

UNDERGRADUATE TEACHER EDUCATION STUDENT HANDBOOK

Reich College of Education
Appalachian State University
2011-2012

Reich College of Education



Appalachian
STATE UNIVERSITY.

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Dr. David Wiley, Associate Dean

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A Letter from the Dean

You are to be congratulated upon selecting a career in teacher education. The demand for our graduates remains very high. North Carolina alone is looking for large numbers of teachers to fill the many vacancies that are occurring in all areas.

The beginning of the Reich College of Education can be traced to Watauga Academy founded in 1899 by B.B. Dougherty for the single purpose of training teachers. From that humble beginning emerged the comprehensive institution now known as Appalachian State University. Within the University, the Reich College of Education has continued the tradition of preparing teachers, administrators, and human services personnel for the schools and agencies of North Carolina and the region.



The college is named after Lois and Ed Reich. As a result of their generosity, an endowment was established which supports a substantial number of scholarships for students preparing to enter the teaching profession. Lois Reich was a teacher and administrator in the Davidson County schools and her husband Ed was a dentist in Winston/Forsyth County. Together they had a deep and abiding faith in the power of education that led to their support of the programs in the college. They have been joined by many others who have funded scholarships to support the preparation of teachers. We invite you to explore these financial aid opportunities with us.

You will discover many interesting and useful characteristics of the college as you move through your preparation program. Here are just a few:

- The college operates one of the largest undergraduate teacher education programs in the UNC system.
- Over 11,000 ASU teacher education graduates are employed in North Carolina schools.
- The college has student teaching placements in approximately 40 school districts and produces approximately 600 beginning teachers a year.
- Most class sizes do not exceed 25 students; the overall ASU student faculty ratio is 17:1
- The college offers over \$200,000 annually in scholarship-s
- The college maintains one of the largest North Carolina Teaching Fellows Program in the state (approximately 200 students).
- All of the college's teacher education programs are approved through the North Carolina Department of Public Instruction and nationally, accredited by the National Council for Accreditation of Teacher Education.

- The college through its Appalachian State University/Public School Partnership and Office of School Services works closely with eight county school districts and 105 schools to promote early field experiences, student teaching sites, and collaborative staff development projects.
- The college emphasizes the use of technology to support teaching and learning and offers a rich variety of technology resources to students and faculty, including three open computer labs and a fully equipped media lab in the RCOE Building.
- Ninety-nine percent of the college's tenure track faculty have terminal degrees.
- A new 120,000 square foot Education building opened in 2011 and houses RCOE in a state of the art facility.

We have put together this handbook as a means for providing you with current information about teacher education requirements and programs, as well as policies and procedures. We hope you will find the information helpful as you enter and proceed through the program of your choice. At any point during your time in the college, if you have any questions or need further information, do not hesitate to contact us. We are here to help you get the best possible preparation for a career in education.

Sincerely,



Charles R. Duke
Dean
Reich College of Education

UNDERGRADUATE TEACHER EDUCATION STUDENT HANDBOOK 2011-2012

WHAT IS THE “CONCEPTUAL FRAMEWORK” FOR APPALACHIAN’S TEACHER EDUCATION PROGRAM?

The Reich College of Education’s teacher education program is a high quality professional education program. As such, there is a “framework” in place that guides professional preparation in the teacher education program at Appalachian. Our conceptual framework, as it is called, provides a basis for our program. Our Conceptual Framework is knowledge-based, is based on research, has a philosophy and purpose, and provides a rationale for our coursework and field experiences. The teacher education program’s framework is available in a written document that is shared with and articulated among faculty working in teacher education programs at Appalachian. ([Appendix A](#) of this handbook includes an overview of Appalachian’s teacher education conceptual framework. *) Our teacher education candidates (students) are first introduced to this conceptual framework in their introductory teacher education course, C I 2300 *Teaching and Learning in the Digital Age*. Our framework reflects the current literature on the social nature of learning and is based on a “community of practice” model of teaching and learning, which reflects multicultural and global perspectives and cuts across all program areas.



Our conceptual framework is based on what is termed a “**social constructivist**” perspective. We see the preparation of teachers as essentially a social activity which includes a period of apprenticeship. Becoming a teacher requires the novice to participate in the communities of practice both in the Reich College of Education and in public schools and other professional settings. Learning to become a teacher involves the transition from partial to full participation in the community. Becoming a teacher requires the mastery and acquisition of enormous amounts of knowledge and extensive experience in applying and testing that knowledge in practical settings. Becoming a truly accomplished teacher requires that one continue to master and acquire knowledge throughout one’s entire professional life. It is within this theoretical and practical framework that the Reich College of Education prepares its teacher education candidates to become full-fledged members of the community of practice known as teaching.

Our Conceptual Framework also asserts our belief that teaching has to be more than the accumulation of knowledge, skills, beliefs, and values if it is to have any meaning to those who teach and to those who learn. Therefore, dispositions that manifest themselves in the actions of expert teachers are worthy of imitation. This "other" aspect of teaching, therefore, becomes the focus of identifying essential dispositions for all who teach.

*The complete conceptual framework can be found on the Reich College of Education’s homepage <http://www.ced.appstate.edu/about/conceptualframework.aspx>

The National Council for the Accreditation of Teacher Education (NCATE) defines the term "dispositions" in the following way:

The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. (NCATE Glossary, 2003).

What habits of mind and behavior are essential to good teaching? We have identified three key dispositions generalizable to most teaching situations. First, candidates must exhibit a commitment to meeting the needs of all students. At the heart of the teaching enterprise are students. Haberman (1996) suggests that determination and persistence are essential to working with all children until they succeed. This includes the responsibility for children's learning and the willingness to identify different approaches to teaching that may allow greater success with students of great diversity. Such behavior, we would anticipate, should also lead to using various strategies for motivating all students as well as enriching and modifying instruction for all. We also see as a commitment, candidates' reflection on and active use of feedback from mentors/evaluators/instructors. If we act without forethought or reflection upon our actions, we run the risk of not being attuned to the context of teaching and learning and thus may fail to meet the needs of those we try to teach and are undoubtedly destined to repeat our mistakes and not grow professionally. Our third disposition calls for us to exhibit a commitment to professional and ethical practice. Teaching is an inherently moral enterprise. The act of teaching requires us day after day to face others over whom we have power, and to make decisions about how we will address their needs as learners. We expect our candidates to display a set of behaviors that indicate their understanding of this role and responsibility. The selected dispositions become declarations of expectations within our education programs that candidates' behavior should reflect. The three key dispositions are:

1. Candidates exhibit a commitment to meeting the needs of all students.
2. Candidates exhibit a commitment to reflective practice.
3. Candidates exhibit a commitment to professional and ethical practice.

([Appendix B](#) includes a more detailed listing of the unit's dispositions. You are encouraged to refer to this Appendix.)

What are the REQUIREMENTS for a BACHELOR OF SCIENCE DEGREE in TEACHER EDUCATION?

To earn the Bachelor of Science degree with teacher licensure, you must meet the following requirements:

1. Complete at least 122 semester hours with a grade-point average of at least 2.50. If you are a transfer student, you must have at least a 2.50 grade-point average on all work at Appalachian.
2. Complete the core curriculum requirements.
3. Complete a speech prerequisite and demonstrate proficiency in reading and written English.
4. Pass PRAXIS I: Academic Skills Assessment (Reading, Writing, and Mathematics) or approved scores on SAT or ACT. (See page 11 of this Handbook for designated minimum scores.)



5. Earn at least a 2.50 grade-point average on a minimum of 45 semester hours (SH) to be admitted to teacher education and maintain a 2.00 grade point average (GPA) or better on all work in the major (some majors require a higher average GPA in the major) and a 2.50 cumulative GPA overall on all coursework at Appalachian. Transfer students must complete at least eight semester hours of work in the major at Appalachian and have at least a 2.00 grade point average on all work at Appalachian in the major and a 2.50 cumulative GPA on all coursework at Appalachian. (Some majors require a higher GPA in the major and minimum grades on courses in the major.)
6. Complete a major consisting of 24 to 60 SH in a teacher education major.
7. Complete (if majoring in elementary education, middle grades education, physical education, health education, technology education, or business education) a second academic concentration (18 SH) in an academic area. Second academic concentrations for each program major are listed on the major checksheet and are also listed in [Appendix C](#). Check with your advisor regarding appropriate second academic concentrations.
8. Complete professional education requirements as follows:

CI 2300	2 SH
CI 3400	2 SH
FDN 2400	2 SH
PSY 3010	3 SH
SPE 3300	2 SH
Reading methods course(s)	see major checksheet for specific requirements
Methods course(s)	see major checksheet for specific requirements
CI/SPE 4900	12 SH

A grade of 2.00 or higher must be made in each professional education course (grades above 2.0 are required in some majors). These courses may not be taken under the pass-fail grading system.

9. Complete residence requirements. NOTE: See Appalachian's Undergraduate Bulletin for current requirements.
10. Comply with regulations concerning settlement of all expense accounts.
11. Be recommended by the faculty.
12. Successfully complete competencies in the teaching of reading as required for state licensure. Your department advisor should be consulted as to how your program meets the requirement.

PRAXIS II: Subject Assessment or Specialty Area Test is required for some initial licensure areas. The North Carolina State Board of Education has designated Praxis II as the standard set of examinations for initial licensure. Specific information on Praxis II licensure requirements for your major will be provided to you. A table of minimum cut-off scores is available in the Associate Dean's Office (RCOE 405J). Passing scores are set by the North Carolina Department of Public Instruction (NCDPI) and are subject to change. Current licensure test cut-off requirements for those programs required can be found at www.ets.org/praxis.nc.

The North Carolina State Board of Education also mandates that advanced technology competency be demonstrated for initial licensure (see [Appendix D](#)) for currently approved NC technology competencies and for the technology completion checksheet).

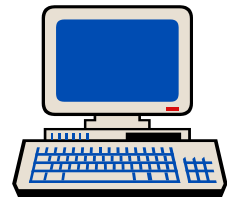
WHAT IS PRAXIS?

Teachers are entrusted with the education of the next generation. Because their task is so pivotal, the public demands the highest professional standards. Legislators and licensing boards in most states have responded by establishing licensing programs to evaluate each teacher candidate's basic academic skills, subject knowledge, knowledge of teaching methods, and classroom performance. The Praxis Series was developed to provide a system of thorough, fair, and carefully validated tests and assessments for states to use as part of this teacher licensure process. Some tests in the series are also used by colleges and universities to ensure that students entering teacher education programs have sufficient grounding in basic academic skills. In addition, some tests in the series are used by professional associations or organizations as one of several criteria for certification. (NOTE: Information on Praxis taken from ETS publications.)

Praxis I: Academic Skills Assessments (Required for admission to teacher education; SAT or ACT scores may be used in lieu of Praxis I if designated minimum scores are earned as listed on p. 7 of this Handbook.)

Praxis I is designed to be taken early in your college career to measure your reading, writing, and mathematical skills. The assessments are available in two formats, **paper-based** or **computer-based**, each measuring the same academic skills vital to all teacher candidates.

- The paper-based **Praxis I: Pre-Professional Skills Tests (PPST)** in Reading, Mathematics, and Writing are each one-hour multiple-choice tests. The Writing test also includes a 30-minute essay.
- The computer-based **Praxis I: Computerized Pre-Professional Skills Tests (CPPST)** in Reading, Mathematics, and Writing cover the same material but are tailored to each candidate's performance level. They also offer a wider range of question types, provide the candidate immediate scores in reading and mathematics, and are available on demand throughout the year by appointment, eliminating the need to register far in advance. The tests are given at a network of more than 300 sites, including Sylvan Technology Centers, ETS field service offices, and selected college and university centers. **The C-PPST is offered at Appalachian through the Computer Based Testing (CBT) Center in the John E. Thomas Academic Support Building (262-6801).** The tests are administered on IBM or compatible PCs with a mouse. Test scores are not accepted until paper copy of official scores are received in the Dean's office from ETS. (See [Appendix E](#) for information and resources available to students for preparing for Praxis I.)



Praxis II: Subject Assessments/Specialty Area Tests

This assessment measures your knowledge of the subject you will teach. It also measures your general and subject-specific pedagogical skills and knowledge. All elementary and special education majors must take and pass Praxis II to be recommended for NC licensure. **All students in a teacher education program at Appalachian must take the appropriate PRAXIS II test for their licensure areas prior to or during student teaching.** Completing the test and submitting the scores to the Reich College of Education is a course requirement for student teaching (CI/SPE 4900) and, therefore, a program requirement. (See [Appendix F](#)) For detailed information about PRAXIS I: PPST and C-PPST, and PRAXIS II: Subject Assessments, consult the ETS *Registration Bulletin* or the ETS website: <http://www.ets.org/praxis>

WHAT SHOULD I DO TO BE ADMITTED TO TEACHER EDUCATION?

Entrance to Degree Granting Colleges from General Studies

Your academic and advisement records will be forwarded to the degree granting college and to the records office within the College of Education when you have:

- completed 30 semester hours, including ENG 1000 at C or better;
- obtained at least a 2.5 cumulative GPA; and
- officially declared your major.

Previous to your first semester at Appalachian, you should take either the Math Placement Test (if your SAT math was less than 520 or ACT was less than 22) or the Calculus Readiness Test (if scores are at or above previously indicated minimums). Refer to <http://orientation.appstate.edu/math-placement-testing>.

Admission to Teacher Education

To be admitted to a teacher education program, a student must make formal application to the Dean's Office in the Reich College of Education. Applications are available in the Dean's Office, in departmental offices, and online under RCOE student links at <http://www.ced.appstate.edu/students/prospective/undergrad.aspx>. (See [Appendix G](#) for a copy of Application for Admission to Undergraduate Teacher Education.)

It is the student's responsibility to submit the completed application and requested information to the Office of the Dean, Room 405J of the RCOE Building. Incomplete applications will be returned to the student's ASU box.

Application Deadlines: Completed application (including official copy of Praxis I scores) should be received:

For Fall – August 1

For Spring – December 1

For Summer – May 1

All admission criteria listed below must be met **prior** to the formal application to teacher education being submitted. Students must:

- Pass PRAXIS I: Academic Skills Assessment (Reading, Writing, and Mathematics) during your **freshman or early sophomore year**. Praxis I is designed to measure your reading, writing, and mathematics skills. Minimum passing scores are set by the North Carolina Department of Public Instruction and **are subject to change at any time**. Current acceptable scores as of 2009-2010 are: **Reading – 176; Writing – 173; Math – 173 or a combined (Reading + Writing + Math) score of 522.**

Individuals with a **SAT score of 1100 or an ACT score of 24** are exempt from Praxis I testing. Individuals with a **SAT Reading score of at least 550 or an ACT English score of 24** are exempt from the Praxis I Tests in Reading and Writing. Individuals with a **SAT score of at least 550 or an ACT score of at least 24 on the Math test** are exempt from the Praxis I Test in Math.

The official ETS copy of Praxis I or SAT scores or the official Psychological Corporation copy of ACT scores must be received in the RCOE Dean's Office prior to formal application being made.

