

# UNDERGRADUATE TEACHER EDUCATION STUDENT HANDBOOK

Reich College of Education  
Appalachian State University  
2013-2014



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**Reich College of Education  
Appalachian State University**

Office of the Associate Dean  
Dr. David Wiley, Associate Dean

**2013-2014**

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## Dean's Message/Fall 2013

As the new Dean of the Reich College of Education, I am pleased that you have chosen to review our web site. The Reich College of Education is the cornerstone of the University and we are proud of our mission and heritage as a premier teacher's college in both the State and Southeastern Region of the United States.

The mission and values that attracted me to a position of leadership at Appalachian State are not merely rhetorical, but, steadfast values which are exemplified in our graduates whose lives of service and sacrifice are so indicative of the people who inhabit the Appalachian region of the United States. Here at Reich, we like to think that we breathe the mission of both the college and the university by producing some of the best teachers in the State.

And, what are those timeless values that anchor our College? They are the same values and vision that the first colonial settlers of this region sought as they moved West and are firmly centered in our conceptual framework: freedom of expression along with the unfettered search for independent thought, an extraordinary commitment to social justice and equity among a diverse and growing population, the belief that all children can learn no matter their class or station in life and a life-long commitment to ethical professionalism in their chosen educational vocations.

These are the values that both attracted and called me to this close-knit "family" of learners. As you review our programs and degree offerings, please remember that what makes ASU special is our strong sense of community. We believe that we have a particular responsibility to every admitted student here in reaching his or her highest academic potential. In so doing, we are achieving the mission of the UNC system of collegiate institutions to its citizens and, at the same time, investing in the future of this great State by graduating productive and informed citizens and professionals for a thriving democracy.

If you have questions, or, just want to come in for a visit, please call or email us so we can prepare for your time with us. Our doors are open and our time is yours.

Together,

Louis B. Gallien, Jr.  
Dean and Professor  
Reich College of Education



# UNDERGRADUATE TEACHER EDUCATION STUDENT HANDBOOK 2013-2014

## 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 <http://rcoe.appstate.edu/about/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 at least 122-128 semester hours with a grade-point average of at least 2.50. If you are a transfer student, you must have at least a 2.50 grade-point average on all work at Appalachian.
2. Complete the core curriculum requirements.
3. Complete a speech prerequisite and demonstrate proficiency in reading and written English.
4. Pass PRAXIS I: Academic Skills Assessment (Reading, Writing, and Mathematics) or approved scores on SAT or ACT. (See page 10 and 11 of this Handbook for designated minimum scores.)



5. Earn at least a 2.50 grade-point average on a minimum of 45 semester hours (SH) to be admitted to teacher education and maintain a 2.00 grade point average (GPA) or better on all work in the major (some majors require a higher average GPA in the major) and a 2.50 cumulative GPA overall on all coursework at Appalachian. Transfer students must complete at least eight semester hours of work in the major at Appalachian and have at least a 2.00 grade point average on all work at Appalachian in the major and a 2.50 cumulative GPA on all coursework at Appalachian. (Some majors require a higher GPA in the major and minimum grades on courses in the major.)
6. Complete a major consisting of 24 to 60 SH in a teacher education major.
7. Complete (if majoring in elementary education, middle grades education, physical education, health education, technology education, or business education) a second academic concentration (18 SH) in an academic area. Second academic concentrations for each program major are listed on the major program of study (see [programsofstudy.appstate.edu](http://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 course of study listing is available at <http://programsofstudy.appstate.edu/>

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

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

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



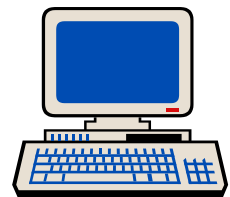
## WHAT IS PRAXIS?

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

### **Praxis I: Academic Skills Assessments (Required for admission to teacher education; SAT or ACT scores may be used in lieu of Praxis I if designated minimum scores are earned as listed on p. 11 of this Handbook.)**

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

- The paper-based **Praxis I: Pre-Professional Skills Tests (PPST)** in Reading, Mathematics, and Writing are each one-hour multiple-choice tests. The Writing test also includes a 30-minute essay.
- The computer-based **Praxis I: Computerized Pre-Professional Skills Tests (CPPST)** in Reading, Mathematics, and Writing cover the same material but are tailored to each candidate's performance level. They also offer a wider range of question types, provide the candidate immediate scores in reading and mathematics, and are available on demand throughout the year by appointment, eliminating the need to register far in advance. The tests are given at a network of more than 300 sites, including Sylvan Technology Centers, ETS field service offices, and selected college and university centers. **The C-PPST is offered at Appalachian through the Computer Based Testing (CBT) Center in the John E. Thomas Academic Support Building (262-6801).** The tests are administered on Windows compatible PCs with a mouse. Test scores are not accepted until paper copy of official scores are received in the Dean's office from ETS. (See [Appendix 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. All elementary and special education majors must take and pass Praxis II to be recommended for NC licensure. **All students in a teacher education program at Appalachian must take the appropriate PRAXIS II test for their licensure areas prior to or during student teaching.** Completing the test and submitting the scores to the Reich College of Education is a course requirement for student teaching (CI/SPE 4900) and, therefore, a program requirement. (See [Appendix D](#)) For detailed information about PRAXIS I: PPST and C-PPST, and PRAXIS II: Subject Assessments, consult the ETS *Registration Bulletin* or the ETS website: <http://www.ets.org/praxis>.

## WHAT SHOULD I DO TO BE ADMITTED TO TEACHER EDUCATION?

### Entrance to Degree Granting Colleges from General Studies

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 2.5 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 520 or ACT was less than 22) or the Calculus Readiness Test (if scores are at or above previously indicated minimums). Refer to <http://orientation.appstate.edu/math-placement-testing>.

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 make formal application to the Dean's Office in the Reich College of Education. Applications are available in the Dean's Office, in departmental offices, and online under RCOE student links at <http://rcoe.appstate.edu/admissions/undergraduate-admissions/admissions-application> (See [Appendix E](#) for a copy of Application for Admission to Undergraduate Teacher Education.)

