

BLUFFTON UNIVERSITY EDUCATOR PREPARATION

Field Experience, Clinical Experience, and Student Teaching Policies and Procedures

Bluffton University

The religious, educational, historical, and social tenets of Bluffton University provide the foundation for the mission of the Education Department. Bluffton University seeks to prepare students of all backgrounds for life as well as for vocation, for responsible citizenship, for service to all peoples, and ultimately for the purposes of God's universal kingdom. This pursuit of excellence, informed by the peace church values, expresses itself in the following ways:

- 1) to provide a superior baccalaureate program in the liberal arts emphasizing individual inquiry, critical thinking, and lifelong learning;
- 2) to provide superior preparation in a select number of professional areas as an integral part of the liberal arts program;
- 3) to integrate the values and faith of the College into all facets of the educational program, including not only the curricular and co-curricular programs, but the very life of the college community (Bluffton University Catalog).

The Bluffton Blueprint

At Bluffton, students' general education program is called The Bluffton Blueprint. The Bluffton Blueprint classes and competencies focus on classroom learning and hands-on practice.

There are four classes, one for each year of college, that help students come to new understandings through action and hands-on practice. The four classes are BENV 100 Becoming a Scholar, BENV 200 Learning in Community (waived for Educator Preparation candidates by participation in field experiences), BENV 3XX Cross Cultural Experience, and BENV 400 Capstone.

In addition to the four BENV classes, there are ten competencies that students meet through coursework. The ten competencies are Writing Well, Speaking and Listening, Living Well, Creative Expression, Reading the Bible, Understanding Self and Society, Exploring the Past, Scientific Inquiry, Critical Analysis and Religious Understanding.

These classes and competencies give Bluffton students the tools to overcome the challenges of life. By graduation, they will be ready to answer the same question John the Baptist is challenged with in Luke 3:10-14 "What then shall we do?" ([Bluffton Blueprint - Bluffton University](#))

Bluffton University Department of Education

The Department of Education/Educator Preparation courses and field experiences are based upon a curriculum model joining content and methodology with major strands addressing teaching diverse populations and teaching in diverse environments. The model has been developed with objectives that promote effective teaching and reflect the expectations of the Education Department and other professional entities. The preparation of effective teachers at Bluffton University involves candidates meeting objectives that reflect not only Bluffton University's values and expectations but also objectives from the Council for the Accreditation of Educator Preparation (CAEP), the Interstate Teacher Assessment and Support Consortium (InTASC), the Ohio Standards for the Teaching Profession (OSTP), the Ohio Academic Learning Standards, and professional entities such as education related learned societies, higher education institution faculty, in-service educators, the Ohio Department of Higher Education, and the Ohio Department of Education.

All Bluffton licensure and endorsement programs are approved by the Ohio Department of Higher Education and the Educator Preparation Program is fully accredited by CAEP.

The Bluffton University Educator Preparation program structures its courses and experiences around the conceptual framework: *Educators Nurturing Communities of Learning and Respect*. Bluffton University’s mission of peace and justice, cross cultural understanding, and service is combined with a strong liberal arts and sciences program and provide the “roots” for all Educator Preparation candidates. The Educator Preparation program “branches” out to address student *learning* through content knowledge and an on-going teaching cycle of planning, teaching, assessment and reflection. Communities of *respect* are nurtured through the context of inclusive schooling, collaborative colleague/parent/student interactions, and classroom organization based upon respect for the individual student and the learning community.

Within this framework, candidates for teacher licenses completing programs through the Department of Education at Bluffton University will understand the learner and learning, know the content they teach, demonstrate effective instructional practice, and engage in professional practice.

Specifically, the following standards will be met.

	INTASC Standards	Ohio Standards for the Teaching Profession
The Learner and Learning	<i>Standard #1: Learner Development</i> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Standard 1: Teachers understand student learning and development and respect the diversity of students they teach.
	<i>Standard #2: Learning Differences</i> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Standard 1: Teachers understand student learning and development and respect the diversity of students they teach.
	<i>Standard #3: Learning Environments</i> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	Standard 5: Teachers create learning environments that promote high levels of learning and achievement for all students.
Content Knowledge	<i>Standard #4: Content Knowledge</i> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	Standard 2: Teachers know and understand the content area for which they have instructional responsibility.

