"I've come to the frightening conclusion that I am the decisive element in the classroom. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized."

- Dr. Haim Ginott
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## UNIVERSITY ADMINISTRATION

## SCHOOL OF EDUCATION ADMINISTRATION/ FACULTY/ STAFF

## WELCOME TEACHER CANDIDATE!

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Campbell University reaffirms its standing policy of nondiscrimination in employment and in all of its programs and activities, with respect to race, creed, color, sex, age, religion, national origin, and handicap. Federal law expressly recognizes some exemptions when claimed by religious institutions.

Campbell University reserves the right to change, modify, revoke, or add to the academic, financial, and student requirements and regulations of the School of Education programs described in this bulletin at any time, without prior notice.

Postmaster: Send address changes to Campbell University School of Education, Post Office Box 369, Buies Creek, North Carolina 27506.

DISCLAIMER

This handbook/bulletin is intended as a guideline for students and should not be construed as an offer to contract or as a contract between Campbell University, Incorporated, and any student or a warranty of any entitlements, programs, regulations, or benefits set forth herein. Campbell University, Incorporated, its agents, officers, and employees may rescind or modify any benefit, program, regulation, or entitlement set forth herein at any time, for any reason, with or without notice. This handbook/bulletin supersedes all previous editions of this handbook/bulletin.

FOR MORE INFORMATION OR FOR CORRECTIONS OR UPDATES TO THIS HANDBOOK

Contact:
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Director of Teacher Education
Associate Professor
Professional Education Department
School of Education
Campbell University
Buies Creek, North Carolina  27506
(P) 910-814-4331
(F) 910-893-1999
godwine@campbell.edu
**FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974**

Under the provisions of this law, students in postsecondary education have the right to inspect and review their school records, as defined by law. Other than for “Directory Information,” Campbell University will release information only with the student’s written consent and will use “Directory Information” in the best interests of the student.

**REHABILITATION ACT OF 1973**

In accordance with Section 504 of the Rehabilitation Act of 1973, Campbell University does not discriminate on the basis of handicap in admission or access to treatment of employment in its programs and activities. Inquiries may be directed to Box 97, Buies Creek, NC 27506.

**AMERICANS WITH DISABILITIES ACT OF 1990 AND 1991**

Campbell University complies fully with the provisions of this law. Inquiries may be directed to P.O. Box 97, Buies Creek, NC 27506.

**TITLE IX OF THE EDUCATION AMENDMENTS OF 1972**

Title IX, formally known as Title IX of the Education Amendments of 1972, mandates that no person shall be excluded from participation in or discriminated against on the basis of sex in programs or activities at educational institutions that receive federal financial assistance. Act of sexual violence, harassment and/or misconduct are forms of sex discrimination and are in violation of Title IX. Inquiries regarding the application of Title IX and other laws, regulations and policies prohibiting discrimination may be directed to Mr. Robert C. Cogswell, Jr., Title IX Coordinator, 95Bolton Rd., Buies Creek, NC 27506, 910-893-1217/Fax 910-814-4361; cogswell@campbell.edu. Inquiries may also be directed to the United States Department of Education’s Office for Civil Rights, District of Columbia Office, U.S. Department of Education, 400 Maryland Avenue, S.W. Washington, DC 20202-1475. Telephone (202) 453-6020; Facsimile (202) 453-6021; Email: OCR.DC@ed.gov

**ACADEMIC FACILITIES**

Academic facilities at Campbell University are designated primarily for use in the education of Campbell University students; other uses, although quite worthy in themselves, and of benefit to the community, will not be allowed to interfere with that primary function.

**HARASSMENT POLICY**

“Campbell University does not tolerate sexual or other harassment of students. Any student experiencing harassment should contact either the Dean or Assistant Dean of the School of Education. Every reasonable effort will be made by the appropriate university officials to attend to such matters in a thoroughly conscientious manner.”
UNIVERSITY ADMINISTRATION

J. Bradley Creed, B.A., M.Div., Ph.D.
President

Dr. Mark L. Hammond, BA, Ph.D.
Vice President for Academic Affairs and Provost

John Roberson, B.A., M.Div., Ed.D.
Executive Assistant to the President

Michael L. Adams
Dean of the College of Pharmacy & Health Sciences

Dennis Bazemore, B.A., M.Div., D.Min.
Vice President for Student Life

Britt Davis, B.S., M.P.A.
Vice President for Institutional Advancement

Karen Pore, B.A., MBA
Registrar
SCHOOL OF EDUCATION ADMINISTRATION/FACULTY/STAFF

Samuel Engel, B.A., M.A., Ph.D.
Interim Dean, School of Education

George Christopher Godwin, B.S., M.Ed., Ph.D.
Director of Teacher Education Programs, Associate Professor
Coordinator, Academically and Intellectually Gifted (AIG) Program

Lisa Bradham, B.S., M.Ed
Coordinator of Special Education Program

Emily Cayton, B.S., M.Ed., Ph.D.
Coordinator of Interdisciplinary Studies

Connie Chester, B.S., M.Ed., Ph.D.
Coordinator of Birth to Kindergarten Program

Terrie Bethea-Hampton, B.S., M.Ed, Ed.D.
Coordinator of Teaching Scholars, Technology Coordinator,
K-12 and Secondary Program Advisor

Amy Mattingly, B.S., M.Ed., Ph.D.
Coordinator of Elementary Program

Courtney Mayakis, B.S., M.Ed., Ph.D.
Assessment Coordinator, School of Education

Lorae Roukema, B.S., M.Ed., Ed.D.
Coordinator of Middle School Program

Charity Tart
Administrative Assistant to the Dean
Licensure Office

Kelly Ashworth
Tk20 Administrator

Ranae Strickland
Administrative Assistant for Graduate Programs
**WELCOME TEACHER CANDIDATE!**

We are excited that you have joined our family as you journey toward your professional teaching career. Please carefully read the information below as it is critical to your success in your program of study.

Your academic advisor will be your support throughout your program to ensure you are on track to meet these expectations. You should reach out to your academic advisor at any time with questions, concerns, or needs. At a minimum, you will meet with your advisor during the fall (October) and spring (March) advisement windows to ensure you are on track with coursework, GPA, assessments, and program plan. Every effort will be made to support you in your work; however, at the end of the day only you are in charge of your learning and engagement during your program.

The road to becoming a NC educator is not as simple as some would think it to be. For good reason, it is rigorous, engaging, and demanding because that is exactly what will be expected of you when you enter your classroom as a teacher. By the end of your program, you will be equipped with the tools you will need to be successful in your classroom through building strong student relationships, planning a standards aligned curriculum, teaching rigorous units of instruction using research-based best practices, assessing student progress throughout the academic year, and celebrating success and growth for students (and yourself) along the way.

Welcome to the beginning of your classroom teaching career! We’re excited you’ve chosen Campbell University and we are here for your success. Let’s get started!!

Yours in leadership and learning,

**The Faculty and Staff of the Professional Education Department**

School of Education  
Campbell University
This handbook is designed to be a collection of reference materials for all Campbell University students pursuing licensure to teach in North Carolina. The School of Education offers nationally and state approved programs leading to a North Carolina teaching license in the following areas:

Birth to Kindergarten – B-K, Undergraduate
Elementary Education – K-6, Undergraduate, Advanced
Middle Grades Education – 6-9
  Language Arts, Undergraduate, Advanced
  Mathematics, Undergraduate, Advanced
  Science, Undergraduate
  Social Science, Undergraduate, Advanced
Secondary Education – 9-12
  English, Undergraduate, Advanced
  Mathematics, Undergraduate, Advanced
  Science (Biology), Undergraduate
  Social Science (History), Undergraduate, Advanced
K-12 Programs
  Health & Physical Education , Undergraduate, Advanced
  Music, Undergraduate
  Second Languages
    Spanish, Undergraduate
  Special Education , Undergraduate
  Studio Art , Undergraduate
  Theatre Art
Online Programs
  TA (Teacher Assistant) to Teacher
    Elementary
    Special Education
  Licensure Only
Residency Programs (Hired Candidates Only)
OVERVIEW OF CAMPBELL UNIVERSITY

BRIEF HISTORY OF CAMPBELL UNIVERSITY

On Jan. 5, 1887, James Archibald Campbell—a 26-year-old Baptist minister—welcomed 16 students to a small church in Buies Creek, North Carolina, for the first day of classes, thus marking the founding of Buies Creek Academy. From that humble beginning, Buies Creek Academy evolved to become Campbell Junior College (1926), Campbell College (1961), and Campbell University (1979). Throughout these transformations, the institution has remained true to its founding principles to address the most pressing needs of North Carolina and to educate men and women for Christian service and leadership around the world. The University enjoys an autonomous and voluntary relationship with the Baptist State Convention of North Carolina.

The founding principles still guide Campbell University today. In 2013, Campbell launched the Jerry M. Wallace School of Osteopathic Medicine, North Carolina’s first new medical school in over 35 years. In August 2016, the Catherine W. Wood School of Nursing—housed within the College of Pharmacy & Health Sciences—welcomed its first cohort. Simultaneously, Campbell opened its School of Engineering, which was only the second engineering school at a private university in North Carolina. They joined Campbell’s other established colleges and schools: the College of Arts & Sciences, the Norman Adrian Wiggins School of Law (1976), the Lundy-Fettermen School of Business (1983), the School of Education (1985), the College of Pharmacy & Health Sciences (1985), and the Divinity School (1996).

In addition to its main campus in Buies Creek, Campbell University has off-campus instructional sites in Camp Lejeune (Jacksonville), Fort Bragg & Pope (Fayetteville), Raleigh (2009 relocation of the law school), Tunku Abdul Rahman University College (Kuala Lumpur, Malaysia), and a vibrant online presence through Campbell Online.

Today, Campbell University enrolls approximately 7,000 students per year, including more than 5,000 undergraduate and graduate students on its main campus. Over 100 degree programs in the liberal arts, health sciences, fine arts, and professions are offered to them, continuing Campbell’s tradition of preparing students for purposeful lives and meaningful service.

CAMPBELL UNIVERSITY MISSION STATEMENT

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry.
To fulfill its mission, the University:

- presents a worldview informed by Christian principles and perspectives;
- affirms that truth is revelatory and transcendent as well as empirical and rational, and that all truth finds its unity in Jesus Christ;
- influences development of moral courage, social sensitivity, and ethical responsibility;
- gathers a diverse community of learners;
- delivers academic instruction in the liberal arts and sciences and professional preparation at both undergraduate and graduate levels through traditional, extended campus, and online programs;
- transfers to students the vast body of knowledge and values accumulated over the ages;
- encourages students to think critically and creatively;
- fosters the development of intellectual vitality, physical wellness, and aesthetic sensibility;
- forges a community of learning that is committed to the pursuit, discovery, and dissemination of knowledge;
- provides students with servant leadership opportunities;
- cooperates with other educational institutions to expand learning opportunities for students;
- offers service and other opportunities to the greater community through athletics, continuing education, and cultural enrichment programming.

The School of Education

The School of Education is home to both the Professional Education degrees and service-oriented professional programs in Psychology and Social Work. The School blends theoretical, professional and practical concepts for expertise in education and service.

The School of Education offers a Bachelor of Science in Birth to Kindergarten Education, Elementary Education, Middle Grades Education, Secondary Education, Special Education, and Psychology, as well as a Bachelor of Social Work. In addition, the School offers the professional education component for undergraduate teacher licensure in Biology, English, Mathematics, Music, Health and Physical Education, Social Studies, Spanish, and Studio Art. The School also offers a Master of School Administration, Master of Arts in community counseling, Master of Education (M.Ed.) in school counseling, and Master of Education in Elementary, Middle Grades, Academically or Intellectually Gifted Education, and Curriculum and Instruction. In addition, an Add-On Licensure in Academically or Intellectually Gifted (AIG) Education and English as a Second Language (ESL) are offered.

Accreditation

Campbell University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Associate, Baccalaureate, Masters, Education Specialist, and Doctorate degrees.

The Council for the Accreditation of Educator Preparation (CAEP) has accredited the professional education programs in the School of Education. Additionally, the professional education programs are approved by the North Carolina Department of Public Instruction (NCDPI).
# Academic Calendar 2019-2020

## Fall Semester

<table>
<thead>
<tr>
<th>Event</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill Clearance Begins</td>
<td>Mon., Aug. 5</td>
</tr>
<tr>
<td>Faculty Orientation</td>
<td>Th.-Fri., Aug. 15-16</td>
</tr>
<tr>
<td>Registration Schedule Resolution Day</td>
<td>Mon., Aug. 19</td>
</tr>
<tr>
<td>Registration</td>
<td>Tu., Aug. 20</td>
</tr>
<tr>
<td>Classes Begin, 8:00 a.m.</td>
<td>Wed., Aug. 21</td>
</tr>
<tr>
<td>Drop/Add Day Begins 3:00 p.m.</td>
<td>Fri., Aug. 23</td>
</tr>
<tr>
<td>Convocation</td>
<td>To Be Determined</td>
</tr>
<tr>
<td>Last Day to Register/Bill Clearance Deadline</td>
<td>Wed., Aug. 28</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>Mon., Sept. 2</td>
</tr>
<tr>
<td>Last Day to Drop w/out a Grade</td>
<td>Wed., Sept. 11</td>
</tr>
<tr>
<td>Enrollment Certification Day (Census Date)</td>
<td>Th., Sept. 12</td>
</tr>
<tr>
<td>Family Weekend</td>
<td>Fri.-Sun., Sept. 20-22</td>
</tr>
<tr>
<td>Mid-Term Recess Begins, 8:00 a.m.</td>
<td>Th., Oct. 3</td>
</tr>
<tr>
<td>Classes Resume, 8:00 a.m.</td>
<td>Mon., Oct. 7</td>
</tr>
<tr>
<td>Advisement Begins – Ends</td>
<td>Mon., Oct. 7 – Fri., Nov. 8</td>
</tr>
<tr>
<td>Mid-Term Grades Due if on Paper Rosters</td>
<td>Wed., Oct. 9</td>
</tr>
<tr>
<td>Mid-Term Grades Due if Keyed by Faculty</td>
<td>Wed., Oct. 16</td>
</tr>
<tr>
<td>Homecoming</td>
<td>Sat., Oct. 19</td>
</tr>
<tr>
<td>Last Day to Drop w/a W</td>
<td>Mon., Oct. 28</td>
</tr>
<tr>
<td>Thanksgiving Holiday Begins, 8:00 a.m.</td>
<td>Wed., Nov. 27</td>
</tr>
<tr>
<td>Classes Resume, 8:00 a.m.</td>
<td>Mon., Dec. 2</td>
</tr>
<tr>
<td>Calendar Reconciliation Day (Friday classes meet)</td>
<td>Tu., Dec. 3</td>
</tr>
<tr>
<td>Last day of class</td>
<td>Tu., Dec 3</td>
</tr>
<tr>
<td>Reading Day</td>
<td>Wed., Dec. 4</td>
</tr>
<tr>
<td>Exams Begin</td>
<td>Th., Dec. 5</td>
</tr>
<tr>
<td>Exams End</td>
<td>Tu., Dec. 10</td>
</tr>
<tr>
<td>Grades Due – Senior 9:00 a.m.</td>
<td>Wed., Dec. 11</td>
</tr>
<tr>
<td>Grades Due – All Other 3:00 p.m.</td>
<td>Fri., Dec. 13</td>
</tr>
<tr>
<td>Graduation</td>
<td>Sat., Dec. 14</td>
</tr>
</tbody>
</table>

