

**GOODMAN SCHOOL OF EDUCATION**

**DEPARTMENT OF TEACHER EDUCATION**

**POLICIES AND PROCEDURES HANDBOOK**

2025-2026

*Revised July 2025*

***“Preparing Teachers as Reflective Practitioners”***

**Policies and Procedures Handbook**

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**I. Conceptual Framework**

***Teacher as Reflective Practitioner***

**Catawba College**

**Mission Statement**

To prepare reflective, innovative, and inclusive educators equipped with the professional knowledge, skills, and dispositions necessary to teach effectively in diverse, global communities. Our program is designed to foster a commitment to lifelong learning, critical thinking, and ethical leadership, aligning with contemporary educational research and best practices.

**Vision Statement:** To serve as a premier regional provider of exemplary teachers who inspire and empower students through research-based practices, cultural responsiveness, and lifelong learning. Our graduates will be equipped with the skills to engage in 21st-century classrooms, integrating technology, collaboration, and creativity in their teaching.

**Value Statement:** We are committed to training teacher candidates to lead the field of education as scholars and role models through service to the community, its schools, and its diverse population of learners. Our program fosters a commitment to equity, moral leadership, and professional excellence, ensuring teachers are prepared to meet the demands of a rapidly evolving global society.

A diagram of a reflective practice

AI-generated content may be incorrect.

**Core Beliefs**

The teacher education faculty upholds values that shape our understanding of the role of schools, teachers, and the preparation of future educators:

* **Every individual has worth and dignity**. We value diversity and seek to create inclusive learning environments that respect all students.
* **Self-reflection fosters growth**. Understanding oneself and personal values is essential for effective teaching and lifelong learning. Our program incorporates reflective practice, encouraging teacher candidates to evaluate their instructional choices and adapt their teaching methods continuously.
* **Responsibility extends beyond oneself**. Teachers should demonstrate civic engagement and integrity-driven leadership in their communities, contributing to the improvement of education at local, national, and global levels.
* **Everyone can learn**. Education should be accessible, equitable, and adaptable to different learning needs and styles. Our curriculum emphasizes differentiated instruction and culturally responsive teaching.
* **Knowledge empowers**. Learning is a lifelong process that happens in diverse settings—formal and informal, planned and spontaneous. We equip our candidates with the ability to think critically, solve complex problems, and lead in a knowledge-based economy.
* **Education supports holistic development**. Learning encompasses intellectual, social, emotional, and conscientious growth, enabling individuals to think critically and solve real-world challenges.
* **Schools prepare responsible citizens**. Beyond academics, schools must equip students with the skills and mindset to navigate a complex, evolving world. We stress the importance of social, political, and ethical issues within the classroom and in the broader community.
* **A strong liberal arts foundation is key**. Broad-based knowledge fosters adaptability, creativity, and interdisciplinary thinking in educators. Our curriculum integrates the arts, sciences, and humanities, preparing teachers to address the distinct needs of their students.
* **Effective communication and collaboration are essential**. Teachers must engage meaningfully with students, colleagues, and the community, fostering partnerships that extend beyond the classroom.
* **Great teachers are leaders**. Integrity, passion, subject-matter expertise, cultural awareness, and reflective practice define an effective educator. Our program emphasizes the development of leadership qualities, preparing teachers to lead both in the classroom and in their communities.

**The Conceptual Framework**

The Teacher as Reflective Practitioner framework serves as the philosophical foundation for our undergraduate and graduate programs. Rooted in educational theory and best practices, this framework underscores the importance of reflection as a means of professional growth and instructional improvement. Effective teaching requires an ongoing cycle of assessment, adaptation, and innovation. Teacher candidates are encouraged to engage in self-assessment, collaborate with peers and mentors, and integrate feedback into their instructional decision-making.

**Key Aspects:**

* **Global Awareness and Cultural Responsiveness:** Teachers must develop an understanding of diverse perspectives, histories, and learning styles. Culturally responsive teaching promotes equity, inclusivity, and respect for all students, fostering an environment where every learner can succeed.
* **21st Century Skills:** Our program emphasizes critical thinking, creativity, collaboration, and technological fluency. We equip candidates with the digital literacy and problem-solving skills needed to engage students in meaningful, real-world learning experiences.
* **Professional and Pedagogical Expertise:** Effective educators combine content mastery with evidence-based instructional strategies to facilitate student learning. Through coursework and field experiences, teacher candidates gain expertise in lesson planning, assessment, and classroom management techniques.
* **Commitment to Lifelong Learning:** Teaching is an evolving profession, requiring continuous professional development. Our graduates develop the mindset and skills necessary to engage in ongoing learning through advanced studies, professional organizations, and reflective practice.
* **Ethical and Community Leadership:** Educators play a crucial role in advocating for students, collaborating with families, and engaging with their communities. Our program prepares teacher candidates to take on leadership roles and contribute to educational reform efforts.

**Program Design and Structure**

Our teacher preparation program follows a progressive learning model, ensuring that candidates build upon foundational knowledge as they progress through the curriculum. This model integrates theory, hands-on practice, and reflection to prepare candidates for effective, student-centered teaching.

* **Foundation Courses:** Before formal admission into the program, students take introductory courses that provide a broad understanding of educational systems, child and adolescent development, and the role of teachers in society. These courses set the stage for deeper learning in pedagogy and instructional practice.
* **Core Professional Studies:** Once admitted, teacher candidates take courses focused on curriculum design, instructional strategies, assessment, and classroom management. Special emphasis is placed on differentiated instruction, culturally responsive teaching, and the use of technology to enhance learning.
* **Field Experiences & Practicum:** Teacher candidates engage in structured classroom observations and hands-on teaching experiences, allowing them to apply theory in real-world educational settings. These experiences are scaffolded to build confidence and expertise in instructional planning and delivery.
* **Capstone Student Teaching Experience:** The culminating experience of the program, student teaching provides an immersive, full-time opportunity to lead a classroom under the supervision of an experienced mentor teacher. Candidates develop independence in lesson planning, instruction, and assessment while also refining their reflective practice skills.

By integrating research-based pedagogy, reflective practice, and cultural responsiveness, our teacher preparation program develops educators who are not only subject-matter experts but also compassionate, innovative, and committed to lifelong learning. Our graduates leave prepared to make a meaningful impact in diverse educational settings and to inspire the next generation of learners

**North Carolina Professional Teaching Standards**

**Standard 1: Teachers demonstrate leadership.**

**1a. Teachers lead in their classrooms.**

1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study.

1a.2 Draws on appropriate data to develop classroom and instructional plans.

1a.3 Maintains a safe and orderly classroom that facilitates student learning.

1a.4 Uses positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.

**1b. Teachers demonstrate leadership in the school.**

1b.1 Engages in collaborative and collegial professional learning activities.

1b.2 Identifies the characteristics or critical elements of a school improvement plan.

1b.3 Displays the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan.

**1c. Teachers lead the teaching profession.**

1c.1 Participates in professional development and growth activities.

1c.2 Begins to develop professional relationships and networks.

**1d. Teachers advocate for schools and students.**

1d.1 Implements and adheres to policies and practices positively affecting students’ learning.

**1e. Teachers demonstrate high ethical standards.**

1e.1 Upholds the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct.*

**Standard 2: Teachers establish a respectful environment for a diverse population of students.**

**2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.**

2a.1 Maintains a positive and nurturing learning environment.

**2b. Teachers embrace diversity in the school community and in the world.**

2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.

2b.2 Incorporates different points of view in instruction.

2b.3 Understands the influence of diversity and plans instruction accordingly.

**2c. Teachers treat students as individuals.**

2c.1 Maintains a learning environment that conveys high expectations of every student.

**2d. Teachers adapt their teaching for the benefit of students with special needs.**

2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.

2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.

**2e. Teachers work collaboratively with the families and significant adults in the lives of their students.**

2e.1 Communicates and collaborates with the home and community for the benefit of students.

**Standard 3: Teachers know the content they teach.**

**3a. Teachers align their instruction with the *North Carolina Standard Course of Study*.**

3a.1 Develops and applies lessons based on the *North Carolina Standard Course of Study*.

3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students’ learning.

**3b. Teachers know the content appropriate to their teaching specialty.**

3b.1 Demonstrates an appropriate level of content knowledge in the teaching specialty.

3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.

**3c. Teachers recognize the interconnectedness of content areas/discipline.**

3c.1 Demonstrates knowledge of links between grade/subject and the *North Carolina Standard Course of Study* by relating content to other disciplines.

3c.2 Relates global awareness to the subject.

**3d. Teachers make instruction relevant to students.**

3d.1 Integrates 21st century skills and content in instruction.

**Standard 4: Teachers facilitate learning for their students.**

**4a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.**

4a.1 Identifies developmental levels of individual students and plans instruction accordingly.

4a.2 Assesses and uses resources needed to address strengths and weaknesses of students.

**4b. Teachers plan instruction appropriate for their students.**

4b.1 Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.

**4c. Teachers use a variety of instructional methods.**

4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.

**4d. Teachers integrate and utilize technology in their instruction.**

4d.1 Integrates technology with instruction to maximize students’ learning.

**4e. Teachers help students develop critical-thinking and problem-solving skills.**

4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.

**4f. Teachers help students to work in teams and develop leadership qualities.**

4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.

**4g. Teachers communicate effectively.**

4g.1 Uses a variety of methods to communicate effectively with all students.

4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.

**4h. Teachers use a variety of methods to assess what each student has learned.**

4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students’ progress and to inform instruction.

4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.

**Standard 5: Teachers reflect on their practice.**

**5a. Teachers analyze student learning.**

5a.1 Uses data to provide ideas about what can be done to improve students’ learning.

**5b. Teachers link professional growth to their professional goals.**

5b.1 Participates in recommended activities for professional learning and development.

**5c. Teachers function effectively in a complex, dynamic environment.**

5c.1 Uses a variety of research-verified approaches to improve teaching and learning.

**Standard 6: Teachers contribute to the academic success of their students.**

**6a. The work of the teacher results in acceptable, measurable progress for students.**

North Carolina Educator Effectiveness Division (2013). *North Carolina professional teacher standards*. Retrieved from http://www.dpi.state.nc.us/docs/district-humanresources/evaluation/standardsteacher.pdf

**Professional Dispositions**

1. Competent teachers demonstrate the belief that everyone can learn – in some way and at some level. They value the worth and dignity of each individual and strive to provide equal opportunities for all.
2. Competent teachers display ethical behavior, as evidenced by fairness, honesty, and integrity. They act responsibly with the interests of the larger educational community in mind. They are committed to following the Code of Ethics for North Carolina Educators.
3. Competent teachers conduct themselves in a professional manner, employing proper etiquette, displaying a positive attitude, and showing respect for themselves and others.
4. Competent teachers learn from and work collaboratively with individuals representing diverse cultures, religions, values, points of view, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.
5. Competent teachers demonstrate the ability to work effectively, respectfully, and collaboratively within the educational community. They exercise flexibility as they adapt to changes in roles, responsibilities, and priorities. They reflect upon and incorporate feedback effectively and deal positively with setbacks and criticism.
6. Competent teachers reflect critically and reason effectively while analyzing and evaluating interacting factors, outcomes, and alternative points of view that eventually contribute to solving problems. They create new and worthwhile ideas, demonstrate originality and inventiveness in work, and act on or adapt creative ideas to make tangible and useful contributions to the educational community.
7. Competent teachers inspire others by example and selflessness. They are willing to assume a leadership role when appropriate.
8. Competent teachers demonstrate an understanding of and a commitment to civic life by staying informed at local, state, national, and global levels.
9. Competent teachers demonstrate the initiative to advance their skill levels and the commitment to learning as a lifelong process.

Hurst, B., & Reding, G. (2009). *What every teacher should know about professionalism in teaching* (3rd ed.). New York, NY: Pearson Education.

Partnership for 21st Century Skills. (2009). *P21 framework definitions document.* Retrieved from http://www.p21.org/storage/documents/P21\_Framework\_Definitions.pd**II. Teacher Education Council & Community Advisory Board**

Through the Teacher Education Council (TEC) and Community Advisory Board (CAB), the Goodman School of Education collaborates with other academic units on campus and local education agency partners. The TEC and CAB serve as an advisory board to the Goodman School of Education. The primary purpose of the TEC and CAB is to advise the Goodman School of Education on current trends in education, to discuss ways to prepare teacher candidates more effectively, and to cultivate connections and experiences between the Goodman School of Education and our local school partners, as well as the overall community. The TEC and CAB contribute to the continuous improvement of the curricula, policies, partnership activities, and community outreach initiatives of the Goodman School of Education. In addition, council members serve as a liaison between the Goodman School of Education and their respective academic units or local education agency.

**The Teacher Education Council will consist of:**

* Teacher Education faculty; the Dean of the School of Education will serve as Chair of the Teacher Education Council.
* Two or more representatives from academic units which support teacher education programs, such as follows:

Mathematics

Science

English

History

Political Science

Music

Psychology

Theatre

* Two or more representatives from the public schools, which may include representation from administration, elementary schools, middle schools, secondary schools, community colleges and/or a publicly funded BK program.

**Responsibilities of the Teacher Education Council**

* Serve in an advisory capacity to the Goodman School of Education in curriculum and policy concerns.
* Review policies for admission and retention in the undergraduate program.
* Review update on applicants admitted to undergraduate licensure programs and student teaching.
* Review and approve or deny the written appeal submitted by a student teacher who has been denied a request for accommodation for documented disabilities.
* Review and approve or deny the appeal of a student teacher’s request to re-enroll in the student teacher semester after previous withdrawal or removal from student teaching.

