



Student Handbook for Teacher Education and Certification 2025-2026

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Preface

This Handbook is supplemental to the College Catalog. For further information about college policies, codes and regulations please see the *William Jewell College Catalog* and the *William Jewell College Student Handbook* located at www.jewell.edu. This Handbook is supplemented by addenda documents such as the *Student Teaching Policy Handbook*, Education program advising sheets, and other procedures and manuals that are in the Policy Library under “Teacher Education” on Jewell Central. Jewell Teacher Education students are responsible for reading and complying with all teacher education policies and procedures. If the student has questions about any policy, he/she should consult his/her education advisor.

Policies and requirements in this handbook (and related policies in the Jewell College Catalog) which are under the sole control of William Jewell College and the Department of Education are effective for the 2025-2026 academic year.

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Introduction

The Teacher Education Programs at William Jewell College are housed in the Department of Education (DOE). The DOE works with other Arts and Sciences Departments in the College to provide breadth and depth of content and pedagogical knowledge in our teacher education programs. The mission of our teacher education programs is to produce intentional teachers who:

- are able to research, analyze and synthesize new information/points of view;
- practice and acquire new skills;
- are able to use that knowledge and those skills to teach and produce growth and learning in individual K-12 students;
- reflect on and improve their own practice for the benefit of K-12 students.

The DOE faculty has developed and continuously monitors teacher education curricula designed to accomplish our mission. If changes are needed to respond to new research findings in the field or to meet the changing demands of public schooling, education faculty develop those changes thoughtfully in consultation with the Jewell Teacher Education Committee and other colleagues. Once developed, changes to teacher education curricula are discussed with the Vice President for Academic Affairs then sent to the faculty curriculum committee and ultimately the full Jewell faculty for adoption. Once approved by the Jewell faculty, changes to teacher education programs are then submitted to the Missouri Department of Elementary and Secondary Education for teacher education program approval. William Jewell College has offered teacher education since 1914 and has been approved by the State of Missouri to do so since at least 1954.



"The small class sizes, hands-on activities and connections made with professors at Jewell helped me be ready for the real world, the teaching world. The professors really wanted me to be successful, and they were truly invested in me and my career."

Sarah Holt Zamora, '10



Learning Outcomes

Throughout its history of producing high-quality teachers, William Jewell College has held rigorous expectations for its graduates and has sought to produce high quality, professional teachers for K-12 classrooms. At present, undergraduate students are expected to achieve the following learning outcomes which the education faculty has identified as fundamental to the preparation of professional teachers:

1. Design coherent, standards-based instruction (lesson plans, unit plans, assessments) using high leverage teaching strategies (as indicated by research) that considers the needs of students and is likely to promote student learning.
2. Implement and deliver clear, effective, coherent, standards-based instruction (lesson plans, unit plans, assessments) using high leverage teaching strategies (as indicated by research) with accurate content that considers the needs of students and is likely to promote student learning.
3. Design and implement effective assessments which produce useful data about their K-12 students' performance and use that evidence to inform instructional modification and future instructional planning and implementation.
4. Manage the classroom environment to create a respectful productive classroom that promotes effective learning.
5. Become a reflective practitioner by gathering and using information about their own performance from colleagues, and from the literature and professional organizations, and collaborate with other professionals to improve their own practice and the institutions in which they teach.

The education faculty expects graduate students to enter advanced study of the field with the above outcomes mastered at a developmentally appropriate professional level and to advance their knowledge and skills to achieve the following learning outcomes:

1. Design differentiated instruction and adapt resources to address the differences in students' readiness, needs, and interests within his/her classroom.
2. Use the basic tenets of educational research to study his/her own classroom and use the results to inform his/her instructional practice.
3. Design a data collection plan, including valid and reliable formative and summative assessments, to gather and analyze evidence on student progress towards learning goals and inform instructional practice.



4. Communicate the importance of differentiated instruction and describe the important aspects of growth-centered learning environments to colleagues and other publics.

The conceptual framework, curriculum scope and sequence, and the Teacher Education Assessment Plan can be found in the policy library on Jewell Central and provide additional information about our programs. Curricular guidelines, and educational policies and procedures, have been designed and adopted by the education faculty to promote the achievement of these learning outcomes in our teacher education students. They have also been designed to be in compliance with state of Missouri and federal regulations.



Accreditation, Programs and Institutional Memberships

William Jewell College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The following **undergraduate** Teacher Education Programs are approved by the Missouri Department of Elementary and Secondary Education (DESE):

Elementary (grades 1-6)	Secondary (grades 9-12)	All level (grades K-12)
Prepared to teach all subjects in an elementary classroom	Biology	Spanish
	Chemistry	Choral (Vocal) Music*
	English	Instrumental Music*
	Mathematics	
	Physics	
	Social Studies	
	Speech & Theatre (Communications)**	

*All secondary education majors must meet the content requirements for Missouri teacher certification. In all fields except Vocal and Instrumental Music, students may complete these requirements as part of a content major, minor, or through affiliated content coursework. Students pursuing certification in Vocal or Instrumental Music must complete both the Secondary Education and Music Education majors at the College. For specific course requirements in all certification areas, students should consult the DESE certification matrices and the College Catalog.

**As of Fall 2025, William Jewell College will no longer offer the content-area coursework to support certification in Speech & Theatre. Students who have elected to pursue Speech & Theatre Certification prior to Fall 2025 will be subject to a “Teach Out” plan and will complete their degrees. Students new to the Teacher Education Program in Fall 2025 or later will not be able to pursue this teacher certification option.

The following **Graduate** Teacher Education Programs are approved by the Missouri Department of Elementary and Secondary Education (DESE) as **Alternative Teacher Certification Programs**:

Secondary (grades 9-12)	All level (grades K-12)
Biology	Art
Business	Chinese
Chemistry	Family & Consumer Sciences
Earth Science	French
English	German
Journalism	Health
Marketing	Instrumental Music
Mathematics	Physical Education
Physics	Spanish



Social Studies	Choral (Vocal) Music
Speech & Theatre (Communications)	

All candidates seeking alternative certification in the above areas must meet the content area requirements for Missouri teacher certification prior to admission to the Program. Candidates may demonstrate content area proficiency through previous coursework, earned undergraduate/graduate degrees in the content field, or by passing the required content area (Praxis) exam prior to admission. Details on graduate program admission can be found below or in the William Jewell Course Catalog.

Advising sheets and plans with specific course requirements for these programs are available through the Education Program advisors or via email (education@william.jewell.edu)

The Music Education Program is a member of National Association of Schools of Music (NASM).

The Education Department is a member of:

- American Association of Colleges for Teacher Education (AACTE)
- Missouri Association of Colleges for Teacher Education (MACTE)
- Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE)

Program Timetable

PLANNING A TEACHER EDUCATION PROGRAM

Students who pursue teacher certification in one of the fields above at Jewell must be admitted to and complete a State-approved teacher education program. A timetable for completing requirements follows. This information shows that, although the teacher education program can be completed in four years, the sequence is tight. **Therefore, it is very important for teacher education students to meet with all advisors every semester and monitor their program to ensure admission to teacher education on time (January of a student's second year for traditional undergraduates in order to graduate in four years) and all requirements are met.**

FIRST YEAR

- Review the Student Handbook for Teacher Education & Certification.
- Students interested in teacher education should declare their major as soon as possible.
- Complete all CTI level 1 requirements.
- Complete the FBI Fingerprint Background Check prior to the first fieldwork experience.



- Provide verification of liability insurance to the Department of Administrative Student Records Coordinator before beginning fieldwork – this verification must be provided each academic year.
- Complete and sign the Fieldwork Forms in Etrieve – these forms must be signed each academic year.

SECOND YEAR

- Students are admitted to a Jewell teacher education program on completion of the criteria outlined in this *Handbook*. **If students do not obtain admission by the end of their second year, the program will likely take longer than four years.**
- Students must be admitted to teacher education before being allowed to take 300-level education courses.
- Complete the Family Care Safety Registry prior to the second fieldwork experience.
- Provide verification of liability insurance to the Department of Education's Student Records Coordinator before beginning fieldwork – this verification must be provided each academic year.
- Complete and sign the Fieldwork Forms in Etrieve – these forms must be signed each academic year.



"The Education Department has become a second family to me. They have pushed me past limits I didn't think I could be pushed in the realm of academics."
Mackenzie Giegling, '18

THIRD YEAR

- Application for Student Teaching Placement by December 15. Students must be accepted into the Teacher Education Program before applying to student teach. Only those students meeting the requirements and accepted for student teaching will be permitted to enroll in the student teaching courses.
- Take the required Praxis Assessment(s) prior to the March Reporting Window. It is recommended that one Praxis score be on file prior to fall advising in the fourth year. Failure to pass the Praxis will affect where, and possibly if, the student teacher can be placed for student teaching as some districts require passage of Praxis prior to student teaching. ***If Praxis is not passed prior to fall advising (and hence registration for student teaching), it is up to the teacher education student to take the risk of registering for student teaching without having met the teacher certification testing requirements.*** Consult the Clinical & Assessment Coordinator/Teacher Certification Officer about the correct content test to take.
- Complete and sign the Fieldwork Forms in Etrieve – these forms must be signed each academic year.