## Spring Semester

<table>
<thead>
<tr>
<th>Event</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bill Clearance Begins</td>
<td>Th., Dec. 5, 2019</td>
</tr>
<tr>
<td>Registration Schedule Resolution Day</td>
<td>Mon. Jan. 6</td>
</tr>
<tr>
<td>Faculty/Staff Spring Meeting</td>
<td>Mon. Jan. 6</td>
</tr>
<tr>
<td>Registration</td>
<td>Tu., Jan. 7</td>
</tr>
<tr>
<td>Classes Begin, 8:00 a.m.</td>
<td>Wed., Jan. 8</td>
</tr>
<tr>
<td>Drop/Add Day Begins, 3:00 p.m.</td>
<td>Fri., Jan. 10</td>
</tr>
<tr>
<td>Founder’s Week</td>
<td>To Be Determined</td>
</tr>
<tr>
<td>Martin Luther King Holiday</td>
<td>Mon., Jan. 20</td>
</tr>
<tr>
<td>Last Day to Register/Bill Clearance Deadline</td>
<td>Wed., Jan. 15</td>
</tr>
<tr>
<td>Last Day to Drop w/out a Grade</td>
<td>Th., Jan. 30</td>
</tr>
<tr>
<td>Enrollment Certification Date (Census Date)</td>
<td>Fri., Jan. 31</td>
</tr>
<tr>
<td>Event</td>
<td>Date/Time</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Mid-Term Recess Begins, 8:00 a.m.</td>
<td>Mon., Mar. 2</td>
</tr>
<tr>
<td>Mid-Term Grades Due if on Paper Rosters</td>
<td>Wed., Mar. 4</td>
</tr>
<tr>
<td>Mid-Term Grades Due if Keyed by Faculty</td>
<td>Fri., Mar. 6</td>
</tr>
<tr>
<td>Classes Resume, 8:00 a.m.</td>
<td>Mon., Mar. 9</td>
</tr>
<tr>
<td>Last Day to Drop w/W</td>
<td>Mon., Mar. 16</td>
</tr>
<tr>
<td>Advisement Begins – Ends</td>
<td>Mon., Mar. 16-Fri., Apr. 20</td>
</tr>
<tr>
<td>Easter Holiday</td>
<td>Fri., Apr. 10</td>
</tr>
<tr>
<td>Classes Resume, 8:00 a.m.</td>
<td>Mon., Apr. 13</td>
</tr>
<tr>
<td>Calendar Reconciliation Day (Friday Classes Meet)</td>
<td>Tu., Apr. 21</td>
</tr>
<tr>
<td>Last day of class</td>
<td>Wed., Apr. 22</td>
</tr>
<tr>
<td>Reading Day</td>
<td>Th., Apr. 23</td>
</tr>
<tr>
<td>Exams Begin</td>
<td>Fri., Apr. 24</td>
</tr>
<tr>
<td>Baccalaureate Service</td>
<td>Sun., Apr. 26</td>
</tr>
<tr>
<td>Exams End</td>
<td>Wed., Apr. 29</td>
</tr>
<tr>
<td>Grades Due – Seniors 9:00 a.m.</td>
<td>Fri., May 1</td>
</tr>
<tr>
<td>Grades Due – All Other 9:00 a.m.</td>
<td>Wed., May 6</td>
</tr>
<tr>
<td>Graduation (Medicine)</td>
<td>Thurs., May 7</td>
</tr>
<tr>
<td>Graduation (Adult and Online Education)</td>
<td>Thurs., May 7</td>
</tr>
<tr>
<td>Graduation (Law)</td>
<td>Fri., May 8</td>
</tr>
<tr>
<td>Graduation (Pharmacy &amp; Health Sciences)</td>
<td>Fri., May 8</td>
</tr>
<tr>
<td>Graduation (Divinity)</td>
<td>Fri., May 8</td>
</tr>
<tr>
<td>Graduation (Undergraduate &amp; Graduate: College of Arts &amp; Sciences,</td>
<td>Sat., May 9</td>
</tr>
<tr>
<td>School of Ed., L-F School of Business)</td>
<td></td>
</tr>
<tr>
<td>SUMMER SCHOOL I</td>
<td></td>
</tr>
<tr>
<td>Registration</td>
<td>Mon., May 18</td>
</tr>
<tr>
<td>Classes Begin, 8:00 a.m.</td>
<td>Tu., May 19</td>
</tr>
<tr>
<td>Last Day to Drop/Add</td>
<td>Fri., May 22</td>
</tr>
<tr>
<td>Last Day to Register</td>
<td>Fri., May 22</td>
</tr>
<tr>
<td>Memorial Day Observation (Holiday)</td>
<td>Mon., May 25</td>
</tr>
<tr>
<td>Exams</td>
<td>Fri., June 19</td>
</tr>
<tr>
<td>Grades Due, 9:00 a.m.</td>
<td>Tu. June 23</td>
</tr>
<tr>
<td>SUMMER SCHOOL II</td>
<td>2020</td>
</tr>
<tr>
<td>Registration</td>
<td>Mon., June 22</td>
</tr>
<tr>
<td>Classes Begin, 8:00 a.m.</td>
<td>Tu., June 23</td>
</tr>
<tr>
<td>Last Day to Drop/Add</td>
<td>Fri., June 26</td>
</tr>
<tr>
<td>Last Day to Register</td>
<td>Fri., June 26</td>
</tr>
<tr>
<td>Independence Day Holiday</td>
<td>Fri., July 3</td>
</tr>
<tr>
<td>Exams</td>
<td>Fri., July 24</td>
</tr>
<tr>
<td>Grades Due, 9:00 a.m.</td>
<td>Tu., July 28</td>
</tr>
<tr>
<td>Graduation Certification Day</td>
<td>Mon., Aug. 31</td>
</tr>
</tbody>
</table>
UNIVERSITY POLICIES

OVERLOAD

A class load in excess of 18.5 hours is considered an overload. Students must have a GPA of 3.0 or better, approval of their advisor, and the dean to be eligible to take an overload. There is an additional tuition charge for an overload.

COURSE LOAD FOR LOW GPA

The maximum course load for a student with a GPA below 1.8 is 13.5 semester hours.

CUC REQUIREMENTS

- Students entering with less than 30 semester hours must complete both CUC 100 and CUC 200
- Students entering with 30 or more semester hours must complete either CUC 100 or CUC 200
- Students who are seeking an Associate in Arts or Associate of Science degree must complete CUC 100 and CUC 200
- The two semesters of Connections will be completed in the second semester of the first year and the first semester of the second year.
- Incoming first year students will NOT register for Connections. There will be an introduction to spiritual formation in first year seminars but Connections will move to the second semester of the first year.

COMMUNITY COLLEGE TRANSFER POLICY

Students who have completed and transferred 64 semester hours (the maximum number allowed) cannot transfer additional credits from a two-year school. After this amount of credit has been obtained and transferred, additional credit must be from a four year university. The last 32 semester hours must be taken at Campbell. It is the student’s responsibility to see that all transfer credits have been evaluated.

OFF-CAMPUS ENROLLMENT BY CAMPUS STUDENTS

Off-campus enrollment is not approved unless the course in question is not offered on campus but is required if the student is to graduate on time. Enrollment in any off-campus course requires prior approval of the advisor and Dean.

ADULT AND ONLINE EDUCATION COURSES

Enrollment in Adult and Online Education courses require approval from your advisor. You are not allowed to take an online course for a course which is offered face to face during the fall/spring semester. Enrollment in any off-campus course requires prior approval of the advisor and Dean.
PROFESSIONAL EDUCATION COURSES

All junior and senior professional education courses must be taken at Campbell Main Campus unless the Dean grants permission otherwise.

INDEPENDENT STUDY

It is University policy for Campbell faculty members to discourage students from taking courses by independent study. This way of earning credit should be avoided whenever possible. In no case may more than 12 hours be taken by independent study; no more than one independent study course may be taken per semester.

CLASS ATTENDANCE

The student should follow attendance policies as stated in the catalog and as outlined by professors to be sure of being in compliance. Failure to meet attendance requirements will result in academic penalties and ultimately class failure.

GRADING SYSTEM

The grading system is as follows:

A=Excellent  
B=Good  
C=Passing (MUST maintain C or better in all EDUC and content area coursework)  
D=Poor  
F=Failure

In special cases, other symbols are used:

I=incomplete (Assigned when the student is unable to fulfill all course requirements due to reasons beyond his or her control; must be cleared no later than 30 days after the next fall or spring semester begins to avoid a grade of F).

ACADEMIC FORGIVENESS POLICY

Students returning to school who have not been enrolled at Campbell University, or another college/university, for eight years will benefit from the Academic Forgiveness Policy. Please see the Student Handbook for details.

REPEAT COURSE POLICY

When courses are repeated, only the last attempt will affect the final grade point average. Previous hours attempted, hours passed, and quality points earned for repeated courses will not be considered, although the previous grades will remain on the permanent record.
GENERAL INFORMATION FOR THE PROFESSIONAL EDUCATION CANDIDATE

CANDIDATE’S RESPONSIBILITY FOR MEETING REQUIREMENTS

Candidates are advised that they are the ones ultimately responsible for meeting all general college and program requirements found within this handbook as well as updates provided by the Director of Teacher Education annually. Careful recordkeeping will facilitate this process. Keeping well-organized, professional records is a wise practice to carry with you throughout your teaching career.

Attempt to follow your schema sheet as closely as possible so that you do not get behind in course requirements and transitional points within your program of study. Be sure that any course substitutions or waivers are fully documented and filed with your records. Be sure to keep your own file of records of changes/substitutions approved.

COURSE GRADES AND GRADE-POINT AVERAGE

- If you are a Birth to Kindergarten major, you must have a grade of “C” or better in all BK courses and all education courses.
- If you are a Special Education major, you must have a grade of “C” or better in all SPED courses and all education courses.
- If you are an Elementary Education major, you must have a grade of “C” or better in courses in all education courses.
- If you are a middle grades major, you must have a grade of “C” or better in each education course and in each course in the concentration areas.
- If you are a secondary education student, you must have a grade of “C” or better in each education course and in each course in your subject matter area.

- Use Web Access to keep track of your GPA and to check your progress toward graduation.
- Complete your CUC requirements as early in your program as possible. (Two CUCs)
- Complete your foreign language requirement as soon as possible. You have two options: Students pursuing the B.S. degree must pass either the 201-level course in the language or attain a satisfactory score on a nationally-normed equivalent examination approved in advance by the Chair of the Foreign Language Department. Students pursuing the B.A. degree must pass either the 202-level course in the language or attain a satisfactory score on a nationally-normed equivalent examination approved in advance by the Chair of the Foreign Language Department.
- If you are a secondary or K-12 major, you must complete the Projected Course of Study in order to be sure that the professional education courses are taken in the correct sequence, and that they are coordinated with other requirements in the major’
ATTENDANCE AT TEACHER LICENSURE MEETINGS FOR TEACHER EDUCATION CANDIDATES

Attendance is “Expected” at all Teacher Licensure meetings called for teacher education candidates. The purpose of these meetings is to pass on important information to you from the NC State Board of Education, NCDPI, and the NC Legislature, to give you a chance to ask questions, and to have you submit the information needed by the faculty for effective management of the entire program. Information will also be given on assignment of advisors, course planning, and all field experience placements. Please cooperate by attending these meetings and encourage others to do so as well. This request is particularly important for secondary and K-12 majors.

PROFESSIONAL EDUCATION STUDENT ORGANIZATIONS

- **Student North Carolina Association of Educators (SNCAE); Collegiate Middle Level Association; Special Educators Club**
  All education majors are encouraged to join SNCAE, CMLA, Special Educator’s Club etc. to stay aware of the latest education information, hear interesting speakers on relevant topics, get to know your fellow education majors, and enjoy taking part in campus events such as Homecoming/Parent’s Day, etc. In addition, many of these organizations allow students opportunities to earn leadership points to meet the state requirement listed previously as well as provide the required liability insurance.

- **Kappa Delta Pi**
  Kappa Delta Pi is the Teacher Education Honor Society. Those individuals elected to membership exhibit the ideals of scholarship, high personal standards, and promise in the teaching and allied professions recognized by the Society. An invitation is extended to undergraduate students who have completed 30 semester hours and have a GPA of at least 3.0. Graduate students need to have completed six or more hours of Education graduate work at Campbell and have a GPA of at least 3.25 to be considered for membership. Initiation is held in November of each year. Please see Dr. Courtney Mayakis, faculty advisor, for further information on this organization.

FINANCIAL AID AND SCHOLARSHIPS

Information applicable to all undergraduate students is available in the University catalog. Additional information can be secured from the Office of Financial Aid. An application for endowed scholarships is available on the Campbell web site. A number of endowed and direct aid scholarships are awarded to School of Education students. Applications for these scholarships are available second semester and are due April 1 for the following academic year. The application forms are available on the second floor in Taylor Hall and on the Campbell School of Education web site. For further information on these scholarships, consult the Chair of the School of Education Scholarship Committee, Dr. Chris Godwin or Mrs. Irene Rice, Administrative Assistant for Psychology and Social Work.

The North Carolina College Foundation offers several scholarships for North Carolina Residents. Students may only receive one type of scholarship.
HELPFUL REGISTRATION TIPS

ADVISEMENT AND SCHEDULING (INSTRUCTIONS FOR UNDERGRADUATE EDUCATION)

Advisement for the following semester begins in October and March. Sign up early for an appointment with your advisor. Deadlines are published each semester for pre-registration and registration, as well as for dropping and adding courses on the Campbell web site. On-line registration through the “Student Planner” is available for students who have completed 12 hours or more. The system is made available by a schedule set through the registrar’s office.

Before you come to your advisement conference, you must do the following things: Be sure you have in your possession these items:

- Class schedule for the upcoming semester.
- Schema sheet for your licensure area and level (Check the schema sheet (at conclusion of this handbook) for your licensure level and the Campbell catalog to see whether you have completed the prerequisites for the courses you have selected for the coming semester.)
- Web Access Degree Audit

Using these items, fill out a tentative course schedule for the upcoming semester. Include three alternate courses which do not meet at the same time as your first-choice courses. Make every effort to follow the course sequence recommended on your schema sheet. Bring your copy of the appropriate schema sheet to pre-registration; the schema sheet should show which courses you have completed (including the grades earned) and which ones you plan to take next semester. If you plan to go to summer school, draft those plans as well.

Build your schedule around key courses, that is, courses scheduled during the fall or spring only, offered as single sections only, or listed as prerequisites to other courses. Follow the schema sheet provided by your academic advisor or the Professional Education department so that you do not get behind in key transitional points of your program. Several courses for the Teacher Education Major are only offered once during an academic year: Plan accordingly!

STUDENT CLASSIFICATION BASED ON COMPLETED CREDIT HOURS

<table>
<thead>
<tr>
<th>Completed Hours</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>98</td>
<td>Senior</td>
</tr>
<tr>
<td>64</td>
<td>Junior</td>
</tr>
<tr>
<td>24</td>
<td>Sophomore</td>
</tr>
<tr>
<td>12</td>
<td>Freshman</td>
</tr>
</tbody>
</table>

TIMELINE FOR APPLICATION PROCESSES

Complete and submit the following applications via the TK20 Online System (https://tk20.campbell.edu/campustoolshighered/start.do):

- Application to Teacher Education (conclusion of your sophomore year):
- Request for Practicum Placement (March 1 for Fall semester; October 1 for Spring Semester)
• Request for Student Teaching (March 1 for Fall semester; October 1 for Spring Semester).

Senior Year
NOTE: Keep in mind that 124 semester hours are needed for graduation. Using Web Access, you should check your progress toward graduation often.

RESOURCES FOR THE TEACHER EDUCATION CANDIDATE

NORMAN ADRIAN WIGGINS LIBRARY

The mission of Wiggins Memorial Library is to facilitate access to information resources that support learning, teaching, and research; to provide training for effective and ethical use of these resources; and to support the Campbell community through a state-of-the-art academic environment.

• Toll Free (800) 334-4111 (x1462)
• Circulation Desk (910) 893-1462
• Reference Desk (910) 893-1467

WIGGINS LIBRARY’S HOURS OF OPERATION
(Academic Year/Fall/Spring)

Monday-Thursday 7:30 a.m. – 12 midnight
Friday 7:30 a.m. – 6:00 p.m.
Saturday 10:00 a.m. – 5:30 p.m.
Sunday 2:00 p.m. – 12 midnight

The library will post any changes in this schedule at the library entrance and at the following web page: http://www.lib.campbell.edu/library-hours. The 24 – hour Study Area is available throughout the day and via Campbell ID card access after library hours.

SUMMER OVERNIGHT STUDY HOURS

The second-floor overnight study area IS NOT AVAILABLE during the summer, with a few exceptions for summer session exams.

ONLINE PUBLIC ACCESS CATALOG

Campbell University Library’s online public access catalog (OPAC) is called CambellCat. It is useful for finding books, e-books, media and journal holdings. It can be accessed from any location at the following website: http://catalog.lib.campbell.edu/or from the Books and Media tab on the library website: http://www.lib.campbell.edu. Over sixty public access computer terminals are available throughout the library for your convenience. Print holdings of education journals are kept on the Curriculum Materials/Media Center reference shelves. Access to hundreds of online journals in the following education subject areas can be accessed by searching in the Journals tab: http://www.lib.campbell.edu.
EDUCATION DATABASES

The library subscribes to numerous databases. These databases can be used for locating article citations, full-text articles, books, primary source documents, or educational reports. The following are popular education databases:

- Academic Search Complete
- Dictionary of Literary Biography
- EJournals in Education
- Films on Demand
- GreenFILE
- Kids Search
- Literary Reference Center Plus
- MAS Complete
- Mental Measurements Yearbook
- CQ Researcher Online
- Complete Online ebrary
- ERIC
- Gale Cross-Search
- JSTOR
- Learning Express Library
- Literature Criticism Online
- MasterFILE Premier
- Middle Search Plus
- NC LIVE Video Collection
- MyiLibrary
- NC Public Schools Statistical Profile
- NoveList
- OneClick Digital
- Points of View
- Project Muse
- State Statistics
- Science Reference Center
- Student Research Center
- Tests in Print
- WorldCat
- NCPedia
- NoveList K-8 Plus
- Oxford English Dictionary (OED) online
- Primary Search (Children’s Magazines)
- SAGE Journals Online
- Searchasaurus
- Teacher Reference Center
- TOPICsearch

Resources not owned by the Campbell University Libraries may be borrowed from other libraries through ILLiad, an interlibrary load (ILL) system available to Campbell faculty, staff, and students as an aid to research and study. Using ILLiad, you can place interlibrary loan requests online and check your interlibrary loan request status and history. You will need your web access username and password to create an ILLiad account. Please visit http://www.lib.campbell.edu/interlibrary-loan to create an account.
**CURRICULUM MATERIALS/MEDIA CENTER**

Located on the 3rd Floor of Wiggins Memorial Library, the CMMC houses curriculum guides, state-adopted textbooks for surrounding school districts, professional books, professional journals, computer software, media materials (DVDs, VHS tapes, CDs), classroom manipulatives, technology items, a K-12th grade juvenile collection including many award winners (Caldecott, Newbery, Coretta Scott King, Scott O’Dell, etc.) and a wide variety of teaching materials.