**Responsibilities of the Chair of the Council**

* Notify members of meetings of the TEC. The Council typically meets two - three times a year (Beginning of academic year, August/September; Middle of academic year, December/January; End of academic year (April/May).
* Establish an agenda for each meeting.
* Preside over meetings of the TEC.
* Arrange for the presentation of a summative report to the TEC at the beginning of each academic year.
* Notify students of decisions of the TEC regarding appeal decisions and any change in policies that will affect admitted students.
* In consultation with the TEC, add or replace members of the Teacher Education Council as necessary.

**The Community Advisory Board will consist of:**

* The Dean of the School of Education will serve as Chair of the CAB.
* At least three members of the local community, which may include:
* Local business owners.
* Private school administrators.
* Non-profit organization representatives.
* Other representatives from private educational entities.

**Responsibilities of the Community Advisory Board**

* Serve in an advisory capacity to the Goodman School of Education in best serving the needs of the local community as they pertain to teacher education.
* Collaborate to provide internship opportunities for education majors and minors.
* Recommend initiatives for community service and involvement.

**Responsibilities of the Chair of the Council**

* Notify members of meetings of the CAB. The Board typically meets two times a year (Beginning of academic year, August/September; End of academic year (April/May).
* Establish an agenda for each meeting.
* Preside over meetings of the CAB.
* In consultation with the CAB, add or replace members of the Teacher Education Council as necessary.

**III. Education Pathways**

The School of Education offers several pathways that allow students greater flexibility in completing education majors and minors while providing different options for future careers as educators.

In the traditional pathway (“licensure route”) students are admitted to the School of Education, complete student teaching, and earn a recommendation for full licensure. This traditional pathway requires students to complete a series of standardized assessments in order to obtain licensure. Our program completers have historically been in high demand (100% job placement, often with multiple offers), have entered the teaching profession with all requirements completed for an initial teaching license, and have qualified for licensure in other states. The School of Education strongly recommends this pathway, with several support measures in place to help students succeed in obtaining licensure prior to entering the field.

The non-licensure pathway is for students who want to: 1) work in schools that do not require teachers to have a teaching license, 2) get a “head start” on residency licensure, or 3) develop knowledge and skills useful in industry or college/university teaching. While there is a minimum GPA requirement of 2.50 (and work in the public schools often requires a criminal background check), students in the non-licensure pathway are not required to pass the standardized assessments required of students in the traditional, licensure pathway to graduate with the education major or minor. A candidate will have to pass these assessments if they later seek licensure through alternative routes. The non-licensure pathway allows students to continue in education coursework and earn an education degree or minor without seeking licensure. Please note that a 2.7 GPA is required to pursue Residency Licensure (alternative licensure) in the state of NC.

The Educational Studies Minor allows students in any major to obtain EDUC coursework that may assist them later in obtaining licensure in areas for which Catawba College does not have state approval (e.g, Business, Computer Science, Spanish, etc). No application for admission is necessary but a declaration of the Education Studies Minor is required. A cumulative GPA of 2.7 is recommended. Students pursuing the Educational Studies Minor may qualify for residency license positions with LEAs after graduation and will be equipped with much of the coursework needed for residency license. Students should be aware that the State of North Carolina requires a minimum, cumulative GPA of 2.7 on the undergraduate degree for residency licensure. Furthermore, Catawba College offers no assurances that these courses will be accepted by other institutions.

*For more information please contact*  **Dr. Kim Creamer (kcreamer@catawba.edu) Dean of Education, Social Sciences, and Behavioral Sciences**

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**IV. Teacher Education Applications**

1. **Procedures for Admission to Teacher Education**

* All applications for admission to teacher education are reviewed each semester by the teacher education faculty.
* Students may be accepted under the following categories: 1) clearly admissible, 2) clearly admissible pending criminal background, 3) clear admissible pending speech screening, or 4) a combination of one or more of the previous criteria.
* Students may be denied admission to teacher education under the following conditions: 1) applicant with PRAXIS Core deficiency, 2) applicant with GPA deficiency, 3) applicant without credit for an EDUC course with a grade of “C” or above, 4) applicant with unsatisfactory recommendation, or 5) a combination of one or more of the previous criteria.
* Students accepted for admission will be notified via their Catawba email account of the decision and further requirements, such as criminal background and educator’s liability. Students denied admission will be notified via their Catawba email account of the decision and given specific reason(s) for the denial.
* Denied students not meeting all criteria have the right to appeal to the School of Education to be allowed to proceed for one semester while deficiencies are corrected. Students who were previously denied but later accepted for admission or granted an appeal will be notified via their Catawba email account of the decision and further requirements such as criminal background, educator’s liability, and requirements and timeline for correcting deficiencies. Students denied admission or appeal will be notified via their Catawba email account of the decision and given specific reason(s) for the denial.

**B. Application to Teacher Education**

The School of Education will consider applicants for admission to undergraduate licensure programs three times a year; January, May and August. To be considered for admission in January, all information must be in by **November** **1**, for May by **March 31,** and for August by **August 5**.

**Licensure Pathway**

Students seeking admission to the teacher education programs must meet the following requirements:

* Grade Point Average (GPA)
  + Currently enrolled students must have a 2.75 GPA for admission to the teacher education programs.
  + Transfer students must have a 2.75 GPA on a minimum of 12 semester hours of work completed at Catawba College for admission to the teacher education programs.
  + A post-baccalaureate student may be admitted to the teacher education programs at Catawba College based on a 2.75 GPA on undergraduate work and appropriate test score requirements as noted in number 4 below. Post-baccalaureate program completers who obtained their undergraduate degree at an institution other than Catawba College must also provide the School of Education with an official transcript from that institution.
* Completion of at least one education course with a minimum acceptable grade of “C” (equivalent to 2.0). (Undergraduate only)
* Declaration of an education major or minor. (Undergraduate only – This should occur in the freshman or sophomore year, or as soon as possible.)
* Test Score Requirements
  + The PRAXIS Core Academic Skills for Educators tests are required for admission to teacher education. The required scores for the PRAXIS Core Academic Skills for Educators tests are Reading – 156, Writing – 162, Mathematics – 150, or a composite score of 468. Passing scores should be submitted by the end of March of the sophomore year. Information for the PRAXIS Series is available in the School of Education and on the ETS website [www.ets.org/praxis](http://www.ets.org/praxis).
  + Individuals with a total SAT score of 1170 or an ACT score of 24 are exempt from Praxis Core testing requirements for teacher education program admission.
  + Post-baccalaureate students with a cumulative GPA of 3.0 or better from the undergraduate degree are exempt from taking PRAXIS Core Academic Skills for Educators testing requirements. (NOTE: Students seeking BK licensure must take and pass PRAXIS Core, regardless of undergraduate GPA, as this exam serves as the entry exam to Teacher Education and Student Teaching in lieu of a licensure exam.)
* Successful screening for speech proficiency (completed during EDUC 1100; Undergraduate only) (*Appendix A*)
* A completed application to teacher education is available online and in *Appendix A*. This should be submitted by **March 31** of the sophomore year or at the beginning of the semester in which the applicant will accrue approximately 60 semester hours. The application form may be found [here](https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://cas2.catawba.edu:8443/cas/idp&SpSessionAuthnAdapterId=catawbaDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f85a5830e-d0b3-4761-9424-217dc685569f).
* **Students who have been admitted to teacher education must pass the designated licensure exam(s) in order to be admitted to student teaching.**
* Completion of the first Professional Dispositions Survey in EDUC 1100.
* The teacher education faculty will review each applicant and reserves the right to interview an applicant or request additional information based on concerns expressed by any member of the faculty.
* Acceptable Criminal History and Student Discipline File

Criminal history and student discipline file checks will be conducted on all candidates who apply for admission to the teacher education programs who have the required overall academic GPA and passing scores on PRAXIS Core Academic Skills for Educators. The criminal history checks will reveal if a candidate has a state and/or national criminal history, a record of parole and probation, and/or a record as a sexual offender. Any student who fails to submit to a criminal history check or examination of the student discipline file will not be admitted to the teacher education programs.

North Carolina General Statutes 114-19.2 and 115C-332 establish the authority of local school boards to conduct criminal background checks of teachers and other school personnel. As noted in GS 115C-332:

(1) "Criminal history" means a county, state, or federal criminal history of conviction of a crime, whether a misdemeanor or a felony, that indicates the employee (i) poses a threat to the physical safety of students or personnel, or (ii) has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as public-school personnel. Such crimes include the following North Carolina crimes contained in any of the following Articles of Chapter 14 of the General Statutes: Article 5A, Endangering Executive and Legislative Officers; Article 6, Homicide; Article 7A, Rape and Kindred Offenses; Article 8, Assaults; Article 10, Kidnapping and Abduction; Article 13, Malicious Injury or Damage by Use of Explosive or Incendiary Device or Material; Article 14, Burglary and Other Housebreakings; Article 15, Arson and Other Burnings; Article 16, Larceny; Article 17, Robbery; Article 18, Embezzlement; Article 19, False Pretense and Cheats; Article 19A, Obtaining Property or Services by False or Fraudulent Use of Credit Device or Other Means; Article 20, Frauds; Article 21, Forgery; Article 26, Offenses Against Public Morality and Decency; Article 26A, Adult Establishments; Article 27, Prostitution; Article 28, Perjury; Article 29, Bribery; Article 31, Misconduct in Public Office; Article 35, Offenses Against the Public Peace; Article 36A, Riots and Civil Disorders; Article 39, Protection of Minors; and Article 60, Computer-Related Crime. Such crimes also include possession or sale of drugs in violation of the North Carolina Controlled Substances Act, Article 5 of Chapter 90 of the General Statutes, and alcohol-related offenses such as sale to underage persons in violation of G.S. 18B-302 or driving while impaired in violation of G.S. 20-138.1 through G.S. 20-138.5. In addition to the North Carolina crimes listed in this subparagraph, such crimes also include similar crimes under federal law or under the laws of other states

Any applicant to the teacher education programs who has a criminal history as defined in North Carolina GS 115C-332 will not be admitted to any teacher education program and will not be allowed to engage in field experiences sponsored by the department in school settings. Any person who has a record as a sexual offender will not be admitted to any teacher education program and will not be allowed to engage in field experiences sponsored by the School of Education in school settings.

The School of Education will require each applicant to complete a “Criminal History Check.” The School of Education will provide instructions and forms for the approved criminal background vendor. All students must use the approved vendor unless other means are approved by the Dean or the Chair of the Department of Teacher Education. Each applicant is expected to pay for the cost of the criminal background check. Information about current costs may be obtained from the School of Education. If an applicant is denied admission due to the results of the criminal background check, they will receive a copy of the Prescribed Summary of Consumer Rights, which outlines their rights under the Fair Credit Reporting Act (FCRA).

Any student admitted to the teacher education programs must continue to have an acceptable record in the Catawba College student discipline file as well as an acceptable criminal background history. Students are required to report immediately to the Dean of the School of Education any changes to their discipline file and/or criminal background history. Any conviction of the offenses listed in GS 115C-332 will result in the student being removed from the program. Other infractions will be reviewed on a case-by-case basis.

No student may be admitted to the undergraduate teacher education programs who fails to meet the minimum standards established by the North Carolina State Board of Education, which includes a minimum grade point average and passing scores on the PRAXIS Core examinations of mathematics, reading, and writing (or acceptable SAT/ACT scores). (Note: Students not meeting these requirements may proceed with coursework and the major/minor on the non-licensure pathway.)

**Non-Licensure Pathway**

Students seeking admission to the non-licensure teacher education programs must meet the following requirements:

* Grade Point Average (GPA)

Currently enrolled students must have a 2.5 GPA or higher.

Transfer students must have a 2.75 GPA or better from their previous institution(s).

A post-baccalaureate student may be admitted to the non-licensure teacher education programs at Catawba College based on a 2.75 GPA or better on undergraduate work. Post-baccalaureate program completers who obtained their undergraduate degree at an institution other than Catawba College must also provide the School of Education with an official transcript from that institution.

* Declaration of an education major or minor. (Undergraduate only – This should occur in the freshman or sophomore year, or as soon as possible.)
* A completed application to teacher education is available online and in *Appendix A*. This should be submitted by **March 31** of the sophomore year or at the beginning of the semester in which the applicant will accrue approximately 60 semester hours. The application form may be found [here](https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://cas2.catawba.edu:8443/cas/idp&SpSessionAuthnAdapterId=catawbaDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f85a5830e-d0b3-4761-9424-217dc685569f).
* Students that have been admitted to non-licensure are not admissible to student teaching, they must first be admitted to the traditional licensure program.
* Completion of the first Professional Dispositions Survey in EDUC 1100.
* The teacher education faculty will review each applicant and reserves the right to interview an applicant or request additional information based on concerns expressed by any member of the faculty.
* Acceptable Criminal History and Student Discipline File

Criminal history and student discipline file checks will be conducted on all candidates who apply for admission to the teacher education programs who have the required overall academic GPA and passing scores on PRAXIS Core Academic Skills for Educators. The criminal history checks will reveal if a candidate has a state and/or national criminal history, a record of parole and probation, and/or a record as a sexual offender. Any student who fails to submit to a criminal history check or examination of the student discipline file will not be admitted to the teacher education programs.

