

## **School of Education Procedure for Using the Professional Behavioral Checklist (PBC) and for Developing and Monitoring Professional Improvement Plans (PIP)**

The School of Education values certain dispositions in its scholars: academic honesty, collegial behavior, and responsibility for one's own work. The faculty believe that these are fundamental to establishing a good working academic environment. Honoring and applying the precepts of academic and professional behavior are understood responsibilities of all scholars.

The procedures for implementing the School of Education Professional Behavior Checklist (PBC) and Professional Improvement Plan (PIP) are outlined in this document. The following information is to be used by faculty, staff and students in establishing expectations and requirements for professional behaviors and dispositions while at PFW.

All PFW students are governed by university policy that addresses Students Rights and Responsibilities. These policies are in place for all PFW students regardless of whether or not the said activity occurs on campus. If situations arise from acts of personal misconduct, as defined by PFW, then the procedure followed in those situations is described in the PFW Student Rights and Responsibilities. The section regarding "personal conduct not on PFW property" has been included below. Students are encouraged to read the entire PFW Student Rights and Responsibilities.

### Personal Conduct Not on PFW Property

PFW may discipline a student for acts of personal misconduct that are not committed on campus property or in connection with an PFW activity if the acts distinctly and adversely affect the security of the campus community, the safety of others, or the integrity of the educational process.

Retrieved on 4/6/2016 from <https://www.ipfw.edu/committees/senate/code/>

For situations not associated with acts that distinctly and adversely affect the security of the campus community, the safety of others, or the integrity of the educational process, the PFW School of Education has a procedure in place to address education students' professional behavior that is not in alignment with the accepted norms for the education profession.

A student may be dismissed from the School of Education if they have two separate incidents that require the generation of a Professional Improvement Plan (PIP) or if they have one incident that results in not successfully improving after two PIP's.

## **Description and Rationale for the School of Education Professional Behavior Checklist**

1. Education students in the PFW School of Education are expected to demonstrate professional behavior in their classes, with their peers, faculty and staff and with the educational community at large in field experiences and student teaching.
2. The PFW School of Education Professional Behavior Checklist (PBC) is used by the PFW School of Education to document education students' professional behavior for accreditation purposes, identifying professional behavior not in alignment with the norms of the education profession and for feedback to students. Both PFW faculty and educators in the community associated with an PFW education course can complete the PBC.

### **Procedure for Addressing Professional Behavior**

1. If an education student receives a one or a two on the PBC, then the student and the originator of the PBC meet to discuss the PBC form and the professional behavior exhibited by the education student. There are two outcomes from the meeting. One outcome is the PBC originator decides there is no need to move further with the process to generate and monitor a Professional Improvement Plan (PIP). The second outcome is the PBC originator decides there is a need to move further with the process to generate and monitor a PIP.
2. If the second outcome is determined to be the best course of action, then the originator of the PBC will create a PIP. The PIP will include clear goals and a timeline for the student to follow to help the student become a successful professional educator.
  - a. At this time, the student is informed of the appeals process.
    - i. The Appeals Process
      1. The student meets with the School of Education Director to discuss the PIP and the appeal process.
      2. The School of Education Director will refer the student to the School of Education Student Affairs Committee (SAC) to review the PIP. The SAC after meeting with the student and the originator of the PIP will decide if the student continues in the program with or without a PIP.
3. If the student is continuing in the program with a PIP, then he or she will follow the requirements described in the PIP in accordance with the established timeline. Also the chair of the SAC will receive an electronic copy of the PIP from the PIP originator. This electronic copy will be placed on the O drive in a secure folder.
4. At the time established in the PIP the student will meet with the PIP originator to determine if the professional behavior of the student has improved. Both the student and the PIP originator

need to bring evidence to the meeting to support the improved professional behavior. All relevant documentation will be digitized and placed in the O drive in a secure folder.

- a. If the PIP originator decides the student has improved and met the requirements of the PIP, then the student continues in the program:
  - b. If the PIP originator decides the student has not improved and the requirements of the PIP have not been met, then a second PIP is created. The second PIP is created by the first PIP originator in consultation with current faculty as needed.
    - i. The student will be sent a hard copy letter and an e-mail from the School of Education Director with an electronic copy sent to the Chair of SAC and Dean of Students. An electronic copy of the letter will also be placed in the O drive in a secure folder.
    - ii. This letter will explain to the student they are unable to satisfy the requirements of the second PIP they may be dismissed from the School of Education and/or the College of Professional Studies.
5. The student implements the second PIP.
6. Following the timeline described in the second PIP, the student will meet with the PIP originator to determine if the professional behavior of the education student has improved. Both the student and the PIP originator will bring evidence to the meeting relevant to the professional behavior. All submitted evidence will be digitized and saved in the O drive in a secure folder.
- a. If the PIP originator decides the PIP requirements have been met, then the student may continue in the program.
  - b. If the PIP originator decides the PIP requirements have not been met, the case will be forwarded to the SAC.
7. The SAC interviews the student and PIP originator separately and reviews the evidence. The SAC will decide one of four outcomes.
- a. The student stays in the program and the PIP is completed.
  - b. The student stays in the program, but requires an extension of the PIP.
  - c. The student is dismissed from the School of Education.
  - d. The student is dismissed from the College of Professional Studies.