	INTASC Standards	Ohio Standards for the Teaching Profession
	<i>Standard #5: Application of Content</i> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	Standard 2: Teachers know and understand the content area for which they have instructional responsibility.
Instructional Practice	<i>Standard #6: Assessment</i> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	Standard 3: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
	<i>Standard #7: Planning for Instruction</i> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	Standard 4: Teachers plan and deliver instruction that advances the learning of each individual student.
	<i>Standard #8: Instructional Strategies</i> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	Standard 4: Teachers plan and deliver instruction that advances the learning of each individual student.
Professional Responsibility	<i>Standard #9: Professional Learning and Ethical Practice</i> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	Standard 7: Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.
	<i>Standard #10: Leadership and Collaboration</i> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession	Standard 6: Teachers collaborate and communicate with students, parents, and other educators, administrators and the community to support student learning.

The staff and faculty members of the Department of Education at Bluffton University accept the responsibility of providing the courses, experiences, guidance, administrative support, and self-evaluation necessary for the development and maintenance of a departmental structure in which effective, child-centered teaching professionals can develop. The Prekindergarten license, Early Childhood License, Primary: P-5 license, Middle Childhood License, Intervention Specialist, Adolescent/Young Adult Licenses, and Multi-Age Licenses are all developed with this goal in mind. By incorporating the vision of Bluffton University, its general education program, and the Department of Education, the staff and faculty are confident that the educational experiences at Bluffton University will reflect the realities and challenges found in classrooms where teachers and students are engaged in constructing meaningful teaching and learning.

The information presented in this handbook is vital for Educator Preparation candidates at Bluffton. It provides candidates a composite of the requirements which must be completed for a Two-Year Resident Educator License through the Ohio Department of Education. These requirements are completed through a four-step process:

1. Admission to Educator Preparation
2. Admission to Student Teaching
3. Completion of the Program
4. Follow-Up

Please keep this handbook for present and future reference. If you have questions that are not addressed in the handbook, please feel free to contact an Education Department faculty member.

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Director of Educator Preparation

Bluffton University Educator Preparation Programs

Field Experience and Student Teaching Policies and Procedures

Bluffton University's Educator Preparation Programs provide candidates with the knowledge, skills and dispositions to become effective educators. Knowledge is gained through active participation in the courses that are required for each licensure area. The courses include pedagogy and content materials that are necessary for successful teaching and student learning. Skills are developed in field experiences, clinical experiences, and clinical practice (student teaching) where candidates use pedagogical and content knowledge to develop, teach, and assess students learning. Dispositions are "the habits of professional action and moral commitments that underlie the educator's performance" (InTASC Model Core Teaching Standards, p. 6 in the CAEP Accreditation Handbook – March 2016, p 180).

Definitions (CAEP Accreditation Handbook – March, 2016. Appendix I – Glossary, p. 173-193.)

Field Experience – Early and ongoing practice opportunities to apply content and pedagogical knowledge in P-12 settings to progressively develop and demonstrate their knowledge, skills, and dispositions (p 181).

Student teaching - Guided, hands-on, practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. Opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators (p 177).

Field Experiences and Student Teaching are coordinated by the Bluffton University Office of Field Experiences, Educator Preparation Program faculty members, and members of the departments that provide content preparation. An advisory council meets annually and works collaboratively with the Office of Field Experiences. All experiences meet the expectations of the Council for Accreditation of Education Preparation (CAEP) Standard 2.

Standard 2: Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

Partnerships for Clinical Preparation - 2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit: ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

Clinical Educators - 2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance

evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

Clinical Experiences - 2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate development of effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured with multiple performance-based assessments at key points to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of P-12 students.

Depth and Breadth

Bluffton University's Educator Preparation field experiences program is designed to give candidates the opportunity to apply knowledge and dispositions and gain skills in their chosen profession through three phases. The first phase is **EXPLORATORY (E)**. This early field experience allows candidates to observe and assist teachers in classrooms and offers candidates a variety of settings in which to decide if this is the level and subject area that best suits them. The second phase is **FOCUSED (F)** and allows candidates to begin to use the skills that are being developed in coursework as they begin to teach short lessons and help with more classroom duties. The third phase is **INTENSIVE (I)** and are practicum experiences and student teaching that provide candidates with mentors, but also allow candidates to work independently in a classroom.

Duration - All candidates are required to complete the Professional Core Courses and Experiences. Each individual licensure areas includes additional experiences aligned with courses in that licensure program. The duration of each experience is listed in the charts.

Coherence - All experiences prior to Clinical Practice (Student Teaching) are related to specific class content. All assignments are aligned with course content and are monitored in each candidates' records.

