

**KEAN UNIVERSITY**

**COLLEGE OF EDUCATION**

**POLICIES AND PROCEDURES HANDBOOK**



## TABLE OF CONTENTS

Pages

### INTRODUCTION

### SECTION I POLICIES RELATED TO PROGRAM DESIGN ..... 4-17

Policy 1.1	Mission Statement
Policy 1.2	Instructional Model
Policy 1.3	Course Outlines
Policy 1.4	Restricted Courses
Policy 1.5	Grades in Required Courses
Policy 1.6	Grade Point Average
Policy 1.7	Substitute Courses
Policy 1.8	Undergraduate Transfer Credit
Policy 1.9	Undergraduate Program Time Limit
Policy 1.10	New Jersey State Teacher Certification Test
Policy 1.11	Repeating Courses
Policy 1.12	Continuous Evaluation of Teacher Education Programs
Policy 1.13	Graduate Program Time Limit
Policy 1.14	Courses Offered for Undergraduate or Graduate Credit
Policy 1.15	Graduate Transfer Credit
Policy 1.16	Graduate Off-Campus Courses
Policy 1.17	Graduate Comprehensive Examination
Policy 1.18	Advanced Seminar and Thesis Option

### SECTION I POLICIES RELATED TO FIELD EXPERIENCE ..... 18-25

Policy 1.21	Field Experiences
Policy 1.22	Admission to Preprofessional Field Experience
Policy 1.23	Placement for Preprofessional Field Experience
Policy 1.24	Preprofessional Field Experience Waivers
Policy 1.25	Admission to Professional Internship
Policy 1.26	Placement for Professional Internship
Policy 1.27	Selection of Professional Internship/Student Teaching Sites
Policy 1.28	Professional Internship Schedule
Policy 1.29	Employment and Outside Activities During the Professional Internship
Policy 1.30	Repeating a Field Experience Course ( Preprofessional or Internship)
Policy 1.31	Job Action at Site of Field Experience Placement
Policy 1.32	Field Experience Requirement
Policy 1.33	Removal from Field Experience Placement
Policy 1.34	Visiting Professional Intern
Policy 1.35	Course Enrollment during Professional Internship
Policy 1.36	Supervision of a Preprofessional Field Experience or Professional Internship Student placed for a Second Semester
Policy 1.37	Criminal History Background Check
Policy 1.38	Praxis Exam Requirement
Policy 1.39	Professional Conduct

**SECTION III POLICIES RELATED TO STUDENTS..... 27-30**

- Policy 3.1 Admission to Teacher Education
- Policy 3.2 Remediation Plan
- Policy 3.3 Undergraduate Academic Advisement
- Policy 3.4 Retention in Teacher Education Programs
- Policy 3.5 Failure to Meet Retention Standards in Teacher Education
- Policy 3.6 Readmission
- Policy 3.7 Admission to Post-Baccalaureate Certification Programs
- Policy 3.8 Minimum Semester Hour Requirements for Post Baccalaureate Certification
- Policy 3.9 Graduate Student Advisement
- Policy 3.10 Graduate School Admission and Candidacy

**SECTION IV POLICIES RELATED TO FACULTY..... 31-39**

- Policy 4.1 Faculty Teaching Load
- Policy 4.2 Faculty Evaluation
- Policy 4.3 Adjunct Faculty
- Policy 4.4 Faculty Development

**SECTION V POLICES RELATED TO THE GOVERNANCE, OPERATION, PROCEDURES, AND RESOUCES FOR PROGRAM.....40**

- Policy 5.1 Administration of the Teacher Education Program
- Policy 5.2 Education Advisory Committee
- Policy 5.3 The College of Education Administrative Council

## **INTRODUCTION**

The purpose of this handbook is to offer an organized compendium of the policies and procedures which govern professional education programs at Kean University. This handbook has been designed to facilitate communication with education majors and other personnel involved in the process of the preparation of professional education personnel at Kean University.

### ***SECTION I – POLICIES RELATED TO PROGRAM DESIGN***

#### **POLICY 1.1. MISSION STATEMENT**

##### Mission Statement of the College of Education

The mission of the College of Education, based on our conceptual framework, is to prepare informed, dynamic professionals for diverse settings who:

- believe that all children are capable of learning.
- demonstrate a broad background in humanities, mathematics, and the sciences, have an in-depth understanding of one academic discipline, and can apply this knowledge and understanding in their professional settings, (Knowledge and Skills);
- think creatively and critically in solving educational problems and can make sound decisions based on their knowledge of theory, (Knowledge and Skills);
- design and integrate a variety of instructional strategies and technologies matched to appropriate diverse learning styles (Skills);
- accurately assess, analyze, and monitor student learning; make appropriate adjustments to instruction; and have a positive effect on all students, (Skills and Dispositions);
- recognize, respect, and respond appropriately to individual and cultural differences, (Dispositions);
- establish professional and collaborative relationships among all educational stakeholders, (Dispositions);
- commit to be life-long learners and advocates for quality schooling for all, (Dispositions);

#### **Philosophy, Purpose and Goals of the Professional Education Unit**

Our philosophy, purposes, and goals are rooted in our beliefs. Beliefs are psychologically held understandings, premises, and propositions about the world. One's beliefs may be influenced by

many factors including, among others, family, culture, and experience. The Kean University College of Education has framed and articulated its beliefs about teacher education. When the Conceptual Framework committee revisited this set of beliefs in spring 2007, we found them to continue to articulate the philosophy of the College of Education. (Visit [www.kean.edu/~ncate](http://www.kean.edu/~ncate) for full document.)

- We believe that quality learning for students depends on quality learning for educators and their ability to demonstrate the impact they have on their students' learning. (President Obama supports a "new culture of accountability" March, 2010; Jerold, 2009; Darling-Hammond, 2006; Levine, 2006)
- We believe that each program must articulate specific knowledge, skills, and dispositions related to how its graduates will promote teaching and learning. (Dunn & Rakes, 2010; Kohn, 2004; Grant, 1997)
- We believe that all educators need to be willing and able to participate as collegial partners with the school community including students' families to enhance school/classroom improvement. (Emeagwali, 2009; Furger, 2006; Fullan & Hargreaves, 1996)
- We believe that all educators must appreciate and celebrate diversity and cultural understanding among all people in a free, democratic society (Mills & Ballantyne, 2010; Villegas & Lucas, 2002; McFalls & Cobb-Roberts 2001; Gay, 2002; Becker & Couto, 1996).
- We believe that our candidates have a right to high-quality preparation programs that provide opportunities for reflection and self-improvement. (DelCarlo, Hinkhouse, & Isbell, 2010; Darling-Hammond, 2006; LePage, Darling-Hammond, Akar, Gutierrez, Jenkins-Gunn, Rosebrock, 2005; Brubacher, Case, & Reagan, 1994)
- We believe that our College of Education is responsible for preparing educational leaders who are willing and able to be agents of change. (Pernu & Maloy, 2010; Ackerman & Mackenzie, 2006; Haberman, 2004; Sirotnik & Associates, 2002; Hoy & Miskel, 1996)
- We believe that educators have an ethical responsibility to make a difference in the lives of their students. (Weinbaum, 2007; Guskey, 1988)

(Adopted April 1998 and reaffirmed October 2001; April 2007; updated references March 2010. In revising the policies and procedures handbook in preparation for the NCATE review, we identified additional, more recent literature consistent with the SPECTRUM beliefs.)

### Updated References

- Jerold, C. (2009). The value of value-added data, K-12 policy. *Education Trust*. Available online at [www2.edtrust.org](http://www2.edtrust.org) .
- Dunn, K. and Rakes, G. (2010). Producing caring qualified teachers: An exploration of the influence of pre-service teacher concerns on learner-centeredness. *Teaching & Teacher Education* 26(3), p. 516-521.
- Emeagwali, N. (2009). Fostering parent-teacher collaboration in the classroom. *Techniques: Connecting Education & Careers*, 84(5), p, 8.

- Mills, C. and Ballantyne, J. (2010). Pre-service teachers' dispositions towards diversity: Arguing for a developmental hierarchy of change. *Teaching & Teacher Education*, 26(3), p. 447-454.
- DelCarlo, D., Hinkhouse, H. & Isbell, L. (2010). Developing a reflective practitioner through the connection between educational research and reflective practices. *Journal of Science Education and Technology*, 19(1).
- Pernu, C. & Maloy, K. (2010). Learning about social justice. *Phi Delta Kappan*, 91(5).