*It is the student's responsibility to submit the completed application and requested information to the Associate Dean, Room 405J of the RCOE Building. 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.*

Application Deadlines: Completed application (including official copy of Praxis I scores) should be received: For Fall – August 1; For Spring – December 1; For Summer – May 1

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

- Pass PRAXIS I: Academic Skills Assessment (Reading, Writing, and Mathematics) during your **freshman or early sophomore year**. Praxis I is designed to measure your reading, writing, and mathematics skills. Minimum passing scores are set by the North Carolina Department of Public Instruction. Both the specific tests required and qualifying scores **are subject to change at any time**. You may take the newest version of the PRAXIS starting September 1, 2013. Acceptable scores are: **Reading – 156; Writing – 162; Math – 150 or a combined (Reading + Writing + Math) score of 468**. The older version of the PRAXIS will be available until July 31, 2014. Acceptable scores for the older version are: **Reading – 176; Writing – 173; Math – 173 or a combined (Reading + Writing + Math) score of 522**.

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

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

- Complete CI 2300 and FDN 2400 with a C (2.00) or higher in each, typically during your **sophomore year**. Any students who have begun their studies under an old curriculum and have CI 2800, that course, with a “C” or better replaces the requirement of SPE 3300 and CI 3400.
- The Candidate for Professional Licensure Form (CPL) must be completed and on file in the CI 2300 course.
- Complete screening in speech and demonstrate proficiencies in English and reading:
  - **SPEECH SCREENING** – The speech screening is an assessment administered by the Communication Disorders Clinic, Edwin Duncan Hall 114A-114C, 262-2185 or a licensed pathologist. You should schedule an appointment during your **freshman year or your first semester at Appalachian**. For more detailed information on the speech screening, go to <http://rcoe.appstate.edu/admissions/undergraduate-admissions/speech-proficiency-prerequisite>
  - **ENGLISH PROFICIENCY** – During your **freshman year**, you should complete ENG 1000, 3 SH, with a grade of C (2.0) or better. Upon completion of ENG 1000 with a 2.0 or better and successful completion of PRAXIS I Writing, or SAT Reading/Verbal, or ACT English, you will be declared proficient in writing.
  - **READING PROFICIENCY** - Upon completion of 45 SH, obtaining an overall GPA of 2.50, and achieving passing scores on PRAXIS I Reading, or SAT Reading/Verbal, or ACT English, you will be declared proficient in reading. Students transferring in 45 or more SH must earn a 2.50 cumulative GPA on a minimum of 12 SH at Appalachian.
- Declare a second academic concentration if you are majoring in Business Education, Elementary Education, Health Education, Middle Grades Education, Physical Education, or Technology. See [Appendix 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 2.50 (a GPA of at least 2.50 must be maintained thereafter). Transfer students, including those with 45 or more SH, must earn a 2.5 cumulative GPA on a minimum of 12 SH at Appalachian.
- All grades of “I” (Incomplete) must be removed prior to application for admission to teacher education.
- If you have declared an intended major in teacher education, you will be sent an admission status card from the Registrar's office listing deficiencies at the end of the first semester of your sophomore year.

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

A criminal background check (CBC) 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 L](#) in this handbook. Teacher education applicants who have criminal histories may be required to see Dr. David Wiley, Associate Dean (262-6107), prior to admission to teacher education. Certain criminal histories may interfere with successful completion of a teacher education program.

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

## ***WHAT HAPPENS IF MY CUMULATIVE GPA FALLS BELOW A 2.5?***

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

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

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

## ***WHO ADVISES ME?***

The Reich College of Education's Associate Dean serves as the Academic Advising Coordinator (Rm 405J RCOE) and coordinates advising activities within the College. As you move through your teacher education program, your progress is carefully monitored by personnel in the Reich College of Education 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, Health Education, and Business Education 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, 2 RCOE, assist with advising non-College of Education majors with professional education requirements if needed.
- **Teacher Education**
  - Reich College of Education majors continue being advised by their assigned advisor within the appropriate major. Advisement continues to be mandatory.
  - Secondary education (9-12) and special subject (K-12) majors outside the College of Education are advised by an advisor in their major department and, if needed, by the Reich College of Education's Dean's Office, Rm 400 RCOE.

## **WHERE MAY I GET A COPY OF MY 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 F](#) 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	Methods Courses	CI/SPE 4900
SPE 3300	Reading Courses	
- Other courses may be identified by your major that may not be taken until after you are fully admitted to teacher education. Please consult your program of study or the catalog for details by major.

## **WHAT IS THE UNDERGRADUATE STUDIES COMMITTEE?**

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

Examples of reasons for referrals to the USC when resolution is not reached at the program/departmental levels 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:

- ASU faculty or public school internship supervisor refers student to program area coordinator and departmental chairperson on appropriate form ([Appendix G](#))



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

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://academicaffairs.appstate.edu/sites/academicaffairs.appstate.edu/files/grade\\_appeal.pdf](http://academicaffairs.appstate.edu/sites/academicaffairs.appstate.edu/files/grade_appeal.pdf)

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

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

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:

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



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

### Elementary Education (K-6)

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

### Birth-Kindergarten

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

### 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:**

<u>General (9)</u>	or	<u>Adapted (6)</u>
RE 4620		SPE 4410
SPE 4405		SPE 4420
SPE 4705		



### Special Subject (K-12) Areas

Methods Course(s)

Reading Course(s)

Other courses designated by major

### 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 2.50 on all coursework taken at Appalachian.**

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

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

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

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

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

Students seeking out of area placement must do the following:

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

## **HOW DO I APPLY FOR MY NORTH CAROLINA TEACHING LICENSE?**

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

## **HOW CAN I GIVE FEEDBACK ON MY CLASSES AND MAJOR?**

You are asked to provide feedback relevant to the instruction provided by your instructor. 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. Suggestions are sought for improvement. This feedback will also be given to departments for use in continuously evaluating their programs.

## **HOW WILL I BE RECOGNIZED FOR MY ACADEMIC ACHIEVEMENTS?**

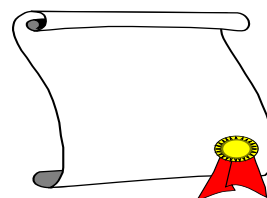
**Honors and Recognition Ceremony** - The Reich College of Education recognizes undergraduate students annually who are scholarship recipients. Scholarship recipients are selected based on scholastic merit, commitment to teaching, potential to be an effective teacher, and demonstrated leadership. A certificate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

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

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

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

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



## **WHAT TEACHER EDUCATION SCHOLARSHIPS ARE AVAILABLE?**

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

**Dr. David A. Wiley, Associate Dean and Scholarship Committee Chair  
Reich College of Education Scholarship Committee  
Rm 405 J New RCOE Building  
(828) 262-6107  
rcoe.appstate.edu/students/scholarships**

### **Junior/Senior Scholarships in Teacher Education**

To be eligible to apply for the Junior/Senior Scholarships, applicants must be rising juniors or seniors pursuing a career in education, and have at least a 3.0 GPA. Awards are of varying amounts for the academic year; the deadlines for applying are February 15 and October 15. Students must have a 3.25 GPA at the time of scholarship award. Scholarships require that the awardee maintain at least a 3.25 GPA and carry at least 12 s.h. each semester.