The Curriculum Materials/Media Center is open for use during the same library hours as the main library (http://www.lib.campbell.edu/library-hours). To meet your research needs, a librarian is available for consultation at the CMMC research assistance desk during the following hours: Monday-Friday 8:00-4:30 p.m. For further information contact Mrs. Lakeisha Darden, CMMC librarian: (910) 893-1595 or 1-800-334-4111 Ext. 1595 or dardenl@campbell.edu.

**ACADEMIC AND TUTORING SERVICES**

**TUTORING CENTER**

Work individually or in small groups with a peer tutor. Bring all books, notes and materials for your class.

**WRITING CENTER**

The Writing Center is located on the Third Floor of Wiggins Memorial Library and is open Sunday-Thursday, 7-10pm. To allow sufficient time for Writing Coaches to assist students, the last referral will be made at 9:30pm.

- **Before You Arrive:**
  - Bring any paper for any course and a trained Writing Coach will review and offer suggestions for improvement. The Writing Center is not a proofreading service, but will help you improve your writing and develop a stronger paper.
  - You must bring a printed copy of your paper. Writing Coaches are not permitted to review papers on a computer. Please also bring any assignment information provided by your instructor (syllabus, handout, etc.)
  - Students are encouraged to not wait until the night before a paper is due to meet with a Writing Coach for the first time as this may not provide an efficient session.

**BECOME A TUTOR OR A WRITING COACH**

The Office of Student Success is looking for motivated students who have demonstrated academic excellence and have a strong desire to help their peers! Applications to become a Peer Tutor, Tutoring Center Tutor or Writing Coach can be obtained from the Office of Student Success. If your application is considered, you will be invited to an interview. If you have any questions, contact Shirley Parker by email at sparker@campbell.edu.
To secure the initial North Carolina Teacher Licensure, several critical transitions occur within a candidate's teacher education program. Each transition enables further progression toward the licensure and must be successfully met prior to moving forward in the Teacher Education Program at Campbell University.
REQUIREMENTS FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM

The following is an excerpt from N.C. State Statute: § 115C-269.15.
Minimum admissions requirements for educator preparation programs.
(a) Testing. – A recognized EPP shall not admit a student until that student has met one of the following criteria:
   (1) Attained a passing score or prescribed minimum score set by the State Board for a preprofessional skills test.
   (2) Achieved the appropriate required scores, as determined by the State Board, on the verbal and mathematics portions of the SAT or ACT. The minimum combined verbal and mathematics score set by the State Board for the SAT shall be 1,100 or greater. The minimum composite score set by the State Board for the ACT shall be 24 or greater.
   (3) Holds a bachelor’s degree.
(b) Individual Grade Point Average. – A recognized EPP shall not admit a student into an EPP unless that student has earned a grade point average of at least 2.7.

CAMPBELL UNIVERSITY’S ADMISSION REQUIREMENTS FOR THE TEACHER EDUCATION PROGRAM

• A minimum cumulative G.P.A. of 2.7 in overall scholastic work (from statute)
• “C” or better in all professional education courses, including courses in the content area major.
• Documented participation in early field experiences, or equivalent experiences as approved by the Dean or the Director of Teacher Education.
• Approval of the major department and the Professional Education department.
• No academic, disciplinary, or social probation.
• Satisfactory scores on the SAT/ACT or PRAXIS CORE (See Table Below).

Undergraduate candidates wishing to pursue a North Carolina Initial teaching license must be accepted into the Teacher Education Program. The application should be completed and submitted in Tk20 during/at the conclusion of the sophomore year. Candidates should submit this application ONLY when they have the required GPA (2.7), “C” or better in all education and content area coursework, and have met the required cut scores on the PRAXIS CORE or the SAT/ACT. When the candidate has satisfactorily met the entrance requirements, a letter will be sent from the Dean’s office acknowledging acceptance into the Teacher Education Program.
THE PRAXIS CORE

PRAXIS CORE PREPARATION

a. EDUC 106 Mathematics Praxis Core Preparation
   Students who are required to take the mathematics section of the Praxis CORE are required to take: EDUC 106 Mathematics PRAXIS CORE Preparation: The purpose of this 2-credit hour course is to prepare for the Mathematics Praxis Core Academic Skills Exam for Educators. Passing the Praxis Core Exam is a prerequisite for admission into the Teacher Education Program at Campbell University. At the conclusion of this course, students are required to take the Mathematics Praxis Core Academic Skills Exam for Educators.

b. EDUC 107 Reading PRAXIS CORE Preparation
   Students who are required to take the reading section of the Praxis CORE are required to take: EDUC 107 Reading PRAXIS CORE Preparation: The purpose of this 2-credit hour course is to prepare for the Reading Praxis Core Academic Skills Exam. Throughout this course, you will learn test-taking strategies, review related content specific objectives, and analyze practice test items. Each student will be provided continuous feedback to support their individual areas of need. At the conclusion of this course, you will be required to take the Praxis Core Academic Skills for Educators Reading Assessment.

c. Students who are required to take both the mathematics and the reading sections of the Praxis CORE are required to take both EDUC 106 and EDUC 107.

d. Passing the Praxis Core Exam is a prerequisite for being accepted into the Teacher Education Program. According to NC State Statute (115C-269.15) NO candidate shall be admitted into teacher education without meeting this prerequisite along with the others listed above. This means the candidate is not allowed to enroll or complete student teaching.

PROCESS FOR REGISTERING TO TAKE THE PRAXIS CORE

If a student must take any or all sections of the Praxis Core, they should follow this process for registration:
   • Go to https://www.ets.org/praxis/about/core/
   • Click on Registration, Test Centers and Dates on left hand side.
   • Follow process on the page which comes up.

STUDY RESOURCES FOR THE PRAXIS CORE

(The following are FREE resources provided by Campbell University students assist in the preparation for the PRAXIS CORE.)

a. Online Preparation Materials
Locate the following URL with your web browser:
http://www.longsdalepub.com/praxis/
This URL will direct you to a Web page welcoming you to the Praxis Core Online Course and Practice Tests. Click on the “Register NEW Account” button. You will need to register using the following information.

- School Number: 82774
- School Key: praxissuccess

After entering this information, the next screen to appear will require you to enter an email address and your first and last name into the spaces provided. The ID Number field is optional.

When you have completed the registration process, you will be issued a user name and password. Since you will be asked to enter your user name and password each time you login, it is important that you keep a copy in a safe place. After logging into the program for the first time, we encourage you to begin with the section entitled, “Introduction to the Praxis Core.” This section will introduce you to the course and offer suggestions on how to get the most out of the instruction and practice tests. The program is flexible, so after reading the introduction you can begin working through the material from the beginning covering all sections, or you can navigate to areas of specific need.

b. LearningExpressLibrary (https://www.learningexpresshub.com/productengine/LELIndex.html#/learningexpresslibrary/libraryhome) via LearningExpress

Practice tests and self-paced courses for students & adult learners. ASVAB, GED, GRE, SAT, resume and cover letter writing courses and more.

TRANSFER UNDERGRADUATE CANDIDATES

Transfer candidates must meet the same requirements and follow the same procedures as all educator preparation majors. They must successfully complete a minimum of one semester (12 semester hours minimum) at Campbell prior to applying to the Teacher Education Program.

LICENSURE AREA EXAMINATIONS

Once a candidate has been accepted into the Teacher Education Program at Campbell University they then begin preparation for the required licensure examinations for the North Carolina Initial Teacher License. These preparations are strongly correlated with the coursework in content and educational pedagogy established by the faculty of the Professional Education Department and approved by the North Carolina Department of Public Instruction. Candidates should be very familiar with the required licensure examination(s) for their content area and pay particular attention to coursework which will prepare them for taking these examinations.

Effective August 2018: All current freshman and sophomore Teacher Education Candidates MUST successfully pass the licensure area examinations required by their program area by the end of the practicum semester in order to be fully accepted into the Teacher Education Program and proceed to Student Teaching. It is STRONGLY
encouraged that current seniors follow this process to successfully pass the required licensure area examinations prior to their student teaching semester so that the requirement is not an additional requirement during student teaching. In addition, passing all required licensure exams is one condition required for recommendation for the initial North Carolina Teacher License.

Licensure Exams for the Initial North Carolina Teacher License

All candidates seeking the initial North Carolina Teacher License must successfully pass several licensure exams. The North Carolina State Legislature, North Carolina State Board of Education, and North Carolina Department of Public Instruction have identified certain examinations for each licensure area. Below are charts detailing each licensure area exam, its test code, the required passing cut score established by NC, and courses built into the teacher education program to help the candidate prepare for these licensure exams. These exams should only be taken after these courses have been successfully passed.

Elementary Education Licensure candidates must successfully pass the following examinations:

<table>
<thead>
<tr>
<th>Licensure Test</th>
<th>Test Code</th>
<th>Required NC Passing Score</th>
<th>Candidates should ONLY take these licensure exams following the completion of the following Program Preparation Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEARSON North Carolina Reading Foundations (NOTE: an alternative exam is the PEARSON Mathematics Subtest)</td>
<td>090</td>
<td>229</td>
<td>EDUC 400: Reading Foundations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EDUC 406: Integrated Reading</td>
</tr>
<tr>
<td>For More Information or to Register for the PEARSON North Carolina Reading Foundations examination visit : <a href="http://www.nc.nesinc.com">http://www.nc.nesinc.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRAXIS II Math CKT</td>
<td>7803</td>
<td>150</td>
<td>EDUC 206: Mathematics Licensure Prep</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EDUC 207: Mathematics Success</td>
</tr>
<tr>
<td>For More Information or to Register for the PRAXIS II Math CKT examination visit : <a href="https://www.ets.org/praxis/nc/requirements">https://www.ets.org/praxis/nc/requirements</a></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Special Education General Curriculum Licensure candidates must successfully pass the following examinations:

<table>
<thead>
<tr>
<th>Licensure Test</th>
<th>Test Code</th>
<th>Required NC Passing Score</th>
<th>Candidates should ONLY take these licensure exams following the completion of the following Program Preparation Courses</th>
</tr>
</thead>
</table>
| PEARSON North Carolina Reading Foundations (NOTE: an alternative exam is the PEARSON Mathematics Subtest) | 090       | 229                      | EDUC 400: Reading Foundations  
EDUC 406: Integrated Reading                                                      |
| PRAXIS II Math CKT                                                              | 7803      | 150                      | EDUC 206: Mathematics Licensure Prep  
EDUC 207: Mathematics Success                                                      |

For More Information or to Register for the PEARSON North Carolina Reading Foundations examination visit: [http://www.nc.nesinc.com](http://www.nc.nesinc.com)

For More Information or to Register for the PRAXIS II Math CKT examination visit: [https://www.ets.org/praxis/nc/requirements](https://www.ets.org/praxis/nc/requirements)

For More Information or to Register for the PRAXIS II Special Education General Curriculum examination visit: [https://www.ets.org/praxis/nc/requirements](https://www.ets.org/praxis/nc/requirements)

| PRAXIS II Special Education General Curriculum                             | 5543      | 158                      | All SPED Content Area Coursework                                                 |

**PEARSON STUDY RESOURCES (for Elementary and Special Education Candidates)**

- Pearson Reading Foundations Exam  
  [http://guides.lib.campbell.edu/EDUC400testprep](http://guides.lib.campbell.edu/EDUC400testprep) (Created by Ms. LaKeshia Darden for Reading Foundations Exam)
For the Middle Grades Licensure, candidates must successfully pass the following examinations based upon the particular content area they wish to teach:

<table>
<thead>
<tr>
<th>To Be Licensed in</th>
<th>You Need to Take</th>
<th>Test Code</th>
<th>Qualifying Score</th>
<th>Candidates should ONLY take these licensure exams following the completion of the following Program Preparation Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts (78180)</td>
<td>Middle School English Language Arts</td>
<td>5047</td>
<td>164</td>
<td>English Content Courses, EDUC 355, EDUC 447</td>
</tr>
<tr>
<td>Mathematics (78200)</td>
<td>Middle School Mathematics (On-screen graphing calculator provided.)</td>
<td>5169</td>
<td>165</td>
<td>Mathematics Content Courses, Math 451</td>
</tr>
<tr>
<td>Science (78300)</td>
<td>Middle School Science</td>
<td>5440</td>
<td>150</td>
<td>Science Content Courses, SIED 453, SIED 454</td>
</tr>
<tr>
<td>Social Studies (78400)</td>
<td>Middle School Social Studies</td>
<td>5089</td>
<td>149</td>
<td>Social Studies Content Courses, EDUC 449</td>
</tr>
</tbody>
</table>

For More Information or to Register: [https://www.ets.org/praxis/nc/requirements](https://www.ets.org/praxis/nc/requirements)
Secondary (9-12) Licensure candidates must successfully pass the following examinations based upon the particular content:

<table>
<thead>
<tr>
<th>To Be Licensed in</th>
<th>You Need to Take</th>
<th>Test Code</th>
<th>Qualifying Score</th>
<th>Candidates should ONLY take these licensure exams following the completion of the following Program Preparation Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology (Secondary)</td>
<td>Biology: Content Knowledge</td>
<td>5235</td>
<td>150</td>
<td>Biology Content Courses</td>
</tr>
<tr>
<td></td>
<td>English Language Arts: Content Knowledge</td>
<td>5038</td>
<td>167</td>
<td>English Content Courses</td>
</tr>
<tr>
<td>Mathematics (Secondary)</td>
<td>Mathematics: Content Knowledge (On-screen graphing calculator provided.)</td>
<td>5161</td>
<td>160</td>
<td>Mathematics Content Courses</td>
</tr>
<tr>
<td>Science (Comprehensive, Secondary)</td>
<td>General Science: Content Knowledge</td>
<td>5435</td>
<td>151</td>
<td>General Science Content Courses</td>
</tr>
<tr>
<td>Social Studies (Comprehensive, Secondary)</td>
<td>Social Studies: Content Knowledge</td>
<td>5081</td>
<td>158</td>
<td>Social Sciences/Political Science/History Courses</td>
</tr>
</tbody>
</table>

For More Information or to Register:  [https://www.ets.org/praxis/nc/requirements](https://www.ets.org/praxis/nc/requirements)
For Special Subjects (K-12) Licensure, candidates must successfully pass the following examinations based upon the particular content:

<table>
<thead>
<tr>
<th>To Be Licensed in</th>
<th>You Need to Take</th>
<th>Test Code</th>
<th>Qualifying Score</th>
<th>Candidates should ONLY take these licensure exams following the completion of the following Program Preparation Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art (K–12)</td>
<td>Art: Content and Analysis</td>
<td>5135</td>
<td>161</td>
<td>Studio Art Courses</td>
</tr>
<tr>
<td>Health and Physical Education (K–12)</td>
<td>Health and Physical Education: Content Knowledge</td>
<td>5857</td>
<td>160</td>
<td>Health/Physical Education Courses</td>
</tr>
<tr>
<td>Music (K–12)</td>
<td>Music: Content and Instruction</td>
<td>5114</td>
<td>162</td>
<td>Music Courses</td>
</tr>
<tr>
<td>Spanish (Secondary, K–12)</td>
<td>Spanish: World Language</td>
<td>5195</td>
<td>168</td>
<td>Spanish Courses</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>No NC Licensure Examination Requirement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For More Information or to Register: [https://www.ets.org/praxis/nc/requirements](https://www.ets.org/praxis/nc/requirements)

**STUDENT TEACHING AND edTPA NATIONALLY SCORED PORTFOLIO**

All teacher education candidates MUST successfully complete the Student Teaching Clinical Internship and meet the passing scores on the edTPA Portfolio as established by the NCDPI (see table below). edTPA is another required condition for recommendation for the initial North Carolina Teacher License. NO candidate shall be recommended for a North Carolina Initial Licensure without passing licensure examinations and the edTPA.

**WHAT IS edTPA?**

The edTPA is a subject-specific, portfolio-based assessment of teaching performance that is completed by student teachers to demonstrate their readiness for a full-time classroom teaching assignment. It is required for all teacher-education graduates seeking licensure in North Carolina. Many other states also require the completion of edTPA.