- Provide verification of liability insurance to the Department of Education's Student Records Coordinator before beginning fieldwork – this verification must be provided each academic year.
- FBI Fingerprint Background Check for Student Teaching required for student teaching. Another background check will have to be completed through the Department of Elementary and Secondary Education for teacher certification. Carefully read and follow all instructions regarding background checks that are given to you after you are approved for a student teaching placement.
- Apply for graduation.
- Attend a departmental orientation to student teaching (early in the Spring semester) and follow up meetings with Clinical & Placement Coordinator to begin the student teaching placement process.

FOURTH YEAR

- Review the Student Teaching Handbook.
- Provide verification of liability insurance to the Department of Education's Student Record's Coordinator before beginning student teaching placement.
- Complete and sign the Fieldwork Forms in Etrieve – these forms must be signed each academic year.
- Application for Missouri Teaching Certificate – Apply for teacher certification and complete FBI background check through DESE online at the DESE website. Instructions will be disseminated during the student teaching seminar.
- Students desiring certification in another state should complete all requirements for a Missouri teaching certificate. Once Jewell has recommended a graduate for certification in the State of Missouri that person should apply directly to the department of education in any other state in which certification is desired, after graduation.
- Praxis – Missouri Content Assessment – **The content area assessments must be passed at the standard set by Missouri DESE in order for a teacher candidate (teacher education graduate) to be recommended for teacher certification.**
- MEES – Missouri Educator Evaluation System – The Missouri standards for teacher education candidate performances is used to evaluate the student teaching performance. In order for William Jewell College to recommend you for teacher certification you must achieve a passing score on MEES by the student teaching supervisor and cooperating teacher. See grading rubric in the Jewell Student Teaching Manual found in the policy library on Jewell Central.

DISCLOSURES

All Jewell Teacher Education Programs are designed to meet the educational requirements for teacher certification in the State of Missouri. Determinations regarding professional licensure and certification eligibility associated with this program are outlined below.

- Undergraduate and Graduate/Alternative Teacher Education Programs at William Jewell (elementary and secondary/K-12) meet the educational requirements for professional



licensure and/or certification as a profession in Missouri and Kansas (via Exchange License agreement).

- Teacher Education Programs at William Jewell do not meet the educational requirements for professional licensure and/or certification as a profession in Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington (State), West Virginia, Wisconsin, Wyoming, Washington – District of Columbia, American Samoa, Guam, the U.S. Virgin Islands or the Commonwealths of Puerto Rico and the Northern Marianas Islands. Many states offer certification reciprocity agreements with Missouri. **Graduates seeking certification in other states should meet with the Certification Officer to determine the remaining requirements.**



Program Requirements

The next pages provide an overview of the curricular requirements for and the concepts covered in William Jewell College's Teacher Education Programs. Jewell's teacher education conceptual framework, teacher education assessment plan, and scope and sequence can be found in the policy library on Jewell Central.

PRE-REQUISITE SKILLS FOR TEACHER EDUCATION STUDENTS

WRITING STANDARD

All teacher education students must demonstrate written communication competence. In addition to successful completion of CTI 102 Written Communication or a Writing in the Disciplines course (denoted WR on the course prefix), the student must continue to exhibit strong written communication skills in education course work. If a student is not demonstrating competence the instructor should require the student to seek services from the Academic Achievement Center and file a Care Team referral. Failure to demonstrate written communication competence prior to applying to student teaching will be cause to deny or defer admission to student teaching.

ORAL COMMUNICATION STANDARD

All teacher education students must demonstrate oral communication competence. Competence will be evaluated and scored on a rubric during fieldwork. If a student doesn't demonstrate oral competency on that rubric they must either demonstrate competency in the next fieldwork or take COM 120 Intro to Communication Studies and earn a grade of "B" or better. If a student does not demonstrate oral competency in two fieldwork experiences, he/she MUST take COM 120 and earn a grade of "B" or better. Failure to demonstrate oral communication competence prior to applying for a student teaching placement may result in delay of or denial to student teaching.

NUMERACY STANDARD

All teacher education students must demonstrate basic mathematical competence. In addition to successful completion of CTI 105 Math for the Liberal Arts (or equivalent), the student must continue to exhibit knowledge/use of mathematics in education course work. If the student does not demonstrate those skills the instructor will file a Care Team referral and the student will be counseled. Failure to demonstrate numeracy competence prior to applying to student teaching will be cause to deny or defer admission to student teaching.



Elementary Education

OVERVIEW

The Elementary Teacher Education program at William Jewell College prepares students to teach grades 1-6. It is designed to provide students with learning opportunities, which build their knowledge and understanding of how young children grow, develop and learn, how schools are structured and operate, and effective teaching methods to facilitate growth and learning. Elementary teacher education students apply and expand upon this knowledge by utilizing skills learned in course work in multiple field experiences throughout the program.

Advising: All elementary teacher education majors must be advised by an elementary education advisor once each semester.

Professional Education coursework: Elementary education courses required for the major which meet Missouri Teacher Certification requirements are:

EDU 175 Culturally Responsive Teaching (2)
EDU 204 Teaching Art, Music, PE (1)
EDU 206 Teaching Diverse Learners (4)
EDU 214 Clinical Fieldwork in Schools I (1)
EDU 220 High Leverage Teaching Strategies (4)
EDU 250 Integrated Literacy & Assessment I: Emergent (4)
EDU 260 Elementary Math Content & Methods I (4)
EDU 270 Elementary Math Content & Methods II (4)
EDU 275 Instructional Design and Assessment (4)
EDU 299 Integrated Literacy & Assessment II: Intermediate (4)
EDU 305 Writing Instruction for Diverse Learners (4)
EDU 311 Clinical Fieldwork in Schools II (1)
EDU 315 Clinical Fieldwork in Schools III (1)
EDU 316 Integrating Science and Social Studies in the Elementary Curriculum (4)
EDU 401 Reflective Student Teaching Seminar (4)
EDU 410 Student Teaching for Elementary School Teachers I (4-6)
EDU 411 Student Teaching for Elementary School Teachers II (8)
EDU 501 Intro to Differentiated Instruction (4)

Elementary education students are also required to complete additional educational content courses in each of the following content fields for teacher certification:

- **Science.** Normally met through Science 101, Integrated Science for Elementary Education)
- **Social Science.** Normally met through GEO 304, Economic Geography, and a course considering diversity in the U.S. (met through CTI D&I requirements)



Secondary Education

OVERVIEW

Due to the way that teacher certification rules are structured, teacher education programs leading to teacher certification in grades 9-12 or K-12 are considered to be secondary teacher education programs. William Jewell College secondary teacher education programs prepare students to teach a specific content subject in either grades 9-12 (English, Biology, Chemistry, Math, Social Studies, Speech and Theatre, or Physics) or K-12 (Choral or Instrumental Music or Spanish). K-12 programs cover all grade levels and include field experiences at a minimum of two different grade levels (elementary/middle/secondary).

Secondary teacher education at Jewell build knowledge and understanding of how adolescents grow, develop and learn, how schools are structured and operate, and effective teaching methods to facilitate growth and learning. Secondary teacher education students apply and expand upon this knowledge by utilizing skills learned in course work in multiple field experiences throughout the program.

Advising: Secondary/K-12 Education majors must complete both professional education coursework and content area coursework and will be advised by both content and education advisors each semester.

Professional Education coursework: In addition to Jewell CTI Core Curriculum, secondary education students are required to **complete all professional education requirements for certification in the state of Missouri**. Secondary teacher education Courses required for the major which meet Missouri Teacher Certification requirements are:

EDU 175 Culturally Responsive Teaching (2)
EDU 206 Teaching Diverse Learners (4)
EDU 214 Clinical Fieldwork in Schools I (1)
EDU 220 High Leverage Teaching Strategies (4)
EDU 275 Instructional Design and Assessment (4)
EDU 280 Disciplinary Literacy and Methods of Teaching Content (4-5*)
EDU 311 Clinical Fieldwork in Schools II (1)
EDU 315 Clinical Fieldwork in Schools III (1)
EDU 308 Literacy Interventions in Secondary Classrooms (4)**
EDU 401 Reflective Student Teaching Seminar (4)
EDU 420 Student Teaching in Secondary School I (4-6) & EDU 421 Student Teaching in Secondary School II (8) OR
EDU 425 Student Teaching in Grades K-12 I (4-6) & EDU 426 Student Teaching in Grades K-12 II (8)
EDU 501 Intro to Differentiated Instruction (4)



*Music Education majors can take this for 4 credits; all other Secondary Education majors must enroll in 5 credits

**EDU 308 is not required for students seeking certification in K-12 subject areas (Vocal and Instrumental Music, Spanish)

Content Knowledge: Secondary Education majors must also complete required content area coursework for certification in their subject area. Typically, this will involve a double major in education and in the field in which they desire to be certified to teach or minor in their content field. In any case, **all Missouri subject-area certification requirements must be met through content coursework before a candidate can be recommended for certification.** The Jewell advising sheet for the specific program (i.e., English Education) includes all degree and certification requirements and secondary education majors should follow the advising sheet from their year of entry into the program. Secondary education majors should also consult with both their education advisor and their content field advisor each semester about their progress toward all requirements in terms of degree and certification completion.

