

Reich College of Education



APPALACHIAN STATE UNIVERSITY

Undergraduate Teacher Education Student Handbook

**Reich College of Education
Appalachian State University
2017-2018**

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Office of the Associate Dean
Dr. N. Jordan, Associate Dean

2017-2018

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Welcome from the Dean

I am so excited to serve as Dean of the Reich College of Education at Appalachian State University, and it is with great pleasure that I welcome you into the most noble of professions! When I started my career as an educator in an elementary school classroom in the Charlotte-Mecklenburg School district I was in awe of the responsibility that was bestowed upon me, but more than that, I was in awe of the young people with whom I had the opportunity to work each day. I still remember the wonder in their eyes and the openness with which they greeted me. I loved the ability to connect with learners in the classroom and then as I matured as a teacher I began to want to explore the “why” of what was happening in my classroom with individual learners. That led me to undertake more study in pursuit of a master’s degree. I am sharing this with you because I want you to always be more cognizant of the “why!”

The Reich College of Education offers a broad range of programs that provide a balance of both clinical and classroom experiences. I encourage you to get involved as a learner and as a leader. Your engagement in your learning process is important as it is only through your participation and leadership that you begin to experience the true mission of the College and the profession. Regardless of what you might encounter with regard to the ever-changing standards and curricular foci as well as the fluidity of the political landscape that influences how we do our work, every child and every classroom needs a dedicated, smart, and committed teacher. That is our goal for you, and I hope it is your top priority as a future educator.

As you embark on your degree in education, it is my hope that the Reich College of Education prepares you to meet the standards and academic requirements for becoming a strong and effective teacher. Even more importantly, I hope that we prepare you to meet the needs of each learner you encounter. Our collective vision is to *“enhance practice in the fields of education and human services by preparing graduates for leadership and outstanding service”*. You are the “proof of the pudding!” As a collaborative community of scholars, educators, and service providers we are here to work with you and for you. We strive to continue to impact the lives of children, youth, and families in North Carolina and are delighted that you have chosen to be part of our College!

The faculty and staff in the Reich College of Education are here to contribute to your education and help you be the best teacher and leader you can be. My challenge to you is, “What will your contribution be?”

Feel free to contact me if you have questions about your experience in the Reich College of Education. I look forward to meeting you!

Sincerely,
Dr. Melba Spooner
Dean, Reich College of Education



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

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

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

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

*The complete conceptual framework can be found on the Reich College of Education’s homepage and at <https://rcoe.appstate.edu/about/mission-vision-and-conceptual-framework>

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

Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. NCATE expects institutions to assess professional dispositions based on observable behaviors in educational settings. The two professional dispositions that NCATE expects institutions to assess are *fairness* and the belief that all students can learn. Based on their mission and conceptual framework, professional education units can identify, define, and operationalize additional professional dispositions. (NCATE Glossary, 2010).

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

The three key dispositions are:

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

WHAT ARE THE REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE IN TEACHER EDUCATION?

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

1. Complete 122-128 semester hours with a grade-point average of at least 2.70. If you are a transfer student, you must have at least a 2.70 grade-point average on all work at Appalachian.
2. Complete the core curriculum requirements.
3. Complete a speech screening and demonstrate proficiency in reading and written English.

4. Pass PRAXIS I: Academic Skills Assessment (Reading, Writing, and Mathematics) or approved scores on SAT or ACT. (See page 10 and 11 of this Handbook for designated minimum scores.)
5. Earn:
 - a. at least a 2.70 grade-point average on a minimum of 45 semester hours (SH) to be admitted to teacher education
 - b. maintain a 2.00 grade point average (GPA) or better on all work in the major (some majors require a higher average GPA in the major)
 - c. a 2.70 cumulative GPA overall on all coursework at Appalachian.

Transfer students must complete at least eight semester hours of work in the major at Appalachian and have at least a 2.00 grade point average on all work at Appalachian in the major and a 2.70 cumulative GPA on all coursework at Appalachian. (Some majors require a higher GPA in the major and minimum grades on courses in the major.)

6. Complete a major consisting of 24 to 60 SH in a teacher education major.
7. Complete (if majoring in elementary education, middle grades education, physical education, health education, technology education, or business education) a second academic concentration (18 SH) in an academic area. Second academic concentrations for each program major are listed on the major program of study (see programsofstudy.appstate.edu) and are listed in [Appendix B](#). Check with your advisor regarding appropriate second academic concentrations.
8. Complete professional education requirements as follows:

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

*The programs of study listing is available at <http://programsofstudy.appstate.edu/>

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

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

PRAXIS II: Subject Assessment or Specialty Area Test and/or the National Evaluation System (N.E.S.) tests 1) Fundamentals of Reading and/or 2) General Curriculum Test may be required for some initial licensure areas. The North Carolina State Board of Education has designated the Praxis II series with some programs requiring tests from the National Evaluation Series. Specific information on Praxis II licensure requirements for your major will be provided to you. A table of minimum cut-off scores is available in the Associate Dean's Office (RCOE 405J). Passing scores are set by the North Carolina Department of Public Instruction (NCDPI) and are subject to change. Current licensure test cut-off requirements for those programs required can be found at www.ets.org/praxis/nc. All students are required to take any and all NC-required test(s) prior to completion of student teaching. While achieving a qualified (passing) score is not necessary to begin teaching, qualified scores are necessary within two years in order to continue to the third year of teaching.

WHAT ARE PRAXIS AND NES SCORES?

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

Praxis Core: Core Academic Skills Assessments (Required for admission to teacher education; SAT or ACT scores may be used in lieu of Praxis I if designated minimum scores are earned as listed on p. 9 of this Handbook.)

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

- The computer-based **Praxis Core: Core Academic Skills for Educators (CORE)** in Reading, Mathematics, and Writing are each one-hour multiple-choice tests. The Writing test also includes a 30-minute essay.
- They provide the candidate immediate scores in reading and mathematics, and are available on demand throughout the year by appointment, eliminating the need to register far in advance. The tests are given at a network of more than 300 sites, including Sylvan Technology Centers, ETS field service offices, and selected college and university centers. **The Praxis-CORE is offered at Appalachian through the Computer Based Testing (CBT) Center in the John E. Thomas Academic Support Building (262-6801).** The tests are administered on Windows compatible PCs with a mouse. Test scores are not accepted by the Dean's Office until a paper copy of official scores are received in the Dean's office from ETS.

See [Appendix C](#) for information and resources available to students for preparing for Praxis I.

Praxis II: Subject Assessments/Specialty Area Tests

This assessment measures your knowledge of the subject you will teach. It also measures your general and subject-specific pedagogical skills and knowledge. Special education majors and all other areas (except Elementary Education) must take and special education must pass Praxis II to be recommended for NC licensure. **All students in a teacher education program at Appalachian must take the appropriate PRAXIS II test and/or N.E.S. tests (to be described later) for their licensure areas prior to or during student teaching.** Completing the test(s) and submitting the scores to the Reich College of Education is a course requirement for student teaching (CI/SPE 4900) and, therefore, a program requirement. (See [Appendix D](#)) For detailed information about PRAXIS I: Core Academic Skills, and PRAXIS II: Subject Assessments, consult the ETS *Registration Bulletin* or the ETS website: <http://www.ets.org/praxis>. Special Education: General Curriculum and Elementary Education must read about the NES tests.

NES: Foundations of Reading Test and General Curriculum Tests

For Continuing Licensure, both Elementary and Special Education: General Curriculum must pass the required NES test(s) as required by NC-DPI. They are the Foundations of Reading Test, and two components of the General Curriculum Test being 1) the multi-subjects subtest and 2) mathematics. Information of passing scores can be found in [Appendix D](#).

WHAT SHOULD I DO TO BE ADMITTED TO TEACHER EDUCATION?

Entrance to Degree Granting Colleges from University College

All undergraduate students begin their studies with the University College. To move from the University College to the Degree-Granting College, the home of your major (Reich College of Education, Hayes School of Music, College of Arts and Sciences, College of Fine and Applied Arts, or College of Health Sciences) will need your academic and advisement record. In order to have your academic and advisement record forwarded to the appropriate college, you will have to accomplish the following:

- complete 30 semester hours, including ENG 1000 at C or better;
- obtain at least a 2.7 cumulative GPA; and
- officially declare your major.

Also remember that previous to your first semester at Appalachian, you should take either the Math Placement Test (if your SAT math was less than 550 or ACT was less than 22) or the Calculus Readiness Test (if scores are at or above previously indicated minimums). <https://orientation.appstate.edu/math-placement-and-calculus-readiness-tests>

Although you may be admitted to a college for a licensure program, you still must be formally admitted to a teacher education program. Please see the information below.

Admission to Teacher Education

To be admitted to a teacher education program, a student must complete a formal online application. Applications are available through the RCOE student services section of self-services.

https://bannerweb.appstate.edu/pls/PROD/twbkwbis.P_WWWLogin

The electronic version will provide prompt notification of results. Students will be notified via email if application is incomplete or if application is rejected. You will also be notified via email when you have been admitted to teacher education.

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

- Pass PRAXIS I: Core Academic Skills Assessment (Reading, Writing, and Mathematics) during your **freshman or early sophomore year**. Praxis I is designed to measure your reading, writing, and mathematics skills. Minimum passing scores are set by the North Carolina Department of Public Instruction. Both the specific tests required and qualifying scores **are subject to change at any time**.

Acceptable scores are:

- **Reading – 156**
- **Writing – 162**
- **Math – 150**
- **Combined (Reading + Writing + Math) score of 468.**

Individuals with a **SAT score of 1170 or an ACT score of 24** are exempt from Praxis Core testing. Individuals with a **SAT Evidence-Based Reading and Writing (EBRW) score of at least 550 or an ACT English score of 24** are exempt from the Praxis Core Tests in Reading and Writing. Individuals with a **SAT score of at least 600 or an ACT score of at least 24 on the Math test** are exempt from the Praxis I Test in Math.

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

- Complete CI 2300 and FDN 2400 with a C (2.00) or higher in each, typically during your **sophomore year**. The Candidate for Professional Licensure Form (CPL) must be completed in the CI 2300 course and on file.
- Demonstrate proficiencies in English and reading:
 - ENGLISH PROFICIENCY – During your **freshman year**, you should complete ENG 1000, 3 SH, with a grade of C (2.0) or better. Upon completion of ENG 1000 with a 2.0 or better and successful completion of PRAXIS I Writing, or SAT Reading/Verbal, or ACT English, you will be declared proficient in writing.
 - READING PROFICIENCY - Upon completion of 45 SH, obtaining an overall GPA of 2.50, and achieving passing test scores on the required PRAXIS Reading, or SAT Reading/Verbal, or ACT English, you will be declared proficient in reading. Students transferring in 45 or more SH must earn a 2.50 cumulative GPA on a minimum of 12 SH at Appalachian.
- Declare a second academic concentration if you are majoring in Business Education, Elementary Education, Middle Grades Education, Health and Physical Education, or Career and Technical Education. See [Appendix B](#) for a list of possible second academic concentrations; you should also refer to your major program of study and consult with your advisor.
- Complete at least 45 SH with a cumulative GPA of at least 2.7 (a GPA of at least 2.7 must be maintained thereafter). Transfer students, including those with 45 or more SH, must earn a 2.7 cumulative GPA on a minimum of 12 SH at Appalachian.

- All grades of “I” (Incomplete) must be removed prior to application for admission to teacher education.

If you have declared an intended major in teacher education, you will be sent an admission status card from the Registrar’s office listing deficiencies at the end of the first semester of your sophomore year.

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

A criminal background check (CBC) completed within six months of the date the materials are turned in is required. Forms to process the CBC are available from the Dean’s offices (RCOE building room 400) or from [Appendix J](#) in this handbook. Teacher education applicants who have criminal histories may be required to see Dr. Monica Lambert, Associate Dean (262-7173), prior to admission to teacher education. Certain criminal histories may interfere with successful completion of a teacher education program.