The assessment focuses on the impact the teacher candidate has on student engagement and learning. The assessment is modeled after the National Board for Professional Teaching Standards (NBPTS) performance assessment for experienced teachers and draws from research on effective teaching. It is a subject-specific assessment with versions in 27 different teaching fields that require state licensure (e.g. Early Childhood, Elementary, Middle Childhood, Secondary, Special Education, Physical Education and World Language, etc.,).
The edTPA assessment measures three specific but interrelated dimensions of teaching:

**TASK 1: PLANNING FOR INSTRUCTION AND ASSESSMENT (INCLUDING ACADEMIC LANGUAGE SUPPORT)**

The Planning task describes and explains candidates' plans for the 3-5 lesson learning segment. It demonstrates their ability to organize curriculum, instruction, and assessment to help their students meet the standards for the curriculum content as well as to identify a key language function, then analyze and develop academic language related to that function. It also provides evidence of their ability to use knowledge of their students and of research/theory to select, adapt, or design learning tasks and materials to provide equitable access to subject-matter content. Although the exact topic is left open, each subject area has a particular focus. Candidates learn about their school and students, plan a learning segment appropriate to their students and content standards (adapting existing lessons and/or creating original material as needed), and comment on the underlying rationale(s). They include plans, instructional materials such as handouts and graphic organizers, assessments and a context form.

**TASK 2: INSTRUCTING AND ENGAGING STUDENTS IN LEARNING**

The Instructing Students & Supporting Learning task illustrates how candidates work with their students to improve their skills and strategies in the content area during instruction. Short videos and commentaries provide evidence of the candidate's ability to create a positive learning environment, actively engage students in meaningful tasks related to the appropriate Subject Area Focus and deepen students' learning. They will also analyze students' use of academic language. At the end of Task 2, candidates analyze their teaching and impact on student learning to propose changes that they justify with reference to research and theory. Video recording equipment is available for candidates to check out in the CMMC in the Wiggins Memorial Library as well as the Computer Lab in the School of Education.
**TASK 3: ASSESSING STUDENT LEARNING**

The Assessment of Student Learning task focuses on just one common assessment from the learning segment and illustrates how candidates diagnose student learning needs through the analysis of student work samples. It provides evidence of candidates’ ability to:

1. Select an assessment tool and criteria that are aligned with their central focus, student standards, and learning objectives;
2. Analyze student performance on an assessment in relation to student needs and the identified learning objectives (including academic language);
3. Give appropriate feedback (including what the student did well and suggestions for improvement), and provide structured opportunities for the use of that feedback for revision or improvement of future work;
4. Use their analysis to identify and plan next steps in instruction for the whole class and individual students as well as justify these next steps with reference to student needs, research and theory.

Candidates provide a rubric or other assessment criteria and use it to analyze one common assignment or other common assessment from their week-long instructional segment. They will also need to summarize learning across the class (including academic language) give feedback, structure opportunities to use that feedback, and plan next steps as well as provide work samples from Focus students performing at different levels.

**WHEN IS edTPA COMPLETED?**

edTPA is completed as part of the student-teaching experience. Candidates choose a learning segment of three to five lessons in one class, collect artifacts (lesson plans, instructional materials, teaching videos, assessments and sample student work), write commentaries in response to prompts in the subject-specific edTPA handbook, and submit their artifacts and commentaries for national scoring by professionally trained scorers. Scorers rate candidate performance in planning, instruction and assessment using rubrics in the edTPA handbooks. During student teaching, candidates will be assigning an edTPA supervisor who will meet with candidates regularly to answer questions and track progress. Student-teachers must adhere to the edTPA timeline, which is provided to student teachers during the beginning of student teaching. Adhering to the timeline includes video recording and final edTPA submission to Pearson. Any exceptions must be approved by the candidates’ edTPA supervisor.

**PROGRESSION OF KNOWLEDGE AND SKILLS IN PREPARATION FOR THE edTPA**

Beginning with the first education class, the teacher-education program scaffolds the development of foundational knowledge and skills, which will inform pre-service teachers’ practice at the college and prepare them for the edTPA. In particular the following skills and knowledge are introduced:

- How to build and defend a developmentally appropriate, content specific learning segment, including lesson planning, choosing appropriate instructional materials and designing, implementing and analyzing assessments
- Applying reflective analysis and analytical thinking to teaching practices and impact on student learning
- Academic language of the teaching profession and specific content knowledge
As students proceed through the teacher-education program, they will continue to refine and deepen these skills. In addition, the program supports candidates’ development of specific strategies related to planning, teaching and assessing. Included in the teacher-education program are opportunities to work directly with the structure of edTPA and engage in experiences reflective of the portfolio. Course and program assessments are constructed to align with state and national teaching standards as reflected in edTPA rubrics. Experiences reflective of effective research based effective teaching practices (measured by edTPA) are embedded throughout professional education classes so that candidates are well prepared to successfully complete edTPA during the student teaching experience. Campbell University School of Education faculty have received training in the integration of edTPA components, and several faculty members are trained national scorers.

FAQ

WHERE DID THE EDTPA ORIGINATE?
The edTPA was developed by the Stanford Center for Assessment, Learning and Equity (SCALE) in partnership with the American Association of Colleges of Teacher Education (AACTE) and with input from teachers and teacher-educators across the country. It is modeled after the National Board for Professional Teaching Standards’ assessments of accomplished veteran teachers but is designed for candidates seeking initial licensure. SCALE is responsible for the edTPA handbooks, rubrics, registration and scorer training materials. They have contracted with Pearson to manage candidate material dissemination and professional scoring. More information can be found on the SCALE website.

WHY IS THE SUBMISSION TIMING IMPORTANT?
National scoring requires a 3-4 week window and a late portfolio could delay program completion and licensure.

WHAT ARE THE EDTPA REQUIREMENT FOR NORTH CAROLINA?
All candidates for initial licensure in North Carolina must complete an edTPA, submit it to Pearson for official scoring and receive a passing score to be eligible for certification. The edTPA passing scores for North Carolina have been set at:
38 for the edTPA handbooks with 15 rubrics
32 for the edTPA handbooks with 13 rubrics
45 for the edTPA handbooks with 18 rubrics

WHAT IF I DON’T RECEIVE A PASSING SCORE ON EDTPA?
If a candidate has completed all requirements for a degree program, including submission of edTPA, the candidate is eligible for graduation. However, to be recommended by Campbell University for licensure in the state of NC by a candidate must receive a passing score on edTPA.

ARE RETAKES WILL BE PERMITTED FOR CANDIDATES WHO DO NOT EARN A PASSING SCORE?
Teacher candidates in the state of North Carolina are required to submit an edTPA portfolio to Pearson for official scoring during student teaching. Teacher candidates who dedicate adequate time to planning, instructing and assessing learning and to completing their edTPA commentary
should be able to pass the edTPA on the first attempt. If the teacher candidate does not meet or exceed the passing score, as established by the state of NC and Campbell University, the teacher candidate will be offered appropriate additional support throughout the process of one resubmission of any task or combination of tasks of the edTPA portfolio. The determination of what part(s) of the below standard edTPA should be resubmitted is determined by the analysis of scores by the candidate, the candidates’ edTPA supervisor, the director of teacher education, and the edTPA coordinator. While these, and other faculty members, may advise the candidate on the probable best course of action, the ultimate decision for resubmission, and what to resubmit, is the sole responsibility of the teacher candidate. Additionally, the teacher candidate is ultimately responsible for any resubmission. Assistance from faculty, however, is available to candidates for the first resubmission, when resubmitted by the deadline established by the School of Education. This submission, as well as any future submission is completed at the expense of the candidate.

**WHAT DOES THE EDTPA COST?**
The cost of the initial submission, completed and submitted during student teaching, and by the deadline set by the School of Education faculty, will be absorbed by Campbell University. The cost of any future submissions and/or resubmissions, will be the responsibility of the student. Resubmission of one Task is 100.00; the cost to resubmit the entire portfolio is 300.00

**FOR MORE INFORMATION ABOUT THE EDTPA, PLEASE VISIT:** [https://www.edtpa.com/](https://www.edtpa.com/).

### edTPA Assessment

<table>
<thead>
<tr>
<th>Year</th>
<th>edTPA with 15 Rubrics</th>
<th>Highly Qualified* Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>38</td>
<td>48</td>
</tr>
<tr>
<td>2019-20</td>
<td>40</td>
<td>48</td>
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<td>2020-21</td>
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<td>48</td>
</tr>
<tr>
<td>2021-22</td>
<td>40</td>
<td>48</td>
</tr>
</tbody>
</table>

*To be a designated “Highly Qualified” teacher, one must graduate with a 3.75 or higher and meet the above listed scores on the edTPA under the column heading “Highly Qualified Scores”.

A highly qualified graduate is paid a monthly supplement of the equivalent of the difference in salary of a Bachelor Level Teacher with zero years of experience and:

- 3 years of experience, if teaching in a low performing school for the first 3 years of employment.
- 2 years of experience, if licensed and teaching in EC, science, technology, engineering or mathematics for the first 2 years of employment.
- 1 year of experience, for all others for the first year of employment.
PROFESSIONAL EDUCATOR’S DISPOSITIONS

Students aspiring to become professional educators are encouraged and expected to operate under the following dispositions as students, as representatives of Campbell University while visiting the local schools, and as graduate practitioners:

- to be accepting of others from diverse backgrounds (diverse including, but not limited to, race, ethnicity, special needs, tolerance of minority beliefs, and non-native speakers)
- to be proactive and take initiative (by focusing on developing problem solving and critical thinking skills necessary to recognize and act upon areas of need)
- to be collaborative and collegial practitioners (by developing skills in how to work together as professionals to achieve professional goals)
- maintain a professional understanding of current issues and trends in education (introduction to professional organizations at both the state and national levels and how membership can promote professionalism beyond the degree and initial licensure)

The students have multiple opportunities to learn, practice and exhibit these dispositions through a plethora of professionally based experiences. Professors work with students to practice developing these dispositions while teaching in the classroom, while serving as academic advisors, while serving as visiting university supervisors, and as colleagues. These experiences provide a continuously powerful base of probable interactions that can take place at both the undergraduate and graduate levels.

CODE OF ETHICS
CAMPBELL UNIVERSITY PROFESSIONAL EDUCATION TEACHER CANDIDATES

The following behaviors should be exemplified by each Campbell University Field Experience Candidate. Failure to follow this “code” may result in dismissal from the field experience.

(Per the Code of Ethics for North Carolina Educators):

Commitment to the Student

A. Protects students from conditions within the educator’s control that circumvent learning or are detrimental to the health and safety of students.

B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.

C. Evaluates students and assigns grades based upon the students’ demonstrated competencies and performance.

D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.

E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.

F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.
Commitment to the School and School System

A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.

B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.

C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.

D. Participates actively in professional decision-making process and supports the expression of professional opinions and judgments by colleagues in decision-making processes or due process proceedings.

Commitment to the Profession

A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.

B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.

C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

D. The candidate should conform to the general pattern of behavior and dress code of the school and community. Students must dress professionally when visiting a school. Professional dress does not necessarily mean suits and heels for women or suits and ties for men. It does mean students should dress appropriately for the job they will be doing and should set a good example for the students. Examples of unacceptable clothing: jeans and tee shirts; shorts; dirty or untidy clothing; worn and smelly tennis shoes; low cut or tight tops; tight pants; tight or short skirts; or otherwise revealing clothing. Examples of acceptable clothing: slacks and collared shirts for men; slacks, skirts, and dresses for women; comfortable shoes. PE teachers have more latitude due to the nature of their content area. More casual attire may be appropriate for events such as school spirit day or field day.

E. The candidate should always place school duties ahead of personal wishes, accepting cheerfully all duties that are a necessary part of the profession and performing willingly his/her share of the additional duties. This includes commitments at Campbell University during the student teaching experience: candidates are essentially “teachers” at this point and should commit to the field experience as if an actual teacher at the school site.
The InTASC Model Core Teaching Standards (April 2011)
At A Glance

The Learner and Learning

Standard #1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

Instructional Practice

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Professional Responsibility**

**Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**THE NORTH CAROLINA PROFESSIONAL TEACHING STANDARDS**

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and post-secondary education and prepared for life in the 21st Century (August 2006)

The North Carolina State Board of Education charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for the Teaching Profession (1997) with the newly adopted mission. To this end, Commission members, 16 practicing educators from across the state, considered what teachers need to know and be able to do in 21st Century schools. This document contains the aligned standards adopted by the North Carolina State Board of Education in June 2007.

**A NEW VISION OF TEACHING**

The different demands on 21st Century education dictate new roles for teachers in their classrooms and schools. The following defines what teachers need to know and do to be able to teach students in the 21st Century:

Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of work of the school. Teachers are valued for the contributions they make to their classrooms and the school. Teachers make the content they teach engaging, relevant, and meaningful to students’ lives. Teachers can no longer cover material; they, along with their students, uncover solutions. They teach existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy. In their classrooms, teachers facilitate instruction encouraging all students to use 21st Century skills so they discover how to learn, innovate, collaborate, and communicate their ideas. The 21st Century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.
Subjects and related projects are integrated among disciplines and involve relationships with the home and community. Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding. Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

**STANDARD 1: TEACHERS DEMONSTRATE LEADERSHIP**

A. **Teachers lead in their classrooms.**
Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st Century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

B. **Teachers demonstrate leadership in the school.**
Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to Clinical and support teachers to improve the effectiveness of their departments or grade levels.

C. **Teachers lead the teaching profession.**
Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

D. **Teacher advocate for schools and students.**
Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

E. **Teachers demonstrate high ethical standards.**
Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998. ([www.ncptsc.org](http://www.ncptsc.org))
STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

A. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

B. Teachers embrace diversity in the school community and in the world.
Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student’s development and personality. Teachers strive to understand how a student’s culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

C. Teachers treat students as individuals.
Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

D. Teachers adapt their teaching for the benefit of students with special needs.
Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

E. Teachers work collaboratively with the families and significant adults in the lives of their students.
Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH

A. Teachers align their instruction with the North Carolina Standard Course of Study.
In order to enhance the North Carolina Standard Course of Study, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.
B. Teachers know the content appropriate to their teaching specialty.  
Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students’ natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

C. Teachers recognize the interconnectedness of content area/disciplines.  
Teachers know the links and vertical alignment of the grade or subject they teach and the North Carolina Standard Course of Study. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach.

D. Teachers make instruction relevant to students.  
Teachers incorporate 21st Century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the North Carolina Standard Course of Study and 21st Century content which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

A. Teacher know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.  
Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

B. Teachers plan instruction appropriate for their students.  
Teacher collaborate with their colleagues and use a variety of data sources for short and long range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

C. Teachers us a variety of instructional methods.  
Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.
D. Teachers integrate and utilize technology in their instruction.
Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

E. Teachers help students develop critical thinking and problem-solving skills.
Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

F. Teachers help students work in teams and develop leadership qualities.
Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

G. Teachers communicate effectively.
Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help student’s articulate thoughts and ideas clearly and effectively.

H. Teachers use a variety of methods to assess what each student has learned.
Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other.

Teachers use 21st Century assessment systems to inform instruction and demonstrate evidence of students’ 21st Century knowledge, skills, performance, and dispositions.

STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE

A. Teachers analyze student learning.
Teachers think systematically and critically about student learning in their classrooms and schools; why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

B. Teachers link professional growth to their professional goals.
Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st Century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.
C. Teachers function effectively in a complex, dynamic environment. Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

FIELD EXPERIENCES

Field experiences are cooperative ventures between the University and the public schools. They are culminating activities of the teacher education program and follow the guidelines of the North Carolina State Board of Education for Approved Educator Preparation Programs. In addition, field experiences are designed to respond to standards and guidelines of the Council for the Accreditation of Educator Preparation (CAEP).

All field experiences are governed by a Memorandum of Agreement (MOA) between Campbell University and the Local Education Agency (LEA). No deviation can occur which is not stated explicitly within this MOA. All placements are negotiated between the Director of Teacher Education and the LEA representative. Students are NOT ALLOWED to secure their own placements. All students must submit to background checks and secure their own liability insurance in order to enter a field experience.

Under the direction of a university supervisor and clinical teacher in a school, the aspiring educator is provided opportunities to develop, demonstrate, and evaluate his/her professional knowledge and skills in the major areas of teacher responsibility within a school. The intent of this experience is to give the candidate opportunities to apply theory to practice and to become an effective problem solver.

The candidate is expected to begin to refine competencies needed to teach successfully at different grade levels. (See North Carolina Professional Teaching Standards) For example, a candidate seeking K-6 licensure might complete a practicum in a second grade classroom and student-teach in a fifth grade classroom. Middle grades majors may complete a practicum in a sixth-grade classroom and student teach in an eighth grade classroom. A candidate seeking licensure in English might complete a practicum in a ninth grade English classroom and student teach in an eleventh grade English classroom. Students seeking licensure in special areas (physical education, music, or Spanish) might complete a practicum in an elementary school and student teach in a high school.

LEGAL GUIDELINES FOR CLINICAL INTERNS [EXCERPTS FROM THE PUBLIC SCHOOL LAWS OF NORTH CAROLINA, relating to the legal status of Clinical Interns.]

From NC GS § 115C-269.1.
(5) Clinical intern or intern. – Any student enrolled in a recognized EPP who is jointly assigned by that EPP and a local board of education to teach under the direction and supervision of a clinical educator, as provided in G.S. 115C-269.25.
**Rights of Clinical Interns**

From NC GS § 115C-269.1.

