

2012-2014 Undergraduate Catalog (pages 311-318)  
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# The College of Education and Human Services

*Dr. Joyce Piveral, Dean*  
*Director, Teacher Education*

- Department of Behavioral Sciences
- Department of Health and Human Services
- Department of Professional Education
- Career Education
- Horace Mann Laboratory School
- Phyllis and Richard Leet Center for Children and Families

# College of Education and Human Services

*“Teaching is our passion.....Learning is our profession.”*

**Dean:** Joyce Piveral

The College of Education and Human Services includes the Departments of Behavioral Sciences; Health and Human Services; Professional Education; the Horace Mann Laboratory School; and the Phyllis and Richard Leet Center for Children and Families.

The college contributes to all facets of education within the University by providing courses which assist students in fulfillment of the General Education courses; offerings leading to the completion of B.A., B.S., and B.S.Ed. degrees; and elective coursework.

The professional preparation programs in the College of Education and Human Services and the Professional Education Unit are accredited by the Missouri State Board of Education (2014) and the National Council for Accreditation of Teacher Education (NCATE).

## **Vision Statement**

The vision of the College of Education and Human Services is to provide highly competent professionals who are lifelong learners, reflective thinkers and ethical leaders exemplifying the ideas of literacy, scholarship and social justice in a diverse and ever-changing world.

## **Mission Statement**

The mission of the College of Education and Human Services is to create learning communities in which students and professionals develop partnerships with families, communities, schools, businesses and other public agencies to assist students in acquiring knowledge, skills and values critical to a democratic society. As a result, we prepare students for leadership careers in business, industry, education, government, recreation, public service and health and wellness.

The goals of the college are to:

- Provide students a strong knowledge base in general education.
- Provide opportunities for specialization through majors and minors.
- Provide opportunities to develop values and ethics within the academic discipline.
- Provide opportunities for students and faculty to collaborate in research
- Provide services to the community and surrounding region.
- Provide opportunities for continuing and graduate education.

## **Vision Statement for the Professional Education Unit**

The Northwest Missouri State University Professional Education Unit prepares highly effective, ethical, professional educators who possess the knowledge, skills and professional dispositions in order to embrace the responsibility for the learning of all children in a diverse and dynamic society.

## Mission Statement for the Professional Education Unit

The Northwest Missouri State University Professional Education Unit will be a catalyst for education excellence by preparing PreK-12 professional educators who apply best practices to positively impact learning.

### Our Pledge:

Based upon our vision and mission, the Northwest Missouri State University Professional Education Unit serves education candidates as our primary focus in order to develop professionals who:

- Possess the requisite level of knowledge, skills, and professional dispositions;
- Model integrity and professionalism;
- Promote social justice, the inherent worth of each individual, and the ideals of a democratic society;
- Facilitate an educational environment that embraces diversity;
- Collaborate and build partnerships with educational professionals, students, parents, communities, and other social agencies; and
- Use technology in a meaningful, purposeful, and authentic manner.

### Continuous Improvement and Program Quality

The Professional Educational Unit (PEU) organizational structure is designed to maximize input from and empowerment of the entire education community. Cross-functional teams of college faculty, PreK-12 faculty, and students function to ensure continuous study and improvement of programs and processes around issues of importance to the college, such as technology integration, a curriculum representative of our nation's diversity and consistent evaluation of assessment data on program performance.

One source of input for program improvement is gathered from Culture of Quality comment cards provided throughout the University and available online at the Northwest website for use in bringing issues of importance to the attention of the appropriate administrator. Students may use these cards to share comments, suggestions or complaints regarding an office, department, program or activity in the University community. All Culture of Quality comment cards relating to teacher preparation are compiled for reporting of issues and opportunities for program or process improvements to the Council on Teacher Education.

### Teacher Education Resources

Professional Education . . . . .	Cheryl Malm, Assistant Director
Educational Field Experiences . . . . .	Vickie Miller, Director
Horace Mann School . . . . .	Jill Baker, Director
Teacher Certification . . . . .	Kim Hullinger, Certification Officer
Teacher Education Student Services (TESS) . . . . .	Amy Wilson, Coordinator
Alternative Certification . . . . .	Coordinator
Early Childhood Center . . . . .	Cindy Scarbrough, Director
Professional Education Unit Assessment . . . . .	Michael McBride
Regional Professional Development Center . . . . .	Rebecca Baldwin, Director

## GENERAL INFORMATION

### Admittance to Teacher Education

All students desiring to complete teacher certification requirements must make application to become officially admitted to the professional education program through the satisfactory completion of the “Application to Professional Education Program” form. This form may be obtained from the Teacher Education Student Services (TESS) Office, Administration Building, Room 348.