## **POLICY 1.2 INSTRUCTIONAL MODEL**

The SPECTRUM: A vision for educating informed, dynamic professionals for diverse settings - Introduction and Historical Context

On April 3, 1998, the faculty of the College of Education adopted a revised Conceptual Framework, originally called a curriculum model, to reflect our intention to provide a coherent vision and meaningful experiences guaranteeing our graduates the requisite knowledge, skills and values to affect student learning positively. The Conceptual Framework, known as SPECTRUM, was originally developed by the College of Education's Knowledge Base Committee (Volume I, Institutional Report submitted to NCATE, 1993) in spring 1991 and presented to faculty in September 1991 for general acceptance. During the 1991-1992 academic year, it was revised and modified as additional input was garnered. The working model was adopted by each department in the College of Education in April 1992, and during the summer of 1992, a final model for publication was drafted. The Conceptual Framework was formally presented during the NCATE visit in the fall of 1993. In 1999 and again in 2004, NCATE confirmed that the College of Education had successfully integrated the SPECTRUM model into the curriculum. Since the 2004 NCATE visit, our faculty has continued to integrate the Conceptual Framework at the program level and in our field experiences. In fall 2007 we also aligned our performance assessment initiative, the Teacher Work Sample (The Renaissance Partnership for Improving Teacher Quality Project), to the SPECTRUM Model and its relevance carries us well into the 21<sup>st</sup> century.

Our Conceptual Framework continues to represent our commitment to assist candidates in becoming "informed dynamic professionals." Although this version maintains many of the same features as the former Conceptual Framework, we have attempted to explore more fully the implications of providing evidence of student learning within the SPECTRUM Model for pre-service and in-service teacher development (Wise & Leibbrand, 2001) as well as for the development of advanced educational leaders. We have updated references and have expanded our vision and understanding of what it means to prepare future educators for culturally relevant teaching (Gay, 2002) in a technological society that requires accountability for P-12 student learning. As a result, we not only continue to challenge ourselves to define the knowledge, skills, and dispositions essential to good teaching, but also to strive to help our candidates demonstrate their impact on students' learning.

## B. Description and Vision of the SPECTRUM

Kean's College of Education prepares its graduates to be informed, dynamic professionals capable of functioning successfully in diverse settings. Toward this end, a basic curriculum model called "SPECTRUM" has been implemented to provide teacher education students with the knowledge, skills, and dispositions necessary to make well-informed, sound educational decisions that will positively impact their students' learning. Inherent to SPECTRUM is our overriding belief that all children are capable of learning given appropriate instruction and positive environmental factors.

The SPECTRUM model embraces the components of general education, specialization, and professional education to provide a context for teacher education students to acquire, apply, and evaluate the knowledge, skills, and dispositions essential to their profession. This model is based on the premise that a teacher is first and foremost a committed professional whose primary responsibility is the academic, social, and emotional growth of students. The SPECTRUM model guides the growth of future teachers as they learn to identify and analyze factors that impede student progress and develop solutions by applying the key values developed through the model. The framework of SPECTRUM forms the basis by which we make our programs, and graduates, stronger and continually relevant in today's global and technology-rich society

Webster defines a SPECTRUM as an array of components, separated and arranged in order of some varying characteristics. Kean University models its SPECTRUM as a series of circles. The center or locus of the circles is the informed, dynamic professional whose development is created by the intersection of three smaller inner circles representing knowledge, skills, and dispositions. Each of the small circles is interconnected, giving and receiving input from the classroom, school, community, state, nation and world. Surrounding the inner core is a larger circle that establishes boundaries of professional studies, field experience, academic specialties and general education. The turning of the circles emphasizes that development of an informed, dynamic professional is interconnected, interdependent and interrelated. The colors of SPECTRUM blend together as do the content, process and context of the College of Education. Each course and field experience supports the learning outcomes in each of the three areas—knowledge, skills, and dispositions and contributes to the sum of an educator who is well grounded in basic skills and in content knowledge, is competent in the practices of instruction as measured by the learning success of students, and is a reflective member of the larger community of learners. (Figure 1).

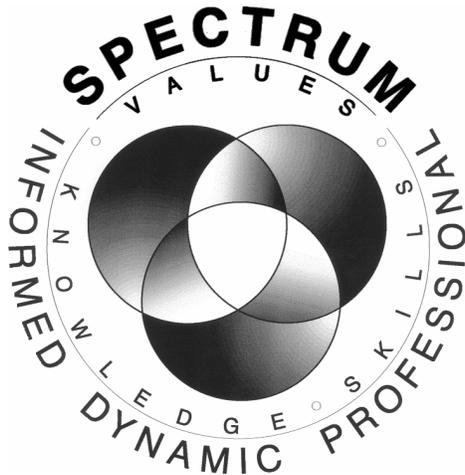
These separations and arrangements are also similar to the SPECTRUM of colors created when white light passes through a prism. In our curricula each component - Knowledge, Skills, and Dispositions - is represented by a primary color of the SPECTRUM. Areas of Application are represented by secondary colors of the SPECTRUM, and when they all meet or are added together they produce the white light that signifies the "Informed Dynamic Professional".

Through its rich history stemming from its days as the Newark Normal School, Kean's College of Education is uniquely suited to produce highly effective teachers. It houses a cadre of active scholars pursuing and advancing theoretical and applied knowledge. The faculty in the College of Education takes great pride in serving as models of teaching excellence for their students and

the Kean University community. The original motto of Newark Normal School, "who dares to teach must never cease to learn", remains the motto of the College of Education at Kean University.

\*\* In 2008 the Conceptual Framework was amended to ensure incorporation of three essential concepts. 1) The belief that all children can learn was re-affirmed and included in the unit's Dispositions learning outcomes, and specifically stated in the Mission Statement; 2) the notion of 'fairness' was integrated by modifying two learning outcomes; and 3) additional pages were added to section 5 of the Conceptual Framework to account for reliability of data used in the assessment system.

Figure 1



### **POLICY 1.3 COURSE OUTLINES**

#### **FORMAT FOR NEW COURSE OUTLINES**

In order to expedite the consideration of new courses by the College Curriculum Committee(s), all new courses must be submitted in the form described below. The course number should be pre-determined by the department in accordance with the guidelines of the College Curriculum Committee as to level. Course outlines not in the proper form will be returned to the department for revision prior to substantive consideration.

Page 1

COURSE TITLE

Date:

Course Number:

Semester Hours:

Prerequisites:

Limitations on Enrollment: (if appropriate)  
Required, Elective, General Education Option, Mid-Year Study Course, External Education Course, Experimental Course (as appropriate)

### Catalog Description

The catalog description should be concise and to the point. Complete sentences are unnecessary. Avoid unnecessary phrases such as “included in the course will be...”, “The student is expected to gain...”, “Also studies are...”, etc.

### Page 2 and Successive Pages

I. Course Objectives (must be aligned with Learning Outcomes in Knowledge, Skills, and Dispositions)

- A.
- B.
- etc.

II. Course Content

- A.
- B.
- etc.

III. Methods of Instruction

- A.
- B.
- etc.

IV. Methods of Evaluation

- A.
- B.
- etc.

V. Suggested Text(s)

- A.
- B.
- etc. (alphabetized using APA)

VI. Bibliography

- A. Current Print (must be published within the last 5 years, or move to next section: Seminal Works)
- B. Seminal Works
- C. Non-Print Media
- D. Websites

Kean University Curriculum Procedures Document.  
Appendix D.

## **POLICY 1.4 RESTRICTED COURSES**

Courses designated as restricted may not be taken by students who are not admitted to Professional Education Programs. Students must have an approved petition signed by the department to enroll in the following courses:

### Undergraduate Courses

EC 3400	Pre-professional Field Experience in Early Childhood Education
EC 4401	Professional Internship Early Childhood Education (formally EC4400)
EDUC 3000	Curriculum, Instruction, Evaluation and the Learner
EDUC 3400	Language Arts/Reading in the Pre-School and Elementary Curriculum
EDUC 3401	Language Arts/Reading K-12 Subject Area Teaching
EDUC 4000	Teacher and Classroom
FA 3900	Introduction to Art Education I
FA 3901	Introduction to Art Education II
FA 3902	Artist/Teacher Field Experience I
FA 3903	Artist/Teacher Field Experience II
FA 4990	Student Teaching in Fine Arts
EMSE 3800	Pre-Professional Field Experience Elementary
EMSE 3801	Pre-Professional Field Experience Instruction Subject Areas K-12
EMSE 3802	Pre-Professional Field Experience in Middle School 5-8
EMSE 4810	Professional Internship (formerly 4800)
EMSE 4811	Professional Internship Subject Areas K-12 (formerly 4801)
EMSE 4812	Professional Internship in Middle School 5-8
EMSE 4910	Independent Study in Instruction, Curriculum and Administration
MUS 3310	Elementary School Music
MUS 3311	Elementary School Music Field Experience
MUS 3320	Secondary School Music
MUS 3321	Secondary School Music Field Experience
MUS 4300	Student Teaching
PED 3501	Advanced Athletic Training
PED 3502	Clinical Experience Athletic Training I
PED 3503	Clinical Experience Athletic Training II
PED 3504	Therapeutic Modalities in Athletic Training
PED 3610	Curriculum and Programming in Elementary Physical Education
PED 3611	Curriculum and Programming in Secondary Education
PED 3690	Junior Field Experience: Elementary
PED 3691	Junior Field Experience: Secondary
PED 4690	Student Teaching
PED 4901-02-03	Independent Study in Physical Education
SPED 3000	Principles and Practices for the Contemporary Educator
SPED 3001	Pre-Professional Field Experience for Educators
SPED 4000	Styles of Learning and Promoting Literacy

