

Department of Education  
Bucknell University  
Lewisburg, Pennsylvania

## Graduate Programs in **School Administration and Supervision**

The following prospectus describes the school administration and supervision programs at Bucknell University



- **K-12 Principal**
- **Supervisor of Curriculum and Instruction**
- **Superintendent, IU Director**

# Bucknell

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## NOTICE OF NON-DISCRIMINATORY POLICY

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Bucknell University admits students of any race, color, national and ethnic origin, religion, or gender to all the rights, privileges, programs and activities generally accorded or made available to students at Bucknell, and does not discriminate on the basis of race, color, handicap, national and ethnic origin, or religion in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other University-administered programs. It complies fully with the prohibitions against discrimination on the basis of sex contained in Title IX of the Educational Amendments of 1972. In employment of both students and staff, Bucknell is an Affirmative Action and Equal Opportunity Employer.

The provisions of this prospectus are not to be regarded as an irrevocable contract between the student and the University. The University reserves the right to change any provisions or requirement at any time within the student's term of residence. In addition to this prospectus, prospective students should read the latest Bucknell Graduate Studies Catalogue, copies of which are available from the Office of Graduate Studies.

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## INTRODUCTION

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This Prospectus has been developed to answer many of the questions raised by professional educators interested in preparing for careers in supervision and administration at Bucknell. While a serious attempt has been made to develop this Prospectus in a comprehensive and accurate manner, it is quite possible that further interpretation of certain points will be needed. Please consult the "For Further Information" section of the Prospectus and write to or telephone the appropriate University Office if you need additional information.

Also, it is very important that all applicants to the program carefully review the current Graduate Studies Catalogue as well as this Prospectus. Copies of the Graduate Studies Catalogue may be requested from the Office of Graduate Studies.

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## RATIONALE FOR THE PROGRAMS IN SCHOOL ADMINISTRATION AND SUPERVISION

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The challenges faced by today's school administrators are increasing in frequency, complexity and intensity and require school leaders to have both theoretical understandings of school based problems and practical approaches to addressing them. The need to combine theory with practice is the foundation upon which Bucknell's administrative programs have been built. These programs approach educational administration as a developing science that draws on concepts from a number of fields, such as management, sociology, political science, and economics in addition to education. Knowledge from these areas is connected to practice in a way that allows the prospective school leader to reflect on problems and issues that exist in today's schools. The program of courses and field experiences is rigorous and students are required to do a considerable amount of library and field research in connection with the various courses in their program.

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**CRITERIA FOR ADMISSION TO GRADUATE STUDY AND TO CANDIDACY FOR  
CERTIFICATION**

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Admission to Graduate Study at Bucknell is a pre-requisite for admission to any graduate program. Admission to graduate study is a responsibility of the Office of Graduate Studies, an office separate and distinct from the Department of Education. The Graduate Office makes offers of graduate admission based upon recommendation by the Department of Education.

Admission to Graduate Study, while a pre-requisite to admission to certification programs, does not automatically admit one to a certification program as well. Admission to certification programs is handled within the Education Department. Applicants should request consideration for acceptance to the certification program in which they are interested concomitantly with application to the Graduate Program.

Applications for graduate study and other related materials may be obtained from:

Dr. James Rice, Dean of Graduate Studies  
Office of Graduate Studies  
Bucknell University  
Lewisburg, PA 17837  
Phone: 570-577-1304

Applications can also be obtained on-line at  
[http://www.bucknell.edu/Offices\\_Resources/Offices/Graduate\\_Studies/Admissions.html](http://www.bucknell.edu/Offices_Resources/Offices/Graduate_Studies/Admissions.html)

Among the requirements for admission are completion of the application form, including a statement of professional goals, and a self- assessment of Instructional Leadership Skills. Candidates must also submit two references (a recent teaching evaluation may substitute for one reference) and official transcripts of all previous undergraduate and graduate work. It is expected that applicants will have a 3.0 Grade Point Average in both undergraduate and graduate work. Applicants must also submit scores from the Graduate Record Exam (GRE). When an applicant does not meet minimal admission requirements, the Department may elect to offer admission as a “special student,” not as a degree candidate. Special students are then required to take two graduate courses approved by their advisors, and receive a GPA of at least 3.0 in each course before consideration will be given for admission to a degree or certification program. Student’s must achieve a final GPA of 3.0 in their master’s or certification program to earn Pennsylvania certification as a supervisor or administrator.