Application for admission to the professional education program should be initiated in the trimester following the one in which the eligible student completes 45 hours of academic credit or upon transfer of 45 hours of credit acceptable to this institution. All students desiring to become teacher candidates must demonstrate basic educational competencies prior to formal admission into the professional teacher education program. To do this applicants must:

1. Provide evidence (score) of completion of the ACT or SAT by having scores submitted to the University.
2. Successfully complete COM 29-102 Fundamentals of Oral Communication, with a grade of “C” or better.
3. Successfully complete EDCI 62-211 Observation and Activity in the Elementary School for elementary education programs; EDUC 61-262 Middle School Teaching Practicum I for middle school programs; EDUC 61-260 Secondary Teaching Practicum I for secondary education programs; EDUC 61-260 for elementary-secondary programs; EDCI 62-211 or EDUC 61-262 or EDUC 61-260 for special education programs; HPER 22-260 Observation and Practicum I in Physical Education for the Physical Education program.
4. Complete at least 45 semester hours of coursework and achieve a minimum major GPA and minimum GPA in education coursework with no more than seven hours below a “C” for all courses used to meet general education requirements. Reference minimum GPA in the Professional Education Handbook.
5. Complete two composition courses or one honors composition, a math course (MATH 17-171 for Elementary Education majors), COM 29-102 Fundamentals of Oral Communication, and recommended Institutional Requirements (EDUC 61-145 or EDCI 62-130, EDUC 61-252).
6. Achieve the minimum C-BASE (English, Mathematics, Science, Social Studies, Writing Sample) scores identified in the Professional Education Handbook.
7. Register for admission to the Professional Education Program at the Teacher Education Student Services (TESS) Office in Administration Building, Room 348, in accordance with the application procedure. This form will not be issued until all the above criteria have been met.
8. Take completed form to approved Professional Education advisor for signature and assignment of anticipated student teaching blocks or professional trimester.
9. Return signed form to the TESS Office for final approval by the TESS Office. A copy of the approved form will be sent to the student and advisor. Any changes in major or anticipated student teaching block/professional trimester must be submitted to and approved by the TESS Office once admission has been obtained.

**Note:** Students who do not meet the admissions standards listed above may qualify for “alternative” or “probationary” admission.

**Alternative Admissions:** The alternative admissions process is designed for applicants from a disadvantaged background (as provided in CBHE policy). In acting on such applications the Teacher Education Admissions Committee (TEAC) looks for evidence of extraordinary circumstances that are beyond the control of the student, and for specific data (leading indicators)

demonstrating ability to succeed in teacher education programming. The student must outline a credible plan by which they will overcome the particular academic challenge(s).

**Probationary Admissions:** Students seeking admission to the Teacher Education Program who fail to meet the minimum score required for any C-BASE subsection(s) for a third time, may not continue in the teacher education sequence. A student, who continues to be convinced that he/she can be successful in Teacher Education, should consult their academic advisor and may request a meeting with the TEAC to discuss probationary status. The student must complete the Application for Probationary Admission form, providing data-based reasons why they believe they can ultimately be successful. In granting probationary status, the TEAC may identify support processes, short courses, or other means by which the student can improve performance in the area(s) of deficiency. If a student is granted probationary admissions, he/she must meet admissions requirement within one trimester.

Students with handicapping conditions which prevent valid test results from the College BASE will be evaluated for basic educational competencies through appropriate testing instruments and/or procedures by psychometrists as designated and approved by the Council on Teacher Education.

Students must request testing arrangements to accommodate their special testing needs. Possible special arrangements include a large type edition of the College BASE, extended time, readers, signers, scribes, magnifying equipment and others.