SPED 4200  
SPED 4135

The Professional Practitioner in NJ's SPED System  
Professional Field Experience for Educators Across Settings

Graduate Courses

CED 5962	Group Process in Counseling
CED 5980	Practicum in Counseling
CED 5982	Practicum in Group Facilitation
CED 5985	Internship in Counselor Education
CED 5998-99	Advanced Seminar in Counselor Education
CS 5415	Clinical Practices in Diagnosis I
CS 5416	Clinical Practices in Diagnosis II
CS 5490	Reading Clinic Internship
CS 5493	Practicum in Reading
CS 5494	Practicum in Basic Skills
CS 5498-99	Advanced Seminar in Reading Specialization
EDUC 5560	Teaching Seminar I
EDUC 5561	Teaching Seminar II
EDUC 5562	Behavioral and Social Foundations of Teaching I
EDUC 5563	Behavioral and Social Foundations of Teaching II
EDUC 5564	Teaching Seminar and Practicum
FA 5015	Foundations of Graduate Study I
FA 5016	Foundations of Graduate Study II
FA 5998-99	Advanced Seminar in Fine Arts Education
EMSE 5098-99	Advanced Seminar I & II
EMSE 5210	Teaching the English Curriculum
EMSE 5220	Teaching the Mathematics Curriculum
EMSE 5230	Teaching the Science Curriculum
EMSE 5240	Teaching the Social Studies Curriculum
EMSE 5314	Introduction to Language Arts and Reading in Pre-School and Elementary Teaching
EMSE 5315	Introduction to Language Arts and Reading in Teaching the Content Areas
EL 5502	Public School Administration I
EL 5503	Public School Administration II
EL 5511	Personnel Administration and Negotiation
EL 5520	Management of Educational Finances
EL 5521	School Business Management and Accounting
EL 5530	School Building Planning
EL 5551	Basic School Law and Policy
EL 5606	School Supervision and Organizational Theory
EL 5607	Supervision and Evaluation of Instruction
EL 5613	Curriculum Development and Evaluation: Theory and Practice
EL 5614	Learning, Instruction, Evaluation and the Curricula
EL 5813	Field Study in Administration and Supervision I
EL 5814	Field Study in Administration and Supervision II

EL 5908-9	Independent Study/Field Service Curriculum
MATH 5798-99	Advanced Seminar in Mathematics
PSY 5730	Psychological Counseling Practicum
PSY 6000	Professional Seminar School Psychology I
PSY 6110	Psychodiagnostics I
PSY 6120	Psychodiagnostics II
PSY 6130	Psychodiagnostics III
PSY 6200	Psychodiagnostic Practicum
PSY 6500	Professional Seminar School Psychology II
PSY 6510-30	Externship in School Psychology
SPED 5198-99	Advanced Seminar: Special Education
CDD 5298-99	Advanced Seminar: Research Speech Pathology and Audiology

### **POLICY 1.5 GRADES IN REQUIRED COURSES**

No major course in any program completed at a grade lower than “C” will be counted toward the fulfillment of the requirement

Kean University Undergraduate Catalog 2009-2010 p.18.

A professional education course in which a grade lower than a “C” is received cannot be used to satisfy certification requirements.

School (College) of Education Administrative Council Action, 1992.

### **POLICY 1.6 GRADE POINT AVERAGE CALCULATION**

The student’s overall academic standing is indicated by grade point average. The grade point average is determined by dividing the total grade points earned by the total number of semester hours attempted. Numerical points for each letter follow: A=4.0; A-=3.7; B+=3.3; B=3.0; B-=2.7; C+=2.3; C=2.0; D=1.0-; F=0. The cumulative average is determined only on course taken at Kean University.

Kean University Undergraduate Catalog 2009-2010, p. 24.

### **POLICY 1.7 UNDERGRADUATE SUBSTITUTE COURSES**

Kean University grants transfer credit for undergraduate courses successfully completed with a grade of “C” or better at accredited college and universities. Transfer students requesting to substitute a course for a required teacher education course must provide an official description of the course to the coordinator of their teacher education program. The course proposed as a substitute must be an equivalent course with an acceptable prefix. The program coordinator will make a determination as to the acceptability of the proposed substitute course.

School (College) of Education Administrative Council Action, 1992.

## **POLICY 1.8 UNDERGRADUATE POLICIES ON TRANSFER CREDIT**

Kean University grants transfer credit for undergraduate courses successfully completed with a grade of “C” or better at accredited colleges and universities. Should a Kean University student wish to take a course at another institution, advance written approval of a faculty advisor in the major department is required. Credits accepted in transfer may count toward completion of degree requirements but are not calculated in the Kean University grade point average.

Graduates of programs formally approved by the State Board of Higher Education for transfer from New Jersey public community colleges or from Thomas A. Edison College are guaranteed admission to Kean University on a space-available basis. Those who have earned the associate of arts degree, associate of science degree, or associate degree in other articulated programs may be admitted as juniors provided that all transfer admission requirements of the university have been met. Associate of arts degree and associate of science degree recipients must complete a minimum of two course courses in general education at Kean University, at least one of which shall be at the 2000 level. However, individual program requirements may make additional coursework necessary. At Kean, these students will be expected to complete remaining cognate and major course requirements, to follow all major-related policies such as those stipulating a minimum level of achievement in coursework and development areas of secondary concentration, and to fill out the remainder of their programs with free elective at the upper division level (i.e. courses listed with 3000 or 4000 numbers).

In accordance with State Board of Higher Education policy, transfer applications from students who have not graduate from approved or articulated transfer programs or who have completed terminal programs in New Jersey public community colleges or Edison College are evaluated on the basis of specific coursework taken and its applicability for regular transfer credit.

### **Teacher Education Credits**

Regulations for teacher education and certification limit to six semester hours the professional education coursework which can be transferred from the two-year college level.

Kean University Undergraduate Catalog 2009-2010, p.22.

## **POLICY 1.9 UNDERGRADUATE PROGRAM TIME LIMIT**

Degree requirements must be completed within ten years from the date of matriculation. Extension of time may be considered upon written request by the student to the appropriate college dean.

Kean University Undergraduate Catalog 2009-2010, p.18.

## **POLICY 1.10 NEW JERSEY STATE TEACHER CERTIFICATION TEST**

Current New Jersey regulations for certification require that applicants for teacher positions complete a test requirement. Applicants for certification in elementary (K-5) and/or Early Childhood Education (P-3) must pass the general knowledge section of the Praxis. Applicants for certification in subject teaching fields must pass the appropriate program specialty area section of the Praxis.

Kean University Undergraduate Catalog 2009-2010, p.30.

## **POLICY 1.11 REPEATING COURSES FOR GRADE RECALCULATION**

Undergraduate courses taken by undergraduate matriculated students are eligible under this policy effective with the Fall 1987 semester. Courses taken prior to Fall 1987 are not eligible for a grade recalculation under this policy. Students who receive a grade of “A-“, “B+”, “B”, “B-“, “C+”, “C”, “D”, “F”, or “AF” in a course may repeat that course. The course number must be the same in the initial and repeated terms. This policy permits four repeated courses or 12 credits, whichever is greater, to be excluded from the Grade Point Average (GPA). A course may be repeated only for a higher grade and may not be recalculated more than once. Courses taken after graduation are not eligible under the repeat policy. A recalculation will not be permitted after the baccalaureate degree has been posted to the student’s record.

The grade in the repeated course, if higher, will be included in the GPA and the former grade will be designated as an “R” grade and excluded from the GPA. If the grade in the repeated course is the same or lower, both grades will remain in the GPA and the course will be counted only once in meeting degree requirements. All courses submitted for consideration under this policy must be Kean University courses. No transfer credit can be considered in the recalculation of the GPA.

The student must initiate a request for recalculation of a repeated grade by completing the Petition for Repeat Grade Recalculation at the Office of the Registrar or CAS One Stop. Once elected, this option may not be changed.

Kean University Catalog 2009-2010, p. 24.

## **POLICY 1.12 CONTINUOUS EVALUATION OF TEACHER EDUCATION PROGRAMS**

Evaluation of the Kean College of New Jersey (now Kean University) Teacher Education Programs is conducted every semester. Student teachers and cooperating teachers evaluate the program upon completion of the student teaching experience.

Graduates of professional education programs are surveyed through mailings. Administrators who employ Kean graduates are surveyed at on-campus seminars and through periodic mailings.

School (College) of Education Administrative Council Action, 1992.

## **POLICY 1.13 GRADUATE PROGRAM TIME LIMIT**

A graduate program must be completed within a six-year time limit with a grade point average of 3.0 or better.

Kean University Graduate catalog 2009-2010, p.49.

### **POLICY 1.14 COURSES OFFERED FOR UNDERGRADUATE OR GRADUATE CREDIT**

A senior undergraduate student may be given permission to take a graduate course, but the course can only be used toward either an undergraduate or graduate degree. The course cannot be used to fulfill the requirements of both degrees.