North Carolina General Statutes 114-19.2 and 115C-332 establish the authority of local school boards to conduct criminal background checks of teachers and other school personnel. As noted in GS 115C-332:

(1) "Criminal history" means a county, state, or federal criminal history of conviction of a crime, whether a misdemeanor or a felony, that indicates the employee (i) poses a threat to the physical safety of students or personnel, or (ii) has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as public-school personnel. Such crimes include the following North Carolina crimes contained in any of the following Articles of Chapter 14 of the General Statutes: Article 5A, Endangering Executive and Legislative Officers; Article 6, Homicide; Article 7A, Rape and Kindred Offenses; Article 8, Assaults; Article 10, Kidnapping and Abduction; Article 13, Malicious Injury or Damage by Use of Explosive or Incendiary Device or Material; Article 14, Burglary and Other Housebreakings; Article 15, Arson and Other Burnings; Article 16, Larceny; Article 17, Robbery; Article 18, Embezzlement; Article 19, False Pretense and Cheats; Article 19A, Obtaining Property or Services by False or Fraudulent Use of Credit Device or Other Means; Article 20, Frauds; Article 21, Forgery; Article 26, Offenses Against Public Morality and Decency; Article 26A, Adult Establishments; Article 27, Prostitution; Article 28, Perjury; Article 29, Bribery; Article 31, Misconduct in Public Office; Article 35, Offenses Against the Public Peace; Article 36A, Riots and Civil Disorders; Article 39, Protection of Minors; and Article 60, Computer-Related Crime. Such crimes also include possession or sale of drugs in violation of the North Carolina Controlled Substances Act, Article 5 of Chapter 90 of the General Statutes, and alcohol-related offenses such as sale to underage persons in violation of G.S. 18B-302 or driving while impaired in violation of G.S. 20-138.1 through G.S. 20-138.5. In addition to the North Carolina crimes listed in this subparagraph, such crimes also include similar crimes under federal law or under the laws of other states

Any applicant to the teacher education programs who has a criminal history as defined in North Carolina GS 115C-332 will not be admitted to any teacher education program and will not be allowed to engage in field experiences sponsored by the department in school settings. Any person who has a record as a sexual offender will not be admitted to any teacher education program and will not be allowed to engage in field experiences sponsored by the School of Education in school settings.

The School of Education will require each applicant to complete a “Criminal History Check.” The School of Education will provide instructions and forms for the approved criminal background vendor. All students must use the approved vendor unless other means are approved by the Dean or the Chair of the Department of Teacher Education. Each applicant is expected to pay for the cost of the criminal background check. Information about current costs may be obtained from the School of Education. If an applicant is denied admission due to the results of the criminal background check, they will receive a copy of the Prescribed Summary of Consumer Rights, which outlines their rights under the Fair Credit Reporting Act (FCRA).

Any student admitted to the teacher education programs must continue to have an acceptable record in the Catawba College student discipline file as well as an acceptable criminal background history. Students are required to report immediately to the Dean of the School of Education any changes to their discipline file and/or criminal background history. Any conviction of the offenses listed in GS 115C-332 will result in the student being removed from the program. Other infractions will be reviewed on a case-by-case basis.

**Educational Studies Minor**

* Students declaring the Educational Studies Minor must meet the following requirements:
* Grade Point Average (GPA) – A minimum cumulative 2.7 GPA or better is recommended.
* Declaration of the educational studies minor.
* Students who have declared the Educational Studies Minor are not admissible to student teaching.
* Completion of the first Professional Dispositions Survey in EDUC 1100.
* Acceptable Criminal History and Student Discipline File

Criminal history and student discipline file checks will be conducted on all candidates who apply for admission to the teacher education programs who have the required overall academic GPA and passing scores on PRAXIS Core Academic Skills for Educators. The criminal history checks will reveal if a candidate has a state and/or national criminal history, a record of parole and probation, and/or a record as a sexual offender. Any student who fails to submit to a criminal history check or examination of the student discipline file will not be admitted to the teacher education programs.

North Carolina General Statutes 114-19.2 and 115C-332 establish the authority of local school boards to conduct criminal background checks of teachers and other school personnel. As noted in GS 115C-332:

(1) "Criminal history" means a county, state, or federal criminal history of conviction of a crime, whether a misdemeanor or a felony, that indicates the employee (i) poses a threat to the physical safety of students or personnel, or (ii) has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as public-school personnel. Such crimes include the following North Carolina crimes contained in any of the following Articles of Chapter 14 of the General Statutes: Article 5A, Endangering Executive and Legislative Officers; Article 6, Homicide; Article 7A, Rape and Kindred Offenses; Article 8, Assaults; Article 10, Kidnapping and Abduction; Article 13, Malicious Injury or Damage by Use of Explosive or Incendiary Device or Material; Article 14, Burglary and Other Housebreakings; Article 15, Arson and Other Burnings; Article 16, Larceny; Article 17, Robbery; Article 18, Embezzlement; Article 19, False Pretense and Cheats; Article 19A, Obtaining Property or Services by False or Fraudulent Use of Credit Device or Other Means; Article 20, Frauds; Article 21, Forgery; Article 26, Offenses Against Public Morality and Decency; Article 26A, Adult Establishments; Article 27, Prostitution; Article 28, Perjury; Article 29, Bribery; Article 31, Misconduct in Public Office; Article 35, Offenses Against the Public Peace; Article 36A, Riots and Civil Disorders; Article 39, Protection of Minors; and Article 60, Computer-Related Crime. Such crimes also include possession or sale of drugs in violation of the North Carolina Controlled Substances Act, Article 5 of Chapter 90 of the General Statutes, and alcohol-related offenses such as sale to underage persons in violation of G.S. 18B-302 or driving while impaired in violation of G.S. 20-138.1 through G.S. 20-138.5. In addition to the North Carolina crimes listed in this subparagraph, such crimes also include similar crimes under federal law or under the laws of other states

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The School of Education will require each applicant to complete a “Criminal History Check.” The School of Education will provide instructions and forms for the approved criminal background vendor. All students must use the approved vendor unless other means are approved by the Dean or the Chair of the Department of Teacher Education. Each applicant is expected to pay for the cost of the criminal background check. Information about current costs may be obtained from the School of Education. If an applicant is denied admission due to the results of the criminal background check, they will receive a copy of the Prescribed Summary of Consumer Rights, which outlines their rights under the Fair Credit Reporting Act (FCRA).

Any student admitted to the teacher education programs must continue to have an acceptable record in the Catawba College student discipline file as well as an acceptable criminal background history. Students are required to report immediately to the Dean of the School of Education any changes to their discipline file and/or criminal background history. Any conviction of the offenses listed in GS 115C-332 will result in the student being removed from the program. Other infractions will be reviewed on a case-by-case basis.

1. **Maintaining Eligibility**

All students applying to teacher education programs or to student teaching are subject to the requirements published in the catalog under which they entered **except where new state requirements take precedence**. Failure to enroll for two consecutive academic semesters will place the student under the *Catawba Catalog* in effect when they re–enroll. Graduates of Catawba are subject to the same guidelines.

Students are reminded that they are expected to adhere to campus policies and procedures regarding academic honesty as published in the Catawba Catalog and the Student Handbook and Planner.

Students must maintain a minimum 2.75 GPA to remain on the licensure track in the School of Education.

**D. Procedures for Admission to Student Teaching**

All applications for admission to student teaching are reviewed each semester by the teacher education faculty. To be considered for admission in January, all information must be in by **November** **1**, for May by **March 31,** and for August by **August 5**.

Students may be accepted for admission to student teaching if they meet all requirements listed in Section IV.E. Application to Student Teaching.

Students will be denied admission to student teaching if they fail to meet any requirements listed in Section IV.E. Application to Student Teaching.

Denied students have the right to appeal as outlined in Section IV.G. Appeal Process.

**E. Application to Student Teaching**

A separate application to student teach must be filed with the School of Education. Students will submit an application between **January 15 and March 31** preceding the planned student teaching year. (*Appendix A*)

Admission to student teaching is not automatic. The Education faculty considers a variety of factors while making admission decisions to student teaching including grade point average, advisor recommendation, criminal background check, and applicant performance on standardized tests. Students will be denied if designated licensure exams are not passed prior to student teaching.

Students must meet the following criteria:

* + - * The required overall academic GPA 2.75
      * Any speech remediation required must be completed
      * Completion of all methods courses in the major
      * No more than one C- or D in the professional sequence
      * The designated licensure exam(s) must be passed.
      * Acceptable Criminal Background and Student Discipline Records Check.

Any student admitted to student teaching must continue to have an acceptable record in their student discipline file as well as an acceptable criminal background history*.* Students are required to report immediately to the Dean of the School of Education any changes to their discipline file and/or criminal background history. Any conviction of the offenses listed in GS 115C-332 will result in the student being removed from the program. Other infractions will be reviewed on a case-by-case basis.

*The Handbook for Supervision in Teacher Education: Student Teaching* outlines the procedures and responsibilities of the student, cooperating teacher, and college supervisor.

**F. Advising**

Students are assigned an academic advisor in their major department. Documentation of applications for admission to the teacher education programs and student teaching, PRAXIS Core scores, recommendations, internship evaluations, and all other important documents relating to teacher candidates are maintained by the Office of Teacher Education.

The academic advisor is available to the student for program planning, information, and personal advice. Unsatisfactory midterm and final grades are discussed with the students. When program requirements are not being met or performance is marginal, students are counseled and advised to explore other majors. After taking each section of the PRAXIS Core series, students are advised of the meaning of the scores.

**G. Appeal Process**

To request an exception to policy and/or appeal a decision of the School of Education, students must submit the request in writing to the Dean of the School of Education.

For admission to the School of Education, students may automatically proceed with coursework on a non-licensure pathway without submission of an appeal. Students should discuss this pathway with their advisor to determine if it will meet their after-graduation and career goals. Students may resubmit an application for admission to the School of Education once requirements for admission have been achieved (see IV.A above).

For an appeal for admission to student teaching, the following criteria will be considered:

* GPA (3.0 or above needed for appeal approval)
* Licensure exams (If applicable to licensure area, student must have attempted all exams required for licensure area; scores received must be within 5 points of the state required minimum score.)
* No more than two grades of C or lower allowed in the major/minor. (Note: Only one grade lower than C (i.e., C- or D) is allowed in the licensure area per state law.)

**H. Praxis Series Score Requirements**

Students seeking licensure are required to complete the appropriate PRAXIS series tests during their preparatory program. All undergraduate and post-baccalaureate students must take and pass the PRAXIS Core tests in reading, writing, and mathematics or submit qualifying SAT/ACT scores prior to admission to the teacher education programs. Post-baccalaureate students may substitute GRE scores for the PRAXIS Core tests. Post-baccalaureate students are exempt from PRAXIS Core tests in reading, writing, and mathematics if their cumulative GPA from the undergraduate degree is a 3.0 or better. (NOTE: Students seeking BK licensure must take and pass PRAXIS Core, regardless of undergraduate GPA, as this exam serves as the entry exam to Teacher Education and Student Teaching in lieu of a licensure exam.)

Licensure exam(s) must be passed prior to student teaching and before recommendation for licensure can be granted to the teacher candidate. Because these testing requirements change periodically, students are encouraged to check with the School of Education for the correct test(s) and passing score requirements for their licensure area. The latest passing score requirements may also be found on the NCDPI web page at <http://www.ncpublicschools.org>. Students are responsible for checking the specific requirements for licensure in states outside of North Carolina.

**I. Grievance Procedure**

Students who have concerns about their courses are strongly encouraged to first contact the course instructor and to seek resolution through discussions with that person. If a successful resolution is not found, then the student is encouraged to meet with the Chair of the Department of Teacher Education.

Any student who has a concern about the School of Education should meet with the department chair to discuss the matter. Any student who has a concern about the teacher education programs has the right to file a formal written letter of concern with the Chair of the Department of Teacher Education. A written response to that concern will be mailed to the student within 10 working days of the receipt of the letter during the fall and spring semesters. Letters received when school is not in session (such as holidays, fall and spring break, and summer) will be responded to within 10 working days of the resumption of classes. A file containing student complaints shall be maintained in the School of Education. Letters shall be kept on file for a period of not less than seven years.

If the grievance remains unresolved, the student should meet with the Dean of the School of Education. For additional information, refer to the Catawba College Academic Grievance Policy as stated in the Catawba College Student Handbook and Planner available in the Office of Student Affairs.

**J. Complaint Policy for the State of North Carolina**

Pursuant to North Carolina General Statue 115C-269.55, the North Carolina State Board of Education (SBE) has the authority to receive reports of allegations of noncompliance regarding specific laws and rules associated with Educator Preparation Program (EPP) requirements. The SBE does not have the authority to receive complaints related to contractual arrangements with an EPP, commercial issues, obtaining a higher grade or credit for training, or seeking reinstatement to an EPP. The complaint process allows students to report allegations of noncompliance with Article 17D of Chapter 115C of the General Statutes.

The following is the current SBE process for addressing a formal complaint:

* Students may submit the formal complaint form below to Thomas.Tomberlin@dpi.nc.gov
* SBE staff will send confirmation of receipt within 30 days of receiving the submission.
* SBE staff will forward all complaints to the North Carolina Department of Public Instruction’s (NCDPI) division responsible for educator preparation for further action, including assessing the complaint, providing a severity status and prioritizing the complaint accordingly, and determining jurisdiction.
  + - * that the complaint will be closed without further action.
      * If staff determine the complainant knew or should have known about the events giving rise to a complaint more than three years before the earliest date the complainant filed a complaint with either NCDPI staff or the EPP, NCDPI staff will notify the complainant that the complaint will be closed without further action.
      * If a complainant has not exhausted all applicable complaint and appeal procedures that the EPP has established to address complaints, NCDPI staff may delay initiating an investigation until the EPP's complaint and appeal process is complete.
* If NCDPI staff determine that the complaint falls within the jurisdiction of the SBE, staff will notify the EPP of the alleged complaint.
  + The EPP will have 30 days to submit a response and artifacts to dispute the complaint.
* Upon completion of its review, NCDPI staff will notify both the individual and the EPP in writing of the findings of the review.
  + If NCDPI staff find that a violation occurred, the notice will specify the statute and/or rule that was alleged to have been violated.
* Each party will have ten business days from date of notification to present additional information or to dispute the findings of the review.
  + After reviewing any additional information, if NCDPI staff find that no violation has occurred, the complaint will be closed and NCDPI staff will notify both parties in writing.
  + After reviewing any additional information, if NCDPI staff find that the EPP has violated SBE rules and/or state law, additional actions may be taken against the EPP.
* The State Board of Education shall retain a copy of all alleged violations for use in EPP risk assessment.