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

WHAT HAPPENS IF MY CUMULATIVE GPA FALLS BELOW A 2.7?

All teacher education candidates must have a minimum cumulative grade point average of 2.7 to be admitted to a teacher education program, and must then maintain a cumulative Grade Point Average (GPA) of 2.7 from time of admission through graduation. This information is shared with students at freshman and transfer orientation, in the Undergraduate Bulletin, in the Undergraduate Teacher Education Handbook, and is mailed to students each semester prior to their admission into teacher education.

If your cumulative GPA drops below a 2.7 after admission to teacher education, you will be notified by the Associate Dean that your cumulative GPA was below the minimum required for a teacher education program at the end of the semester or grading period. Upon receipt of this notification, you must schedule an appointment to meet or talk with Dr. N. Jordan, the Associate Dean (828-262-6107) as soon as possible. At that time, specifics will be discussed regarding your cumulative GPA and what you must do to continue in teacher education.

You will be given one semester, excluding summer, to reestablish a cumulative GPA of 2.7. Please note that the summer session is not counted as a semester and attending summer school could be beneficial in raising your GPA. If you do not have a cumulative GPA of 2.7 prior to the beginning of the following semester, you will no longer be listed as admitted to teacher education and will not be allowed to take courses restricted to teacher education, including student teaching. If you have pre-registered for any restricted teacher education courses and your GPA is less than 2.7 for a second semester, you will be dropped from these courses.

WHO ADVISES ME?

The Reich College of Education’s Associate Dean serves as the Academic Advising Coordinator (Rm 405J RCOE) and coordinates advising activities within the College. As you move through your teacher education program, your progress is carefully monitored by personnel in the Reich College of Education based on the appropriate program of study, Banner Student Information, and grade report at the end of each term.

Advisement in teacher education is an ongoing process and generally proceeds with the following steps:

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

Elementary Education (K-6), Middle Grades (6-9), Special Education, Career and Technical Education, and Child Development students meet with advisors in their major department within RCOE. All College of Education majors receive a letter informing them of their assigned advisor. Advisement is mandatory!

Secondary education (9-12) and special subject (K-12) majors meet with an advisor from their major department in their college/school. The RCOE Dean's Office, Rm 400 RCOE, and the Chair of Curriculum and Instruction, 205 RCOE, assist with advising non-College of Education majors with professional education requirements if needed.

- **Teacher Education:** Reich College of Education majors continue being advised by their assigned advisor within the appropriate major. Advisement continues to be mandatory.

Secondary education (9-12) and special subject (K-12) majors outside the College of Education are advised by an advisor in their major department and, if needed, by the Reich College of Education's Dean's Office, Rm 400 RCOE.

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

Programs of Study detailing academic requirements for each major are available for students to use to monitor their progress through their teacher education program. It is your responsibility to monitor your program.

Programs of Study are available in the:

RCOE Dean's Office

Office of General Studies

Departmental offices

Deans' offices where majors are housed (for some secondary and K-12 programs such as Mathematics and Physical Education)

<http://programsofstudy.appstate.edu/>

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

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

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

Courses you **must** take prior to admission to teacher education (minimum grade of 2.00 required in each):

- CI 2300 (prerequisite for admission to teacher education)
- FDN 2400 (prerequisite for admission to teacher education)

Course you may take prior to or after admission to teacher education:

- PSY 3010

Courses you **may not** take prior to admission to teacher education (minimum grade of 2.0 required in each):

- CI 3400
- CI/SPE 4900
- Methods Courses
- Reading Courses
- SPE 3300

Other courses may be identified by your major that may not be taken until after you are fully admitted to teacher education. Please consult your program of study or the catalog for details by major.

WHAT IS THE UNDERGRADUATE DIRECTORS COMMITTEE?

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

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

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

Steps in the referral to USC are:

- Appalachian faculty or public school internship supervisor refers student to program area coordinator and departmental chairperson on appropriate form ([Appendix F](#))
- The program coordinator and program faculty review the referral form to determine appropriate assistance to the student and/or course of action. The program faculty may request to meet with the referring faculty/professional and/or with the student. Most referrals should be able to be resolved at the program area level.
- The program coordinator communicates on the referral form the resolution of the concern or the course of action the program area will take with the student. If the concern is not able to be addressed at the program area level, a recommendation for course of action should be forwarded to the chairperson.
- The chairperson reviews the form and recommendation forwarded by the program coordinator to determine appropriate assistance to the student and/or further course of action. The chairperson may request to meet with the referring faculty/professional and/or with the student. In almost all instances, concerns not resolved at the program area level should be able to be resolved at the chair level.
- If the chairperson needs to forward the referral on to the UDC, the referral form should be forwarded with specific recommendations for a course of action to address/resolve the concern.
- A UDC appointed sub-committee reviews the referral form and recommendation from the program area and from the chairperson to determine appropriate course of action.
- If a meeting with the UDC sub-committee is needed, the student and/or initiating faculty/professional, along with the program coordinator and/or chair, are notified of meeting date and time.
- UDC sub-committee meets with student and/or faculty to discuss concern.
- UDC sub-committee recommends a suggested action and the UDC Chair informs the Dean of the Reich College of Education.
- The UDC Chair informs student and departmental chair of the decision reached.
- Appeals to alter decisions will follow stated university guidelines and begin with the Dean of the Reich College of Education.

Note: Appeals of the final grade in a course should follow University Policy. The forms and procedures are found elsewhere in this Handbook. The guidelines for a grade appeal can be found at http://policy.appstate.edu/Final_Grade_Appeal_Procedure

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

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

The receiving chairperson of the department signs and dates the change of major form to indicate permission is given for change of major. Upon seeing that permission is given, the dean's office will then arrange for the necessary transfer of records.

WHAT DO I NEED TO KNOW ABOUT STUDENT TEACHING?

Prerequisites for Student Teaching

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

- You must have been released from General Education and must have been fully admitted to the teacher education program and satisfied all prerequisites.
- You must have satisfactorily completed **all** prerequisites and proficiencies and all professional education courses with a grade of 2.00 or better, as well as for the following: all methods courses (some majors require even higher grades), reading courses, and any additional courses identified by the department or program.
- You must have been fully admitted to the Reich College of Education's teacher education program **at least one full semester, excluding summers, prior to student teaching.**
- You must have the approval of the chairperson/faculty of the department that houses your major.
- You must have a cumulative grade point average (GPA) of 2.70 on all coursework taken at Appalachian. All grades of I (Incomplete) should be removed prior to your student teaching.
- You must have satisfactorily completed with a grade of 2.00 or higher:
 - CI 2300
 - CI 3400
 - SPE 3300
 - PSY 3010
 - FDN 2400
 - Reading methods course(s) (see departmental requirements)
 - Methods course(s) (see departmental requirements)
 - Any additional courses identified by the department or program

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

Elementary Education (K-6)

CI 3110 GHY 3013 or HIS 3728
 CI 3750 MAT 2030
 CI 4000 PE 3556
 CI 4030 RE 3030
 CI 4401 RE 4030
 CI/SPE 3000 One of the following:
 CI/MAT 3030 ART/CI 3021
 ENG/RE 3240 MUS 2024
 HED 3645 THR 3857 and THR 3858

Birth-Kindergarten

FCS 2101 FCS/CI/SPE 4556
 FCS 2102 FCS/CI/SPE 4602
 FCS 2104 FCS/CI/SPE 4680
 FCS 3102 NUT 2201
 FCS/CI/SPE 3104 PSY 1200
 FCS/CI/SPE 3105 RE 3902
 FCS 3107 SPE 3274
 FCS/CI/SPE 4553

Special Subject (K-12) Areas

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

Middle Grades Education (6-9)

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

Special Education Required:

SPE 3310 SPE 4205
 RE 3900 SPE 4215
 RE 4710 SPE 3380
 SPE 3350 SPE 4495
 SPE 3360 SPE 4496
 SPE 3370 SPE 4570
 SPE 3374 SPE 4601

AND

additional hours in:

General (9) or **Adapted (6)**
 RE 4620 SPE 4410
 SPE 4405 SPE 4420
 SPE 4705

Secondary Majors (9-12)

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

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

The student teaching application can be found online at <http://assessment.rcoe.appstate.edu/STApp>. If you have completed all prerequisites for student teaching, including being fully admitted to teacher education at least one full semester (excluding summers) prior to student teaching, you will be unconditionally placed. If not, you may be tentatively placed until all prerequisites have been satisfied. **However, you will not be permitted to student teach until you are fully admitted to teacher education, have satisfied all prerequisites, earned C (2.0) or higher in designated courses and have a cumulative GPA of 2.7 on all coursework taken at Appalachian.**

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

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

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

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

- all RCOE requirements in each proposed licensure area.
- any/all methods course(s) in each proposed area of teaching.
- Student teach in each teaching area to meet licensure as required.

HOW DO I APPLY FOR STUDENT TEACHING?

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

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

1. You must have been fully admitted to teacher education at least one full semester, excluding summers prior to student teaching.
2. **Apply for Student teaching two full semesters prior** to student teaching itself. The application is located on TK20 at the following link: <http://assessment.rcoe.appstate.edu/tk20>. Instructions for applying can be found in [Appendix H](#).
3. **Attend one of the multiple Student Teaching Informational Meetings held at the beginning of the semester prior** to your student teaching. Here you will fill out forms, learn procedures, and your preferences for student teaching placement. Attendance at an Informational Meeting is **mandatory**.
4. For those interested in five weeks of **International Student Teaching** during their 15 week student teaching experience, **International Student Teaching Informational Meetings** will be held the semester prior to student teaching itself. At these meetings you will learn about the program, placement sites offered, and the application process. For more information, go to <http://internationalstudentteaching.appstate.edu>.

5. Your student teaching placement is directed and coordinated by the Office of Field Experiences. **You should not attempt in any manner to arrange your own student teaching placement.** Placement considerations include, but are not limited to: program area preferences; your preferred demographic area; availability of willing, qualified cooperating teachers; geographic feasibility for supervisors; your previous field experience placements; and the opportunity to work with diverse populations.
6. RCOE Placement Supervisors contact the public school district personnel, and together they select the most suitable placement for you. You are not to contact the school or the district at this point.
7. You will be notified by email of your placement. At this time, you will contact your cooperating teacher and arrange a visit to your school.
8. Only under extenuating circumstances will you be placed out of our designated districts (39 in all) for your student teaching experience. Students seeking Out of Area placement must submit a written request one year in advance. This form, available from the Office of Field Experiences, must be signed by your advisor and the chair of your program department, then submitted for approval to the Director of Field Experiences.

Students seeking out of area placement must do the following:

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

HOW DO I APPLY FOR MY NORTH CAROLINA TEACHING LICENSE?

Individuals seeking teacher licensure in North Carolina have several routes available to them; each route carries specific requirements and limitations. In all cases, individuals should seek additional information from appropriate offices or authorities.

HOW CAN I GIVE FEEDBACK ON MY CLASSES AND MAJOR?

You are asked to provide feedback on your courses and instructors. You will receive this electronically while enrolled in the classes of Reich College of Education. This feedback is shared with the faculty member, departmental chairperson, and the dean of your college.

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

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

HOW WILL I BE RECOGNIZED FOR MY ACADEMIC ACHIEVEMENTS?

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

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

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

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

- Cum Laude
- Magna Cum Laude
- Summa Cum Laude

WHAT TEACHER EDUCATION SCHOLARSHIPS ARE AVAILABLE?

