

COLLEGE OF EDUCATION AND HUMAN SERVICES

Department of Graduate Education, Leadership, and Counseling



**Master of Arts in Teaching (MAT)/
Post-Baccalaureate Teacher Certification Programs**

HANDBOOK

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All information in this Handbook is subject to change according to any revisions required by Rider University, accreditation bodies, and/or NJ Department of Education. August 2021

MAT/Post-Baccalaureate Teacher Certification Programs

Welcome to Rider's Master of Arts in Teaching (MAT)/Post-Baccalaureate Teacher Certification Programs. The program exists in part-time evening and full-time accelerated versions. In both versions, the MAT/Post-Bac program is an educator preparation program designed for professional and idealistic adults. Successful completion of the program leads to an initial teacher certificate, the NJ Certificate of Eligibility with Advanced Standing (CEAS) in the intended area of study. Taking additional courses through the Department of Graduate Education, Leadership, and Counseling can lead to the 30-credit Master of Arts in Teaching degree. Once accepted through Rider University's Graduate Admissions, candidates work with program faculty advisors for course work, field work, and course registration for Fall and Spring semesters when required courses run. There are two summer sessions for additional and MAT courses as well.

The MAT/Post-Baccalaureate Teacher Certification Program is part of the Department of Graduate Education, Leadership, and Counseling within the College of Education and Human Services (CEHS). The Post-Baccalaureate Teacher Certification Program is designed for college graduates seeking initial [NJ teacher certification](#). This is a streamlined, rigorous, and sequential program of professional studies that combines the best of theory, research, and practice. The Post-Baccalaureate Teacher Certification Program is a 21 or 24 (depending on certification area) graduate credit program. Coordinated with the CEHS Office of Field Placement, the clinical experience (student teaching and seminar) at the end of the program requires full-time enrollment for one semester and successful completion of the [edTPA](#).

PROGRAM FACULTY & COLLEGE ADMINISTRATION

Program Faculty, Director and Advisor

Program Faculty

Program Faculty and ESL, TESOL Coordinator

Chair, Department of Graduate Education, Leadership, & Counseling

Department Administrative Specialist

Dean, College of Education and Human Services

Assistant Dean of the College

Director of Field Placement/Student Teaching

Academic Coordinator

Certification Coordinator

Senior Assistant Director of Graduate Admissions

Dr. Kathleen Pierce

Dr. Andrea Drewes Larson

Dr. Maria Villalobos-Buehner

Dr. Christina Peterson

Ms. Anne Rees

Dr. Jason Barr

Ms. Barbara Fruscione

Ms. Erica Spence-Umstead

Ms. Terri Podgorski

Ms. Jeanette Friscia

Ms. Alison Wehringer

ADVISING AND COURSE REGISTRATION

Schedule an appointment for advising at the end of one semester to register for classes with MAT/PBTC Director (kpierce@rider.edu) for the next semester (typically mid-October and mid-March). You are not billed immediately, so you can always drop a course during the drop/add period if necessary.

ACADEMIC AND PROFESSIONAL REQUIREMENTS

Candidates should demonstrate commitment to the program and teaching profession by attending all classes, punctually completing assignments, writing in clear English prose, reflecting critically and constructively on educational experiences, and demonstrating professional interpersonal skills and dispositions like diplomacy and diligence throughout the program and in field settings. In addition, all candidates must maintain a grade point average of 3.0 throughout enrollment in the program and before enrolling in the culminating Clinical Experience and Seminar in accordance with the Department of Graduate Education, Leadership, and Counseling Policy.

One of the marks of a true professional is the ability of the practitioner to make decisions that are based on sound theory, research findings, and promising practices. Although good intentions and academic background are essential to becoming a teacher, they are not sufficient. Professional educators possess knowledge and skills in the areas of learning theory, human development, instructional methods, curriculum planning, and classroom management. Satisfaction and success in the profession depend largely on your ability to actively learn, apply, and reflect on these ideas and skills.