Students pursuing an undergraduate degree (B.A., B.S., or B.S.Ed.) who meet Northwest professional education program requirements or those who have earned other baccalaureate degrees and have filed an academic contract or an approved graduate program to complete teaching certification requirements and have been admitted to the professional education program will receive a Missouri State Board of Education and an NCATE recommendation for certification.

### **Advanced Standing Requirement**

All teacher education candidates must be formally admitted to the teacher education program to be eligible to enroll and participate in the following upper-division courses:

- EDUC 61-360 Secondary Teaching Practicum
- EDUC 61-461 School and Society
- EDUC 61-462 School and Society Seminar
- EDUC 61-520 Techniques of Classroom Management and Discipline
- EDCI 62-380 Diagnostic and Corrective Reading
- EDCI 62-384 Teaching Students in Cross Categorical Special Education:  
Academic/Behavioral
- EDCI 62-385 Teaching Students in Cross Categorical Special Education:  
Academic/Behavioral, Secondary
- EDCI 62-386 Teaching Students in Cross Categorical Special Education:  
Functional/Physical
- EDCI 62-387 Teaching Students in Cross Categorical Special Education:  
Functional/Physical, Secondary
- EDCI 62-407 Elementary School Language Arts Practicum
- EDCI 62-410 Elementary School Social Studies
- EDCI 62-420 Content Teaching in Elementary Schools
- EDCI 62-430 Teaching Writing in the Middle School
- EDCI 62-456 Practicum and Seminar in Elementary School Reading
- EDCI 62-470 Assessment in Special Education
- EDCI 62-471 Assessment in Special Education Lab
- EDCI 62-508 Transition/Career Education for Students with Disabilities

EDCI 62-511 Middle School Curriculum, Methods and Practicum  
 EDCI 62-531 Curriculum and Methods in Early Childhood  
 EDCI 62-540 Behavior Management Techniques  
 EDCI 62-541 Identifying and Prescribing Instruction in Early Childhood Education  
 EDCI 62-543 Practicum in Early Childhood Education  
 EDCI 62-544 Practicum in Early Childhood Special Education  
 EDCI 62-574 Teaching Math to Students with Disabilities  
 Middle School/Secondary Education Methods Courses (AGRI 03-580, ART 13-480,  
 COM 29-480, CSIS 44-580, ENGL 10-480, LANG 14-480, FCS 15-580,  
 MATH 17-580, MATH 17-582, MUS 19-482, MUS 19-484, HPER 22-480,  
 HPER 22-580, SCED 28-580, SCED 28-582, SOSOC 36-480)  
 Directed Teaching (all areas)

### **Teacher Education Guidance Committee**

This committee considers those professional education students who have deficiencies which are so serious that their success in the field of teaching would be in jeopardy. Such deficiencies may or may not relate to quantitative criteria.

The guidance committee is an ad hoc subcommittee of the Council on Teacher Education. Although the Council on Teacher Education has overall reviewing authority, this subcommittee, known as the Teacher Education Guidance Committee, develops and implements the necessary procedures. Committee members may include the assistant director of Teacher Education, chairperson of the Department of Professional Education, field experiences representative, chairperson or director of the student's major studies area, the student's advisor, and faculty who have taught the student. These committee members are included since they possess relevant information about the student.

Any University faculty member may refer a student to the Teacher Education Guidance Committee. The chairperson of the Council on Teacher Education will then structure the ad hoc committee and arrange a meeting to which the student may be called to appear. The chairperson will then report the decision of the committee to the student.

The committee will take one of four courses of action in regard to a student in question:

1. No action; the student would continue in the Teacher Education Program.
2. Recommend remedial actions that the student must take, to be followed by further screening.
3. Recommend remedial action and suspension from the Teacher Education Program until the student has met said requirements of the committee.
4. Recommend that the student be terminated from the Teacher Education Program, in which case he or she would not be permitted to complete any program from this University leading to educator certification.

All students will have the right to appeal in person regarding decisions rendered by the Teacher Education Guidance Committee. The purpose of the appeal is not to provide a secondary hearing of a case already heard by the committee, but rather to insure that students have been able to present all information pertaining to their case and that proper protocols have been followed. Students should provide a basis for their appeal by submitting either new information (e.g. documentation from a doctor, counselor, or official) pertaining to their case, or evidence of error or bias on the part of the previous committee. The students must initiate the appeals process by contacting the Office of the Dean of the College of Education and Human Services.