Graduate students may not use undergraduate courses to fulfill graduate degree requirements.

Documents Graduate Office.

### **POLICY 1.15 GRADUATE TRANSFER CREDIT**

A maximum of six credits from an accredited institution may be transferred providing the course(s) are applicable to the program to which they are being applied, and the course(s) fall within the six-year time limit required for completion of programs.

Kean University Graduate Catalog 2009-2010, p. 50.

### **POLICY 1.16 GRADUATE OFF-CAMPUS COURSES**

Programs. Up to (6) credits may be taken without a declaration of program, but after the completion of six credits the student will be asked either:

1. to matriculate with the intention of pursuing a Master's Degree

or

2. to enter an approved non-degree certificate program such as:
  - a. Supervision (state certification)
  - b. Reading Specialist (state certification)
  - c. Advanced Teaching Techniques (Kean University Certificate)
  - d. Teacher of Students W/Disabilities (state certification)

Bureau of Educational Services Publication, p. 1

### **POLICY 1.17 GRADUATE COMPREHENSIVE EXAMINATION**

A number of Master's degree programs require a comprehensive examination. Its purpose is to enable the graduate student to integrate the coursework of a specific program and to be able to illustrate its application in professional settings. Students are encouraged to discuss with their advisors at the time of admission the goals and objectives to be achieved during the course of the program. Comprehensive examinations are prepared by program faculty for each area of specialization and are administered mainly during the Fall and Spring semesters as scheduled. The exam may be taken only after a student has successfully completed 21 graduate credits in a specific program and has maintained a minimum grade point average of 3.0. Intent to take the exam must be filed with the Office of Graduate Student Services at least three weeks prior to the scheduled examination dates for each program. Applications for the Comprehensive Exam are available in the Office of Graduate Student Services, or on the Graduate College website.

The examination is submitted anonymously to faculty for reading and is graded as follows:

Pass with Commendation  
Pass  
Pass with Condition  
Fail

In the event of a failure, a student may be permitted to take a second comprehensive examination subject to approval of the program coordinator. In the event of a second failure, a student may appeal to take the examination for a third and final time. The appeal must be recommended by the Program Coordinator, the Department Chairperson and approved by the Dean of the Academic College. If the appeal is approved, the student may sit for the examination no sooner than the next regularly scheduled administration for that program.

Kean University Graduate Catalog 2009-2010, p.44-45.

### **POLICY 1.18 ADVANCED SEMINAR**

The Advanced Seminar is designed to bring graduate students together for the purpose of exploring significant problems in their field of specialization. Enrollment is limited and open only to fully matriculated students who have successfully completed 21 graduate credits in their program with a 3.0 average. The course consists of reading, research and practicum sessions, and requires each student to complete a major project or research paper which evidences competency in a field. The number of copies to be submitted is at the discretion of the instructor, but students are encouraged to submit at least an original and a copy, one of which may be retained by the instructor. The Advanced Seminar is a two-semester sequence, with the first semester offered in the fall as prerequisite to the second, which follows in the spring. The course is graded either "CG" (credit granted) or "NC" (no credit.)

The required application form is available in the Office of Graduate Student Services, East Campus, Room 218A, or it can be downloaded from the Nathan Weiss Graduate College website.

The application must be submitted to the program coordinator by the first Friday in March of the academic year preceding enrollment in Advanced Seminar. Failure to comply with the deadline may result in an entire year's delay in program completion.

Kean University Graduate Catalog, 2009-2010, p.43.

## ***SECTION I – FIELD EXPERIENCE POLICIES***

### **POLICY 1.21 FIELD EXPERIENCES**

All teacher education majors at Kean University are required to successfully complete an Introductory (sophomore) field and Preprofessional (junior) field experience as well as a full semester of Professional Internship/student teaching. These field experience settings are selected so that cultural diversity and the education of exceptional populations are addressed.

School of Education Administrative Council Action  
Revised 5/12/01 Approved by Field Advisory Committee  
Approved by Administrative Council 1/16/02

### **POLICY 1.22 ADMISSION TO PREPROFESSIONAL EXPERIENCE**

To be eligible to register for the Preprofessional Experience the student must be formally accepted into the appropriate education program, have achieved a minimum of 60 credits, and have at least a 2.75 cumulative grade point average from all institutions attended and at Kean University.

Students must make formal application to the Teaching Performance Center (TPC) Willis 110. Applications for the following summer and fall terms are due February 1. Applications for the following spring term are due April 15. Transfer students and special cases applying for spring placement must complete and submit applications by September 15. Students who are not eligible or those who do not apply by the required time may not be accepted for enrollment until the next semester.

Preprofessional Field Application Instructions and Preprofessional Junior Field Guidelines, 2000. P. 8  
Revised 5/12/01 Approved by Field Advisory Committee  
Approved by Administrative Council 1/16/02

### **POLICY 1.23 PLACEMENT FOR PREPROFESSIONAL EXPERIENCE**

1. Internship placements are made through a cooperative and mutual arrangement with P-12 schools and agencies. These arrangements are initiated and completed by the Teaching Performance Center in accordance with departments within the College of Education where agreements with selected P-12 schools and agencies exist.
2. Preprofessional experience students will be assigned to schools in towns other than where they reside, where they went to school, where their children attend, or where they have relatives employed in the schools. Exceptions may be made for students living in special needs districts or professional development school districts. Placements in districts with diverse populations are encouraged.
3. If there are special considerations requested in placements, they are to be made in writing to the Assistant Director of the Teaching Performance Center with a copy to the program

coordinator at the time the application is submitted. Requests for placement by students will be considered only where there is evidence of extenuating circumstances.

4. Each student will be provided two opportunities to interview for a preprofessional placement. If both interviews result in non-acceptance, the student will be evaluated by a Fieldwork Review Committee convened by the Teaching Performance Center to determine his/her suitability for classroom placement. The committee membership will consist of the student's designated program coordinator or faculty advisor and representatives from the Teaching Performance Center and the appropriate department within the College of Education.
5. Placements in Professional Development Schools are a priority for the College of Education.

PreProfessional Internship Application Instructions and  
*A Guide for Professional Laboratory Experiences:*  
*PreProfessional Field Experience Handbook II*, 2001. pp 12-13  
Revised 5/12/01  
Approved by Field Advisory Committee  
Approved the Administrative Council 4/2/02

### **POLICY 1.24 PREPROFESSIONAL EXPERIENCE WAIVERS**

No Preprofessional experience will be waived after May 23, 1991. All students must complete a Preprofessional field experience. Students who are teaching under contract may be supervised in their own classroom, but they must register for the preprofessional/junior field experience. This also includes students who have successfully completed preprofessional experiences at a university in a foreign country.

School of Education Administrative Council Action, 1991.  
Revised 5/12/01 Approved by Field Advisory Committee  
Approved by Administrative Council 1/16/02

### **POLICY 1.25 ADMISSION TO PROFESSIONAL INTERNSHIP**

Admission requirements for professional interns seeking teacher certification have been established by the College of Education to meet New Jersey Department of Education requirements as well as those of Kean University. The following are prerequisites to the internship program:

#### **I. Undergraduate Students**

- a. Formal acceptance into a program within the College of Education.
- b. A minimum of 95 credit/semester hours completed.
- c. Cumulative grade point average (GPA) of 2.75 or above from all institutions attended and at Kean University.

- d. A student is required to have negative test results for the Mantoux Tuberculin Test before s/he enters the assigned school for the Professional Intern/Student Teaching Field Experience. The results must be no more than six months old and be submitted to the school nurse on the first day of the experience. A student with a positive reaction to the Mantoux must comply with the State's follow-up procedures (including chest x-ray and medical evaluation) by submitting a physician report.
- e. Successful completion of Introductory (sophomore) Field Experience and the Preprofessional Field Experience.
- f. Specific program requirements including prerequisite courses as determined by the department in which accepted. Individual department and/or program requirements may supersede the above stated eligibility requirements, particularly grade point average. Please check with program coordinator.
- g. Courses in educational professional sequence and the academic major must be a C or better. No grades below C or INCOMPLETE are acceptable.

**2. Post Baccalaureate/Certification Students: (must be matriculated)**

- a. Successful completion of respective Introductory (sophomore) Field course and Preprofessional Field course.
- b. Completion of EDUC 3000 and EDUC 3400/01/03 where required.
- c. Cumulative GPA of 2.75 or above.
- d. Grades in education major of C or better; a minimum of B- in each EMSE course is required for Elementary Education program.
- e. A student is required to have negative test results for the Mantoux Tuberculin Test before s/he enters the assigned school for Professional Intern/Student Teaching Field Experience. The results must be no more than six months old and be submitted to the school nurse on the first day of the experience. A person with a positive reaction to the Mantoux must comply with the State's follow up procedures (including chest x-ray and medical evaluation) by submitting a physician report.
- f. Specific program requirements including prerequisite courses as determined by the department in which accepted. Department and/or program requirements may supersede above eligibility requirements. Please check with program coordinator.