THE PROCESS: GRADUATE ADMISSIONS, TEACHER CERTIFICATION, MAT DEGREE

- Apply to the MAT/PBTC program through Graduate Admissions.
- Meet NJ testing, GPA, and subject matter criteria for teacher certification.
- Accept admission through Graduate Admissions.
- Contact MAT/PBTC Program Director/Advisor Dr. Pierce via email to register for classes.
 - Decide when/how to take MAT classes. MAT classes are drawn from various programs in the Department of Graduate Education, Leadership, and Counseling.
 - Candidates in the MAT/PBTC have their own purposes and trajectories.
- Take classes, enjoy them, and maintain GPA. Visit classrooms, talk to teachers and colleagues about students, schools, and trends in the field. Reflect upon and develop your own philosophy of teaching.
- Visit Career Services and revise resume to reflect program and certification area.
- Apply for clinical student teaching with the College of Education and Human Services' (CEHS) Office of Field Placement and Certification. During student teaching:
 - The Office will place you in your student teaching assignment and assign you a Rider Field Supervisor to visit with you six times during student teaching.
 - You will plan, record, analyze instruction and student learning in writing, and submit your edTPA—required performance assessment for NJ certification.
 - The CEHS Certification Coordinator and Academic Coordinator will verify your teacher certification among Rider, CEHS, and NJ Department of Education.
- When you earn your 30-credit MAT degree, you will graduate from the Department of Graduate Education, Leadership, and Counseling in Rider's College of Education and Human Services.
- If you are continuing with courses in the Department that will lead to another endorsement or another master's degree, you will apply to that program through Graduate Admissions before you receive the MAT degree.

FIELD PLACEMENT AND STUDENT TEACHING

The Office of Field Placement will arrange your field placement, edTPA submission, and student teaching supervision. Teacher certification in New Jersey is granted by the New Jersey State Department of Education (NJ DOE) and by similar state agencies in other states. Upon the successful completion of your certificate program, the College of Education and Human Services through the [Office of Field Placement and State Certification](#) will notify the NJ DOE that you have completed an approved teacher education program. The NJ DOE will then issue you a Certificate of Eligibility with Advanced Standing (CEAS) <https://nj.gov/education/license/>.

OUT-OF-STATE TEACHER CERTIFICATION

Because Rider's PBTC teacher preparation program is nationally-accredited, you should have no trouble seeking reciprocity for your teacher certification in another state if necessary. Of course, you will need to contact the state, apply for teacher certification, and comply with the state's specific requirements for certification.

WHAT IF I AM ALREADY TEACHING FULL-TIME? The Supervised Clinical Experience in Teaching (CURR 771) is available only to candidates seeking initial teacher certification and who currently work full-time teaching. On-campus or site-based seminar accompany the clinical experience and emphasize the reflective development toward professionalism through sharing and analyses of how to support the learning needs of diverse students and connecting clinical experiences with content knowledge and pedagogical knowledge from prior course work. Candidates must apply to the Program Director (kpierce@rider.edu) for Supervised Clinical Experience in Teaching (CURR 771) by providing evidence of successful, full-time teaching experience, planning, and evaluation. Once the supervised clinical semester is approved by the MAT/Post-Baccalaureate program director for the upcoming semester, candidates may continue teaching within the appropriate certification area, complete the required edTPA, work with a Rider field supervisor for a semester. [CURR 771 Application](#)

PROCEDURES AND POLICIES

OFFICIAL COMMUNICATION

Your Rider email address is the official method of communication within and across the university. To get started with your Rider Key and myRider accounts, start with information for [new students](#). Any communication between students or the professor should be within Canvas (Rider's learning management system) or *your Rider Email address only*. Rider allows you to keep your email address.

TECHNOLOGY

You will need a reliable computer laptop throughout the program. Many students use Google documents and share features for collaboration. You may also purchase and download Microsoft products at a student rate through OIT. If you need support with technology, please contact OIT. The office will loan equipment to students as well. Visit the [Help Desk Portal](#) or send e-mail to helpdesk@rider.edu to submit a ticket for support.

PREFERRED NAME POLICY: Rider University recognizes that members of the University community may not necessarily be referred to their legal name they were assigned at birth, as it does not reflect their identity. The University seeks to promote the comfort and safety of students, staff, and faculty who wish to be identified by a name other than their legal name by displaying a preferred first name in documents and in University systems where the legal name is not required by law. To set a preferred name at Rider, please [visit the Registrar's Website](#).

