in Education
Without Teacher Certification

College Policy 2.3
Any department offering a B.S. in education degree and teacher certification has the option of offering the B.S. degree without certification for those students with special needs or interests. In place of the 12 credit student teaching experience, the student will be directed to 79.312, Internship in Education (12-15 semester hours).

Per clarification from Bloomsburg University Registrar on February 2, 1998, regarding how student records are marked when a teacher education major completes a degree program, but does not complete student teaching. These students receive the degree, Bachelor of Science, rather than the usual degree of Bachelor of Science in Education.
The conferral of the Bachelor of Science in Education degree qualifies the student to be certified by the Pennsylvania Department of Education.

Students awarded the degree Bachelor of Science are not eligible for state certification. The transcripts for these students carry their major as elementary education, early childhood education, secondary education, special education or business education. The Registrar's Office must be notified when a teacher education student is to receive the Bachelor of Science degree so that the code for the program of study is changed to reflect the degree to be awarded as "BS" instead of "BSED." The diploma carries the Bachelor of Science degree, too.
Clearances

College Policy 2.4
policy title: clearances

policy number: 2.4

Effective Date: November 20, 2006
Revision Effective Date: January 25, 2010

Issued by: Robert P. Marande, Interim Dean
Revision Reissued by: Elizabeth K. Mauch, Interim Dean

Notes:
Adopted By the College of Professional Studies Chairperson Council, November 2006. Revised By the College of Education Chairperson Council, January 2010.

All students must obtain background clearances: Act 34 (Request for Criminal Record Check), Act 151 (Child Abuse History Clearance), and Act 114 (Federal Criminal History Record) for formal admission to Professional Education programs and for recommendation for student teaching/clinical experiences. Clearances must be valid for the duration of the student teaching/clinical experience semester.

A student is subject to a Program Review Counseling Session if any clearance comes back with an infraction.

If additional similar clearances are required in the future for licensure or certification in Pennsylvania, any documentation of infractions on such clearances may stop the student from progressing in their program.
Clearance Infractions Process

College Policy 2.5
Clearance Checkpoint 1 - Teacher Education Admissions:

**Step 1** - All students enrolled in pre-teacher education or teacher education programs must obtain the following clearances:
- Act 34 Request for Criminal Record Check
- Act 114 Federal Criminal History Record
- Act 151 Child Abuse History Clearance

**Step 2** - Pre-Teacher Education (PTE) students are required to submit to the Teacher Education Admissions Coordinator all clearances, with the expectation that these clearances will be without infractions. This is a requirement of PRP 3810 and is expected of all students at 48 credit hours, but no later than the completion of 60 credit hours.

**Step 3** - If a PTE student seeking admission to a Teacher Education program has an infraction reported on any clearance then the admissions application process is delayed. A hold will be placed on the PTE student’s record. The Teacher Education Admissions Coordinator notifies the COE Dean’s Office and a letter is sent to the potential candidate, program chairperson, and advisor. This letter notifies the PTE student to schedule a Program Review Counseling Session with the Dean’s Office. A Program Review Counseling Session is a documented meeting between the (prospective) teacher education candidate and the Dean’s Office where information and guidance are provided to assist the student in understanding how infractions may affect them if they pursue a teacher education certification program.

**Step 4** - The PTE student schedules Program Review Counseling Session with COE Dean’s Office. The Dean’s Office uses the Clearance Review Checklist to detail infraction type, description of infraction, and the student’s signed understanding of how clearance infractions may affect their program progression.
Step 5 - The Dean’s Office sends signed checklist documentation to The Teacher Education Admissions Coordinator and the pertinent Department Chairperson and, when appropriate, removes the hold on the student’s record.

Step 6 - The Dean’s Office stores all counseling session information on a file and stores original documentation.

Clearance Checkpoint 2 - Student Teaching/Clinical Experiences:

Step 1 - All candidates must obtain the following clearances prior to student teaching:
- Act 34 Request for Criminal Record Check
- Act 114 Federal Criminal History Record
- Act 151 Child Abuse History Clearance

Step 2 - Student teaching candidates are required to submit to the Teacher Education Admissions Coordinator all clearances, with the expectation that these clearances will be without infractions. This is a requirement of PRP 3810 and is expected of all students one semester prior to student teaching/clinical experience.