The knowledge, skills and competencies described above are considered foundational to achievement of the Missouri Standards for Professional Educators (MoSPE) established by the State of Missouri (see standards below). Since teacher education students must successfully meet the MoSPE standards to be recommended for teacher certification, failure by any teacher education student to exhibit knowledge or skill competence in any of the areas above will result in a Care Team referral. If the Care Team issues are not resolved, student failure to exhibit the required performances may result in either denial to or release from a teacher education program.



Master of Arts in Teaching (MAT) Alternative Teacher Certification Program

OVERVIEW

The Master of Arts in Teaching (Secondary Education) is an alternative teacher education program that requires 30 Education credit hours for the graduate degree and 17-27 credits of Education course work for Missouri Teacher Certification depending upon the area of certification. The program may be completed in one or two years and leads to secondary (high school or K-12) teacher certification by the State of Missouri in the following fields and grade levels:

Art (K-12)
Biology (9-12)
Business (9-12)
Chemistry (9-12)
Chinese (K-12)
Earth Science (9-12)
English (9-12)
Family and Consumer Science (K-12)
French (K-12)
German (K-12)
Health (K-12)
Journalism (9-12)
Marketing (9-12)
Mathematics (9-12)
Music - Instrumental (K-12)
Music - Vocal (K-12)
Physical Education (K-12)
Physics (9-12)
Social Science (9-12)
Spanish (K-12)
Speech/Theatre (9- 12)

Student teaching is a full-year experience at accredited schools within 30 miles of Jewell under the supervision of a Jewell supervisor and a school cooperating teacher familiar with the Jewell model of teacher education.

Advising: All graduate students are advised by the Education Department Faculty and the Coordinator of Graduate Programs. Graduate students should contact their advisor frequently to insure they are on track for program completion.



Professional Education coursework required listed below in the semesters in which courses are usually offered:

Summer EDU 550 Graduate Seminar in High Leverage Teaching Strategies, (4 credits) EDU 504 Diverse Learners, (4) EDU 580 Disciplinary Literacy and Secondary Methods of Instruction (4-5) EDU 575 Culturally Responsive Teaching (2)
Fall EDU 214 Fieldwork I (1 credit) – First 7 weeks EDU 311 Fieldwork II or EDU 315 fieldwork III (1) – First 7 weeks EDU 507 Graduate Seminar in Instructional Design & Assessment (4) credits - day class scheduled around student teaching EDU 520 Graduate Seminar (4) - evening EDU 510 Graduate Student Teaching I (4-6) – in schools during the day.*
Spring EDU 508 Literacy Intervention, (4 credits) – scheduled around student teaching [only required for 9-12; not K-12] EDU 501 Introduction to Differentiated Instruction (4) – evening EDU 511 Graduate Student Teaching II, (8) – in schools during the day

Vocal/Instrumental Music will have additional content requirements for certification. Candidates seeking alternative certification in Vocal/Instrumental Music should consult with the Education Department Coordinator upon admission to determine additional requirements.

Course Equivalencies and Graduate Credit. Students may substitute equivalent undergraduate or graduate coursework completed at other institutions to meet teacher certification requirements. This may decrease the number of required credits to complete the MAT degree. William Jewell requires that a student complete a minimum of thirty (30) credit hours to earn a graduate degree. In some cases where students have significant course equivalencies, additional elective courses at the graduate level may be required to meet the 30-credit degree requirement.

Content Knowledge: The MAT program requires an undergraduate or graduate content degree in the field to be taught or in a closely related field which serves as verification of content knowledge. In addition, candidates admitted to the MAT program must take and pass the Praxis Exam in their content field before the end of their first semester in the program which provides further verification of content knowledge and mastery pertinent to the teacher certification field.



The knowledge, skills and competencies described above are considered foundational to achievement of the Missouri Standards for Professional Educators (MoSPE) established by the State of Missouri (see standards below). Since teacher education students must successfully meet the MoSPE standards to be recommended for teacher certification, **failure by any teacher education student to exhibit knowledge or skill competence in any of the areas above will result in a Care Team referral. If the Care Team issues are not resolved, student failure to exhibit the required performances may result in either denial to or release from a teacher education program.**

Missouri Standards for Professional Educators

Jewell teacher education programs are aligned with the Missouri Standards for Professional Educators and prepares teacher education students to acquire the knowledge, understanding, and skills described therein.

Standard 1: Content Knowledge and Perspectives Aligned with Appropriate Instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.

Standard 2: Understanding and Encouraging Student Learning, Growth, and Development.

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Standard 3: Implementing the Curriculum. The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.

Standard 4: Teaching for Critical Thinking. The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including instructional resources.

Standard 5: Creating a Positive Classroom Learning Environment. The teachers uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Standard 6: Utilizing Effective Communication. The teacher models effective verbal, nonverbal, and media communication techniques with students and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.



Standard 7: Use of Student Achievement Data to Analyze and Modify Instruction. The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable students to grow and develop.

Standard 8: Professional Practice. The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Standard 9: Professional Collaboration. The teacher has effective working relationships with students, parents, school colleagues and community members.



Four-Year Plans/Guarantee

As a single major, the elementary education major is eligible for the four-year guarantee as long as the student is advised in the education department every semester and carefully follows the plan laid out by the advisor. If the student changes his/her schedule after advising without Education advisor approval the four-year guarantee is void in this program.

The secondary education major, due to its full-year student teaching requirement and content area certification requirements, is not eligible for the four-year guarantee; nevertheless, education advisors endeavor to help the student finish in four years with careful advising. It is possible in most fields but even though science and math students may elect to do a minor instead of a major – plus certification coursework – the extensive nature and complexity of these courses of study make four-year completion difficult in the sciences and math.



These four-year plans are premised on a student beginning at Jewell in their first year and do not apply to transfer students. As noted elsewhere in the Handbook, transfer students will generally need to complete at least three years, or more, at Jewell if they are pursuing teacher education.

In any case, if the student drops courses and/or changes his/her schedule to include courses not required for the degree or teacher certification there is no four-year guarantee, and the course of study is likely to be extended beyond four years. Our advisors work hard to ensure that every student graduates in the shortest time possible but if a student does not follow our advice, we cannot guarantee timely graduation.



4-YEAR PLAN FOR B.S. ELEMENTARY EDUCATION MAJORS AS OF SPRING 2025

To complete in four years, the student should be enrolled in an average of 16 semester hours each semester*.

Education course sequencing as below is set; other courses may 'trade' semesters with advisor permission.

GRADE OF "C-" OR HIGHER REQUIRED and a 3.0 GPA IN ALL EDU and Program courses are required for certification.

This plan is subject to change.

Fall – Freshman Year	
Course	Credit Hours
2 to 3 of the following as needed: CTI 100 Responsible Self (4) CTI 102 Written Comm. (4) CTI 105 Math for the Liberal Arts (4) OR CTI 103, 107, 109 CTI 150 Identity & Society (2)	6-8
EDU 206 Teaching Diverse Learners	4
SCI 101 Integrated Sciences for Elementary Educators + lab (odd Falls) (5) OR PSY 205 Child Development OR Elective	2-5
Elective (recommend related to Elem Curr.)	4
Total Credit Hours as needed for degree*	*16-21
Fall – Sophomore Year	
EDU 214 Clinical Fieldwork I	1
EDU 220 High Leverage Teaching Strategies	4
SCI 101 Integrated Sciences for Elementary Educators + lab (5) OR PSY 205 Child Development OR Elective	2-5
CTI 2XX Sacred & Secular OR Culture & Traditions	4
Elective (recommend related to Elem Curr.)	4
Total Credit Hours as needed for degree*	*15-17
Fall – Junior Year	
EDU 311 Clinical Fieldwork II	1
EDU 270 Elem Math Content/Methods II	4
EDU 275 Instructional Design & Assessment	4
EDU 299 Integrated Literacy & Assessment II: Intermediate	4
Diversity & Inclusion – Global or US course - if not already met by EDU or CTI course work OR Elective (recommend related to Elem)	4
Total Credit Hours as needed for degree*	*17
Fall – Senior Year	
EDU 410 Student Teaching for Elementary Teachers I	4-6
EDU 401 Reflective Student Teaching Seminar	4
EDU 305 Writing Instruction for Diverse Learners	4
Total Credit Hours as needed for degree*	*12-14

Spring – Freshman Year	
Course	Credit Hours
Complete the following as needed: CTI 100 Responsible Self (4) CTI 102 Written Comm. (4) CTI 105 Math for the Liberal Arts (4) OR CTI 103, 107, 109 CTI 150 Identity & Society (2)	6-8
EDU 175 Culturally Responsive Teaching	2
EDU 204 Teaching Art, Music, PE	1
GEO 304 Economic Geography (4)	4
Elective (recommend related to Elem Curr.)	2-4
Total Credit Hours as needed for degree*	*15-19
Spring – Sophomore Year	
EDU 213 Clinical Fieldwork (Optional)	1
EDU 250 Integrated Literacy & Assessment I: Emergent	4
EDU 260 Elem Math Content/Methods I	4
CTI 2XX Science, Technology & the Human Experience	4
CTI 2XX Sacred & Secular OR Culture & Traditions	4
Total Credit Hours as needed for degree*	*16-17
Spring – Junior Year	
EDU 315 Clinical Fieldwork III	1
EDU 316 Integrating Science & Social Studies in the Elementary Curriculum	4
Diversity & Inclusion remaining US or Global course if not met already through other EDU or CTI course work OR Elective (recommend related to Elem Curr.)	4
CTI Capstone	4
Elective (recommend related to Elem Curr.)	4
Total Credit Hours as needed for degree*	*17
Spring – Senior Year	
EDU 411 Student Teaching for Elementary Teachers II	8
EDU 501 Intro to Differentiated Instruction	4
CTI/EDU 284 School & Society or Elective	4
Total Credit Hours as needed for degree*	*16

***Taking the MINIMUM # of credits listed in each semester above will NOT ACHIEVE GRADUATION; taking the MAXIMUM # of credits listed WILL but other semester credit**

variations must be planned with the Education advisor to achieve the required 124 credits for the Jewell degree. Dual/transfer credits, etc. may enable a student to take fewer than 16 credits a semester, but each student's situation is different. In order to satisfy requirements for the Jewell Four-Year Guarantee, students must also satisfy the requirements stated in the *Four-Year Guarantee General Guidelines*.