## Directed Teaching

Prospective student teachers must attend an orientation session and make application for student teaching with the Director of Educational Field Experiences **in the trimester immediately prior** to the trimester in which student teaching is to be completed. The Director of Educational Field Experiences will establish a specific date for application each trimester. At the time of application, the student must secure the approval of the following persons: Registrar, major advisor (and minor advisor when appropriate), and TESS coordinator. The application form containing the approval route should be obtained online. An overall GPA and official admittance to the teacher education program are required (see “Admittance to Teacher Education” on page 314-316). A minimum GPA is also required for all courses taken at Northwest, all courses taken in each of the applicant’s subject areas and all courses in the professional education sequence. Reference minimum GPA in the Professional Education Handbook.

Secondary and elementary-secondary program majors are required to successfully complete EDCI 62-353; EDUC 61-520, and EDUC 61-461 in order to maintain eligibility to student teach. Elementary, middle school, secondary, and special education majors student teach an entire trimester. **Students may not have a choice of time or location for the directed teaching experience.** Students may suggest a location, however, final placement resides with the Director of Field Experiences.

## Graduation Requirements

Students completing a teacher education program must complete as a part of their program a field experience in a diverse setting for a minimum of thirty (30) clock hours.

Teacher Education candidates must demonstrate their competence across the state’s MoSPE standards for teacher educators. This is accomplished through authentic assessments designated in the Professional Education Unit (PEU) assessment system and demonstrated through the Teacher Work Sample (TWS).

## Certification Exit Requirements

In addition to satisfying the respective program requirements, each candidate seeking initial certification must achieve the minimum GPA requirement set by the State Board of Education to include: A minimum overall GPA; a minimum GPA in each of the certificate subject areas; and a minimum overall GPA and no grade lower than a “C” in professional education courses, i.e., those courses defined as foundations for teaching, teaching methods and techniques, and clinical experiences. Each candidate must also achieve a satisfactory score on the appropriate PRAXIS-II Test(s). Reference minimum GPA in the Professional Education Handbook.

## Certification

Students admitted to the professional education program are subject to all prevailing academic and social regulations and policies of the University in addition to those specified for the various certificate program sequences. The teacher education candidate is also subject to any Missouri legislative action or State Board of Education policy that may become effective during the lifetime of this catalog. The candidate is responsible for meeting the requirements of endorsement area(s) at the time of application for an initial Missouri teaching certificate. In addition to the certificate requirements, the student must satisfy the degree requirements of the major department. The teacher education advisor in each department will guide the student in meeting all requirements. Additional information about certification is in the Professional Education Handbook and on the Northwest website at [www.nwmissouri.edu/dept/peu/certification/index.htm](http://www.nwmissouri.edu/dept/peu/certification/index.htm). For specific information regarding teacher certification, contact the Teacher Certification Officer.

The Missouri Department of Elementary and Secondary Education-Office of Educator Quality is working with a representative stakeholders group to redesign the standards for educator preparation including certification requirements. These changes and implementation schedule will be communicated to students through individual advising sessions, meetings, and/or other university communications. If there are any questions or concerns, please contact the Missouri Department of Educator Preparation in the Office of Educator Quality (eqprep@dese.mo.gov).

### **Post-Degree Certification**

Individuals who hold baccalaureate degrees from regionally-accredited institutions may elect to pursue their initial teaching certificate by completing our teacher preparation program. Candidates are subject to the requirements as provided in this catalog. Candidates are required to fulfill all the general education requirements for certification as designated by the state of Missouri.

### **Title II Reporting**

Northwest annually reports to the United States Department of Education on the performance of its Teacher Education graduates. The report is public information and is contained in its entirety on the following website: [www.nwmissouri.edu/dept/peu/about.htm](http://www.nwmissouri.edu/dept/peu/about.htm).

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## **Course Description**

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### **College of Education and Human Services / 73**

#### **101 Freshman Seminar (1 hour)**

Freshman Seminar is designed to introduce students to Northwest Missouri State University. Topics of exploration will include: adjustment to

University life, skills necessary to make the most of the University experience, General Education requirements, academic programs and advisement, career exploration, campus and community resources, taking advantage of cultural and extra-curricular events and assuming responsibility for one's own University experience.