Step 3 - If a candidate seeking to student teaching/to complete a clinical experience has an infraction reported on any clearance then the admissions application process is delayed. A hold will be placed on the candidate’s record. The Teacher Education Admissions Coordinator notifies the COE Dean’s Office and a letter is sent to the candidate, program chairperson, and advisor. This letter notifies the candidate to schedule a Program Review Counseling Session with the Dean’s Office. A Program Review Counseling Session is a documented meeting between the candidate and the Dean’s Office where information and guidance are provided to assist the student in understanding how infractions may affect them if they pursue a teacher education certification program.

Step 4 - The candidate schedules Program Review Counseling Session with COE Dean’s Office. The Dean’s Office uses the Clearance Review Checklist to detail infraction type, description of infraction, and the student’s signed understanding of how clearance infractions may affect their program progression.

Step 5 - The Dean’s Office sends signed checklist documentation to The Teacher Education Admissions Coordinator and the pertinent Department Chairperson and, when appropriate, removes the hold on the student’s record.

Step 6 - The Dean’s Office stores all counseling session information on a file and stores original documentation.
College of Education
Admission, Monitoring, and Exit Procedures for Teacher Education Certification Program (Initial Programs)

College Policy 3.0
Bloomgburg University of Pennsylvania
Bloomgburg, Pennsylvania
College of Education

Policies, Rules, and Procedures

Policy Title: College of Education
Policy Number: 3.0
Admission, Monitoring and Exit Procedures
for Teacher Education Initial Certification Programs

Effective Date: October 28, 2013
Issued by: Elizabeth K. Mauch, Dean
Revision Effective Date: September 15, 2014
Revision Reissued by: Elizabeth K. Mauch, Dean

Notes:
Adopted by the College of Education Chairperson Council, October 2013.
Approved by the Dean of the College of Education, on October 28, 2013.
Updated by the Dean of the College of Education, on September 15, 2014.
(#1 and #8 Admissions Checklist revisions requested by Angela McCabe)

PROCEDURES:
The following are requirements for admission, monitoring, and exit procedures
for all initial teacher education programs at Bloomgburg University of
Pennsylvania. In setting these requirements, attention was given to all
standards and criteria for teacher education candidates as mandated by the
State Board of Education of Pennsylvania, the Pennsylvania Department of
Education (PDE), and the National Council for Accreditation of Teacher
Education (NCATE).

ADMISSION TO INITIAL TEACHER EDUCATION PREPARATION
PROGRAMS:
Initial preparation programs are at the baccalaureate or post-baccalaureate
levels that prepare candidates for their FIRST professional education license.

Undergraduate Students seeking initial certification are required by Act 354
to submit a completed application packet to their faculty advisor no sooner
than the completion of 48 credits and no later than the completion of 60
credits or during the semester in which they will complete 60 credits.
Transfer students with 48 credits or more must submit a completed application
packet by their second semester at Bloomgburg University. Teacher Education
Admissions Packets will be reviewed by the Office of Field Experiences and a recommendation will be submitted to the program chairperson indicating that the student be admitted or not be admitted to the program. Enrollment in upper division professional education coursework (300 and 400 level courses) is contingent upon admission to the teacher education program. At this point of the admissions process, the student being recommended for program admissions becomes a teacher education “candidate.”

Graduate Degree Students seeking initial certification are required by Act 354 to submit a completed application packet to their graduate program coordinator no sooner than the completion of 12 graduate credits and no later than the completion of 24 graduate credits. The designated graduate program coordinator will review the admission packet and submit a recommendation to the program chairperson indicating that the student be admitted or not be admitted to the program. Additional entrance proficiencies may be established and required by individual programs. At this point of the admissions process the student being recommended for program admissions becomes a teacher education “candidate.”