ACADEMIC POLICIES

In addition to program-specific guidelines in this Master of Arts in Teaching (MAT)/ Post-Baccalaureate Teacher Certification Programs Handbook, our graduate programs are guided by the Department of Graduate Education, Leadership, and Counseling [Academic Policy Handbook](#) as well as Rider University Academic Policy and other [policies and handbooks](#).

ACADEMIC INTEGRITY

Academic dishonesty includes any unauthorized collaboration, misrepresentation, or fabrication in the submission of academic work. The [Code of Academic Integrity](#) applies to all graduate and undergraduate students at Rider University.

UNIVERSITY RESOURCES

BRONC PHOTO ID AND PARKING

When you accepted admission to our program, you were issued a so-called Bronc ID. (The Bronc is Rider's mascot.) Photo IDs are issued in the [Public Safety](#) office Monday - Thursday 8:30 AM - 4:30 PM and Friday 8:30 AM - 12:00 PM. The Photo ID office may be reached at (609)896-5234. There is no fee for the Photo ID.

All vehicles are required to be registered with the Department of Public Safety. Vehicle registration is offered during fall opening activities in the student center. Vehicles may also be registered throughout the year by visiting the Department of Public Safety. Public Safety is in West House at the south entrance of the Lawrenceville campus. Public Safety is open 24 hours a day, seven days a week, and can be reached at (609) 896-5029. Parking decals are issued upon registration with the Department of Public Safety. All vehicles are required to be registered. Decals must be displayed on the back of the rearview mirror and the lower left portion of the driver's side passenger window. Commuting students can register up to 2 vehicles. There is no fee for a parking permit for commuters. Please download a [vehicle registration form](#) on the Public Safety website. Bring your completed form, Rider ID, driver's license, and current auto insurance and registration cards to pick up your decal.

UNIVERSITY SUPPORT AND ACCOMMODATIONS

Rider University abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, as amended, which stipulate that no student shall be denied the benefits of an education solely by reason of a handicap or disability. Disabilities covered by law include, but are not limited to: learning disabilities, psychological disabilities, health impairments, hearing, and sight or mobility impairments. If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please contact the office of [Student Accessibility and Support Services](#), by email at accessibility@rider.edu, or in-person at the Bart Luedeke Student Center, Top Floor Suite.

UNIVERSITY ACADEMIC SUCCESS CENTER (TUTORING)

The Academic Success Center (ASC) provides a comprehensive array of academic support. The ASC offers live, online tutoring via Zoom or another platform. Tutoring can be scheduled after normal business hours and on weekends by contacting academicsuccesscenter@rider.edu or using [TutorTrac](#).

CAREER DEVELOPMENT AND SUCCESS

As career changers, MAT/Post-Baccalaureate Teacher Certification candidates especially benefit from the various resources available through the Career Office throughout their time at Rider, through the job search, and after certification as alumni. Revise your resume to reflect your career interest and transition into education through [Handshake](#), and reach out to Career Counselor Elizabeth Davala (davala@rider.edu).

UNIVERSITY LIBRARIES <https://guides.rider.edu/home>

GRADUATION

Your post-baccalaureate program completes with earning your initial NJ teacher certification. Should you go on for the 30-credit MAT, the program culminates in graduation and awarding of the degree. The MAT program director advises and clears the way to graduation, then the CEHS Academic Coordinator confirms that requirements are satisfied to the University Registrar. Please review the links below regarding Graduation information. If you have any other questions, such as, when to apply for graduation, please contact the [Registrar's Office](#).

[Rider's Graduate Online Application](#)

[Commencement Candidates](#)

POST-BACCALAUREATE TEACHER CERTIFICATION PROGRAMS

ELEMENTARY CERTIFICATE (K-6) REQUIREMENTS

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 702	Early Literacy Development for Diverse Learners	3
CURR 710	Math Methods for the Inclusive Elementary Classroom	3
CURR 715	Inclusive Elementary Science, Arts, & Social Studies Teaching	3
CURR 770 or CURR 771	Clinical Experience and Seminar in Teaching Supervised Clinical Experience in Teaching	9
Total Credits		21