### **Lois and Ed Reich Scholarships**

Dr. Lois Arlene Weisner Reich attended ASU from 1931-1933. She taught school for 17 years and held county school administrative posts for 35 years. In 1985 the College of Education was officially named the Ed and Lois Reich College of Education in honor of Dr. Reich and her husband, Dr. Edgar Reich. The Reich's dedicated their lives to helping the children of others, and their philanthropies reached into many areas, but education was always their main goal. In 1985, Dr. Lois Reich gave a generous gift of on-going support to Appalachian State University's College of Education, which was renamed in honor of Lois and Edgar Reich. The will of Dr. Lois Reich in 1997 made possible the funding of scholarships in the Reich name. Scholarship awards are made to undergraduate students in teacher education. Applications and additional information are available in Room 405-I RCOE Building.

### **Freshman Endowed Scholarships**

A limited number of scholarships are available to entering freshman who plan to major in a field of teacher education. Some of the requirements include financial need, geographic location, and academic qualifications. Contact Rebekah Saylor, 262-6107, for additional information.

### **State Scholarship/Loan Programs**

**The Forgivable Education Loan for Service (FELS)** – FELS was established by the North Carolina General Assembly in 2011. The loan provides financial assistance to qualified students who are committed to working in North Carolina in fields designated as critical employment shortage professions. More information can be located at <http://www.cfnc.org/FELS>.

**Prospective Teacher Scholarship Loan (PTSL)** – The legislature of North Carolina has terminated acceptance of any PTSL applications from first-time applicants. The PTSL will accept applications only from those students who have previously been awarded scholarships or loans. Previously awarded students may obtain application forms online at <http://www.ncpublicschools.org/recruitment/scholarships> or by writing to the State Department of Public Instruction, Room 442, Education Building, Raleigh, NC 27611.

**Teaching Fellows** – The State of North Carolina has discontinued new entries into the Teaching Fellows cadre. The Reich College of Education (and the state) will continue to support those Teaching Fellows who were selected into the program previous to its discontinuance.



## ***WHAT STUDENT EDUCATION ORGANIZATIONS MIGHT I JOIN?***

Information on student organizations can be found in **THE APPALACHIAN STATE UNIVERSITY STUDENT BILL OF RIGHTS 2013-2014** 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.

Chi Sigma Iota  
Collegiate Middle Level Association  
College Student Development Association  
Highland Association for Education of Child Development & Advocacy  
Kappa Delta Pi  
Student Association Marriage & Family Therapy  
National Middle School Association  
Orchesis  
Prospective Teachers of Mathematics Association (PTMA)  
Student Council for Exceptional Children  
Student N.C Association of Educators  
Teaching Fellows Executive Council  
North Carolina Association for Career and Technical Education (NCACTE)  
Association for Career and Technical Education (ACTE)  
Higher Education Student Association  
National Student Speech Language Hearing Association  
Student Association of Family and Consumer Sciences (SAFCS)

Visit [clubconnect.appstate.edu](http://clubconnect.appstate.edu) and [rcoe.appstate.edu/students/student-organizations](http://rcoe.appstate.edu/students/student-organizations)

## 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 2013-2014** [http://www.registrar.appstate.edu/catalogs/13\\_14\\_undergrad/undergraduatebulletin13-14.pdf](http://www.registrar.appstate.edu/catalogs/13_14_undergrad/undergraduatebulletin13-14.pdf) (pp. 18 and 66-68) and **THE APPLACHIAN STATE UNIVERSITY STUDENT BILL OF RIGHTS 2013-2014** <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, [www.wellness.appstate.edu/index.php?module=pagesmith&id=18](http://www.wellness.appstate.edu/index.php?module=pagesmith&id=18))

**APPALACHIAN AND THE COMMUNITY TOGETHER COMMUNITY OUTREACH CENTER** seeks to provide students with opportunities to perform community service in the Watauga County area. Visit [www.act.appstate.edu](http://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>).

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

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

**TESTING SERVICES** provides a Computer Based Testing Center for students to take national entrance/certification exams. In addition to computer-based tests, paper and pencil tests are administered on national test dates through the year. (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 **LEARNING ASSISTANCE PROGRAM** is an academic support program designed to assist students in achieving their educational goals. Following are descriptions of the components of the Learning Assistance Program. (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>).
- **LEARNING SKILLS COURSES AND WORKSHOPS** are designed to acquaint students with methods and motivation to learn and be successful in an academic setting. Emphasis is placed on skills and techniques such as note-taking, test-taking, text and supplemental book use and time management, as well as organization and research methods necessary for writing papers and making oral presentations. Workshops are presented upon request and offered in residence halls, classrooms, and to organizations throughout the semester. (<http://lap.appstate.edu/learning-skills-services>)
- **OFFICE OF DISABILITY SERVICES** serves as a liaison with university faculty and assists disabled students with academic advising and counseling, tutoring, alternative testing, and other accommodations essential to student progress and achievement. (<http://www.ods.appstate.edu>).
- **STUDENT SUPPORT SERVICES** provides eligible students with academic and counseling support that focuses on the individual student's personal needs and goals. (<http://www.sss.appstate.edu>)
- **SUPPLEMENTAL INSTRUCTION (SI)** is designed to assist students in mastering course concepts and increasing competency in reading, reasoning, and study skills (<http://lap.appstate.edu/supplemental-instruction>).
- **UNIVERSITY TUTORIAL SERVICES** program assists students who are having difficulty in their courses and/or want to improve their chances of success in their course work. (208 D.D. Dougherty Hall, 262-3060, <http://www.tutoring.appstate.edu>).