Admissions Checklist for Prospective INITIAL Teacher Education Preparation Program Candidates:

For formal admission to teacher education, prospective candidates must:

1. Obtain current Pennsylvania qualifying scores for the Pre-service Academic Performance Assessment (PAPA) (for PAPA information see: http://www.pa.nesinc.com/TestView.aspx?f=HTML_FRAGMENT/PA001_TestPage.html); OR obtain the qualifying scores for the Core Academic Skills for Educators Testing from www.ETS.org; OR score of 1550 on your SATs with a score of 500 or higher on Critical Reading, Writing and Mathematics; OR a composite score of 23 on the American College Tests (ACT) plus writing accompanied by a combined English/Writing score of 22 and a Math score of 21.

   NOTE: Prospective candidates possessing an earned bachelor’s degree who are enrolled in a Graduate-level Initial Certification Program are NOT REQUIRED to complete the PAPA test series.

2. Possess an overall cumulative grade point average of 3.0.

3. Possess a grade of C or better in all undergraduate professional education, specialization, and communication courses, as specified by your program of study, with a grad of C or better. (The grade of C-[minus] does not meet this criterion.) Graduate candidates must follow appropriate program guidelines as outlined in PRP 3463: Graduate Admissions, Withdrawal, Course Repeat, Transfers, and Graduation Requirements and PRF 3565: Graduate Academic Progress, Probation, and Dismissal or those established by their graduate program and specified within their application packet.

4. Complete six (6) semester hour credits in college level mathematics. Prospective candidates possessing an earned bachelor’s degree who are enrolled in a Graduate-level Initial Certification Program are NOT REQUIRED to complete this requirement.

5. Complete at least six (6) semester hour credits in college level English composition and literature. Prospective candidates possessing an earned
bachelor's degree who are enrolled in a Graduate-level Initial Certification Program are NOT REQUIRED to complete this requirement.

6. Successfully complete initial field and clinical experience hours, as outlined in the curriculum and/or program of study.

7. Submit two (2) recommendations from professional education faculty.

8. Submit the results from a current tuberculosis screening administered within the last year.

9. Possess professional liability insurance. The policy shall be a minimum of $1,000,000.00 per claim and $3,000,000.00 aggregate.

10. Submit a resume.

11. Obtain current background clearances: Act 34 (Request for Criminal Record Check), Act 151 (Child Abuse History Clearance), and Act 114 (Federal Criminal History Record). Clearances are current if provided within one (1) year of the date issued on the form. Any clearance with an infraction will trigger a "Program Review Counseling Session" by the College of Education. Candidates must disclose offenses that have occurred or are pending since the receipt of their prior clearance application. Failure to disclose infractions could result in removal from the teacher education program.

MONITORING OF INITIAL TEACHER EDUCATION PREPARATION PROGRAMS:

Monitoring begins upon undergraduate or graduate admission to Bloomsburg University and continues through graduation. Maintain contact with your program advisor each semester for assistance in the monitoring process. For continuation in teacher education programs at Bloomsburg University, ALL candidates must:

1. Maintain an overall cumulative grade point average of 3.0. Any undergraduate students falling below the criterion will be placed on probation for one (1) semester. Probationary students have one semester to re-establish the required GPA or they will be dismissed from the teacher education program. If dismissed, the candidate must reapply for admission to the program after required criteria are met. Any graduate student falling below the criteria will adhere to the requirements established in PRP 3565 and COE Policy 3.1.

2. Complete all professional education, specialization, and communication courses, as specified by your program of study, with a grade of C or better. (The grade of C- [minus] does not meet this criterion.) Graduate candidates must follow appropriate program guidelines as outlined in PRP 3463: Graduate Admissions, Withdrawal, Course Repeat, Transfers, and Graduation Requirements and PRP 3565: Graduate Academic Progress, Probation, and Dismissal or those established by their graduate program and specified within their application packet.

3. Successfully complete field and clinical experience hours in diverse settings (urban and/or non-urban) and working with diverse populations (ELL, exceptionalities, gender, race/ethnicity, socio-economic status) as defined by NCATE. Maintain a current tuberculosis screening administered within the last two (2) years.