Forms are located in Appendix C.

**V. Licensure**

**A. Completion of the Teacher Education Program**

In order to successfully complete a teacher education program, all candidates must have

* The overall academic GPA required at the time of admission to teacher education.
* A minimum of 24 hours of coursework in the academic content area with grades of C (equivalent to 2.0) or higher (middle grades, secondary, and special subjects).
* No more than one C- or D in the professional sequence (EDUC 2000 and EDUC 3000 level or higher course).
* An acceptable record in the Catawba College student discipline file as well as an acceptable criminal background history*.*
* Passed designated licensure examination(s)
* A grade of “S” in student teaching
* A grade of “C” or above in EDUC 4500 Professional Leadership Seminar.
* Successful completion of the electronic professional portfolio (edTPA).
* Completion of the Professional Dispositions Survey (last of three surveys)

**B. Application for Initial Licensure**

In order to be recommended for a North Carolina teaching license, all candidates must have completed a teacher education program (See A. 1-9 above).

Students are advised that licensure requirements are established by the North Carolina State Board of Education and are subject to change; however, colleges and universities have the right to establish more rigorous licensure requirements. Furthermore, each state has the responsibility for establishing its own set of licensure requirements and these requirements are subject to change as well. Different states may require a higher cumulative GPA on the undergraduate degree or have additional testing requirements for initial licensure. Students should note that some states, such as Pennsylvania, are now requiring a 3.0 or better GPA for licensure. Students are responsible for checking the specific requirements for licensure in states outside of North Carolina. Graduates are encouraged to apply for a North Carolina license even if planning to teach outside North Carolina. Many states have reciprocal agreements with North Carolina, and in many circumstances having a valid North Carolina teaching license will facilitate the process of obtaining an out-of-state license.

In addition to completing program requirements, all program completers must pass the appropriate licensure tests before applying for a North Carolina teacher's license. Information for the PRAXIS Series may be obtained from the School of Education or by visiting <http://www.ets.org/praxis> . Information for the North Carolina Foundations of Reading and General Curriculum tests may be obtained from the School of Education or by visiting <http://www.nc.nesinc.com>.

Students are responsible for completing the application process. As soon as grades have been posted in the Registrar's Office, the administrative assistant in the School of Education will send instructions and supporting documentation to the student for upload to the NCDPI online licensure application system (i.e., official transcript, LEA/IHE Certification of Teaching Capacity, passing licensure exam scores). Students are responsible for uploading these documents and additional documents, if applicable (e.g., court records, verification of teaching or non-teaching experience).

Students must complete an electronic professional portfolio, edTPA, during the semester of their student teaching. The due date for submission of the electronic professional portfolio (edTPA) will be defined in EDUC 4500 Professional Leadership Seminar.

**VI. Teacher Education Field Experiences**

**A. Pre-Student Teaching Experiences**

Professional field experiences for the teacher preparation program of Catawba College are designed to provide for the examination of teaching through experiences in both campus-based laboratory/clinical settings and field-based classroom settings. The sequence of experiences begins in these settings through structured, guided observations of the teacher’s role and function within the school culture, progresses through the introduction of broad instructional techniques and specific methodology within the controlled settings of micro or peer teaching and clinical practice, provides a year-long examination of theories of teaching and learning and learning environments and professional practice, returns again to the ‘real world’ for extended internships, and culminates in student teaching. This sequence of experiences contributes significantly to the development of understandings and competencies needed for classroom teaching.

For further details, students should consult the *Handbook for Supervision in Teacher Education: Field Experiences* or the *Handbook for Supervision in Teacher Education: Birth-Kindergarten.*

**B. Student Teaching**

During the final year, students spend a semester in a student teaching assignment in a public school or licensed childcare facility (Birth-Kindergarten) where they are closely supervised by a college supervisor and a cooperating teacher. During student teaching, they demonstrate competencies in every phase of the program related to teaching. Details of the student teaching experience are found in the *Handbook for Supervision in Teacher Education: Student Teaching* or the *Handbook for in Teacher Education: Birth-Kindergarten.*

**C. Liability Insurance**

Each teacher education student is responsible for obtaining liability insurance coverage before participating in methods class field experiences and student teaching in public school settings. The insurance may be obtained through membership in the Student North Carolina Education Association (SNCAE) if the individual student does not have coverage through a private policy. Applications for membership in the SNCAE may be obtained in the School of Education. Applications may be made online at [www.ncae.org/JoinNea/](http://www.ncae.org/JoinNea/) by selecting Student Membership. It is the responsibility of the student to provide confirmation of membership to the administrative assistant in the School of Education. Students should note that educator’s liability insurance coverage provided by membership in SNCAE extends from September 1st through August 31st of each academic year and must be renewed each academic year when enrolled in methods classes or student teaching.

The following classes require proof of educators’ liability:

EDUC 3006 Language Arts Methods for Middle and Secondary Teachers

EDUC 3007 Social Studies Methods for Middle and Secondary Teachers

EDUC 3008 Integrated Science and Science Methods for Middle and Secondary Teachers

EDUC 3009 Mathematics Methods for Middle and Secondary Teachers

EDUC 3102 Elementary Methods in Literacy I

EDUC 3103 Elementary Methods in Literacy II

EDUC 3104 Elementary Methods in Science & Health

EDUC 3105 Elementary Methods in Social Studies

EDUC 3106 Elementary Methods in Mathematics I

EDUC 3107 Elementary Methods in Mathematics II

EDUC 3108 Multiliteracies in the Content Areas

EDUC 3109 Methods in Teaching Special Populations

EDUC 4000 Student Teaching and Seminar: Birth Kindergarten

EDUC 4001 Student Teaching: Elementary (K-6)

EDUC 4002 Student Teaching: Middle Grades (6-9)

EDUC 4003 Student Teaching: Secondary Subjects (9-12)

EDUC 4004 Internship: Birth-Kindergarten

EDUC 4007 Student Teaching: Music Education

EDUC 4008 Student Teaching: Theatre Education

EDUC 4010 Student Teaching: Special Education

EDUC 4011 Student Teaching: Elementary Education and Special Education

EDUC 4012 Student Teaching: Middle Grades and Special Education

EDUC 4013 Student Teaching: Secondary Subjects and Special Education

EDUC 4015 Internship in Education K-12

MUS 4500 Capstone in Music Education

TA 3000 Theatre Arts Teaching Methods

1. **Dress Code Policy**

All students who engage in field experiences in a public-school setting are expected to dress professionally. Professional dress means that one dresses appropriately for the professional setting. The following guidelines apply:

* Be well groomed.
* Dress conservatively. Under no circumstances should you be out of compliance with the student and/or employee dress code for the school/school district. You should not wear clothing, jewelry, or tattoos advertising tobacco/alcohol/drugs/drug use or display obscene or pornographic words/symbols/images that may be offensive to others.
* Remove visible body piercing jewelry, except for ears, during the school workday and at all school functions and/or school-related activities.
* Headgear should not be worn unless it is for athletic, medical, or bona fide religious reasons.
* Wear dress or casual shoes. “Flip-flops” are unacceptable. Avoid athletic shoes if you are not a physical educator.
* Males
* Wear slacks, dress pants, or walking/dress shorts. You should not wear blue jeans unless it is “blue jean day” or “casual Friday.”
* Wear ties and buttoned shirts whenever possible. Collared shirts and polo shirts may be worn; however, t-shirts are not appropriate.
* Clothing should not be cut, slashed, or torn.
* Be well-shaven and/or keep facial hair neatly trimmed.
* Females
* Shirts, skirts, and dresses should not be too short or too tight.
* Clothing should not be low-cut, see-through, cut, slashed, or torn. It should cover the back, midriff, and torso. Necklines and armholes should not be too low as to be disruptive or distracting.
* Wear skirts, dresses, slacks, dress pants, walking shorts, or Capri pants (modest length for all clothing). You should not wear blue jeans unless it is “blue jean day” or “casual Friday.”
* Leggings may only be worn when covered by a dress or tunic that hits at least mid-thigh.
* Consider securing long hair so that it does not invade the students’ space when you bend to help them.

Local school officials and School of Education faculty retain the right to determine if a student is dressed professionally. Under no circumstances are students allowed to be in violation of a local school or school district’s dress code policy. Furthermore, local school officials and School of Education faculty retain the right to permanently remove a student from any field experience for any repeated or flagrant violation of the dress code that is deemed to be highly disruptive.

1. **Dating Policy for Admitted and/or Enrolled Teacher Education Students**

The relationship between a Catawba College student teacher, student intern, student volunteer, and/or student coach and K-12 school students should be one of cooperation, understanding, and mutual respect. All Catawba College student teachers, student interns, student volunteers, and/or student coaches have the responsibility to provide an atmosphere conducive to learning and to motivate each school student to perform to his or her capacity. Catawba College student teachers, student interns, student volunteers, and/or student coaches are expected to model the behavior expected of school students in staff-student relationships during all school-sponsored or school-related activities, as well as in the community. (Note: In the previous sentence, *staff* refers to Catawba College student teachers, student interns, student volunteers, and/or student coaches.)

All Catawba College student teachers, student interns, student volunteers, and/or student coaches are prohibited from dating, courting, or entering into a romantic or sexual relationship, whether consensual or non-consensual, with any student enrolled in the school or school district, regardless of the student’s age. Catawba College student teachers, student interns, student volunteers, and/or student coaches engaging in or attempting to engage in such inappropriate conduct will be subject to disciplinary action, up to and including dismissal from the role of student teacher, student intern, student volunteer, and/or student coach and may be subject to criminal action as provided in North Carolina General Statute 14-202.4 and 14-27.7.

**N.C. General Statute 14-202.4** Taking indecent liberties with a student

**N.C. General Statute 14-27.7** Intercourse and sexual offenses with certain victims; consent or no defense

**VII. Program Areas**

Catawba College offers programs leading to North Carolina initial licensure in the following areas:

Program Advisor/Coordinator

Birth-Kindergarten (B-K) Dr. Donna James

Elementary Education (grades K–6) Dr. Melissa Tapp

Middle School Education (grades 6–9) Dr. Kim Creamer

Language Arts

Social Studies

Mathematics

Science

Special Education (grades K-12) Dr. Melissa Tapp

Secondary Subjects (grades 9-12) Dr. Kim Creamer

English

Mathematics

Comprehensive Social Studies

Science

Biology

Chemistry

Comprehensive Science

Special Subjects (grades K–12)

Music Education Dr. Ben Jones

Theatre Education Dr. Kim Creamer/Nicholas Fuqua

Reading (add-on license) \* Dr. Kim Creamer

\*Requires students to complete requirements for a primary license in another teaching field.

**A. General Education**

General Education distribution requirements (50 hours) include:

**Courses Hours**

Foundations & Skills

First and Second Year Writing 6

First Year Seminar 3

Quantitative Literacy 4-6

Foreign Language Literacy (through intermediate level) 0-9

Wellness Activity/Literacy 1

Perspectives

Historical/Social 6

Interpretive 6

Creative 3

Historical, Interpretive, or Creative 3

Scientific (one course must be with a lab) 7

Core Requirements (drawn from Foundations & Skills and Perspectives):

Humanities/Fine Arts (3)

Social/Behavioral Science (3)

Natural Science/Math (3)

Non-western Perspective (3)

*See current Catawba Catalog for eligible courses in each area.*

*General Education requirements will vary depending on year of enrollment.*

**Advising checklists for education majors and minors are available in a separate document.**

**Teacher Education Program Standards**

**Birth-Kindergarten education Program Standards (B-K)**

Prospective teachers who successfully complete the Birth-Kindergarten Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** BK teachers have a comprehensive knowledge of typical as well as atypical patterns of child development.

**Standard 2:** BK teachers foster relationships with families that support children’s development and learning.

**Standard 3:** BK teachers build community partnerships in support of children and families.

**Standard 4:** BK teachers use authentic, ongoing assessment of children’s abilities to plan, implement, and evaluate programs that build upon each child’s unique strengths.

**Standard 5:** BK teachers create and adapt environments and intentionally plan and implement an integrated curriculum that facilitates every child’s construction of knowledge and provides a strong foundation for lifelong learning.