Teacher education majors are eligible for scholarships and financial aid offered to all Appalachian students. For further information, you should contact:

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

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

Rebekah Saylor
RCOE Scholarship Coordinator and Accelerated Admissions Recruiter
504D College of Education
Phone (828) 262-2663
Email: saylorrw@appstate.edu

Entering Freshman Scholarships in Teacher Education

A variety of scholarships are offered varying in value, merit or need-based, location based, and major specific. Freshman scholarship recipients will be required to live in the Living Learning Center and participate in service and leadership events with other future teachers, as part of the Appalachian Community of Education Scholars.

Junior/Senior Scholarships in Teacher Education

To be eligible to apply for the Junior/Senior Scholarships, applicants must be full-time rising juniors or seniors pursuing a career in education, and have at least a 3.00 GPA at time of scholarship. Awards usually range from \$1,000 to \$5,000 per academic year; the deadlines for applying are February 15 and October 15. The Junior/Senior Scholarship application is to be completed and submitted directly online through RCOE Student Services in Banner Self Service. The application will open January 15.

Lois and Ed Reich Scholarships

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

SECU Appalachian Partnership

The State Employees' Credit Union Appalachian Partnership scholarship is a \$1.76 million grant that assists students in our teacher education programs offered through Distance Education. The ultimate goal is for graduates of these programs to teach in their communities. New students will be sent an invitation to apply. Returning students will apply through the Junior/Senior application process

[Learn More](#)

James Patterson Teacher Education Scholarship

Funded by best-selling author James Patterson, as a part of our Appalachian Community of Education Scholars (ACES), the Patterson Scholarship covers tuition and related expenses. It is awarded based on financial need and the potential to become leaders in education. Each academic year since 2012-13, eight freshmen have been awarded \$7,500 each. The scholarship is funded through the Patterson Family Foundation

[Learn More](#)

External Scholarships

There are many great resources available for both incoming and current students other than University Scholarships. We gladly advertise any outside scholarship opportunities that have been brought to our attention by credible sources, but these do not begin to cover the numerous opportunities that are available for all student types. We also encourage students to reach out to community organizations such as churches, clubs, local businesses, etc. to find all available awards. [Please review the information regarding teacher education scholarships external to Appalachian State University.](#)

*If a student is awarded an outside scholarship he or she must report this to The Office of Financial Aid. The scholarship check should be made payable to Appalachian State University and should have the recipient's name and Banner ID in the "For" column of the check. Outside donors should mail scholarship checks to the address:

Office of Financial Aid
Appalachian Box 32059
Boone, NC 28608-2059

Teacher education majors are eligible for scholarships and financial aid offered to all Appalachian students. All recipients of scholarships and financial aid should review the [terms and conditions](#) provided through the financial aid office.

WHAT STUDENT EDUCATION ORGANIZATIONS MIGHT I JOIN?

Information on student organizations can be found in **THE APPALACHIAN STATE UNIVERSITY STUDENT BILL OF RIGHTS** online at the following address: <http://sga.appstate.edu/pagesmith/1033>. The following education related student organizations are registered with the Center for Student Involvement and Leadership.

- Sigma Alpha Iota
- Collegiate Middle Level Association (CMLA)
- College Student Development Association
- Kappa Delta Pi
- Student Association for Marriage & Family Therapy
- Prospective Teachers of Mathematics Association (PTMA)
- Student Council for Exceptional Children Mountaineers
- North Carolina Association for Career and Technical Education (NCACTE)
- Technology Education Collegiate Association (TECA) Higher Education Student Association
- National Student Speech Language and Hearing Association
- Student Association of Family and Consumer Sciences (SAFCS)
- Appalachian Educators
- Art Education Association
- National Association for Music Education Collegiate
- Scholars with Diverse Abilities Appalachian Appvocates
- Sustainability and Environmental Education Club
- Child Advocacy Club

Visit appsync.appstate.edu and <https://campusactivities.appstate.edu/club-directory>

WHAT STUDENT SUPPORT SERVICES ARE AVAILABLE TO ME?

Many sources of support are available to you at Appalachian State University. For complete information, you should refer to the **UNDERGRADUATE BULLETIN 2017-2018** <http://bulletin.appstate.edu/index.php?catoid=4> and **THE APPLACHIAN STATE UNIVERSITY STUDENT BILL OF RIGHTS 2017-2018** <http://sga.appstate.edu/pagesmith/1033>. Listed below are some of the student support services available to you at Appalachian:

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

ALCOHOL AND DRUG ASSISTANCE PROGRAM offers a variety of prevention education services and individual and group substance abuse counseling services. (Miles Annas Student Services Building, 262-3148, <http://wellness.appstate.edu/pagesmith/20>)

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

APPALACHIAN CHILD DEVELOPMENT CENTER provides quality childcare for the children of students, faculty and staff. (262-7516, <http://childdevelopment.appstate.edu>)

CAROL GROTNES BELK LIBRARY AND INFORMATION COMMONS provides ready access to a wide range of information resources. (Carol Grotnes Belk Library and Information Commons, 262-2186, <http://www.library.appstate.edu/>).

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

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

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

INSTRUCTIONAL TECHNOLOGY CENTER provides educational materials and technology to the entire university community for bonafide university activities. Media Services also provides self-service photocopying. (Instructional Technology Center, bottom floor of Old Belk Library, 262-4080, <http://www.its.appstate.edu>).

THE LUCY BROCK CHILD DEVELOPMENT LABORATORY PROGRAM serves as a laboratory for child development students and for students from other university departments/programs as well. It provides opportunities for observation and direct experiences with children. LBCDLP is a full-day program, open five days a week. Hours of operation are from 7:30 a.m. to 5:30 p.m. (663 Howard Street, 262-3006, <http://lucybrock.appstate.edu/>).

MARY S. SHOOK STUDENT HEALTH SERVICE provides university health services to qualified students. (Miles Annas Student Services Building, 262-3100, <http://www.healthservices.appstate.edu>).

CAREER EXPLORATION OFFICE offers assistance in career choice and planning. (Plemmons Student Union, 262-2029, <http://www.peercareer.appstate.edu>). Updated link: <http://careerexploration.appstate.edu/>

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

TESTING SERVICES provides a Computer Based Testing Center for students to take national entrance/certification exams. In addition to computer-based tests, paper and pencil tests are administered on national test dates through the year. (John Thomas Student Support Building, 262-6801, <http://www.testing.appstate.edu>)

UNIVERSITY WRITING CENTER assists in the completion of virtually any academic writing projects and in the solution of most writing problems. (Carol Grotnes Belk Library and Information Commons, 262-3144, <http://www.writingcenter.appstate.edu>).

The **STUDENT LEARNING CENTER** is an academic support program designed to assist students in achieving their educational goals. Following are descriptions of the components of the Learning Assistance Program. (208 D. D. Dougherty Hall, 262-2291, <http://www.lap.appstate.edu>).

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

- **UNIVERSITY TUTORIAL SERVICES** program assists students who are having difficulty in their courses and/or want to improve their chances of success in their course work. (208 D.D. Dougherty Hall, 262-3060, <http://www.tutoring.appstate.edu>).

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

You are encouraged to be knowledgeable of University academic policies. These can be found in the **UNDERGRADUATE BULLETIN 2017-2018** online at <http://bulletin.appstate.edu/index.php?catoid=4>

Students may also refer to **THE APPALACHIAN STATE UNIVERSITY STUDENT BILL OF RIGHTS 2017-2018** <http://sga.appstate.edu/pagesmith/1033>.

Additional information on academic policies can be obtained from the Registrar's Office. Listed below are some policies all students should be aware of and where the policies can be found in the **UNDERGRADUATE BULLETIN 2017-2018**. <http://bulletin.appstate.edu/index.php?catoid=4>

Academic Standing

To continue at Appalachian in good academic standing, or to return to good-standing after being on probation, undergraduate students must maintain, as a minimum, the following:

1. a 2.0 cumulative grade point average
2. a satisfactory ratio of 67% earned hours to attempted hours

Failure to earn a minimum grade point average of 2.0 in the cumulative grade point average, or a satisfactory ration of 67% earned hours to attempted semester hours, will automatically place the student on academic probation.

Classification

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

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

Drop-Add and Change of Courses

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

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

Forgiveness Policy

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

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

A former undergraduate student may be re-admitted under a forgiveness policy **ONLY ONCE** during her or his academic career. At no time during the "stopout" period shall the student be dually enrolled at Appalachian and at another institution.

These policies are designed for readmission to the University and do not override specific grade requirements of individual colleges/ school and/or departments/programs. Students returning to the University under a forgiveness policy must apply through the Office of Admissions and must complete a minimum of one year in residency (30 semester hours) beyond the date of their readmission.

Grade Appeal Policy

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

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

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

Each college has its own Grade Appeal Committee. The RCOE Final Grade Appeal Committee is organized and serves according to University Policy ([Appendix K](#)) with the RCOE Associate Dean as the convener of the Grade Appeal Committee.

STUDENTS SHOULD BE AWARE THAT THERE ARE VERY SPECIFIC GUIDELINES AND TIMELINES TO FOLLOW WHEN APPEALING A GRADE. THE PROCEDURES TO BE FOLLOWED CAN BE FOUND IN [APPENDIX I](#) and at <https://academicaffairs.appstate.edu/resources/final-grade-appeal-procedure>

Incomplete (“I”) Grade

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

Repeat Policy

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

Credit hours earned in a particular course will not be awarded more than one time; i.e., if a course in which credit hours have been earned is repeated with a passing grade, additional credit hours will not be awarded. If, however, a course in which credit hours have been earned is repeated with a grade of "F", "U" or "WF", the hours earned initially will be subtracted from the student's total.

When a course is repeated, the grade earned in the **initial attempt** can be excluded from the student's GPA for a maximum of four (4) courses. (Note: If grade is excluded from GPA computation when repeated, it remains on the academic transcript.)

The student must indicate to the Registrar's Office, in writing, which courses are to be excluded from GPA computation under this policy. A request form must be submitted to the Registrar's Office no later than the last day of the final exam period during the term in which the course is repeated

A course may not be repeated if the content has changed substantially, or if the number of credit hours have been reduced.

If neither the number nor the title of a course has changed but the content has changed substantially, it will be the responsibility of the chairperson of the department in which the course is offered to notify the registrar that a student who took the course prior to the change in content may not repeat the course for credit.