EARLY CHILDHOOD CERTIFICATE (P-3) REQUIREMENTS

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3
ECED 532	Families, Community, and Diversity in Early Childhood Education	3
CURR 702	Early Literacy Development for Diverse Learners	3
ECED 550	Development Methods and Assessment in Early Childhood Education	3
CURR 710	Math Methods for the Inclusive Elementary Classroom	3
CURR 770 or CURR 771	Clinical Experience and Seminar in Teaching Supervised Clinical Experience in Teaching	9
Total Credits		24

SUBJECT AREA CERTIFICATE (K-12) REQUIREMENTS

Code	Title	Credits
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 703	Inclusive Literacy Practices Across Content Areas	3
BSED 530 , CURR 711 , CURR 704 , CURR 707 , CURR 712 , CURR 706 , CURR 705 , EDUC 521	Inclusive Methods for Teaching Business, Dance, English and Theater, Math, Music, Science, Social Studies, World Languages	3
CURR 720	Inclusive Curriculum Design & Instruction	3
CURR 770 or CURR 771	Clinical Experience and Seminar in Teaching Supervised Clinical Experience in Teaching	9
Total Credits		21

ENGLISH AS A SECOND LANGUAGE/ESL CERTIFICATE (K-12) REQUIREMENTS

Code	Title	Credits
CURR 548	Curriculum and Instruction for Diverse Learners	3
CURR 700	Educational Foundations for Inclusive Practices	3
CURR 770 or CURR 771	Clinical Experience and Seminar in Teaching Supervised Clinical Experience in Teaching	9
EDUC 520	Introduction to Linguistics and Psycholinguistics	3
EDUC 521	Teaching a Second Language	3
LITR 508	Literacy and the Bilingual/Bicultural Child	3
Total Credits		24

MASTER OF ARTS IN TEACHING (MAT) DEGREE

COURSE OPTIONS

You have individual options with the MAT, and there are interesting possibilities depending on your personal and professional goals. Most courses are offered online. The so-called Master of Teaching (MAT) degree may be connected ONLY to an initial teaching certificate like your Post-Baccalaureate Teacher Certification. For 9 additional graduate credits or 3 courses, you could earn your 30-credit MAT degree. Go to the Registrar's drop-down menu from Rider's website to see what's offered next semester. Our graduate education courses typically use the following prefixes: CURR, EDAD, EDUC, LITR, SPED. There are also a variety of STEM-related courses offered online each semester under the CURR prefix. The charts below show how you may step-stone your way through the MAT toward an additional certification or just cherry-pick courses from among the offerings that enhance your professional knowledge and skills. You may take classes concurrently with your certification courses, or you may return to us any time. Please discuss options during program advising with Program Director and Advisor (kpierce@rider.edu). Review charts that follow for various options.

Some Suggested MAT Course Options		
CURR 541	Assessment and Student Learning (Summer II online)	3
CURR 548	Curriculum & Instruction for Diverse Learners (Summer II online)	3
<i>CURR 650</i>	<i>Understanding Gifted Learners</i>	3
CURR 652	Differentiating Instruction for the Gifted and Talented	3
SPED 504	Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities (Summer I, Fall, Spring)	3
LITR 508	Literacy and the Bilingual/Bicultural Child (Spring online; Summer II online)	3
Any three of these courses is suggested but not required options to complete the 30-credit MAT. Candidates are encouraged to pursue individual academic and professional interests.		

ENGLISH as a SECOND LANGUAGE (ESL) certification eligibility		
CURR 548	Curriculum & Instruction for Diverse Learners (Spring online; Summer II online)	3
LITR 508	Literacy and the Bilingual/Bicultural Child (Spring online; Summer II online)	3
EDUC 560	Educating and Evaluating the Bilingual Child (Summer I online)	3
EDUC 520	Introduction to Linguistics and Psycholinguistics (Spring)	3
EDUC 521	Teaching a Second Language (Capstone course, cannot be taken as part of MAT credits) (Fall)	3
NJ English as a Second Language (ESL) endorsement eligibility If interested, a candidate may pursue the NJ English as a Second Language (ESL) endorsement by applying to Program Director Dr. Villalobos-Buehner, then adding/taking the following courses.		