A Guide for Professional Laboratory Experiences, 2001 p.8-9  
 Revised 5/12/01 Approved by Field Advisory Committee  
 Approved by Administrative Council 1/16/02

## **POLICY 1.26 PLACEMENT FOR PROFESSIONAL INTERNSHIP**

1. Internship placements will be made through cooperative and mutual arrangements with P-12 public schools located in New Jersey and representative of schools in the State of New Jersey in terms of social, economic, intellectual, ethnic, religious and abilities including special needs.

Additionally, the setting will offer a balanced curriculum consistent with New Jersey Statutes and Administrative Code, and focusing on the New Jersey Core Curriculum Content Standards. The majority of the teachers in the designated school will hold New Jersey Certification. These arrangements are initiated and completed by the Teaching Performance Center in accordance with departments within the College of Education where agreements with selected P-12 schools and agencies exist.

2. Professional interns will be assigned to schools in towns **other than** where they reside, where they went to school, where their children attend, or where they have relatives employed in the schools. **Exceptions may be made for students living in special needs districts or professional development school districts.** Students may select from an approved listing of placements. Placements in districts with diverse populations are encouraged.

If there are special considerations requested in placements, they are to be made in writing to the Assistant Director of the Teaching Performance Center with a copy to the program coordinator at the time the application is submitted. Requests for placements by students will be considered **only** where there is **evidence of extenuating circumstances.**

4. Each student will be provided two opportunities to interview for an internship placement. If both interviews result in non-acceptance, the student will be evaluated by a Fieldwork Review Committee convened by the Teaching Performance Center to determine his/her suitability for classroom placement. The committee membership will consist of the student's designated program coordinator or faculty advisor and representatives from the Teaching Performance Center and the appropriate department within the College of Education.
5. Placements in Professional Development Schools are a priority for the College of Education.

Professional Internship Application Instructions and *A Guide for Professional Laboratory Experiences: Professional Internship Handbook III*, 2001. pp 12-13  
Revised 5/12/01 Approved by Field Advisory Committee  
Approved by Administrative Council 4/2/02

### **POLICY 1.27 SELECTION OF PROFESSIONAL INTERNSHIP/STUDENT TEACHING SITES**

A listing of Professional Internship (Student Teaching) sites as approved by the program faculty and school districts is made available for students as part of the application packet. Students must select a regional assignment from the approved list.

Revised 5/12/01 Approved by Field Advisory Committee  
Approved by Administrative Council 2/4/02

### **POLICY 1.28 PROFESSIONAL INTERNSHIP SCHEDULE**

The professional internship is the third and final stage in the teacher preparation sequence and a full-time experience; a stage that requires a student to spend an entire semester – everyday, all day – in an assigned school or agency. Interns will follow the same schedule as the cooperating teacher including appropriate professional activities.

A Guide for Professional Laboratory Experiences – Professional Internship Handbook III 2001  
Revised 10/3/01 Approved by Field Advisory Committee  
Approved by Administrative Council 2/4/02

### **POLICY 1.29 EMPLOYMENT AND OUTSIDE ACTIVITIES DURING THE PROFESSIONAL INTERNSHIP**

It is expected that the Professional Intern will not participate in any employment, activity, or university functions which interfere with the responsibilities and requirements of the professional experience.

A Guide for Professional Laboratory Experiences, pp.24-25.  
Revised 11/28/01 Approved by Field Advisory Committee  
Approved by Administrative Council 2/4/02

### **POLICY 1.30 REPEATING A FIELD EXPERIENCE COURSE (PREPROFESSIONAL OR INTERNSHIP)**

A student will have one opportunity to repeat either the preprofessional or internship experience.

Application to repeat one field experience course (preprofessional or internship) may be made within a two-year period upon receipt of a grade of unsatisfactory or a student-initiated withdrawal which culminates in a grade of W\*. That field experience course may be repeated provided the student meets all recommended interventions as determined by the student's program advisor.

A student who graduates from the undergraduate program without certification and returns to the post baccalaureate program is also governed by this policy. Students with extenuating circumstances may submit a letter of appeal with supporting documentation to the Office of the Teaching Performance Center.

\*Withdrawal from a course remains the responsibility of the student. Specific guidelines and procedures for withdrawal are outlined in the University Bulletin. A refund determination for the semester in question will be made consistent with the established University Refund Policy found in the University Bulletin.

Rev. 12/08/04 Field Advisory Committee  
**Approved by Administrative Council 2/7/05**  
Rev. 5/19/08 Field Advisory Committee  
**Approved by Administrative Council 11/3/08**

### **Policy I.31 Job Action at Site of Field Experience Placement**

In the event that the school or district to which the university student is assigned is subject to any serious conflict or dispute between the teachers' association and the Board of Education, the field experience student will occupy a position of neutrality, which means:

1. The situation that affects the field experience is to be reported to the university supervisor/clinical instructor or faculty and the Teaching Performance Center, 110 Willis Hall, (908) 737-4185.
2. The field experience student is not to cross a picket line or participate in a job action.

A Guide for Professional Laboratory Experiences, 2001  
Revised 5/12/01 Approved by Field Advisory Committee  
Approved by Administrative Council 2/4/02

### **POLICY 1.32 FIELD EXPERIENCE REQUIREMENT**

All undergraduate and post-baccalaureate teacher education candidates seeking an initial certification at Kean University are required to successfully complete at least one preprofessional field experience at Kean as well as a full semester of professional internship.

A Guide for Professional Laboratory Experiences, 2001  
Revised 5/12/01 Approved by Field Advisory Committee  
Approved by Administrative Council 2/4/02

### **POLICY 1.33 REMOVAL FROM FIELD EXPERIENCE PLACEMENT**

Removal from a field experience placement may be initiated by a school district administrator, cooperating teacher, or university supervisor.

If a teacher candidate is removed from his/her placement, the student will be required to withdraw from the field experience for that semester. The student will not have the opportunity to be placed again in the field in the same semester. Withdrawal from a course remains the responsibility of the student.\* A student who has been removed from a placement will be required to meet all recommended interventions determined by his/her program advisor prior to a second and final placement opportunity.

Application to repeat one field experience course (preprofessional or internship) may be made within a two year period upon receipt of a grade of unsatisfactory or a student-initiated withdrawal which culminates in a grade of "W". A student will have one opportunity to repeat either the preprofessional or internship experience. If removal is the result of unethical conduct, criminal activity or extreme incompetence in performing the requirements of the experience, the student may be denied a second opportunity.

A student who graduates from any College of Education program without certification and returns to any post baccalaureate program is also governed by this policy.

\* Withdrawal from a course remains the responsibility of the student. Specific guidelines and procedures for withdrawal are outlined in the University Bulletin. A refund determination for the semester in question will be made consistent with the established University Refund Policy found in the University Bulletin.

Revised 11/28/01 Approved by Field Advisory Committee  
Approved by Administrative Council 2/4/02  
Revised 5/19/08 Field Advisory Committee  
Approved by Administrative Council 11/3/08

### **POLICY 1.34 VISITING PROFESSIONAL INTERNS**

The College of Education only accepts visiting professional interns from other NCATE approved institutions for guest placements during the final semester of the Professional Internship.

The following criteria must be in place for acceptance. A student must:

- Have a minimum cumulative GPA of 2.75 from an accredited NCATE institution
- Submit a letter of support from his/her academic department
- Be interviewed by the Director of the Teaching Performance Center
- Submit a completed application for Visiting Professional Internship (available at TPC/ Willis 110)
- Complete a TPC field placement application (available at TPC/ Willis 110)
- Register for professional internship at the sending institution.
- Make payment of fees to Kean University for supervision, cooperating teacher and supervisor travel cost before August 15 for Fall semester placement or December 15 for Spring semester placement

Revised 11/28/01 Approved by Field Advisory Committee  
Approved by Administrative Council 2/4/02

### **POLICY 1.35 COURSE ENROLLMENT DURING PROFESSIONAL INTERNSHIP**

A student enrolled in the Professional Internship may register for only one additional course for the semester in which the Professional Internship is performed.

Revised 11/28/01 Approved by Field Advisory Committee  
Approved by Administrative Council 2/4/02

### **POLICY 1.36 SUPERVISION OF A PREPROFESSIONAL FIELD EXPERIENCE OR PROFESSIONAL INTERNSHIP STUDENT PLACED FOR A SECOND SEMESTER**

A student who is *repeating* a field experience sequence will be assigned a Kean University residential faculty member or clinical instructor as his/her supervisor for that field experience semester.

A Guide for Professional Laboratory Experiences – Professional Internship Handbook III 2001  
Rev. 11/28/01 Field Advisory Committee  
Approved by Administrative Council 2/4/02  
Rev. 12/08/04 Field Advisory Committee  
Approved by Administrative Council 2/7/05

### **POLICY 1.37 CRIMINAL HISTORY BACKGROUND CHECK**

The College of Education of Kean University requires that each student who is enrolled in a field experience course and who will participate in a field placement at a school or agency, affirm and/or certify that he/she does not have a criminal history or conviction pending that will disqualify him/her from certification as an educator or administrator in the public schools and agencies of New Jersey.