In order to qualify for the four-year Graduation Guarantee, students **must**:

- By the end of the first year, students must:
 - Complete all CTI Level I requirements.
 - Satisfactorily complete a minimum of 32 credit hours.
- By the end of the second year (or prior to initiation of the third year where noted), students must:
 - Earn a grade of “C-” or better with a 3.0 GPA in all completed education and content course work.
 - Be admitted to teacher education (teacher education admission requirements can be found in the *Teacher Education Student Handbook* on the Department of Education’s “Department” webpage).
 - Meet the Missouri requirement for passing a general knowledge entrance examination for teacher education.
 - Completed two Level II CTI courses and a Jewell Diversity U.S. or Global *prior to the initiation of the third year*.
 - Satisfactorily completed SCI 101; EDU 206, 214, 220, 250, 260 and a minimum of 68 credit hours.
- By the end of the third year (or prior to initiation of the fourth year, where noted), students must:
 - Satisfactorily completed GEO 304 and EDU 214, 270, 275, 299, 311, 315, 316 and a minimum of 100 credit hours.
 - Be admitted to student teaching (student teaching to be done in the fourth year; student teaching admission requirements can be found in the *Teacher Education Student Handbook* on the Department of Education’s “Department” webpage).
 - Complete the balance of Level II CTI courses and both Jewell Diversity classes (including the second Cultural Studies course for the B.S.) *prior to the initiation of the fourth year*.
- By the end of the fourth year, students must:
 - Complete CTI Capstone
 - Satisfactorily complete EDU 305, 401, 410, 411, and 501 (with a grade of C- or higher and an overall Education GPA of 3.0 or higher).
 - Complete all remaining degree and certification requirements.



4-YEAR PLAN FOR SECONDARY EDUCATION MAJORS AS OF SPRING 2025

-This is a broad **approximate plan** for all secondary education majors except music, for whom a plan follows.

-A **double major (Secondary Education and Music Education)** is required for future teachers of **Vocal or Instrumental Music**.

-Students pursuing certification in English, Music, Social Science (History) Biology, Chemistry, Physics, Math or Spanish may choose a double major or minor in their content area or may complete content coursework as a Secondary Education major only. BA or BS degree (& foreign language requirement) is determined by primary major which is typically the content major. **THERE IS NO 4-YEAR guarantee in Secondary Education because of extensive content area certification requirements. There are limited electives recommended in this program. This plan is subject to change.**

-Some Missouri certification requirements may not be included in the Jewell content major, one or more of which may not be in this 4-year plan (consult EDU advisor). **Grades of 'C-' or higher & a 3.0 GPA in all EDU and Content courses are required for certification.**

Fall – Freshman Year	
Course	Credit Hours
2 to 3 of the following: CTI 100 Responsible Self (4) CTI 102 Written Comm. (4) CTI 105 Math for the Liberal Arts (4) CTI 150 Identity & Society (2)	6-8
EDU 206 Teaching Diverse Learners	4
Content Area Course	4
Total Credit Hours	14-16
Fall – Sophomore Year	
EDU 214 Clinical Fieldwork I	1
EDU 220 High Leverage Teaching Strategies	4
CTI 2XX Science, Technology & Human Experience	4
Content Area Course	4
Foreign Language – (if not already met) OR Content Area Course	4
Total Credit Hours	17
Fall – Junior Year	
EDU 311 Clinical Fieldwork II	1
EDU 275 Instructional Design & Assessment	4
CTI 2XX Sacred & Secular OR CTI 284 School & Society (P & J) - highly recommended or other P&J OR CTI 2XX Culture & Traditions – as still required	4
Content Area Course	4
Diversity & Inclusion course if not already completed in EDU, CTI or Content major	4
Total Credit Hours	17
Fall – Senior Year	
EDU 420 Student Teaching in Secondary Schools I OR EDU 425 Student Teaching Grades K-12 I	4-6
EDU 401 Reflective Student Teaching Seminar	4
Remaining Global or US Diversity & Inclusion if not completed in EDU, CTI or Content major	4
Total Credit Hours	12-14

Spring – Freshman Year	
Course	Credit Hours
Remaining 2 to 3 of the following: CTI 100 Responsible Self (4) CTI 102 Written Comm. (4) CTI 105 Math for the Liberal Arts (4) CTI 150 Identity & Society (2)	6-8
Foreign Language I, II or III – IF BA degree OR Content Area Course – IF BS degree	4
EDU 175 Culturally Responsive Teaching	2
Content Area Course	4
Total Credit Hours	16-18
Spring – Sophomore Year	
EDU 213 Alt Clin Fieldwork II (optional)	1
EDU 308 Literacy Interventions in the Secondary Classroom (not required for K-12 fields, only 9-12)	4
CTI 2XX Sacred & Secular OR CTI 284 School & Society or other (P&J) OR CTI 2XX Culture & Traditions	4
Content Area Course	4
Foreign Language – (if not already met) OR Content Area Course	4
Total Credit Hours	16-17
Spring – Junior Year	
EDU 315 Clinical Fieldwork in Schools III	1
EDU 280 Disciplinary Literacy & Methods of Instruction *5 credits for all but Music	5*
Content Area Course	4
Content Area Capstone	4
CTI 4XX CTI Capstone	4
Total Credit Hours	18
Spring – Senior Year	
EDU 421 Student Teaching in Secondary Schools II OR EDU 426 Student Teaching Grades K-12 II	8
EDU 501 Intro to Differentiated Instruction	4
Content, Elective or Remaining Degree Requirement	4
Total Credit Hours	16



4-YEAR PLAN FOR BS MUSIC & SECONDARY EDUCATION AS OF SPRING 2025

Double Major in Music Education and Secondary Education is required. To complete Music Education degree in 4 years it is critical that the student follows THIS plan with no exceptions. Courses can be moved around if absolutely necessary but there are NO electives & the semester totals should be the same. A grade of C- or higher is required in ALL EDU AND MUSIC courses.

Fall – Freshman Year	
Course	Credit Hours
CTI 100 Responsible Self	4
CTI 150 Identity & Society	2
EDU 206 Teaching Diverse Learners	4
MUS 120 Music Theory as Taught by Beatles	3
MUS 214 Applied Study	1
MUS 311 Musical Leadership	4
MUS XXX Ensemble	0
Total Credit Hours	18
Fall – Sophomore Year	
EDU 214 Clinical Fieldwork in Schools I	1
EDU 220 High Leverage Teaching Strategies	4
MUS 121 Ear Training I	2
MUS 132 Keyboard Skills II	1
MUS 214 Applied Study	1
MUS 220 Structural Form in Music	2
MUS 313 Instrumental Music Workshop: Strings + Lab	4
MUS 335 Music in Non-Western Tradition	2
MUS 353 Methods in Brass & Percussion Instruments	1
Two ensembles per Music & Scholarship req.	0
Total Credit Hours	18
Fall – Junior Year	
EDU 311 Clinical Fieldwork in Schools IV	1
EDU 275 Instructional Design & Assessment	4
CTI 2XX Science, Technology & Human Exp.	4
MUS 232 Keyboard Skills IV	1
MUS 331 From Monteverdi to Messiah 1600-1750	2
MUS 456 Secondary Instrumental Music	3
MUS 414 Applied Study	1
Two ensembles per Music & Scholarship req.	0
Total Credit Hours	16
Fall – Senior Year	
EDU 425 Student Teaching Grades K-12 I	4-6
EDU 401 Reflective Student Teaching Seminar	4
CTI 4XX CTI Capstone	4
MUS 414 Applied Study	1
MUS XXX Ensemble	0-1
Total Credit Hours	13-16

Spring – Freshman Year	
Course	Credit Hours
CTI 102 Written Comm.	4
CTI 105 Math for the Liberal Arts	4
EDU 175 Culturally Responsive Teaching	2
MUS 122 Keyboard Skills I	1
MUS 130 Music Theory as Taught by Bach	3
MUS 214 Applied Study	1
MUS 312 Instrumental Mus Workshop: Band	2
MUS 352 Methods in Woodwind Instruments	1
MUS XXX Ensemble	0
Total Credit Hours	18
Spring – Sophomore Year	
EDU 213 Alt Clinical Fieldwork II (optional)	1
CTI 2XX Sacred & Secular	4
MUS 214 Applied Study	1
MUS 131 Ear Training II	2
MUS 222 Keyboard Skills III	1
MUS 314 Choral/Vocal Music Workshop + Lab	4
MUS 451 Music Methods in the Elementary Schools	2
Two ensembles per Music & Scholarship req.	0
Total Credit Hours	14-15
Spring – Junior Year	
EDU 315 Clinical Fieldwork in Schools III	1
EDU 280 Disciplinary Literacy & Methods of Instruction *5 credits for all other EDU Majors	4*
CTI 284 School & Society for P&J or any other P&J	4
MUS 414 Applied Study	1
MUS 332 Music of Rococo, Rev. & Roman	2
MUS 340 Innovation vs. Preservation: 20 th Century Theory & History	3
MUS 399 Half Recital	1
MUS 452 Vocal Music Methods in the Secondary Schools	2
Two ensembles per Music & Scholarship req.	0
Total Credit Hours	18
Spring – Senior Year	
EDU 426 Student Teaching Grades K-12 II	8
EDU 501 Intro to Differentiated Instruction	4
MUS 414 Applied Study	1
MUS XXX Ensemble	1
Total Credit Hours	14



British Teacher Education Program

The British Teacher Education Program was developed in 1983-84 to provide an opportunity for students seeking teacher certification to participate in a field experience in English schools. The program is offered every third summer, in late May/early June, dependent upon a full cohort. All teacher education students are encouraged to consider this experience.