- Complete CI 2300 and FDN 2400 with a C (2.00) or higher in each during your **sophomore year**.
- The Candidate for Professional Licensure Form (CPL) must be completed in the CI 2300 course.
- Complete screening in speech and demonstrate proficiencies in English and reading:
 - **SPEECH SCREENING** – The speech screening is an assessment administered by the RCOE Communication Disorders Clinic, 120 University Hall, 262-2185 or a licensed pathologist. You should schedule an appointment during your **freshman year or your first semester at Appalachian**. For more detailed information on the speech screening, go to <http://www.ced.appstate.edu/students/prospective/speechprereq/speechprereq.aspx>
 - **ENGLISH PROFICIENCY** – During your **freshman year**, you should complete ENG 1000, 3 SH, with a grade of C (2.0) or better. Upon completion of ENG 1000 with a 2.0 or better and successful completion of PRAXIS I Writing, or SAT Reading/Verbal, or ACT English, you will be declared proficient in writing.
 - **READING PROFICIENCY** - Upon completion of 45 SH, obtaining an overall GPA of 2.50, and achieving passing scores on PRAXIS I Reading, or SAT Reading/Verbal, or ACT English, you will be declared proficient in reading. Students transferring in 45 or more SH must earn a 2.50 cumulative GPA on a minimum of 12 SH at Appalachian.
- Declare a second academic concentration if you are majoring in Business Education, Elementary Education, Health Education, Middle Grades Education, Physical Education, or Technology. See [Appendix C](#) for a list of possible second majors; you should also refer to your major checksheet and consult with your advisor.
- Complete at least 45 SH with a cumulative GPA of at least 2.50 (a GPA of at least 2.50 must be maintained thereafter). Transfer students, including those with 45 or more SH, must earn a 2.5 cumulative GPA on a minimum of 12 SH at Appalachian.
- All grades of “I” (Incomplete) must be removed prior to application for admission to teacher education.
- If you have declared an intended major in teacher education, you will be sent an admission status card from the Registrar’s office listing deficiencies at the end of the first semester of your sophomore year.

After all requirements have been completed and your application submitted and reviewed, a decision will be made regarding your admission to teacher education.

A criminal background check (CBC) is required. Forms to process the CBC are available from the Dean’s offices (RCOE building room 400) or from appendix N in this handbook. Teacher education applicants who have criminal histories may be required to see Dr. David Wiley, Associate Dean (262-6107), prior to admission to teacher education. Certain criminal histories may interfere with successful completion of a teacher education program.

Students must be fully admitted to teacher education at least one semester, excluding summers, prior to student teaching.

WHAT HAPPENS IF MY CUMULATIVE GPA FALLS BELOW A 2.5?

All teacher education candidates must have a minimum cumulative grade point average of 2.5 to be admitted to a teacher education program, and must then maintain a cumulative Grade Point Average (GPA) of 2.5 from time of admission through graduation. This information is shared with students at freshman and transfer orientation, in the Undergraduate Bulletin, in the Undergraduate Teacher Education Handbook, and is mailed to students each semester prior to their admission into teacher education.

If your cumulative GPA drops below a 2.5 after admission to teacher education, you will be notified by the Associate Dean that your cumulative GPA was below the minimum required for a teacher education program at the end of the semester or grading period. Upon receipt of this notification, you must schedule an appointment to meet or talk with Dr. David Wiley, the Associate Dean (828-262-6107) as soon as possible. At that time, specifics regarding your cumulative GPA and what you must do to continue in teacher education will be discussed with you.

You will be given one semester, excluding summer, to reestablish a cumulative GPA of 2.5. Please note that the summer session is not counted as a semester and attending summer school could be beneficial in raising your GPA. If you do not have a cumulative GPA of 2.5 prior to the beginning of the following semester, you will no longer be listed as admitted to teacher education and will not be allowed to take courses restricted to teacher education, including student teaching. If you have pre-registered for any restricted teacher education courses and your GPA is less than 2.5 for a second semester, you will be dropped from these courses.

WHO ADVISES ME?

The Reich College of Education's Associate Dean serves as the Academic Advising Coordinator (Rm 405J RCOE) and coordinates advising activities within the College. As you move through your teacher education program, your progress is carefully monitored by personnel in the Reich College of Education using the appropriate checksheet, Banner Student Information, and grade report at the end of each term. Advisement in teacher education is an ongoing process and generally proceeds with the following steps:

- **Orientation** Students desiring to major in teacher education programs meet with representatives from the Reich College of Education when they enter Appalachian. During the orientation meeting and throughout the advising process, students are informed of admission requirements and requirements for continuation in a teacher education program at Appalachian.
- **General Education** Advising is mandatory while students are in General Education. A record of advising sessions is kept beginning in General Education and is continued after the student is admitted to a degree granting college/school and into a teacher education program.
- **Degree Granting College/School** After moving from General Education and officially declaring a teacher education major as a career goal, students meet with an advisor from their major.

- Elementary Education (K-6), Middle Grades (6-9), Special Education, Health Education, and Business Education students meet with advisors in their major department. All College of Education majors receive a letter informing them of their assigned advisor. Advisement is mandatory!
- Secondary education (9-12) and special subject (K-12) majors meet with an advisor from their major department in their college/school. The RCOE Dean's Office, Rm 400 RCOE, and the Chair of Curriculum and Instruction, 2 RCOE, assist with advising non-College of Education majors with professional education requirements if needed.
- **Teacher Education**
 - Reich College of Education majors continue being advised by their assigned advisor within the appropriate major. Advisement continues to be mandatory.
 - Secondary education (9-12) and special subject (K-12) majors outside the College of Education are advised by an advisor in their major department and, if needed, by the Reich College of Education's Dean's Office, Rm 400 RCOE.

WHERE MAY I GET A COPY OF MY PROGRAM MAJOR CHECKSHEET?

Checksheets of academic requirements for each major are available for students to use to monitor their progress through their teacher education program. It is your responsibility to monitor your program. Checksheets are available in the:

- RCOE Dean's Office
- Office of General Studies
- Departmental offices
- Deans' offices where majors are housed (for secondary and some K-12 programs such as Mathematics and Physical Education)
- <http://advising.rcoe.appstate.edu/check-sheets/>



(See [Appendix H](#) for a listing of possible teacher education majors and a sample program major checksheet and [Appendix C](#) for a listing of possible second academic concentrations (SAC) and a sample SAC checksheet.)

WHAT COURSES MAY I TAKE (OR NOT TAKE) PRIOR TO ADMISSION TO TEACHER EDUCATION?

Potential undergraduate candidates in teacher education programs are limited to introductory courses only until formal teacher education admission requirements have been satisfied.

- Courses you **must** take prior to admission to teacher education (minimum grade of 2.00 required in each).
 - CI 2300 (prerequisite for admission to teacher education)
 - FDN 2400 (prerequisite for admission to teacher education)

- Course you may take prior to or after admission to teacher education
PSY 3010 (course that may be taken prior to or after admission to teacher education)
- Courses you **may not** take prior to admission to teacher education (minimum grade of 2.0 required in each):

CI 3400	Methods Courses	CI/SPE 4900
SPE 3300	Reading Courses	
- Other courses may be identified by your major that may not be taken until after you are fully admitted to teacher education.

WHAT IS THE UNDERGRADUATE STUDIES COMMITTEE?

When faculty members have concerns about students who have expressed an interest in becoming teacher education majors, or those who have already been admitted to teacher education programs, these concerns should first be referred to the student's major program area and to the chairperson of the major department. If concerns cannot be addressed after review(s) at these levels, the noted concern and a recommendation can be referred to the Reich College of Education **Undergraduate Studies Committee (USC)**. The USC is chaired by the RCOE Associate Dean.

Examples of reasons for referrals to the USC when resolution is not reached at the program/departmental levels include, but are not limited to:

- Academic difficulty in a professional education or major course
- Inappropriate behavior in class (Appalachian State University) or in a public school setting
- Observed educational deficits (e.g. writing, speaking)
- Decisions/concerns regarding initial admission to teacher education or continued major in teacher education

Steps in the referral to USC are:

- ASU faculty or public school internship supervisor refers student to program area coordinator and departmental chairperson on appropriate form ([Appendix I](#))
- The program coordinator and program faculty review the referral form to determine appropriate assistance to the student and/or course of action. The program faculty may request to meet with the referring faculty/professional and/or with the student. Most referrals should be able to be resolved at the program area level.
- The program coordinator communicates on the referral form the resolution of the concern or the course of action the program area will take with the student. If the concern is not able to be addressed at the program area level, a recommendation for course of action should be forwarded to the chairperson.
- The chairperson reviews the form and recommendation forwarded by the program coordinator to determine appropriate assistance to the student and/or further course of action. The chairperson may request to meet with the referring faculty/professional and/or with the student. In almost all

instances, concerns not resolved at the program area level should be able to be resolved at the chair level.

- If the chairperson needs to forward the referral on to the USC, the referral form should be forwarded with specific recommendations for a course of action to address/resolve the concern.
- A USC appointed sub-committee reviews the referral form and recommendation from the program area and from the chairperson to determine appropriate course of action.
- If a meeting with the USC sub-committee is needed, the student and/or initiating faculty/professional, along with the program coordinator and/or chair, are notified of meeting date and time.
- USC sub-committee meets with student and/or faculty to discuss concern.
- USC sub-committee recommends a suggested action and the USC Chair informs the Dean of the Reich College of Education.
- The USC Chair informs student and departmental chair of the decision reached.
- Appeals to alter decisions will follow stated university guidelines and begin with the Dean of the Reich College of Education.

The Undergraduate Studies Committee also serves as the Grade Appeal Committee for the Reich College of Education. The guidelines for a grade appeal can be found at http://academicaffairs.appstate.edu/sites/default/files/grade_appeal.pdf .

WHAT SHOULD I DO IF I WANT TO CHANGE MY MAJOR?

Initiate the change of major request in the office of the dean of the college in which the proposed major is located. The dean or the dean's designee discusses with the student the change of major. The student must request the change of major by signing the appropriate form that is then sent to the department chair of the proposed major.

If permission is given for change of major, the chairperson of the department signs and dates the change of major form. The dean's office will then arrange for the necessary transfer of records.

WHAT DO I NEED TO KNOW ABOUT STUDENT TEACHING?

Prerequisites for Student Teaching

The following conditions must be met prior to your student teaching:

1. You must have been released from General Education and must have been fully admitted to the teacher education program and satisfied all prerequisites.
2. You must have satisfactorily completed **all** prerequisites and proficiencies and all professional education courses with a grade of 2.00 or better, including all methods courses (some majors require grades higher than 2.00) and reading courses.

3. You must have been fully admitted to the Reich College of Education's teacher education program **at least one full semester, excluding summers, prior to student teaching.**
4. You must have the approval of the chairperson/faculty of the department that houses your major.
5. You must have a cumulative grade point average (GPA) of 2.50 on all coursework taken at Appalachian. All grades of I (Incomplete) should be removed prior to your student teaching.
6. You must have satisfactorily completed with a grade of 2.00 or higher:
 - CI 2300
 - CI 3400
 - SPE 3300
 - PSY 3010
 - FDN 2400
 - Reading methods course(s) see departmental requirements
 - Methods course(s) see departmental requirements



In addition to the courses listed in #6, specific major requirements that must be completed prior to student teaching with a 2.0 or higher in each course (some majors may require higher than 2.0 in particular courses) are:

Elementary Education (K-6)

CI 3110	GHY 3013 or HIS 3728
CI 3750	MAT 2030
CI 4000	PE 3556
CI 4030	RE 3030
CI 4401	RE 4030
CI/SPE 3000	One of the following:
CI/MAT 3030	ART/CI 3021
ENG/RE 3240	MUS 2024
HED 3645	THR 3856

Birth-Kindergarten

CI 4200	FCS/CI/SPE 4556
FCS 2101	FCS/CI/SPE 4602
FCS 2102	FCS/CI/SPE 4680
FCS 2104	NUT 2201
FCS/CI/SPE 3104	PSY 1200
FCS/CI/SPE 3105	RE 3902
FCS 3107	SPE 3272
FCS/CI/SPE 4553	SPE 3273

Special Subject (K-12) Areas

Methods Course(s)
 Reading Course(s)
 Other courses designated by major

Middle Grades Education (6-9)

CI 3900	Two of the following:
CI 3910	CI 3060
CI 3920	CI 4040
CI/RE 4300	GS 4403
CI 4490	RE 3150
RE 4630	

Special Education Required:

FDN 3100	SPE 4205
RE 3900	SPE 4215
RE 4710	SPE 4225
SPE 3350	SPE 4495
SPE 3360	SPE 4496
SPE 3370	SPE 4570
SPE 3374	SPE 4601

Plus additional 9 hours in:

<u>General</u>	or	<u>Adapted</u>
RE 4620		SPE 4410
SPE 4405		SPE 4420
SPE 4705		SPE 4430

Secondary Majors (9-12)

Methods Course(s)
 Reading Course(s)
 Other courses designated by major

NOTE: In addition to all courses listed above, it is your responsibility to meet all requirements in your program. You should refer to departmental requirements for additional prerequisites for student teaching.

The student teaching application can be found online at <https://secure.rcoe.appstate.edu/stapplication>. If you have completed all prerequisites for student teaching, including being fully admitted to teacher education at least one full semester (excluding summers) prior to student teaching, you will be unconditionally placed. If not, you may be tentatively placed until all prerequisites have been satisfied. **However, you will not be permitted to student teach until you are fully admitted to teacher education, have satisfied all prerequisites, earned C (2.0) or higher in designated courses and have a cumulative GPA of 2.50 on all coursework taken at Appalachian.**

You must student teach full-time for one semester. A **Student Teacher Handbook** may be downloaded from www.ced.appstate.edu/students/teaching/handbook/. The handbook specifies policies and procedures, student teacher expectations, evaluation, grading, and other information relevant to all student teachers. All student teachers are expected to follow rules and regulations established by the cooperating school and by the Reich College of Education.

If you are declaring an official double major and seeking initial licensure as a result of completing both majors at the point of graduation (program completion of both majors), you must complete a minimum of ten continuous weeks in a single placement in the first licensure area with a minimum of five continuous weeks in the second licensure area to meet student teaching requirements.

If you are using opportunities presented by the North Carolina Department of Public Instruction, you may qualify for a second area of licensure if you 1) complete 24 hours of study in a second area or 2) pass the praxis II in a second area. In addition to completing a minimum of ten continuous weeks in the first area of licensure, you must complete a minimum of five continuous weeks in the second placement to meet student teaching requirements.

If you intend to become licensed in two areas of study using any of the above options, you must also complete the following:

- all RCOE requirements in each proposed licensure area.
- all RCOE requirements including a methods course in each proposed area of teaching.
- Student teach in each teaching area to meet licensure as required.

HOW DO I APPLY FOR STUDENT TEACHING?

If you are planning to student teach in either the Fall or Spring semester of a given academic year, you must attend the Student Teaching Orientation Meeting one year prior to your actual placement. Contact the Office of Field Experiences, Room 404F RCOE, for date, time, and location of the meeting. You must have been fully admitted to teacher education at least one full semester, excluding summers, prior to student teaching.

Your student teaching placement is directed and coordinated by the Office of Field Experiences. Therefore, you should not attempt in any manner to arrange your own student teaching placement. The sequential activities designed to produce the appropriate student teaching placements are outlined below:

1. An **orientation** meeting for all students within the licensure track is held the semester prior to the student teaching semester. You are required to participate in this orientation meeting if you anticipate student teaching during the following semester. During the orientation meeting, you will receive an application for student teaching and will be given guidelines and procedures for student teaching placement ([Appendix J](#)).