4. Maintain professional liability insurance. The policy shall be a minimum of $1,000,000.00 per claim and $3,000,000.00 aggregate.
3.0 Admission, Monitoring and Exit Procedures for Teacher Education Initial Certification Programs, continued

5. Maintain contact with their academic advisor each semester to monitor completion of program requirements and matriculation. Obtain Act 34 (Request for Criminal Record Check), Act 151 (Child Abuse History Clearance), and Act 114 (Federal Criminal History Record) clearances if required for a class or field-based experience. Candidates must disclose offenses that have occurred or are pending since the receipt of their prior clearance application. Failure to disclose infractions could result in removal from the teacher education program.

Eligibility for Student Teaching/Graduate Practicum and Internships for Initial Certificate Programs:

Eligibility for student teaching and clinical experiences will be determined during the scheduling period prior to the student teaching and clinical experience semester. Students must attend a student teaching orientation session and complete the required application for student teaching prior to the established deadlines. All criteria listed in items 1-6 above must be completed for participation in any practicum or student teaching experience. All candidates must obtain current background clearances: Act 34 (Request for Criminal Record Check), Act 151 (Child Abuse History Clearance), and Act 114 (Federal Criminal History Record). Clearances are current if provided within one (1) year of the date issued on the form. Any clearance with an infraction will trigger a “Program Review Counseling Session” by the College of Education. Candidates must disclose offenses that have occurred or are pending since the receipt of their prior clearance application. Failure to disclose infractions could result in removal from the teacher education program.

EXIT FROM INITIAL TEACHER EDUCATION PREPARATION PROGRAMS:

Documented Competency in Student Teaching/Graduate Practicum and Internships

All candidates must have:

1. Written evaluations by cooperating teachers.
2. Written evaluations by university supervisors.
3. Earned grades of C or better for undergraduate candidates. (The grade of C- [minus] does not meet this criterion.) Graduate candidates must follow appropriate program guidelines as outlined in PRP 3463: Graduate Admissions, Withdrawal, Course Repeat, Transfers, and Graduation Requirements and PRP 3565: Graduate Academic Progress, Probation, and Dismissal or those established by their graduate program and specified within their application packet.
4. Obtained two (2) evaluations during student teaching using PDE 430 form, Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice, with satisfactory or above ratings.
5. Received evaluations during student teaching/practicum using the Final Evaluation Form, as appropriate, and as described in the Bloomsburg
Admission, Monitoring and Exit Procedures for Teacher Education Initial Certification Programs, continued

University Student Teaching Handbook.

Documented Competency and Completion of Program Requirements for Graduation

All candidates must have:

1. Completed all coursework within the prescribed professional education curriculum with a cumulative grade point average of 3.0.
2. Completed and documented an approved experience in diversity as required by the College of Education.
3. Demonstrated competency with grades of C or better (the grade of C- [minus] does not meet this criterion) and the fulfillment of "Competency in Student Teaching" and "Student Teaching Requirements" as outlined in the Bloomsburg University Student Teaching Handbook.
4. Obtained two (2) evaluations during student teaching using PDE 430 form, Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice, with satisfactory or above ratings.
5. Certification is not a requirement to exit the program. In order for initial (first) certificate candidates to be eligible to apply for Pennsylvania Department of Education (PDE) Instructional Level I certification, candidates must have completed a bachelor’s degree, completed a PDE-approved teacher preparation program, and passed their program’s PAPA and PECE or Praxis II assessments. Qualifying (passing) scores are established by the Pennsylvania Secretary of Education (See www.teaching.stte.pa.us/teaching/ and choose "Testing Requirements"). Graduate students earning initial certification must meet the specific requirements of their program. Bloomsburg University does not certify competence in their professional education program including graduation. Candidates MUST complete the appropriate licensure application processes before they can be recommended for Pennsylvania certification by the certifying officer at Bloomsburg University.