In addition, admission to the certification program requires the development in consultation with a faculty advisor of a written program of courses and related experiences, successful completion of which will lead to Bucknell's recommendation to the Pennsylvania Department of Education that the candidate receive the appropriate certificate.

Those interested in applying for Graduate Study should consult the [Graduate Studies Catalogue](#) for full details as to application procedures. Applications must be completed by June 1 for the fall semester, by December 1 for the spring semester and by April 15 for the summer term.

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**ADMISSIONS PROCEDURES FOR CANDIDATES WHO ALREADY HAVE EARNED  
MATER'S DEGREES FROM OTHER INSTITUTIONS**

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Candidates in this category must follow the admissions procedures stipulated by the Office of Graduate Studies. Essentially, these procedures are the same as those outlined earlier for degree candidates. A formal application, two references and official transcripts of both undergraduate and graduate courses are required.

During the Graduate Admissions process certification candidates should arrange for a conference with the Education Department faculty member responsible for coordinating the program in which they are interested. The purpose of the conference is to review all previous graduate courses to determine their comparability to similar courses in the Bucknell program. In preparation for this conference, applicants should assemble course outlines, or syllabi, class notes, papers and projects from their previous graduate work. The conference will involve a detailed review of each of the graduate courses previously taken that have applicability to certification in administration. Either at the conclusion of this conference or shortly thereafter, the candidate will be informed of the extent to which his or her prior graduate work is applicable to the certification program of interest.

This process of comparing courses for planning programs leading to certification should not be confused with the actual transferring of credit from one institution to another for degree purposes. *No more than 6 credits or 1.5 courses of transfer credit may be included in a Bucknell Master's program, and such transfer credit must be approved both by the academic department involved and by the Office of Graduate Studies.*

Assessing the comparability of courses for certification purposes is done by the Education Department and does not involve other offices on campus. In assessing prior coursework, the following guidelines are followed:

- In order to receive course credit a course must be comparable to the Bucknell course in major topics, concepts, and depth and breadth of treatment.
- A minimum grade of B is required in a course under consideration.
- Unless the candidate is working regularly in the specialization covered by the course (i.e., a school finance and budgeting course where the candidate is a school district business officer), the burden of proof of current knowledge in courses completed more than 7 years ago will be borne by the applicant.
- Partial credit toward certification may be considered when courses were completed 7 or more years ago and the applicant can still demonstrate a command of the basic concepts in the course.
- Full credit will be considered for comparable courses satisfactorily completed within the last 7 years.
- No more than 6 courses (24 credits) of comparable coursework will be included in any program of study for certification.

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## SCHEDULING INTERVIEWS WITH PROGRAM COORDINATORS

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Preliminary interviews to provide additional information about the programs in supervision and administration are conducted by telephone or scheduled by appointment with the professor in charge of the program.

More extensive conferences to evaluate prior graduate work are scheduled by appointment with the professor in charge of the program.

Late afternoon or evening appointments can be arranged for those who cannot come to campus during regular office hours. Appointments can be arranged by calling Dr. Abe Feuerstein or Dr. Lynn Hoffman, Education Department (570) 577-1324 or e-mail them at [afeurstn@bucknell.edu](mailto:afeurstn@bucknell.edu) or [lhoffman@bucknell.edu](mailto:lhoffman@bucknell.edu).

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## THE COURSE SYSTEM AND ACADEMIC CREDIT

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Bucknell operates on a course system rather than a credit system. Each full course, designated by a 1.0 in transcripts and other materials, is the equivalent of four semester credit hours in a credit system.