Jewell students do fieldwork in English schools in which children engage in integrated instruction (project-based learning). Presently these schools are located in Wiltshire and housing is in Chippenham. In addition to the school experience, students participate in seminars conducted by local educators and engage in English history field trips. The format of the program is four days in the schools/seminar/fieldtrip. Participants then have three-day weekends to travel on their own but must return to the program site by Sunday evening. Students earn six credit hours for these experiences and related academic work.

Participation in a seminar the J-term prior to the summer program is required.



Any teacher education major is eligible to apply to participate in the program. Applications and deposit are due by September 1, prior to the summer of participation. Students should act early as there are a limited number of spots. If approved, the Journey Grant may be used for BTEP but will not cover the full cost of the program.

Conduct during the BTEP Program

During the British Teacher Education study abroad program students and faculty sponsors traveling and working in England are representatives of William Jewell College and acting as teachers. Therefore, student participants are expected to act professionally, responsibly, and with decorum at all times (as teachers are expected to do throughout the world).

Student participants will be asked to sign and abide by a Behavior Contract in order to participate in this program. The Behavior Contract will be given to students during one of the pre-trip required class seminars. The contract **MUST** be signed to participate in the program abroad. Anyone who violates any of the contract clauses may be asked to leave the program and return home at any time.

If an infraction occurs, the Faculty Sponsor will decide the consequence for violation of the contract, up to and including requiring the student to return home and notify the Department of Education Chair of his/her decision. The Department Chair will inform the Student's designated family contact (indicated on the Contract). The Faculty Sponsor's decision is final as he/she is on the ground and has first-hand knowledge of the situation. **If a student is required to return home after a Behavior Conduct Contract violation, the student is responsible for any additional travel payments that he/she may incur for immediate travel.** The Department Chair, Administrative Assistant and/or the Faculty Sponsor may assist with travel arrangements.

Depending upon when the infraction occurs the student may be required to drop part of the academic credit for this program. The decision about how much credit to award will be made by the Department Chair in consultation with the Faculty Sponsor and will consider how much work was completed to the point that the student was asked to leave the program. IF the student's behavior infraction occurred in a school in which the program takes place and is egregious conduct, the student may be required to drop all academic credit for the program.

Alcohol Policy for the BTEP program

The William Jewell College Handbook states:

"When student groups travel and represent William Jewell College at an official college-sponsored activity or athletic event, the use of alcoholic beverages is prohibited regardless of the age of the student(s) involved. Some off-campus sponsored activities may be approved to have alcohol present. Those activities must be pre-approved by the appropriate College Administrative office...."

The Department of Education requested and was granted approval for the following variation on that policy regarding alcohol use during the British Teacher Education program:

The program includes social events and host dinners at which alcohol may be served. Participants who are of legal age to drink in Great Britain may responsibly consume alcohol at these events. When participants are traveling during the three-day weekends that are not part of the official program they must also abide by the laws of Great Britain or any other country they visit.

If any student violates these policies, he/she may be asked to terminate study abroad and return home. **There will be no refund of any program or tuition payment if a student is asked to leave the program and return home.**



Undergraduate Research

All education majors are encouraged to do undergraduate research during their sophomore and/or junior years. Students can enroll in EDU 440 for two semesters while they learn about education research methods and engage in one or more research projects. Multiple opportunities exist to present the findings of research on campus or at regional/national conferences.



Advising

The College provides academic advising services to students starting their first day at Jewell. Faculty advise entering first year students and then the student is assigned one or more major advisors who help the student design their four-year teacher education program. This entails advising about both degree and teacher certification requirements.

Elementary education professors serve as the primary advisor for all elementary education majors. A student seeking secondary (grades 9-12) or all-level (grades K-12) certification is assigned to both a faculty advisor from the department of his or her content major (primary advisor for registration) and a secondary education advisor (secondary both from the perspective of secondary education preparation and secondary advisor in the college). The content area advisor will meet with the student to plan a program to meet the graduation requirements of the content major. The Education Department advisor will help the student develop a plan to meet teacher certification requirements as well as the degree requirements.

While advisors will assist the student in developing a program of study and in meeting the procedural expectations that will lead to the appropriate degree and teacher certification, it is the student's responsibility to utilize all the resources available to see that he or she meets all the requirements for the degree and certification that he or she seeks.

Post-baccalaureate students are assigned to the teacher certification officer as an advisor who will help them identify the courses required for teacher certification. Post-baccalaureate students will complete all course work required for the appropriate teacher certification but are not awarded a major or a degree unless a second full baccalaureate program is pursued and completed.

TEACHER EDUCATION STUDENTS MUST CONSULT THEIR EDUCATION ADVISOR EACH SEMESTER regardless of whether they are approved for registration by their primary advisor. Since students register online through web advisor, they are physically able to register once one advisor clears them. However, if a teacher education student enrolls without seeking advice from his/her education advisor, he/she may delay graduation and/or teacher certification.

Study abroad during the academic year likely increases the number of semesters required for graduation (excludes the British Teacher Education Summer Program or other summer study). IF YOU PLAN TO STUDY ABROAD PLEASE CONSULT YOUR EDUCATION ADVISOR AS SOON AS POSSIBLE.



Transferring into Teacher Education at Jewell

Teacher education is a professional program governed by Missouri teacher education program approval and teacher certification requirements (in addition to Jewell & Education department policies). ***Thus there are program requirements beyond what most college majors are required to meet.***

The following education courses will transfer to a William Jewell College teacher education program if completed with a grade of “B-” or better*:

EDU 206 Diverse Learners (transfer course work must include child/adolescent development, educational psychology AND exceptional children)

EDU 214 Fieldwork I (30+ contact hours in each field experience)

Other courses **might** be accepted on a case-by-case basis. Such decisions will be made to uphold the integrity, quality and rigor of a William Jewell College teacher education program.

*Program requirements vary – not all courses will apply to all programs.

Transfer students should consult an Education advisor ASAP. Transfer student programs of study are influenced by many factors including prior work completed, Jewell degree requirements and equivalent transfers, course sequencing at Jewell, athletics, scholarship requirements and major requirements. In most cases a transfer student with two years of completed study needs six additional semesters (three years) to complete teacher education, but students with credits from qualifying 2-year institution partners (e.g. Metropolitan Community College, Kansas City) may be able to complete the degree in two additional years at William Jewell. Transfer students follow the same departmental admission requirements as regular undergraduates.



Undergraduate Teacher Education Admission Procedures

TEACHER EDUCATION PROGRAM ADMISSION

The State of Missouri requires all teacher candidates to be admitted to teacher education programs by meeting DESE-mandated requirements. This is a separate process from the College Admissions process as outlined in the College Catalog. Admission to the College as an undergraduate student, enrollment in education courses, or even declaring an Elementary or Secondary Education major does not imply admission to a teacher education program.

Admission to Teacher Education through the process and requirements below entitles a student to the following:

- Student will be officially registered with DESE as a teacher candidate for program reporting, assessment, and data purposes.
- Student will be immediately eligible to enroll in 300-level Education courses.
- Student Teaching Year and graduation date will be confirmed on a student's advising plan and student will follow timeline for applying for student teaching (See Student Teaching Handbook).

Students who have been admitted to teacher education are eligible for the following courses:

EDU 311 and EDU 315 fieldwork
EDU 305 Writing Instruction for Diverse Learners
EDU 308 Literacy Intervention, Secondary
EDU 316 Integrated Science and Social Studies
EDU 401/520 Student Teaching Seminar
EDU 410/420/425/510 Student Teaching I
EDU 411/421/426/511 Student Teaching II
EDU 501 Introduction to Differentiated Instruction

No 300-level Education classes may be taken until a student has been admitted to teacher education. In order to graduate in four years, an undergraduate student needs to be admitted by the end of the Spring semester in the second year. If a student does not meet admission criteria by that threshold the teacher education program will almost certainly exceed four academic years.



ADMISSION PROCESS AND TIMELINE

Once a declared education major has reached 45 credits of completed course work consideration for admission to the teacher education program will be triggered. After grades are submitted each semester (fall, spring, summer) the Department of Education faculty will review the admission credentials (GPAs, test results, fieldwork evaluations, etc.) of all students who have 45 or more credits. The student will then be apprised of his/her eligibility, or lack thereof, for admission. If the student is ineligible for admission, he/she will be advised what criteria for admission he/she still needs to meet prior to admission.