Adopted by Field Advisory Committee 12/08/04  
Approved by Administrative Council 2/7/05

### **POLICY 1.38 PRAXIS EXAM REQUIREMENT**

Beginning in Fall 2006, all education students seeking an initial teacher certification are required to take and pass the appropriate Praxis II Test before they are eligible to participate in the Professional Internship experience. All students are required to comply with this Praxis policy, even if their area of certification is currently exempt by the State from taking a Praxis. A student who does not provide evidence of successfully passing the Praxis will be withdrawn from his/her assignment.

Students are required to submit a copy of the examinee score report as proof of successful completion of this requirement to the Teaching Performance Center with their placement application for the Professional Internship. Any student who does not present scores with the

application will be required to sign a statement of intent indicating his/her anticipated test date and agreement to provide the Teaching Performance Center with test results no later than August 15 for fall semester placement and November 1 for the subsequent spring semester placement. A student who does not comply with this policy will be withdrawn from his/her assignment.

Approved by Field Advisory Committee 9/28/05

Approved by Administrative Council 11/7/05

## **POLICY 1.39 PROFESSIONAL CONDUCT**

School-based field experiences are an integral part of the teacher preparation/educational services programs. During this time of transition from student to professional, it is expected that College of Education students represent the University in a manner that is respectful, responsible and compliant with the host district policies governing personnel and students. Each teacher candidate enrolled in a field experience is responsible for creating and maintaining a professional identity that demonstrates a commitment to the teaching profession. Candidates who fail to meet one or more of the expectations noted below can anticipate that the grade for the field course will be affected and/or result in student's removal from the placement.

### Professional Conduct Expectations for Field Experience Students:

- Dress professionally/follow district dress code
- Establish and maintain regular communication with supervisor/cooperating teacher
- Participate in daily classroom activities
- Be open to suggestions and accepting of feedback
- Respect opinions, feelings and abilities of students and faculty/staff
- Strictly adhere to school hours, calendar and schedule
- Be dependable and punctual with assignments
- Become familiar with host school rules and district policies
- Use appropriate language at all times
- Demonstrate respect for issues of confidentiality and privacy
- Professionalize your cell phone greetings and email addresses
- Privatize non-educational social web pages and refrain from publishing inappropriate, confidential or slanderous information on public internet sites
- Limit use of non-instructional electronic devices to off school grounds
- No personal communications on school computers
- Maintain professional relationships with students, school colleagues and families consistent with the New Jersey Professional Teaching Standards

Approved: Field Advisory Committee, May 20, 2009

Approved: Administrative Council, October 5, 2009

## ***SECTION III – POLICIES RELATED TO STUDENTS***

### **POLICY 3.1 ADMISSION AND RETENTION STANDARDS/ UNDERGRADUATE TEACHER EDUCATION PROGRAMS**

#### **Admissions**

Students must be formally admitted to teacher education programs. Since criteria for admission to specific programs vary, students are urged to contact the academic department offering the program for specific information. Criteria for admission are as follows:

A cumulative grade average of 2.75 or better.

Demonstrated competency in oral English communication (minimum grade of “C” in COMM 1402 or its equivalent or formal exemption). (Some programs may require a grade of B- or better).

Demonstrated competency in written English as evidenced by a minimum grade of “C” in ENG 1030. (Some programs may required a grade of B- or better).

Demonstrated competency in mathematics as evidenced by a minimum grade of “C” in at least one college-level math course. (Some programs may require a grade of B- or better).

Satisfactory completion of an appropriate sophomore field experience.

Passing scores on the Praxis I examination.

Although students will not be formally admitted to teacher education programs until the satisfactory completion of the sophomore field experience, the programs are offered in a sequence which is best completed by starting in the freshman year.

Satisfactory scores on the New Jersey Basic Skills Test or satisfactory completion of required developmental courses in writing, reading and mathematics at Kean University is required.

#### **SPEECH COMPETENCY**

All Education majors must pass a speech and language screening in order to be accepted into the program.

Kean University Undergraduate Catalog 2009-2010, p. 30.

### **POLICY 3.2 REMEDIATION PLAN**

To assist students who fail to achieve admission to teacher education because of a low grade point average, a remediation plan is developed. The plan provides for individualized advisement and remediation.

School (College) of Education Administrative Council, 1992.

### **POLICY 3.3 UNDERGRADUATE ACADEMIC ADVISEMENT**

The University views academic advisement as an important aspect of the academic experience. Students may receive individual advisement as follows:

New Students (freshman, transfer and readmitted students) will be invited to their initial advisement and registration through the Center for Academic Success (see the Center for Academic Success section in this catalog for more information or call 908-737-0300.

First semester freshmen (regardless of major or intended major) are advised by their Transition to Kean (GE1000) instructor. Additional academic information may be obtained at the CAS On-Stop (CAS 108).

Declared or Intended Majors – Students who have selected an intended major or officially declared a major receive advisement from faculty members in their major department.

Undecided /Undeclared Majors – Students who have neither selected an intended major nor declared an official major are considered undeclared, and are advised by the staff in the Center for Academic Success. Please see the reception desk in the Center for Academic Success for information and hours or call 908-737-0300.

Kean University Undergraduate Catalog 2009-2010, p. 21.

### **POLICY 3.4 RETENTION IN TEACHER EDUCATION PROGRAMS**

Students will be evaluated at the end of the junior year prior to being confirmed as candidates for the instructional certificate. Students must maintain a grade point average of 2.75 or better and must show evidence of an acceptable level of teaching proficiency.

Kean University Undergraduate Catalog 2009-2010, p. 30.

### **POLICY 3.5 STUDENTS WHO FAIL TO MEET TEACHER EDUCATION RETENTION REQUIREMENTS**

A student, who after admission to a teacher education program, has a grade point average of less than 2.75 will be monitored by their respective department and will be given one academic year to raise the cumulative average to 2.75. If at the end of the probation year, the grade point

average remains below 2.75, the student will be asked to change their major or must graduate uncertified (as in the case of physical education majors). These students are ineligible to do junior or senior field experience, the education core courses and other professional courses at the discretion of the department. In addition to the required g.p.a, students must earn a passing score on the appropriate Praxis II examination before they are allowed to do the senior field experience.

School (College) of Education Administrative Council Action, 1987  
Amended 1992  
Amended 2010

### **POLICY 3.6 READMISSION**

Previously enrolled undergraduate students who have not attended class at Kean University for two or more consecutive semesters (spring/fall) must apply for readmission.

Readmission to the University mandates that the student be subject to current University curriculum and academic standards requirements. Readmission to the university is not guaranteed. Applicants who have attended another institution after the last semester attended at kean will be evaluated for readmission based on the most recent and cumulative academic performance. A final official high school transcript and official copies of transcripts from all colleges attended must be on file before the application is considered complete.

Applications must be sent with the \$50.00 non-refundable processing fee. Applications submitted without the fee will not be processed.

Students who have been academically dismissed are not eligible to apply and should refer to the policy in the section “Reinstatement after Academic Dismissal or Discontinuance.”

Readmission to the University does not imply or constitute readmission to a specific academic program offered by the University.

Kean University Undergraduate Catalog 2009-2010, p. 34.

### **POLICY 3.7 ADMISSION TO POST-BACCALAUREATE CERTIFICATION PROGRAMS**

Students must be formally admitted to post-baccalaureate teacher education programs. The applicant must have an undergraduate cumulative grade point average of 2.75; completed an appropriate liberal arts or science major, and earned passing scores on the appropriate Praxis Examination.

School (College) of Education Administrative Council Action, 1990.  
Amended 2010

### **POLICY 3.8 MINIMUM SEMESTER HOUR REQUIREMENTS FOR POST-BACCALAUREATE CERTIFICATION STUDENTS**

Post-baccalaureate certification students are required to take a minimum of eighteen (18) semester hours of professional education coursework at Kean College of New Jersey (now Kean University) in order to be recommended for certification by the institution.

School (College) of Education Administrative Council Action, 1992.

### **POLICY 3.9 GRADUATE STUDENT ADVISEMENT**

Academic Advisement is available to matriculated graduate students through their specific program coordinator. Each coordinator's name and phone number are listed under the program heading in this catalog.

Advisement is also provided to continuing students by the professional staff in the Office of Graduate Student Services. Students are encouraged to visit the Office. The hours are: September and January: Monday and Wednesday, 9 a.m. – 5 pm., Tuesday and Thursday, 9 a.m. – 8pm and Friday, 8:30 a.m. – 5:00 p.m. During the fall and spring semesters while classes are in session the office hours are Monday through Thursday, 9a.m. – 5 pm and Fridays, 8:30 a.m. – 5 pm. The Office of Graduate Student Services is located on the East Campus, room 218A.

Kean University Graduate Catalog, 2009-2010, P. 25-26

### **POLICY 3.10 GRADUATE SCHOOL ADMISSION AND CANDIDACY**

Applicants may apply for admission to a degree or non-degree program. All applicants must hold a baccalaureate degree from an accredited college or university.