2. A **placement** meeting is held one semester before the actual student teaching experience (placement meeting offered each fall for the spring student teaching, and in the early spring for fall student teaching). In this placement meeting, you will be provided additional information concerning placement possibilities and information relating to teacher education regulations and procedures.
3. Immediately following the placement meeting you will have a consultation with your prospective student teaching supervisor. **Students are not allowed to self-select their student teaching placement but may identify preferred areas. Placement considerations include, but are not limited to, qualifications of cooperating teachers, program area preferences, quality of academic setting, previous placements in field experiences, and opportunities to work with diverse populations. During your interview, the supervisor will gather data that will assist with proper placement.**
4. After all consultations are completed, the RCOE supervisor will contact the public school placement personnel and together they will select the most suitable placement for you. You are not to contact the public schools at this point.
5. You will be notified by the Office of Field Experiences of the placement selection in time for you to contact your cooperating teachers and arrange for a visit in your assigned school.
6. Only under unique and/or very special circumstances will you be placed out-of-area for your student teaching. Few requests for out of area student teaching placements are approved. The two categories, which may be considered, are extreme hardship (i.e., catastrophic illness of family member which necessitates relocation) or unique teaching experience requested (i.e. international teaching experience). However, in most other circumstances, the college's current service region can meet requests without moving out of area. Requests made for either of these categories will be considered on a case-by-case basis.

Students seeking out of area placement must do the following:

- Submit a written request **one year in advance of student teaching** to the Assistant Dean of the Reich College of Education; the request must include a detailed rationale and an indication of whether the student is applying for a hardship or a unique teaching experience placement. A form for the request is available in the Office of Field Experiences, 404F RCOE.
- The request must be approved initially by the student's advisor and the chair of the department in which the student's program is located.

HOW DO I APPLY FOR MY NORTH CAROLINA TEACHING LICENSE?

Application for licensure is initiated during student teaching through the Office of Field Experiences (see [Appendix K](#)). Recommendation for initial licensure is a joint decision of the Reich College of Education and public school personnel; however, if public school personnel check the “unsuccessful” blank on the NC Department of Public Instruction Form IHE-01b, you will not be recommended for initial licensure.

HOW CAN I GIVE FEEDBACK ON MY CLASSES AND MAJOR?

You are asked to provide feedback relevant to the instruction you receive while enrolled in classes at the university. This feedback is shared with the faculty member, departmental chairperson, and the dean of your college.

During your student teaching experience, you evaluate your program by means of a questionnaire and in conferences with representatives from your program. This information is given to departments for improving the curriculum.

You will be surveyed approximately one to two years after graduating to determine your perceptions of the effectiveness of your undergraduate program. Suggestions are sought for improvement. This feedback will also be given to departments for use in continuously evaluating their programs.

HOW WILL I BE RECOGNIZED FOR MY ACADEMIC ACHIEVEMENTS?

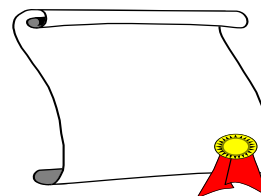
Honors and Recognition Ceremony - The Reich College of Education recognizes undergraduate students annually who are scholarship recipients. Scholarship recipients are selected based on scholastic merit, commitment to teaching, potential to be an effective teacher, and demonstrated leadership. A certificate is awarded to each recipient.

Chancellor's List - To qualify for the Chancellor's List, a student must be enrolled for a minimum of 12 hours of academic credit and attain a 3.85 GPA. Students on the Chancellor's List also qualify for the University's Dean's List.

Dean's List - An undergraduate student who carries at least 12 hours of course work on which quality points are computed and who attains a GPA of 3.45 or better or who carries at least 15 hours with a 3.25 or better GPA is placed on the dean's list of honor students for that semester. Each semester a personal letter of commendation is sent to each student on the Dean's List.

Graduation with Honors – To graduate with honors, students must complete, in residence at Appalachian, a minimum of four full-time semesters or a total of 58 semester hours and have the following minimum GPA at graduation:

- 3.45 Cum Laude
- 3.65 Magna Cum Laude
- 3.85 Summa Cum Laude



WHAT TEACHER EDUCATION SCHOLARSHIPS ARE AVAILABLE?

Teacher education majors are eligible for scholarships and financial aid offered to all Appalachian students. You should contact:

**Financial Aid Office
John E. Thomas Academic Support Building
(828) 262-2190**

For information relating to scholarships available only to teacher education majors, you should contact:

**Dr. David A. Wiley, Associate Dean and Scholarship Committee Chair
Reich College of Education Scholarship Committee
Rm 400 New RCOE Building
(828) 262-6107**

Junior/Senior Scholarships in Teacher Education

To be eligible to apply for the Junior/Senior Scholarships, applicants must be rising juniors or seniors pursuing a career in education, and have at least a 3.0 GPA. Students must have a 3.25 GPA at time of scholarship award. Awards are of varying amounts for the academic year; the deadlines for applying are February 15 and October 15.

Lois and Ed Reich Scholarships

Dr. Lois Arlene Weisner Reich attended ASU from 1931-1933. She taught school for 17 years and held county school administrative posts for 35 years. In 1985 the College of Education was officially named the Ed and Lois Reich College of Education in honor of Dr. Reich and her husband, Dr. Edgar Reich. The Reich's dedicated their lives to helping the children of others, and their philanthropies reached into many areas, but education was always their main goal. In 1985, Dr. Lois Reich gave a generous gift of on-going support to Appalachian State University's College of Education, which was renamed in honor of Lois and Edgar Reich. The will of Dr. Lois Reich in 1997 made possible the funding of scholarships in the Reich name. Scholarship awards are made to undergraduate students in teacher education. Applications and additional information are available in Rm 400 RCOE Building.

Anne Cannon Scholarships

The Anne Cannon Scholars Program in Appalachian's Reich College of Education awards 20 scholarships a year to students from under-represented groups. The trust was created by the late Anne Cannon Forsyth who died in 2003. The Anne Cannon Scholars Program honors the philanthropist's life's work of providing educational opportunities for minority students. Anne Cannon Forsyth was the daughter of Z. Smith Reynolds and a granddaughter of R. J. Reynolds. During her lifetime, she focused her attention on the problems of poverty and racism in the South. She was a founder and later president of the North Carolina Fund, created after Governor Terry Sanford urged the state's citizens to join the "war on poverty."

Entering Freshman Scholarships in Teacher Education

A limited number of scholarships are available to entering freshmen who plan to major in a field of teacher education and who are excellent students. The deadline for applying is usually March of the high school senior year. Contact the Admissions Office, 262-2120, for the deadline date.

State Scholarship/Loan Programs

Prospective Teacher Scholarship Loan (PTSL) - This scholarship/loan of \$2,500 per year is for capable undergraduate students who are residents of North Carolina and who are preparing to teach in the public schools of North Carolina. Students may obtain application forms online at <http://www.ncpublicschools.org/recruitment/scholarships/> or by writing to the State Department of Public Instruction, Room 442, Education Building, Raleigh, NC 27611.

Teaching Fellows - Entering students planning to teach in the state of North Carolina may apply for a scholarship/loan of \$6,500 per year for four years. Applications are available from a student's high school guidance office or from N.C. Teaching Fellows Commission, 117 Glenwood Ave., Raleigh, NC 27603. **Deadline for applying is in the fall of the high school senior year.**



WHAT STUDENT EDUCATION ORGANIZATIONS MIGHT I JOIN?

Information on student organizations can be found in **THE APPALACHIAN STATE UNIVERSITY STUDENT BILL OF RIGHTS 2011-2012** online at the following address:

<http://sga.appstate.edu/pagesmith/1033>. The following education related student organizations are registered with the Center for Student Involvement and Leadership.

Appalachian Literary Society
College Student Development Association
Collegiate Middle Level Association (CMLA)
Health Educators and Professional Club (HEPC)
Hays School of Music American String Teachers Association
Highland Association for Education of Child Development & Advocacy
Kappa Delta Pi
Music Educator's National Convention
National Student, Speech, Language, and Hearing Association (NSSLHA)
North Carolina Art Education Association
Prospective Teachers of Mathematics Association (PTMA)
Physical Education Majors Club
Student Council for Exceptional Children (SCEC)
Student North Carolina Association of Educators (SNCAE)
Teaching Fellows Executive Council

WHAT STUDENT SUPPORT SERVICES ARE AVAILABLE TO ME?

Many sources of support are available to you at Appalachian State University. For complete information, you should refer to the **UNDERGRADUATE BULLETIN 2011-12** http://www.registrar.appstate.edu/catalogs/11_12_undergrad/undergraduatebulletin11-12.pdf (pp. 14-22 and 66-69) and **THE APPLACHIAN STATE UNIVERSITY STUDENT BILL OF RIGHTS 2010-2011** <http://sga.appstate.edu/pagesmith/1033>. Listed below are some of the student support services available to you at Appalachian:

The **ACADEMIC ADVISING CENTER** is operated by General Education and serves all students in their first semesters. Faculty representatives from the academic departments and professional staff advisors assist with course scheduling, interpreting University policies, and developing academic majors and career strategies. Each student in General Education is assigned an academic advisor who will have a conference with the student at least once a semester. (101 D.D. Dougherty Hall, 262-2167, <http://www.advising.appstate.edu>)

ALCOHOL AND DRUG ASSISTANCE PROGRAM offers a variety of prevention education services and individual and group substance abuse counseling services. (Miles Annas Student Services Building, 262-3148, <http://counseling.appstate.edu/index.php?module=pagesmith&id=18>).

APPALACHIAN AND THE COMMUNITY TOGETHER COMMUNITY OUTREACH CENTER seeks to provide students with opportunities to perform community service in the Watauga County area. Visit www.act.appstate.edu for more information.

APPALACHIAN CHILD DEVELOPMENT CENTER provides quality childcare for the children of students, faculty and staff. (262-2116, <http://childdevelopment.appstate.edu/>)

CAROL GROTNES BELK LIBRARY AND INFORMATION COMMONS provides ready access to a wide range of information resources. (Carol Grotnes Belk Library and Information Commons, 262-2188, <http://www.library.appstate.edu/>).

CAREER DEVELOPMENT CENTER provides career information, assistance with résumé writing, interviewing skills and job-search techniques, on-campus recruitment, employer information, credentials service, and career counseling including Peer Career. (John E. Thomas Academic Support Building, 262-2180, <http://careers.appstate.edu>).



COMMUNICATION DISORDERS CLINIC provides assistance to students who may be experiencing communication difficulties (speech, voice, language, fluency, hearing or reading). (120 University Hall, 262-2185, <http://www.cdclinic.appstate.edu>).

COUNSELING AND PSYCHOLOGICAL SERVICES CENTER provides confidential individual and group counseling for a variety of developmental and therapeutic concerns. (Miles Annas Student Services Building, 262-3180, <http://www.counseling.appstate.edu>).

INSTRUCTIONAL TECHNOLOGY CENTER provides educational materials and technology to the entire university community for bonafide university activities. Media Services also provides self-service

photocopying. (Instructional Technology Center, bottom floor of Old Belk Library, 262-4080, <http://www.its.appstate.edu>).

LUCY BROCK CHILD DEVELOPMENT CENTER (LUCY BROCK UPSTAIRS) serves 12 children ages 6 weeks to three years. Operates year-round from 7:30am to 5:30pm. (262-3006, <http://www.fcs.appstate.edu/lucybrock/index.html>).

LUCY BROCK CHILD DEVELOPMENT CENTER (LUCY BROCK DOWNSTAIRS) serves 24 children, ages three through five years. Operates year-round from 7:30am to 5:30pm. (262-3006, <http://www.fcs.appstate.edu/lucybrock/index.html>).

MARY S. SHOOK STUDENT HEALTH SERVICE provides university health services to qualified students. (Miles Annas Student Services Building, 262-3148, <http://www.healthservices.appstate.edu>).

PEER CAREER CENTER offers assistance in career choice and planning. (Plemmons Student Union, 262-2029, <http://www.peercareer.appstate.edu>).

STUDENT WELLNESS CENTER offers programs promoting health awareness and healthy lifestyle choices, including weight management, smoking cessation, and biofeedback. (Miles Annas Student Services Building, 262-3148, <http://wellness.appstate.edu/>).

TESTING SERVICES provides a Computer Based Testing Center for students to take national entrance/certification exams. In addition to computer-based tests, paper and pencil tests are administered on national test dates through the year. (<http://www.testing.appstate.edu>)

UNIVERSITY WRITING CENTER assists in the completion of virtually any academic writing projects and in the solution of most writing problems. (Carol Grotnes Belk Library and Information Commons, <http://www.writingcenter.appstate.edu>).

The **LEARNING ASSISTANCE PROGRAM** is an academic support program designed to assist students in achieving their educational goals. Following are descriptions of the components of the Learning Assistance Program. (204 D. D. Dougherty Hall, 262-2291, <http://www.lap.appstate.edu>).

- **ACADEMIC SERVICES FOR STUDENT ATHLETES** provides a comprehensive academic support system through academic advising, counseling, tutoring, assistance with registration, orientation and eligibility, and placement in developmental courses, if necessary. (<http://www.ssa.appstate.edu>).
- **LEARNING SKILLS COURSES AND WORKSHOPS** are designed to acquaint students with methods and motivation to learn and be successful in an academic setting. Emphasis is placed on skills and techniques such as note-taking, test-taking, text and supplemental book use and time management, as well as organization and research methods necessary for writing papers and making oral presentations. Workshops are presented upon request and offered in residence halls, classrooms, and to organizations throughout the semester. (<http://lap.appstate.edu/learning-skills-services>)
- **OFFICE OF DISABILITY SERVICES** serves as a liaison with university faculty and assists disabled students with academic advising and counseling, tutoring, alternative testing, and other accommodations essential to student progress and achievement. (<http://www.ods.appstate.edu>).
- **STUDENT SUPPORT SERVICES** provides eligible students with academic and counseling support that focuses on the individual student's personal needs and goals. (<http://www.sss.appstate.edu>)

- **SUPPLEMENTAL INSTRUCTION (SI)** is designed to assist students in mastering course concepts and increasing competency in reading, reasoning, and study skills(<http://lap.appstate.edu/supplemental-instruction>).
- **UNIVERSITY TUTORIAL SERVICES** program assists students who are having difficulty in their courses and/or want to improve their chances of success in their course work. (208 D.D. Dougherty Hall, 262-3060, <http://www.tutoring.appstate.edu>).

WHAT ARE SOME OF THE ACADEMIC POLICIES I NEED TO KNOW?

You are encouraged to be knowledgeable of University academic policies. These can be found in the **UNDERGRADUATE BULLETIN 2010-11 online at** http://www.registrar.appstate.edu/catalogs/11_12_undergrad/undergraduatebulletin11-12.pdf Students may also refer to **THE APPALACHIAN STATE UNIVERSITY STUDENT BILL OF RIGHTS 2010-2011** <http://sga.appstate.edu/pagesmith/1033>. Additional information on academic policies can be obtained from the Registrar's Office. Listed below are some policies all students should be aware of and where the policies can be found in the **UNDERGRADUATE BULLETIN 2011-2012.** http://www.registrar.appstate.edu/catalogs/11_12_undergrad/undergraduatebulletin11-12.pdf

Academic Standing

To continue at Appalachian in good academic standing, a student must earn, as a minimum, the following cumulative grade-point average (GPA) at the end of the semester indicated:

At end of first semester	1.75
At end of second semester	1.90
At end of third and subsequent semesters	2.00

Failure to earn a grade-point average indicated above will automatically place you on academic probation during the semester that follows. (p. 48)

Classification

At the end of each semester students are classified on the basis of semester hours. All students admitted as degree-seeking students who have earned:

- less than 30 semester hours are classified as freshmen
- at least 30 semester hours are classified as sophomores
- at least 60 semester hours are classified as juniors
- at least 90 semester hours are classified as seniors. (p. 48)

Drop-Add and Change of Courses

Students may add courses or change sections of courses through the end of the published "drop-add" period of fall or spring semester.