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

You are encouraged to be knowledgeable of University academic policies. These can be found in the **UNDERGRADUATE BULLETIN 2013-2014 online at** [http://www.registrar.appstate.edu/catalogs/13\\_14\\_undergrad/undergraduatebulletin13-14.pdf](http://www.registrar.appstate.edu/catalogs/13_14_undergrad/undergraduatebulletin13-14.pdf) Students may also refer to **THE APPALACHIAN STATE UNIVERSITY STUDENT BILL OF RIGHTS 2013-2014** <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 2013-2014**. [http://www.registrar.appstate.edu/catalogs/13\\_14\\_undergrad/undergraduatebulletin13-14.pdf](http://www.registrar.appstate.edu/catalogs/13_14_undergrad/undergraduatebulletin13-14.pdf)

### Academic Standing

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

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

Failure to earn a grade-point average indicated above will automatically place you on University academic probation during the semester that follows. (p. 47)

### Classification

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

- less than 30 semester hours are classified as freshmen
- at least 30 semester hours are classified as sophomores
- at least 60 semester hours are classified as juniors
- at least 90 semester hours are classified as seniors. (p. 47)

### 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.](#) (p. 46)

### Forgiveness Policy

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

1. If the student has not attended Appalachian for a minimum of one (1) year (including summer school), she or he will be eligible to apply for readmission to the University if she or he has earned a minimum of thirty (30) semester hours of transferable credit from other collegiate institutions since she or he last attended Appalachian. ("Transferable credit" is defined as



coursework that can be used for graduation purposes at Appalachian, and does not repeat an Appalachian course for which credit has been earned.) To determine eligibility for readmission, the grades earned at the other collegiate institutions will be averaged with the grades earned previously at Appalachian and the combined average must be at least 2.0 (on a 4.0 scale).

2. If the student has not attended Appalachian for a minimum of two (2) years (including summer school), she or he will be eligible to apply for readmission if: a) coursework earned at other collegiate institutions during the period of absence from Appalachian has a minimum cumulative grade-point average of 2.0 (on a 4.0 scale); OR, b) the student has not taken coursework at any other collegiate institution during the period of absence. (p. 33-34)

## **Grade Appeal Policy**

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

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

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

Each college has its own Grade Appeal Committee. The RCOE 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 K](#) and at**

**[http://academicaffairs.appstate.edu/sites/default/files/grade\\_appeal.pdf](http://academicaffairs.appstate.edu/sites/default/files/grade_appeal.pdf).**

## **Incomplete (“I”) Grade**

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

## Repeat Policy

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

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

## Readmission

Students who have withdrawn in good standing from the University, or who have been suspended for academic deficiencies or for other reasons, and who have less than 15 semester hours of transfer work taken since leaving Appalachian, should submit their requests for readmission to the dean of the college in which they are to be enrolled, if they have declared their major, or to the Director of General Studies if they have not. Consideration of requests for readmission of students who have been suspended for any reason will be made in light of the applicant's ability, evidence of growth and maturity, good citizenship record, credit earned at another institution, and time elapsed since leaving Appalachian. Those returning students with at least 15 semester hours of transfer coursework taken since leaving Appalachian must reapply through the Office of Admissions. (p. 33)



## 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 [www.registrar.appstate.edu/calendar/index.html](http://www.registrar.appstate.edu/calendar/index.html).

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

There are two exceptions to the above policy:

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

## Withdrawal Due to Special Circumstances

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

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

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

[http://policy.appstate.edu/Medical\\_Withdrawals](http://policy.appstate.edu/Medical_Withdrawals)

## **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 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

<b>Dr. Louis Gallien, Dean</b>	<b>400</b>	<b>RCOE</b>	<b>262-2230</b>
<b>Dr. David A Wiley, Associate Dean</b> (Orientation, Admission, Advisement, Assessment, Records, Graduation Requirements, Licensure, Commencement)	<b>400</b>	<b>RCOE</b>	<b>262-6107</b>
<b>Dr. Robin Groce Assistant Dean</b> (Field Experiences, Student Teaching)	<b>400</b>	<b>RCOE</b>	<b>262-2252</b>

### **DEPARTMENT OF CURRICULUM AND INSTRUCTION**

Dr. Susan Colby, Interim Department Chair (205D RCOE, 262-6073, [COLBYSA@appstate.edu](mailto:COLBYSA@appstate.edu))  
**Elementary Education (BS)** Dr. Kathleen Lynch-Davis (233C RCOE, 262-7247, [LYNCHRK@appstate.edu](mailto:LYNCHRK@appstate.edu))  
**Middle Grades Education (BS)** Dr. Laurie Ramirez (412F RCOE, 262-8008, [RAMIREZLA@appstate.edu](mailto:RAMIREZLA@appstate.edu))  
**Business Education (BS)** Dr. Herb Brown (220B RCOE, 262-3132, [BROWNHF@appstate.edu](mailto:BROWNHF@appstate.edu))  
**Health Education (BS)** Dr. Donna Breitenstein (327C EDH, 262-2292, [BREITENSTEIN@appstate.edu](mailto:BREITENSTEIN@appstate.edu))

### **DEPARTMENT OF READING EDUCATION & SPECIAL EDUCATION**

Dr. Monica Lambert, Department Chair (305D RCOE, 262-2182, [LAMBERTMA@appstate.edu](mailto:LAMBERTMA@appstate.edu))  
**Special Education: Adapted Curriculum and General Curriculum (BS)** Dr. Rose Matuszny  
(326A RCOE, 262-7251, [MATUSZNYRM@appstate.edu](mailto:MATUSZNYRM@appstate.edu))

### **DEPARTMENT OF FAMILY AND CONSUMER SCIENCES**

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



### COLLEGE OF ARTS AND SCIENCES

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

### **DEPARTMENT OF BIOLOGY**

Dr. Susan Edwards, Department Chair (208A RS, 262-2679, [EDWARDSSL@appstate.edu](mailto:EDWARDSSL@appstate.edu))  
**Biology, Secondary Education (BS)** Dr. Max Dass (171B RW, 262-6515, [DASSPM@appstate.edu](mailto:DASSPM@appstate.edu))

### **DEPARTMENT OF CHEMISTRY**

Dr. Claudia Cartaya-Marin, Department Chair (419 CAP, 262-2763, [CARTAYACP@appstate.edu](mailto:CARTAYACP@appstate.edu))  
**Chemistry, Secondary Education (BS)** Dr. Dale Wheeler (447 CAP, 262-6805, [WHEELERDE@appstate.edu](mailto:WHEELERDE@appstate.edu))

### DEPARTMENT OF ENGLISH

Dr. James Fogelquist, Department Chair (520 SH, 262-3095 [FOGELQUISTJD@appstate.edu](mailto:FOGELQUISTJD@appstate.edu))  
**English, Secondary Education** (BS) Dr. Mark Vogel (320 SH, 262-2892, [VOGELMW@appstate.edu](mailto:VOGELMW@appstate.edu))

### DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURES

Dr. James Fogelquist, Department Chair (520 SH, 262-3095 [FOGELQUISTJD@appstate.edu](mailto:FOGELQUISTJD@appstate.edu))  
**Spanish Education** (BS) Dr. Benji Souza (524 SH, 262-2305 [SOUZABJ@appstate.edu](mailto:SOUZABJ@appstate.edu))