Course Options leading to GIFTED Education specialization		
CURR 650	Understanding Gifted Learners	3
CURR 652	Differentiating Instruction for the Gifted and Talented	3
CURR 654	Innovative Instructional Strategies for Gifted Education	3
This is where the <u>MAT degree completes.</u> If interested, a candidate may pursue the Gifted Education Specialization by adding/taking an additional course to complete all 4 courses in the specialization.		
CURR 656	Creative, Interdisciplinary Thinking	3
The specialization appeals to districts paying more attention to gifted education.		

Course Options leading to TOSD/SPECIAL EDUCATION certification eligibility		
SPED 512	Psychology of Exceptionality	(Summer II online) 3
SPED 514	Positive Behavior Support	(Summer II online) 3
SPED 504	Assistive and Augmentative Technology for Autism Spectrum Disorders and Other Disabilities	(Summer I, Fall, Spring) 3
SPED 524	Collaboration and Inclusive Practice for Students with Mild and Severe Disabilities	(Spring) 3
SPED 536	<i>Instruction and Transition for Autism and Severe Disabilities</i>	(Summer I, Fall, Spring) 3
SPED 531	Assessment for Instruction in Special Education	3
SPED 539	Instructional Practices for Students with Disabilities (Capstone course, cannot be taken as part of MAT credits)	3
<p>The <u>MAT degree completes at 30 credits—3 courses over Post-Bac Teacher Cert.</u> If interested, you may pursue the NJ Teacher of Students with Disabilities (TOSD) endorsement by applying to Special Ed Program Director, Dr. Giannola, then completing 4 required additional courses.</p>		

Course Options leading to Teacher Leadership with eligibility for NJ Supervisor Certification		
EDAD 505	Supervisor/Teacher Leadership for Improved Instruction & Student Learning	(Fall) 3
CURR 531	Strategies for Curriculum Development & Innovative Change	(Fall) 3
CURR 538	Assessment of Curriculum & Instruction to Improve the Performance of Teachers & Diverse Learners	(Fall, Summer) 3
<p>This is where the <u>MAT degree completes.</u> NOTE: MAT candidate must apply to Program Director Dr. Nappi, and take EDAD 591 to earn the NJ Supervisor Certificate (standard).</p>		
EDAD 591	Seminar/Practicum in Education Leadership	3
<p>If interested, a candidate may pursue MA in Teacher Leadership with eligibility for NJ Supervisor Certification by applying to the program and adding required courses.</p>		

Course options leading to LITERACY Concentration and NJ READING SPECIALIST endorsement eligibility		
LITR 500	Multimodal Teaching and Learning	(Fall online) 3
LITR 508	Literacy and the Bilingual/Bicultural Child	(Spring online; Summer II online) 3
LITR 510 -OR- LITR 560	Research Intro and Survey of Texts for Children and Adolescents Writing Project@Rider	(Summer II online) (Summer) 3
<p>This is where the <u>MAT degree completes.</u> If interested, a candidate may pursue the NJ Reading Specialist endorsement by applying Program Director Dr. Casey, then adding/taking the following courses.</p>		
LITR 501	Psychology and Pedagogy of Literacy Processes [Capstone course, cannot be taken as part of MAT credits.]	(Fall online) 3
LITR 502	Curriculum, Instruction and Supervision in Literacy [Capstone course, cannot be taken as part of MAT credits.]	(Spring online) 3
LITR 504	Diagnosis and Correction of Literacy Abilities and Challenges: Seminar and Practicum	(Spring online) 3
<p>NJ Reading Specialist endorsement eligibility</p>		