The Birth-Kindergarten Education program at Catawba College is designed to assure that students meet required competencies in all phases of teaching. It provides prospective teachers with the knowledge and skills necessary to meet the cognitive, affective, creative, and physical needs of young children. The students receive a broad liberal arts education, study theories of human development and learning, and learn skills in teaching. They demonstrate positive attitudes toward teaching and have many opportunities for practical application of knowledge and skills. *Specific details related to these standards may be found in appropriate syllabi of courses required in the Birth-Kindergarten Education sequence.*

**Elementary Education Program Standards (grades K–6)**

Prospective teachers who successfully complete the Elementary Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Elementary grades teacher candidates have the knowledge and understanding of

language and how language is used to develop effective communication in listening, speaking, viewing, reading, thinking, and writing. *Reading/Language Arts*

**Standard 2:** Elementary grades teacher candidates have the knowledge and understanding of

mathematical conventions and processes skills relative to: number sense, numeration, numerical

operations, and algebraic thinking; spatial sense, measurement and geometry; patterns,

relationships, and functions; and data analysis, probability and statistics. *Mathematics*

**Standard 3:** Elementary grades teacher candidates have the knowledge and understanding of

scientific inquiry, process skills, concepts and applications relative to the life, physical, and earth sciences. *Science*

**Standard 4:** Elementary grades teacher candidates have the necessary knowledge specific for

producing knowledgeable, global citizens who are critical thinkers in a democratic society*. Social Studies*

**Standard 5:** Elementary grades teacher candidates have the knowledge and understanding of

mental, emotional, physical, and social health to empower students to make healthy lifestyle

choices*. Healthful Living*

**Standard 6:** Elementary grades teacher candidates integrate art throughout the curriculum. *The Arts*

The Elementary Education program at Catawba College is designed to assure that students meet required competencies in all phases of teaching. It provides prospective teachers with the knowledge and skills necessary to meet the cognitive, affective, creative, and physical needs of children. The students receive a broad liberal arts education, study theories of human development and learning, and learn skills in teaching. They demonstrate positive attitudes toward teaching and have many opportunities for practical application of knowledge and skills. *Specific details related to these standards may be found in appropriate syllabi of courses required in the Elementary Education sequence.*

**Middle School Education Program Standards (grades 6–9)**

Prospective teachers who successfully complete the Middle School Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Middle level teacher candidates understand and apply the major concepts, principles, theories, and research related to young adolescent development that support student development and learning.

**Standard 2:** Middle level teacher candidates understand and apply the philosophical foundations of developmentally responsive middle level programs and schools and the organizational structures that support young adolescent development.

**Standard 3:** Middle level teacher candidates plan and teach interdisciplinary curriculum based on core and elective/exploratory curricula that are relevant, challenging, and exploratory.

**Standard 4:** Middle level teacher candidates understand and apply the major concepts, principles, theories, and research unique to effective middle level instruction and assessment, and they employ a variety of developmentally responsive strategies to meet the varying abilities and learning styles of all young adolescents.

Catawba College’s Middle School Education program builds on the College’s broad liberal arts program. Prospective middle school teachers choose from four areas of concentration: language arts, mathematics, science, and social studies. They must complete the prescribed coursework for one of these areas. They are provided a thorough program in curriculum development and teaching methodology. More specifically, the program strives to prepare teachers who can articulate the goals of middle school education, provide continuation of their students’ general education, provide opportunities for exploration of interests, attend to their students’ personal development, individualize instruction, and create a flexible curriculum. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

1. **English/Language Arts Education Standards**

Prospective teachers who successfully complete the Middle Grades Language Arts program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** ELA teacher candidates demonstrate knowledge and use of reading processes through

the use of a wide range of texts.

**Standard 2:** ELA teacher candidates demonstrate the knowledge and use of multiple composing processes.

**Standard 3:** ELA teacher candidates demonstrate the knowledge and use of the function, the

influence, and the diversity of language.

**Standard 4:** ELA teacher candidates demonstrate the knowledge and use of the integrated

practices of multimodal literacies.

1. **Mathematics Education Standards**

Prospective teachers who successfully complete the Middle Grades Mathematics program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Mathematics teacher candidates possess the mathematical knowledge needed to

enable students to understand numbers, ways of representing numbers, and relationships among numbers and number systems and to enable students to understand meanings of operations and how they relate to one another. Candidates enable students to develop computational fluency and to make reasonable estimates. At the middle and secondary grade levels, teacher candidates need the mathematical knowledge to enable students to transfer their understanding of numbers and number operations to symbolic expressions involving variables. *Number sense, numeration, numerical operation, and algebraic thinking*

**Standard 2:** Mathematics teacher candidates possess the mathematical knowledge needed to

enable students to analyze the characteristics and properties of 2- and 3-dimensional geometric shapes; to develop mathematical arguments about geometric relationships; to understand units, processes of measure, and measurable attributes of objects; and to apply appropriate techniques, tools, and formulas to determine measurements. They enable students to develop the visualization, spatial reasoning, and geometric modeling to solve problems. Teacher candidates particularly at middle and secondary grade levels need the mathematical knowledge to enable students to use coordinate geometry in solving problems, to understand concepts of symmetry, and to apply transformations. *Spatial sense, measurement and geometry*

**Standard 3:** Mathematics teacher candidates possess the mathematical knowledge needed to

enable students to understand patterns, relations, and functions. This includes the use of algebraic symbols to represent and analyze mathematical situations, the use of mathematical models to represent and understand quantitative relationships, and the analysis of “change” in various contexts. *Patterns, relationships, and functions*

**Standard 4:** Mathematics teacher candidates possess the mathematical knowledge needed to enable students to formulate questions that can be addressed with data, along with the necessary skills to collect, organize, and display relevant data to answer those questions. They enable students to select and use appropriate statistical methods to analyze data, to understand and apply basic concepts of probability, and to develop and evaluate inferences and predictions that are based on data. *Data analysis, probability and statistics*

**Standard 5:** Mathematics teacher candidates possess the mathematical knowledge needed to

enable students to develop skills in problem solving, making connections between various branches of mathematics, reasoning and proof, and communication and representation of mathematical ideas. *Mathematical process skills*

**Standard 6:** Mathematics teacher candidates must be versed in the appropriate use of

mathematical tools and manipulatives. *Mathematical tools*

1. **Social Studies Education Standards**

Prospective teachers who successfully complete the Middle Grades Social Studies program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:**  **Culture and Cultural Diversity: People, Places, and Environments**

Teacher candidates who teach social studies know and can facilitate learning about how culture and culture systems function. They are able to teach about how human beings relate to their environment and the impact of that relationship on culture.

**Standard 2: Time, Continuity, and Change**

Teacher candidates who teach social studies know and can facilitate learning about historical periods and patterns. They teach about diverse perspectives and sources of information that inform an understanding of the past, present, and future.

**Standard 3: Economic, Scientific, and Technological Development**

Teacher candidates who teach social studies know and can facilitate learning about how economic forces affect individuals and communities and about the management of individual and collective resources in a global economy. This includes the influence of science, technology, and ecologic interdependence on all aspects of human enterprise including systems such as transportation, communication, health care, warfare, agriculture, and industry.

**Standard 4: Individuals, Groups, and Institutions: Their Development and Identities**

Teacher candidates who teach social studies know and can facilitate learning about how individual and collective identities are shaped by groups and institutions.

**Standard 5: Civic Ideals and Practices: Power, Authority, and Governance**

Teacher candidates who teach social studies know and can facilitate learning about the principles of democracy and human rights and about the variety of ways that governments, leaders, and citizens exercise power, develop laws, and maintain order.

1. **Science Education Standards**

Prospective teachers who successfully complete the licensure programs in Middle Grades Science will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Science teacher candidates understand safety and liability concerns in science and

advocate for the provision and use of appropriate safety materials and enforcement practices in the classroom, laboratory, and field.

**Standard 2:** Science teacher candidates understand and are able to use the unifying concepts of

science in their instruction.

**Standard 3:** Science teacher candidatesdemonstrate an understanding of the nature of science, the historical development of scientific thought, the process of scientific inquiry, and the reciprocal relationship between science and society.

**Standard 4:** Science teacher candidatesunderstand and are able to apply scientific skills and math concepts, using appropriate equipment and tools.

**Standard 5:** Science teacher candidatesplan and implement lessons that engage students in the process of hands-on, minds-on scientific inquiry.

**Special Education: General Curriculum Program Standards (grades K-12)**

Prospective teachers who successfully complete the Special Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Special Education: General Curriculum teacher candidates know the policies, process, and procedures for providing special education services.

**Standard 2:** Special Education: General Curriculum teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.

**Standard 3:** Special Education: General Curriculum teacher candidates have a broad working knowledge of research-validated instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students.

**Standard 4:** Special Education: General Curriculum teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics.

**Standard 5:** Special Education: General Curriculum teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.

**Standard 6:** Special Education: General Curriculum teacher candidates collaborate and consult with families, general education teachers, and other professionals to further the academic and social development of

Catawba College’s Special Education program builds on the College’s broad liberal arts program. Prospective special education teachers choose from five areas of concentration: elementary, middle and secondary language arts, middle and secondary mathematics, middle and secondary science, and middle and secondary social studies. They must complete the prescribed coursework for one of these areas. They are provided a thorough program in curriculum development and teaching methodology. More specifically, the program strives to prepare teachers who can articulate the goals of special education, provide continuation of their students’ general education, provide opportunities for exploration of interests, attend to their students’ personal development, individualize instruction, and create a flexible curriculum. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

**Secondary Education Program Standards (grades 9–12)**

Prospective teachers who successfully complete the Secondary Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Secondary grades teacher candidates articulate a rationale for instructional decisions

that proceeds from an understanding of the unique and diverse curricular structures of high

schools.

**Standard 2:** Secondary grades teacher candidates connect discipline based content and concepts to

real world applications and situations.

**Standard 3:** Secondary grades teacher candidates articulate the major concepts, principles and

theories of development across adolescence (ages 10-22), and the structures and strategies that

support adolescent developmental learning.

The minor in Secondary Education is designed to meet, along with applied practice, the professional requirements for secondary school licensure (Grades 9–12). Licensure in a secondary field requires a major in one of the following areas in addition to completion of professional education requirements and applied practice. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

1. **English/Language Arts Education Standards**

Prospective teachers who successfully complete the English Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** ELA teacher candidates demonstrate knowledge and use of reading processes through the use of a wide range of texts.

**Standard 2:** ELA teacher candidates demonstrate the knowledge and use of multiple composing processes.

**Standard 3:** ELA teacher candidates demonstrate the knowledge and use of the function, the

influence, and the diversity of language.

**Standard 4:** ELA teacher candidates demonstrate the knowledge and use of the integrated

practices of multimodal literacies.

1. **Mathematics Education Standards**

Prospective teachers who successfully complete the Mathematics Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Mathematics teacher candidates possess the mathematical knowledge needed to

enable students to understand numbers, ways of representing numbers, and relationships among numbers and number systems and to enable students to understand meanings of operations and how they relate to one another. Candidates enable students to develop computational fluency and to make reasonable estimates. At the middle and secondary grade levels, teacher candidates need the mathematical knowledge to enable students to transfer their understanding of numbers and number operations to symbolic expressions involving variables. *Number sense, numeration, numerical operation, and algebraic thinking*

**Standard 2:** Mathematics teacher candidates possess the mathematical knowledge needed to

enable students to analyze the characteristics and properties of 2- and 3-dimensional geometric shapes; to develop mathematical arguments about geometric relationships; to understand units, processes of measure, and measurable attributes of objects; and to apply appropriate techniques, tools, and formulas to determine measurements. They enable students to develop visualization, spatial reasoning, and geometric modeling to solve problems. Teacher candidates particularly at middle and secondary grade levels need mathematical knowledge to enable students to use coordinate geometry in solving problems, to understand concepts of symmetry, and to apply transformations. *Spatial sense, measurement and geometry*

**Standard 3:** Mathematics teacher candidates possess the mathematical knowledge needed to

enable students to understand patterns, relations, and functions. This includes the use of algebraic symbols to represent and analyze mathematical situations, the use of mathematical models to represent and understand quantitative relationships, and the analysis of “change” in various contexts. *Patterns, relationships, and functions*

**Standard 4:** Mathematics teacher candidates possess the mathematical knowledge needed to enable

students to formulate questions that can be addressed with data, along with the necessary skills to collect, organize, and display relevant data to answer those questions. They enable students to select and use appropriate statistical methods to analyze data, to understand and apply basic concepts of probability, and to develop and evaluate inferences and predictions that are based on data. *Data analysis, probability and statistics*

**Standard 5:** Mathematics teacher candidates possess the mathematical knowledge needed to

enable students to develop skills in problem solving, making connections between various branches of mathematics, reasoning and proof, and communication and representation of mathematical ideas. *Mathematical process skills*

**Standard 6:** Mathematics teacher candidates must be versed in the appropriate use of

mathematical tools and manipulatives. *Mathematical tools*

**Social Studies Education Standards**

Prospective teachers who successfully complete the Comprehensive Social Studies Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:**  **Culture and Cultural Diversity: People, Places, and Environments**

Teacher candidates who teach social studies know and can facilitate learning about how culture and culture systems function. They are able to teach about how human beings relate to their environment and the impact of that relationship on culture.

**Standard 2: Time, Continuity, and Change**

Teacher candidates who teach social studies know and can facilitate learning about historical periods and patterns. They teach about diverse perspectives and sources of information that inform an understanding of the past, present, and future.

**Standard 3: Economic, Scientific, and Technological Development**

Teacher candidates who teach social studies know and can facilitate learning about how economic forces affect individuals and communities and about the management of individual and collective resources in a global economy. This includes the influence of science, technology, and ecologic interdependence on all aspects of human enterprise including systems such as transportation, communication, health care, warfare, agriculture, and industry.

**Standard 4: Individuals, Groups, and Institutions: Their Development and Identities**

Teacher candidates who teach social studies know and can facilitate learning about how individual and collective identities are shaped by groups and institutions.

**Standard 5: Civic Ideals and Practices: Power, Authority, and Governance**

Teacher candidates who teach social studies know and can facilitate learning about the principles of democracy and human rights and about the variety of ways that governments, leaders, and citizens exercise power, develop laws, and maintain order.