Readmission

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

Withdrawal from the University

Students are allowed to officially withdraw (i.e., cease enrollment of all courses) WITHOUT ACADEMIC PENALTY during the first nine weeks of a fall or spring semester. In order to officially withdraw, students must formally contact the Registrar's office (located on the first floor of John E. Thomas Hall). A grade of "W" (Withdrawal) will be assigned to each course if the student withdraws during the first nine weeks of a fall or spring semester. The last day to withdraw WITHOUT ACADEMIC PENALTY is indicated in the *Schedule of Classes* published for each academic term at . <https://registrar.appstate.edu/calendars-schedules/academic-calendar/2018-19>

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

There are two exceptions to the above policy:

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

Withdrawal Due to Special Circumstances

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

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

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

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

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

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

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

REICH COLLEGE OF EDUCATION

Dr. Melba Spooner, Dean	400 RCOE	262-2230
Dr. N. Jordan, Associate Dean	400 RCOE	262-6107
(Orientation, Admission, Advisement, Records, Graduation Requirements, Licensure, Commencement)		
Dr. Monica Lambert, Associate Dean	400 RCOE	262-2252
(Field Experiences, Assessment, Student Teaching)		

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Dr. Sara Zimmerman, Interim Department Chair (205D RCOE, 262-6073, zimmermansj@appstate.edu)

Elementary Education (BS) Dr. Lisa Gross (233A RCOE, 262-7856, grossla@appstate.edu)

Middle Grades Education (BS) Dr. Laurie Ramirez (412F RCOE, 262-8008, ramirezla@appstate.edu)

Career and Technical Education (all concentrations) (BS) Dr. Jerianne Taylor (218C RCOE, 262-6352, taylorjs@appstate.edu)

DEPARTMENT OF READING EDUCATION & SPECIAL EDUCATION

Dr. Woody Trathen, Department Chair (305D RCOE, 262-2182, trathenwr@appstate.edu)

Special Education: Adapted Curriculum and General Curriculum (BS) Dr. Rebecca Shankland (325D RCOE, 262-2865, shanklandrk@appstate.edu)

DEPARTMENT OF FAMILY AND CHILD STUDIES

Dr. Denise Brewer, Interim Department Chair (516D RCOE, 262-3120, brewerdm@appstate.edu)

Birth thru Kindergarten (BS), Dr. Dionne Busio (520 RCOE 262-2019 sillsbusiodm@appstate.edu)

Child Development B-K (BS), Ms. Teresa Sumrall (509E RCOE, 262-2660, sumralltc@appstate.edu)

COLLEGE OF ARTS AND SCIENCES

Dr. Neva Specht, Dean	201 I.G. Greer	262-6879
Dr. Dru Henson, Associate Dean	201 I.G. Greer	262-3078
Dr. Jennifer Burris, Associate Dean	CAP Building	262-2434

DEPARTMENT OF BIOLOGY

Dr. Zack Murrell, Department Chair (Rankin Science Building, 262-2674, murrellze@appstate.edu)

Dr. Shea Tuberty, Assistant Undergraduate Education (232 Rankin Science South Building, 262-6857, tubertysr@appstate.edu)

Dr. Mike Madritch, Assistant Chair for Faculty Administration, (Rankin Science Building, 262-7793, madritchmd@appstate.edu)

Biology, Secondary Education (BS) Jennifer Geib (Rankin Science Building, 262-2174, geibjc@appstate.edu)

DEPARTMENT OF CHEMISTRY

Dr. Claudia Cartaya-Marin, Department Chair (419 CAP, 262-2763, cartayacp@appstate.edu)

Chemistry, Secondary Education (BS) Carol Babyak (CAP Science Building, 262-2756, babyakcm@appstate.edu)

DEPARTMENT OF ENGLISH

Dr. Carl Eby, Department Chair (520 SH, 262-2156 ebycp@appstate.edu)

Tammy Wahpeconiah, Assistant Chair (218 Sanford Hall, 262-7689, wahpeconiaht@appstate.edu)

English, Secondary Education (BS) Dr. Leslie Cook (Sanford Hall, 262-7301, cookls@appstate.edu) and Mark Vogel (Sanford Hall, 262-2892, vogelmw@appstate.edu)

DEPARTMENT OF FOREIGN LANGUAGES, LITERATURES, AND CULTURE

Dr. James Fogelquist, Department Chair (520 SH, 262-3095 fogelquistjd@appstate.edu)

Spanish Education (BS) Dr. Catherine Fountain (Sanford Hall, Room 529, 262-2308 fountainca@appstate.edu), Amanda Romjue (Sanford Hall Room 504, 262-2913, romjueal@appstate.edu), and Benji Souza (Sanford Hall Room 524, 262-2305, souzabj@appstate.edu)

DEPARTMENT OF GEOLOGY

Dr. Bill Anderson, Interim Department Chair (RW, 262-7540, andersonwp@appstate.edu)

Geology, Secondary Education (BS) Laura Mallard (025 Rankin Science Building, 262-7517, mallardl@appstate.edu)

DEPARTMENT OF HISTORY

Dr. Dr. James Goff (Anne Belk Hall Office #1086, 262-7718, goffjr@appstate.edu)

History, Secondary Education (BS) Dr. Rwany Sibaja (Anne Belk Hall 220, 262-8476, sibajaro@appstate.edu)

DEPARTMENT OF MATHEMATICS

Dr. Eric Marland, Department Chair (Walker Hall, 262-2374, marlandes@appstate.edu)

Richard Klima, Assistant Department Chair (Waker Hall, 262-2378, kilmare@appstate.edu)

Mathematics, Secondary Education (BS) Dr. Deborah Crocker (Walker Hall, 262-2381, crockerda@appstate.edu)

DEPARTMENT OF PHYSICS

Dr. Michael Briley, Department Chair (233 CAP, 262-4956, brileymm@appstate.edu)

Physics, Secondary Education (BS) David Sitar (Garwood Hall 127A, 262-2463, sitardj@appstate.edu)

COLLEGE OF FINE AND APPLIED ARTS

Ms. Phyllis Kolda, Dean Edwin Duncan 220 262-8038

Ms. IlaSahai Prouty, Associate Dean Edwin Duncan 220 262-7129

DEPARTMENT OF ART

Clifton Meador (234 Wey Hall, 262-2220, meadorck@appstate.edu)

Art Education (BS) Dr. Vickie Grube, Art Education Coordinator, (219 Wey Hall, 262-8265, grubev@appstate.edu), Dr. Brooke Hofsess (Wey Hall, hofsessa@appstate.edu), Alyssia Ruggiero (302-A Herbert W Wey Hall, 262-2577, ruggieroai@appstate.edu)

DEPARTMENT OF SUSTAINABLE TECHNOLOGY AND THE BUILT ENVIRONMENT

Dr. Brian Raichle, Department Chair (20 KHH, 262-3110, raichleb@appstate.edu)

Dr. Ok-Youn Yu, Associate Department Chair (23 KHH, 262-2527, you@appstate.edu)

Career And Technology Education (BS) Dr. Jerianne Taylor Teacher Education Program Director (218C RCOE 262-6352, tayloris@appstate.edu)

DEPARTMENT OF THEATRE AND DANCE

Mr. Kevin Warner, Department Chair (110C Chapell Wilson, 262-7323, wernerks@appstate.edu)

Theatre Education Mr. Gordon Hensley (109B Chapell Wilson Hall, 262-7129, hensleyg@appstate.edu)

COLLEGE OF HEALTH SCIENCES

Dr. Marie Huff, Dean 152 D.D. Dougherty 262-8146

Dr. Denise Levy, Associate Dean 152 D.D. Dougherty 262-8487

Dr. Gary McCullough 142B D.D. Dougherty 262-7675

DEPARTMENT OF HEALTH AND EXERCISE SCIENCE

Kelly Cole, Department Chair (Holmes Convocation Center 039, 262-7154, colekj@appstate.edu)

Health and Physical Education (BS) Dr. J. Scott Townsend, Director, (032 Holmes CC, 262-7153, townsndjs@appstate.edu)

MARIAM CANNON HAYES SCHOOL OF MUSIC

Dr. James Douthit, Dean 114 Broyhill Music Cntr 262-3020

Dr. Jay Jackson, Associate Dean 112 Broyhill Music Cntr 262-6459

General Music Education (BM) and Instrumental Music Education (BM) Dr. Susi Mills (103A BM, 262-6441, millssw@appstate.edu)

IS MY TEACHER EDUCATION PROGRAM NATIONALLY ACCREDITED?

Appalachian State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award Bachelor, Master, Specialist and Ed.D degrees. The teacher education programs are NCATE accredited and aligned with CAEP standards, meet the NC State Standards, and the RCOE serves as the recognized teacher education unit on campus.

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

- **Communication Sciences Disorders (MS)**
Dr. Kim McCullough (EDH 123B, 262-6063) mcculloughkc@appstate.edu
- **Curriculum Specialist/Educational Supervision (MA)**
Dr. Sara Zimmerman (412 L RCOE, 262-2216), zimmermnsj@appstate.edu
- **Educational Leadership (Ed.D)**
Dr. Audrey Dentith (414 RCOE, 262-8382), millervw@appstate.edu
- **Educational Media (MA)**
Dr. Amy Cheney (204 C RCOE, 262-6091), cheneyal@appstate.edu
- **Guidance and Counseling: School Counseling (MA)**
Dr. Jill Van Horne (336B RCOE, 262-2590), vanhornejw@appstate.edu
- **Library Science (MLS)**
Dr. Kim Becnel (425C RCOE, 262-7753), becnelke@appstate.edu
- **Reading Education (MA)**
Dr. Beth Frye (326C RCOE, 262-7623) fryeem@appstate.edu
- **School Administration (MSA) and Educational Administration (EdS)**
Barbara Howard (216B RCOE, 262-7619) howardbb@appstate.edu
- **School Psychology, Level II (MA & SSP)**
Dr. Pam Kidder-Ashley, (300-D SW, 262-2209) ashleypk@appstate.edu

Undergraduate Teacher Education Student Handbook 2017-2018

Appendices

APPENDIX A: CONCEPTUAL FRAMEWORK OVERVIEW

The Reich College of Education Conceptual Framework can be found at:
<https://rcoe.appstate.edu/about/mission-vision-and-conceptual-framework>

THE RCOE CONCEPTUAL FRAMEWORK

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

An Executive Summary*

In what follows we offer a summary of the conceptual framework for the Reich College of Education's (RCOE) efforts to fulfill its mission, vision, and commitments. At the heart of our framework is the concept that highly effective organizations have a set of shared commitments. Through ongoing dialogue the membership of the organization creates, refines, and revises its activities. Such dialogue serves as the key means for communication among members. For the organization to remain effective, our commitments must stay in the public domain so that all members share in their ongoing creation and application.

I. Cultivating Communities of Practice

Broadly defined, a community of practice is a web of individuals bound together by a common set of goals and values. The RCOE cultivates vibrant and dynamic learning communities that bring together students, teachers, and teacher educators in the shared goal of achieving genuine praxis, in which we improve our pedagogical practices and our theoretical understanding of teaching and learning. Although the RCOE includes multiple communities of practice with their own distinctive characteristics, we share this goal as a unified community.

II: Advancing Professional Knowledge

The RCOE views itself as a professional school committed to advancing the knowledge and expertise of our respective fields. While we use a variety of theoretical perspectives in the preparation of educators, sociocultural and constructivist perspectives (e.g., Vygotsky, Piaget, Bruner, Dewey) are central to guiding our teaching and learning. Our core conceptualization of learning and knowing—that learning is a function of the social and cultural contexts in which it occurs and that knowledge is actively constructed—emerges from the intersection of these two perspectives. The RCOE emphasizes five areas of knowledge that are in accordance with our core commitments:

- (a) knowledge of learners,
- (b) knowledge of subject matter and curriculum goals,
- (c) knowledge of teaching,
- (d) knowledge of socially just principles and practices, and
- (e) knowledge of how to foster socially just relationships with diverse populations.

Knowledge of Learners

Darling–Hammond and Baratz–Snowden (2005) state competent educators must develop a deep understanding of how individuals learn, including:

The learner and his or her strengths, interests, and preconceptions;

The knowledge, skills, and attitudes we want students to acquire and how they may be organized so they can use and transfer what they've learned;

The assessment of learning that makes students' thinking visible and through feedback guides further learning;

The community within which learning occurs, both within and outside the classroom (p. 7).

B) *Knowledge of Subject Matter and Curriculum Goals*

Based upon our commitment to social constructivism, we engage learners in the study of subject matter that extends to a deeper and richer understanding about how the content they study relates to their lives and their needs. This means they must have a deep understanding of the content themselves for which they have responsibility as well as the knowledge and ability to represent that content in meaningful ways for all students (Shulman, 1987). Educators' content knowledge most often is addressed through program standards at either the national and/or state levels. All of our programs are built on these standards and are held accountable for demonstrating their candidates' performance in relation to the standards. Each program's decision related to meeting the content standards is reflected in the curriculum check sheets prepared for all majors.

C) *Knowledge of Teaching*

Because content knowledge alone is insufficient for the preparation of teachers, it must be synthesized with pedagogical knowledge. While a number of general pedagogical theories and principles exist that all educators must come to understand, pedagogical knowledge often is subject specific and therefore our candidates explore such knowledge in that context, most notably in their subject specific methods courses and in their field experiences. Because learning is a career-long commitment, our goal is not to provide our candidates with all the skills and knowledge necessary to perform throughout their careers. Instead, our role is to help candidates develop the core understandings and skills that will prepare them for a lifetime of professional learning and development.