PROFESSIONAL STANDARDS FOR TEACHERS

Professional Standards for Teaching Alignment Chart Interstate New Teacher Assessment and Support Consortium (InTASC), New Jersey Professional Standards for Teachers (NJPST), & Correlation with the Danielson Framework for evaluating teaching		
InTASC	NJPST	Danielson Framework
THE LEARNER & LEARNING		
InTASC #1: Learner Development	NJPST #1: Learner Development	<u>Planning & Preparation</u> 1b: Demonstrating knowledge of students 1c: Setting instructional outcomes 1e. Designing coherent instruction <u>Instruction</u> 3c: Engaging students in learning
InTASC #2: Learning Differences	NJPST #2: Learning Differences	<u>Planning & Preparation</u> 1b. Demonstrating knowledge of students
InTASC #3: Learning Environments	NJPST #3: Learning Environment	<u>Classroom Environment</u> 2a. Creating an environment of respect and rapport <u>Instruction</u> 3c. Engaging students in learning
CONTENT KNOWLEDGE		
InTASC #4: Content Knowledge	NJPST #4: Content Knowledge	<u>Planning & Preparation</u> 1a. Demonstrating knowledge of content and pedagogy 1e. Designing coherent instruction <u>Instruction</u> 3c. Engaging students in learning
InTASC #5: Application of Content	NJPST #5: Application of Content	<u>Instruction</u> 3a. Communicating with students 3c. Engaging students in learning 3f. Demonstrating flexibility and responsiveness
INSTRUCTIONAL PRACTICE		
InTASC #6: Assessment	NJPST #6: Assessment	<u>Planning & Preparation</u> 1f. Designing student assessments <u>Instruction</u> 3d. Using assessment in instruction
InTASC #7: Planning for Instruction	NJPST #7: Planning for Instruction	<u>Planning & Preparation</u> 1b: Demonstrating knowledge of students 1e. Designing coherent instruction
InTASC #8: Instructional Strategies	NJPST #8: Instructional Strategies	<u>Instruction</u> 3b. Using questioning and discussion techniques 3c. Engaging students in learning
PROFESSIONAL RESPONSIBILITY		
InTASC #9: Professional Learning And Ethical Practice	NJPST #9: Professional Learning NJPST #11: Ethical Practice	<u>Professional Responsibilities</u> 4c. Communicating with families 4d. Participating in a professional community 4f. Showing professionalism
InTASC #10: Leadership & Collaboration	NJPST #10: Leadership and Collaboration	<u>Professional Responsibilities</u> 4a. Reflecting on teaching 4e. Growing and developing professionally 4f. Showing professionalism

CEHS MISSION STATEMENT AND CONCEPTUAL FRAMEWORK

The College of Education and Human Services prepares students to be effective practitioners. Rider was the first private New Jersey institution to hold the highest accreditation possible in teaching from the National Council for the Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation ([NCATE/CAEP](#)). This national accreditation in turn offers graduates added value and recognition nationwide when seeking employment or admission to graduate study. The College has created partnerships with local schools, businesses, and government and community agencies so that students work collaboratively to develop high-quality programs. The conceptual framework of the College of Education and Human Services establishes the shared vision for our efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability.

Our conceptual framework informs the process by which we develop and articulate our goals, ensure that administrators, faculty, P-12 partners, and candidates work toward the same set of articulated goals, and encourage professionally sound commitments and dispositions. Implemented in a variety of ways, the conceptual framework is evident in all parts of the professional education unit. The conceptual framework consists of four distinct goals:

Goal 1: Commitment

Commitment is a value highly prized by the College of Education and Human Services, serving as an essential cornerstone for our teaching and learning. Commitment is a set of connected attitudes, values, and beliefs that result in professional behaviors expected of dedicated educators. In teaching and practice the faculty models these professional behaviors and encourages and expects their development in our students and graduates.

Goal 2: Expanding Knowledge

In the College of Education and Human Services, we emphasize both content and pedagogical knowledge as we prepare our students. We design classroom and field experiences to help students learn this knowledge and apply it in practice. Students are expected to use their technological expertise as a tool in learning and to reference relevant standards when either planning for or reflecting on their own classroom work, as well as that with their own students or clients.

Goal 3: Reflection

The College of Education and Human Services defines reflection as the process of thinking clearly and deliberately to promote understanding and to actively foster the exercise of in depth thinking about professional practice. We believe that reflection, grounded in active experience, has value for developing educators, when practiced consistently and systematically through such activities as classroom observation, continuous self-assessment, and journal writing.

Goal 4: Professionalism

Becoming an expert professional educator requires a career-long commitment to reflective experimentation and skill building. Novice and experienced educators enrolled in the College of Education and Human Services are on a career-long path toward professionalism and are not viewed as totally developed and experienced professionals upon graduation. Our goal is to encourage students to become thoughtful, creative problem-solvers as they begin and refine the acquisition of craft and knowledge in their ongoing journey toward higher levels of professional success.

[Download the entire "College of Education and Human Services Conceptual Framework and Quality Assurance System" document.](#) (Word doc)