1. **Science Education Standards**

Prospective teachers who successfully complete the licensure programs in Science Education (Biology, Chemistry, or Comprehensive Science) will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Science teacher candidates understand safety and liability concerns in science and

advocate for the provision and use of appropriate safety materials and enforcement practices in the classroom, laboratory, and field.

**Standard 2:** Science teacher candidates understand and are able to use the unifying concepts of

science in their instruction.

**Standard 3:** Science teacher candidatesdemonstrate an understanding of the nature of science, the historical development of scientific thought, the process of scientific inquiry, and the reciprocal relationship between science and society.

**Standard 4:** Science teacher candidatesunderstand and are able to apply scientific skills and math concepts, using appropriate equipment and tools.

**Standard 5:** Science teacher candidatesplan and implement lessons that engage students in the process of hands-on, minds-on scientific inquiry.

**Please note that students who seek licensure in Biology major in Biology; whereas students who seek licensure in Chemistry major in Chemistry. Students who seek licensure in Comprehensive Science major in Biology, Chemistry, or Environmental Science: additional coursework in science may be required to meet standards and licensure exam requirements. North Carolina does not offer teacher licensure in Environmental Education.**

**Standards for Special Subject Areas (grades K–12)**

Licensure in special subjects in the areas listed below requires a major in the appropriate fields and completion of all professional education requirements and applied practice. *Specific details related to the standards for each program area may be found in appropriate syllabi of courses required in the program.*

1. **Music Education Standards**

Prospective teachers who successfully complete the Music Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Music teacher candidates demonstrate essential skills of musical performance.

**Standard 2:** Music teacher candidates possess comprehensive knowledge of music theory and demonstrate essential aural skills.

**Standard 3:** Music teacher candidates possess comprehensive knowledge of music history and use critical thinking skills in the analysis of literature, performance styles, and genres of Western and non-Western music.

**Standard 4:** Music teacher candidates possess an understanding of music through aesthetic experience and critical and creative thinking.

**Standard 5:** Music teacher candidates develop and manage a program inclusive of the goals, values, and purposes of music education within a diverse community and society.

1. **Theatre Arts Standards**

Prospective teachers who successfully complete the Theatre Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Theatre arts teacher candidates demonstrate practical knowledge of creating theatrical performance.

**Standard 2:** Theatre arts teacher candidates apply creative drama pedagogy that is improvisational, non-exhibitional, reflective, and process-oriented.

**Standard 3:** Theatre arts teacher candidates understand theatre history, literature, dramatic theory and criticism.

**Standard 4:** Theatre arts teacher candidates demonstrate a working knowledge of technical elements of theatre.

**Standard 5:** Theatre arts teacher candidates develop and manage a program inclusive of the goals, values, and purposes of arts education within a diverse community and society.

**Reading Education Standards (add-on licensure)**

Catawba College's Reading Education program builds on the College's broad liberal arts program **and** an initial licensure program in Elementary, Middle Grades, or Secondary Education. Students who successfully complete the Reading Education program will be able to demonstrate the following North Carolina Teacher Education Specialty Area Standards:

**Standard 1:** Reading teacher candidates have knowledge of foundations of reading.

**Standard 2:** Reading teacher candidates use a wide range of reading assessment tools and results in order to provide developmentally appropriate instruction.

**Standard 3:** Reading teacher candidates understand and apply best instructional practices and techniques in the reading process for all learners.

**Standard 4:** Reading teacher candidates create a literate environment that fosters reading and writing competencies by integrating foundational knowledge and technology.

*Specific details related to the standards may be found in appropriate syllabi of courses required in the program.*

**VIII. Residency Licensure Policies and Procedures**

Residency licensure is an alternative licensure pathway adopted by the North Carolina State Board of Education. Under this pathway, college graduates who meet certain requirements will first, be employed in an area public school; second, enroll in a licensure program at Catawba College; and third, earn their North Carolina teacher licensure. The North Carolina Department of Public Instruction provides information about Residency Licensure at [www.ncpublicschools.org/epp](http://www.ncpublicschools.org/epp).

**A. State Requirements**[[1]](#footnote-2)

The residency license is a one-year pathway, renewable up to two times (for a total of three years). It is for candidates that *meet the content requirements of licensure but may still need pedagogy requirements*. All requirements to convert a Residency License to either an Initial Professional License (IPL) or Continuing Professional License (CPL) must be completed before the expiration of the **second renewal** of the Residency License. Individuals must meet the following requirements:

* holds, at a minimum a baccalaureate degree from a regionally accredited institution of higher education;
* has either completed 24 hours of coursework in the requested licensure area or passed the North Carolina State Board of Education (NCSBE) required content area examination(s) for the requested licensure area;
* is enrolled in a recognized Educator Preparation Program (EPP). Students must have earned a grade point average of at least 2.7 on a four-point scale for formal admission to approved North Carolina EPPs, and;
* meets all other requirements established by the NCSBE, including completing preservice requirements prior to teaching and successful completion of a criminal background check.

**B. Residency License State Process**[[2]](#footnote-3)

The residency license *requires the acknowledgement of employment with a Local Education Agency (LEA*prior to enrollment in an Education Preparation Provider (EPP).

* The LEA will fill out the residency license verification form (Form RL) verifying employment (contingent on EPP enrollment verification) and recommending them for a Residency license.
* That document then must be sent to the Licensure Officer of the enrolling EPP for verification of enrollment.
* The document returns to the LEA for processing with the licensure department at NCDPI.
* If a candidate still has requirements to complete with the EPP at the end of their first year of employment, **the LEA should request renewal of the residency license for another year** via the automated renewal process in the licensure system. The renewal form needs to be complete and kept on file locally with the employing school system.

**C. Residency License Plan of Study**

A candidate must request a Plan of Study for Residency Licensure from the Director of Residency Licensure at Catawba College. A request for a plan of study requires:

* An offer of position at an LEA in Rowan County or a county contiguous to Rowan.
* The Residency License Verification/Certification of Supervision (Form RL) completed and submitted by the hiring LEA.
* A copy of official transcript(s) indicating receipt of a baccalaureate degree from a regionally accredited institution of higher education and any pertinent coursework. Official transcripts will be required for admission to Catawba and admission to residency licensure at Catawba.
* A copy of passing scores on required licensure examinations.
* An application to Teacher Education
* Cumulative undergraduate GPA of 2.7 or may establish a cumulative GPA of 2.7 on at least 9 semester hours of coursework.
* Must have completed 24 hours of coursework in the requested licensure area with a grade of C (equivalent to 2.0) or above and passed the North Carolina State Board of Education (NCSBE) required content area examination(s) for the requested licensure area.

Plan of Study: the Residency Licensure Coordinator, in consultation with the appropriate program coordinator, will evaluate the applicant’s transcript in light of current program approval standards established by the North Carolina State Board of Education. The Residency Licensure Coordinator will then issue the residency licensure teacher a plan of study.

The issuance of a plan of study is contingent upon meeting all the requirements outlined in Section IX. C.1. That is, no plan of study will be issued without receipt of copies of official transcripts, confirmation of employment from local public-school officials (Form RL), passing scores on standardized licensure exams, etc.

Once a plan of study is issued, a residency licensure teacher must enroll in the first semester a required course is available at Catawba College.

Any plan of study is contingent upon changes to program approval standards and licensure decisions rendered by the North Carolina State Board of Education.

Core Courses: Each residency licensure teacher must satisfy Core major requirements.

**Currently, Catawba College serves Residency Licensure candidates seeking a Birth-Kindergarten license (full program online).  Catawba also provides the culminating coursework (internship and seminar courses) leading to licensure for graduates of Catawba College who completed the major in Elementary Education, Special Education, Middle Grades Education or the minor in Secondary Education or Special Subjects (with their content area major) but did not complete student teaching prior to graduation. Once these candidates are employed for a Residency Licensure position and have met the requirements below, they can reapply for admittance to the Residency Licensure program at Catawba College to complete the remaining courses for licensure.**

Content Courses: Catawba’s residency licensure program is designed for individuals who hold the bachelor’s degree in the subject area they teach. Catawba’s program is specifically designed to meet the needs of students completing the non-licensure pathway at Catawba College (or seeking BK license).

In developing plans of study, consideration is given to alternative means of demonstrating the knowledge and competencies for licensure when the evidence is substantial and significant, rather than anecdotal. For example, performance on standardized examinations of content or pedagogy such as PRAXIS II (when copies of test scores are provided) will be given consideration. Another example would be the successful completion of a Beginning Teacher Induction program in an LEA; this could serve to address the knowledge and competencies addressed in EDUC 1100 Introduction to Teaching and Educational Technology.

The residency licensure program is not a degree program, and successful completion of the plan of study does not lead to a degree from Catawba College.

In order to continue in the Catawba residency licensure program, residency licensure teachers must:

* + Remain employed by a North Carolina school system.
  + Successfully complete EDUC 4014 Internship for Residency Licensure with a grade of “S”.
  + Successfully complete the edTPA portfolio and provide a passing score report in the appropriate area prior to conversion of the RL license to the Initial Professional License (IPL). EDUC 4501 Professional Leadership for Residency Licensure is required during the spring semester for technical assistance with edTPA. This course may be repeated if desired.
  + Complete required courses as scheduled on the individual plan of study.
  + Make no grade lower than a C (equivalent to 2.0). (Any course with a grade of C- or lower must be retaken.)
  + Maintain a grade point average of 2.7 or above.

All requirements for licensure must be completed within three years of initial employment.

Scheduling of core courses: Because all core courses may not be offered every semester, it is important for teachers to follow the schedule in the plan of study in order to complete licensure requirements within a three year time frame. Failure to enroll in a scheduled class may result in the inability of a teacher to complete the plan of study in a timely manner. A tentative schedule of classes is available in the Office of the School of Education.

Following completion of all prescribed State requirements and testing, Catawba College will recommend that the residency licensure teacher be issued a clear license and submit appropriate documentation to the LEA for conversion to the IPL license.

Separate Memorandums of Understanding with cooperating LEAs also outline the responsibilities of the college and the LEA.

**D. Procedures for Admission to Residency Licensure**

* In order to implement a Plan of Study and be admitted to a residency licensure program, the candidate must:
  + Apply for admission to Catawba College as a post-baccalaureate teacher certification student.
  + Submit passing Licensure test scores to the School of Education. Licensure scores must match discipline of teaching position for which the candidate was hired.
  + Submit Residency Licensure verification form (Form RL) to the office of the School of Education).
  + Meet with Residency advisor to complete Plan of Study.
* In order to remain admitted in the Catawba College Residency Licensure program, a candidate must:
  + Be currently employed by a North Carolina public school system as a residency licensure teacher.
  + Maintain Residency Licensure Verification/Certification of Supervision (State Form RL) each year.
  + Residency Licensure teachers must meet the criteria listed in Section IX, C, above.
  + Complete all required coursework with a minimum grade of C (equivalent to 2.0 or higher).

**E. Residency Licensure Program Completion**

* In order to complete the residency licensure program, the candidate must
  + Have maintained a minimum grade point average of 2.70.
  + Complete all core courses with a grade of C or higher.
  + Complete EDUC 4014 Internship for Residency Licensure Teachers with a grade of “S”.
  + Complete EDUC 4501 Professional Leadership for Residency Licensure.
  + Successfully submit and pass the required edTPA portfolio.
  + Achieve “met” on all standards of the LEA/IHE capacity for teaching rubric.
  + Maintain satisfactory performance evaluations (“at standard”) from the employing LEA.
* Following completion of all prescribed Catawba policies, NC requirements for licensure, and testing requirements, candidates must submit an application to NCDPI to clear their Residency License. Catawba College will recommend that the residency licensure teacher be issued a clear license.

**IX. Resources**

The Goodman School of Education is committed to supporting our teacher education candidates from program entry through licensure and into their first classroom. Through intentional funding and strategic supports, we aim to reduce barriers and promote success every step of the way.

**A. The Shirley P. Ritchie Academy for Teaching**

In February 2007, the Board of Trustees of Catawba College approved the creation of the Shirley Peeler Ritchie Academy for Teaching, named in honor of former teacher education faculty member and College trustee Dr. Shirley Peeler Ritchie of Salisbury. Funding for the Academy is provided by an anonymous donor.

The 2007-2008 academic year marked the arrival of the first cohort of Martha Kirkland West Teaching Scholars, named in honor of a former teacher education faculty member and College trustee. West Scholars receive a scholarship to assist in the cost of their college education. The Academy also offers two additional scholarships for students intending to major or minor in education, the Opportunities in Education Scholarship and the Commit to Teacher Education Scholarship.

The Academy offers personal and professional growth opportunities including:

* Educational travel
* Conference participation
* Guest speakers and seminars
* Field experiences and school visits
* Peer cohort networking events

**B. Additional Program Support**

**Support for Program Entry**

The School of Education offers targeted financial assistance and preparation resources to help students begin their teacher education journey successfully.

* Praxis CORE Exam Reimbursement Students who successfully complete their Praxis CORE examination and submit all required admission materials on time are eligible for a one-time reimbursement, covering the cost of the combined CORE exam.
* 240Tutoring Access To help prepare for the Praxis CORE, students receive one month of free access to 240Tutoring, a high-quality preparation platform designed to boost confidence and test readiness.

**Support for Program Completion**

The School of Education provides multiple forms of financial support during the most intensive phases of teacher preparation, helping students meet internship and student teaching requirements.