Students may drop courses without academic penalty through the end of the published "drop-add" period of fall or spring semester. After this period, a student will be allowed to drop a cumulative maximum of four courses during her or his undergraduate career at Appalachian. Further, a course dropped after the "drop-add" period must be dropped by the end of the ninth week of the academic term. Failure to complete a course that has not been officially dropped will automatically result in an "F" which will be computed in the student's GPA. See [Appendix L](#) – RCOE Request for Late Drop Form. (p. 46)

Forgiveness Policy

Former undergraduate Appalachian students may re-enter by means of either one of two forgiveness policies. These policies will permit the student's former cumulative grade-point average to be discounted, thereby allowing the student, upon returning, to begin a new cumulative grade-point average that will be used as the basis for graduation. The policies are:

1. If the student has not attended Appalachian for a minimum of one (1) year (including summer school), she or he will be eligible to apply for readmission to the University if she or he has earned a minimum of thirty (30) semester hours of transferable credit from other collegiate institutions since she or he last attended Appalachian. ("Transferable credit" is defined as coursework that can be used for graduation purposes at Appalachian, and does not repeat an Appalachian course for which credit has been earned.) To determine eligibility for readmission, the grades earned at the other collegiate institutions will be averaged with the grades earned previously at Appalachian and the combined average must be at least 2.0 (on a 4.0 scale).
2. If the student has not attended Appalachian for a minimum of two (2) years (including summer school), she or he will be eligible to apply for readmission if: a) coursework earned at other collegiate institutions during the period of absence from Appalachian has a minimum cumulative grade-point average of 2.0 (on a 4.0 scale); OR, b) the student has not taken coursework at any other collegiate institution during the period of absence. (p. 35-36)

Grade Appeal Policy

Any student considering a grade appeal should understand that each faculty member has the academic freedom and responsibility to determine grades according to any method chosen by the faculty member which is professionally acceptable, communicated to everyone in the class, and applied to all students equally. However, prejudiced or capricious academic evaluation by a faculty member is a violation of a student's rights and is valid grounds for a final grade appeal.

Any student who contests a course final grade shall first attempt to resolve the matter with the instructor involved. The student must explain his/her position to the instructor and attempt to understand the justification for the instructor's grade assignment actions. The purpose of the meeting is to reach a mutual understanding of the student's situation and the instructor's actions to resolve differences in an informal and cooperative manner. If a student fails to reach a satisfactory solution in consultation with the instructor, the student must present the appeal in writing (using the grade appeal form) to the chairperson of the department within which the contested grade was awarded. By conferring with the student and the instructor, the chairperson will seek resolution by mutual agreement. If there is failure to reach an agreement, the student may file a written appeal with the convener of the Grade Appeal Committee.

The Grade Appeal Committee has authority to screen out frivolous or unsubstantiated claims and the convener will notify the faculty member, the student, and the departmental chairperson in writing, explaining why the committee found a student claim sufficient or insufficient.

Each college has its own Grade Appeal Committee. The RCOE Undergraduate Studies Committee serves as the Grade Appeal Committee for the College of Education and the RCOE Associate Dean serves as the convener of the Grade Appeal Committee.

STUDENTS SHOULD BE AWARE THAT THERE ARE VERY SPECIFIC GUIDELINES AND TIMELINES TO FOLLOW WHEN APPEALING A GRADE. THE PROCEDURES TO BE FOLLOWED CAN BE FOUND IN [APPENDIX M](#) and at

http://academicaffairs.appstate.edu/sites/default/files/grade_appeal.pdf .

Incomplete (“I”) Grade

A grade of (I) Incomplete is assigned only because of sickness or some other unavoidable cause. An “I” becomes an “F” or “U” if not removed within the time designated by the instructor, not to exceed one semester, except that all incompletes must be removed at the time of graduation. An incomplete is not given merely because assignments were not completed during the semester. Note: Students may not have an Incomplete at time of admission into teacher education. (p.42)

Repeat Policy

Students may, for a variety of reasons, elect to repeat a course. If students so elect, the following policies will govern the awarding of credit and the computation of their GPA:

1. Credit hours earned in a particular course will not be awarded more than one time; i.e., if a course in which credit hours have been earned is repeated with a passing grade, additional credit hours will not be awarded. If, however, a course in which credit hours have been earned is repeated with a grade of "F", "U" or "WF", the hours earned initially will be subtracted from the student's total.
2. When a course is repeated, the grade earned in the **initial attempt** can be excluded from the student's GPA for a maximum of four (4) courses. (Note: If grade is excluded from GPA computation when repeated, it remains on the academic transcript.)
3. The student must indicate to the Registrar's Office, in writing, which courses are to be excluded from GPA computation under this policy. A request form must be submitted to the Registrar's Office no later than the last day of the final exam period during the term in which the course is repeated
4. A course may not be repeated if the content has changed substantially, or if the number of credit hours have been reduced.
5. If neither the number nor the title of a course has changed but the content has changed substantially, it will be the responsibility of the chairperson of the department in which the course is offered to notify the registrar that a student who took the course prior to the change in content may not repeat the course for credit. (p. 43)

Readmission

Students who have withdrawn in good standing from the University, or who have been suspended for academic deficiencies or for other reasons, and who have less than 15 semester hours of transfer work taken since leaving Appalachian, should submit their requests for readmission to the dean of the college in which they are to be enrolled, if they have declared their major, or to the Director of General Studies if they have not. Consideration of requests for readmission of students who have been suspended for any reason will be made in light of the applicant's ability, evidence of growth and maturity, good citizenship record, credit earned at another institution, and time elapsed since leaving Appalachian. Those returning students with at least 15 semester hours of transfer coursework taken since leaving Appalachian must reapply through the Office of Admissions. (p. 35)



Withdrawal from the University

Students are allowed to officially withdraw (i.e., cease enrollment of all courses) WITHOUT ACADEMIC PENALTY during the first nine weeks of a fall or spring semester. In order to officially withdraw, students must formally contact the Registrar's office (located on the first floor of John E. Thomas Hall). A grade of "W" (Withdrawal) will be assigned to each course if the student withdraws during the first nine weeks of a fall or spring semester. The last day to withdraw WITHOUT ACADEMIC PENALTY is indicated in the *Schedule of Classes* published for each academic term at <http://www.registrar.appstate.edu/regsinfo/schecclass.html>.

Students who officially withdraw AFTER the first nine weeks of a fall or spring semester will receive a grade of "WF" (Withdraw/Failing) or "WU" (Withdrawal/Unsatisfactory) on each course for which they are enrolled at the time of withdrawal.

There are two exceptions to the above policy:

1. Students can petition for withdrawal without academic penalty for compelling medical or psychological reasons during the semester in which they are enrolled.
2. Students can petition for withdrawal without academic penalty for extenuating (i.e., for other than medical or psychological) reasons during the semester in which they are enrolled. (p. 28 and 46-47)

Withdrawal Due to Special Circumstances

Occasionally, serious injury or illness prevents a student from withdrawing during a semester and it becomes necessary to withdraw a student retroactive to a previous term. A retroactive withdrawal for a previous term should be requested in the next regular semester of enrollment. Retroactive withdrawals from semesters or summer terms two or more semesters after regular enrollment are normally not granted.

The retroactive withdrawal of a student for health-related reasons can only be granted by the student's academic dean upon the recommendation of the Student Health Center.

In certain special unusual circumstances, a student may be allowed to drop a course(s) after the free drop period while remaining enrolled in other courses. The student must be able to demonstrate a compelling reason for granting such a request for reduction in class load.

<http://resourcemanual.appstate.edu/wiki/AdministrativePolicySeventeen>.

WHAT SHOULD I DO IF I HAVE A COMPLAINT ABOUT MY PROGRAM?

If you have a complaint, you should first refer to the *Appalachian State University Student Bill of Student Rights* <http://sga.appstate.edu/pagesmith/1033> to see if university policies (i.e., Final Grade Appeal Procedure) are in place to address the concern/complaint. If so, you must follow these policies and procedures. Issues and concerns other than formal complaints are routinely handled by academic advisors, program area coordinators, and/or departmental chairpersons. When necessary, the RCOE Dean's Office serves as the next level of appeal in resolving such issues and concerns.

If you have a program/teacher education complaint, you should first discuss your concern with your advisor. If a resolution is not reached, you may then schedule a meeting with your program coordinator. If the complaint regarding the program/teacher education is still not resolved, you should schedule a time to meet with the appropriate chairperson. If you wish to file a formal complaint after meeting with the chairperson, you should schedule a meeting with the Associate Dean. You should place in writing your complaint and provide it to the Associate Dean prior to the scheduled meeting. Your formal complaint will be reviewed with the chairperson prior to a decision being made.

WHOM DO I CALL IF I HAVE QUESTIONS ABOUT MY MAJOR?

REICH COLLEGE OF EDUCATION

Dr. Charles R. Duke, Dean	400	RCOE	262-2234
Dr. David A Wiley, Associate Dean (Orientation, Admission, Advisement, Proficiencies, Records, Graduation Requirements, Licensure, Commencement)	400	RCOE	262-6107
Dr. Robin Groce Assistant Dean (Field Experiences, Student Teaching)	400	RCOE	262-2252

DEPARTMENT OF CURRICULUM AND INSTRUCTION

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Elementary Education (BS) Dr. Kathleen Lynch-Davis (233C RCOE, 262-7247, LYNCHRK@appstate.edu)
Middle Grades Education (BS) Dr. Tracy Smith (233E RCOE, 262-2274, SMITHTW@appstate.edu)
Business Education (BS) Dr. Herb Brown (220B RCOE, 262-3132, BROWNHF@appstate.edu)
Health Education (BS) Dr. Donna Breitenstein (327C EDH, 262-2292, BREITENSTEIN@appstate.edu)

DEPARTMENT OF LANGUAGE, READING AND EXCEPTIONALITIES

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Special Education: Adapted Curriculum and General Curriculum (BS) Dr. Margaret Werts
(325C RCOE, 262-6365, WERTSMG@appstate.edu)

DEPARTMENT OF FAMILY AND CONSUMER SCIENCES

Dr. Ellen Carpenter, Interim Department Chair (516D RCOE, 262-3120, CARPENTRES@appstate.edu)
Child Development B-K (BS), Dr. Patricia Hearron (509D RCOE, 262-2660,
HEARRONPF@appstate.edu)
Family and Consumer Sciences, Consumer Education Concentration,
Secondary Education (BS) Dr. Cheryl Lee (504C RCOE, 262-2634, LEECL@appstate.edu)



COLLEGE OF ARTS AND SCIENCES

Dr. Anthony Calamai, Dean	201 I.G. Greer	262-3078
Dr. Neva Specht, Associate Dean	201 I.G. Greer	262-6879
Dr. Dru Henson, Associate Dean	201 I.G. Greer	262-3078

DEPARTMENT OF BIOLOGY

Dr. Steven Seagle, Department Chair (208B RS, 262-2681, SEAGLESW@appstate.edu)
Biology, Secondary Education (BS) Dr. Max Dass (169 RW, 262-6515, DASSPM@appstate.edu)

DEPARTMENT OF CHEMISTRY

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Chemistry, Secondary Education (BS) Dr. Dale Wheeler (447 CAP, 262-6805, WHEELERDE@appstate.edu)

DEPARTMENT OF ENGLISH

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English, Secondary Education (BS) Dr. Elaine O'Quinn (216 SH, 262-6894, OQUINNEJ@appstate.edu)

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DEPARTMENT OF GEOLOGY

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Geology, Secondary Education (BS) Ms. Laura Mallard-Seldomridge (025 RW, 262-7517, MALLARDL@appstate.edu)

DEPARTMENT OF HISTORY

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COLLEGE OF FINE AND APPLIED ARTS

Dr. Glenda Treadaway, Dean	214 Locust St	262-8038
Dr. Garner Dewey, Associate Dean	214 Locust St	262-7337

DEPARTMENT OF ART

Dr. Jesse Taylor, Department Chair (233 WH, 262-2220, TAYLORJ@appstate.edu)
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Theatre Arts (BS) Mr. Gordon Hensley (CW, 262-7521, HENSLEYG@appstate.edu)

COLLEGE OF HEALTH SCIENCES AND ALLIED PROFESSIONS

Dr. Fred Whitt, Dean

152 D.D. Dougherty

262-8145

DEPARTMENT OF HEALTH, LEISURE, AND EXERCISE SCIENCE

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Physical Education (BS) Dr. Derek Mohr (021 Holmes CC, 262-3143, MOHRDJ@appstate.edu)

MARIAM CANNON HAYES SCHOOL OF MUSIC

Dr. William Peltó, Dean

114 Broyhill Music Center

262-3020

Dr. Jay Jackson, Associate Dean

112 Broyhill Music Center

262-6459

General Music Education (BM) and **Instrumental Music Education** (BM) Dr. Susi Mills (222 BM, 262-6441, MILLSSW@appstate.edu)



IS MY TEACHER EDUCATION PROGRAM NATIONALLY ACCREDITED?

Appalachian State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award Bachelor, Master, Specialist and Ed.D degrees. The teacher education program is nationally accredited by the National Council for Accreditation of Teacher Education (NCATE). All teacher education programs are approved by the North Carolina Department of Public Instruction .

WHICH TEACHER EDUCATION PROGRAMS AT APPALACHIAN REQUIRE A GRADUATE DEGREE FOR LICENSURE IN NORTH CAROLINA?

Communication Sciences Disorders (MA)

Dr. Angela Losardo (125 EDH, 262-2223), losardoas@appstate.edu

Curriculum Specialist/Educational Supervision (MA)

Dr. Melanie Greene (412K RCOE, 262-2276), greenemw@appstate.edu

Educational Leadership (Ed.D)

Dr. Jim Killacky (414C RCOE, 262-3168), killackycj@appstate.edu

Educational Media (MA)

Dr. John Tashner (218A RCOE, 262-3112), tashnerjh@appstate.edu

Guidance and Counseling: School Counseling (MA)

Dr. Lee Baruth (304C RCOE, 262-2055), baruthlg@appstate.edu

Library Science (MLS)

Dr. Rob Sanders (204D RCOE, 262-7236), sandersrl@appstate.edu

Reading Education (MA)

Dr. Woody Trathen (305C RCOE, 262-6056), trathenwr@appstate.edu

School Administration (MSA) and Educational Administration (EdS)

Dr. Barbara Howard, LES (217B RCOE, 262-7619) howardbb@appstate.edu

School Psychology, Level II (MA & SSP)

Dr. Pam Kidder-Ashley, (300-D SW, 262-2736) ashleypk@appstate.edu



APPENDIX A: CONCEPTUAL FRAMEWORK OVERVIEW

The Reich College of Education Conceptual Framework can be found at:
<http://www.ced.appstate.edu/about/conceptualframework.aspx>

APPENDIX A: Conceptual Framework Overview

THE RCOE CONCEPTUAL FRAMEWORK

In Pursuit of Knowledge: A Community of Practice Linking the Past and Present to the Future

An Executive Summary*

In the Reich College of Education [as the professional education unit**], we see faculty and students coming together as a community of inquirers to examine the aims of education and the nature of teaching and learning for achieving worthwhile educational goals. We view teaching and professional service as dynamic, goal-oriented, social activities which reflect our commitment to both the value of cultural diversity, and to the identification and solution of social problems. Learning is seen as an active process of acquiring, assessing, and producing knowledge in an environment of care and respect for others. We embrace the exploration of new forms of teaching and learning through experimentation with emerging technologies, and we are committed to the promotion of areas of excellence in the study of teaching, learning, and professional service. (RCOE Vision Statement, 1990).