A typical program for an Elementary and Secondary Principal's certificate and M.Ed., assuming no other appropriate graduate work has been taken previously, involves 13 graduate courses. The Supervisor of Curriculum and Instruction certificate usually involves 12 graduate courses. Programs for the Letter of Eligibility for Superintendent of Schools are individually developed. Since applicants for this certificate often already have completed extensive graduate study and hold other administrative certificates, it is difficult to give exact estimates of the total number of courses required. Programs for the Letter of Eligibility range from as few as 5 courses to as many as 9 courses, depending on the background of the candidate.

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## REQUIREMENTS FOR COMPLETION OF THE MASTER'S DEGREE AND CERTIFICATION

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Candidates who successfully complete their program are awarded the Master of Science degree in Education and are recommended to the Pennsylvania Department of Education for certification in either K-12, principalship or Supervision of Curriculum and Instruction. The Letter of Eligibility is a post-master's certification. Successful completion of a program means that a graduate student has:

1. fulfilled course requirements with a minimum GPA of 3.0, no D's or F's, and not more than two grades of C.
2. completed the appropriate internship.
3. completed a portfolio that documents the competencies the student has achieved.
4. engaged in a culminating scholarly activity in the form of a thesis or master's treatise.
5. passed the required PRAXIS exam.

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## ELEMENTARY AND SECONDARY SCHOOL PRINCIPALSHIP

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The program in school principalship is designed to provide students with both a theoretical understanding of school based problems as well as the ability to apply those understandings in school settings. Toward this end, the curriculum has been developed reflect those issues most central to the job of the school administrator. These courses, listed below, focus on issues ranging from finance to teacher job satisfaction. Of particular importance are courses offered in school administration, supervision of personnel, local politics of education, school finance, curriculum and law. Throughout their course work, students gain a deep understanding of educational problems and issues as they apply various problem-solving strategies to explore numerous school based scenarios and case studies. Finally, students get significant hands on experience through an internship and project.

Courses: The courses in a typical principalship program (for those who have already earned a Master's degree) follow:

1. EDUC 604: School Administration
2. EDUC 609: Supervision of Personnel
3. EDCU 669: Local Educational Politics
4. EDUC 670: Public School Law
5. EDUC 652: Supervision of School Curricula
6. EDUC 679: School Finance
7. EDUC 626: Topics in Instructional Leadership
8. An Elementary or Secondary course complementing the student's area of expertise
  - o EDUC 634 Later Childhood and Adolescence
  - o EDUC 635 Child and Adolescent Development
  - o Other appropriate course
9. EDUC 631: K-12 Principalship Internship
  1. Internship in an elementary school (K-6)
  2. Internship in a secondary school (6-12)(Field experience totals 200 hours. 150 hours should be devoted to the student's anticipated level of employment; 50 hours should be reserved for the remaining experience.)s
10. EDUC 617 Independent project focused on an elementary or secondary school issue (if the major portion of the internship is at the secondary level the project must be in elementary and visa versa).

Students pursuing a Master's degree must fulfill the above certification requirements and also complete the following courses:

11. EDUC 608 Educational Philosophy
12. EDUC 662 Research Methods
13. EDUC 681 Master's Treatise or EDUC 680 Thesis

Those students selecting the thesis will be required as part of the process to defend their thesis before a team comprised of at least three faculty members. In agreement with the student's advisor, students may invite others to the oral presentation.

Portfolio: All students must present a portfolio containing artifacts and explanations that demonstrate each of the competencies defined for elementary and secondary principals. These

competencies include:

- The administrator demonstrates instructional leadership, which provides purpose and direction for the achievement of all students.
- The administrator demonstrates the organizational skills to implement plans of action efficiently and effectively for student achievement.
- The administrator, in collaboration with students, faculty, staff and parents, creates a school climate that fosters student achievement.
- The administrator gathers information from and communicates effectively to students, faculty, parents, staff and the community to facilitate student achievement.
- The administrator understands the importance of a clear, detailed vision and an explicitly stated philosophy in shaping a coherent curriculum and in fostering an effective school.
- The administrator makes systematic use of data to assess the needs and accomplishments of students, faculty and staff.
- The administrator thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship, and actively seeks out opportunities to grow professionally.