* Internship Support Stipend Offered to licensure-path candidates completing their methods-course internships in Rowan-Salisbury Schools (our local Public School Unit) during the third year of study to support transportation costs, materials, and fieldwork expenses.
* Student Teaching Completion Stipend A stipend for candidates who complete their student teaching in Rowan-Salisbury Schools (our local Public School Unit) helping defray costs related to transportation, attire, materials, and licensure exam application fees during this critical semester.
* 240Tutoring Access for Licensure Exams One additional month of free access to 240Tutoring is provided to support preparation for required licensure exams (e.g., Praxis Subject Assessments, Pearson exams).
* Licensure Exam Reimbursement Students who successfully complete their licensure exam(s) before the School of Education's deadline for student teaching admission may be reimbursed for the full cost of the required exam(s) (one-time reimbursement).

**Support for Beginning Teachers**

The School of Education invests in the early success of our graduates as they enter the profession.

* Start-Up Teaching Fund A $500 teaching stipend is awarded to candidates who accept a full-time teaching position with Rowan-Salisbury Schools (RSS) and provide confirmation prior to graduation. This support helps with classroom setup and early professional expenses.
* Faculty Mentor Support - At the Goodman School of Education, our support doesn't end at commencement. New teachers continue to benefit from ongoing mentorship from faculty members during their first years in the classroom. Faculty mentors are just an email or phone call away to provide guidance on lesson planning, classroom management, assessment strategies, and navigating the challenges of the first year of teaching. This sustained relationship helps ease the transition from student to professional educator and reinforces our commitment to the long-term success of our graduates.

**C. North Carolina Department of Public Instruction**

Pertinent and current information regarding NCDPI directives and publications and information regarding the public schools of North Carolina may be accessed at http://www.ncpublicschools.org/

**X. Student Organizations and Awards**

**A. Student North Carolina Association of Educators (SNCAE)**

Catawba's prospective teachers club, the SNCAE, is open to anyone majoring or minoring in education. The regular monthly meetings are devoted to the professional and social enrichment of the members and to the advancement and refinement of the profession. Among other activities, each year the SNCAE sponsors a pinning ceremony in which candidates who have been admitted to a teacher education program are honored.

For liability purposes, all teacher education students who are participating in methods and student teaching courses listed in Section VI. C. of the handbook must join the SNCAE or secure professional educator’s liability insurance through other means. Students may join at [www.nea.org](http://www.nea.org) and must send proof of membership to the Administrative Assistant of the School of Education or application forms for membership in the SNCAE may be obtained from the Department office.

**B. Kappa Delta Pi** – International Honor Society in Education

The Society is made up of professional educators, college faculty, and students. The purpose of Kappa Delta Pi (KDP) shall be to promote excellence in and recognize outstanding contributions to education. It shall endeavor to maintain a high degree of professional fellowship among its members, quicken professional growth, and honor achievement in educational work. To these ends it shall accept to membership such persons as exhibit commendable personal qualities, worthy educational ideals, and sound scholarship, without regard to race, age, color, religion, sex, or handicapping condition.

Criteria for students selected for membership:

|  |  |  |
| --- | --- | --- |
| *Undergraduates*   * Junior or post-baccalaureate status * Admitted to teacher education * 3.2 GPA * Recommendation by faculty * Approval of KDP membership |  | *Graduates*   * Completion of 18 hours of graduate work at Catawba College * 3.8 GPA * Recommendation by faculty * Approval of KDP membership |

Birth-Kindergarten students admitted to the teacher education program under post-baccalaureate guidelines will be invited to membership in Kappa Delta Pi if their cumulative GPA from the undergraduate degree is 3.2 or above. Typically, these candidates will have completed their licensure program in the fall semester preceding KDP induction, which is held during the spring semester.

Post-baccalaureate students will not receive honor cords since they have already graduated.

**C. Awards**

The following two awards are presented annually in recognition of outstanding potential as a teacher or outstanding service to SNCAE.

* + - **The Shirley L. Haworth Prospective Teacher Award**

This award is presented to a student who is an education major or minor and who has demonstrated outstanding potential as a teacher based on observations in classroom settings by faculty and cooperating teachers. This student must be a senior with a GPA of 3.0 or better. The recipient is chosen by the School of Education faculty. The award, named in honor of Shirley L. Haworth of Jamestown, NC, *Professor Emerita of Education* andformer Chair of the Department of Teacher Education, in appreciation of distinguished advocacy service and leadership in North Carolina teacher education.

* + - **The Student North Carolina Association of Educators/Cynthia Osterhus Award**

This award is presented to the student who has made an outstanding contribution to the Student North Carolina Association of Educators and who has shown the potential to become an excellent teacher. The award is named in honor of Cynthia Osterhus, '73, of Salisbury, Catawba College graduate, former North Carolina Teacher of the Year and much honored for her teaching excellence. The recipient is chosen by the School of Education faculty

**APPENDICES**

**APPENDIX A**

**Admissions Forms**

Logo, company name

Description automatically generated

**APPLICATION FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM**

*Section 1. (To be completed by student)*

Select one track: Licensure Track Non-Licensure Track

Name in Full \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Catawba ID Number\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Permanent Mailing Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Street or PO Box City State Zip*

Date of Birth \_\_\_\_\_\_\_\_\_\_\_\_\_\_ SSN: \_\_\_\_\_\_- \_\_\_\_\_\_\_- \_\_\_\_\_\_\_\_ Cell Phone \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Note: The SSN is required for paperwork submitted to NCDPI.)

Campus e-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Permanent (non-Catawba) e-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Expected graduation/completion date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Major/Licensure Field(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Month Year*

Complete all information in Section 1 and return it to the Teacher Education office by **February 28** of your sophomore year.

**Have you ever been convicted of a felony or crimes other than minor traffic offenses? Yes [ ] No [ ]**

Please read and initial the following statements.

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_ I understand that admission to a teacher education program is contingent upon a criminal background check performed at my expense. | \_\_\_\_\_\_\_\_ I understand that my Catawba College student discipline file will be reviewed as part of the application process. I also understand student discipline files will be monitored periodically. |
| \_\_\_\_\_\_\_\_ I understand that I must pass the Praxis CORE exams (reading, writing, math) **prior to admission to Teacher Education**. I understand I will be denied admission to Teacher Education if Praxis CORE is not passed. | \_\_\_\_\_\_\_\_ I understand that I must pass the designated licensure exam(s) **prior to admission to student teaching**. I understand I will be denied admission to student teaching if the licensure exam(s) is (are) not passed prior to the student teaching semester. |
| \_\_\_\_\_\_\_\_ I understand I must purchase an edTPA Portfolio (electronic) from Pearson when enrolling in the student teaching semester in order to upload the required electronic professional portfolio (edTPA). I understand fees apply. | \_\_\_\_\_\_\_\_ I understand I must exhibit ethical behavior and professional dispositions in my coursework, internships, and student teaching. Failure to do so can result in removal from or failing grades in internship placements and/or student teaching. |

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Section 2. (To be completed by advisor)*

\_\_\_\_\_\_\_\_ I recommend with no reservations that the above student enter a program of preparation for the teaching profession in

\_\_\_\_\_\_\_\_ I recommend with reservations

(please comment bel)

\_\_\_\_\_\_\_\_ I do not recommend \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Expected area of licensure*

Comments:

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Section 3. (For office use only)* **PRAXIS SCORES**

\_\_\_\_\_\_\_\_\_ SAT Math Score \_\_\_\_\_\_ACT MATH READING: \_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_ SAT Verbal Score \_\_\_\_\_\_ACT – ENG WRITING: \_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_ SAT-Combined \_\_\_\_\_\_ACT – Composite MATH: \_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_ Grade Point Average \_\_\_\_\_\_\_\_\_\_ date COMPOSITE PRAXIS SCORE \_\_\_\_\_\_\_\_\_\_\_

*(at Catawba)*

\_\_\_\_\_\_\_\_\_ \*\*Speech Screening \*\*Comments \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Section 4*

|  |
| --- |
| ACTION OF TEACHER EDUCATION COMMITTEE  \_\_\_\_\_\_\_\_Admission to Teacher Education (Licensure Track)   * \_\_\_Approved pending criminal background check * \_\_\_Approved with restrictions+   \_\_\_\_\_\_\_\_ Denied admission to Teacher Education   * Candidate may proceed on non-licensure track * Candiate may resubmit application for admission once missing requirements are met+   +Comments \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

*Signature, Chair of Department of Teacher Education*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Section 5: (For office use only):* \_\_\_\_\_\_\_\_ ATED \_\_\_\_\_\_\_\_ TEED *Revised June 15, 2023*

Logo, company name

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**APPLICATION FOR ADMISSION TO STUDENT TEACHING**

*Section 1. (To be completed by student)*

Name in full\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Catawba ID Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Permanent Mailing Address\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Street or PO Box City State Zip*

Date of Birth \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SSN: \_\_\_\_\_\_- \_\_\_\_\_\_\_- \_\_\_\_\_\_\_\_ Cell Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Campus e-mail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Permanent (non-Catawba) email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Expected graduation/completion date \_\_\_\_\_\_\_\_\_\_\_\_\_ During which semester would you prefer to student teach? \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major/Teaching Licensure area\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Have you ever been convicted of a felony or crimes other than minor traffic offenses? Yes [ ] No [ ]**

|  |
| --- |
| \_\_\_\_\_\_\_ I understand my Catawba College student discipline file will be reviewed as part of the application process to student teaching and this file will be reviewed prior to any recommendation for teaching license or employment. |
| \_\_\_\_\_\_\_\_I understand I must pass the designated licensure exam(s) **prior to admission to student teaching**. I understand I will be denied admission to student teach if the designated licensure exam(s) is (are) not passed prior to student teaching. |
| \_\_\_\_\_\_\_\_ I understand I am required to successfully submit the electronic professional portfolio (edTPA). I understand this will require an additional fee of $300.00 paid to Pearson Education for purchase of the electronic portfolio platform. |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date

Complete all information above this line and return it to the Teacher Education office by **February 28** of your junior year.

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*Section 2. (To be completed by advisor)*

\_\_\_\_\_\_\_\_ I recommend with no reservations that the above student complete a program of preparation for the

teaching profession in

\_\_\_\_\_\_\_\_ I recommend with some reservations

(please comment below)

\_\_\_\_\_\_\_\_ I do not recommend \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Area for student teaching*

Comments:

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Section 3. (For office use only)* **LICENSURE EXAM(S) REQUIRED**

\_\_\_\_\_\_\_A maximum of one C- or D in professional sequence **Birth-Kindergarten** – no test required for licensure

\_\_\_\_\_\_Grade Point Average **Elementary** – CKT Mathematics; Foundations of Reading

\_\_\_\_\_\_\_Total semester hours **Middle School** – Middle Grades content test(s) for area of licensure

Required exam(s) passed (see chart below) **Secondary Subjects** – Secondary content test for area of licensure

**Special Subjects** – Content test for area of licensure (no test Theatre)

**Special Education** – CKT Mathematics; Foundations of Reading; and, Special Education-General Curriculum

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Test Required | Date Taken | Score | Required Score | P/F? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

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*Section 4.* ACTION OF TEACHER EDUCATION COMMITTEE

\_\_\_\_\_\_\_\_\_\_ Approved

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_ Approved with restrictions+ *Signature, Chair, Department of Teacher Education*

\_\_\_\_\_\_\_\_\_\_ Denied+ +Comments\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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*Section 5. (For office use only)*

\_\_\_\_\_\_\_\_ ASTE \_\_\_\_\_\_STTE

A form with a name and address

Description automatically generated

**APPENDIX B**

**Evaluation Forms**

**Oral Presentation Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The oral presentation will be evaluated within the five classical canons of speech. The following scale of 1-4 (low to high) will be used.**

**1-Emerging 2- Developing 3- Proficient 4-Accomplished**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Rating** | **Comments** |
| Invention | Appropriate topic |  |  |
| Introduction  Conclusion |  |  |
| Disposition | Arrangement |  |  |
| Timing |  |  |
| Style | Clarity |  |  |
| Word usage |  |  |
| Delivery | Rate, Pitch, Volume |  |  |
| Accent, Dialect, Pronunciation |  |  |
| Gestures and  Body language |  |  |
| Facial expressions Eye contact |  |  |
| Memory | Use of notes |  |  |
| Extemporaneous speech |  |  |

**Recommendations:**

No remediation required \_\_\_\_\_\_\_\_

Remediation recommended \_\_\_\_\_\_\_\_

Remediation required \_\_\_\_\_\_\_\_

Recommending Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_

**Additional Comments:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Rating Scale**

4 – Accomplished

3 – Proficient

2 – Developing

1 – Emerging

N/O – No opportunity to observe



**INTERNSHIP EVALUATION**

(*To be completed by the school-based educator*)

**Intern**  **Evaluator**

**School**  **Grade /Subject**

**Semester: Fall**  **Spring**  **Date**

*The components found within the internship evaluation are taken directly from the North Carolina Professional Teaching Standards and the descriptors for each standard. As you complete the evaluation of your intern at the end of the semester, please keep in mind that the intern is a “teacher-in-training,” and is only beginning to develop and practice his/her skills as a preservice teacher. This semester, the intern has been enrolled in a teaching methods class that supported this internship. The intern has been learning about teaching, both in the methods class and in your classroom. The intern will be taking the experiences from the college classroom and the public school environment into his/her student teaching classroom next year. Please consider the internship as an opportunity for the intern to learn and grow rather than to demonstrate mastery of skills. While there may be areas that you do not feel comfortable rating due to the limited amount of time that the intern is in your classroom, you may see glimpses of these skills and or the capacity for the intern to demonstrate these skills in the future.*