A degree program leads to a Master of Arts, Master of Science, Master of Business Administration, Master of Science in Nursing, Master of Public Administration, Joint Master of Science in Nursing and Master of Public Administration, Master of Social Work, or a Professional Diploma or Doctorate. A non-degree program may lead to a post-master's certification or a professional diploma, and is also appropriate for those who already hold a Master's degree and seek only additional coursework. Admission is based on the following criteria: evaluation of prior and/or graduate work; results of a standardized test (Graduate Record Examination, Miller Analogies Test, or the Praxis Examination as required by individual programs); personal interview if required; and a determination of the relationship of all factors relevant to the specific program. Applicants are advised to refer to the Graduate School Application for the most recent program requirements.

Students who hold a previous Master's degree and apply for matriculation in a post-master's or second Master's program, will not be required to submit standardized test scores unless specifically required by the program to which admission is sought. Applicants for Doctoral programs must submit Graduate Record Examination scores that are current.

Kean University Catalog 2009-2010, p. 15.

## ***SECTION IV - POLICIES RELATED TO FACULTY***

### **POLICY 4.1 FACULTY TEACHING LOAD**

1. The basic academic year teaching load for full-time faculty shall be twenty-four (24) teaching credit hours. All over load for full-time faculty shall be voluntary and overload rates shall be paid for all voluntary teaching assignments beyond twenty-four (24) teaching credit hours. No full-time faculty member may be assigned more than fifteen (15) teaching credit hours per semester within load. The teaching load for part-time faculty shall be a minimum of one half the teaching load for full-time faculty.
  
2. A. The teaching assignment of a faculty member shall not require more than three (3) different course preparations in any semester, except where it can be demonstrated that the course offerings and class sections in a department cannot reasonably be scheduled on this basis, or where a faculty members' schedule includes one or more two (2)-student – credit-hour courses. Under such circumstances one additional course preparation may be assigned.  
  
B. It is recognized that one-student-credit-hour courses and activities such as, but not limited to, supervision of or instruction in independent study, internships, practice teaching, studio or physical activity programs do not lend themselves to computation of numbers of preparations under subparagraph a. above. However, it is recognized that every effort will be made when assigning such activities to arrive at an overall assignment of responsibilities which substantially and equitably equates to the model set forth in subparagraph a.

Agreement: The State of New Jersey and Council of New Jersey State College Locals  
NNSF-AFT, AFL-CIO, p. 26-27.  
(visit <http://www.cnjscl.org> click on agreement 2007-2011)

### **POLICY 4.2 FACULTY EVALUATION**

To aid in the improvement of program and to improve the quality of instruction, regular and systematic evaluation of faculty is conducted. Tenured faculty are evaluated on their teaching, scholarly activities, and service to the University and community through the Career Development Program (A-328). The procedures are set forth in Letters of Agreement #46, 47, 50 and 51.

Non-tenured faculty are evaluated annually on their teaching, scholarly activities and service to the University and community. This is done through the retention and tenure procedures set forth in the Bylaws and Guidelines for the Retention and Tenure Committee.

Beginning in Spring 2010, the SIR (Student Instructional Report) II will be carried out in each section of each course offered on a regular basis every semester.

## **POLICY 4.3 ADJUNCT FACULTY**

### Credentials for New Adjunct Faculty

1. A folder should be assembled for each new member of the adjunct faculty. This folder should include the following items:
  - a. Application-Qualification Form
  - b. Official transcript of graduate work (Master's or Doctorate)
  - c. Two letters of reference
  - d. W-4 form
  - e. Copy of Social Security card
  - f. I-9 form
  - g. Copy of drivers license
  - h. Authorization to Hire Form

Please note that requests to hire an individual without an appropriate graduate degree should be made in exceptional circumstances only and should be discussed with the appropriate school dean prior to offering the assignment to the individual. In these cases a memorandum from the chairperson may be substitute for (b) above. This memorandum should outline the qualifications that would serve in lieu of a graduate degree.

2. When the folder is complete, the Authorization to Hire Form should be signed and the folder forwarded to the appropriate school dean for review and approval. The folder then will be sent to the Office of Professional Records, where all adjunct credentials will be held on file.

### Evaluation of Adjunct Faculty

1. General

Evaluation of adjunct faculty may be coordinated by the Department Chairperson or by someone whom he or she designates, such as a coordinator of adjunct instruction. If a department elects to do so, a committee for evaluation of adjunct instruction may be constituted. This might be a subcommittee of the ARTP Committee.

Adjunct faculty should be advised in writing that they will be evaluated and furnished with an outline of the procedures to be followed. Adjunct faculty should also have the opportunity to review the contents of their evaluation file with the Department Chairperson or designee.

2. Assembly of Evaluation Folder

The following papers will constitute the evaluation file:

- a. Copy of Application/Qualification Form. (For first-year members of the adjunct faculty, a copy of the Form in their personal folder will suffice; updated

Application/Qualification Forms must be submitted by adjunct faculty members with prior service).

- b. A set of student evaluations for each course taught during the year. (Adjunct faculty should be evaluated by students following the procedures for resident faculty, including the strict observance of confidentiality).
- c. One faculty observation of each course taught during the year.

Each department should develop a system of observation of adjunct faculty. Faculty observers may be the Department Chairperson or his or her designee.

- d. Any other materials that the department elects to include.
- e. A summary recommendation based upon review of the other papers in the evaluation file.

This recommendation may be prepared by the Department Chairperson or his or her designee, depending upon the procedure followed within the department (see item 1 above).

- f. The recommendation should be accompanied by a statement from the Department Chairperson certifying that the evaluation has been conducted in accordance with these guidelines.

### 3. Approval of Department Recommendation

- a. The Department Chairperson transmits the evaluation file to the Associate Dean of the College.
- b. The Department Chairperson will be notified by the College Dean or Associate Dean if the department recommendation (which will be either to retain the candidate on the list of active adjunct faculty or to remove him or her from the list) is approved. A department recommendation will not be reversed without consultation with the Department Chairperson.

### 4. Timetable for Implementation

- a. Implementation shall begin in 1974-1975.
- b. New members of the adjunct faculty should be evaluated every year for the first three years and every third year thereafter.
- c. Adjunct faculty members with more than three years experience will be evaluated every third year.

- d. Implementation of these procedures will be inaugurated in such a way that not all adjunct faculty with more than three years experience will be evaluated in the initial year of the process.

5. Initiation of Evaluation Process

Each department should report to the Associate Dean by 15 October the following information:

- a. The specific plan for evaluation of adjunct faculty within the department.
- b. The names of the adjunct faculty who are to be evaluated.

(School (College) Deans' Communication to Department Chairpersons, Spring 1974)  
Handbook for Professional Personnel, pp. 208-210.

## **POLICY 4.4 FACULTY DEVELOPMENT**

1. Center for Professional Development

The Center for Professional Development offer opportunities for professional development to faculty. The Center provides ongoing programs and opportunities for: a wireless faculty technology lounge, conference room and faculty/staff seminar facility, it is also a variety of support services for all faculty members. Faculty are welcome to work in our walk-in technology and spend quiet time in the lounge. The lounge is located next door to the walk-in lab where support staff will assist with software problems. Faculty may Attend training workshops and teaching related seminars that are offered. Also associated with the Center for Professional Development are the Tenure Track Faculty Network, and the Faculty Development Network.  
[www.kean.edu/~cpd](http://www.kean.edu/~cpd)

2. Center for Innovative Education

The Center for Innovative Education offers opportunities for faculty. Through the CIE, faculty participate in workshops offered throughout each academic year on a variety of technology topics.  
<http://cie.kean.edu>

3. Sabbatical Leaves

The State agrees to continue, as herein modified, a sabbatical leave program. Effective in the first and second year of this Agreement the State Colleges/Universities will be authorized to grant one hundred eighty (180) half-year leaves. Effective the third and

fourth year of this Agreement the State Colleges/Universities will be authorized to grant one-hundred and ninety (190) half-year leaves. At each college/University two (2) half-year leaves may be combined into one (1) full-year leave. These leaves will be apportioned among the Colleges/Universities on a basis proportional to the number of eligible faculty members and librarians at each College/University with at least six (6) consecutive years of service at a college/University.

A. Eligibility – Application – Approval

1. All full-time faculty members (including Demonstration Teachers and Demonstration Specialists at the A. H. Moore School) and librarians who, as of June 30 prior to the year for which the leave is requested, have completed a period of six (6) or more consecutive years of service at a College/University, shall be eligible to apply for a sabbatical leave during the 2007-2008, 2008-2009, 2009-2010 or 2010-2011 academic years. Sabbatical leaves are granted no more frequently than once every seven (7) years.
2. a. Application shall be submitted to the President of the College/University no later than February 1<sup>st</sup> of each year.
- b. Application may be made for the purpose of pursuing a substantial project designed to yield publishable results and/or enhance competency as a scholar or teacher. Sabbatical leaves may also be granted for the pursuit of an accredited terminal degree program in an appropriate field of study.
- c. A committee will be established under the governance structure of each College/University to review the academic merits of each application and make recommendations to the President. The UNION shall have the right to appoint one employee observer to such committee. The committee shall conduct its review and make its recommendations by no later than March 1st of the year involved.
- d. The President shall take into consideration the recommendations of the committee and shall make recommendations for approval or disapproval to the Board of Trustees.