Field Experiences: All students earning certification must complete 200 internship hours. During this internship students are expected to gain experience in a variety of areas typically identified by practicing administrators as being of utmost importance. A sampling from this list includes group dynamics, budgeting, instructional leadership, staff development, conflict management, personnel selection etc. (A full list of the internship experiences is included in the syllabi to EDUC 631 – K-12 Principalship Internship). A Bucknell professor in collaboration with the school's principal supervises this course. During the course students are asked to keep a field journal logging their time and describing their experiences. This journal becomes a vehicle for reflection as students are asked to identify and consider the leadership skills they are using in various situations. Regular meetings with the Bucknell professor, as well as joint meetings with the professor and the principal serve to facilitate communication and reflection on the student's experiences. At the end of the internship both the Bucknell professor and the principal provide written evaluations assessing the student's performance.

Beyond this experience, several of the courses such as school administration, personnel, and local politics of education require students to do field research within schools and districts. Many of these projects involve in depth interviewing and other program evaluation skills.

Project: Finally, the culminating project leading to certification requires students to develop a practical project that will both extend the student's knowledge of school based issues and be of some use to his/ her school. Examples of project topics that students have completed include: school emergency plans and handbooks, school to work programs, curriculum alignment, special education discipline procedures and alternative educational programs.

Exit Criteria:

- (1) The student must complete all of the courses included in the individualized program of study and pass these courses with an overall GPA of 3.0.
- (2) The student must complete 200 internship hours divided between elementary and secondary experiences and receive favorable assessments from both the Bucknell supervisor and the cooperating principal(s).
- (3) The student must present a portfolio containing artifacts and explanations that demonstrate each of the seven competencies defined for elementary and secondary principals.

(4) The student must pass the required praxis exam.

Note: The Pennsylvania Department of Education requires five years of professional experience as a condition for the issuance of principal's certification.

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**ELEMENTARY AND SECONDARY SCHOOL PRINCIPAL ADVISING WORKSHEET**

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Candidate name and contact information:

Candidate has prior graduate course work? \_\_\_\_ Yes \_\_\_\_ No

Candidate already possesses a Master's degree? \_\_\_\_ Yes \_\_\_\_ No

Course Requirements	Credit given for previous course work (Advisor please check)	Course to be include in Program of Courses (Advisor please check or specify)
EDUC 604: School Administration		
EDUC 609: Supervision of Personnel		
EDUC 669: Local Educational Politics		
EDUC 670: Public School Law		
EDUC 652: Supervision of School Curricula		
EDUC 679: School Finance		
EDUC 626: Topics in Instructional Leadership		
An Elementary or Secondary course complementing the student's area of expertise EDUC 634 Later Childhood and Adolescence EDUC 635 Child and Adolescent Development Other appropriate course		
EDUC 631: K-12 Principalship Internship Internship in an elementary school (K-6) Internship in a secondary school (6-12) (Field experience totals 200 hours. 150 hours should be devoted to the student's anticipated level of employment; 50 hours should be reserved for the remaining experience.)		
EDUC 617 Independent project focused on an elementary or secondary school issue (if the major portion of the internship is in secondary the project must be in elementary and visa versa).		
Students pursuing a Master's degree must fulfill the above certification requirements and also complete the following courses:		
EDUC 608 Educational Philosophy		
EDUC 662 Research Methods		
EDUC 681 Master's Treatise or EDUC 680 Thesis		

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## SUPERVISOR OF CURRICULUM AND INSTRUCTION

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The program in school curriculum supervision is designed to provide students with both a theoretical understanding of school administration and curricular design as well as the ability to apply those understandings in school settings. Toward this end, the curriculum has been developed to reflect those issues most central to the job of curriculum coordinator. These courses, listed below, focus on curriculum, school administration, supervision of personnel, local politics of education, and law. Throughout their courses, students gain a deep understanding of problem solving processes as they apply various problem-solving strategies to a variety of school based scenarios and case studies. Finally, students get significant hands on experience through an internship and project.