Legal Protection of Interns. – An intern under the supervision of a clinical educator or principal shall have the protection of the laws accorded to a licensed educator.

**Criminal Background Checks**

ALL candidates applying for any field experience MUST complete a criminal background check. Candidates should be aware that public schools will not allow placements for field experiences or internships for candidates with multiple and/or serious criminal background issues. Failure to be accepted for field experiences or internship will preclude the candidate from completing the degree and a change of major must be completed.

**Liability Insurance**

The School of Education requires all candidates to secure professional liability insurance in order to complete any field experiences (Short Field Placements, Practicum, or Student Teaching). Typically these policies are available through membership in professional organizations, such as those in specific subject areas like the Council for Exceptional Children (CEC), the National Council of Teachers of Mathematics (NCTM), the National Council of Teachers of English (NCTE), the National Science Teachers Association (NSTA), the National Council for the Social Studies (NCSS), the American Council on the Teaching of Foreign Language (ACTFL), or those that cover all subject areas, for example, the National Education Association (NEA), the North Carolina Association of Educators (NCAE), or the Professional Educators of North Carolina (PENC).

Liability insurance can also be obtained through private insurance companies. Information on other professional organizations which may provide liability insurance can be found on their individual websites or by calling the organization. The School of Education does NOT endorse or require membership in any one organization. The choice of membership is determined by the student. The only requirement is that liability insurance is secured for any field placement. Candidates will need to verify their membership and provide a copy of the insurance coverage when they complete their application for short field experiences, practicum and student teaching placements.

No student will be allowed to participate in any field experiences without meeting this requirement. A “Certificate of Insurance” must be provided to the Office of Field Experiences. If you joined a professional organization which included your liability insurance, the welcome letter or proof of membership covering the time of the field placement, will serve as your “Certificate of Insurance.” If you joined a professional organization which offers a reduced student liability insurance plan, you must provide a copy of the “Certificate of Insurance” which you will be able to print when you purchase the insurance. The website, www.ftjcom, is an excellent website to visit to determine your professional organizations liability insurance options.
# Organizations Offering Liability Insurance

<table>
<thead>
<tr>
<th>Organization</th>
<th>Website</th>
<th>Student Membership Fee</th>
<th>Liability Insurance Offered</th>
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<tbody>
<tr>
<td>Student North Carolina Association of Educators (SNCAE)</td>
<td><a href="https://ims.nea.org/joinnea/">https://ims.nea.org/joinnea/</a></td>
<td>$32.00 for students</td>
<td>Included in initial Membership ($1 million)</td>
</tr>
<tr>
<td>Professional Educators of North Carolina (PENC)</td>
<td><a href="http://www.pencweb.org/join-or-renew">http://www.pencweb.org/join-or-renew</a></td>
<td>$25.00 for students</td>
<td>Included in initial Membership ($1 million)</td>
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<tr>
<td>Classroom Teachers Association of North Carolina</td>
<td><a href="http://www.ctanc.org/membership-form/">http://www.ctanc.org/membership-form/</a></td>
<td>$30.00 for students</td>
<td>Included in initial Membership ($1 million) for full time College Students</td>
</tr>
<tr>
<td>Council for Exceptional Children (CEC)</td>
<td><a href="https://www.cec.sped.org/">https://www.cec.sped.org/</a></td>
<td>20% off any membership type</td>
<td>$25.00 Liability Insurance for Student Educators ($1 million)</td>
</tr>
<tr>
<td>National Council of Teachers of English (NCTE)</td>
<td><a href="http://www.ncte.org/">http://www.ncte.org/</a></td>
<td>$25.00</td>
<td>$25.00 Liability Insurance for Student Educators ($1 million)</td>
</tr>
<tr>
<td>National Council of Teachers of Mathematics (NCTM)</td>
<td><a href="http://www.nctm.org/">http://www.nctm.org/</a></td>
<td>$25.00</td>
<td>$25.00 Liability Insurance for Student Educators ($1 million)</td>
</tr>
<tr>
<td>National Science Teachers Association (NSTA)</td>
<td><a href="https://www.nsta.org/">https://www.nsta.org/</a></td>
<td>$49.00</td>
<td>Liability Insurance Available at cost ($1 million)</td>
</tr>
<tr>
<td>National Council for the Social Studies (NCSS)</td>
<td><a href="http://www.socialstudies.org/">http://www.socialstudies.org/</a></td>
<td>$56.00 (Comprehensive) $46.00 (Regular)</td>
<td>$25.00 Liability Insurance for Student Educators ($1 million)</td>
</tr>
<tr>
<td>American Council on the Teaching of Foreign Language</td>
<td><a href="https://www.actfl.org/">https://www.actfl.org/</a></td>
<td>$48.00</td>
<td>$25.00 Liability Insurance for Student Educators ($1 million)</td>
</tr>
<tr>
<td>Association for Middle Level Education (AMLE)</td>
<td><a href="http://www.amle.org/">http://www.amle.org/</a></td>
<td>$24.99</td>
<td>$25.00 Liability Insurance for Student Educators ($1 million)</td>
</tr>
<tr>
<td>Music Teachers National Association</td>
<td><a href="http://www.mtna.org/">http://www.mtna.org/</a></td>
<td>$25.00</td>
<td>$25.00 Liability Insurance for Student Educators ($1 million)</td>
</tr>
</tbody>
</table>

**PLEASE NOTE:**

- The School of Education does **NOT** endorse or require membership in one particular organization. The choice of membership is determined by the student.
- Please check membership benefits carefully to ensure that you have access to professional liability insurance through the organization.
- (Access most professional organizations through the website [www.fti.com](http://www.fti.com) [under “Find my Organization”] to determine additional benefits offered through membership.)

Updated 6/26/19
Early in your program of study, you will enroll in courses which require a “short” field experience and eventually progress to the practicum and student teaching field experience at the end of your program. These field experiences are intended to provide you with the “real” view of teaching in a public school setting.

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<td>Requests Through Tk20</td>
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<tr>
<td>Practicum Clinical</td>
<td>Fall Semester of Senior Year</td>
<td>50 Hours (Secondary, K-12 Area) 100 Hours (BK, Elementary, Middle, SPED)</td>
<td>Requests Through Director of Teacher Education by March 1st (Fall Semester) or October 1st (Spring Semester)</td>
</tr>
<tr>
<td>Student Teaching Clinical</td>
<td>Spring Semester of Senior Year (Fee Assessed)</td>
<td>16 continuous weeks (Minimum of 225 Teaching Hours)</td>
<td>Requests Through Director of Teacher Education by March 1st (Fall Semester) or October 1st (Spring Semester)</td>
</tr>
</tbody>
</table>

*All placements are governed by a Memorandum of Agreement (MOA) between the Local Education Agency (LEA) and Campbell University. All placements must be coordinated by the Director of Teacher Education office; students are NOT ALLOWED to secure their own placements.*
THE SHORT FIELD EXPERIENCE

These short field experiences allow students the opportunity to observe and assist the veteran teacher and in some small way, teach, in a public classroom setting early in your program of study. The activities completed within a short field experience will occur at various grade levels allowing you to observe characteristics of school age children and participate in the day to day operations of a typical school setting across the K-12 spectrum. Requests for short field placements are completed through the Tk20 System. For many students, this will be the first opportunity you have to create a Tk20 account. At this point forward, you will have access to the Tk20 system as you begin field experiences and begin completing various evidences within this system through the remainder of your program of study. The Director of Teacher Education submits your name and personal information for background checks prior to beginning the short field experience. Remember you must have liability insurance in order to participate in these short field placements.

During these short field experiences, you will participate in a multitude of activities associated with the role of a teacher. These activities may include observation of teachers, assessing students’ academic achievement, tutoring individual or groups of students in content specific tasks, teaching short lessons to whole or small groups. You will also learn how to become a reflective practitioner such that you can analyze the experience and reflect upon your own professional philosophy of teaching.

The short field experience provides for the candidate to explore, through observations in the authentic setting, several dimensions of the classroom practice, these dimensions include:

- Learner Characteristics
- Instruction and Classroom Dynamics
- School Culture
- Questioning in the classroom
- Classroom Management
- The Learning Environment
- Differentiation within the Learning Environment

As a student enrolled in one or more of the following courses, you will be required to complete a “short field experience.”

- **EDUC 221**: Introduction to Education, requires 10 hours of observation in the classroom. (All licensure areas) The observations are structured so the student will be able to focus on several areas within the educational arena in order to affirm their commitment to teaching.
- **SPED 331**: Adolescents with Disabilities, requires 10 hours of observation in the licensure content area. (Secondary/K-12 candidates) The observations are structured so the education student will watch the classroom dynamics carefully.
- **SPED 350**: Children with Exceptionalities, requires 10 hours of observation in the licensure content area. (BK, Elementary, Middle Grades and SPED candidates) The observations are structured so the education student will watch the classroom dynamics carefully.
- **EDUC 310**: Assessment and the Data Informed Teacher, requires 20 hours of observation in a classroom setting. (All Licensure Areas) The observations and work are structured to
prepare the aspiring teacher an opportunity to work with “real” data and determine how this data informs instruction.

- **EDUC 400: Reading Foundations**, requires 10 hours of observation in a classroom setting. The observations and work are structured to prepare the aspiring teacher for working with struggling readers as well as differentiating for students at various reading levels.
- **EDUC 455: Educational Technology Foundations**, requires 10 hours of observation in a classroom setting. This course is typically taken at the same time the student is enrolled in practicum so this field experience is blended into the hours of the practicum clinical field experience.

**Tk20 Application**

Once your registration for one of the above listed courses has been approved, you will complete an application for a “short field” placement through the Tk20 Electronic System. ALL placement requests for short field placements are to be submitted through the Tk20 system and must be approved by the Director of Teacher Education. NO student will be allowed to find their own placement. Any field placement completed without following this application process will be deemed null and void. A Background application should be submitted and liability insurance must be obtained and verified.

**Placement and Visits**

Once the placement has been approved by the school and the Director of Teacher Education, the course professor will give you the approval to visit the school. Periodic visits to the school are to be scheduled with the Clinical teacher and are weekly once you begin the field experience phase of the course. As official visitors, Campbell University students are to comply with the rules and regulations established by the respective host schools and to engage in their assigned tasks in an unobtrusive manner. While visiting the school, candidates are expected to assume the initiative and offer assistance to the teacher. In addition to completing the assigned observations and conducting the formal interviews, candidates (with the permission of their Clinical teacher) are encouraged to participate in other appropriate professional duties.

**Meetings and Conversations with the Clinical Teacher**

Once your short field placement is confirmed, you will arrange an initial meeting with the teacher assigned to supervise the ten hour field experience. You may call the school or visit the administrative office to determine the best way to make your initial contact. Using the contact method prescribed by the respective school make arrangements to meet the teacher. During the first encounter establish the times and dates for your subsequent visits to the school. Remember this must be a periodic schedule with regular and consistent visits (minimum of four visits) to the school throughout the semester. It is your responsibility to design a schedule of visits. If your class schedule allows, you are at liberty to visit the school on other days.

During the first meeting the candidate is to share this field experience guide with the Clinical teacher and discuss arrangements for your completion of all the observations and interviews for the short field experience. At this time you should also obtain pertinent information regarding
how you should dress during your visits, sign in and sign out policies for the school, where you
should sit in the classroom and parking.

In addition to a formal interview with the teacher, you may find that there are numerous issues
that you would like to discuss with him or her. Ask the teacher when the most appropriate time
to engage in these professional conversations is. In the event the teacher is not able to coordinate
a time for these discussions during your visits you may establish a systematic method of
interacting (leaving notes for each other, emails, telephone calls).

**DOCUMENTATION OF PARTICIPATION IN THE FIELD EXPERIENCE AND ASSIGNMENTS**

You should complete the observations, interviews and reflection using the forms provided within
this guide or by your professor. These materials are submitted within the Tk20 electronic
system. They provide the initial documentation of the field experience and your engagement in
professional activities at the host school. Additional information may be required by the course
instructor and may be completed separately from the Tk20 process. You should pay particular
attention to those items which are completed within Tk20 and those which will be returned to
your professor in some other way.

Typical activities which are observed and documented within the Short Field Experience might
include:

- Interviews with various school personnel (teachers, specialty teachers, administrators,
etc.)
- Tutoring opportunities with students
- Assessment opportunities as dictated by the Clinical teacher and allowed by test
  administration policies and practices
- Reflective summaries of experiences indicating your thoughts.

**GENERAL REGULATIONS FOR THE SHORT FIELD EXPERIENCE**

Short field experiences occur in the following courses: Education 221 (Introduction to
Education), SPED 331 (Adolescents with Disabilities), SPED 350 (Children with
Exceptionalities), EDUC 365 (Teaching in the Middle), EDUC 400 (Reading Foundations), and
EDUC 310 (Assessment and the Data Informed Teacher). Should a student enroll in more than
one of the above listed courses during the same semester, they will complete the combined total
hours for the field experience.

Under the direction of a clinical teacher in the school, the candidate is provided opportunities to
develop, demonstrate, and evaluate his/her professional knowledge and skills in the major areas
of teacher responsibility within the school. The short field precedes the practicum and student
teaching and is under the careful monitoring by the clinical teacher. It is of shorter duration than
the practicum and student teaching field experience; however, it is a critical developmental
experience for the prospective teacher.

The minimum requirement for the visitations to the classroom require at least four (4) separate
visits to the classroom and no less than two (2) hours in duration each visit (any variation of this
requirement must be approved by the course instructor and the clinical teacher). Generally candidates participate in one of three types of experiences offered, depending on the licensure pursued; observing, assisting, and teaching (minimal).

All candidates arrange a schedule that is suitable with the clinical teacher. Time missed for any reason (both undergraduate and graduate) is to be made up at the end of the scheduled period. Prior to beginning the experience, students will be asked to sign a contract in which they agree to abide by the guidelines for the practicum field experience.

During these short field experiences, the student will participate in a multitude of activities associated with the role of a teacher. These activities may include observation of teachers, assessing students’ academic achievement, tutoring individual or groups of students in content specific tasks, teaching short lessons to whole or small groups.

- No deviation will be allowed from the specified beginning and ending dates for the experience except as approved by the clinical teacher and the course instructor.
- Students are to arrive at the assigned school at the agreed upon time and leave at the same times as that established by the clinical teacher.
- Students are expected to be regular and punctual in attendance. If it is necessary to be absent, the student will call an appropriate person at the assigned school.
- Students are encouraged to attend school functions regular teachers are expected to attend if their schedule allows.
- The student is required to keep a log of the hours spent within the classroom and school. This information will be included in the final binder for the short field experience.
- If the short field candidate is expected to teach a lesson, the clinical teacher will assist and offer advice on the lesson planning process. The student will submit plans for daily work to the clinical teacher before the lesson is taught. This will allow the clinical teacher to provide input and the student to incorporate this input into the plans prior to teaching the lessons.
- Students are expected to assume the responsibilities of a professional teacher, which should be reflected in behavior, attitudes, and dress. Students must dress professionally when visiting a school. Professional dress does not necessarily mean suits and heels for women or suits and ties for men. It does mean students should dress appropriately for the job they will be doing and should set a good example for the students. Examples of unacceptable clothing: jeans and tee shirts; shorts; dirty or untidy clothing; worn and smelly tennis shoes; low cut or tight tops; tight pants; tight or short skirts; or otherwise revealing clothing. Examples of acceptable clothing: slacks and collared shirts for men; slacks, skirts, and dresses for women; comfortable shoes. PE teachers have more latitude due to the nature of their content area. More casual attire may be appropriate for events such as school spirit day or field day.
- Students completing a short field experience are not substitute teachers and under no circumstances may they receive pay for serving as substitute teachers during their designated field experience.

**Other Important Items to Note:**
Take the initiative: ask what the teacher needs help with and get involved quickly. Do not wait for someone to “ask” you to do something!
You are the classroom guest. The Clinical Teacher remains in charge!
DO NOT WAIT to begin binder. DO NOT WORK ON SHORT FIELD BINDER IN CLASSROOM (other than gathering data or collection processes). You have other duties to do within the classroom during learning time!

(SHORT FIELD EXPERIENCES ONLY) In instances of issues, touch base with the following course instructors:

- EDUC 221 Dr. Chris Godwin, godwinc@campbell.edu (online)/Ms. Olivia Wakefield, wakefieldo@campbell.edu (main campus)
- EDUC 310Dr. Courtney Mayakis, mayakis@campbell.edu
- EDUC 365Dr. Lorae Roukema, roukema@campbell.edu
- EDUC 400Dr. Amy Mattingly, mattingly@campbell.edu
- SPED 331 Mrs. Bonnie Parker, bparker@campbell.edu
- SPED 350 Mrs. Lisa Bradham, lbradham@campbell.edu

THE PRACTICUM FIELD EXPERIENCE

Under the direction of a university supervisor and a clinical teacher in the school, the practicum candidate is provided opportunities to develop, demonstrate, and evaluate his/her professional knowledge and skills in the major areas of teacher responsibility within the school. From North Carolina G.S. 115C-269.25, the clinical educator (for the practicum and student teaching clinical field experience) must meet the following requirements:

1. Be professionally licensed in the field of licensure sought by the student.
2. Have a minimum of three years of experience in a teaching role.
3. Have been rated, through the educator's most recent formal evaluations, at least at the "proficient" level as part of the North Carolina Teacher Evaluation System, or the equivalent on an evaluation system utilized by another state or partner school, as applicable, in the field of licensure sought by the student. The principal shall determine which clinical educator best meets the needs of each intern and shall assign the most appropriate clinical educator to that intern, with priority consideration for those clinical educators rated as "distinguished" and "accomplished." If a principal determines that a teacher rated as "proficient" is the most appropriate clinical educator for an intern, the principal shall maintain records of the reasons for that determination.