The RCOE Vision Statement is reflected in all programs within the professional education unit and serves as a focal point for ongoing development for the unit's programs. Underlying this vision is the unit's conceptual framework which is based upon five principles, each supported by a rich theoretical and research base.

PRINCIPLE 1: Community of Practice

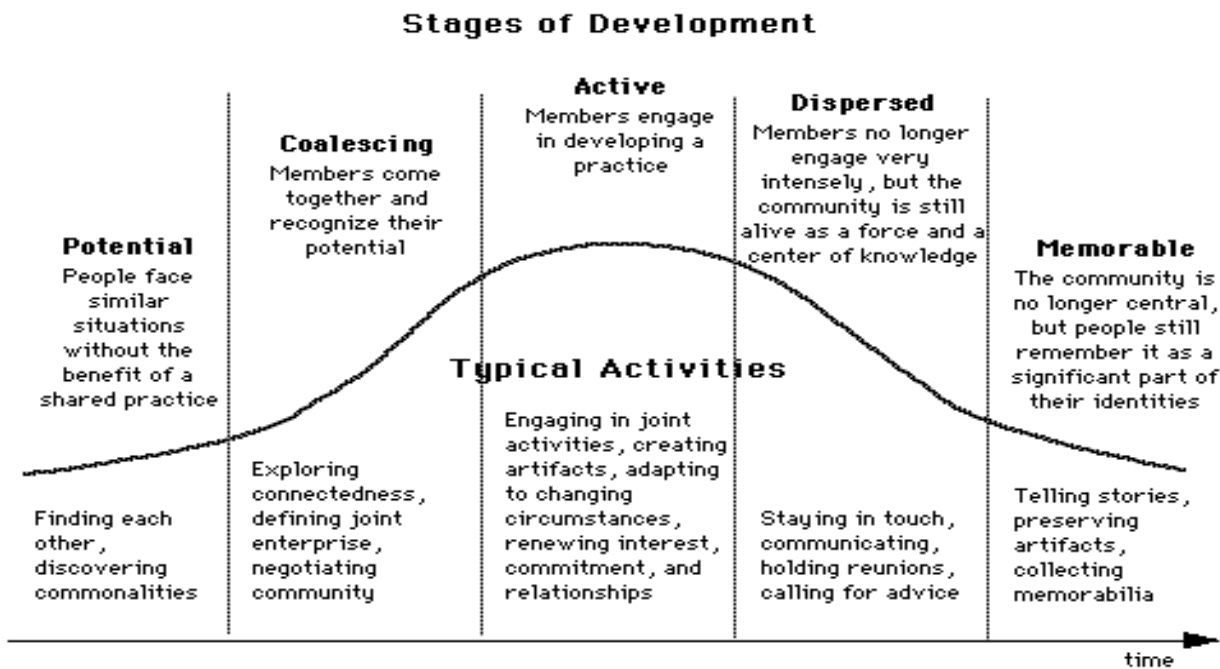
Learning occurs through participation in a Community of Practice

The knowledge required to be a successful educator is acquired through active participation in a Community of Practice (CoP). Preparation of educators occurs in at least two overlapping CoPs: the university, college or department where prospective and experienced educators are prepared, and the public schools and/or agencies where they engage in teaching, administration or other service and eventually their life's work. Entrance into a CoP is by "invitation," informal or formal; members come together because they are engaged in common work to reach agreed upon goals. While technical knowledge is important, it is always embedded in a complex set of social relationships. Out of such relationships emerges a set of shared knowledge, skills, values, and other characteristics that define the CoP.

*The full text of the unit's Conceptual Framework can be found at <http://www.ced.appstate.edu/about/conceptualframework.aspx>.

*The Reich College of Education (RCOE) serves as the designated unit at Appalachian State University with the responsibility for managing or coordinating all programs offered for the initial and continuing preparation of teachers and other school personnel, regardless of where these programs are administratively housed. Consequently in this document, the terms "RCOE," "unit," or "professional education unit" should be viewed as synonymous. The term "candidates" is used throughout this document to identify not only those preparing to teach, but also those who may be preparing to be counselors, administrators, librarians, etc.

Wenger (1998) proposes that CoPs progress through stages of development (see figure below):



Learning in a Community of Practice

The knowledge an individual must possess to gain full membership in a CoP takes two forms: one comes through *acquisition*, the other through *learning*. The process of *acquisition* focuses more on active participation than what is learned; an example of this is the young child who learns the basics of language without any formal grammar instruction in order to become an active participant in a community. *Learning* involves direct teaching and conscious reflection and is most typically found in formal schooling; for example, learning multiplication tables, the technical names for chemicals, the elements of leadership, or those of clinical practice. Membership in CoPs requires both kinds of knowledge, and the unit strives to provide an environment in which both processes take place and complement each other.

The Importance of Language

Language is the critical tool in the balancing of acquisition (social participation) and learning (formal instruction). Dialogue becomes an essential tool in the traditional learner-expert relationship but also the process of dialogue is the means for identifying and defining problems, exploring alternative solutions, monitoring activity, and evaluating results. A healthy CoP is always concerned with an open flow of dialogue. Members must feel that their ideas are taken seriously and should never feel threatened that they will be rejected on the basis of their dialogue.

PRINCIPLE 2: Social Construction of Knowledge

Knowledge is socially constructed and learning is a dynamic activity within the Community of Practice.

Learning does not occur in isolation but requires interactions among people and is, therefore, shaped and transformed by one's social and cultural environment. Diversity in the cultural, socioeconomic and sociopolitical contexts in which teaching and learning occur contributes to different practices, experiences, and outcomes. Individuals *appropriate* the practices, knowledge, skills, dispositions and values of their social groups. In other words, participants in the CoP have experiences "outside" themselves that create new meanings and understandings "inside" themselves.

Through such a transformation process, our aim is to educate candidates who seek to understand the views and experiences of those with whom they will work, to engage candidates in co-creating knowledge, and to make their

learning relevant to real world situations. From this viewpoint, candidates learn and educators model the concept of *praxis*, the intertwining of theory and practice in the service of the reflective transformation of the individual's participation in the world (Freire, 1970).

PRINCIPLE 3: Novice to Expert

Learners proceed through stages of development from Novice to Expert under the guidance of more experienced and knowledgeable mentors in the Community of Practice.

Expertise in a profession results from absorbing the knowledge gained from theorists and research that frames perspectives about that profession. Experts clearly have “acquired extensive knowledge that affects what they notice and how they organize, represent, and interpret information in their environment”; such knowledge later “affects their abilities to remember, reason, and solve problems” (Bransford et al., 2000, p. 19). Hence, for experts, knowledge is not merely a list of isolated facts but rather knowledge comes to exist within a highly organized and contextualized structure.

In the case of teaching, for example, teachers must decide about the goals for instruction; identify their students' instructional needs, learner characteristics, and individual differences; decide what to teach and how much time to allocate to instruction; identify appropriate instructional levels; choose appropriate instructional materials and strategies; group students for instruction; decide how to measure the effects of instruction; monitor the lesson as it is taught; interact with students; make decisions about providing further instruction based upon student achievement; provide students with feedback; and, ultimately, analyze and reflect on the overall results and effectiveness of instruction.

The expert has to evaluate the novice's readiness to take on greater responsibility for the cognitive work necessary to move from novice to expert. The unit's faculty view its interactions with novice candidates in terms of the “zone of proximal development (ZPD)” or the “distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under ...[expert] guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86).

Members of CoPs often assume interchangeable roles; at one point they may be novices acquiring or learning new knowledge and skills; at another time, they may be experts teaching others who assume the role of novice. An example of this can be found in the area of information and communication technologies; frequently supervisors will report that candidates have such an advanced level of knowledge and skill in this area that they have taught the supervisors how to handle a technological problem that otherwise would have remained unresolved. Consequently, we see the unit's classrooms and internship settings as a community of practitioners with distributed expertise, and we value settings that are populated with candidates and faculty who are in different zones of proximal development.

Experts also possess the license to interpret and evaluate the performance of novices who are undergoing an apprenticeship in relation to the expected practices of the community. The apprenticeship provides an environment of trust in which novices and experts can co-construct mutually recognizable and desirable social roles. To this end, we rely upon performance assessments centered on critical concepts and activities embedded in actual educational and social service contexts, and we employ a variety of approaches to document the transition of candidates from novice to expert.

PRINCIPLE 4: Knowledge Base

An identifiable knowledge base that is both general in nature and specific to program areas emerges from the Community of Practice.

One of the defining characteristics of a profession is a scholarly knowledge base (Shulman, 1998). Beginning teachers, for example, need knowledge in three general areas to be successful in the classroom: knowledge of learners, knowledge of subject matter and curriculum, and knowledge of teaching. Professionals in all fields develop a personal knowledge structure that guides their activity, but candidates also need “to both understand and move beyond their personal knowledge and experiences to bring to bear a wider set of understandings on the problems of helping others learn” (Darling-Hammond & Bransford, 2005, p.12).

Knowledge of Learners

A number of fundamental concepts about learning will provide teachers and other practitioners with a foundation for their continued professional growth. These concepts include:

- *Learning as a constructive process*—“Learning is an active knowledge construction process emphasizing context, interaction, and situatedness”(Salomon & Perkins, 1998, p. 4).
- *The zone of proximal development*: “...the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86).
- *Metacognition*: “...how people learn to monitor and regulate their own learning and thinking” (Darling-Hammond & Baratz-Snowden, 2005, p. 8).
- *Cultural competence*: the ability to (1) develop curriculum representative of the myriad individuals in our global community (Banks, 2003); (2)select materials inclusive of the contributions and perspectives of different groups (Delpit, 1995; Ladson-Billings, 2002); (3) develop an awareness and responsiveness to the particular cultural context within which one lives and teaches (Banks, J. et al., 2005;Irvine & Armento, 2001; Sleeter & Grant, 1999;).

Knowledge of Subject Matter and Curriculum

Educators need to become diagnosticians of learners’ interests and ideas. This leads to engaging students in the study of subject matter in ways that encourage a deeper and richer understanding of how the content they study relates to their lives and needs. To be able to lead such study, educators must have a deep understanding of the content for which they have responsibility as well as knowledge and ability to represent that content in meaningful ways for all students and clients (Shulman, 1987). We place a premium on knowledge related to all of our majors in the unit. Such knowledge is addressed through program standards at either the state and/or national levels. All of our programs are built on these standards and are held accountable for demonstrating their candidates’ performance in relation to the standards.

Knowledge of Teaching

Subject matter knowledge must be synthesized with pedagogical knowledge. The latter is defined by Shulman (1986) as the following:

The most regularly taught topics in one’s subject area, the most useful forms of representations of these ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations—in a word, ways of representing and formulating subject matter that make it comprehensible to others. Pedagogical content knowledge also includes an understanding of what makes the learning of specific topics easy or difficult; the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of those most frequently taught topics and lessons (pp. 9-10).

Candidates will not leave with all the skills and knowledge necessary to perform effectively throughout their careers without further study. Instead, the unit's faculty help candidates develop the core understandings and skills that will prepare them for a lifetime of learning from their experiences in professional contexts. The unit’s purpose is to develop “adaptive” experts who are capable of making the complex judgments they will have to exercise daily in practice but who also understand that their need for learning is a lifetime commitment.

PRINCIPLE 5: Dispositions

All members of the Community of Practice develop a set of dispositions that reflect the attitudes, beliefs, and values common to the Community of Practice..

The National Council for the Accreditation of Teacher Education (NCATE) defines *dispositions* in the following way:

The values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. (NCATE, 2002)

What habits of mind and behavior are essential to candidates in the programs of the unit? We have identified three key dispositions:

1. Candidates exhibit a commitment to meeting the needs of all learners.
2. Candidates exhibit a commitment to reflective practice.
3. Candidates exhibit a commitment to professional and ethical practice.

For the behaviors associated with these dispositions to emerge and be strengthened in candidates, faculty work collaboratively to ensure that every candidate is offered situations that evoke the appropriate dispositions and related behaviors. Candidates must have multiple opportunities to display the key behaviors associated with each disposition so that both candidates and observers reach the conclusion that the candidates will be likely to display the dispositions in the future in similar situations. The RCOE's focus on these three key dispositions does not imply that program areas do not have other dispositions for which candidates may be held responsible by their respective areas. However, we believe that such additional dispositions will fit easily within the RCOE conceptual framework.

A SUMMING UP

Our conceptual framework is based on a "social constructivist" perspective. We see the preparation of candidates in the unit as essentially a social activity, which includes a period of apprenticeship. To become a graduate from the unit requires candidates to participate in the communities of practice both in the unit and in public schools and other professional settings. Learning to become a participant in the unit involves the transition from partial to full participation in the community of practice. Becoming a graduate of the unit's programs requires the mastery and acquisition of large amounts of knowledge, and extensive experience in applying and testing that knowledge in practical settings.

As a result of their work in the unit's programs, graduates and faculty of the professional education unit at Appalachian State University will...

- Provide positive professional contributions within the various communities of practice of which they are members;
- Embody the view that learning and teaching are active, social, and transformative processes that are enhanced when new learning is linked to prior knowledge;
- Use theory and research to inform practice and use experience from practice to inform theory and research;
- Become adaptive experts by proceeding through stages of development from Novice to Expert under the guidance of more experienced and knowledgeable mentors in the CoP;
- Plan and adapt teaching and learning experiences, assessments, and interventions with reference to the learners' diverse needs and characteristics;

- Demonstrate a commitment to three key dispositions:
 - a. meeting the needs of all learners;
 - b. engaging in ongoing reflective practice and lifelong learning;
 - c. embodying the highest standards of professional and ethical practice.

Becoming a truly accomplished professional requires that one continues to learn and acquire knowledge throughout one's entire professional life. Within its theoretical and practical conceptual framework, the RCOE prepares its candidates to become full-fledged members of the community of practice appropriate to their major fields of study.