Courses: The courses in a typical program leading to certification as a Supervisor of Curriculum and Instruction (for those who have already earned a Master's degree) include the following:

1. EDUC 608: Philosophy of Education
2. EDUC 652: Supervision of School Curricula
3. EDUC 604: School Administration
4. EDUC 609: Supervision of Personnel
5. EDUC 669: Local Educational Politics
6. EDUC 670: Law
7. EDUC 679: School Finance
8. EDUC 628: Tests and Measurement
9. EDUC 626: Topics in Instructional Leadership
10. EDUC 632: Supervisor of Curriculum and Instruction Internship – this experience involves a 200-hour internship with a practicing supervisor and should have K-12 exposure.
11. EDUC 617 Independent Project for the Supervisor of C&I focused on an important curricular issue.

Students pursuing a Master's degree must fulfill the above requirements and also complete the following courses:

12. EDUC 662 Research Methods
13. EDUC 681 Master's Treatise or EDUC 680 Thesis

Those students selecting the thesis will be required as part of the process to defend their thesis before a team comprised of at least three faculty members. In agreement with the student's advisor, students may invite others to the oral presentation.

Portfolio: All students must present a portfolio containing artifacts and explanations that demonstrate each of the competencies defined for supervisors of curriculum and instruction. These competencies include:

- The supervisor understands the central concepts of organizational leadership, tools of research and inquiry, and principles of teaching and learning that make supervision effective and efficient.
- The supervisor understands how all children learn and develop and configures resources to support the intellectual, social and personal growth of students.
- The supervisor knows and understands effective instructional strategies and encourages and facilitates employment of them by teachers.

- The supervisor uses an understanding of individual and group motivation to create a professional development environment that engages teachers to develop and apply effective instructional techniques for all students.
- The supervisor is an effective communicator with various school communities.
- The supervisor organizes resources and manages programs effectively.
- The supervisor understands and uses formative and summative assessment strategies to gauge effectiveness of people and programs on student learning.

Field Experiences: All students earning certification as a supervisor of curriculum and instruction must take part in a 200-hour internship. During this internship students are expected to gain experience in a variety of areas typically identified by practicing curriculum supervisors as being of utmost importance. A sampling from this list includes assessment, professional development, and instructional leadership. (A full list of the internship experiences is included in the syllabi to EDUC 632 – Supervisor of Curriculum and Instruction Internship). A Bucknell professor in collaboration with the curriculum supervisor in the student’s district usually supervises this course. During the course students are asked to keep a field journal logging their time and describing their experiences. This journal becomes a vehicle for reflection as students are asked to identify and consider the leadership skills they are using in various situations. Regular meetings with the Bucknell professor, as well as joint meetings with the professor and the curriculum supervisor serve to facilitate communication and reflection on the student’s experiences. At the end of the internship both the Bucknell professor and the curriculum supervisor provide written evaluations assessing the students performance.

Beyond this experience, several of the courses such as school administration, personnel, and local politics of education require students to do field research within schools and districts. Many of these projects involve in depth interviewing and other program evaluation skills.

Project: Finally, the culminating project leading to certification requires students to develop a practical project that will both extend the students knowledge of school based issues and be of some use to his or her school district. In this regard, students have created projects dealing with assessment, curricular alignment, and state standards.

Exit Criteria:

- (1) The student must complete all of the courses included in the individual program of study and pass these courses with an overall GPA of 3.0.
- (2) The student must complete a 200-hour internship and receive favorable assessments from both the Bucknell supervisor and the cooperating supervisor of curriculum and instruction.
- (3) The student must present a portfolio containing artifacts and explanations that demonstrate each of the seven competencies defined for supervisors.
- (4) The student must achieve a score on the required test above the cut point defined by the state.

Note: The Pennsylvania Department of Education requires five years of professional experience as a condition for issuance of the Supervisory certificate.