D) *Knowledge of Socially Just Principles and Practices*

We embrace approaches to education that are boldly and clearly anti-racist and anti-bias in focus (Nieto, 2009). As a result, the curricular knowledge we teach must also incorporate an analysis of how topics such as diversity, multiculturalism, and social justice intersect with our social systems (e.g., schools), especially as they are manifested on local, state, and national levels. This entails understanding the historical and contemporary dimensions of the personal and systematic forms of oppression associated with categories such as race, class, gender, sexuality and ability. To accomplish this goal, teachers and students must take on distinct roles and responsibilities. Teachers must actively engage in an analysis of how and what they teach their students supports and/or disrupts systems of privilege and oppression. Students, in turn, must develop the critical capacity to evaluate the value and validity of what they are learning from their teachers. Such a capacity involves seeking out and remaining open to divergent viewpoints. It also involves critically appraising the validity of all perspectives, including ones personally held as well as those of their teachers (Shor, 1992).

E) *Knowledge of How to Foster Socially Just Relationships with Diverse Populations*

To more fully and authentically incorporate students in the learning process, we encourage our candidates to adopt approaches to teaching and learning that are often described as “critical multicultural education” and as “culturally relevant pedagogy” (Ladson-Billings, 2001; Nieto, 2009). Both approaches entail viewing cultural differences as opportunities, resources and the places to ground pedagogical interactions. This work continuously extends outside the classroom through our efforts to offer community-based learning opportunities via Service Learning courses and projects as well as school-based practica. Our candidates must

come to understand that their students' families and their communities are resources that must be cultivated, appreciated and included within the construction of learning experiences for their children (Freire, 1970). As a result, we believe that our candidates must understand how to create inclusive and caring learning environments and how to foster genuine and meaningful interactions with their students' families and broader communities (Noddings, 2005).

III: Developing Expertise in our Fields through Reflection and Inquiry

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

An important goal of the RCOE is to develop adaptive experts who are more likely to continue to develop their skills and add to their knowledge base as they "expand the depth and breadth of their expertise" (Bransford et al., 2005, p. 49). A cognitive apprenticeship "establishes a teaching and learning relationship in which interactions between 'expert' learners and 'novice' learners support the movement of the novice toward the expert end of the learning continuum" (Hock, Schumaker, & Deshler, 1999, p. 9). However, like Freire (1970), we note that the roles of expert and novice are not absolute, but instead are fluid as teachers and learners engage collaboratively in dynamic learning environments in which they co-explore their respective knowledge, perspectives, and experiences.

An important component in the process of developing expertise in one's field is the capacity to engage in active and reflective inquiry into one's practices. When professionals engage in reflective inquiry within the context of their own practice, they habitually ask themselves what happened during their work, how they responded emotionally to what happened, what about the experience was positive and negative, how the event may have been experienced by others or in light of different viewpoints, what conclusions might be drawn from the experience, and how they might improve upon their performance, thereby creating an action plan to advance their mission (Gibbs, 1988). Through reflection and inquiry, educators and other professionals learn to view the world from different perspectives and then use this knowledge to engage in professional practice that is responsive to the needs of diverse students and clients and addresses social inequities or injustices.

IV. Promoting a Core Set of Professional and Ethical Dispositions

Learning has to be more than the mere accumulation of knowledge, skills, beliefs, and values if it is to have meaning to those who teach or serve and to those who learn. As an expectation of their performance as members of the RCOE Community of Practice, we ask our candidates to behave in ways that reflect four key dispositions. Candidates must exhibit commitments to:

Meeting the needs of all learners.

Promoting the value and significance of diversity and social justice.

Engaging in reflective practice.

Demonstrating professional and ethical practice.

Candidates must have multiple opportunities to display the key behaviors associated with each disposition so that both the candidate and the observer can reach the conclusion that the candidate will be likely to display the disposition in future situations. The RCOE's focus on these four key dispositions does not imply that program areas do not have other dispositions for which candidates may be held responsible by their respective areas. However, we believe that such additional dispositions fit easily within the RCOE conceptual framework.

Disposition 1: Meeting the Needs of All Learners

Candidates are expected to maintain a positive and supportive learning environment for all individuals, and prepare developmentally appropriate interventions, lessons and activities. If our candidates exhibit these identified behaviors consistently and at high levels, they will have displayed their commitment to meeting the needs of all individuals they encounter in their chosen professions.

Disposition 2: Promoting the Value and Significance of Diversity and Social Justice

We are committed to creating emancipatory, socially just educational and therapeutic environments, and we actively encourage our community members to engage in the deeply personal and professional work necessary to enable us all to collaborate with and advocate for the diverse populations with whom we work.

We ask that our candidates develop:

a commitment to understanding and promoting socially just educational practices;

a desire to embrace and sustain the humility and openness necessary for understanding how good intentions might mask hidden biases and unjust actions;

a valuing of alternative and divergent viewpoints and a sense of empathy and solidarity to ally with those marginalized within a social system;

the courage to challenge and question the status quo, and the resilience to endure and act through adversity and resistance.

Disposition 3: Engaging in Reflective Practice

Our goal is to assist our candidates in developing behaviors that will provide us with an indication of their commitment to reflective practice. We expect candidates to reflect on and actively use feedback from mentors, evaluators and instructors. Candidates are also expected to engage in reflective self-analysis about their own teaching performance and the learning performance and behaviors of all of their students, clients, or other learners.

Disposition 4: Demonstrating Professional and Ethical Practice

Because teaching, leadership, and counseling are inherently moral and ethical enterprises, we expect candidates to work collaboratively with diverse populations and conduct themselves according to the highest ethical and moral standards. We also expect that candidates will assume active roles as participants in professional decision-making processes and meet all professional obligations.

References (see full version of Framework for complete bibliography)

Bransford, J.D., Brown, A.L., and Cocking R. R. (2000). *How people learn: Brain, mind, experience, and school*. Washington, D.C.: National Academy Press.

Bransford, J.D., Derry, S., Berliner, D., & Hammerness, K. with Beckett, K.L. (2005). Theories of learning and their roles in teaching. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world* (pp. 40-87). San Francisco: Jossey-Bass.

Darling-Hammond, L. & Baratz-Snowden, J. (Eds.). (2005). *A good teacher in every classroom*. San Francisco: Jossey-Bass.

Freire, P. (1970). *Pedagogy of the oppressed*. New York: Seabury Press.

Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. London: Oxford Centre for Staff and Learning Development, Oxford Polytechnic.

- Hock, M. F., Schumaker, J. B., & Deshler, D. D. (1999). Closing the gap to success in secondary schools: A model for cognitive apprenticeship. In D. D. Deshler, J. B. Schumaker, K. R. Harris, & S. Graham (Eds.), *Teaching every adolescent every day: Learning in diverse middle and high school classrooms* (pp. 1-52). Newton, MA: Brookline Books.
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- Shor, I. (1992) *Empowering education: Critical teaching for social change*. Chicago: University of Chicago Press.
- Shulman, L.S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57, 1-22.

APPENDIX B: APPROVED SECOND ACADEMIC CONCENTRATIONS (SAC) AND SAMPLE SAC CHECKSHEET

<u>SECOND ACADEMIC CONCENTRATION OPTIONS*</u> SAC OPTIONS DO NOT EXCEED 18 SH	Career Tech Ed Business, Finance and Information Technology Education	Career Tech Ed Business, Marketing and Design Education	Career Tech Ed Technology, Engineering and Design Education	Career Tech Ed Trade and Industry Education	Elementary Education	Health & Physical Education	Middle Grades Education
Biology							
Chemistry							
Computer Information Systems	*						
Diversity Studies					*		
English/Language Arts					*		*
Foreign Languages & Literature					*		
Geology							
Global Issues					*		
Graphic Communication			*	*			
History							
Language, Literacy, and the English Learner					*		
Marketing		*					
Materials Science			*	*			
Math, Science and Technology					*		
Mathematical Sciences (Non-EE)							*
Mathematics (EE)					*		
Media Studies					*		
Music					*		
Natural Science (Non-EE)							*
Natural Science (EE)					*		
Physics							
Psychology					*		
Public Health					*	*	
Social Studies (EE)					*		
Social Studies (Non-EE)							*
Sports Science Coaching					*	*	
STEM (Science, Technology, Engineering, and Mathematics)	*		*	*			
Sustainable Design and Technology	*		*	*			
The Arts					*		
Theatre Arts					*		
Visual Arts					*		

***Students should consult with their program advisor/coordinator if they have questions regarding their SAC. If students are interested in a SAC not designated in the chart above for their major, they should**

discuss this with their academic program coordinator. SAC program checksheets are available at <http://rcoe.appstate.edu/academics/second-academic-concentrations>

ENGLISH/LANGUAGE ARTS

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

II. **English Concentration Requirements** **18 SH**

A. **Three (3)** semester hours in Second Year Writing Course **3 SH**
 RC 2001 Introduction to Writing Across the Curriculum* 3 SH (F;S)

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

- ENG 2010 English Literature I 3 SH (F;S)
- OR ENG 2020 English Literature II 3 SH (F;S)
- ENG 2030 World Literature* 3 SH (F;S)
- OR ENG 2040 World Literature* 3 SH (F;S)
- OR ENG 2050 Studies in British Literature* 3 SH (F;S)
- ENG 2120 African-American Literature* 3 SH (F;S)
- OR ENG 2130 Ethnic-American Literature* 3 SH (F;S)
- OR ENG 2310 American Literature I 3 SH (F;S)
- OR ENG 2320 American Literature II 3 SH (F;S)
- OR ENG 2350 Studies in American Literature* 3 SH (F;S)
(ENG 2020/2050/2310/2320/2350: prerequisite RC 1000)

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

- ENG 3240 World Literature for Children 3 SH (F;S)
(Required for Elementary Education Majors)
- OR ENG 4560 Adolescent Literature 3 SH (F;S)
(Required for all Non-Elementary Education Majors)

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

- ENG 3300 Applied Grammar 3 SH (F;S)
- ENG 3580 Teaching Composition: Theory, Practice, and Pedagogy 3 SH (F;S)
(Prerequisite ENG 2001 or equivalent and ENG 3300)

Students selecting this SAC should consult with an advisor in the College of Education. Students are also welcome Consult with the following persons in the Department of English: Dr. Mark Vogel (320 Sanford Hall; telephone 262-2892), Dr. Elaine O’Quinn (216 Sanford Hall; telephone 262-6894), Dr. Leslie Cook 329 Sanford Hall; telephone 262-7301, and Dr. Carl Eby, Chairperson of English Department (200 Sanford Hall; telephone 262-3095).

APPENDIX C: INFORMATION AND RESOURCES FOR PREPARING FOR PRAXIS CORE TESTS

How to sign up for the Praxis Core test:

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

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

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

How to access information about preparing for the test and resources for studying:

You can visit jamescenter.appstate.edu/praxiscore for updated information on scores and resources for studying.

For students who need more help...

Support for test anxiety/building confidence:

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

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

The Student Learning Center can meet with students preparing for the Praxis Core to assess your needs, to discuss test-taking tips, and to help you develop a study plan for success. They also can set you up with a Peer Academic Coach. Call 262-2291 or visit studentlearningcenter.appstate.edu.

Help as you study math concepts:

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

Help in studying for the writing test:

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

Help in preparing for the reading test:

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

Career Counseling:

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

APPENDIX D: PRAXIS II REQUIREMENT FOR TEACHER EDUCATION MAJORS

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

As of fall 2014, all students in a teacher education program at Appalachian are required to take the appropriate PRAXIS II or National Evaluation Series (NES) tests for their licensure areas prior to or during student teaching. Completing the test and submitting the scores to the Reich College of Education is a course requirement for student teaching (C I/SPE 4900) and, as such, one of the program requirements needed to successfully complete degree in order to be recommended for licensure. Students may take the PRAXIS II or required NES tests prior to applying for student teaching but **must** take the test prior to the completion of student teaching.