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APPENDIX B: Professional Educators' Disposition Evaluation Form

Appalachian State University

Student Name: _____ ASU-ID#: _____ Major: _____ Semester: ____ Year: ____
 Course Name/Number: _____ Faculty of Record: _____
 Cooperating Teacher's/Supervisor's Name: _____ Principal: _____
 School Name: _____ Location: _____
 Grade Level/Age/Academic Area/Type of Assignment for Field Placement (please identify): _____

Directions: Using the following scale, rate the performance of yourself as a teacher education candidate in this experience/ course or rate the candidate if you are a supervisor/instructor. (See back of sheet for descriptors of these performance levels)

1 Below Expectations	2 Minimally Meets Expectations	3 Meets Expectations	4 Exceeds Expectations	N/A Not Applicable
---------------------------------	---	---------------------------------	-----------------------------------	-------------------------------

Disposition I. Candidate Exhibits a Commitment to Meeting the Needs of All Students by

- | | | | | | |
|---|---|---|---|---|-----|
| a. Providing a positive learning environment for all students; | 1 | 2 | 3 | 4 | N/A |
| b. Demonstrating an interest in all students and an enthusiasm for the teaching/learning process; | 1 | 2 | 3 | 4 | N/A |
| c. Maintaining appropriate relationships with all students; | 1 | 2 | 3 | 4 | N/A |
| d. Preparing developmentally appropriate lessons and activities for all students; | 1 | 2 | 3 | 4 | N/A |
| e. Providing fair evaluations and assessments for all students; | 1 | 2 | 3 | 4 | N/A |
| f. Managing all students' behaviors justly and fairly; | 1 | 2 | 3 | 4 | N/A |
| g. Using language appropriately with all students; | 1 | 2 | 3 | 4 | N/A |
| h. Connecting learning to life experiences for all students; | 1 | 2 | 3 | 4 | N/A |
| i. Working with families to support all students' learning. | 1 | 2 | 3 | 4 | N/A |

Rating for Disposition I (average for performance on all appropriate indicators) _____

Disposition II. Candidate Exhibits a Commitment to Reflective Practice by

- | | | | | | |
|--|---|---|---|---|-----|
| a. Engaging in reflective self-analysis of teacher/learner performance and outcomes; | 1 | 2 | 3 | 4 | N/A |
| b. Making skillful use of results of self-assessments; | 1 | 2 | 3 | 4 | N/A |
| c. Making appropriate use of student assessment data to guide instructional decisions; | 1 | 2 | 3 | 4 | N/A |
| d. Reflecting on and using feedback from mentors/evaluators/instructors; | 1 | 2 | 3 | 4 | N/A |
| e. Reflecting on his/her understanding of the learning needs of students. | 1 | 2 | 3 | 4 | N/A |

Rating for Disposition II (average for performance on all appropriate indicators) _____

Disposition III. Candidate Exhibits a Commitment to Professional and Ethical Practice by

- | | | | | | |
|---|---|---|---|---|-----|
| a. Showing respect for the diverse views of all students, parents and legal guardians, and colleagues; | 1 | 2 | 3 | 4 | N/A |
| b. Working in a collaborative manner with all populations; | 1 | 2 | 3 | 4 | N/A |
| c. Performing assigned duties and meeting all obligations in a responsible, reliable, and professional way; | 1 | 2 | 3 | 4 | N/A |
| d. Participating in professional decision-making processes; | 1 | 2 | 3 | 4 | N/A |
| e. Meeting all teacher education program candidate responsibilities; | 1 | 2 | 3 | 4 | N/A |
| f. Following school and district established policies; | 1 | 2 | 3 | 4 | N/A |
| g. Pursuing positive change through appropriate channels; | 1 | 2 | 3 | 4 | N/A |
| h. Holding in confidence information learned in professional practice; | 1 | 2 | 3 | 4 | N/A |
| i. Pursuing growth and development in the practice of the profession. | 1 | 2 | 3 | 4 | N/A |

Rating for Disposition III (average for performance on all appropriate indicators) _____

Overall Rating of Candidate's Dispositions Performance (average for candidate performance on all indicators for all three categories combined) _____

Additional Comments related to candidate performance (attach additional sheets and/or materials as needed):

Evaluator Name: _____ Evaluator Signature: _____ Date: _____

Role of evaluator: (check appropriate one)

- ___ Candidate
- ___ Course Instructor (as appropriate)
- ___ Internship Supervisor
- ___ Cooperating Teacher
- ___ University Supervisor
- ___ Academic Consultant
- ___ Other _____

DESCRIPTORS OF PERFORMANCE LEVELS:

Key for rating:

1 Below Expectations

Candidate exhibits an inconsistency in providing evidence of meeting the indicators and/or seems to demonstrate little effort and/or understanding in establishing a consistent level of commitment and performance for the Disposition(s).

2 Minimally Meets Expectations

Candidate exhibits some consistency in providing evidence of meeting the indicators and/or seems to have a general understanding and commitment to the Disposition(s); candidate will need further monitoring and mentoring, however, to insure consistent behavior in relation to the Disposition(s).

3 Meets Expectations

Candidate exhibits overall consistency in providing evidence of meeting the indicators and occasionally may exceed expectations; the candidate shows good understanding and commitment to the Disposition(s) through his or her performance and should be expected to need little additional mentoring to insure consistent behavior in relation to the Disposition(s).

4 Exceeds Expectations

Candidate exhibits unusual consistency in providing evidence of meeting all or most indicators at a high level and demonstrates an unusual depth of understanding and commitment to showing how the Disposition(s) inform practice; the candidate should be expected to be a role model for others in how the Disposition(s) should inform professional behavior.

Sources consulted: "Code of Ethics for North Carolina Educators," 1997; The University of Tennessee at Martin College of Education and Behavioral Sciences Summative Evaluation Forms for Field Experiences, 2003; "RCOE Undergraduate Professional Core Curriculum Goals"; "Dispositions," A Working Paper from the RCOE Conceptual Framework Committee, 2005; RCOE Student Teaching Handbook, 6th Ed.

***APPENDIX C: Approved Second Academic Concentrations (SAC)
and Sample SAC Checksheet***

Appendix C

SECOND ACADEMIC CONCENTRATION (SAC) Appalachian State University

<u>SECOND ACADEMIC CONCENTRATION OPTIONS*</u> SAC OPTIONS DO NOT EXCEED 18 SH	Business Education	Elementary Education	Health Education	Middle Grades Education	Physical Education	Technology
Biology			X		X	
Chemistry	X					
Computer Information Systems	X					
Diversity Studies		X				
English		X				
Foreign Languages & Literature: French, German, Latin or Spanish		X				
Geology	X					
Global Studies		X				
Graphic Communication						X
History			X			
Human Studies					X	
Language Arts (Non-EE)				X		
Materials Science						X
Math, Science and Technology		X				
Mathematical Sciences (Non-EE)				X		
Mathematics		X				
Music		X				
Natural Science (Non-EE)				X	X	
Natural Science		X				
Physics	X					
Psychology			X		X	
Science, Technology, Engineering, and Mathematics (STEM)						X
Social Studies		X				
Social Studies (Non-EE)				X		
Sustainable Development/Interdisciplinary Studies	X					
The Arts		X				
Theatre Arts		X				
Visual Arts		X				

***Students should consult with their program advisor/coordinator if they have questions regarding their SAC. If students are interested in a SAC not designated in the chart above for their major, they should discuss this with their academic program coordinator. SAC program checksheets are available at <http://ced.appstate.edu/academicw/sac/>**

ENGLISH (Sample)

I. General Education: Six semester hours (6 SH) that include ENG 2001 Introduction to writing Across the Curriculum* 3 (SH) and an additional three semester hour (3 SH) course identified with an asterisk (*) may be applied to satisfy General Education requirements.

II. English Concentration Requirements **18 SH**

A. **ENG 2001** Introduction to Writing Across the Curriculum* **3 SH**

B. **Six (6)** semester hours of Literature Survey courses from the following must **...6 SH** include courses from **two groups (British, World, American)**. (Note: ENG 2030 World Literature is offered in the fall, ENG 2040 World Literature in the spring. All other courses listed are offered each regular term, usually in multiple sections. Check each year's summer schedule for summer school offerings, which may vary.)

ENG 2010 English Literature 3 SH

OR ENG 2020 English Literature 3 SH

ENG 2030 World Literature* 3 SH

OR ENG 2040 World Literature* 3 SH

OR ENG 2050 Studies in British Literature* 3 SH

ENG 2120 African-American Literature 3 SH

OR ENG 2310 American Literature 3 SH

OR ENG 2320 American Literature 3 SH

OR ENG 2350 Studies in American Literature* 3 SH

C. **Three (3)** semester hours of Children or Adolescent Literature as listed **..3 SH**

ENG 4560 Adolescent Literature (**Required for all Non-Elementary Education Majors**) 3 SH

OR ENG 3240 World Literature for Children (**Required for Elementary Education Majors**) 3 SH

D. **Six (6)** semester hours from Language and Writing Courses **6 SH**

ENG 3300 Applied Grammar 3 SH

ENG 3400 Advanced Expository Writing 3 SH

ENG 3450 Writing Center Theory and Practice 3 SH

ENG 3580 Teaching Composition: Combining Theory, Practice, and Pedagogy 3 SH

E. **Three (3)** semester hours in English elective courses chosen from the **.....3 SH** 3000/4000 level.

Students selecting an Academic Concentration in English should consult with an advisor in the College of Education. Such students are also welcome to bring questions about this concentration to the following persons in the Department of English: Dr. Leslie Cook(329 SH; telephone 262-7301), Dr. Mark Vogel (320 Sanford Hall; telephone 262-2892), Dr. Elaine O'Quinn (216 Sanford Hall; telephone 262-6894), and Dr. James Ivory, Interim Department Chair of English Department (200 Sanford Hall; telephone 262-3098).

APPENDIX D: Technology Competencies and Completion Form

<http://www.ced.appstate.edu/students/techresources>

APPENDIX D

ISTE NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS (NETS) AND PERFORMANCE INDICATORS Educational Technology Foundations for All Teachers

I. TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts.

Teachers:

A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students).

B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.

B. apply current research on teaching and learning with technology when planning learning environments and experiences.

C. identify and locate technology resources and evaluate them for accuracy and suitability.

D. plan for the management of technology resources within the context of learning activities.

E. plan strategies to manage student learning in a technology-enhanced environment.

III. TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning.

Teachers:

A. facilitate technology-enhanced experiences that address content standards and student technology standards.

B. use technology to support learner-centered strategies that address the diverse needs of students.

C. apply technology to develop students' higher order skills and creativity.

D. manage student learning activities in a technology-enhanced environment

IV. ASSESSMENT AND EVALUATION.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- A.** apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- B.** use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- C.** apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice. Teachers:

- A.** use technology resources to engage in ongoing professional development and lifelong learning.
- B.** continually evaluate and reflect on professional practice to make informed decisions regarding the

use of technology in support of student learning

- C.** apply technology to increase productivity.
- D.** use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- A.** model and teach legal and ethical practice related to technology use.
- B.** apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- C.** identify and use technology resources that affirm diversity.
- D.** promote safe and healthy use of technology resources.
- E.** facilitate equitable access to technology resources for all students.

National Educational Technology Standards for Teachers (NETS-T) Completion Form

Student: _____ **ASU ID #:** _____ **Major:** _____

Block/Methods Faculty
Signature/Date

Academic Consultant /Supervisor
Signature/Date

I. Technology Operations and Concepts

A. demonstrate introductory knowledge

B. demonstrate continual growth

II. Planning and Designing Learning Environments

A. design developmentally appropriate learning opportunities

B. apply current research on teaching and learning

C. identify and evaluate local technology resources

D. plan for the management of technology resources

E. plan strategies to manage student learning in technology rich environments

III. Teaching, Learning and the Curriculum

A. facilitate technology-enhanced experiences that address appropriate standards

B. use technologies to support learner-centered strategies

C. apply technology to develop students' higher order skills and creativity

D. manage student learning activities in a technology rich environment

IV. Assessment and Evaluation

A. apply technology in assessing student learning using a variety of techniques

B. use technology resources to collect and analyze data, interpret results....

C. apply multiple methods of evaluation

V. Productivity and Professional Practice

A. use technology resources to engage in ongoing professional development...

B. continually evaluate and reflect on professional practice

C. apply technology to increase productivity

D. use technology to communicate and collaborate

VI. Social, Ethical, Human and Legal Issues

A. model and teach legal and ethical practice related to technology use

B. apply technology ... to enable and empower diverse learners

C. identify and use technology resources that affirm diversity

D. promote safe and healthy use of technology resources

E. facilitate equitable access to technology resources for all students

Student teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning.
Student Teaching Supervisors only are to sign off on these performance indicators to the right.

RCOE National Educational Technology Standards addressed

Student: _____ **ASU ID #:** _____ **Major:** _____

The above student has provided evidence of acceptable quality that addresses all of the NETS-T.

UNIVERSITY SUPERVISOR SIGNATURE

ACADEMIC CONSULTANT SIGNATURE

The University Supervisor met with the following persons for a review of the artifacts/rationales for the addressed standards on (Date) _____

COOPERATING TEACHER SIGNATURE

STUDENT TEACHER SIGNATURE

APPENDIX E: Information and Resources for Preparing for Praxis I

Appendix E: Information & resources for students in preparing for the Praxis

How to sign up for the Praxis I test:

The easiest way is to call the ASU testing center with a credit or debit card to sign up or to come in person with a check (they cannot accept cash). 262-6801. The combined test costs \$130 (4 hour test). Students can also pay \$145 to take the three tests at different times. Each test takes about 2 hours. More information is available at www.testing.appstate.edu.

How to get a practice book to study for the Praxis I test:

- You can buy one from the ASU bookstore, and several copies are available in the library.
- CliffsTestPrep Praxis I, PPST [electronic resource]/by Jerry Bobrow is online via the library website.
- The Department of Curriculum and Instruction (2nd floor of the RCOE Building) checks out copies of Praxis test prep books to education majors.

For students who need more help...

Support for test anxiety/building confidence:

The Wellness Center offers help for stress management, test anxiety and biofeedback. You can sign up by going by the 2nd floor of the Miles Annas Student Services building or by calling 262-3148.

Test-taking tips in general and/or help in creating a study plan for the Praxis I, including assessment of your reading, vocabulary, writing and grammar skills:

Cama Duke, Learning Skills Services, can meet with students preparing for the Praxis up to three times per semester to assess your needs, to discuss test-taking tips, and to help you develop a study plan for success. Call 262-3044 or email dukecj@appstate.edu.

Help as you study math concepts:

The Math Lab is available on a drop-in basis (see www.tutoring.appstate.edu to find out hours of operation). Bring problems to work on and ask for help from the tutors in this lab as needed. The Math Lab is great for help in reviewing math and getting unstuck on a math problem—it does not suffice if you need to learn math concepts. In that case, you might consider taking MAT 0010 Developmental Math as a way to improve your skills.

Help in studying for the writing test:

The Writing Center is a great resource to improve your writing skills and to learn to recognize grammar errors. Call 262-3144 to make an appointment. They can best help you if you bring a practice paper (time yourself for 30 minutes and write a practice paper answering a sample prompt from a workbook). It may also be wise to study Diana Hacker's *A Writer's Reference* or similar book to improve your awareness of key grammar rules that might appear on the test.

Help in preparing for the reading test:

Consider taking RE 1010, a half semester speed reading class. Read the *New York Times* daily. In all of your classes, do any suggested reading as much as you can. Watch for any new vocabulary words and look them up/study them as you come to them. Consider taking a Humanities English literature class to have the chance to analyze and discuss what you read or COM 2101 (Public Speaking) as a way to work with organization of nonfiction and analyzing purposes for writing. The best way to improve in reading is to read a lot, to read a wide variety of types of texts, and to reflect on or discuss what you have read.

Career Counseling:

Explore your options at Peer Career, 2nd floor of the Student Union, meet with your advisor, and/or visit Career Development, 3rd floor John E. Thomas Building.

APPENDIX F: Praxis II Requirement for Teacher Education Majors



Appendix F: PRAXIS II Test Requirement for All Teacher Education Majors

The following information is of utmost importance in terms of all students meeting the necessary requirements to complete a teacher education degree at Appalachian State University.

As of fall 2007, all students in a teacher education program at Appalachian are required to take the appropriate PRAXIS II test for their licensure areas prior to or during student teaching. Completing the test and submitting the scores to the Reich College of Education is a course requirement for student teaching (C I/SPE 4900) and, as such, one of the program requirements needed to successfully complete degree in order to be recommended for licensure. Students may take the PRAXIS II prior to applying for student teaching but **must** take the test prior to the completion of student teaching.