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**SUPERVISOR OF CURRICULUM AND INSTRUCTION ADVISING WORKSHEET**

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Candidate name and contact information:

Candidate has prior graduate course work? \_\_\_\_ Yes \_\_\_\_ No

Candidate already possesses Mater's degree? \_\_\_\_ Yes \_\_\_\_ No

Course Requirements	Credit given for previous course work (Advisor please check)	Course to be include in Program of Courses (Advisor please check or specify)
EDUC 608: Philosophy of Education		
EDUC 652: Supervision of School Curricula		
EDUC 604: School Administration		
EDUC 609: Supervision of Personnel		
EDUC 669: Local Educational Politics		
EDUC 670: Law		
EDUC 679: School Finance		
EDUC 628: Tests and Measurement		
EDUC 626: Topics in Instructional Leadership		
EDUC 632: Supervisor of Curriculum and Instruction Internship – this experience involves a 200-hour internship with a practicing supervisor.		
EDUC 617 Independent Project for the Supervisor of C&I focused on an important curricular issue.		
Students pursuing a Master's degree must fulfill the above requirements and also complete the following courses:		
EDUC 662 Research Methods		
EDUC 681 Master's Treatise or EDUC 680 Thesis		

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## SUPERINTENDENT/IU DIRECTOR

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The program in school superintendency/IU directorship is designed to provide students with both a theoretical understanding of school based problems as well as the ability to apply those understandings in school settings. Toward this end, the curriculum has been developed to reflect those issues most central to the job of the school superintendent. The courses comprising the curriculum are listed below and focus on issues ranging from planning to resource management. Of particular importance are courses offered in finance, and the superintendency. Throughout the program students are asked to apply their knowledge to cases so that students can gain practice in apply the theories learned in the classroom to practical situations in schools. Such experience helps students build their capacity for critical analysis and problem solving. Finally, students get significant hands on experience through an internship and project.

Courses: The courses in a typical superintendency/IU director program include:

1. EDUC 670: School Law
2. EDUC 669: Local School Politics
3. EDUC 679: School Finance
4. EDUC 608: Philosophy of Education
5. An Elementary or Secondary course complementing the student's area of expertise
  - a. EDUC 634 Later Childhood and Adolescence
  - b. EDUC 635 Child and Adolescent Development
  - c. Other appropriate course
6. EDUC 630: The Superintendency\*
7. EDUC 633: Superintendents' Internship\* - internship is a 180 hour district level experience
8. EDUC 617: Independent Project for Superintendent/IU Director\* - project must be focused on a district level issue

Because students in this program often have significant graduate work in education, each program is designed individually to reflect prior coursework and current student needs.

Portfolio: All students must present a portfolio containing artifacts and explanations that demonstrate each of the competencies defined for elementary and secondary principals. These competencies include:

- The administrator demonstrates instructional leadership, which provides purpose and direction for the achievement of all students.
- The administrator demonstrates the organizational skills to implement plans of action efficiently and effectively for student achievement.
- The administrator, in collaboration with students, faculty, staff and parents, creates a school climate that fosters student achievement.
- The administrator gathers information from and communicates effectively to students, faculty, parents, staff and the community to facilitate student achievement.
- The administrator understands the importance of a clear, detailed vision and an explicitly stated philosophy in shaping a coherent curriculum and in fostering an effective school.
- The administrator makes systematic use of data to assess the needs and accomplishments of students, faculty and staff.

- The administrator thinks systematically about practice, learns from experience, seeks the advice of others, draws upon educational research and scholarship, and actively seeks out opportunities to grow professionally.

Field Experiences: All students earning superintendent/ IU directors' certification must take part in a 200 hour internship. During this internship students are expected to gain experience in a variety of areas typically identified by practicing superintendents as being of utmost importance. A sampling from this list includes: group dynamics, budgeting, instructional leadership and staff development, conflict management, personnel selection etc. (A full list of the internship experiences is included in the syllabi to EDUC 633– Superintendents' Internship. A Bucknell professor, in collaboration with a practicing superintendent or IU director supervises this course. During the course students are asked to keep a field journal logging their time and describing their experiences. This journal becomes a vehicle for reflection as students are asked to identify and consider the leadership skills they are using in various situations. Regular meetings with the Bucknell professor, as well as joint meetings with the professor and the superintendent or IU director serve to facilitate communication and reflection on the student's experiences. At the end of the internship both the Bucknell professor and the superintendent or IU director provide written evaluations assessing the students performance.