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

The PRAXIS II and NES tests are important performance measures for prospective teachers. As a result of federal legislation (No Child Left Behind), school districts are seeking to hire highly qualified candidates; one of the state's measures for such a qualification is successful completion of the appropriate test. Graduates with passing PRAXIS II or NES scores will, in most cases, be favored for hiring by school districts over those without passing scores.

Information about PRAXIS II is available on line at www.ets.org . Information regarding the NES requirements for Elementary and Special Education: General Curriculum are found on page 9 of this Handbook, and details regarding the required tests and passing scores can be found in the Office of the Associate Dean for Teacher Education, 405J. Information regarding this requirement can be found on the RCOE homepage in the *Undergraduate Teacher Education Handbook*: <http://rcoe.appstate.edu> and in the Office of Field Experiences, Rm 405J in the new RCOE Building.

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

North Carolina Teacher Licensure Testing Requirements – 2017-2018

The Praxis II tests identified below are those required to successfully complete Student Teaching (see “Notes” below).

Licensure Area	Session/Test Code	Test Title	Current Passing Score
Art	5135	Art: Content & Analysis	161
Biology	5235 5624	Biology: Content Knowledge Principles of Learning and Teaching: Grades 7-12	150 157
Birth-Kindergarten*	5022 (Until 08/13/18) 5025 (After 09/08/15)	Early Childhood: Content Knowledge Early Childhood Education	155 156
Business Education (Career Technical Education)	5101	Business Education: Content Knowledge	154
Chemistry	5245 5624	Chemistry: Content Knowledge Principles of Learning and Teaching: Grades 7-12	152 157
Counselor	5421	Professional School Counselor	156
Curriculum-Instructional Specialist	5411	Ed. Leadership: Administration & Supervision	145
Earth Science	5571	Earth and Space Sciences: Content Knowledge	136
Elementary Education/K-6	(NES) SA090 And Either Bot (NES) SA103 AND (NES) SA203, Or (NES) SA701	(NES) Foundations of Reading (NES) General Curriculum Math (NES) General Curriculum Multi Subject (NES) General Curriculum (Multi Subj & Math)	229 227 227 227/227
English	5038 5624	English Language Arts: Content Knowledge Principles of Learning and Teaching: Grades 7-12	167 157
Family and Consumer Science (Career Technical Education)	5122	Family and Consumer Sciences	153
French	5174	French: World Language	162
Health Specialist	5551	Health Education	156
History/Social Studies (Secondary)	5081 5624	Social Studies: Content Knowledge Principles of Learning and Teaching: Grades 7-12	158 157
Instructional Technology Specialist: Computers	None		None
Language Arts (Middle Grades)	5047	Middle School English Language Arts	164
Marketing Education	5561	Marketing Education	169
Mathematics (Middle Grades)	5169	Middle School Mathematics	165
Mathematics (Secondary)	5161 5624	Mathematics: Content Knowledge Principles of Learning and Teaching: Grades 7-12	160 157
Media Coordinator	5311	Library Media Specialist	148
Media Supervisor	5411	Ed. Leadership: Administration & Supervision	145
Music	5114	Music: Content and Instruction	162
Physical Education	5091	Physical Education: Content Knowledge	152
Physics	5265	Physics: Content Knowledge	133
Preschool Add-on	See B-K Above		None
Reading (Graduate Licensing)	5301	Reading Specialist	164
School Administrator/ Principal & Superintendent	None		None
School Psychologist	5402 (After 09/14/14)	School Psychologist	147
Science: Middle Grades	5440	Middle School Science	150
Social Studies: Middle Grades	5089	Middle School Social Studies	149
Spanish	5195	Spanish: World Language	168
Special Education: Adapted Curriculum	5511 5545	Fundamental Subjects, Content Knowledge Special Education: Core Knowledge and Severe to Profound Applications	148 158
Special Education: General Curriculum	Praxis 5543 (NES) SA090 And Either Bot (NES) SA103 AND (NES) SA203, Or (NES) SA701	Special Education; Core Knowledge and Mild to Moderate Applications (NES) Foundations of Reading (NES) General Curriculum Math (NES) General Curriculum Multi Subject (NES) General Curriculum (Multi Subj & Math)	158 229 227 227 227/227
Special Education: Behaviorally/Emotionally Disabled	5372 5511	Special Education: Teaching Students with Behavioral Disorders/Emotional Disturbance Fundamental Subjects: Content Knowledge	154 148
Special Education: Learning Disabled	5383 5511	Special Education: Teaching Students with Learning Disabilities Fundamental Subjects: Content Knowledge	151 148
Special Education: Mentally Disabled**	5322 5511	Special Education: Teaching Students with Intellectual Disabilities; Fundamental Subjects: Content Knowledge	156 148
Special Education: Severely Profoundly Mentally Disabled	5322 5511	Special Education: Teaching Students with Intellectual Disabilities; Fundamental Subjects: Content Knowledge	156 148
Speech Language Pathology	5331	Speech-Language Pathology	162
Technology Education (Career Technical Education)	5051	Technology Education	159
Theatre Arts	(None)		
Trade and Industry	(None)		

*** Only for those who hold or are eligible to hold B-K license who want to become Highly Qualified (HQ) so that they can teach kindergarten; B-K teachers who are assigned to teach preschool (or below) are NOT required to be HQ. (New Test)**

Notes:

1. All students in a teacher education program at Appalachian must take the appropriate PRAXIS II test for their licensure areas prior to or during student teaching. Completing the test and submitting the scores to the Reich College of Education is a course requirement for student teaching (CI/SPE 4900) and, therefore, a program requirement.
2. If you are lateral entry or pursuing a license through other alternative routes, please check with your school district or with NCDPI for testing requirements.

Testing Requirement for Admission to Teacher Education (Minimum Scores)

Common Core Tests Available 9/1/2013 Reading: 156 Writing: 162 Mathematics: 150 or Combined R+W+M: 468

SAT EBRW score of 600 or ACT English score of 24 can be used in lieu of Common Core test in Reading and Writing

SAT Mathematics score of 570 or ACT Mathematics score of 24 can be used in lieu of Common Core test in Mathematics

SAT EBRW + Mathematics Total Score of 1170 or ACT Composite Score of 24 can be used in lieu of Common Core tests

Registration information for Common Core and Praxis II and test study booklets are available online at: www.ets.org/praxis.

If you should have questions about any of the above testing requirements, please contact your program coordinator or Dr. N. Jordan, Associate Dean, Reich College of Education, 405 College of Education Building.

APPENDIX E: AVAILABLE TEACHER EDUCATION MAJORS AND SAMPLE MAJOR CHECKSHEET

Programs of Study for teacher education majors (listed below) may be obtained from
<http://programsofstudy.appstate.edu/>

Art Education, K-12

Biology, Secondary Education (with licensure in Comprehensive Science)

Career and Technical Education

- Business, Finance and Technology Education

- Business, Marketing and Entrepreneurship Education

- Family and Consumer Sciences Education

- Technology, Engineering and Design Education

- Trade and Industry Education

Chemistry, Secondary Education (with licensure in Comprehensive Science)

Child Development B-K

Elementary Education

English, Secondary Education

French and Francophone Studies Education

Geology, Earth/Environmental Science Secondary Education (with licensure in Comprehensive Science)

Health and Physical Education (K-12)

History, Social Studies Education

Mathematics, Secondary Education

Middle Grades Education:

- Language Arts (6-9)

- Mathematics (6-9)

- Science (6-9)

- Social Studies (6-9)

Music Education, Choral, K-12

Music Education, General, K-12

Music Education, Instrumental, K-12

Physics, Secondary Education (with licensure in Comprehensive Science)

Spanish Education (K-12)

Special Education:

- Adapted Curriculum (K-12)

- General Curriculum (K-12)

Technology Education

Theatre Arts, Theatre Education

**BACHELOR OF SCIENCE (BS) IN SPECIAL EDUCATION
WITH CONCENTRATION IN ADAPTED CURRICULUM K-12
Major Code: 478C (Teaching)
2017-2018**

Department of Reading Education and Special Education
Reich College of Education

Dr. Chris Van Loan, Program Director
vanloancl@appstate.edu

I. General Education Requirements 44 SH

II. Professional Education Requirements All courses must be completed with "C" (2.0) or better. 24 SH

- C I 2300___ Teaching and Learning in the Digital Age (2) *Entry course to teacher education. Required prior to admission to teacher education.*
- FDN 2400 ___ Critical Perspectives on Teaching and Learning (2) *Required prior to admission to teacher education. Prerequisite or Co-requisite: CI 2300.*
- PSY 3010___ Psychology Applied to Teaching (3) *May be taken prior to or after admission to teacher education. Prerequisite or Co-requisite: C I 2300.*
- SPE 3300___ Creating Inclusive Learning Communities (3) *Admission to teacher education required. Prerequisites: CI 2300, FDN 2400, PSY 3010.*
- C I 3400___ Policies and Practices in Educational Assessment (2) *Admission to teacher education required. Prerequisites: CI 2300, FDN 2400, PSY 3010.*
- SPE 4900 ___ Student Teaching (12) (Graded on S/U basis) (CAP)*All courses in professional education core must be completed with grades of C (2.0) or better prior to student teaching, along with other courses (including methods and reading) identified within the major to be completed prior to student teaching and/or requiring C (2.0) or better.*

III. Major Requirements Each course in major must be completed with "C" (2.0) or better and completed prior to student teaching. 48 SH

- _____ SPE 3310 Research and Issues in Special Education (3) (WID) (Prerequisite: RC 2001 or its equivalent.) %
- _____ SPE 3350 Characteristics, Theories, and Diagnosis of Students w/ Learning Differences (3) %
- _____ SPE 3360 Psychoeducational Strategies with Special Needs Learners (3) [W] %
- _____ SPE 3370 Introduction to Developmental Disabilities (3) %
- _____ SPE 3374 Assessment in Special Education (3) %
- _____ SPE 3380 Assistive Technology in Special Education (3) %
- _____ RE 3900 Principles of Reading Instruction for the Classroom Teacher (3) %
- _____ RE 4710 Diagnosis and Remediation of Reading Problems (3) #

Proficiencies
Reading _____
English _____

Praxis Exams:
Praxis I: Core Academic Skills for Educators (CORE)
CORE Reading _____
CORE Writing _____
CORE Mathematics _____

- Block I (take the following courses concurrently, and prior to Block II) # Spring Only**
- _____ SPE 4410 Individualized Assessment and Curriculum: Adapted Curriculum (3) #
 - _____ SPE 4495 Practicum I (3) #
 - _____ SPE 4570 Advocacy and Legislation in Special Education (3) #
 - _____ SPE 4601 Classroom Management and Positive Behavior Supports(3) #

- Block II (take the following courses concurrently) # Fall Only**
- _____ SPE 4205 Inclusion (3) #
 - _____ SPE 4215 Strategies for Teaching Mathematics to Students with Disabilities (3) #
 - _____ SPE 4420 Methods for Students with Disabilities: Adapted Curriculum (3) #
 - _____ SPE 4496 Practicum II (3) (Prerequisite: SPE 4495) #

**# Cannot be taken before being admitting to Teacher Education
% Recommended to be taken prior to Block I**

IV. Electives 6 SH

Students must take 6 SH of electives. Students who are also completing the General Curriculum may take SPE 4497 Practicum III (3) # as 3 SH of their electives.

V. Total Hours In Program 122 SH

Teacher licensure programs require a minimum 2.7 cumulative GPA from admission into the teacher education program until graduation, including for admission to student teaching.