The practicum, which is carefully coordinated with the final student teaching experience, precedes student teaching and is supervised in the same manner with regular visits from the college supervisor and careful monitoring by the clinical teacher. It is of shorter duration than the student teaching clinical field experience and the level of competence expected is less than for student teaching; however, it is a critical developmental experience for the prospective teacher. The minimum requirement for the visitations to the classroom require five (5) days per week and no less than two (2) hours in duration each visit (any variation of this requirement must be approved by the university supervisor). Generally candidates participate in one of three types of experiences offered, depending on the licensure pursued; observing, assisting, and teaching.

All practicum candidates arrange a schedule that is suitable with the clinical teacher and university supervisor. Required seminar sessions are offered throughout the practicum field
experience which coordinates experiences from the field placement and pertinent information needed to continue learning the skills and dispositions of the professional educator.

You will register for the practicum course during the fall semester of the senior year: EDUC 456: Elementary; EDUC 432, Secondary, K-12; EDUC 456, Elementary, Middle; BKED 456, Birth-Kindergarten and EDUC 693, Graduate Student Practicum. **In addition to registering for the correct practicum course, you must also complete an application requesting a practicum placement through Tk20 with specific requests for school district, school and teacher.**

A background application is submitted and liability insurance is required for this placement. Additionally, during your practicum field experience you will submit electronic evidences within Tk20 as a practicum binder. A university supervisor will be assigned to you. During the practicum the university supervisor will observe you two or more times. Both the clinical teacher and the university supervisor will determine your success in meeting all requirements for the practicum experience. Your final grade for the practicum experience will be determined by examining your grade for the practicum experience, the practicum electronic binder and your attendance and participation in the practicum seminar class.

**The Practicum Clinical Field Experience and EDUC 410 Integrative Curriculum**

All Practicum candidates will enroll in EDUC 410 Integrative Curriculum during the practicum clinical field experience. During this course and internship, all candidates will complete an “edTPA Lite” which will prepare them for the official preparation and submission of the national portfolio during the student teaching clinical field experience. **EDUC 410 MUST be taken during Practicum.**

In summary, the practicum requires the following:

- Registration for appropriate seminar course (EDUC 456, 432, 456, BKED 456 or 693)
- Application through Tk20 (https://tk20.campbell.edu/campustoolshighered/start.do)
- Background check materials submitted to Director of Teacher Education
- Liability Insurance secured for duration of practicum clinical field experience
- Enrollment in EDUC 410 Integrative Curriculum.

**50 – HOUR EXPERIENCE**

The experience is designed for students pursuing licensure in secondary areas (English, Social Studies, Mathematics, Biology), and in the K-12 areas (Music, Exercise Science, Second Languages: Spanish), as well as those students who are earning the initial through licensure only or the residency program. The student is expected to engage in three types of activities: observation of the clinical teacher as well as other teachers in the school; assisting the clinical teacher; and teaching. A minimum of ten hours of teaching must be performed. **In order to classify as teaching hours, the lesson is planned by the candidate, pre-approved prior to teaching by the clinical teacher, delivered by the candidate to the students either in small or large groups in the classroom or appropriate educational setting and is assessed and reflected upon by the candidate for possible improvements.**
100 – HOUR EXPERIENCE
This experience is designed for undergraduate students pursuing licensure in B-K, Elementary Education (K-6), Middle Grades Education (6-9), or Special Education. The student, under the leadership of the clinical teacher, is expected to engage in three types of activities: observation of the clinical teacher and other teachers in the school; assisting the clinical teacher; and teaching. A minimum of 35 hours of teaching must be performed. In order to classify as teaching hours, the lesson is planned by the candidate, pre-approved prior to teaching by the clinical teacher, delivered by the candidate to the students either in small or large groups in the classroom or appropriate educational setting and is assessed and reflected upon by the candidate for possible improvements.

PRACTICUM FIELD EXPERIENCE FINAL GRADE
1. Successfully completing and passing the Practicum Performance Binder (30% of final grade)
2. Achieve competence in your clinical field experience performance (as determined by Clinical Teacher and University Supervisor) (60% of final grade).
3. Class Attendance and Participation: Participate in and complete in class activities, assignments, and discussions as assigned (10% of final grade).

GENERAL INFORMATION ABOUT THE PRACTICUM CLINICAL FIELD EXPERIENCE
• The minimum requirement for the visitations to the classroom require five (5) days per week and no less than two (2) hours in duration each visit (any variation of this requirement must be approved by the university supervisor and the clinical teacher). Generally candidates participate in one of three types of experiences offered, depending on the licensure pursued; observing, assisting, and teaching.
• All practicum candidates arrange a schedule that is suitable with the clinical teacher and university supervisor. Required seminar sessions are offered throughout the practicum field experience which coordinates experiences from the field placement and pertinent information needed to continue learning the skills and dispositions of the professional educator. Time missed for any reason (both undergraduate and graduate) is to be made up at the end of the scheduled period.
• Prior to beginning the experience, practicum students will be asked to sign a contract in which they agree to abide by the guidelines for the practicum field experience.
• Practicum students are expected to observe, assist, and teach (required “teaching hours”) throughout the entire field experience.
• The practicum field experience seminar will continue throughout the field experience. ALL practicum students (undergraduate and graduate) are required to attend.
• No deviation will be allowed from the specified beginning and ending dates for the experience except as approved by the clinical teacher, the university supervisor, the Director of Teacher Education and the Dean of the School of Education. Should a student complete required hours prior to established time period, they must still participate in these three activities (observe, assist, teach) as assigned by the Clinical teacher.
• Practicum students are to arrive at the assigned school at the agreed upon time and leave at the same times as that established by the clinical teacher.
• Practicum students are expected to be regular and punctual in attendance. If it is necessary to be absent, the student will call an appropriate person at both the assigned school and their assigned university supervisor.

• Practicum students are encouraged to attend school functions regular teachers are expected to attend if their schedule allows.

• The practicum student is required to keep a log of the hours spent in each activity (observing, assisting, and teaching). This information will be included as a separate, labeled section of the practicum binder.

• Practicum students will develop lesson plans using a format acceptable to the clinical teacher and the University supervisor. Copies of all lesson plans should be in a notebook available for classroom observers/visitors.

• The practicum student will submit plans for daily work to the clinical teacher before the lesson is taught. This will allow the clinical teacher to provide input and the practicum student to incorporate this input into the plans prior to teaching the lessons.

• Practicum students are required to attend scheduled seminars and other professional development activities required by their University Supervisors and the Director of Teacher Education.

• Practicum students are expected to assume the responsibilities of a professional teacher, which should be reflected in behavior, attitudes, and dress. Students must dress professionally when visiting a school. Professional dress does not necessarily mean suits and heels for women or suits and ties for men. It does mean students should dress appropriately for the job they will be doing and should set a good example for the students. Examples of unacceptable clothing: jeans and tee shirts; shorts; dirty or untidy clothing; worn and smelly tennis shoes; low cut or tight tops; tight pants; tight or short skirts; or otherwise revealing clothing. Examples of acceptable clothing: slacks and collared shirts for men; slacks, skirts, and dresses for women; comfortable shoes. PE teachers have more latitude due to the nature of their content area. More casual attire may be appropriate for events such as school spirit day or field day.

• Practicum students are not substitute teachers and under no circumstances may they receive pay for serving as substitute teachers during their designated field experience.

• Take the initiative: ask what the teacher needs help with and get involved quickly. Do not wait for someone to “ask” you to do something! You are the classroom guest. The Clinical teacher remains in charge!

THE STUDENT TEACHING CLINICAL FIELD EXPERIENCE

The Student Teaching experiences for Teacher Education students are designed to allow prospective teachers opportunities to translate the theoretical concepts learned in their on-campus classes into real life experiences in actual public school classrooms. Traditionally the student teaching field experience occurs during your final semester at Campbell University. There is a fee for student teaching assessed through the business office which covers stipends for both Clinical teacher and adjunct University Supervisor and travel expenses for university supervisors as they visit and observe you throughout the field experience.

In order to receive a student teaching placement you must be accepted into the Teacher Education program one full semester prior to student teaching, meaning all requirements for
admission are met. In addition to these requirements, approval must be received from the major department and the Professional Education department; no academic, disciplinary, or social probation must have occurred; and liability insurance has been obtained and verified.

VERIFICATION OF UNDERSTANDING OF

STATE REQUIREMENTS FOR ACCEPTANCE

INTO THE TEACHER EDUCATION PROGRAM

I, __________________________________________, understand that I must successfully meet the below requirements prior to the semester enrolling in EDUC 470 Student Teaching. Should I fail to meet these standard(s), then I will NOT be allowed to enroll in EDUC 470 and my program will be changed to Educational Studies (BK, Elementary, SPED, Middle Grades) or my content area (Secondary and K-12). This is a legislated acceptance criteria into any Educator Preparation Program in North Carolina and is outlined in the Teacher Education Handbook received each year.

☐ GPA 2.7
☐ CORE Praxis (did not meet established cut score(s))

________________________________________  __________________________
Candidate                                      Date

________________________________________  __________________________
Advisor                                        Date

________________________________________  __________________________
Director of Teacher Education                  Date

REQUESTING A STUDENT TEACHING PLACEMENT

A request for student teaching placement MUST be submitted through the Tk20 system with specific requests for school district, school and teacher. Students may request the same teacher for both practicum and student teaching only if approved by clinical teacher, university supervisor, adviser, principal at school site, and Director of Teacher Education (BK students are NOT considered for same placements). For fall practicum placement, the completed application is due by April 1; for spring practicum placement, the completed application is due by November 1.

You will enroll in the Student Teaching Seminar course which meets during your student teaching experience. (EDUC 470 (undergraduate, Licensure Only; EDUC 557/558, Graduate Student Teaching Clinical Internship) This course is critical in guiding you through the student teaching binder process as well as providing information about various educator issues.
UNDERGRADUATE AND POST-BACCALAURATE

This is a sixteen (16) consecutive-week experience for prospective teachers. There is a fee assessed for student teaching. Successful completion will result in the awarding of twelve (12) semester hours of credit. It consists of three types of activities: observing, assisting in the classroom, and teaching. There must be a minimum of 225 hours of teaching throughout the total experience.

In order to classify as teaching hours, the lesson is planned by the candidate, pre-approved prior to teaching by the clinical teacher, delivered by the candidate to the students either in small or large groups in the classroom or appropriate educational setting and is assessed and reflected upon by the candidate for possible improvements.

ASSIGNMENT OF UNIVERSITY SUPERVISOR AND CONTENT ADVISOR

Students pursuing birth to kindergarten (B-K), elementary (K-6), middle grades (6-9), and special education licensure will be assigned a University Supervisor from the Professional Education department. Students pursuing secondary (9-12) licensure in English, mathematics, social studies or biology, or K-12 licensure in music, exercise science, or Spanish, will be assigned a University Supervisor from the content area, as well as a University Supervisor from the Professional Education Department. These supervisors, along with the Clinical teacher, will collaboratively oversee the student teaching experiences.

STUDENT TEACHING AND edTPA NATIONALLY SCORED PORTFOLIO

The national portfolio assessment, edTPA, is completed during this clinical field experience and submitted to a national scoring agency. edTPA is consequential for obtaining the North Carolina Initial Teacher Licensure. The Professional Education Department pays for the initial submission of the edTPA. If a candidate does not meet the North Carolina established cut score on the initial submission of edTPA, then subsequent submissions are paid for by the teacher education candidate.

All teacher education candidates MUST successfully complete the Student Teaching Clinical Internship and meet the passing scores on the edTPA Portfolio as established by the NCDPI (see table below). edTPA is another required condition for recommendation for the initial North Carolina Teacher License. NO candidate shall be recommended for a North Carolina Initial Licensure without passing licensure examinations and the edTPA.

THE GRADUAL ACCUMULATION AND RELEASE OF TEACHING RESPONSIBILITIES FOR STUDENT TEACHING SEMESTER

The candidate gradually assumes (see chart below) the teaching responsibilities of the clinical teacher until the candidate has assumed ALL responsibilities of the clinical teacher and is fully experiencing the teaching and supervision role of the professional educator. Toward the end of the experience the student teacher may begin to gradually withdraw from total teaching.
responsibilities, spending the remaining time with assisting the clinical teacher, as well as observing other teachers in the school. The observation in other classrooms helps to develop appreciation for the variety of teaching methods that may be successful. In addition to observing, assisting, and teaching, student teachers are expected to participate in staff development opportunities offered to regular teaching staff, and to participate in as many extra-curricular activities as their schedules will allow.

It is anticipated that the student teacher will observe in the assigned classroom initially to learn about the students, the content taught, the management systems in place, and to begin to develop a relationship with the students and the clinical teacher. This observation period allows time for the clinical teacher to serve as a model for the novice student teacher. When the student feels comfortable, he/she may begin to teach, gradually assuming more and more of the clinical teacher’s schedule as he/she is ready. The goal is for the student teacher to assume responsibility for the full teaching load for a minimum of ten days. Toward the end of the experience the student teacher may begin to gradually withdraw from total teaching responsibilities, spending the remaining time with assisting the clinical teacher, as well as observing other teachers in the school. The observation in other classrooms helps to develop appreciation for the variety of teaching methods that may be successful.

Gradual Accumulation and Release of Teaching Responsibilities for Student Teaching

- **225 Teaching Hours Required**
- **Subjects:** Reading, Math, Science, Social Studies, Writing
- **Classes:** First Period, Second Period, Third Period, etc.

In order to classify as teaching hours, the lesson is planned by the candidate, pre-approved prior to teaching by the clinical teacher, delivered by the candidate to the students either in small or large groups in the classroom or appropriate educational setting and is assessed and reflected upon by the candidate for possible improvements.

"The order in which you accumulate subjects/classes is the same order you release (reference coordinating colors)"
STUDENT TEACHING FINAL GRADE

The final grade for student teaching is determined as a result of several components:

1. **edTPA Performance Assessment:** Satisfactorily complete and submit student teaching binder. **This assessment MUST be successfully passed as one of the conditions for recommendation for the initial North Carolina Teacher Licensure**, (30% of final grade).
2. Achieve competence in your clinical field experience performance (as determined by ClinicalTeacher and University Supervisor) (60% of final grade).
3. **Class Attendance and Participation:** Participate in and complete in class activities, assignments, and discussions as assigned (10% of final grade).

GENERAL INFORMATION ABOUT THE STUDENT TEACHING CLINICAL FIELD EXPERIENCE

- The length of the student teaching experience for undergraduate students is sixteen (16) consecutive weeks (225 teaching hours) for which twelve semester hours of credit are given.
- Time missed for any reason (both undergraduate and graduate) is to be made up at the end of the scheduled period.
- A Student Teaching Fee is assessed. This is a standard fee assessed for all student teachers, undergraduate and graduate. Students will be billed by the University Business Office. Questions concerning this fee should be directed to the Financial Office at Campbell University.
- Prior to beginning the experience, student teachers will be asked to sign a contract in which they agree to abide by the guidelines for student teaching.
- Student teachers are expected to assume complete responsibility (full day/all teacher responsibilities) for the clinical teacher’s full teaching load for a minimum of 2-3 weeks. In addition, student teachers are expected to observe, assist, and teach throughout the entire student teaching field experience.
- The student teaching seminar will continue throughout the student teaching experience. ALL student teachers (undergraduate and graduate) are required to attend.
- No deviation will be allowed from the specified beginning and ending dates for the experience except as approved by the clinical teacher, the university supervisor, the Director of Teacher Education and the Dean of the School of Education. Should a student complete required hours prior to established time period, they must still participate in these three activities (observe, assist, teach) as assigned by the Clinical teacher.
- Student teachers are to arrive at the assigned school and leave at the same times as that established for regular teachers. School policies specify these times for each school.
- Student teachers are expected to be regular and punctual in attendance. If it is necessary to be absent, the student will call an appropriate person at both the assigned school and their assigned university supervisor.
- If assigned school holidays do not correspond to the Campbell University schedule, the student will follow the schedule in the assigned school (including fall and spring breaks).
- Student teachers will attend the school functions regular teachers are expected to attend.
- The student teacher is required to keep a log of the hours spent in each activity (observing, assisting, and teaching). This information will be included as a separate, labeled section of the binder.
• All student teachers will develop daily lesson plans using a format acceptable to the clinical teacher and the University supervisor. Copies of all lesson plans should be in a notebook available for classroom observers/visitors.
• The student teacher will submit plans for daily work to the clinical teacher before the lesson is taught. This will allow the clinical teacher to provide input and the student teacher to incorporate this input into the plans prior to teaching the lessons.
• Student teachers are required to attend scheduled seminars and other professional development activities required by their University Supervisors and the Director of Teacher Education.
• Student teachers are expected to assume the responsibilities of a professional teacher, which should be reflected in behavior, attitudes, and dress. Students must dress professionally when visiting a school. Professional dress does not necessarily mean suits and heels for women or suits and ties for men. It does mean students should dress appropriately for the job they will be doing and should set a good example for the students. Examples of unacceptable clothing: jeans and tee shirts; shorts; dirty or untidy clothing; worn and smelly tennis shoes; low cut or tight tops; tight pants; tight or short skirts; or otherwise revealing clothing. Examples of acceptable clothing: slacks and collared shirts for men; slacks, skirts, and dresses for women; comfortable shoes. PE teachers have more latitude due to the nature of their content area. More casual attire may be appropriate for events such as school spirit day or field day.
• When they have demonstrated adequate competence in teaching, student teachers may be assigned responsibility for the class without the clinical teacher being present. However, student teachers are not substitute teachers and under no circumstances may they receive pay for serving as substitute teachers during their designated student teaching hours.