The specific focus of the internship may vary depending on the needs and talents of the individuals pursuing the certificate. At the same time, however, all superintendent internships will include practice in all of the major areas of superintendent responsibility including the superintendent's role as an educational leader, a managerial leader, a political leader, and a change agent.

Beyond this experience, several of the courses such as The Superintendency (EDUC 630) and Local Politics of Education (EDUC 669) require students to do field research within schools and districts. Many of these projects involve in depth interviewing and other program evaluation skills.

Project: Finally, the culminating project leading to certification requires students to develop a practical project that will both extend the students knowledge of school based issues and be of some use to his her school district or IU. In this regard, students have created projects dealing with emergency plans, school to work programs, curriculum alignment, budget preparation, and alternative educational programs.

Exit Criteria:

- (5) The student must complete all of the courses included in their program of study and pass these courses with an overall GPA of 3.0.
- (6) The student must complete a 200 hour internship and a focused independent project and receive favorable assessments from both the Bucknell supervisor and the cooperating superintendent or IU director
- (7) The student must present a portfolio containing artifacts and explanations that demonstrate each of the seven competencies defined for superintendents and IU directors.
- (8) The student must achieve a score on any required test above the cut point defined by the state (no test is required as of September 2006).

Note: The Pennsylvania Department of Education requires six years of professional experience, three of which must be as a supervisor or school administrator, as a condition for issuance of this certificate.

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**SUPERINTENDENT/I.U. DIRECTOR ADVISING WORKSHEET**

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Candidate name and contact information:

Candidate has prior graduate course work? \_\_\_\_Yes \_\_\_\_No

Candidate already possesses M.Ed.? \_\_\_\_Yes \_\_\_\_No

Course Requirements	Credit given for previous course work (Advisor please check)	Course to be include in Program of Courses (Advisor please check or specify)
EDUC 670: School Law		
EDUC 669: Local School Politics		
EDUC 679: School Finance		
EDUC 608: Philosophy of Education		
An Elementary or Secondary course complementing the student's area of expertise <ul style="list-style-type: none"> <li>➤ EDUC 634 Later Childhood and Adolescence</li> <li>➤ EDUC 635 Child and Adolescent Development</li> <li>➤ Other appropriate course</li> </ul>		
EDUC 630: The Superintendency		
EDUC 633: Superintendents' Internship		
EDUC 617: Independent Project for Superintendent/IU Director		
Other additional courses to be required:		

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## **PROCEDURES FOR CERTIFICATION**

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Applications for certification must be made on the forms supplied by the Pennsylvania Department of Education. The forms may be obtained from the Education Department Website: [www.bucknell.edu/education](http://www.bucknell.edu/education). Applicants should follow carefully the directions provided with these forms. Students are responsible for scheduling the required proficiency tests. Bucknell University must be named as a score recipient and receive these before your certification application can be processed.

When the form or forms are completed according to directions, they should be returned to the Bucknell Education Department for approval. Applications are submitted to the Pennsylvania Department of Education through the Bucknell Education Department, not directly by the applicant. Final decisions regarding issuance of certificates are made by certification officials in the Pennsylvania Department of Education.

Certification applications will be processed by the Bucknell Education Department after the conclusion of each semester and summer session.

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## **TUITION, SCHOLARSHIPS AND REMISSIONS**

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Some scholarship assistance in the form of full or partial tuition remissions may be available to degree candidates. Priority is given to those pursuing a degree on a full-time basis. Applications for financial aid may be obtained from Dr. James Rice, Dean of Graduate Studies. The deadline for applying is March 1.

All graduate students, either degree or certification candidates, full-time or part-time, who are employed full-time in elementary or secondary schools are eligible to receive a scholarship amounting to a 40% tuition remission. To receive this tuition remission the graduate student must complete an application which may be secured from the Bucknell Finance Office. Applications require the signature of the school Superintendent or Business Officer of the school in which the applicant is employed.

For the current tuition cost per graduate course please contact the Finance Office at Bucknell University.

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**FOR FURTHER INFORMATION**

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