APPENDIX F: FACULTY REFERRAL FORM

Referral of Student to the Undergraduate Directors Committee (See policy and procedures for referral on page 13 of this handbook)

Name of Student _____

Social Security Number/Banner ID NUMBER _____

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

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

Referred by _____ Title _____

Date _____

RESOLUTION OF CONCERN BY PROGRAM OR RECOMMENDATION OF PROGRAM

Signature Program Coordinator: _____ Date: _____

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

RESOLUTION OF CONCERN BY CHAIRPERSON OR RECOMMENDATION OF CHAIRPERSON:

Chair Signature: _____ Date: _____

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

APPENDIX G: APPLICATION FOR STUDENT TEACHING

The application for Student Teaching can be found here:

<http://assessment.rcoe.appstate.edu/tk20>

Instructions on how to fill out the application for student teaching can be found here:

<http://assessment.rcoe.appstate.edu/STApp>

Student Teaching Application Instructions

Student Teaching Applications in TK20

If you want to student teach in August (fall semester), you will need to complete the application by October 31 of the year prior to student teaching.

If you want to student teach in January (spring semester), you must complete the application by April 1, of the year prior to student teaching.

Your application will be submitted within the software TK20. If you need help logging into TK20, submit your information here.

Things To Know Before You Begin

- Your submission is final. You will not be able to log back in and edit your application once you click “submit.”
- School personnel at the site where you will be placed will see your application. Be truthful and proofread.
- Your selection of preferences for districts and sites are preferences – you are not guaranteed your top choice of placement.
- If you fill out the application but DO NOT SUBMIT, your application cannot be reviewed.
- You will respond to the following 3 writing prompts. Write your responses ahead of time, then cut and paste them into Tk20. This will ensure that both spelling and grammar errors are minimized and you won't lose your writing to an internet snafu.
 - Why do you want to be a teacher?
 - Why did you select your identified teaching major?
 - What are your goals for your teaching career?

For step-by-step instructions on submitting your application, click [here](#) (PDF).

Any questions? Contact Dr. Rebecca Coats at 828-262-7322 or TK20 Help at tk20help@appstate.edu

APPENDIX H: REICH COLLEGE OF EDUCATION REQUEST FOR LATE DROP

Reich College of Education Drop/Add Form

Semester: ___ fall ___ spring ___ summer I ___ summer II Year: _____

Student's **full** name (Please PRINT):

First Name Full Middle Name Last Name

Student Banner ID: 9 0 0 _____
Phone Number: _____

This is a petition to:
___ ADD Use this form to add courses after day 5 of the fall/spring semester (day 2 summer term) or to add a course that needs a permit or override.
___ DROP **Drops can be completed through the student's AppalNet account.**
 Use this form **ONLY** after day 5 of a fall/spring semester (day 2 summer term) when dropping a linked course (dropping a lab or lecture only) OR when switching sections due to an administrative adjustment OR when switching levels of the same discipline (dropping FL 1050 to add FL 1040).

FOR LATE DROPS (after week 9) OR EXTRA DROPS USE THE REQUEST FOR EXCEPTION TO DROP POLICY FORM.

Call/CRN Number Course Department* 4-digit Course Number Section Number
***course must be in department from College of Education**

Extenuating reason for drop or add:

Signatures must be obtained in the order listed:

1. _____
Student Date

2. _____
Instructor Date

If adding a student to your course, has the student attended all semester? _____
If not, what is the first date of attendance? _____

3. _____
Department Chairperson Date

If the chairperson approves a late add request after scheduled classes have met for two weeks (day 4 summer term), the Chair must comment to the Dean's Office in writing (or by email) the reasons for considering the request due to exceptional circumstances.

4. _____
Dean (or designee), RCOE Building 405 I Date

<p>Dean's Office Use Only</p> <p>___ DC Drop Counts Drop is to be counted as a Career Drop</p> <p>___ DR Drop Replacement Course w/same # hours will be added</p> <p>___ DH Drop Hours Change Course w/different # hours will be added</p>

APPENDIX I: FINAL GRADE APPEAL PROCEDURE

<https://academicaffairs.appstate.edu/resources/final-grade-appeal-procedure>

https://academicaffairs.appstate.edu/sites/academicaffairs.appstate.edu/files/final_grade_appeal_enabled.pdf

Final Grade Appeal Procedure Appalachian State University

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

Steps to take in final grade appeal

- Any student who contests a course final grade shall first attempt to resolve the matter with the instructor. The student must explain her or his position to the instructor and attempt to understand the instructor's reasons for assigning the grade. The purpose of the meeting is to reach a mutual understanding of the student's *situation* and the instructor's actions and to resolve differences in an informal and cooperative manner. If the student fails to reach a satisfactory solution in consultation with the instructor, the student must present the appeal in writing, using the grade appeal form, to the chair of the department in which the contested grade was awarded.
- **The student must file the written appeal with the department chair within 14 calendar days after consulting with the instructor.** The statement must be specific and concise and limit itself to citations of evidence pertaining to valid grounds for the appeal. Through conferring with the student and the instructor, the chair will seek resolution by agreement. The student must provide the chair with a course syllabus and all available tangible materials related to the grade (e.g., exam and term papers) as well a list of any items used in the evaluation for which the student cannot provide documentation (e.g., unreturned exams, grades on class participation, attendance records).
- **If there is failure to reach an agreement through consultation with the chair, the student may file the written appeal with the Grade Appeals Committee through the Office of the Dean of the college or school in which the grade was awarded. The student must file this written appeal within 30 calendar days after the beginning of classes in the next semester after the contested grade was awarded.** When possible, the form must be signed and dated by both the instructor and the department chair as well as the student. In accordance with the instructions on the form, the student must present with it the documentary evidence furnished to the department chair and any other evidence relevant to the case.

- The dean or her or his designee serves as convener of the Grade Appeals Committee of the college or school. Each full committee consists of the convener (who presides over hearings), the chair of the department in which the contested grade was assigned, three faculty, one undergraduate student, and one graduate student, all from the college or school which the committee serves. The department chair sits in a non-voting capacity, and the convener votes only in the case of a tie. The three faculty members, one alternate faculty member, and two students are appointed by the dean from among volunteers for the assignment. A quorum for each committee shall consist of no fewer than one student and two faculty members, along with the convener.
- **The Grade Appeals Committee has authority to screen out frivolous or unsubstantiated appeals. The convener will explain any such finding in writing to the student, the faculty member, and the department chair.**
- If the committee grants a full hearing, the student will appear before it to present all evidence relevant to her or his case. The convener will also invite the instructor to appear and present any evidence in support of her or his grade decision. The committee may ask questions of either or both and will hold its deliberations in executive session after hearing the case. The dean, the department chair, the faculty member and the student will receive prompt written notification of the committee's findings. **The committee's decision is binding.** If the committee supports the student's appeal, the instructor will be required to re-evaluate the student according to a specific method. The method of reevaluation will depend on the circumstances of the appeal. Re-evaluation will not be used in a punitive manner toward the student. The student has 14 calendar days to inform the instructor, department chair, and convener in writing whether she or he consents to the proposed method of re-evaluation (which must be completed within the semester of the finding). Should the student not consent to the proposed method of re-evaluation, the instructor, chair, and committee will mutually agree on a method of recalculating the appealed grade. In either case, the resulting grade is final and may not be appealed.

**Final Grade Appeal Form
Appalachian State University**

To the student: Before submitting an appeal to the Grade Appeals Committee, you must have

1. discussed the contested grade with the instructor (date _____)
2. appealed to the departmental chair about the contested grade (date _____)

In addition, you must attach the following to this form:

1. the syllabus for the course in which you received the contested grade
2. all documented grades (graded tests, papers, projects, etc.) that you have
3. a list of all other grades that you know you received in the course and any other factors that may have influenced the grade (e.g., your attendance record)

Remember that the burden of proof in Grade Appeals Committee hearings lies with the student.

Student's Full Name _____

Appalachian Box Number _____ Phone Number _____

Course in which grade is being contested (with number and section) _____

Semester course _____ taken _____

Grounds for appealing the grade:

Continued on back (if necessary)

Grade received _____ Grade you believe you earned _____

Date filed with Dean's Office

Student Signature

The following Signatures are necessary **only if the student intends to seek a Grade Appeals Committee hearing**. They signify: (1) that the student has discussed the grade in question with the instructor and the appropriate departmental chair; and (2) that the information required for this form, including attachments, is complete.

Instructor _____ Departmental Chair _____

To request a hearing before the Grade Appeals Committee, the student must file this completed form within the first 30 days of the following semester in the Office of the Dean of the college or school in which the grade was assigned.

APPENDIX J: CRIMINAL BACKGROUND CHECK REQUEST FORM

*Appalachian State University
Criminal Background Check
Authorization/Request and Completion Directions*

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

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

****Appalachian background checks expire after six months****

Part I: Request Appalachian Criminal Background Check

****A minimum charge of \$18.00 will be assessed to the student by Certiphi for each completed Appalachian background check. Multiple Appalachian background checks will be required during the student's academic career.**

To Request as Appalachian Criminal Background Check:

1. Login to Banner Self Service – bannerweb.appstate.edu
2. Go to the “Student” tab
3. Click the “RCOE Student Services” link
4. Click the “Criminal Background Check Request” link
5. Complete the information. Complete all required fields
6. Click Submit
 - a. after clicking submit you will automatically receive an email to your appstate email account with instructions on how to complete the online portion of the background check process. PLEASE PAY STRICT ATTENTION TO THOSE DIRECTIONS OR THE PROCESS WILL NOT WORK.

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

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

Thank you for requesting a background check through Certiphi.com

YOU MUST WAIT TO COMPLETE THE ONLINE PORTION OF THE Appalachian CBC UNTIL YOU RECEIVE AN EMAIL FROM CERTIPHI.COM INDICATING TO DO SO.

AS SOON AS YOU DO:

1. Type the following link into your browser: <http://www.applicationstation.com>
2. Enter the Code: APPSTATEEDUCATI ON in the Application Station Code field.
3. Create a NEW account for yourself (new username and new password) by clicking the "**SIGN UP NOW**" button.
 - a. Do **NOT** go to the "Sign Back In" side.
 - b. You **MUST** use a *new email address* for every new account you create. (e.g. if you used person@appstate.edu, use person@email.appstate.edu the second time and person@gmail.com the third).
4. Follow the instructions on the Application Station web site to complete your background investigation order.

If you encounter technical issues with the Application Station site, please contact Application Station Support at: 888-291-1369 x2006.

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

If you have a criminal background, you may be asked to write an explanation of the charge(s) by Dr. Monica Lambert, Associate Dean of the Reich College of Education. Please send your explanation by email to lambertma@appstate.edu

**Policy and Procedures for Reich College of Education Criminal Background Checks
Effective July 1, 2010**

I. Introduction

In order to provide a safe and secure environment for all University and public school employees, students and visitors, and to meet requirements established by various school administrative units, Appalachian State University needs to ensure that it is admitting to study and recommending for certification or licensure individuals who make that environment possible. Various background checks can assist Reich College of Education (RCOE) officials in making decisions that meet this important need.

II. Definitions

The following definitions apply to the corresponding terms as they are used in this document:

Background checks: University officials obtaining and reviewing records related to student/candidate discipline and/or criminal history

Candidate: A person who has applied for admission to, or is currently, or was formerly, a student enrolled in, the Reich College of Education, for the purposes of acquiring initial or advanced preparation or professional development for work in P-12 school or district offices.

Field experience: Observation visits, internships, student teaching and other practical training experiences involving RCOE student/candidate presence on P-12 school campuses or any other sites involving interaction with P-12 students

Public school: Any P-12 school (including, but not limited to, charter schools) subject to policies or regulations adopted by the North Carolina State Board of Education and/or the North Carolina Department of Public Instruction, and their equivalents in other states, as well as agencies and/or private schools

Reich College of Education: The recognized campus operating unit that governs teacher education and other school professional programs, including not only all such education programs within the RCOE, but also those located in other colleges/departments on campus.