**Please rate your intern in each area using the rating scale indicated above. Please weigh your ratings carefully and provide supporting comments whenever possible. (To mark a check box, click the box twice and select the “checked” button.)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Part I: Teachers demonstrate leadership.** | | | | |
| 1. The intern helps to maintain a safe and orderly classroom that facilitates student learning (1a.3). | | | | Rating: 4  3  2  1  N/O |
| **Description:** *The intern is not responsible for maintaining a safe and orderly classroom, but should be aware of the mentor’s expectations and procedures. As the mentor is teaching or leading the class, the intern might circulate around the classroom to assist the mentor in keeping students on task. They might remind students of expectations and help to reinforce these expectations.* | | | | |
| **Comments:** | | | | |
| 2. The intern uses positive management of student behavior and effective communication (1a.4). | | | | Rating: 4  3  2  1  N/O |
| **Description:** *Because the intern is not in the classroom on a daily basis, it will be difficult for him/her to be responsible for managing classroom behavior; however, the intern should be observant of strategies used by the mentor and support his/her expectations. When the intern is teaching informal and formal lessons, they should be using the mentor’s strategies, as well as other strategies that might prove effective to manage student behavior. The intern should be observing, learning, and practicing effective communication techniques to address and help diffuse disruptive behavior.* | | | | |
| C**omments:** | | | | |
| 3. The intern is beginning to develop professional relationships and networks (1c.2). | | | | Rating: 4  3  2  1  N/O |
| **Description:** *Although the intern is not in the classroom or school on a daily basis, it would be beneficial for the mentor to introduce the intern to colleagues, specialists, and administrators to help the intern begin to understand the importance of developing professional relationships within the school. The intern should try to nurture these relationships, as opportunities arise.* | | | | |
| **Comments:** | | | | |
| 4. The intern upholds the *Code of Ethics for North Carolina Educators* and the *Standards for Professional Conduct* (1e.1). | | | | Rating: 4  3  2  1  N/O |
| **Description:** *Not only should the intern demonstrate professionalism, honesty, integrity, and confidentiality, they should be developing and demonstrating professional judgment and a commitment to the profession. The intern should maintain an appropriate relationship with students. The intern will not be independently evaluating students or assigning grades, but will benefit from exposure to these practices and should assist the mentor, as appropriate. The intern should be learning about using available resources to promote learning and will benefit from the expertise of the mentor.* | | | | |
| **Comments:** | | | | |
| **Part II. Teachers establish a respectful environment for a diverse population of students.** | | | | |
| 5. The intern helps to maintain a positive and nurturing learning environment (2a.1). | | | Rating: 4  3  2  1  N/O | |
| **Description:** *While not responsible for maintaining a positive and nurturing learning environment, the intern should begin to practice the skills to support the mentor’s expectations. The intern should be demonstrating a supportive and caring demeanor with students.* | | | | |
| **Comments:** | | | | |
| 6. The intern understands the influence of diversity and plans instruction accordingly (2b.3). | | Rating: 4  3  2  1  N/O | | |
| **Description:** *Through conversations with the mentor, the intern should begin to develop an idea of how to meet the diverse needs within the classroom. When planning informal and formal lessons, the intern should include activities that address the diverse needs of the students in the classroom.* | | | | |
| **Comments:** | | | | |
| 7. The intern helps to maintain a learning environment that conveys high expectations for every student (2.c.1). | Rating: 4  3  2  1  N/O | | | |
| **Description:** *Through observations and discussions with the mentor, the intern should be learning how to establish high expectations for each student in the class. The intern should be developing strategies for helping students achieve at high levels. The intern should be asking questions about ways to best support the learning needs of students.* | | | | |
| C**omments:** | | | | |
| 8. The intern uses research-verified strategies to provide effective learning activities for students with special needs (2d.2). | Rating: 4  3  2  1  N/O | | | |
| **Description:** *The intern should be gaining knowledge about research-verified strategies to support student learning. Conversations with the mentor to determine the availability of resources, as well as how to incorporate these resources into informal and formal lessons, should be taking place.* | | | | |
| C**omments:** | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Part III: Teachers know the content they teach.** | | | |
| 9. The intern develops and applies lessons based on the North Carolina Standard Course of Study (3a.1). | Rating: 4  3  2  1  N/O | | |
| **Description:** *The intern should be using the North Carolina Standard Course of Study, comprised of the Common Core State Standards and/or the North Carolina Essential Standards, in the development of formal lesson plans. The intern should be engaging him/herself actively in the learning taking place in the classroom.* | | | |
| **Comments:** | | | |
| 10. The intern integrates effective literacy instruction throughout the curriculum and across content areas, as appropriate, to enhance students’ learning (3a.2). | | | Rating: 4  3  2  1  N/O |
| **Description:** *The intern should be incorporating literacy instruction in the form of reading, writing, speaking, and/or listening into his/her content area as formal lessons are developed.* | | | |
| **Comments:** | | | |
| 11. The intern demonstrates an appropriate level of content knowledge in the teaching specialty (3b.1). | | | Rating: 4  3  2  1  N/O |
| **Description:** *The intern should be demonstrating an understanding of the content as they are teaching lessons informally and formally, co-teaching, and contributing to classroom activities and discussions. The intern should be asking questions of the mentor to clarify unfamiliar content.* | | | |
| **Comments:** | | | |
| 12. The intern integrates 21st century skills and content in instruction (3d.1). | | | Rating: 4  3  2  1  N/O |
| **Description:** *The intern should be integrating the appropriate 21st century skills and content into formal lessons, such as core subject content; global awareness; financial, civic, health, and environmental literacy; creativity and innovation; critical thinking and problem solving; communication and collaboration; information and media literacy; technology skills; and life and career skills.* | | | |
| **Comments:** | | | |
| **Part IV. Teachers facilitate learning for their students.** | | | |
| 13. The intern uses a variety of appropriate methods and materials to meet the needs of all students (4c.1). | | Rating: 4  3  2  1  N/O | |
| **Description:** *The intern should be gaining knowledge about appropriate methods and materials to facilitate student learning. Conversations with the mentor to determine methods and materials that will meet the needs of students should be taking place.* | | | |
| **Comments:** | | | |

|  |  |  |
| --- | --- | --- |
| 14. The intern integrates technology with instruction to maximize students’ learning (4d.1). | Rating: 4  3  2  1  N/O | |
| **Description:** *The intern is demonstrating the use of technology in his/her formal lessons to facilitate student learning and is supporting the mentor’s use of technology in the classroom.* | | |
| **Comments:** | | |
| 15. The intern uses a variety of methods to communicate effectively with all students (4g.1). | Rating: 4  3  2  1  N/O | |
| **Description:** *The intern is learning how to effectively communicate and clarify content, directions, examples, and related information to facilitate learning for all students. The intern should be honing his/her communication skills both orally and in writing.* | | |
| **Comments:** | | |
| **Part V: Teachers reflect on their practice.** | | |
| 16. The intern uses a variety of research-verified approaches to improve teaching and learning (5c.1). | Rating: 4  3  2  1  N/O | |
| **Comments:**  *Please provide examples, as appropriate.* | | |
| **Part VI: General Observations** | | |
| 17. The intern showed his/her greatest ability in the following activities or situations:  **Comments:**  *Please provide examples, as appropriate.* | | |
| 18. The intern needs to improve in the following areas:  **Comments:**  *Please provide examples, as appropriate.* | | |
| 19. Do you have any concerns about the intern entering student teaching? | | Yes  No |
| **Comments:**  *Please provide examples, as appropriate.* | | |
| **INTERNS:** Your signature below indicates that you have seen a copy of this evaluation, not that that you are in agreement or disagreement with the evaluation contents.  INTERN SIGNATURE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |



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**Statement of Confidentiality for Field Experiences**

Internship Experience 🞎 Student Teaching Experience 🞎

Fall 🞎 Spring 🞎 Year \_\_\_\_\_\_\_\_\_\_\_\_

Student’s Name (print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I understand that I may have access to and knowledge of personal information about teachers and students, such as test data, grades, professional reports, and/or other documents or information that are not otherwise public information.

I understand that I must safeguard all personal and confidential student information and use it for professional purposes only. I will not intentionally disclose any confidential or privileged information that I may become privy to concerning employees and students within the school district where I am assigned.

Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

***Return original form with signature to Mr. Fleming in the School of Education Office***

***no later than the end of the first full week of class.***

***. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .***

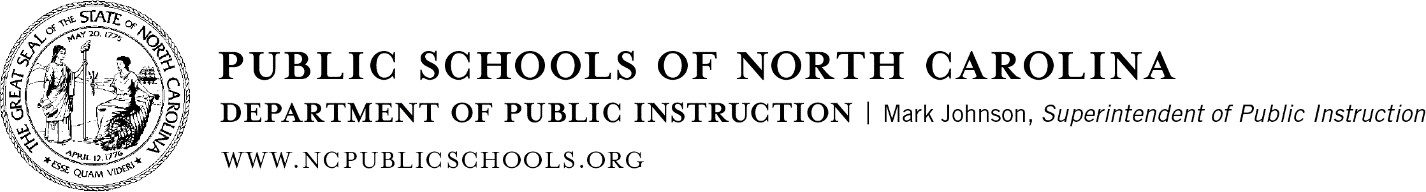
**For Department Use Only:**

Initials of Chair of Department of Teacher Education \_\_\_\_\_\_\_\_

**APPENDIX C**

**COMPLAINT POLICY FOR THE STATE OF NORTH CAROLINA**

Students seeking information regarding the complaint procedure for NCDPI should visit <https://www.dpi.nc.gov/media/12170/download?attachment> to find the appropriate forms for the process.



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| **Education Preparation Provider Complainant Process** |
| Pursuant to North Carolina General Statue 115C-269.55, the North Carolina State Board of Education (SBE) has the authority to receive reports of allegations of noncompliance regarding specific laws and rules associated with Educator Preparation Program (EPP) requirements. The SBE does not have the authority to receive complaints related to contractual arrangements with an EPP, commercial issues, obtaining a higher grade or credit for training, or seeking reinstatement to an EPP. The complaint process allows students to report allegations of noncompliance with Article 17D of Chapter 115C of the General Statutes.  The following is the current SBE process for addressing a formal complaint: |

1. Students may submit the formal complaint form below to [Thomas.Tomberlin@dpi.nc.gov](mailto:Thomas.Tomberlin@dpi.nc.gov)
2. SBE staff will send confirmation of receipt within 30 days of receiving the submission.
3. SBE staff will forward all complaints to the North Carolina Department of Public Instruction’s (NCDPI) division responsible for educator preparation for further action, including assessing the complaint, providing a severity status and prioritizing the complaint accordingly, and determining jurisdiction.
   1. If staff determine that the complaint is not within the State Board of Education’s jurisdiction, staff shall notify the complainant that the complaint will be closed without further action.
   2. If staff determine the complainant knew or should have known about the events giving rise to a complaint more than three years before the earliest date the complainant filed a complaint with either NCDPI staff or the EPP, NCDPI staff will notify the complainant that the complaint will be closed without further action.
   3. If a complainant has not exhausted all applicable complaint and appeal procedures that the EPP has established to address complaints, NCDPI staff may delay initiating an investigation until the EPP's complaint and appeal process is complete.
4. If NCDPI staff determine that the complaint falls within the jurisdiction of the SBE, staff will notify the EPP of the alleged complaint.
   1. The EPP will have 30 days to submit a response and artifacts to dispute the complaint.
5. Upon completion of its review, NCDPI staff will notify both the individual and the EPP in writing of the findings of the review.
   1. If NCDPI staff find that a violation occurred, the notice will specify the statute and/or rule that was alleged to have been violated.
6. Each party will have ten business days from date of notification to present additional information or to dispute the findings of the review.
   1. After reviewing any additional information, if NCDPI staff find that no violation has occurred, the complaint will be closed and NCDPI staff will notify both parties in writing.
   2. After reviewing any additional information, if NCDPI staff find that the EPP has violated SBE rules and/or state law, additional actions may be taken against the EPP.
7. The State Board of Education shall retain a copy of all alleged violations for use in EPP risk assessment.

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| **Complainant Contact Information** |
| Date: |
| Name:  *Last First M.I.* |
| Email:  Phone Number:  Mailing Address:  Additional Contact Information: |
|  |
| Educator Preparation Program: Licensure Area: |

**Complaint Description**

Certain information is necessary to review a complaint. Please fill out this form carefully and as completely as possible. The North Carolina Department of Public Instruction (NCDPI) can only accept complaints that allege a violation of a federal or state education law or regulation over which the NCDPI has the jurisdiction, or authority, to regulate. The violation that is alleged must have occurred not more than three years prior to the date the complaint is received by the NCDPI.

|  |
| --- |
| Describe the alleged violation (describe the nature of the problem). Summarize the complaint within the space provided: |
| Describe the facts on which the allegation is based. Please be specific. |
| What are significant dates and events related to the allegation? Please be specific. |
| Describe the documents that support the described facts. |
| Describe your efforts to resolve the complaint in other ways, such as the district or charter school's local complaints process. |

## Departmental Handbook Links

* Goodman School of Education-
* Handbook for Supervision-
* Field Experiences Handbook
* Goodman School of Education Advising Sheets

Can be found on the Additional Information Tab-<https://catawba.edu/elementaryed/>

* Birth-Kindergarten Handbook can be found at <https://catawba.edu/bk/courses/>

1. Section A is taken verbatim from “Residency License Process” North Carolina Department of Public Instruction Retrieved from <http://www.ncpublicschools.org/docs/epp/rli/rl-epa-verification-form.pdf> April 19, 2019 [↑](#footnote-ref-2)
2. Section B is taken verbatim from “Residency License Process” North Carolina Department of Public Instruction Retrieved from <http://www.ncpublicschools.org/docs/epp/rli/rl-epa-verification-form.pdf> April 19, 2019 [↑](#footnote-ref-3)