Diversity and Field Experiences - All candidates are required to complete a significant field experience or student teaching in a diverse classroom. Diversity is determined by the school's student population that is at least 15% diverse and at least 25 % economically disadvantaged. Completion of this requirement is monitored in the candidates' records.

The following are identified as diverse districts/schools:

- Bellefontaine City Schools – Bellefontaine, OH
- Elida Local Schools – Elida OH
- Findlay City Schools – Findlay OH
- Leipsic Local Schools – Leipsic OH
- Lima Central Catholic High School – Lima OH
- Lima City Schools – Lima OH
- Perry Local Schools – Lima OH
- Shawnee Local Schools – Lima OH
- Apollo Career Center – Lima OH
- Heir Force Community School – Lima OH
- St. Charles Catholic School – Lima OH
- St. Gerard Catholic School – Lima OH
- St. Rose Catholic School – Lima OH

Placements - All placements originate from the Coordinator of Field Experiences/Student Teaching. The Coordinator maintains a record of high quality placements and where each candidate is placed.

Each candidate will be scheduled for placements for significant experiences in a variety of grade levels and a variety of classroom content area within their licensure grade band and content area.

Each candidate will be trained in the science of reading if the Bluffton University educator preparation candidate is assigned to a literacy classroom.

Transfer Credit for Experiences - If a course or an experience is transferred in for any required course or experience, it must be approved by the Director of Educator Preparation and the Coordinator of Field Experience and Student Teaching. Documentation of the hours, placement location, foci of the hours must be submitted and reviewed and included in the candidate's records.

I. Bluffton University Office of Field Experiences

The Office of Field Experiences includes the Director of Educator Preparation and The Coordinator of Field Experiences and Student Teaching. All Education Department members and members from content areas are included in placement decisions.

II. Placement Policies and Procedures

RAPBACK Requirement – Effective fall 2024, the 3-year Pre-Service Teacher Permit is required for candidates who are enrolled in educator preparation programs to complete student teaching or other training experience involving students in P-12 schools. Note that candidates who already hold an active credential issued by the State Board of Education, such as a substitute teaching license or educational aide permit, are not required to obtain this permit as they will already be enrolled in the RAPBACK system. All candidates are required to submit evidence of enrollment in the RAPBACK program prior to assignment to a classroom.

Placement Decisions Policy - Placements for field experiences are made by the Coordinator of Field Experiences and Student Teaching and in some circumstances by the course instructor. The procedures for each placement are available upon request. Candidates should not attempt to find their own placements unless instructed.

Placements are based on the following factors:

1. Course that the candidate is enrolled in.
2. Quality and availability of approved field sites.
3. Availability of qualified supervisors and cooperating teachers.
4. The candidate's previous placements (grade level, content, and setting).
5. Continuity of the program in terms of compliance with program and state standard requirements.

Placement Decisions Procedures - Candidates will be notified either in class, through campus mail or campus e-mail of their assigned field sites. Instructions will be provided if the candidate is to contact the teacher/school before the first day of the field experience. Directions to the school will be given out in class as appropriate.

Placement Change Procedures - Candidates are not permitted to adjust hours or change teachers unless they have received permission from the Coordinator of Field Experiences and Student Teaching or the course instructor. If a candidate is unable to travel to his/her assigned site for any reason, he/she should contact the Coordinator of Field Experiences and Student teaching and the course instructor. The Coordinator and instructor will decide if a change in placement is needed.

III. Dress and Grooming Policy

Candidates' dress and grooming must be consistent with the standards established in the assigned school. A candidate may be asked to remove piercing or cover tattoos. Candidates are to look professional at all times while in the schools. No jeans, sweatshirts, athletic shoes should be worn (unless appropriate for the classroom setting or a special school day).

IV. Involvement in the Classroom Policy

A complete explanation of the purposes for all placements and expectations will be provided by the course instructor or the Coordinator of Field Experiences and Student Teaching.

Candidates should demonstrate an interest in the assigned classroom and become involved in helping the teacher when appropriate. Candidates should check with the teacher to see what needs to be done and volunteer to help whenever possible. While in the classroom, candidates should be engaged with the students, teacher or educational materials at all times. The classroom should never be used to study, sleep, eat, chew gum, read the paper, use a cell phone or computer or any other technology. Free time can be used to look at teacher texts or other classroom materials.

V. Professional Ethics Required by Candidates

"The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all."

"The educator strives to help each candidate realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals."

"The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of candidates, of parents and of the members of the community, provides the incentive to attain and maintain the highest possible degree of ethical conduct."