NONCOMPLIANCE:

A candidate may be removed from their program, student teaching, practicum and/or internship based on the following:

1. If Act 34 (Request for Criminal History Record), Act 151 (Child Abuse History Clearance), Act 114 (Federal Criminal History Record) or Act 24 (Arrest/Conviction Report and Certification Form) report any incidents.
2. Failure to comply with the policies and procedures of the host school district and/or university. The student teacher must demonstrate the attitudes and actions of a professional educator, including: extending basic rules of courtesy to teachers, pupils, school staff, and the broader school community; meeting the standards of dress, personal appearance, and professional behavior expected of the staff within the host school; and maintaining confidentiality of records and other highly personal information.
3. If a criminal infraction occurs during student teaching, practicum and/or internship.
4. Unsatisfactory level of competency in demonstrated knowledge, skills or professional dispositions. Student teaching will be terminated early if
3.0 Admission, Monitoring and Exit Procedures for Teacher Education Initial Certification Program, continued

it is determined by the University Supervisor, school partners and COE Dean that the situation is damaging to PK-12 students or the student teacher, or compromises the quality and effectiveness of BU teacher education programs.

Note: Students are provided with a system by which to grieve complaints of alleged academic injustices through the Teacher Education Admission, Progression, and Retention Board of the School of Education.

Summary of INITIAL Program Transition Points:

There are a number of transition points and assessments to monitor candidate program progress. Transition points are pre-determined benchmarks where progress is measured to ensure mastery of critical competencies. Key transition points include:

1. Acceptance to Pre-teacher Education (PTE)
2. Admission to Teacher Education (TE)
3. Recommendation for Student Teaching
4. Completion of Student Teaching
5. Graduation
6. Certification
Admission, Retention and Exit Procedures for Advanced Programs in the Professional Education Unit

College Policy 3.1
Procedures:

The following are requirements for admission, retention, and exit for all Advanced Education Programs in the Professional Education Unit at Bloomsburg University of Pennsylvania. In establishing these requirements, attention was given to all standards and criteria for candidates as mandated by the State Board of Education of Pennsylvania, the Pennsylvania Department of Education (PDE), and the National Council for Accreditation of Teacher Education (NCATE). This policy supplements the content of Bloomsburg University PRP 3463 - Graduate Admissions, Withdrawal, Course Repeat, Transfers, and Graduation Requirements.

Admission to the School of Graduate Studies and Advanced Education Programs at Bloomsburg University

Advanced Programs at the graduate or post-baccalaureate levels are those that prepare candidates for their SECOND professional education license in Pre-K through twelfth-grade settings and/or as listed below:

- PK-4 Early Childhood Education (Master of Education) - Currently Pending Approval
- Mid-Level 4-8 Education (Master of Education) - Currently Pending Approval
- Reading (Master of Education)
- Instructional Technology K-12 (Master of Science/Education Specialist)
- Education of the Deaf/Hard of Hearing (Master of Science)
- Special Education (Master of Science)
- Exceptionalities (Master of Science) - Certification Program expires 5/31/13
3.1. Admission, Retention and Exit Procedures for Advanced Programs in the Professional Education Unit, continued

- Special Education (Master of Education)
- Elementary School Counseling (Master of Education)
- Secondary School Counseling (Master of Education)
- Curriculum and Instruction (Master of Education)
- Education Leadership, K-12 School Administration (Supervisory/Principal Certification)
- Special Education Supervision (Supervisory Certification)

Note: The College of Education offers a Master of Education in Student Affairs. Though not designated as an official PK-12 professional licensure or Advanced Program, the program is integrated with others in the unit to provide for a PK-16 model.

The criteria for admission to the Graduate School at Bloomsburg University is described in PRP 3463 - Graduate Admissions, Withdrawal, Course Repeat, Transfers, and Graduation Requirements. Entrance requirements to the Advanced Programs in the Professional Education Unit include those listed in PRP 3463. Additional requirements may be established by individual programs or departments at Bloomsburg University and may vary.