### DEPARTMENT OF GEOLOGY

Dr. Bill Anderson, Interim Department Chair (RW, 262-7540, [ANDERSONWP@appstate.edu](mailto:ANDERSONWP@appstate.edu))  
**Geology, Secondary Education** (BS) Ms. Laura Mallard-Seldomridge (025 RW, 262-7517, [MALLARDL@appstate.edu](mailto:MALLARDL@appstate.edu))

### DEPARTMENT OF HISTORY

Dr. Lucinda McCray-Beier, Department Chair (1097 BH, 262-8260, [BEIERLM@appstate.edu](mailto:BEIERLM@appstate.edu))  
**History, Secondary Education** (BS) Dr. Myra Pennell (1090 BH, 262-6002, [PENNELLML@appstate.edu](mailto:PENNELLML@appstate.edu))

### DEPARTMENT OF MATHEMATICS

Dr. Mark Ginn, Department Chair (343 WA, 262-2867, [GINNMC@appstate.edu](mailto:GINNMC@appstate.edu))  
**Mathematics, Secondary Education** (BS) Dr. Deborah Crocker (234 WA, 262-2381, [CROCKERDA@appstate.edu](mailto:CROCKERDA@appstate.edu))

### DEPARTMENT OF PHYSICS

Dr. Michael Briley, Department Chair (233 CAP, 262-4956, [BRILEYMM@appstate.edu](mailto:BRILEYMM@appstate.edu))  
**Physics, Secondary Education** (BS) Dr. Patricia E. Allen (219 CAP, 262-2989, [ALLENPE@appstate.edu](mailto:ALLENPE@appstate.edu))

### COLLEGE OF FINE AND APPLIED ARTS

<b>Dr. Glenda Treadaway, Dean</b>	<b>Edwin Duncan 220</b>	<b>262-8038</b>
<b>Dr. Gordon Hensley, Interim Associate Dean</b>	<b>Edwin Duncan 220</b>	<b>262-3293</b>

### DEPARTMENT OF ART

Dr. Jesse Taylor, Department Chair (234 WH, 262-2220, [TAYLORJ@appstate.edu](mailto:TAYLORJ@appstate.edu))  
**Art Education** (BS) Dr. Vickie Grube, Art Education Coordinator, (217 WH, 262-2891, [GRUBEV@appstate.edu](mailto:GRUBEV@appstate.edu))

### DEPARTMENT OF TECHNOLOGY AND ENVIRONMENTAL DESIGN

Mr. Jeff Tiller, Department Chair (21 KHH, 262-3110, [TILLERJS@appstate.edu](mailto:TILLERJS@appstate.edu))  
**Technology Education** (BS) Dr. Jerianne Taylor (164 KHH, 262-6352, [TAYLORJS@appstate.edu](mailto:TAYLORJS@appstate.edu))  
**Trade and Industry** (BS) Dr. Jerianne Taylor (164 KHH, 262-6352, [TAYLORJS@appstate.edu](mailto:TAYLORJS@appstate.edu))

### DEPARTMENT OF THEATRE AND DANCE

Ms. Marianne Adams, Department Chair (110 CW, 262-3028, [ADAMSM@appstate.edu](mailto:ADAMSM@appstate.edu))  
**Theatre Arts** (BS) Mr. Gordon Hensley (CW, 262-7129, [HENSLEYG@appstate.edu](mailto:HENSLEYG@appstate.edu))

### COLLEGE OF HEALTH SCIENCES AND ALLIED PROFESSIONS

<b>Dr. Fred Whitt, Dean</b>	<b>152 D.D. Dougherty</b>	<b>262-8145</b>
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### DEPARTMENT OF HEALTH, LEISURE, AND EXERCISE SCIENCE

Dr. Travis Triplett, Interim Department Chair (040 Holmes CC, 262-7148, [TRIPLETTNT@appstate.edu](mailto:TRIPLETTNT@appstate.edu))  
**Physical Education** (BS) Dr. J. Scott Townsend (032 Holmes CC, 262-7153, [TOWNSNDJS@appstate.edu](mailto:TOWNSNDJS@appstate.edu))

**MARIAM CANNON HAYES SCHOOL OF MUSIC**

**Dr. William Pelto, Dean**

**114 Broyhill Music Center**

**262-3021**

**Dr. Jay Jackson, Associate Dean**

**112 Broyhill Music Center**

**262-6459**

**General Music Education (BM) and Instrumental Music Education (BM) Dr. Susi Mills (103A BM, 262-6441, [MILLSSW@appstate.edu](mailto:MILLSSW@appstate.edu))**



***IS MY TEACHER EDUCATION PROGRAM NATIONALLY ACCREDITED?***

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

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

**Communication Sciences Disorders (MS)**

Dr. Dawn Botts (125 EDH, 262-7182), [bottsdc@appstate.edu](mailto:bottsdc@appstate.edu)

**Curriculum Specialist/Educational Supervision (MA)**

Dr. Sara Zimmerman (412 L RCOE, 262-2216), [zimmermnsj@appstate.edu](mailto:zimmermnsj@appstate.edu)

**Educational Leadership (Ed.D)**

Dr. Vachel Miller (414 RCOE, 262-2280), [millervw@appstate.edu](mailto:millervw@appstate.edu)

**Educational Media (MA)**

Dr. Amy Cheney (204 C RCOE, 262-6091), [cheneyal@appstate.edu](mailto:cheneyal@appstate.edu)

**Guidance and Counseling: School Counseling (MA)**

Dr. Elizabeth Graves (336 C RCOE, 262-8376), [graveseg@appstate.edu](mailto:graveseg@appstate.edu)

**Library Science (MLS)**

Dr. Nita Matzen (436 I RCOE, 262-6064), [matzennj@appstate.edu](mailto:matzennj@appstate.edu)

**Reading Education (MA)**

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

**School Administration (MSA) and Educational Administration (EdS)**

Dr. Roma Angel, LES (436 B RCOE, 262-2109) [angelrb@appstate.edu](mailto:angelrb@appstate.edu)

**School Psychology, Level II (MA & SSP)**

Dr. Pam Kidder-Ashley, (300-D SW, 262-2209) [ashleypk@appstate.edu](mailto:ashleypk@appstate.edu)



## ***APPENDIX A: CONCEPTUAL FRAMEWORK OVERVIEW***

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



# APPENDIX A: Conceptual Framework Overview

## THE RCOE CONCEPTUAL FRAMEWORK

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

#### An Executive Summary\*

In 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.