Professional conduct is inherent in the philosophical and ethical statements noted above. Integrity, fairness, empathy, commitment and dependability are attributes the professional educator strives to maintain. Discrimination, indifference, self-interest, gossip and insensitivity diminish the character and stature of any individual. Bluffton University anticipates that its representatives in any field experience or student teaching assignment will maintain the highest standards of personal and professional conduct.

(The quotations above are excerpted from the National Education Association Standards statements and are suggested as a guide for professional conduct and philosophical commitment)

VI. Confidentiality Policy

Candidates should never discuss incidents outside of the classroom. This is true in the building as well as off the school grounds. Candidates should never discuss student records if not a part of a meeting specifically called for that purpose. This is especially crucial for students with IEPs.

VII. Absence Policy and Procedure

Candidates will receive instructions for attendance at their assigned field site and may be required to sign in at the office. Candidates are expected to be at their assigned site during the time arranged by the Coordinator of Field Experiences and Student Teaching unless circumstances prohibit it. Candidates should be consistent in their arrival and departure.

Absence Procedure - Candidates, when absent or tardy because of illness or dangerous weather conditions, are to notify the school, cooperating teacher and the college instructor/supervisor before the start of the field assignment hours. If a candidate is planning to teach or is assigned a duty that day, it is the responsibility of the candidate to supply the materials needed to the cooperating teacher even though he/she will be absent from the classroom. A candidate who misses a day should speak to the teacher and the supervisor to schedule a make-up day.

VIII. Removal Policy and Procedure

Removal Policy - A candidate may be removed from the assigned field site by:

1. Request of the field site school
2. The Director of Educator Preparation
3. The Coordinator of Field Experiences and Student Teaching

Circumstances under which a candidate may be removed:

1. Non-adherence to school policy, procedures or expectations.
2. Failure to meet Bluffton University program requirements.
3. Failure to meet moral and ethical standards of the profession as defined by the school and the university.

Removal procedure - If the chief school administrator, the cooperating teacher, and/or the university supervisor decide that a candidate is to be removed from the assigned site, the Coordinator of Field Experiences and Student Teaching and the course instructor (if that person is not the supervisor) must be contacted. Immediate removal may take place on a case-by-case basis. Depending on the hours accrued, the candidate may not receive credit for the field experience and must re-enroll in a subsequent semester depending upon the grounds for removal. The candidate will meet with the Director of Educator Preparation to discuss the situation and to decide whether the candidate will continue in the Educator Preparation Program.

VIII. Outside Activities – Jobs, Coursework Policy

Field experiences and student teaching are an important part of the Educator Preparation program. A candidate should not skip any other classes in order to attend or make up hours for a field experience or student teaching, and cannot offer outside activities such as a job as an excuse for not performing the functions and completing the hours expected for the field experience.

IX. Strikes and Work Stoppage Policy and Procedure

Strike and work stoppage policy - In the event that the school district to which the candidate is assigned is subject to a strike or work stoppage, the candidate will not report for to the school or be in or near the building of assignment. At no time is the candidate to substitute for a teacher on strike or walkout, nor should the candidate participate in any “strike activities.”

Strike and work stoppage procedure - The candidate should report the situation to either the class instructor or the Coordinator of Field Experiences and Student Teaching. If a work stoppage continues beyond five (5) days, a new field site will be found for the candidate.

X. Substitute Teaching by Candidates

At no time will a Bluffton University candidate be the supervising educator in a classroom without a school employee as the responsible leader. Any changes to this policy will be established prior to the experience.

XI. Field Experiences (FE) and Student Teaching (ST) Requirements and Descriptions (by Licensure Areas)

All candidates complete the **Professional Core Courses and Experiences** and additional hours required by their licensure area.

Professional Core Courses and Field Experiences/Student Teaching (completed by all candidates)

Course	Credits	Field/Clinical Hours	Depth/Breadth
EDU 200 Intro to Teaching/Diverse Society	3		
EDU 205 Field Experience	1	40 hours	Exploratory
EDU 220 Curriculum & Assessment	2		
EDU 303 Computers & Tech in Education	2		
EDU 305 Content Areas Literacy	3		
EDU 332 Social & Phil. Issues in Ed	3	5 hours	Focused
EDU 333 Urban Education Seminar	1	15 hours	Focused
EDU 353 Ed. Psych & Instructional Practices	3		
EDU 416 Pre-Student Teaching Seminar	1	20 hours	Intensive
EDU 450 Student Teaching	13	12 weeks	Intensive
Total		80 field/13 weeks student teaching	