B. Terms of Sabbatical Leave

1. Half-year leaves shall be at the rate of full salary.
2. Full-year leaves shall be at the rate of three quarters (3/4) salary.
3. For librarians, half-year leaves shall be five (5) months, and full-year leaves ten (10) months.

4. The period of the leave shall be credited for increment purposes, where such credit is relevant.
5. A faculty member or librarian on sabbatical leave shall be entitled to the continuation of pension and insurance programs benefits as provided in the applicable plans.
6. Each faculty member or librarian accepting a leave must sign a written statement obligating him or her to continue to serve for at least one (1) year after expiration of the term of leave, unless waived by the President of the College/University.
7. Faculty members or librarians on such leave are permitted to receive additional compensation in the form of fellowships, government grants, and honoraria for purposes related to the leave and part-time employment directly related to the project at an institution where they are in residence for the purpose of study and research in addition to the partial salary from the College/University, provided that total compensation from all sources does not exceed such faculty members' full salary at the College/University. The leave may not be used to accept paid employment during the period of the leave except as provided above.
8. Faculty or librarians on sabbatical leave may engage in outside employment if it does not conflict with the purpose of the sabbatical leave or N.J.A.C. 9:2-10.1 et seq., and the faculty member reports the outside employment before going on leave.

Agreement The State of New Jersey and  
Council of New Jersey State College Locals.  
Visit <http://www.cnjscl.org> click on agreement 2007-2011

#### 4. Tuition Reimbursement

- A. Employees enrolled in a terminal degree program related to their areas of teaching or work as approved by the President of the College/University may receive tuition reimbursement at a rate of \$150 per credit or the actual tuition, whichever is less, during the term of this Agreement.
- B. Employees may also be granted tuition reimbursement as described in A. above for graduate study necessary to increase such employees' expertise in his or her area of teaching or work as determined by the President.
- C. Tuition reimbursement under Sections A or B above shall not exceed nine (12) credits per year or a total of forty-five (45) credits during their years of employment at any College/University.
- D. In order to receive a commitment for reimbursement the employee must submit a written request to the President prior to enrollment in a course of study, stating the

basis for the request for reimbursement. Within twenty (20) calendar days the President and his or her designee will respond in writing as to whether the University will provide reimbursement subject to the availability of funds. The President or his or her designee will meet with the local Union to determine appropriate procedures for submission of the application to an appropriate advisory person or group in the applicant's area of teaching or work.

- E. In order to secure reimbursement the employee must satisfactorily complete the course of study and submit written proof of payment of tuition and satisfactorily completion of the President or his or her designee.
- F. The course of study may be at any accredited institution.
- G. The College/University will cooperate in arranging employees' schedules to allow them to take advantage of the benefits of this program.
- H. The operation of this program is subject to the availability of funds as set forth in Article XXI, except that the President may make additional funds available. The President will advise employees by no later than July 15 of the year involved of the amount of funds available.

In the event that funds are not sufficient to meet all request which would otherwise be approvable, priority shall be give to 1) those employees who are enrolled in a terminal or graduate degree program for which the employee previously received tuition reimbursement, 2) those employees embarking upon an approved terminal or graduate degree program, and 3) all other circumstances.

Agreement The State of New Jersey and Council of New Jersey  
State College Locals.  
(visit <http://www.cnjscl.org> click on agreement 2007-2011)

## 5. General Career Development and Assistance Programs

The General Career Development Program shall include the following:

### **A. Tuition Reimbursement**

- 1. When a Career Development leave is approved for the purpose of engaging in specific educational activity, tuition expenses shall be reimbursed at full cost. The limitations set forth in Article XXVIII of the Master Agreement shall not apply. Recommendations for approval for tuition reimbursement may be submitted by the CDC to the President.
- 2. The general tuition reimbursement program set forth in Article XXVIII of the

Master Agreement shall continue except as modified by subparagraph 1 above.

- B. Expenses for travel to professional meetings, conferences, short courses and seminars.

**C. Career Development Leaves**

- 1. Career Development Leaves (CDL) may be granted for up to two (2) consecutive academic years.
- 2. a. CD leaves not exceeding one-half (1/2) year in duration shall be at the rate of three-quarters (3/4) salary.  
  
b. CD leaves exceeding one-half (1/2) year in duration shall be at the rate of half (1/2) salary or at the rate of the employee's salary less \$7,552, whichever is greater. No employee shall receive a rate of less than \$12,594.
- 3. The provisions of Article XXVII.B. 4 through 7 of the Agreement shall apply to CD Leaves.
- 4. When computing the annual or prorated cost for replacing a faculty member who has been granted a CD Leave, it shall be presumed that one-half (1/2) the faculty member's full teaching obligation will be fulfilled through the use of overload assignments and one-half (1/2) through the use of a full-time faculty member being compensated at Step One of the Assistant Professor salary range. In the latter case, the per-teaching-credit cost shall be computed by dividing the annual salary rate by 24.

Career Development Committee Guidelines, p.107

6. Released Time for Research

Office of Research and Sponsored Programs offers five [internal funding programs](#) that support faculty research:

- 1. Released Time for Research (RTR) Awards Program “was established in support of faculty research and creative works.”
- 2. Untenured Faculty Research Initiative (UFRI) was established “to support competitive research efforts of untenured faculty that will advance the state of the art or knowledge in a specific field or area of professional activity; enhance the ability of untenured faculty to participate successfully in the Release Time for Research Program; and promote proposal-writing skills suitable for the preparation of applications to external funding agencies.”

3. The Foundation Faculty Research Award is “to help faculty better position themselves to apply for and receive external funding for their research and scholarly activities. Full time tenured and untenured faculty can apply.”
4. The Students Partnering with Faculty (SpF) Summer Research Program is a “program that has been developed to support and advance student and faculty research and scholarship at Kean University. Through the SpF program, full-time faculty will have the opportunity to submit proposals, in collaboration with undergraduate or graduate students.”
5. The Presidential Scholars Challenge “funds faculty research initiatives in areas important to the strategic vision and core initiatives of the University. The grant provides bridge support to faculty researchers who then pursue external funding to continue their research program.”

The Released Time for Research Program is supported by the New Jersey Department of Higher Education’s Separately Budgeted Research Program and the College budget. Funding levels may vary from year to year.

#### PURPOSE

Projects funding by Released Time for Research serve to:

1. Advance the state of the art or knowledge in a particular field of study or professional activity.
2. Develop a particular area of research or creative work to the point where it can be shared beyond the Kean University community.

Guidelines for Applicants and for Departmental and College Released  
Time for Research and Creative Works Committee, p. 2.

***SECTION V - POLICIES RELATED TO THE GOVERNANCE,  
OPERATION, PROCEDURES AND RESOURCES FOR PROGRAM***

**POLICY 5.1 ADMINISTRATION OF THE TEACHER EDUCATION PROGRAM**

The Dean of the College of Education is responsible for the overall administration and operation of teacher education.

Definition:

The Dean is the senior academic officer of the College of Education, and reports to the Vice President for Academic Affairs. The chairpersons of the academic departments in the College of Education are responsible to the Dean for administration (at the departmental level) of the policies and procedures of the College. Directors of several academic units housed in the College of Education, as well as certain program coordinators, also report to the Dean.

Through the Council of Deans and working within the context of a community of shared governance, the Dean participates in the formulation, evaluation, and administration of College policies and procedures. Within the College, the Dean has general responsibility for development and administration of plans to meet the needs of students served by the College of Education and for the fostering of excellence in programs, instruction and research.

Kean University Job Description for Dean, College of Education, p. 1.

**POLICY 5.2 EDUCATION ADVISORY COMMITTEE**

There shall be a Teacher Education Advisory Committee consisting of representatives from the liberal arts and sciences departments of Kean College (now Kean University) six or more administrators and teachers from area schools and six or more students enrolled in professional education programs. The Education Advisory Committee shall meet one or more times each academic year with the School (now College) of Education Administrators. The Education Advisory Committee shall be called on for advice on professional education and related matters.

School (College) of Education Administrative Council Action, 1992.

**POLICY 5.3 THE SCHOOL OF EDUCATION ADMINISTRATIVE COUNCIL**

The School (now College) of Education Administrative Council is the only group authorized to make recommendations to the Dean of the School of Education in matters related to the governance of teacher education. Its membership shall include the Associate Dean of Education, Assistant to the Dean of Education, chairs of the School of Education Departments, and the Director of the Teaching Performance Center and the coordinators of professional education programs located outside of the School (College) of Education.

School (College) of Education Administrative Council Action, 1992.