TRANSFER STUDENTS

Transfer students must successfully complete at least one semester at William Jewell College and have reached 45 credits of completed course work before they can be considered for admission to teacher education. The transfer student may take 200-level or lower numbered education courses at Jewell during the first semester but must recognize that doing so does not imply admission to teacher education.



"Jewell provided a rigorous and well-rounded education that trained me to be able to juggle differing roles, striving for excellence in a variety of fields."

APPEAL PROCEDURE

If a student is not admitted to either a teacher education program or student teaching the student may make a one-time appeal to the Department of Education faculty.

To appeal an admission decision after denial or deferment the student needs to submit a written petition for reconsideration with the following elements:

- name, nature of request (what action would you like the faculty to take?)
- narrative description of substantive reasons that the faculty should reconsider their decision (i.e., what serious factors might the faculty not have known (serious illness, other extreme/extenuating factors)? Is there additional evidence of your effective teacher attributes of which the faculty might not have been aware -- courses completed, repeated, field work evaluations to test scores that the faculty did not have, care team issues that were resolved?).
- provide evidence for any extenuating circumstances cited; and evidence that they meet most of the College's admissions requirements and will meet all requirements within one semester if allowed to be admitted provisionally.

The Department of Education will consider petitions at their regularly scheduled meetings and notify the student in writing of the faculty's response to the petition. Students may also use the



petition process in advance if she/he recognizes that they do not meet one of the admission standards to request either an exception or a provisional admission.

PROVISIONAL ADMISSION

Provisional (or conditional) admission is only granted when students only fail to meet one of the admission criteria and there is evidence of expected success (for example, a student is currently enrolled in a required course and early work indicates the student will achieve the required grades for admission).

Requirements for Admission to Teacher Education: Undergraduate and Post-Bac Students

UNDERGRADUATE AND TRANSFER STUDENTS MUST COMPLETE THE FOLLOWING REQUIREMENTS TO BE ADMITTED TO THE TEACHER EDUCATION PROGRAM

1. Completion of:
 - A. At least one semester at William Jewell College
 - B. Minimum of 45 total credit hours earned
 - C. All early coursework required for the Elementary Education and Secondary Education majors, including:
 - EDU 175 Culturally Responsive Teaching
 - EDU 206 Teaching Diverse Learners
 - EDU 214 Fieldwork I
 - EDU 220 High Leverage Teaching Strategies
2. Minimum 3.0 grade-point average (GPA) with a grade no lower than “C-” in all education courses as defined by the professional education coursework on the DESE certification matrix for the intended area of certification
3. Minimum 2.5 grade-point average (GPA) in content-area courses (for 9-12/K-12 education certification areas) or minimum 3.0 GPA in elementary content (for elementary certification). Content area coursework is defined on the DESE Certification Matrix for the certification being sought.
4. Positive ratings, with no significant concerns, on all early fieldwork evaluations.
5. No unresolved Care Team referrals (see Education Department Care Team Process)



POST-BACCALAUREATE STUDENTS

Once a person already possesses a baccalaureate degree, he/she does not apply for regular undergraduate teacher education admission but for post-baccalaureate education admission. The applicant must first apply for admission to the College and then (or simultaneously) apply to teacher education.

Post-baccalaureate students complete the undergraduate teacher certification course work required for teacher certification only. Post-bac students do not complete an additional degree program and are not graduate students.

Post-baccalaureate applicants must meet the following requirements to be accepted into the Teacher Education Program:

1. Submit transcripts from ALL colleges and universities previously attended, including any in which the applicant is currently enrolled.
2. A GPA of 2.5 in the content field with no grade below “C-” and any completed education coursework.
3. A passing score on the Praxis Content Assessment applicable to the area of teacher certification sought.

MAINTAINING ADMISSION STATUS

Teacher Education students must maintain a sufficient GPA in all Education and Content courses in order to maintain their admitted status and to be certified. If, at any point in their program, including after Admission to Teacher Education and/or during student teaching, a student earns a grade lower than a C- in either a content course or education course and/or their GPA in these areas falls below the 2.5 or 3.0 thresholds (see above), their program admission may be rescinded and the student may have to withdraw from the program or delay their program completion until they can be formally admitted again.



Master of Arts in Teaching (MAT) Admission Requirements

1. Completed application to the M.A.T. Program including statement of intended area of certification.
2. Undergraduate degree from an accredited college or university (usually in a related field to the intended teaching area).
3. Official transcripts from all previous undergraduate and graduate coursework on file with the College.
4. A minimum 3.0 grade point average (GPA) for all previously completed undergraduate-level or graduate-level education courses taken with no grade below "C-".
5. Content area proficiency in area of intended certification, to be determined by one of the following:
 - A. Undergraduate or graduate degree in a related field to intended certification area and a minimum 2.5 content grade point average (GPA) with no grade below "C-" in all content courses.
 - B. Passing score on the Praxis Exam in intended area of certification *at the time of admission to the Program*.
 - C. Sufficient quantity of coursework in a related field and minimum 2.5 content grade point average (GPA) with no grade below "C-" in all content courses (quantity of credit hours in each certification field varies; see Certification Officer for exact requirements)
6. Completion of a transcript review and structured interview with an Education faculty member or the Department Coordinator.

Praxis content exam requirement: In order to earn teacher certification in the State of Missouri, MAT students will also need to pass the Praxis Exam in their intended area of certification. Students can be admitted to the MAT program on the basis of their undergraduate content degree only (5.A above) or content coursework only (5.C above), but they must pass the relevant Praxis exam during their time in the program in order to earn their certificate. *It is therefore strongly recommended that all applicants complete the required Praxis before applying for admission to the MAT Program.*

Content Area Proficiency. Content area proficiency must be demonstrated in one of the ways listed above (5.A-5.C, above). If an applicant is submitting earned degrees or previous



coursework as evidence at time of admission, the Education Department may consult with content area departments to determine proficiency.



Fieldwork

GOALS

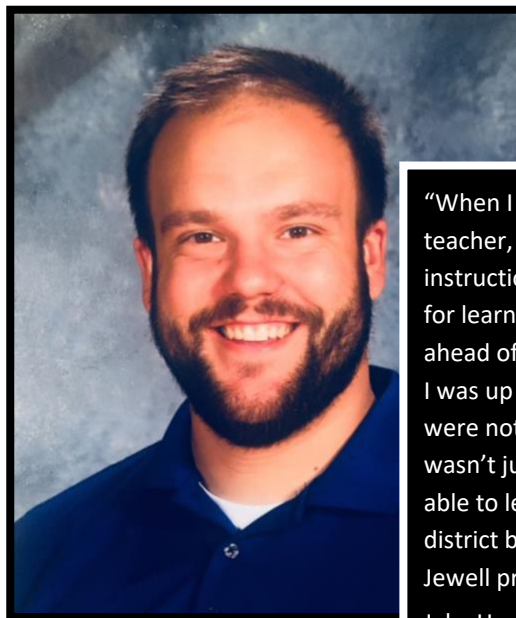
1. To provide education students a variety of teaching experiences in a variety of classrooms prior to student teaching.
2. To enable students to become keen observers of children, the classroom environment, and the teaching-learning process.
3. To provide opportunities for students to interact with diverse learners as a teacher, and to obtain some actual teaching experiences under the close supervision of the cooperating teacher.
4. To enable students to develop a realistic view of the roles and responsibilities of teachers in an actual classroom setting.
5. To encourage students to identify their strengths as potential teachers as well as those areas needing improvement.
6. To make students more aware of both the challenges and the rewards of teaching.
7. To apply strategies/techniques/practices studied in teacher education course work and reflect on the results of actions as a teacher (on student learning).

In this time of transition from being a student to being a professional teacher, it is important that students begin to see themselves as lifelong learners rather than a student fulfilling a university requirement. Both school-based experiences and university coursework are vital and integral components of professional preparation. The way a student conducts themselves in these settings reflect on them as a professional.

Thus, William Jewell College places an emphasis on continuous, meaningful fieldwork experiences. Every fieldwork has targeted assignments to promote increasingly complex understanding of how the teaching and learning process works as well as to build increasingly complex teaching skill sets.

REQUIRED FIELDWORK COURSES

At the undergraduate level, three (3) fieldwork experiences (EDU 214, EDU 311, and EDU 315) are required before the student teaching year. Graduate students in the MAT program are required to complete two (2) fieldwork experiences (EDU 214 and EDU 311/EDU 315) as part of their alternative certification program.



"When I became a teacher, Jewell's instructional strategies for learning put me ahead of other teachers. I was up on things that were not even out yet. I wasn't just ahead; I was able to lead others in the district because of how Jewell prepared me."
Jake Hartley, '14



PLACEMENTS

Fieldwork placements are made in the Kansas City area and are initiated by the Clinical & Assessment Coordinator only and are subject to DESE regulations and Memoranda of Understanding (MOU's) with partner school districts. Generally, placements will be within a 30-mile radius of Jewell. **No student should ever attempt to make a placement for themselves in any way.**

BACKGROUND CHECKS

All fieldwork students and student teachers must meet background check requirements to practice in schools. The level of background check varies by fieldwork level and school district policy. More information on the background check requirements for each fieldwork experience can be found in the policy library on Jewell Central.