I. Application to Candidacy in Advanced Education Programs

Upon acceptance into an Advanced Program, all students must complete a series of requirements to earn Advanced Education Candidate status. Students must submit a complete Advanced Program Packet prior to completion of 24 credits. The designated Graduate Program Coordinator will review the admission packet and submit a recommendation indicating that the student be admitted to candidacy. At this point of the admissions process the student becomes an Advanced Program “candidate.” Additional entrance proficiencies may be established and required by individual programs or departments. For formal admission to candidacy in Advanced Programs, ALL students must:

1. Provide documentation of completing the College of Education Graduate Professional Seminar and all required assignments within the seminar.
2. Possess an overall cumulative grade point average of 3.0 in graduate coursework.
3. Possess grades in all graduate professional education coursework that fulfill the requirements established by the program of study.
4. Submit the results from a current tuberculosis screening administered within the last two years.
5. Possess professional liability insurance. The policy shall be a minimum of $1,000,000.00 per claim and $3,000,000.00 aggregate.
6. Maintain up-to-date clearances at all times (Act 34 - Request for Criminal Record Check; Act 151 - Child Abuse History Clearance; Act 114 - Federal Criminal History Record; and Act 24 - Arrest/Conviction Report). This policy must be adhered to by ALL teacher certification candidates in advanced programs. Other advanced degree candidates or those in non-teaching disciplines must adhere to the clearance policies of the school district/organization hosting the field experience, practicum or internship. Failure to comply with this requirement may result in removal from field experience opportunities. Clearances are valid for one year from date issued on the form. Any clearance with an infraction will trigger a “Program Review Counseling Session” by the College of Education.
II. Retention in Advanced Education Programs

Monitoring of student matriculation begins upon graduate admission to Bloomsburg University and continues through candidacy/graduation. For continuation in teacher education programs at Bloomsburg University ALL students must:

1. Maintain an overall cumulative grade point average of 3.0. Any graduate student falling below the criteria will adhere to the requirements established in PRP 3565.
2. Meet the Praxis/PAPA PECT requirements as established by PDE for the program of study, if applicable [See: GPA - Qualifying Test Score for PRAXIS II]
3. Possess grades in all graduate professional education coursework that fulfill the requirements established by the program of study.
4. Maintain a current tuberculosis screening administered within the last two years.
5. Maintain professional liability insurance. The policy shall be a minimum of $1,000,000.00 per claim and $3,000,000.00 aggregate.
6. Maintain all professional clearances listed in Section I above.
7. Maintain contact with the program of study academic advisor each semester to monitor completion of program requirements and matriculation.

Eligibility for capstone experiences will be determined during the advisement period prior to the capstone semester. Students must complete the required application for the capstone experience prior to the established program deadlines. All criteria listed in items 1-7 above must be completed for participation in any field-based capstone experience.

III. Exit from Advanced Teacher Education Preparation Programs

To exit from an advanced program at Bloomsburg University all candidates must have:

1. Completed all coursework within the prescribed graduate professional education curriculum with a minimum cumulative grade point average of 3.0.
2. Completed approved experiences in diversity with related assessments indicating the candidate's ability to demonstrate and apply proficiencies related to diversity. Approved experiences will consist of working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.
3. Possess grades in all graduate professional education coursework that fulfill the requirements established by the program of study.
4. Received documentation of successful completion of their capstone experience using the relevant assessment instruments (Professional Disposition Checklist, Professional Disposition Self-Assessment; Internship, Practicum, or Student Teaching Evaluation; PDE 430 form; and Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice).

5. Completed the Advanced Program Exit Survey.

Noncompliance
A candidate may be removed from their program, capstone, practicum and/or internship based on the following:

1. If Act 34 (Request for Criminal History Record), Act 151 (Child Abuse History Clearance), Act 24 (Arrest/Conviction Report and Certification form) or Act 114 (Federal Criminal History Record) provide record of any incidents, arrests or convictions.