FINAL NOTES OF IMPORTANCE
Take the initiative: ask what the teacher needs help with and get involved quickly. Do not wait for someone to “ask” you to do something!
You are the classroom guest. The Clinical teacher remains in charge!
DO NOT WAIT to begin edTPA. DO NOT WORK ON edTPA IN CLASSROOM (other than gathering data or collection processes). You have other duties to do within the classroom during learning time!

THE SUPERVISING TEAM FOR CLINICAL FIELD EXPERIENCES

The supervising team consists of the clinical teacher, one or more Campbell University supervisors (Practicum/Student Teaching), the school principal, and other school and university personnel involved in the entire teacher education program. Through team meetings, each member of the team may assist in analyzing the candidate’s potential and then recommend experiences for him/her. Other teachers in the building may become involved in the supervision of the candidates as they allow him/her to work in or visit their classrooms and discuss the results of the visit. Each member of the supervising team has a unique contribution to make as a specific program is developed for each student teacher.
A. GUIDELINES FOR PRINCIPALS

The responsibilities of school principals include the following:
- Orienting the candidate to the building, the school schedule, the calendar of events, guidance and other available services, the instructional materials center, the district policies, and the expectations of the teachers, students, and community;
- Arranging for the candidate to learn about the operations of the school office and the principal’s role;
- Encouraging the candidate to visit with local school system personnel to learn about the organization and to become acquainted with the services for the teachers and the community;
- Assisting the clinical teachers by providing supplies and equipment and by helping arrange for observations of other teachers in the building;
- Cooperating in the supervision of the candidate through observation, team meetings, and other supervisory activities.
- Assisting, when possible, in the evaluation of the candidate with the clinical teacher and the university supervisor;
- Interpreting the field experience program to the community.

B. GUIDELINES FOR UNIVERSITY SUPERVISORS (Practicum/Student Teaching Field Experiences Only)

Each candidate will be assigned at least one university supervisor. The university supervisors coordinate the university and the school resources for maximizing the value of the field experience for the candidate. The responsibilities of the university supervisor include the following:

- Become aware of the personal, social, and educational qualifications of the candidate;
- Become acquainted with the philosophy, objectives, organization, and content of the programs of the cooperating schools;
- Acquaint cooperating school personnel with the philosophy, objectives, organization, and content of the university’s teacher education program;
- Provide pertinent information concerning candidates to the clinical teacher and principal of the cooperating school;
- Provide the clinical teachers with the necessary orientation regarding their responsibilities in working with a candidate;
- Participate with university and school personnel in planning the candidate’s schedule and program of experience;
- Observe in the cooperating schools and hold individual and joint conferences with candidates and clinical teachers to provide feedback on performance. Observations must be spaced appropriately throughout the field experience;
- Analyze the performance of the candidate and assist in resolving personal and professional problems of adjustment;
- Counsel with individual candidates;
- Evaluate the candidate within the Tk20 Online System as required by School of Education;
• Collect and interpret all evaluative information and develop a final report for individual candidates, including the course grade;
• Cooperate with university and school personnel in continuous evaluation and revision of the field experience program.
• Meet all deadlines established for binder evaluations, observations, and submission of grades.

C. GUIDELINES FOR CLINICAL TEACHERS

The following list will provide an overview of the expectations of a clinical teacher.

• Prepare the class for a “second teacher.”
• Make the candidate feel a part of the school by meeting the principal, other teachers, and staff members.
• Explain the procedure for signing in each day and the requirement for name badges.
• Provide him/her with a desk, schedule, school handbooks, textbooks, and other instructional materials and services.
• Acquaint him/her with the school policies regarding discipline, and have an agreement for handling difficult situations.
• Inform the candidate of routines including records, reports, special activities, support services, school regulations, and procedures for emergency situations, using the library or instructional resources center and obtaining supplies.
• Conduct and participate in conferences with the candidate and/or university supervisor as appropriate, and provide documentation.
• Share with him/her the long-range planning for the entire semester.
• Evaluate the candidate within the Tk20 Online System as required by School of Education;
• Remember that the person assigned is “learning” to teach; evaluations should be based on the level of competence realistically expected of a person who is learning to practice the profession.
• Accept him/her as a co-teacher and give him/her a sense of security in the classroom.
• Arrange for observation of other teachers in his/her own and other grade levels.
• Gradually lead him/her into full-time teaching by permitting him/her to assume partial and varied roles.
• Encourage his/her attendance at faculty, in-service, P.T.A., or other meetings.
• Check and provide guidance for lesson plans with the candidate prior to teaching.
• Give him/her constructive help and guidance in making usable lesson plans.
• Encourage him/her to recognize special needs and show an interest in the progress of each individual student.
• Provide opportunities for him/her to gain experiences through participation in extra-class activities (field trips, play, ball games) as well as non-instructional duties (bus duty, etc.).
• Provide adequate time for regular conferences.
• Encourage the candidate to ask questions.
• Utilize conferences to help the candidate analyze his/her teaching behavior in terms of sound principles of learning.
• Guide the candidate in self-evaluation and help develop ways for improvement.
• Permit him/her to participate in parent-teacher conferences.
• Give sincere praise and recognition when deserved.
• Arrange for conferences with university supervisors.
• Provide input as the candidate develops the Electronic binder.
• Complete all forms required for documentation of the student teaching experience for the student teacher.
• Complete the Final Evaluation within the Tk20 electronic system and review it with the candidate and the university supervisor.
• Verify log of hours by signature.

HELPFUL TIPS FOR THE CLINICAL TEACHER (PRACTICUM/STUDENT TEACHING)

• PLEASE CHECK EMAIL DAILY and respond within 24 hours for possible emails from university and/or student candidate
• Observe the candidate often, providing feedback on critical areas of need and positive feedback on areas of strength or improvements observed
• Observations should be spaced accordingly to determine if student is making professional growth
• Provide Short Field/Practicum Candidate/Student Teacher with:
  • Your preferred contact information and how they should contact you in cases of emergency or sickness, etc.
  • Lesson Plan format the student will be using during the practicum/student teaching experience
  • Detailed Schedule in order that you may plan visits accordingly
• Discuss with the University Supervisor (Practicum/Student Teaching Field Experiences) the following information:
  • Your contact information (How can they reach you for emergencies, concerns, general questions?)
  • How would they like for the university supervisor to “enter” the classroom when observing the candidate? Where do you want them to sit?
  • Questions you may have concerning the Guidelines for both the university supervisor and you.

EVALUATION PROCESS

It is critically important that particular attention be paid to each component of the evaluation instrument.
• Classroom Management
• Professionalism
• Communication Skills (students and adults)
• Content Knowledge
• Instructional Planning and Delivery
• Understanding Current Trends within the schools (Data Analysis, Common Core, Essential Standards, etc.)
MIDTERM AND FINAL FOR PRACTICUM AND STUDENT TEACHERS

University Supervisors will need to schedule a collaborative meeting between themselves, clinical teacher, and student in order to discuss evaluations.

ADMINISTRIVIA FOR THE UNIVERSITY SUPERVISOR

- Submit all evaluations (short field professional ethics evaluation; midterm/final for practicum and student teachers) within Tk20 (login information will be provided to you by Ms. Kelly Ashworth)
- In instances of practicum candidate/student teacher issues, touch base with university supervisor to discuss appropriate steps.

OFTEN check time logs, lesson plans, and for candidate correspondence.

EXPECTATIONS OF THE CLINICAL TEACHER DURING A CLINICAL FIELD EXPERIENCE

- Prepare the class for a “second teacher.”
- Make the candidate feel a part of the school by meeting the principal, other teachers, and staff members. Explain the procedure for signing in each day and the requirement for name badges.
- Provide him/her with a desk, schedule, school handbooks, textbooks, and other instructional materials and services. (We ask that the desk NOT be a student desk. A small table can suffice.)
- Acquaint him/her with the school policies regarding discipline, and have an agreement for handling difficult situations.
- Inform the candidate of routines including records, reports, special activities, support services, school regulations, and procedures for emergency situations, using the library or instructional resources center and obtaining supplies (If the district has a secure “staff” or “faculty” curriculum resource site, please allow our candidates access in order for them to utilize in lesson planning or for them to observe possible future resources).
- Conduct and participate in conferences with the candidate and/or university supervisor as appropriate, and provide documentation.
- Share with him/her the long-range planning for the entire semester (Together, create a gradual assumption of teaching duties leading to at least a two week “full” load and then a gradual release of teaching duties toward the end of the field experience).
- Evaluate the candidate within the Tk20 Online System as required by School of Education (University Supervisors will assist you in this process);
- Remember that the person assigned is “learning” to teach; evaluations should be based on the level of competence realistically expected of a person who is learning to practice the profession.
- Accept him/her as a co-teacher and give him/her a sense of security in the classroom.
- Arrange for observation of other teachers in his/her own and other grade levels.
- Gradually lead him/her into full-time teaching by permitting him/her to assume partial and varied roles.
- Encourage his/her attendance at faculty, in-service, P.T.A., or other meetings.
• Check and provide guidance for lesson plans with the candidate prior to teaching.
• Give him/her constructive help and guidance in making usable lesson plans (please share with them your process of planning and reflection).
• Encourage him/her to recognize special needs and show an interest in the progress of each individual student.
• Provide opportunities for him/her to gain experiences through participation in extra-class activities (field trips, play, ball games) as well as non-instructional duties (bus duty, etc.).
• Provide adequate time for regular conferences.
• Encourage the candidate to ask questions.
• Utilize conferences to help the candidate analyze his/her teaching behavior in terms of sound principles of learning.
• Guide the candidate in self-evaluation and help develop ways for improvement.
• Permit him/her to participate in parent-teacher conferences (When possible, allow student to sit in on any IEP meetings).
• Give sincere praise and recognition when deserved.
• Arrange for conferences with university supervisors (Typically at the end of an observation by the University Supervisor).
• Provide input as the candidate develops the edTPA.
• Complete all forms required for documentation of the student teaching experience for the student teacher.
• Follow the “Teacher Education Candidate Evaluation Process”.
• Verify log of hours by signature

GUIDELINES FOR THE FIELD EXPERIENCE CANDIDATE

• WAIT! Until you have been provided “official” placement by either the Director of Teacher Education (Practicum/Student Teaching) or your course instructor(s) (Short Fields) before contacting or visiting your assigned placement site.
• Upon initial approval for school placement, professionally email your clinical teacher introducing
• Yourself and thanking them for their willingness to serve as your clinical teacher. In addition, contact the school office to understand the process of visiting the school for the first time.
• Once at the school, sign in and out of the principal’s office daily and wear a name badge or follow the
• Sign in procedures provided to you by the clinical teacher and/ or office staff.
• Learn your students’ names as quickly as possible.
• Familiarize yourself with the school policies for emergencies, fire drills, etc.
• Keep your log, plan book, grade book and portfolio up-to-date. Have it available every day for review by clinical teacher and university supervisor.
• Familiarize yourself with available materials at school. Visit the library to peruse the available materials which can assist you in planning appropriate and engaging lessons for your students.
• Learn how to keep necessary paperwork and prepare reports required of the teachers.
• Call and email your clinical teacher and university supervisor if you have to be absent.
Always follow an approved format for lesson planning. If there is not a required format for
the school you have been assigned, use one of the approved formats learned in your
education courses at Campbell.

Plan “engaging” lesson plans and activities for your students. Reflect upon how engaging
these lessons are and incorporate engagement strategies learned throughout your program of
study.

Clearly understand the definition of “teaching” as defined by the faculty within the
Professional Education Department:

• In order to classify as teaching hours, the lesson is planned by the candidate, pre-approved
  prior to teaching by the clinical teacher, delivered by the candidate to the students either in
  small or large groups in the classroom or appropriate educational setting and is assessed and
  reflected upon by the candidate for possible improvements.

Have an organized discipline plan. Utilize the established classroom management plan;
however, you may use other appropriate behavior management tools in order to experiment
with your own classroom management preparedness.

Participate in teacher duties such as preparing bulletin boards, extra duty assignments, and
extra-curricular activities.

• Start a materials file for collecting useful materials for use later.
• Make periodic self-evaluations using the evaluation guide.
• Conference regularly with your clinical teacher.
• Include your teacher assistant in your plans. (K-3)
• Participate in parent conferences, P.T.A./P.T.O, and teacher’s meetings.
• Work to develop a rapport with school staff, faculty, and students.
• Set up times to observe other teachers during your last week of student teaching.
• Attend job fairs and schedule interviews with prospective employers. (Seniors)
• Complete all licensure forms required by the University Licensure Officer (seniors).

EXAMPLES OF APPROPRIATE FIELD EXPERIENCE ACTIVITIES

The activities listed below are suggested to maximize the value of the field experience. They are
not intended to include all possible activities. The teacher education candidate should coordinate
all activities with the clinical teacher.

• Check the roll and learn the names of students
• Observe in the assigned classroom, and later in other classrooms in the assigned school.
• Assist with records and filing.
• Keep attendance and grade reports.
• Enrich the classroom environment by constructing at least one bulletin board or teaching aid.
• Identify some educational needs of a small group of pupils and teach a skill.
• Aid students with make-up work.
• Put work on board and make occasional assignments, under the direction of the Clinical
  Teacher.
• Present short lessons on topics of interest.
• Attend school-related gatherings, such as the Parent-Teacher meetings.
• Learn the organizational plan of the school
• Arrange for use of community resources.
• Work in the media center and explore available materials.
• Become familiar with available equipment.
• Review the curriculum for appropriate grade levels or subject areas.
• Work on vocabulary development in the content area.
• Become familiar with several different types of lesson plans. Identify the ones that are suitable for your teaching area.

GUIDING QUESTIONS FOR THE FIELD EXPERIENCE CANDIDATE

These questions can serve to guide you in deciding areas to focus or things to consider as you move into your field placement.

• Do you know the students’ names?
• Do you know school policies for emergencies? Fire drills, etc.?
• Do you sign in and out of the office daily?
• Do you know where your class sits in the auditorium for school programs?
• Are you keeping your log, plan book grade book and binder up-to-date and in the classroom?
• Are you familiar with available materials at school?
• Do you know how to keep necessary paperwork and prepare reports required of teachers?
• Are you aware of school regulations?
• Do you call your supervising teacher and university supervisor if you have to be absent?
• Do you follow an approved format for lesson planning as approved either by clinical teacher or university supervisor?
• Do you submit your lesson plans for approval by your clinical teacher in sufficient time (at least three days prior to teaching) to incorporate their suggestions?
• Do you have an organized discipline (Classroom Management) plan?
• Have you constructed instructional materials such as bulletin boards?
• Do you exhibit students’ work?
• Have you participated in teacher duties such as making bulletin boards, extra duty assignments, and extra-curricular activities?
• Do you have a materials file for collecting useful materials for use later?
• Do you make periodic self-evaluations using the evaluation guide?
• Do you have a regular conference with your supervising teacher?
• Do you plan for your teacher assistant? (K-3)
• Have you participated in a parent conference?
• Have you attended P.T.O. and/or teachers’ meetings?
• Have you developed a rapport with school staff, faculty, and students?
• Do you have plans to observe other teachers during practicum/student teaching?
• Do you take the initiative in your field experience?
• Are you working on your binder throughout your field experience and not waiting until the end of the field experience?
ALTERNATIVE LICENSURE ROUTES (POST-BACCALAUREATE)

RESIDENCY LICENSURE

The North Carolina State Board of Education (§ 115C.270.20) recognizes traditional pathways to licensure and educator preparation through EPP training programs offered as a part of Undergraduate, Graduate, and Specialist training programs. In addition, the North Carolina State Board of Education seeks to provide alternative pathways to licensure for roles within the K-12 schools that may not be embedded within a traditional degree program.