Teacher Education Program: Any initial or advanced program leading to a degree, certificate, or license for work with P-12 students in educational settings and with those agencies offering education, services, or evaluation for use in educating P-12 students.

University: Appalachian State University

III. Policy

3.1 RCOE will require background checks for (a) all decisions regarding admission to teacher education, (b) all candidates who register for an approved field experience prior to or following admission, or (c) otherwise as required by school districts or other entities that cooperate with the university for placement and supervision of candidates or delivery of other services.

3.2 An NC State Criminal Background Check will be conducted on RCOE candidates participating in a field experience no matter address history and a county/statewide search outside of NC when the candidate has lived in other states a combined duration of six months or longer.

3.3 RCOE shall conduct background checks (a) on a candidate before deciding whether or not to offer the candidate admission, (b) on a matriculating candidate at any time that candidate enrolls in a course requiring one or more field experiences or (c) at any other time when RCOE officials have a reasonable basis to investigate or verify a RCOE candidate's qualifications to (1) be admitted to teacher education, (2) continue matriculation in teacher education (3) conduct work/research in school settings or (4) obtain certification or licensure to teach or hold other professional positions in any public school of North Carolina or any other state.

3.4 RCOE officials have a reasonable basis to investigate or verify a candidate's qualifications if:

- A. The application and supporting materials contain one or more of the following triggers (or red flags):
 - 1. The application together with supporting material contains substantially inconsistent answers that have not been satisfactorily explained;
 - 2. The candidate answers one or more of the criminal background/ discipline questions affirmatively or submits subsequent information indicating:
 - a. Pending criminal charges;
 - b. Acceptance of responsibility for a crime;
 - c. Criminal convictions;
 - d. School disciplinary action unless the affirmative answer or supporting material relates to a school disciplinary action that resulted from an offense that is remote in time or was insubstantial, as determined in the sole discretion of university officials;
 - e. Other than an honorable discharge from any branch of the United States armed forces;
 - 3. The application omits one or more answers without an acceptable explanation for the omission;
 - 4. The application has an unexplained time period since graduation from high school during which the candidate was not, for example, enrolled in higher education, enlisted in the military, or employed full time; or
 - 5. Any other reason deemed sufficient by university officials; or

- B. College or university officials receive from any credible source information that suggests the possibility of a discipline or criminal history for a candidate; or
- C. Any other reason deemed sufficient by the Dean of the College, subject to review by the Provost and Executive Vice Chancellor.

3.5 University officials may obtain information regarding candidate discipline history at Appalachian State University directly from the university's office of student conduct or from other educational institutions attended by the candidate. University officials may ask the candidate to provide written consent (form attached) for disclosure of candidate discipline records by other institutions if necessary to any investigation. Federal law (20 U.S.C. 1232g(b)(2)(h)) governing education records allows disclosure of student/ candidate discipline records or information contained in such records -without a student/candidate's consent -to officials at another educational institution who have a legitimate educational interest in the records and information.

3.6 A background check shall be completed within six months of each field experience and within six months of admission to teacher education.

3.7 If a candidate is involved in an incident potentially affecting the background check between the time of completion of the background check and the beginning of a field experience or during the time of participation in a field experience, it is the responsibility of the candidate to disclose the incident to the RCOE Associate Dean within 24 hours. If the candidate is participating in a field experience at the time of such an incident, it is the responsibility of the candidate to refrain from participation in the field experience until the candidate has received clearance by the Associate Dean to continue.

IV. Procedures

4.1 All admissions letters for candidates who are subject to background checks will state that the admission is conditioned on satisfactory results of a background check.

4.2 A candidate subject to background checks will be required to initiate the criminal background check directly by ordering a report from a specified vendor. The cost of conducting the background check shall be borne by the candidate who is the subject of the check. The scope and cost of the criminal background check will depend on the residential history of the candidate:

- A. For international candidates, a criminal background check of appropriate scope will be conducted.

4.3 University officials will have electronic access to the criminal background report.

4.4 The university seeks information on convictions, all pleas that are acknowledgements of responsibility, and all pending criminal actions. Arrests or detention orders that do not result in convictions or pleas will not be considered. The candidate will be asked to provide information about the candidate's criminal and discipline records. This information is critical, and a failure by the candidate to provide this data or to provide it accurately will result in a rejection of the candidacy or other decision adverse to the candidate. All material collected pursuant to this policy will be held confidentially and securely, and it will be maintained in a file separate from the regular files maintained for each candidate.

4.5 The existence of a conviction or plea, or other determination or acceptance of responsibility for a crime or misconduct, does not automatically render a candidate unqualified. Where such matters are evident, the following factors will be considered by RCOE officials in determining whether a candidate is qualified:

- A. The nature of the crime or misconduct;
- B. The circumstances surrounding the crime or misconduct;
- C. The existence, number and type of other incidents of crime or misconduct;
- D. The time that has elapsed since the conviction or other determination;
- E. The actions and activities of the student/candidate since the date(s) of reported crime(s) or misconduct;
- F. The rehabilitation record of the student/candidate;
- G. Any related information;
- H. The honesty of the student/candidate in disclosing and/or explaining the crime or misconduct;
- I. Any professional opinions about the possibility or likelihood of future criminal behavior or other misconduct;
- J. Explanations and/or other information provided by the candidate; and
- K. The willingness of a school and/or local school administrative unit to accept the candidate for any field experience.

In addition, RCOE officials may use the attached GUIDELINES FOR ASSESSING CRIMES AND MISCONDUCT AS THEY RELATE TO TEACHER EDUCATION REQUIREMENTS AND ACTIVITIES.

4.6 The criminal background check will only be used for evaluating the candidate's qualifications; it will not be used to discriminate on the basis of race, color, national origin, religion, creed, sex, gender identity and expression, political affiliation, age, disability, veteran status, or sexual orientation.

4.7 If a candidate has a criminal or disciplinary record, the university will:

- A. Compare the results of the background check to the application and supplemental information supplied by the candidate to determine discrepancies. If there are no discrepancies, and if the RCOE has made an individual determination that the candidate is qualified for admission, continued matriculation, or certification or licensure, and there is no additional information indicating that a previous decision should be modified or rescinded, the previous decision may stand.

B. If there are discrepancies or information indicating that a decision should be further examined, college officials must provide the candidate an opportunity either to (1) demonstrate that the report of criminal, disciplinary or other relevant history was erroneous (e.g. wrong person) or to (2) explain the discrepancy.

C. If the background report is determined to be accurate and a discrepancy exists between the reported information and the application or supporting material that the candidate submitted, or there is additional information that amplifies the application information or otherwise indicates that the admission should be examined further:

1. The presumption is that the candidate will not be admitted, allowed to continue matriculation or be recommended for certification or licensure if the candidate has failed to accurately disclose relevant information in response to a question on the application or inquiry by any university official. The burden is on the candidate to demonstrate that the omission or misinformation was the result of an honest mistake, that it was not intended to mislead, and that a decision should be rendered in favor of the candidate in spite of the failure to disclose;

2. If the failure to disclose accurate information does not result in a decision adverse to the candidate, but there is information that draws the decision into question, before the candidate may be admitted, matriculate, or obtain a recommendation for certification or licensure, an authorized university official must make an individual determination as to whether the nature of any crime committed or other behavior disclosed, together with other available information, suggests that the candidate is unqualified. If the official determines that the candidate is not qualified, that official or a designee must notify the candidate of the decision to deny admission or continued matriculation, or decline to make a positive recommendation for the candidate's certification or licensure. If not, the candidate may be admitted, matriculate or obtain a recommendation in accordance with other RCOE policies and procedures.

4.8 University officials must maintain a record of the background checks, if any, conducted on each candidate and the results of those checks. If a candidate's record shows a history of conviction of, guilty plea to, or acceptance of responsibility for a crime or a significant disciplinary sanction at the university or another educational institution, the university shall maintain a record of the process used to determine whether or not the candidate was qualified and of the basis for that determination.

4.9 Initial decisions in such matters are made by the Associate Dean in the Office of Field Experiences. Candidates may request a review from the Background Check Review Panel composed of a tenure-track faculty member who supervises student teachers, two program coordinators, and a non-voting school human resources director who can advise the panel. The Review Panel will deliver a decision to the Associate Dean who can then make a final decision that is appealable to the Dean of the RCOE.

GUIDELINES FOR ASSESSING CRIMES AND MISCONDUCT AS THEY RELATE TO TEACHER EDUCATION REQUIREMENTS AND ACTIVITIES

In making an effort to assess comprehensively a candidate's qualifications, the RCOE will carefully consider evidence of criminal convictions, court-accepted pleas indicating acknowledgement of responsibility and dispositions of crimes and information regarding other candidate discipline matters. The following guidelines may be utilized to assess particular convictions, pleas, and other dispositions of cases as they relate to teacher training and performance of professional duties.

- 1. Safety Risk:** Evidence of conduct that may create an unacceptable risk with respect to the safety of the university and/or school and university and/or school activities, employees, other students, including those in public school settings or related activities, or the public would likely disqualify a candidate. Such evidence may include, but not be limited to, conviction of one or more felonies and/or misdemeanors involving assault, assault with a deadly weapon, rape, sexual assault, armed robbery, reckless endangerment, or operation of a motor vehicle while impaired as a result of drug or alcohol ingestion and arson.
- 2. Integrity Risk:** Evidence of conduct that indicates fraudulent behavior, deceit or dishonesty may create an unacceptable risk with respect to positions and activities that involve confidential documents (including student records), security issues (including safety in school environments), sensitive data or materials (such as tests and/or test data, as well as parent/child issues), regulated issues and materials, financial matters and accounting. Such evidence may include, but not be limited to, convictions of one or more felonies and/or misdemeanors involving embezzlement, fraud, income tax evasion, forgery, burglary, robbery, larceny, theft, check kiting, issuance of bad checks, shoplifting and similar crimes, as well as academic misconduct (e.g., plagiarism, fabrication of data, cheating on examinations or representing someone else's work as one's own).
- 3. Illegal Drug Risk:** Evidence of conduct that encompasses illegal drug distribution and sale or like activities may create an unacceptable risk for employees and students of Appalachian State University in light of Appalachian State University's strong stance concerning illegal drugs and its commitment to a drug-free workplace and educational and living environments, as well as employees and students in public school settings and related activities. Such evidence may include, but not be limited to, conviction of felonies and misdemeanors involving drug trafficking, drug sales or distribution, drug possession with intent to sell, drug and/or paraphernalia possession and similar crimes.
- 4. Safety Risk for Children:** Evidence of conduct that encompasses harm or injury to children may create an unacceptable risk with respect to a candidate's enrollment in any curricular programs or participation in extracurricular activities that serve children, have children as clients or involve significant contact with children. Such evidence may include, but not be limited to, felonies and misdemeanors involving child abuse or neglect, child molestation, taking indecent liberties with a minor, contributing to the delinquency of a minor and similar crimes.

5. **Motor Vehicle Operation Risk:** Evidence of conduct that encompasses illegal, violent, or dangerous operation of a motor vehicle may create an unacceptable risk with respect to employment in positions or volunteer activities that require operation of any motor vehicle (i.e., buses, vans). Such evidence may include, but not be limited to, DWI, DUI, speeding to elude arrest, vehicular manslaughter, multiple convictions of careless and reckless driving and multiple convictions of speeding.

6. **Particular Position Risk:** Evidence of conduct that is likely to impede the candidate's ability to perform a particular duty or satisfy curricular requirements, or that otherwise indicates a significant risk to the safety of the candidate or those for whom the candidate is responsible, or effective delivery of university or public school programs.