2. Failure to comply with school district and/or university policies and procedures, including any violation of the law.

3. A criminal infraction occurs during student teaching, practicum and/or internship.

4. Unsatisfactory level of competency or dispositions deemed inappropriate for candidates in Advanced Programs.

Note: Students are provided with a system by which to grieve complaints of alleged academic injustices through the COE Policy 1.15, Teacher Education Admission, Progression, and Retention Board of the College of Education.

Summary of Advanced Program Transition Points:

There are a number of key transition points and assessments used to monitor student progress during enrollment in the program of study. Transition points are pre-determined benchmarks where progress is measured to ensure mastery of critical competencies. Key transition points include:

1. Admission to the Graduate School
2. Pre-capstone (Candidacy established)
3. Capstone
4. Exit
Field Experiences in the Professional Education Unit

College Policy 3.3
The College of Education has adopted the following procedures to ensure that all teacher candidates are provided with programs that comply with field experience guidelines in PDE Chapter 49.2 and develop the knowledge, skills and dispositions necessary to effectively educate all students in field-based settings. This policy is designed to provide a framework for field experiences that preserve professional relationships with partner schools and maintain the fidelity of expectations related to the Conceptual Framework of the Professional Education Unit. All candidates will successfully complete field experiences at the following “Stages” prior to program completion:

I. Early Field Experiences (PDE Stage 1 and Stage 2)
   A. The 40-hour non-credit Early Field Experience (EFE) for all teacher education students shall occur in the freshman year or no later than by completion of second semester for transfer or non-traditional students. Departments shall review continually and update the nature of this field experience. Guidelines for the Early Field Experience are available on the COE website at: http://www.bloomu.edu/coe.
   B. Departments shall ensure that all undergraduate and graduate-level (Initial and Advanced Programs) field experiences are provided and address the content of PDE field competencies or standards established by relevant professional associations as appropriate.

II. Pre-Capstone Field Experiences (PDE Stage 3)
   A. Pre-Capstone field experiences shall be integrated into the sophomore and junior year or at the earliest possible time in the case of transfer or non-traditional candidates. These field experiences are course-embedded or stand-alone practicum experiences and shall be supervised by a faculty member. It is strongly recommended that all departments within the Professional Education Unit collaborate to establish Professional Development Schools which
exemplify model instruction, the translation of research to practice, and support the Conceptual Framework of Professional Education Unit.

**B.** All candidates are required to provide current and up-to-date clearances prior to beginning the field experience. Failure to maintain current clearances may result in removal from the field experience and inability to complete course requirements.

**C.** Candidates are not expected to self-select required field experiences independent of support from supervising faculty. All field experience sites must have signed Affiliation Agreements in place and be approved by supervising faculty.

**D.** Candidates will participate in intensive pre-capstone practicum experiences. The specific requirements for these experiences, beyond this policy, are established by individual programs and/or departments.

**E.** The Professional Education Unit and/or programs shall develop formal assessment practices to measure the performance of candidates during field experiences. An emphasis will be placed on the development of professional knowledge, skills and dispositions that support the mission of the University and Conceptual Framework of the Unit. The faculty supervisor shall be required to formally evaluate the student.

**F.** Prior to entrance into the capstone semester/student teaching experience, candidates must have completed a field experience with diverse student populations. This requirement shall be integrated into the EFE. Candidates who transfer to this University or into a teacher education program must also have completed this experience. Guidelines are available on the COE website at: http://www.bloomu.edu/coe.

**G.** The use of distance education and/or video-linked experiences is recommended to supplement/enhance the application of course content when close proximity to field settings is limited.

### III. Student Teaching or Clinical Experiences (PDE Stage 4)

**A.** A full semester of student teaching shall be required as the senior year field experience. Candidates must adhere to grade and course requirements specified in Bloomsburg University PRP 3810.

**B.** University Supervisors of student teachers shall make a minimum of four visits per half semester, two of which should be documented formal observations. Approved forms and formats for field supervision are included in the Student Teaching Handbook.

**C.** A visit is defined as a meeting and discussion with the Cooperating Teacher, student teacher, and University Supervisor concerning the progress of the student teacher. An observation consists of at least a review of the lesson plan, observation of the lesson, and post-observation conference with appropriate feedback.