#### *A) 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:

1. Meeting the needs of all learners.
2. Promoting the value and significance of diversity and social justice.
3. Engaging in reflective practice.
4. 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)

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- 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***

## Appendix B

### SECOND ACADEMIC CONCENTRATION (SAC) Appalachian State University

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

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

## ENGLISH (Sample)

- I. General Education: Six semester hours (6 SH) that include ENG 2001 Introduction to writing Across the Curriculum\* 3 (SH) and an additional three semester hour (3 SH) course identified with an asterisk (\*) may be applied to satisfy General Education requirements.
- II. English Concentration Requirements .....18 SH
- A. **ENG 2001** Introduction to Writing Across the Curriculum\* .....3 SH (F;S)  
(*Second Year Writing*)
- B. **Six (6)** semester hours of Literature Survey courses from the following must .....6 SH  
Include courses from **two groups (British, World, American)**. (Note:  
ENG 2030 World Literature is offered in the fall, ENG 2040 World Literature  
in the spring. All other courses listed are offered each regular term, usually  
in multiple sections. Check each year's summer schedule for summer school  
offerings, which may vary.)
- ENG 2010 English Literature I .....3 SH (F;S)  
**OR** ENG 2020 English Literature II .....3 SH (F;S)
- ENG 2030 World Literature\* .....3 SH (F)  
**OR** ENG 2040 World Literature\* .....3 SH (S)  
**OR** ENG 2050 Studies in British Literature\* .....3 SH (F;S)
- ENG 2120 African-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 ENG 1000*)
- C. **Three (3)** semester hours of Children or Adolescent Literature as listed .....3 SH
- ENG 4560 Adolescent Literature  
(**Required for all Non-Elementary Education Majors**) .....3 SH (F;S)  
**OR** ENG 3240 World Literature for Children  
(**Required for Elementary Education Majors**).....3 SH (F;S)
- D. **Six (6)** semester hours from Language and Writing Courses .....6 SH
- ENG 3300 Applied Grammar .....3 SH (F;S)  
ENG 3400 Advanced Expository Writing .....3 SH (F;S)  
(*Recommended that ENG 3300 is taken prior to ENG 3400*)  
ENG 3450 Writing Center Theory and Practice .....3 SH (S)  
ENG 3580 Teaching Composition: Theory, Practice, and Pedagogy.....3 SH (F;S)  
(*Prerequisite ENG 2001 or equivalent and ENG 3300*)
- E. **Three (3)** semester hours in English elective course chosen from the.....3 SH  
3000/4000 level.

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

**APPENDIX C: Information and Resources for Preparing for Praxis I**

## Appendix C: Information & resources for students in preparing for the Praxis

### **How to sign up for the Praxis I test:**

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

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

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

---

For students who need more help...

### **Support for test anxiety/building confidence:**

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

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

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

### **Help as you study math concepts:**

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

### **Help in studying for the writing test:**

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

### **Help in preparing for the reading test:**

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

### **Career Counseling:**

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



**APPENDIX D: Praxis II Requirement for Teacher Education Majors**



## Appendix D: PRAXIS II Test Requirement for All Teacher Education Majors

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

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

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

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

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

***APPENDIX E: Application for Admission to Undergraduate Teacher Education***

<http://rcoe.appstate.edu/admissions/undergraduate-admissions/admissions-application>

REICH COLLEGE OF EDUCATION  
APPALACHIAN STATE UNIVERSITY

Teacher Education Admission Application

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

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

\*\*\*\*\*

To be completed by student:

Name \_\_\_\_\_

SS# \_\_\_\_\_ Banner ID# \_\_\_\_\_

ASU Box #/Local Address \_\_\_\_\_

E-Mail Address \_\_\_\_\_ Telephone \_\_\_\_\_

Declared Major \_\_\_\_\_ Current Semester: F \_\_\_ S \_\_\_ SS \_\_\_ 201 \_\_\_

Faculty Advisor/ Program Coordinator \_\_\_\_\_ Department \_\_\_\_\_

Office #/Building \_\_\_\_\_ Telephone \_\_\_\_\_

\*\*\*\*\*

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

Date of Admission to Appalachian State \_\_\_\_\_

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

Minimum Admission Criteria That Must Be Met:

- Current Cumulative GPA at ASU (GPA must be a minimum of 2.5 on 45 or more semester hours at time application is submitted and admission decision made; transfers with 45 or more semester hours must earn a 2.5 on minimum of 12 sh at Appalachian): \_\_\_\_\_
- Semester Hours (minimum of 45 sh required). Semester hours earned to Date: \_\_\_\_\_
- English 1000 Grade of C {2.0} or better required. Grade Earned: \_\_\_\_\_
- Speech Screening Completed: Yes \_\_\_\_\_
- CI 2300 Grade Must be C {2.0} Grade Earned: \_\_\_\_\_  
FDN 2400 Grade Must be C {2.0} Grade Earned: \_\_\_\_\_  
**NOTE: For students who took CI 2800 prior to revised core CI 2800 Grade Must be C {2.0} Grade Earned:**  
\_\_\_\_\_
- Candidate for Professional Licensure (CPL) Form (Completed in 2300). Yes \_\_\_\_\_
- Grades of Incomplete (I): \_\_\_yes \_\_\_no  
(All "I" grades must be removed prior to admission to teacher education)
- Criminal Background Check (CBC) completed within the previous 6 months
- Second Academic Concentration (Must be declared by majors in Elementary Education, Middle Grades Education, Physical Education, Business Education, Health Education, and Technology Education) \_\_\_\_\_

Minimum Scores on Praxis I, SAT, or ACT:

Praxis I	Minimum Old Version		Minimum Updated Version		SAT		ACT		
	Minimum	Score	Minimum	Score	Minimum	Score	Minimum	Score	
Mathematics	173		150		Mathematics	550		Mathematics	24
Reading	176		156		Reading/ Verbal	550		English	24
Writing	173		162						24
<b>OR</b> Combined	522		468		<b>OR</b> Combined	1100		<b>OR</b> Composite	24

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

\*\*\*\*\*

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

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

Advisor/Coordinator Signature \_\_\_\_\_ Date \_\_\_\_\_

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

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

**STATEMENT OF APPLICANT**

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

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

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

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

\*\*\*\*\*

**FOR RCOE DEAN'S OFFICE USE ONLY:**

Admission criteria met verified by: \_\_\_\_\_ Date \_\_\_\_\_

DATE ADMITTED: \_\_\_\_\_ or DATE REJECTED: \_\_\_\_\_

\_\_\_\_\_  
 Signature of Associate Dean \_\_\_\_\_ Date \_\_\_\_\_

**It is the student's responsibility to submit this completed application and requested information to the Office of the Dean, Room 400 RCOE Building. Student will be notified via email if application is incomplete or if application is rejected.**