Early Childhood and Primary: P-5 (Additional Required Field/Clinical Hours in Early Childhood and Primary P-5)

Course	Credits	Field/Clinical Hours	Depth/Breadth
EDU 283 Teaching Reading through Lit	3		
EDU 287 Phonics & Word Identification	3		
EDU 288 Dev. Curriculum: Learn. & Arts	3		
EDU 321 Primary (P-5): Curriculum & Instruction: Mathematics	3		
EDU 322 Primary (P-5): Curr & Instruction: Science	3		
EDU 323 Primary (P-5): Curr & Instruction: Social Studies	3		
EDU 335 Teaching & Assessing Reading	3	20 hours	Focused
EDU 356 Early Child. Pre-school Pract.	3	10 hours	Intensive
ENG 210 TESOL: Theories & Issues or ENG 220 TESOL: Instruc. Methods & Assessment	3		
HFS 220 Personal & Community Health	3		
SED 230 Diagnosis & Educational Planning	3		
SED 384 Methods/ Materials Div. Learners	2	10 hours	Focused
Professional Core Courses		80 field/13 weeks student teaching	
EC/Primary: P-5		30 field	
Total		110 field/13 weeks student teaching	

Middle Childhood (grades 4-9)

Course	Credits	Field/Clinical Hours	Depth/Breadth
EDU 287 Phonics & Word Identification	3		
EDU 297 Teaching Reading Thru Lit: MC	3		
EDU 335 Teaching & Assessing Reading	3	20 hours	Focused
EDU 40X MC Special Methods	2	20 hours	Intensive
EDU 40X MC Special Methods	2	20 hours	Intensive
Professional Core Courses		80 field/13 weeks student teaching	
Middle Childhood		60 field	
Total		140 field/13 weeks Student teaching	

Intervention Specialist (Mild/Moderate Educational Needs K-12)

Course	Credits	Field/Clinical Hours	Depth/Breadth
EDU 321 Primary P-5: Mathematics	3		
EDU 322 Primary P-5: Science	3		
EDU 323 Primary P-5: Social Studies	3		
EDU 335 Teach & Assessing Reading	3	20 hours	Focused
EDU 283 Teaching Reading through Lit OR EDU 297 Teaching Reading through Lit: MC	3		
EDU 287 Phonics & Word Identification	3		
ENG 210 TESOL: Theories & issues or ENG 220 TESOL: Instructional Methods & Assess	3		
SED 230 Diagnosis & Educational Planning	3		
SED 235 Language Dev. for Diverse Learners	3	3 hours	Focused
SED 344 Intervention Specialist Classroom Org	3		
SED 380 Methods & Materials (MC/AYA)	2	10 hours	Intensive
SED 384 Methods/Materials-Diverse Learners	3	10 hours	Intensive
Professional Core Courses		80 field/13 weeks student teaching	
Intervention Specialist		43 field	
Total		123 field/13 weeks student teaching	

Adolescent/Young Adult (grades 7-12): English/Language Arts, Integrated Mathematics, Integrated Social Studies (Additional Required Field/Clinical Hours in Adolescent/Young Adult)

Course	Credits	Field/Clinical Hours	Depth/Breadth
EDU401 AYA Special Methods: ELA, EDU 403 AYA Special Methods: Social Studies, EDU 404 AYA Special Methods: Math	2	20 hours	Intensive
Professional Core Courses		80 field/13 weeks student teaching	
Adolescent/Young Adult		20 field	
Total		100 field/13 weeks student teaching	

Multi-Age (PreK – grade 12): Visual Arts (Additional Required Field/Clinical Hours in Multi-Age)

Course	Credits	Field/Clinical Hours	Depth/Breadth
ART 320 Foundations for Teaching Visual Arts	3	20 hours	Intensive
Professional Core Courses		80 field/13 weeks student teaching	
Multi-Age		20 field	
Total		100 field/13 weeks student teaching	

XII. Partnerships

Bluffton University has established Memorandums of Agreement with the school districts and educational entities where candidates are placed. A variety of sites are used for EDU 205 Early Field Experience, Methods placements, and Clinical Practice placements.

The following placements are developed in partnership.

Placement	Partner
EDU 333 Urban Education Experience	Chicago Center
EDU 335 – Teaching and Assessing Reading	Karl's Club (First Mennonite Church and Bluffton Elementary School)

Bluffton University Office of Field Experiences members meet at the beginning of each semester to prepare and plan each experience. The overarching Advisory Council meets annually to review and revise (as necessary) Field Experiences, Clinical Experiences and Clinical Practice requirements and descriptions.