**D.** Documentation is required of all observations made by the University Supervisor. Three copies of the observation form should be made. The student teacher and Cooperating Teacher shall be given a copy of the observation form, and the University Supervisor shall retain a copy for his/her records.
3.3, Field Experiences in the Professional Education Unit, continued

E. It is required that the Cooperating Teacher conduct at least two formal observations of the student teacher per placement using designated instruments.

F. University Supervisors must complete and submit copies of the unit-wide approved Student Teaching Evaluation (Mid-point and Final), PDE 430, Disposition Checklist, Lesson Plan Rubric and Unit Plan Rubric. Use of additional assessment instruments is at their discretion.

Candidate knowledge, skills and professional dispositions, as well as programmatic performance, are assessed at consistent transition points throughout each program. This assessment must adhere to the following guidelines:

A. The assessment of candidates participating in field experiences and student teaching will be completed using approved instruments. All instruments reflect the Conceptual Framework of the Professional Education Unit and the Pennsylvania Department of Education (Chapter 49.2).

B. All Cooperating Teachers shall be provided the opportunity for training in the application of assessment practices and the Conceptual Framework. Resources will be made available on the College of Education website (http://www.bloomu.edu/coe). The teacher education faculty shall develop training program(s) for Cooperating Teachers. Such programs shall include sufficient content to meet the PDE Program Approval Guidelines and the expectations of NCATE. Appropriate procedures shall be utilized to ensure local educational agency cooperation and collaboration. Incentives should be developed to encourage Cooperating Teachers to participate.

C. Letter grades that reflect approved rubric structures shall be used in all field experiences and student teaching/clinical experiences.

D. The University Supervisor and Cooperating Teacher shall discuss a letter grade for Student Teaching/Clinical Experiences. The University Supervisor, however, shall have the final responsibility for the assigning of letter grades.

E. Each teacher education program shall develop course(s), seminars or equivalent experiences in conjunction with student teaching that will (a) complement the student teaching experience; (b) reinforce previously gained competencies; (c) bridge the gap between theory and practice; (d) facilitate the acquisition of new competencies; and (e) expand professional development opportunities for pre-service educators.
Majors, Minors, Career Concentrations, and Teacher Certification

Bloomsburg University
Policy 3602
PRP 3602 - Majors, Minors, Career Concentrations and Teacher Certification

Issued by: James Mackin, Ph.D., Provost and Vice President for Academic Affairs

Effective Date: Summer 2009


Major - Each student must complete a major field of study for graduation. A major field of study is one of the approved degree programs prescribed by the major department or the college in which the student is enrolled. The specific course requirements for the options within each of the degree programs leading to the degrees as described in the Catalogue. At least fifty percent (50%) of the semester hours of courses in a major (excluding cognate courses) must be earned at Bloomsburg University.

Minor - A minor field of study consists of a minimum of 18 hours. While courses counting toward a minor may also fulfill General Education or Career Concentration requirements, no more than 6 credits toward the minor may come from the student's major and/or certification area. A minor offered in an academic discipline may have multiple advisement options. A student may choose to pursue minors in more than one academic discipline. At least fifty percent (50%) of the semester hours of courses in a minor (excluding cognate courses) must be earned at Bloomsburg University.

Career Concentrations - Career concentrations are multidisciplinary advisement programs to help students select courses to develop appropriate skills and knowledge to prepare for entry and mobility in specific professions or careers. For example, career advisory committees exist in areas such as community services, public administration, gerontology, and environmental management and planning.

Teacher Certifications - Certification is the result of completing a teacher education program approved by the Pennsylvania Department of Education as defined by Chapter 49 of the Regulations of the State Board of Education - Certification of Professional Personnel. Certificates are issued by the Pennsylvania Department of Education upon the recommendation of the University, based on its approved teacher education programs. Certification does not apply to certificates issued by the University for completion of a university program. Minors cannot lead to certification to teach or supervise in the public schools of Pennsylvania.

http://www.bloomu.edu/policies_procedures/3602

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