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

## APPENDIX F

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

**BACHELOR OF SCIENCE (BS) IN ELEMENTARY EDUCATION**  
**Major Code: 441A (Teaching)**  
**2013-2014**

Department of Curriculum and Instruction  
Reich College of Education

Dr. Kathleen Lynch-Davis, Coordinator  
[lynchrk@appstate.edu](mailto:lynchrk@appstate.edu)

**I. General Education Requirements**

44 SH

**SPECIAL NOTE:** Elementary Education majors should refer to page 2 of this Program of Study for important information for recommended General Education courses that will better prepare them for their chosen major and profession. Courses identified for Elementary Education majors on page 2 also meet the requirements for General Education. Students should contact their advisor or the Elementary Education Coordinator (identified above) for questions relating to General Education recommendations and requirements.

**II. Professional Education Requirements (MUST complete with "C" or better)**

24 S.H.

CI 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: CI 2300.**  
SPE 3300 \_\_\_\_ Creating Inclusive Learning Communities (3) **Admission to teacher education required. Prerequisites: CI 2300, FDN 2400, PSY 3010.**  
CI 3400 \_\_\_\_ Policies and Practices in Educational Assessment (2) **Admission to teacher education required. Prerequisites: CI 2300, FDN 2400, PSY 3010.**  
CI 4900 \_\_\_\_ Student Teaching (12) (Graded on S/U basis) **(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 to prior student teaching and/or requiring C (2.0) or better.**

**III. Major Requirements**

49 S.H.

**(MUST complete with a "C" or better & before Block II)**

    MAT 2030 \_\_\_\_ Mathematics for the Elementary School Teacher (3) **(MUST be completed before admission to Block I) (Prerequisite: MAT 1010 or permission of instructor)**  
ENG/RE 3240 \_\_\_\_ World Literature for Children (3)  
HED 3645 \_\_\_\_ Health Education in the Elementary School (3)  
PE 3556 \_\_\_\_ How Children Move: Implications Elementary Education (2)  
GHY 3013 \_\_\_\_ North Carolina or HIS 3728 \_\_\_\_ History of North Carolina (3)  
THR 3856 \_\_\_\_ Creative Drama (3) (Prerequisite: CI 2300) or ART/CI 3021 \_\_\_\_ Art Elementary School (3) (Prerequisite: Art 2011 or 2022 with permission) or MUSIC 2024 \_\_\_\_ Music Methods Classroom Teacher (3) (Prerequisite: MUS 2022)

Directed Elective: **(Choose one** of the following courses for 3 sh or an appropriate substitution approved by an advisor) (3)

CI 3551 \_\_\_\_ Teacher, Leader, Citizen (3)  
CI 3552 \_\_\_\_ Environmental Literacy in 21st Century Schools and Society (3)  
CI 3553 \_\_\_\_ Issues of Language and Culture in Public Schools (3)  
CI 3554 \_\_\_\_ Investigating the Past and Present through the Eyes of Children (3)  
CI 3555 \_\_\_\_ Seeing the World Through Mathematics (3)  
CI 3556 \_\_\_\_ Children at Risk (3)  
CI 3530-3549 \_\_\_\_ Special Topics in Elementary Education (3)

**Block I (MUST take concurrently after admission to teacher education before Block II with a "C" or better.**  
Block I must be taken along with SPE 3300.)

MAT/CI 3030 \_\_\_\_ Investigating Mathematics and Learning (4)(WID) (Prerequisite: MAT 2030 and ENG 2001 or its equivalent)  
RE 3030 \_\_\_\_ Foundations of Literacy (3)  
CI/SPE 3000 \_\_\_\_ Learner Diversity: Teaching English Language Learners(3) (10 hrs. service learning included)  
CI 3750 \_\_\_\_ Integrating Media and Technology into Teaching (3)

**Block II (MUST take concurrently after admission to teacher education with a "C" or better, after Block I, and before student teaching)**

CI 4030 \_\_\_\_ Teaching Mathematics in the Elementary School (3) (Prerequisite: MAT 2030 and CI/MAT 3030)  
RE 4030 \_\_\_\_ The Development of Literacy for Learning (3)  
CI 3110 \_\_\_\_ Social Studies in the Elementary School (3) (10 hrs. service learning included)  
CI 4000 \_\_\_\_ Elementary School Curriculum & Instruction (4)  
CI 4401 \_\_\_\_ Methods of Elementary Science Teaching (3)

**IV. Second Academic Concentration 18 hours (9 SH can be double counted from General Education and Major)**

9 S.H.

Diversity Studies    English    Foreign Language    Global Issues    Health and Wellness    Math, Science, & Technology  
Mathematics    Media Studies    Music    Natural Sciences    Social Studies    The Arts    Theater    Visual Arts

**V. Electives 2 SH of free elective hours outside the major discipline are required.**

2 S.H.

**VI. TOTAL REQUIRED HOURS**

128 S.H.



**ELEMENTARY EDUCATION**

Students should contact their advisor or the Elementary Education Coordinator (identified on page 1) for questions relating to General Education recommendations and requirements.

**FIRST YEAR SEMINAR (required)**

\_\_\_ UCO 1200 or HON 1515 or WGC 1103 (3 s.h.)  
or \_\_\_ UCO MET\* (0 s.h.)

\*applies to students who transfer at least 30 s.h. AND are at least one year out of high school. Students using this option will have 41 s.h. of General Education.

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

\_\_\_ ENG 1000 or LLC 1000 or WGC 1103  
\_\_\_ ENG 2001 or WGC 2001

**MAJOR REQUIREMENTS**

\_\_\_ Junior Writing in the Discipline\*\*  
\_\_\_ Senior Capstone Experience\*\*

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

**QUANTITATIVE LITERACY (4 s.h. required)**

\_\_\_ MAT 1010    \_\_\_ MAT 1030    \_\_\_ C S 1445    \_\_\_ STT 2810\*\*\*  
\_\_\_ MAT 1020    \_\_\_ MAT 1110    \_\_\_ ECO 2100\*\*\*    \_\_\_ STT 3820\*\*\*  
\_\_\_ MAT 1025    \_\_\_ STT 2820    \_\_\_ STT 1810\*\*\*

(\*\*\*These courses are 3 s.h. courses and do NOT fulfill the Quantitative Literacy requirement on their own. All other courses listed above are 4 s.h. courses and will fulfill the Quantitative Literacy requirement by themselves.)

