

Qualifications of field supervisors and cooperating teachers

Early Childhood Studies

Early Childhood supervisors and cooperating teachers are selected by the College of Education
Link to College of Education's Clinical Office:

<http://www.cedu.niu.edu/partnership/clinical/index.shtml>

Family and Consumer Sciences

Field Experiences

Three main criteria used for to help identify sites and cooperating teachers for the field experience (1) the focus/orientation of the FACS program (i.e., Does the program help students develop their understanding of teaching and FACS as based on the IL State Standards for initial certification?), (2) the professional experiences of the teacher (e.g. Does the teacher have more than 4 years of experience and/or is the teacher tenured within his/her school district? Is the teacher endorsed by IL to teach FACS?) and (3) (when known) prior successful experiences in working with other field experience students or student teachers.

Student Teaching

Criteria used to select sites and cooperating teachers are identical to those used for the field experiences: (1) the focus/orientation of the FACS program, (2) the professional experiences of the teacher , (3) prior successful experiences in working with other field experience students or student teachers. Additional criteria related to site selection includes the opportunity for the teacher candidate to teach in at least three different subject areas related to the students' endorsement/ area(s) of designation within FACS.

Health Education

Cooperating teachers for both early clinical experience and supervision of student teaching must have current Illinois certification in Health Education, three years of full-time teaching in Health Education, and a minimum of a Bachelor's degree; Master's degree preferred.

Speech Language Pathology

All clinical and academic faculty members are selected in accordance with the bylaws and procedures of Northern Illinois University. The following standard from the American Speech-Language-Hearing Association's accreditation standards also speaks to criteria for selecting faculty:

2.2 The number of full-time doctoral-level faculty in speech-language pathology, audiology, and speech, language, and hearing sciences and other full- and part-time faculty is sufficient to meet the teaching, research, and service needs of the program and the expectations of the institution. The institution provides stable support and resources for the program's faculty.

A sufficient number of qualified doctoral-level faculty with full-time appointments is essential for accreditation. This number must include research-qualified faculty (e.g., PhDs). The program must document that the number of doctoral-level and other faculty is sufficient to offer the breadth and depth of the curriculum, including its scientific and research components, so that students can complete the requirements within a reasonable time period and achieve the expected knowledge and skills. The faculty must have sufficient time for scholarly and creative activities, advising students, participating in faculty governance, and other activities consistent with the institution's expectations. Faculty must be accessible to students.

Institutional commitment to the program's faculty is demonstrated through documentation of stability of financial support for faculty, evidence that workload assignments are consistent with institutional policies, and evidence of positive actions taken on behalf of the program's faculty. The faculty must possess appropriate qualifications and expertise to provide the depth and breadth of instruction for the curriculum, consistent with the institutional expectations for clinical graduate programs. Academic content is to be taught by doctoral-level faculty except where there is a compelling rationale for instruction by an individual with other professional qualifications that satisfy institutional policy.

The program also selects faculty in such a manner as to comply with the following certification standard as issued by the American Speech-Language-Hearing Association:

Standard IV-E: Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate area of practice. The amount of supervision must be appropriate to the student's level of knowledge, experience, and competence. Supervision must be sufficient to ensure the welfare of the client/patient.