LIABILITY INSURANCE

All teacher education students must acquire liability insurance annually while working in school classrooms. Students may choose to become a student member of an educational professional organization that provides insurance or can purchase coverage through a private insurance company. Please consult the Department's Clinical and Assessment Coordinator for additional information.

FIELDWORK TIME COMMITMENT

Fieldwork involves a weekly time commitment from teacher education students to visit local schools and work in assigned classrooms with dedicated mentor teachers. Fieldwork will take place according to an assigned schedule that students must follow faithfully throughout the semester. A written copy of the schedule will be provided to the cooperating teacher and fieldwork supervisor and students will be subject to the Fieldwork Attendance Policy (see Fieldwork Handbook for more details). Students must make all fieldwork visits and attend all on-campus workshops or they will be asked to drop the course or receive a failing grade.

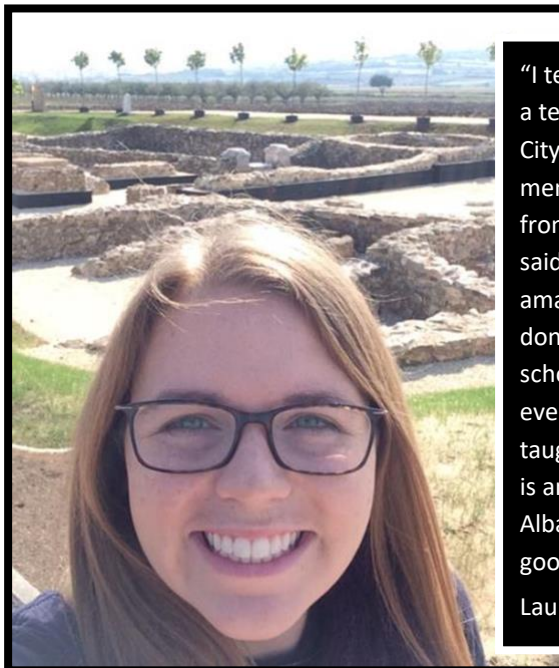
Student teaching is the summative fieldwork but is considered to be a different experience. Student teaching is a year-long and nearly full-time (approximately 900 hours).

GUIDELINES

Below are some responsibilities that might be assumed by fieldwork students. The items that have an asterisk are highly encouraged and some may even be required by an assignment. It is the teacher education student's responsibility to discuss Jewell field-based course requirements and work out a mutually convenient time to conduct those activities in that classroom. Cooperating teachers should not feel pressured to change their class routine to accommodate Jewell teacher education student assignments. Teacher education students should not have full responsibility for the classroom, nor should they be restricted to the following activities. The goal of pre-student teaching fieldwork is to experience a variety of teacher activities and responsibilities.



- Plan and teach lessons (as dictated by assignments and classroom conditions)*
- Conduct small group learning task*
- Work with individual children*
- Read and tell stories to small or large groups
- Give and explain directions for academic tasks
- Supervise and monitor independent work*
- Prepare teaching materials
- Assist with the preparation, conduct and/or grading of assessments
- Prepare/utilize instructional technology applications
- Monitor individual learning with formative assessment tools (running records, checklist observation, etc.)*
- Help supervise playground, recess, or other activity periods (Teacher Education student should not be alone on playground with children)
- Gather resources
- Record tests and assignments
- Analyze learning and reflect on intersection of teaching implementation and student learning.
- Design instructional materials or assessments for use in the classroom
- Confer with cooperating teacher regarding instructional decisions or classroom management strategies



"I teach in Albania with a teacher from Kansas City. When I first mentioned I graduated from William Jewell he said, 'Oh, so you're an amazing teacher! I don't know what that school does, but everyone I've ever taught with from there is amazing.' Even in Albania, Jewell has a good reputation!"
Lauren Mather, '16



Student Teaching

*****PLEASE REFER TO THE STUDENT TEACHING MANUAL FOR COMPLETE DETAILS & REQUIREMENTS FOR STUDENT TEACHING*****

APPLICATION & ADMISSION PROCEDURES

Students must apply for student teaching one year in advance of desired experience. Students must apply for student teaching **by December 15** of the preceding academic year. The following criteria must be met by the application deadline for a student to be considered for admission to student teaching.

I. Submit the following documentation online to the Clinical & Assessment Coordinator (via email or as otherwise directed). All materials must be neat and electronic:

- Completed Application for Student Teaching form. Available online in Etrieve.
- One electronic copy of a professional resume and cover letter. The cover letter and resume serve as the student's introduction to the administrators of the school district and the cooperating teacher. It is important to note all experiences working with children including fieldwork assignments. Any special interests, travel experiences, or other information that indicates useful knowledge and skills would be helpful to those planning to work with a student teacher. Obviously, it is important that this statement be grammatically acceptable and contains no spelling errors. A student teacher will be expected to model acceptable use of written language to students. Districts have serious concerns about the qualifications of potential student teachers that demonstrate difficulty with current standard English – orally or in writing.
- One copy of your most recent transcript (printed from your web account).

II. This documentation plus the record in your student file must demonstrate that you have:

1. Been admitted to teacher education.
2. Maintained 3.0 GPA in all Education courses with no grade lower than a “C-” in any course
3. Maintained an appropriate content level GPA (2.5 or better for K-12/9-12 certification areas; 3.0 for elementary certification) with no grade lower than a “C-” in any course
4. Favorable written evaluations from all fieldwork.
5. Demonstrated the personal responsibility, health, emotional stability and interpersonal skills needed to direct the learning of students. This will be evidenced by student performance and absence of unresolved Care Team issues. If student performance raises any concerns related to possible success in the classroom, the student may not be allowed to student teach or may be asked to provide evidence that they are capable of teaching.

Once the documentation above has been received, the Education Department faculty will review each student’s credentials and give approval for student teaching placement if the above criteria are met. The student will be notified of the department’s decision by letter.



Important Certification Testing Reminder: Once a student has been admitted to Student Teaching, William Jewell College will make a student teaching placement **but completing student teaching is NOT sufficient to become certified to teach. Students must also pass the appropriate required Praxis Exam.** Consult the Teacher Certification Officer about the correct content test to take. *It is recommended that students take and pass the Praxis exam prior to entering the Student Teaching Year.*

Grade Point Average Provision: Teacher Education students must maintain a sufficient GPA in all Education and Content courses in order to be certified. If, at any point in their program, including after Admission to Teacher Education and/or during student teaching, a student earns a grade lower than a C- in either a content course or education course and/or their GPA in these areas falls below the 3.0/2.5 GPA thresholds (see above), their program admission or student teaching placement may be rescinded and the student may have to withdraw from student teaching and/or the program or delay their program completion.



TIMING

Student teaching is a full-year experience. Full-year student teaching at Jewell allows flexible scheduling in the fall in order to enable teacher education students to complete coursework required for the degree during the day in the Fall. Credit varies (from 4-6 credits) in the fall depending upon time in the classroom for student teaching. Four credits denotes a minimum of half days in the classroom and six credits denotes full days in the classroom during the Fall semester. In the Spring semester student teachers do full-day, full-week student teaching in the K-12 classroom to complete remaining student teaching requirements; all students complete eight credits of student teaching in the Spring Semester. In this culminating experience, students develop proficiency in organization, planning, classroom management, teaching and assessment. Gradually students assume complete responsibility for the students in the classroom. Student teachers follow the K-12 school's calendar, not the William Jewell College calendar. Please consult your cooperating teacher at your first meeting (in the spring prior to the start of student teaching) regarding start date, and any breaks during the semester. The end



date for student teaching will be set by the William Jewell College Department of Education and announced in a letter to the student along with their student teaching assignment.

Generally, student teaching begins in mid-August and will end on the last day of classes for Jewell's spring semester. Before making any plans during the Student Teaching Year, students should be sure to consult their Education advisor, the Department Clinical Coordinator, and the Student Teaching Handbook.

PLACEMENTS

Once a student has been accepted for student teaching, the Clinical & Assessment Coordinator will seek a school placement for the prospective student teacher. Student teaching sites are limited to the following:

1. Accredited schools.
2. Within a 30 miles radius of William Jewell College.
3. Cooperating teachers who are familiar with and willing to support the William Jewell College teacher education model and who meet the MO cooperating teacher guidelines.

Student teachers will meet with the Clinical and Assessment Coordinator to discuss their student teaching placement options. Many partner districts in the Kansas City area have their own application process and placement is subject to agreement between the William Jewell Education Department and the K-12 school district. While the Department encourages students to pursue placements as part of Grow Your Own programs with districts in their hometowns (or districts in which they attended school), student teachers will generally not be placed at a specific school in which there may be a significant conflict of interest (i.e. in which the student has relatives or close friends attending, teaching or serving as administrators).

As part of the student teaching placement process, students must submit a background check, complete an FBI fingerprint check, and obtain liability insurance. Students will receive more details upon admission to student teaching.