Any student who has not taken the PRAXIS II test prior to the completion of student teaching will not receive a grade for student teaching until the test has been taken and an official copy of the test scores is received in the RCOE Dean's Office. Without the grade for student teaching, a student will be ineligible to graduate and, therefore, will not be recommended for licensure. Students who take the appropriate test but do not meet the state established cut-off score will not be denied their degree, but they will be strongly encouraged to retake the test as soon as possible.

The PRAXIS II test is an important performance measure for prospective teachers. As a result of federal legislation (No Child Left Behind), school districts are seeking to hire highly qualified candidates; one of the state's measures for such a qualification is successful completion of the appropriate PRAXIS II test. Graduates with passing PRAXIS II scores will, in most cases, be favored for hiring by school districts over those without passing scores. Information about PRAXIS II is available on line at www.ets.org. Information regarding this requirement can be found on the RCOE homepage in the *Undergraduate Teacher Education Handbook*: <http://www.ced.appstate.edu> and in the Office of Field Experiences, Rm 405J in the new RCOE Building.

If you have any questions relating to Praxis or this memo, please contact Dr. David Wiley, Associate Dean, wileyda@appstate.edu or call 262-6107.

APPENDIX G: Application for Admission to Undergraduate Teacher Education

<http://www.ced.appstate.edu/students/prospective/undergrad.aspx>

**REICH COLLEGE OF EDUCATION
APPALACHIAN STATE UNIVERSITY**

Teacher Education Admission Application

Application Deadlines: Completed application (including official Praxis scores) should be received by:
For Fall Semester - August 1 For Spring Semester - December 1 For Summer Session - May 1

Students should apply for admission to teacher education when they have earned 45 semester hours and met all admission criteria listed below.

To be completed by student:

Name _____

SS# _____ Banner ID# _____

ASU Box #/Local Address _____

E-Mail Address _____ Telephone _____

Declared Major _____ Current Semester: F ___ S ___ SS ___ 201__

Faculty Advisor/ Program Coordinator _____ Department _____

Office #/Building _____ Telephone _____

To be completed by advisor and student: (Faculty portal advising screen can be used for verification)

Date of Admission to Appalachian State _____

If Transfer Student, Number of Hours Transferred (Accepted by ASU) _____

Minimum Admission Criteria That Must Be Met:

- Current Cumulative GPA at ASU (GPA must be a minimum of 2.5 on 45 or more semester hours at time application is submitted and admission decision made; transfers with 45 or more semester hours must earn a 2.5 on minimum of 12 sh at Appalachian): _____
- Semester Hours (minimum of 45 sh required). Semester hours earned to Date: _____
- English 1000 Grade of C {2.0} or better required. Grade Earned: _____
- Speech Screening Completed: Yes _____
- CI 2300 Grade Must be C {2.0} Grade Earned: _____
FDN 2400 Grade Must be C {2.0} Grade Earned: _____
NOTE: For students who took CI 2800 prior to revised core CI 2800 Grade Must be C {2.0} Grade Earned:

- Candidate for Professional Licensure (CPL) Form (Completed in 2300). Yes _____
- Grades of Incomplete (I): ___yes ___no
(All "I" grades must be removed prior to admission to teacher education)
- Criminal Background Check (CBC) completed within the previous 6 months
- Second Academic Concentration (Must be declared by majors in Elementary Education, Middle Grades Education, Physical Education, Business Education, Health Education, and Technology Education) _____

Minimum Scores on Praxis I, SAT, or ACT:

Praxis I	Mini- mum	Score	SAT	Mini- mum	Score	ACT	Mini- mum	Score
Mathematics	173		Mathematics	550		Mathematics	24	
Reading	176		Reading/ Verbal	550		English	24	
Writing	173						24	
Or Combined	522		OR Combined	1100		OR Composite	24	

PRAXIS I Testing Requirement for Admission to Teacher Education
(Minimum Scores)
Reading 176 Writing 173 Mathematics 173 or Combined R+W+M 522
 SAT Reading score of 550 or ACT English score of 24 can be used in lieu of Praxis I Reading and Writing
 SAT Mathematics score of 550 or ACT Mathematics score of 24 can be used in lieu of Praxis I Mathematics
 SAT Reading + Mathematics Total Score of 1100 or ACT Composite Score of 24 can be used in lieu of Praxis I

NOTE: All admission criteria must be in place at the time the application is submitted.

Student Signature _____ Date _____

Advisor/Coordinator Signature _____ Date _____

.....

The following is taken from "Application for a North Carolina License." If the answer to either of the questions is yes, the applicant must attach a statement to their North Carolina Licensure request giving full details, official documentation of the action taken, and/or a certified copy of the court proceedings.

A criminal background check is required by the Reich College of Education.

STATEMENT OF APPLICANT

NOTE: If the answer is "yes" to either of the two questions below, student must meet with the Associate Dean, Dr. David Wiley, (262-6107) prior to admission to teacher education. Needed documentation will need to be presented when meeting with the Associate Dean.

Have you ever had a certificate or license revoked or suspended by any state or other governing body? Yes ___ No ___
 Have you ever been convicted of a crime (excluding minor traffic violation)? Yes ___ No ___
 (Minor traffic violations are generally unreported on a CBC)

Please do not attach any information relating to these two questions to this application for admission to teacher education. Students must also provide answers on both the CPL form and on the Application for a North Carolina License.

If you have questions regarding either of the above, please contact Dr. David Wiley, Associate Dean, Rm. 400 RCOE or 828-262-6107.

FOR RCOE DEAN'S OFFICE USE ONLY:

Admission criteria met verified by: _____ Date _____

DATE ADMITTED: _____ or DATE REJECTED: _____

 Signature of Associate Dean _____ Date _____

.....

It is the student's responsibility to submit this completed application and requested information to the Office of the Dean, Room 400 RCOE Building. Student will be notified via email if application is incomplete or if application is rejected. After notification, incomplete applications will be returned to the student's ASU post office box.

***APPENDIX H: Available Teacher Education Majors and Sample Major
Checksheet***

APPENDIX H

Checksheets for teacher education majors (listed below) may be obtained from the RCOE Dean's Office, Office of the Dean in your degree granting college/school, General Studies Advising Office, and departmental offices.

Art Education, K-12
Biology, Secondary Education (with licensure in Biology and Comprehensive Science)
Business Education
 Business Education
 Business/Marketing Education
Chemistry, Secondary Education (with licensure in Biology and Comprehensive Science)
Child Development B-K
Elementary Education
English, Secondary Education
Family and Consumer Sciences Education
French Education (K-12)
Geology, Secondary Education (with licensure in Biology and Comprehensive Science)
Health Education (K-12)
History, Secondary Education
Mathematics, Secondary Education
Middle Grades Education:
 Language Arts (6-9)
 Mathematics (6-9)
 Science (6-9)
 Social Studies (6-9)
Music Education, General, K-12
Music Education, Instrumental, K-12
Physical Education Teacher Education
Physics, Secondary Education (with licensure in Biology and Comprehensive Science)
Spanish Education (K-12)
Special Education:
 Adapted Curriculum (K-12)
 General Curriculum (K-12)
Technology Education
 Technology Education, Secondary Education
 Trade and Industry
Theatre Arts, K-12

ELEMENTARY EDUCATION
APPALACHIAN STATE UNIVERSITY GENERAL EDUCATION 2011-2012
<http://generaleducation.appstate.edu>

NAME _____ MAJOR _____

FIRST YEAR SEMINAR (3 s.h. required)

____ UCO 1200 or HON 1515 or WGC 1103

WRITING ACROSS THE CURRICULUM (6 s.h. required)

____ English 1000 or FL 1000 or WGC 1103

____ English 2001 or WGC 2202 or WGC 2205

MAJOR REQUIREMENTS

____ Junior writing in the discipline *

____ Senior capstone experience (Student Teaching)

(*These hours count in the major requirements, not in the 44 hours of General Education requirements.)

QUANTITATIVE LITERACY (4 s.h. required)

____ MAT 1010 ____ MAT 1030

____ MAT 1020 ____ MAT 1110

____ MAT 1025

NOTE: STT courses must be approved by the departmental chair.

WELLNESS LITERACY (2 s.h. required) - Choose from the following:

1 s.h. COURSES: PE 1700-1877 (1) _____ (2) _____

2 s.h COURSES: ____ HP 1105, ____ HED 1000, ____ DAN 1400, ____ DAN 1410

____ DAN 1420, ____ DAN 2400, ____ DAN 2410, ____ DAN 2420

____ DAN 3280, ____ DAN 3480, ____ DAN 3580

3 s.h. COURSES (additional hour counts as elective): ____ DAN 4460 ____ NUT 2202,

____ PE 3008,

DESIGNATIONS

____ Fine Arts, ____ Historical Studies, ____ Literary Studies

PERSPECTIVES (29 S.H. Required): Elementary Education majors take only the designated courses within each theme. Any 8 hour theme from the Science Literacy Perspective may be taken; however, themes from the remaining perspectives must be taken as indicated unless approval has been granted by the General Education Office or the Elementary Education Program Coordinator. *Italicized courses appear in multiple themes; however, courses may not be applied to more than one theme.* Fulfillment of the course designations for Fine Arts, Historical Studies, and Literacy Studies will be met through the required curriculum.

SCIENCE INQUIRY PERSPECTIVE (Elementary Education majors choose 8 s.h. from one theme) *Must be taken sequentially.

Biology and Society: ____ BIO 1101, ____ *BIO 1102*

* Chemistry Connections to Our Changing World: ____ CHE 1101/ CHE 1110 _____, ____ CHE 1102/ CHE 1120 _____

Contemporary Science: ____ GSP 1010, ____ GSC 1020, ____ GSG 1030, ____ GSB 1040

Global Environmental Change: ____ BIO 1103, ____ GHY 1011, ____ GHY 1012, ____ *GLY 1104*

* How Things Work: ____ *PHY 1101*, ____ PHY 1102

Life, Earth and Evolution: ____ *BIO 1102*, ____ ANT 1430, ____ *GLY 1102*

* Physics of Self Expression: ____ *PHY 1101* ____ PHY 1810, ____ PHY 1812, ____ PHY 1814

* Physics with Calculus: ____ PHY 1150, ____ PHY 1151

Restless Planet: Earth, Environment and Evolution: ____ GLY 1101, ____ *GLY 1102*, ____ GLY 1103

The Blue Planet: ____ *GLY 1104*, ____ GLY 1105

* The Physics of Our Technological World: ____ PHY 1103, ____ PHY 1104

* Voyages Through the Cosmos: ____ AST 1001, ____ AST 1002

AESTHETIC PERSPECTIVE (Elementary Education majors choose two courses for 6sh)

Cultivating Creative Expression: ____ ART 2022 (FA), ____ MUS 2022 (FA), ____ THR 2022 (FA)

HISTORICAL AND SOCIAL PERSPECTIVE (6 to 9 s.h.) Elementary Education majors must take HIS 1200 and PS 1100. If ENG 2350 is NOT taken then ENG 2040 must be taken from the Local to Global Perspective.

This American Life: ____ HIS 1200 (HS), ____ ENG 2350 (LS), ____ PS 1100

LOCAL TO GLOBAL PERSPECTIVE (6 to 9 s.h.) Elementary Education majors must take HIS 1130 and GHY 1020. If ENG 2040 is NOT taken then ENG 2350 must be taken from the Historical and Social Perspective.

Regions in Global Context: ____ HIS 1130 (HS), ____ *ENG 2040* (LS), ____ *GHY 1020*

- I. **General Education Requirements** 44 S.H.
- II. **Professional Education Requirements** All courses must be completed with "C" (2.0) or better. 24 S.H.
- C I 2300 ____ Teaching and Learning in the Digital Age (2) *Entry course to teacher education. Required prior to admission to teacher education.*
- FDN 2400 ____ Critical Perspectives on Teaching and Learning (2) *Required prior to admission to teacher education. Prerequisite or Co-requisite: CI 2300.*
- PSY 3010 ____ Psychology Applied to Teaching (3) *May be taken prior to or after admission to teacher education. Prerequisite or Co-requisite: C I 2300.*
- SPE 3300 ____ Creating Inclusive Learning Communities (3) *Admission to teacher education required. Prerequisites: CI 2300, FDN 2400, PSY 3010.*
- CI 3400 ____ Policies and Practices in Educational Assessment (2) *Admission to teacher education required. Prerequisites: CI 2300, FDN 2400, PSY 3010.*
- CI 4900 ____ Student Teaching (12) (Graded on S/U basis) *All courses in professional education core must be completed with grades of C (2.0) or better prior to student teaching, along with other courses (including methods and reading) identified within the major to be completed prior to student teaching and/or requiring C (2.0) or better.*
- III. **Major Requirements** 49 S.H.
- (MUST complete with a "C" or better & before Block II)
- MAT 2030 ____ Mathematics for the Elementary School Teacher (3) (MUST be completed before admission to Block I)
- ENG/RE 3240 ____ World Literature for Children (3)
- HED 3645 ____ Health Education in the Elementary School (3)
- PE 3556 ____ How Children Move: Implications Elementary Education (2)
- GHY 3013 ____ North Carolina or HIS 3728 ____ History of North Carolina (3)
- THR 3856 ____ Creative Drama (3) or ART/CI 3021 ____ Art Elementary School (3) or MUSIC 2024 ____ Music Methods Classroom Teacher (3)
- Directed Elective: **Choose one** of the following courses for 3 sh or an appropriate substitution approved by an advisor.
- CI 3551 ____ Teacher, Leader, Citizen (3)
- CI 3552 ____ Environmental Literacy in 21st Century Schools and Society (3)
- CI 3553 ____ Issues of Language and Culture in Public Schools (3)
- CI 3530-3549 ____ Selected Topics in Elementary Education (3)
- Block I** (MUST take concurrently after admission to teacher education before Block II with a "C" or better. Block I must be taken along with SPE 3300.)
- MAT/CI 3030 ____ Investigating Mathematics and Learning (4)(WID)
- RE 3030 ____ Foundations of Literacy (3)
- CI/SPE 3000 ____ Learner Diversity (3) (10 hrs. service learning included)
- CI 3750 ____ Integrating Media and Technology into Teaching (3)
- Block II** (MUST take concurrently after admission to teacher education with a "C" or better, after Block I, and before student teaching)
- CI 4030 ____ Teaching Mathematics in the Elementary School (3)
- RE 4030 ____ The Development of Literacy for Learning (3)
- CI 3110 ____ Social Studies in the Elementary School (3) (10 hrs. service learning included)
- CI 4000 ____ Elementary School Curriculum & Instruction (4)
- GS 4401 ____ Methods of Elementary Science Teaching (3)
- IV. **Second Academic Concentration** 18 S.H. (9 S.H. can be double counted from General Education and Major) 9 S.H.
- Diversity Studies Global Issues The Arts Math, Science, & Technology Social Studies English
Natural Sciences Mathematics Theater Visual Arts Music Foreign Language
- V. **Electives (Minimum)** 2 S.H.
- VI. **Total Semester Hours** 128 S.H.

**GOALS AND OBJECTIVES
ELEMENTARY EDUCATION (K-6)
Bachelor of Science**

Students in the program are expected to demonstrate:

1. Mastery of basic content in several basic disciplines, including communication skills, mathematics, and sciences, the social sciences, health education, and applied arts.
2. Knowledge of the principles of curriculum and learning theories and understanding of their relationship to instructional programs for children.
3. Successful teaching in a variety of learning environments and in the various subject matter areas included in their preparation program.
4. Effective instructional practices, including planning, implementing, evaluating, and reflecting.
5. Knowledge of contemporary issues and trends in education within a historical, philosophical, and sociological framework.
6. An understanding of human growth and development with emphasis on the elementary years.
7. Competence with technology as required for licensure.