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

1 s.h. courses: \_\_\_ P E 1530-1545, P E 1700-1877  
2 s.h. courses: \_\_\_ H P 1105    \_\_\_ HED 1000    \_\_\_ DAN 1400    \_\_\_ DAN 1400  
                         \_\_\_ DAN 1420    \_\_\_ DAN 2400    \_\_\_ DAN 2410    \_\_\_ DAN 2420  
                         \_\_\_ DAN 3280    \_\_\_ DAN 3480    \_\_\_ DAN 3580    \_\_\_ MSL 1101  
3 s.h. courses (additional hour counts as elective): \_\_\_ DAN 4460    \_\_\_ NUT 2202  
                         \_\_\_ P E 1718    \_\_\_ P E 1768    \_\_\_ P E 1769    \_\_\_ P E 3008

**DESIGNATIONS in Perspectives (3 s.h. of each required):** \_\_\_ Fine Arts (FA), \_\_\_ Historical Studies (HS), \_\_\_ Literary Studies (LS)

**PERSPECTIVES (29 S.H. Required):** Elementary Education majors should take the designated courses within each theme as identified below. Any 8 hour theme from the Science Literacy Perspective may be taken. Fulfillment of the course designations in General Education for Fine Arts, Historical Studies, and Literacy Studies will be met through the required curriculum. Students should contact their advisor or the Elementary Education Coordinator (identified above) for questions relating to General Education recommendations and requirements.

**AESTHETIC PERSPECTIVE** (Elementary Education majors choose two courses for 6 s.h.)

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

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

This American Life: \_\_\_ ENG 2350 (LS), \_\_\_ HIS 1200 (HS), \_\_\_ P S 1100

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

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

The **SCIENCE INQUIRY PERSPECTIVE** requires 8 semester hours from one theme (underlined). Elementary Education majors choose 8 s.h. from one theme. Courses in themes marked with an \* must be taken sequentially. Check the course descriptions for any pre and co-requisites.

**SCIENCE INQUIRY PERSPECTIVE** (8 s.h. from one theme)

Biology and Society: \_\_\_ BIO 1101, \_\_\_ BIO 1102

The Blue Planet: \_\_\_ GLY 1104, \_\_\_ GLY 1105

\* Chemistry Connections to Our Changing World: \_\_\_ CHE 1101/ CHE 1110, \_\_\_ CHE 1102/ CHE 1120

Global Environmental Change: \_\_\_ BIO 1103, \_\_\_ GHY 1011, \_\_\_ GHY 1012, \_\_\_ GLY 1104

\* How Things Work: \_\_\_ PHY 1101, \_\_\_ PHY 1102

Life, Earth and Evolution: \_\_\_ ANT 1430, \_\_\_ BIO 1102, \_\_\_ GLY 1102

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

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

\* Physics with Calculus: \_\_\_ PHY 1150, \_\_\_ PHY 1151

Restless Planet: Earth, Environment and Evolution: \_\_\_ GLY 1101, \_\_\_ GLY 1102, \_\_\_ GLY 1103

\* Voyages Through the Cosmos: \_\_\_ AST 1001, \_\_\_ AST 1002

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

Students in the program are expected to demonstrate:

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

***APPENDIX G: Faculty Referral Form***

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

Name of Student \_\_\_\_\_

Social Security Number/Banner ID NUMBER \_\_\_\_\_

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

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

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

Referred by \_\_\_\_\_ Title \_\_\_\_\_

Date \_\_\_\_\_

**RESOLUTION OF CONCERN BY PROGRAM OR RECOMMENDATION OF PROGRAM**

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

Signature Program Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

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

**RESOLUTION OF CONCERN BY CHAIRPERSON OR RECOMMENDATION OF CHAIRPERSON:**

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

Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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

## ***APPENDIX H: 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

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## Student Teaching Applications in TK20

If you want to student teach in August 2014 (fall semester of 2014), you will need to complete the application by *November 1, 2013*.

If you want to student teach in January 2015 (spring semester of 2015), you must complete the application by *April 1, 2014*.

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.”

The school site where you will be placed will see the information from this application. Be truthful and proof-read.

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 response 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. Amanda Werts at 828-262-7322 or [wertsal@appstate.edu](mailto:wertsal@appstate.edu)

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

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

**Click on Form A**

SAMPLE  
**APPLICATION FOR A NORTH CAROLINA LICENSE**

**Type or print the following information.**  
(See reverse side for instructions)

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

**List the areas of licensure for which you are applying**

\_\_\_\_\_

\_\_\_\_\_

---

**STATEMENT OF APPLICANT**

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

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

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

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



SAMPLE

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

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

**Explanation of Crime**

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**Signature**

---

**Date**

***APPENDIX J: Reich College of Education Request for Late Drop***

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

**Late Drop Policy Reminder**

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

**To be completed by the student:**

Full Name: \_\_\_\_\_ Email Address: \_\_\_\_\_

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

Reason(s) for requesting a late drop:

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

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

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

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Approval signatures must be obtained in the order listed:**

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

Department Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Associate Dean: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

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

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

***APPENDIX K: Final Grade Appeal Procedure***

[http://academicaffairs.appstate.edu/sites/default/files/grade\\_appeal.pdf](http://academicaffairs.appstate.edu/sites/default/files/grade_appeal.pdf)

## Final Grade Appeal Procedure

### Appalachian State University

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

#### **Steps to take in final grade appeal**

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

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

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

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

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

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



**APPENDIX L: Criminal Background Check Request Form**



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

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

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

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

**Part I: Authorization/Consent**

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

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

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

PRINT your full legal name on the last line.

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

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

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

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

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

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

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

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

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

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

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

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

**Appalachian State University  
Reich College of Education**

**AUTHORIZATION AND CONSENT FOR RELEASE OF EDUCATION RECORDS**

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

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

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

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

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

- \* The Assistant Dean, Office of Field Experiences, ASU-Reich College of Education, Boone, NC 28608
- \* School district or agency personnel designated by the Assistant Dean to facilitate field placements.
- \* The Associate Dean when Admission to Teacher Education is at issue.

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

Date of Birth \_\_\_\_\_

ASU Student ID \_\_\_\_\_

ASU Email Address \_\_\_\_\_

Instructor's Name \_\_\_\_\_ Course and Section Number \_\_\_\_\_

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

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

\_\_\_\_\_  
Student's Full Legal Name - Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Full Legal Name - Printed