MISSOURI ALTERNATIVE TO STUDENT TEACHING

As required by Missouri law, Jewell will accept two (2) years' experience as a teacher assistant in lieu of the conventional student teaching requirement if the following conditions are met:

1. The preservice student's experience as a teacher assistant is concurrent with the student's participation in William Jewell's professional education program and in the same content area and grade range for which the student is seeking certification (cannot use previous paraprofessional or substitute teaching);
2. The teacher assistant conducted teaching activities comparable to those required for other preservice education students in conventional student teaching placements and demonstrating similar competencies;
3. The teacher with whom the teacher assistant served meets the qualifications for a cooperating teacher, as defined in Missouri regulation;



4. The teacher with whom the teacher assistant served has been provided training for observing and evaluating the assistant's teaching practice through Jewell or through the school or district's mentor training program; and
5. The teacher assistant has been working on certification with permission and under the authority of the principal of the school or a designee. (Mo. Code Regs. 5 CSR 20-400.330).
6. Must successfully complete all DESE required assessments for certification.

STUDENT TEACHING INTERNSHIP

In the case of exceptional students or extreme need on the part of partner schools, it may be possible for a teacher education student to work full-time in a school district while also completing student teaching. **Internships may not be initiated by the teacher education student; such arrangements are negotiated by the hiring school district and the Jewell Department of Education.** In these cases, the school district and the Jewell Department of Education will generate an internship agreement that is consistent with the Jewell Student Teaching Internship Policy (see Student Teaching Handbook for full text of policy). At a minimum, a student teaching internship would require the individual to be available and willing to work full-time for an entire contract year for a school district while also completing remaining Teacher Education Program requirements, including remaining coursework and student teaching requirements. If an internship is offered to a student teacher by a school district, that individual must apply directly to the Education Department and meet all requirements as stated in the Internship Policy.



504/ADA Accommodations for Fieldwork/Student Teaching

William Jewell College pursues a non-discrimination policy with regards to all education programs and employment. William Jewell is committed to the full inclusion of students, faculty, and staff in the life of the Jewell Community in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and the Fair Housing Act. To prevent discrimination on the basis of disability, reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids and services are determined on a case-by-case basis for otherwise qualified individuals who have a demonstrated need for these services and can provide appropriate documentation. Information concerning eligibility for accommodations, required documentation, and the application process is set forth in William Jewell's Policies and Guidelines for Individuals with Disabilities and can be found at www.jewell.edu/accessibility-services. Students are also encouraged to enroll in the Brightspace course, "Accessibility Services", for step-by-step instructions on completing the accommodation request process.

ACCOMMODATIONS DURING FIELDWORK

Early clinical fieldwork experiences require approximately 40 clock hours each of work over a semester. This fieldwork experience is more flexible than student teaching and provides students with choices of when and how to meet related coursework and performance requirements. Therefore, it is expected that the need for accommodations for clinical fieldwork will be rare. Nevertheless, should a student who will be or is engaged in clinical fieldwork (EDU 175, 214, 311, 315), believes he/she has a disability that requires an accommodation to successfully complete that fieldwork, he/she should apprise the 504 and Compliance Coordinator of this need for accommodation either at the regularly scheduled semester meeting or as soon as the need is recognized. Accommodation requests are considered on a case-by-case basis by means of an interactive evaluative process. If it is determined by the faculty that the granting of an accommodation will result in the lowering of required standards or changes the essential nature of the applied learning experience, alternative accommodations may be considered or suggested if appropriate. Determinations on requested accommodations will be made by William Jewell College and not by the receiving school district.

In order to protect student confidentiality, accommodation information is not typically shared with the receiving school district. Certain accommodations may require the assistance or cooperation of the receiving school district (such as a special piece of equipment, desk/chair modifications, or if an additional person needs to be present in the classroom, such as an interpreter). In these instances the school district may receive notification of the student's accommodation.



ACCOMMODATIONS DURING STUDENT TEACHING

Student teaching is a full year clinical experience that occurs in a K-12 public school setting appropriate to the certification grade level and area that each teacher education student pursues. Student teaching is an educational experience, but occurs in a place of work, where the student is still learning but is expected to achieve a professional standard by the conclusion of the educational experience. Student teaching is an applied learning experience that is, in effect, a practice job. However, the student teacher is NOT employed by the cooperating school district.

Student teaching is a performance-based experience, and the Missouri Education Evaluation System (MEES) prescribes standards against which student teacher performance is assessed. MEES utilizes 16 indicators when evaluating success in completing student teaching. This instrument will also be used to provide feedback throughout student teaching so that the student has a clear picture of where their performance is in regard to the required standard throughout the experience. MEES standards are professional standards, which must be met and will not be modified or lowered.

Any student teacher who believes he/she has a disability that requires an accommodation to successfully complete the student teaching clinical experience to the MEES standards should apprise the 504 and Compliance Coordinator of this need for accommodation either at the regularly scheduled semester meeting or as soon as the need is recognized. Accommodation requests are considered on a case-by-case basis by means of an interactive evaluative process. Typically, classroom accommodations such as time extensions, note taking, and separate testing space do not apply to the applied learning (practice job) setting (i.e., the student teacher must complete the work expected of a teacher on time – there are no time extensions in the daily work of a teacher so requests for extended time will, generally, not be applicable.) If it is determined by the faculty that the granting of an accommodation will result in the lowering of required standards or changes the essential nature of the applied learning experience, alternative accommodations may be considered or suggested if appropriate. Determinations on requested accommodations will be made by William Jewell College and not the receiving school district.

In order to protect student confidentiality, accommodation information is not typically shared with the receiving school district. Certain accommodations may require the assistance or cooperation of the receiving school district (such as a special piece of equipment, desk/chair modifications, or if an additional person needs to be present in the classroom, such as an interpreter). In these instances the school district may receive notification of the student's accommodation.

Jewell Education faculty will provide the same support as we do to all student teachers in addition to providing any accommodations granted under the Jewell 504/ADA verification process. All student teachers will be evaluated by the same MEES standards regardless of whether a reasonable accommodation has been granted.



Teacher Certification

The teacher preparation programs of William Jewell College are approved by the State of Missouri and therefore lead to Missouri teacher certification. Candidates who complete all Teacher Education and Jewell degree requirements will be recommended by the Teacher Certification Officer of William Jewell College for a Missouri Initial Professional Certificate. Certification requirements are reflected in this Handbook and its' related addenda documents and on the departmental advising sheets which list all required teacher candidates desiring teaching certification or licensure in other states must complete Missouri requirements first and then the Teacher Certification Officer can assist them with the process in other states. For more information on teacher certification please consult the College's Teacher Certification Officer.



Kappa Delta Pi Education Honor Society

Teaching is a profession that demands commitment plus a specific body of knowledge, skills and dispositions. Teachers prepared at Jewell are expected to advance equity and social justice through personal action and service. The purpose of this Education honor society is to promote educational research and excellent teaching and to honor outstanding scholastic achievement, leadership, and exemplary teaching dispositions.

Honor society members will provide support to the Teacher Education Program at recruitment and professional events, generate interest in research projects, attend regional conferences/workshops and engage in service activities.



Education students must meet the following criteria to be invited to join:

- 3.0 overall cumulative GPA
- Declared undergraduate Elementary Education or Secondary Education major or enrolled in the graduate MAT program or Educational Studies Minor
- Minimum of 24 hours college credit earned
- Completed at least 6 credit hours of Education coursework at Jewell

New members are initiated each Fall and Spring. Members must pay their own initiation fee and national society membership dues.

Once initiated into the William Jewell Chapter of KDP, an individual must maintain membership through the following:

- Maintain 3.0 overall cumulative GPA
 - Continuous enrollment in the College with an undergraduate Elementary Education or Secondary Education major or enrolled in the graduate MAT program or Educational Studies Minor
- Commitment and participation in KDP Chapter activities, including regular attendance as determined by Chapter Attendance Policy



Additional Policies, Procedures and Information

This Handbook has several related documents that can be found electronically on the policy library on Jewell Central including, but not limited to the following:

- Jewell Teacher Education Policies and Procedures Manual
- Curriculum documents: Scope & Sequence, Conceptual Framework
- Teacher Education Assessment Plan
- British Teacher Education Program
- Student Teacher Manual
- Model 4 Year Plans for Elementary and Secondary Education

PETITIONS FOR EXCEPTIONS TO TEACHER EDUCATION POLICIES

If a student desires an exception to any policy in this Handbook or any of the addenda documents or fails to meet a threshold for advancement in the program, the student may petition the faculty for an exception using the Appeal Procedures described in sections above. In all cases, requests for exceptions should be made directly to the Director of Education Programs who will bring requests to the Education Faculty for unanimous approval in a timely fashion. Petitions may be rejected based on failure to follow appropriate protocol for exceptions or failure to give Education Faculty enough time to consider appeals. Submission of a formal appeal does not guarantee that exceptions will be granted. Students who may need to apply for exceptions are encouraged to speak directly with the Director of Education Programs

CHANGES AND REVISIONS TO TEACHER EDUCATION HANDBOOK

This Handbook is published annually. The State of Missouri modifies teacher education program requirements in Missouri on a regular basis. To the best of our knowledge, the Department of Education has included the current requirements for both Missouri teacher education programs and Missouri teacher certification in this handbook. However, the Department of Education cannot guarantee that additional changes will not be made during this academic year. **The contents of this handbook are subject to revision if the State of Missouri or the College makes changes to curriculum, admissions requirements, policies, or procedures that impact Teacher Education programs.** In such cases, the changes will be approved by the Education Faculty and immediately shared with students. Students should consult their Education Advisor if they have any questions about these policies and requirements, or which policies apply to them.