APPENDIX I: Faculty Referral Form

Referral of Student to the Undergraduate Studies Committee
(See policy and procedures for referral on page 15 of this handbook)

Name of Student _____

Social Security Number/Banner ID NUMBER _____

When faculty members have concerns about students who have expressed an interest in becoming teacher education majors, or those who have already been admitted to teacher education programs, these concerns should first be referred to the student's program area and to the chairperson of the major department. If concerns cannot be addressed after review(s) at these levels, the noted concern and a recommendation should be referred to the Reich College of Education **Undergraduate Studies Committee (USC)**. The USC is chaired by the RCOE Associate Dean.

Please indicate the items of difficulty the student is encountering that lead to this referral. Please note specific examples. (Reason for referral may be placed on an attached page).

Referred by _____ Title _____

Date _____

RESOLUTION OF CONCERN BY PROGRAM OR RECOMMENDATION OF PROGRAM

Signature Program Coordinator: _____ Date: _____

If the concern is not resolved/addressed at the program level, recommendation of program area should be forwarded to the chairperson.

RESOLUTION OF CONCERN BY CHAIRPERSON OR RECOMMENDATION OF CHAIRPERSON:

Chair Signature: _____ Date: _____

If the concern is not resolved/addressed at the chairperson level, recommendation of the chairperson should be forwarded to Reich College of Education Undergraduate Studies Committee, Associate Dean's Office, Rm 400 RCOE.

APPENDIX J: Application for Student Teaching

<http://www.teachers.appstate.edu/stapplication>

SAMPLE APPLICATION ONLY
APPLICATION
MUST BE COMPLETED ONLINE

<http://www.teachers.appstate.edu/stapplication>

SAMPLE APPLICATION ONLY
APPLICATION MUST BE COMPLETED ONLINE

<http://www.teachers.appstate.edu/stapplication>



Email Address:

Student Teaching Semester:

Banner ID:

Expected Graduation:

Contact and General Information

Parent(s) Name(s):
Permanent Address:

Local Address:

Date of Birth:

Gender:

Permanent Phone:
Convictions: Explanation:

Local Phone:

Marital Status:

Physical Conditions:
Other Information:

Educational History

Major:
Concentration:
Concentration (2nd):

Major (2nd):
Concentration:
Concentration (2nd):

High School:
City & State:
Dates Attended:
Degree:

High School (2nd):
City & State:
Dates Attended:
Degree:

Community College:
City & State:
Dates Attended:
Degree:

Community College (2nd):
City & State:
Dates Attended:
Degree:

Previous University:
City & State:
Dates Attended:
Degree:

Previous University (2nd):
City & State:
Dates Attended:
Degree:

Question & Answer

What activities in your life influenced your decision to become a teacher?

Why did you select your identified teaching major?

SAMPLE APPLICATION ONLY
APPLICATION MUST BE COMPLETED ONLINE

<http://www.teachers.appstate.edu/stapplication>

SAMPLE APPLICATION ONLY
APPLICATION MUST BE COMPLETED ONLINE

<http://www.teachers.appstate.edu/stapplication>

Student Teaching Semester:

Expected Graduation:



What goals have you set for your teaching career?

What should be accomplished to bring improvement to our nation's educational system?

What positive concepts exist in our current educational system?

Biographical Addendum

Government Service:

College Activities & Honors:

High School Activities & Honors:

Special Activities:

Other Activities:

<u>Activities</u>	<u>Direct</u>	<u>Assist</u>
Group Singing	Y/N	Y/N
Drama/Play Coaching	Y/N	Y/N
Debate	Y/N	Y/N
Library	Y/N	Y/N
Art	Y/N	Y/N
School Paper	Y/N	Y/N
School Annual	Y/N	Y/N

List instruments you feel competent accompanying group with:

Clubs you feel competent to direct:

Clubs you feel competent to assist:

Sports you feel competent to direct:

Sports you feel competent to assist:

TEACHING EXPERIENCE:

Date completed:

***APPENDIX K: Application for a North Carolina License and Crime
Explanation Form***

<http://www.ncpublicschools.org/licensure/forms/>

Click on Form A

APPLICATION FOR A NORTH CAROLINA LICENSE

Type or print the following information.

(See reverse side for instructions)

last name	first name	middle name	maiden
street address		city	state zip code
social security number	date of birth (month, day, year)	telephone number (with area code)	
sex <input type="checkbox"/> male <input type="checkbox"/> female	race <input type="checkbox"/> African American <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Caucasian <input type="checkbox"/> Hispanic <input type="checkbox"/> Other		

List the areas of licensure for which you are applying

_____	_____
_____	_____

STATEMENT OF APPLICANT

Have you ever had a certificate or license revoked or suspended by any state or other governing body? If yes, attach a statement giving full details and official documentation of the action taken. yes no

Have you ever been convicted of a crime (excluding minor traffic violations)? If yes, you must submit court documents that indicate judgment and disposition of the case from the court of conviction and an explanation of the incident(s). yes no

I certify that the information provided in this application is correct and true. I understand that the falsification of any statement or document will result in the revocation of my North Carolina license.

Signature: _____

Date: _____

SAMPLE

**CANDIDATE FOR PROFESSIONAL LICENSURE (CPL)
CRIME EXPLANATION FORM**

This Crime Explanation form is to be completed by all candidates wishing to apply for a NC teaching license who have been convicted of a crime other than minor traffic violations. The individual should use the space provided to explain in detail the conviction(s). Include the exact nature of the offense including its legal name, the date of occurrence, the state and county where it occurred, and the punishment issued. Please use extra sheets of paper if needed. Also attach official documentation that indicate judgment and disposition of the case from the court of conviction. After completing the explanation portion of this form please sign and date it where indicated. Failure to do so would result in the dismissal of the application.

Explanation of Crime

Signature

Date

APPENDIX L: Reich College of Education Request for Late Drop

**Reich College of Education
Request for Late Drop**

Late Drop Policy Reminder

Students may freely drop or add any course during the drop/add period of each term. Beyond that, students are allowed to drop no more than four courses during their academic career. The registrar and university policy allow ample time for students to make a decision about dropping a class. **AFTER THE SPECIFIED DROP PERIOD, UNIVERSITY POLICY STIPULATES THAT A COURSE CANNOT BE DROPPED UNLESS THERE ARE 'EXCEPTIONAL CIRCUMSTANCES.'** The Reich College of Education adheres to this policy very closely and any 'exceptional circumstances' must be unavoidable by the student and must be properly documented. A request to drop will NOT be considered based solely on poor performance in a class, prospect that student will not get the desired grade in a class, student work/job issues, change of major, or a class not being a required class for the student. Neither will request for late drop be considered if reason is the grade/potential grade would/could negatively impact admission to teacher education or student teaching, remaining in teacher education/major, or recommendation for licensure.

To be completed by the student:

Full Name: _____ Email Address: _____

Telephone No.: _____ Class: _____ - _____ Term: _____
(Dept & Course No.) (Section No.)

Reason(s) for requesting a late drop:

(If more space is needed, please use other side.)

Please attach documentation to support your request. If your request is related to medical issues, you should obtain proper documentation you wish to have considered from ASU Health Services before seeking approval signatures.

Student Signature: _____ Date: _____

Approval signatures must be obtained in the order listed:

Instructor: _____ Date: _____

Department Chair: _____ Date: _____

Associate Dean: _____ Date: _____

To be completed by RCOE Dean's Office, if approval is granted:

_____ Drop IS to be counted as one of the four allotted drops.

_____ Drop is NOT to be counted as one of the four allotted drops.

The completed form must be taken to the Registrar's Office in John Thomas Hall.

APPENDIX M: Final Grade Appeal Procedure

http://academicaffairs.appstate.edu/sites/default/files/grade_appeal.pdf

Final Grade Appeal Procedure

Appalachian State University

Any student considering a grade appeal should understand that each faculty member has the right and responsibility to determine grades according to any method chosen by the faculty member which is professionally acceptable, communicated to everyone in the class, and applied to all students equally. Prejudiced, arbitrary, or capricious academic evaluation by a faculty member, however, is a violation of the student's rights and is a valid ground for a final grade appeal.

Steps to take in final grade appeal

--Any student who contests a course final grade shall first attempt to resolve the matter with the instructor. The student must explain her or his position to the instructor and attempt to understand the instructor's reasons for assigning the grade. The purpose of the meeting is to reach a mutual understanding of the student's situation and the instructor's actions and to resolve differences in an informal and cooperative manner. If the student fails to reach a satisfactory solution in consultation with the instructor, the student must present the appeal in writing, using the grade appeal form, to the chair of the department in which the contested grade was awarded. A copy of the necessary form is provided at the end of this document.

--**The student must file the written appeal with the department chair within 14 calendar days after consulting with the instructor.** The statement must be specific and concise and limit itself to citations of evidence pertaining to valid grounds for the appeal. Through conferring with the student and the instructor, the chair will seek resolution by agreement. The student must provide the chair with a course syllabus and all available tangible materials related to the grade (e.g., exam and term papers) as well a list of any items used in the evaluation for which the student cannot provide documentation (e.g., unreturned exams, grades on class participation, attendance records).

--**If there is failure to reach an agreement through consultation with the chair, the student may file the written appeal with the Grade Appeals Committee through the Office of the Dean of the college or school in which the grade was awarded. The student must file this written appeal within 30 calendar days after the beginning of classes in the next semester after the contested grade was awarded.** When possible, the form must be signed and dated by both the instructor and the department chair as well as the student. In accordance with the instructions on the form, the student must present with it the documentary evidence furnished to the department chair and any other evidence relevant to the case.

--The dean or her or his designee serves as convener of the Grade Appeals Committee of the college or school. Each full committee consists of the convener (who presides over hearings), the chair of the department in which the contested grade was assigned, three faculty, one undergraduate student, and one graduate student, all from the college or school which the committee serves. The department chair sits in a non-voting capacity, and the convener votes only in the case of a tie. The three faculty members, one alternate faculty member, and two students are appointed by the dean from among volunteers for the assignment. A quorum for each committee shall consist of no fewer than one student and two faculty members, along with the convener.

--**The Grade Appeals Committee has authority to screen out frivolous or unsubstantiated appeals. The convener will explain any such finding in writing to the student, the faculty member, and the department chair.**

--If the committee grants a full hearing, the student will appear before it to present all evidence relevant to her or his case. The convener will also invite the instructor to appear and present any evidence in support of her or his grade decision. The committee may ask questions of either or both and will hold its deliberations in executive session after hearing the case. The dean, the department chair, the faculty member and the student will receive prompt written notification of the committee's findings. The committee's decision is binding. If the committee supports the student's appeal, the instructor will be required to re-evaluate the student according to a specific method. The method of re-evaluation will depend on the circumstances of the appeal. Re-evaluation will not be used in a punitive manner toward the student. The student has 14 calendar days to inform the instructor, department chair, and convener in writing whether she or he consents to the proposed method of re-evaluation (which must be completed within the semester of the finding). Should the student not consent to the proposed method of re-evaluation, the instructor, chair, and committee will mutually agree on a method of recalculating the appealed grade. In either case, the resulting grade is final and may not be appealed.

APPENDIX N: Criminal Background Check

*Appalachian State University
Criminal Background Check*

Authorization/Consent and Completion Directions

****KEEP THIS PAGE FOR YOUR REFERENCE****

****ENTER ALL INFORMATION ON CONSENT FORM CORRECTLY AND LEGIBLY****

****ASU background checks expire after six months****

Part I: Authorization/Consent

****A minimum charge of \$20.00 will be assessed to the student by Certiphi for each completed ASU background check. Multiple ASU background checks will be required during the student's academic career.**

Enter ALL information requested on the consent form beginning with the line asking for your date of birth

Sign the form using your full legal name (next to last line).

PRINT your full legal name on the last line.

Take form to Jean Edwards, Reich College of Education Building, Room 404D or mail completed form to Jean Edwards, ASU-RCOE, P.O. Box 32038 Boone, NC 28608. (You will not be able to complete the online portion of background check until information on consent form has been downloaded by this office into Certiphi's database).

Part II: Completion of the Criminal Background through Certiphi.com

You should receive an email message from Certiphi.com/APPLICATIONSTATION. You will be asked to log into Certiphi's Application Station-Student Edition to complete the online portion of the background check (*see NOTE at bottom of page*).

Your browser link will be <http://www.applicationstation.com>

Enter the code: APPSTATEEDUCATION in the Application Station Code field.

Create an account for yourself by clicking the SIGN UP NOW button.

Follow the instructions on the website to complete your background investigation order.

For technical issues call Certiphi's support desk at 888/291-1369 ext. 2006.

You and the Reich College of Education will receive results within 72 hours. *You should print a copy of the report for your records.*

Part III: If you have a criminal background.....

If you have a criminal background, you may be asked to write an explanation of the charge(s) by Dr. Robin Groce, Assistant Dean of the Reich College of Education. Please send your explanation by email as an attached document to edwardsjk@appstate.edu. You may also deliver your explanation in a sealed envelope to Ms. Jean Edwards. Ms. Edwards' office is located in the Reich College of Education Building, Room 404D.

NOTE: If you have completed and turned in the consent form and do not receive an email from Certiphi.com 3 days after doing so, use the directions in Part II beginning with browser link to complete the background check.

**Appalachian State University
Reich College of Education**

AUTHORIZATION AND CONSENT FOR RELEASE OF EDUCATION RECORDS

ASU CRIMINAL BACKGROUND CHECKS EXPIRE SIX MONTHS AFTER THE REPORT IS COMPLETED

Directions: Complete the blanks below. It is important that you enter ALL information requested correctly and legibly. Sign your complete, legal name in the signature blank and print it legibly in the printed name blank. This form must be returned to your professor or to Jean Edwards, College of Education Building, Room 404D. Once the information is downloaded you will receive an email message from Certiphi.com requesting that you log into ApplicationStation.com to provide additional information needed for the online portion of the background check.

I hereby request, authorize and consent to the release of the following specified education records to Appalachian State University:

- All Education Records
- All Medical Records and Protected Health Information (within the meaning of 45 C.F.R. § 160.103)
- Academic Transcript
- Student Disciplinary Records
- Other (specify) Results of criminal background checks

The education records designated above should be released and disclosed only to:

- * The Assistant Dean, Office of Field Experiences, ASU-Reich College of Education, Boone, NC 28608
- * School district or agency personnel designated by the Assistant Dean to facilitate field placements.

In order for the online criminal background check to be completed properly by the current service provider the date of birth, ASU Student Identification Number (Banner ID), the ASU email address and Instructor's name must be provided by the student.

Date of Birth _____

ASU Student ID _____

ASU Email Address _____

Instructor's Name _____ Course and Section Number _____

The education records designated above are to be disclosed to the recipient identified above for the following reasons and purposes: To meet course and/or program field experience requirements in P-12 schools or agencies.

I further authorize officers, employees and agents of Appalachian State University to discuss the specified records and any related information with the recipient(s) identified above. This consent is effective as to any disclosure by an officer, employee or agent of Appalachian State University until such officer, employee, or agent receives written notice of revocation of this consent.

Student's Full Legal Name - Signature

Date

Student's Full Legal Name - Printed