The State Board of Education is phasing out the “Lateral Entry Pathway.” The lateral entry pathway will be replaced by the “Residency Model” pathway (§ 115C.270.20.a.5). The residency model is currently available for those interested (please see below for the specific requirements for this license pathway).

The Residency License as defined in (§ 115C.270.20.a.5) as:
A one-year license, renewable twice, that meets both of the following requirements:
   a. Is requested by the local board of education and accompanied by a certification of supervision from the recognized educator preparation program in which the individual is enrolled.
   b. The individual for whom the license is requested meets all of the following requirements:
      1. Holds a bachelor's degree.
      2. Has either completed coursework relevant to the requested licensure area or passed the content area examination relevant to the requested licensure area that has been approved by the State Board.
      3. Is enrolled in a recognized educator preparation program.
      4. Meets all other requirements established by the State Board, including completing preservice requirements prior to teaching.

TEACHER ASSISTANT TO TEACHER PROGRAM (ADULT AND ONLINE PROGRAM)

§ 115C-269.30. Teacher assistants engaged in internships. (a) Program for Teacher Assistants. – The State Board shall adopt a program to facilitate the process by which teacher assistants may become teachers. Teacher assistants who participate in this program shall meet the following requirements: (1) Be enrolled in a recognized EPP. (2) Be employed in a North Carolina public school. (b) Internship Assignments. – Local school administrative units are encouraged to assign teacher assistants to a different classroom during an internship than the classroom they are assigned to as a teacher assistant. To the extent possible, they may be assigned to another school within the same local school administrative unit. (c) Salary and Benefits. – Teacher assistants shall continue to receive their salary and benefits while interning in the same local school administrative unit where they are employed as a teacher assistant. (d) Consultation With Institutions of Higher Education. – The State Board shall consult with the Board of Governors of The University of North Carolina and the North Carolina Independent Colleges and Universities in the development of the program. (2017-189, ss. 2(i), 6(n).)
PROFESSIONAL EDUCATION
FIELD EXPERIENCE CONTRACT

As a student at Campbell University in the School of Education, I am familiar with and will follow the regulations, guidelines, code of ethics, and legal responsibilities of a Professional Education Field Candidate as outlined and described in the Field Experience Handbook for Cooperating School Personnel and Professional Education Candidates.

Additionally, I understand that the consequences of not adhering to the regulations, guidelines, code of ethics, and legal responsibilities of student teachers may result in:

(i) being withdrawn from the field experience;
(ii) an extension of the field experience; and/or,
(iii) a grade of “F” in the field experience.

I understand such decisions will be made jointly by the cooperating teacher, the administrator at the assigned school, the supervising university professor, the Director of Teacher Education and the Dean of the School of Education.

I also understand that it is the responsibility of the Dean of the School of Education to notify me of such a decision. Within 30 days, I may submit a written appeal to any decision to the Education Council in the School of Education.

Matters related to student conduct which violate the University’s code of honor, as defined by the Campbell University Student Handbook, will be addressed by the Executive Committee of the faculty. Students will be notified by the Dean of Student Life about hearings on such matters, and any actions taken by the Executive Committee.

Name: ____________________________________________
Class: _____________________________________________

Date ____________________________________________

Professional Education Candidate

Office Use Only:
☐ Tk20 Application Submitted
☐ Background Check Submitted
☐ Liability Insurance Purchased
☐ Signed Contract

Director of Teacher Education
APPLYING FOR THE NORTH CAROLINA INITIAL TEACHER LICENSURE

Upon successful completion of all requirements for the licensure program: student teaching, passing score on the edTPA, and appropriate GPA (minimum 2.7); and successfully passing the PRAXIS II (Middle, K-12, and Secondary) and Pearson NC Foundations of Reading, Mathematics, and Multi-Subject (Elementary/Special Education Candidates [General Curriculum]) for licensure, all candidates should visit the following link: vo.licensure.ncpublicschools.gov/datamart/loginNCDPI.do?jsessionid=608E7A14257895BAFC42D7562A76FAE7.i-3f4de6c0 and complete an application for an initial North Carolina Teacher License. Candidates should download the documents below and submit to the Licensure Office at Campbell University (Ms. Charity Tart) in the School of Education Main Office (Taylor Hall).

PERMISSION TO SHARE INFORMATION ON GRADUATES WITH OUTSIDE AGENCIES

CAMPBELL UNIVERSITY
SCHOOL OF EDUCATION

PERMISSION TO SHARE INFORMATION ON GRADUATES WITH OUTSIDE AGENCIES

Many times prospective employers and other agencies request names and contact information on our graduates. If you will agree to have your name and contact information shared in this way, please complete the information requested and sign in the appropriate designated area below.

_________________________            ___________________________
NAME                            PERMANENT ADDRESS

_________________________
TELEPHONE

_________________________
E-MAIL that you will check after graduation

_________________________
Licensure Area

Where are you willing to accept a job?

_________________________
I agree to have my name and contact information shared with prospective employers and other requesting agencies.

_________________________
Please do not share my name and contact information with requesting agencies.

_________________________            ____________
SIGNATURE                            DATE
**EVALUATION PROCESS**

It is critically important that particular attention be paid to each component of the evaluation instrument.
- Classroom Management
- Professionalism
- Communication Skills (students and adults)
- Content Knowledge
- Instructional Planning and Delivery
- Understanding Current Trends within the schools (Data Analysis, Common Core, Essential Standards, etc.)

**TEACHER CANDIDATE EVALUATION**

The Campbell University Professional Education Teacher Candidate Evaluation Rubric is a formative assessment process grounded in best practice to monitor and support Teacher Candidate growth throughout the program. It is evidence-based and aligned with the NC Teacher Evaluation Process that teachers are evaluated against in all NC classrooms. Teacher Candidates gradually progress through 7 components of the evaluation rubric in order to increase familiarity and application of standards and indicators they will be evaluated against. At the culmination of the program, Teacher Candidates must be at least proficient in all standards and indicators in order to be recommended for teacher licensure (along with additional criterion per program expectations).

Implementation of Components (see below for descriptions):
- Components 1 - 3 : EDUC 221, EDUC 223, SPED 331/350, EDUC 400, EDUC 365
- Components 1 - 4 : EDUC 310
- Components 1 - 7 : Practicum and Student Teaching

**Component 1: Training**
Before participating in the evaluation process, Clinical Teachers, University Supervisors, and evaluators must complete training on the evaluation process. (Clinical Teachers, University Supervisors, Faculty: Beginning of Term Training; Teacher Candidates: EDUC 221)

**Component 2: Orientation**
At the beginning of EDUC 221, the Instructor and University Supervisor will provide: 1) Teacher Candidate Evaluation Rubric, 2) Tk20 Credentials, 3) Schedule for completing evaluation process

**Component 3: Candidate Self-Assessment**
Using the Teacher Candidate Evaluation Rubric, the Teacher Candidate shall rate his or her performance and reflect on his or her performance throughout the year. This is completed in Tk20 following each Field Experience with evidence uploaded to support the chosen level (see courses listed in timeline above).
Component 4: Pre-Observation Conference
Goal: To prepare University Supervisor for the observation. Before the first formal observation, the University Supervisor meets with the Teacher Candidate to discuss: self-assessments, professional growth plan, and a written lesson plan for the first observation. (Practicum/Student Teaching)

Component 5: Observations
Duration: Entire class period / lesson; Practicum: 3 Observations; Student Teaching: 4 Observations (Programs in Block) / 6 Observations (Programs in Full Semester)

Component 6: Post-Observation Conference
The University Supervisor shall conduct a post-observation conference immediately following the observation, but no more than one week following the observation. The finalized Teacher Candidate Evaluation Rubric is to be completed in the same timeline. The University Supervisor and Teacher Candidate will discuss and sign the document via Tk20.

Component 7: Summary Evaluation Conference
Prior to the end of Practicum / Student Teaching, the University Supervisor conducts a summary evaluation conference with Teacher Candidate to discuss components of the evaluation. At the conclusion: 1) Give a rating for each element in Teacher Candidate Evaluation Rubric following the final observation, 2) Comment on items "Not Demonstrated" on the Summary Rating Form, 3) Give an overall rating of each standard observed, 4) Provide Teacher Candidate with opportunity to add comments to the Summary Rating Form, 5) Review completed Summary Rating Form with Teacher Candidate, 6) Secure the Teacher Candidate signature on the Summary Rating Form

NOTE: **If at any time in the Teacher Candidate Evaluation Process, the Teacher Candidate is not making adequate growth (will not be on target to make Proficient upon completion of Student Teaching), a Professional Education Action Plan will be completed with the Teacher Candidate, Advisor, University Supervisor, and Director of Teacher Education.**
### LEA/IHE Certification of Teaching Capacity
(Must be complete with all required signatures obtained. This form is completed at the successful conclusion of student teaching by the Principal’s Designee, University Supervisor, Clinical Teacher and student candidate.)

#### LEA/IHE Certification of Teaching Capacity

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Teacher Name:</td>
<td>Grade:</td>
</tr>
<tr>
<td>LEA:</td>
<td>IHE:</td>
</tr>
</tbody>
</table>

*In addition to all other state and institutional requirements, the candidate must meet each of the descriptors identified in this document to be recommended for licensure.*

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Proficient Descriptor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1e. Teachers demonstrate high ethical standards.</td>
<td>1e.1 Upholds the Code of Ethics for North Carolina Educators and the Standards for Professional Conduct.</td>
<td>[ ] Met [ ] Not Met</td>
</tr>
<tr>
<td><strong>Classroom Climate/Culture</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1a. Teachers lead in their classrooms.</td>
<td>1a.3 Maintains a safe and orderly classroom that facilitates student learning.</td>
<td>[ ] Met [ ] Not Met</td>
</tr>
<tr>
<td></td>
<td>1a.4 Uses positive management of student behavior, including strategies of conflict resolution and anger management, effective communication for defusing and de-escalating disruptive or dangerous behavior, and safe and appropriate seclusion and restraint.</td>
<td>[ ] Met [ ] Not Met</td>
</tr>
<tr>
<td>2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</td>
<td>2a.1 Maintains a positive and nurturing learning environment.</td>
<td>[ ] Met [ ] Not Met</td>
</tr>
<tr>
<td>2c. Teachers treat students as individuals.</td>
<td>2c.1 Maintains a learning environment that conveys high expectations of every student.</td>
<td>[ ] Met [ ] Not Met</td>
</tr>
<tr>
<td>4g. Teachers communicate effectively.</td>
<td>4g.1 Uses a variety of methods to communicate effectively with all students.</td>
<td>[ ] Met [ ] Not Met</td>
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<tr>
<td></td>
<td>4g.2 Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.</td>
<td>[ ] Met [ ] Not Met</td>
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<tr>
<td><strong>Instruction</strong></td>
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<tr>
<td>2b. Teachers embrace diversity in the school community and in the world.</td>
<td>2b.1 Appropriately uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</td>
<td>[ ] Met [ ] Not Met</td>
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<tr>
<td></td>
<td>2b.2 Incorporates different points of view in instruction.</td>
<td>[ ] Met [ ] Not Met</td>
</tr>
<tr>
<td>Standard/Element</td>
<td>Proficient Descriptor</td>
<td>Rating</td>
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<tr>
<td>---------------------------------------------------------------------------------</td>
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<tr>
<td>3a. Teachers align their instruction with the <em>North Carolina Standard Course of Study</em></td>
<td>3a.2 Integrates effective literacy instruction throughout the curriculum and across content areas to enhance students’ learning.</td>
<td>□ Met □ Not Met</td>
</tr>
<tr>
<td>3b. Teachers know the content appropriate to their teaching specialty.</td>
<td>3b.2 Encourages students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</td>
<td>□ Met □ Not Met</td>
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<tr>
<td>3d. Teachers make instruction relevant to students.</td>
<td>3d.1 Integrates 21st century skills and content in instruction.</td>
<td>□ Met □ Not Met</td>
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<tr>
<td>4c. Teachers use a variety of instructional methods.</td>
<td>4c.1 Uses a variety of appropriate methods and materials to meet the needs of all students.</td>
<td>□ Met □ Not Met</td>
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<td>4d. Teachers integrate and utilize technology in their instruction.</td>
<td>4d.1 Integrates technology with instruction to maximize students’ learning.</td>
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<tr>
<td>4e. Teachers help students develop critical-thinking and problem-solving skills.</td>
<td>4e.1 Integrates specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.</td>
<td>□ Met □ Not Met</td>
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<tr>
<td>4f. Teachers help students to work in teams and develop leadership qualities.</td>
<td>4f.1 Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</td>
<td>□ Met □ Not Met</td>
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**Evaluation/Assessment**

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<tr>
<td>1a. Teachers lead in their classrooms.</td>
<td>1a.1 Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the <em>North Carolina Standard</em></td>
<td>□ Met □ Not Met</td>
</tr>
<tr>
<td>4h. Teachers use a variety of methods to assess what each student has learned.</td>
<td>4h.1 Uses multiple indicators, both formative and summative, to monitor and evaluate students’ progress and to inform instruction.</td>
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<td>4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.</td>
<td>4h.2 Provides evidence that students attain 21st century knowledge, skills and dispositions.</td>
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<tr>
<td>5a. Teachers analyze student learning.</td>
<td>5a.1 Uses data to provide ideas about what can be done to improve students’ learning.</td>
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**Impact on Student Learning**

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<tr>
<td>1d. Teachers advocate for schools and students.</td>
<td>1d.1 Implements and adheres to policies and practices positively affecting students’ learning.</td>
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<tr>
<td>2d. Teachers adapt their teaching for the benefit of students with special needs</td>
<td>2d.1 Cooperates with specialists and uses resources to support the special learning needs of all students.</td>
<td>□ Met □ Not Met</td>
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<td>2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.</td>
<td>2d.2 Uses research-verified strategies to provide effective learning activities for students with special needs.</td>
<td>□ Met □ Not Met</td>
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SIGNATURES

Note: The candidate signature does not imply agreement with the ratings. All other signatures verify the accuracy of an agreement with the ratings on each descriptor.

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Comments (optional):
FACULTY FOR PROFESSIONAL EDUCATION

Emily Cayton, Assistant Professor in Education-B.S., East Carolina University; M.Ed., North Carolina State University; Ph.D., North Carolina State University; Campbell University 2018

Connie Chester, Associate Professor in Education-B.A. Emmanuel College; M.A., Marshall University; Ph.D., University of Georgia; Campbell University, 2004

Lisa Bradham, Coordinator of Special Education Program- B.S. East Carolina University, 1983; M.Ed. Fayetteville State University, 1992; Campbell University 2016

Sam Engel, School of Education, Interim Dean, Associate Professor of Education-B.A., Eastern Illinois University; M.A., University of Illinois at Springfield; Ph.D., University of Illinois at Champaign Urbana; Campbell University, 1999

Chris Godwin, Director of Teacher Education, Associate Professor-B.S., Campbell University; M.Ed., Campbell University, Ph.D. North Carolina State University, Campbell University 1986

Terrie Bethea-Hampton, Assistant Professor of Education & Technology Coordinator-B.S., Mount Olive University, M.Ed., University of Phoenix, 2009; Fayetteville State University EdD, Campbell University 2016

Amy Mattingly, Assistant Professor of Education, University of North Carolina at Wilmington, B.S., University of North Carolina at Wilmington, MEd, North Carolina State University, Ph.D., Campbell University, 2017.

Courtney Mayakis, Assistant Professor in Education- B.S., North Carolina State University; M.Ed., University of North Carolina at Charlotte; Ph.D., University of North Carolina at Charlotte; Campbell University 2018

Lorae Roukema, Associate Professor of Education-B.A., M.A., University of North Carolina-Chapel Hill; Ed.D., Fayetteville State University; Campbell University, 2003
# Bachelor of Science/Biology with Teacher Licensure (310)

Name__________________________________  ID#_____________________  Advisor_______________________

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**Teacher Education Application**

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**Practicum Application**

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**Biology with TCHL Total Program Hours** **135**

**Student Teaching Application**
edTPA

Revised 07/30/19
Bachelor of Science/Birth to Kindergarten with Teacher Licensure (014)

Name___________________________________   Advisor_________________________________

Choose one focus area: ___ Professional Education Elective   ___Elementary Extension ___SPED Extension

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| EDUC 106 (as needed) CORE Math | 2 |   |   |   |   |   |   |
| EDUC 107 (as needed) CORE Reading | 2 |   |   | Complete Core Praxis |   |   |   |

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|   |   |   |   | Teacher Education Application |   |   |   |

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| Student Teaching Application |   | edTPA |   |

Revised 07/30/19
Bachelor of Science/Elementary Education with Teacher Licensure (025)

Name___________________________________ Advisor_________________________________

Choose one focus area: ___ Professional Education Elective ___BK Extension ___Middle Grades Extension ___SPED Extension

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**Student Teaching Application edTPA**

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Revised 07/30/19
## Bachelor of Science/English with Teacher Licensure Schema (100)

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Revised 07/30/19
**ENGLISH MAJOR REQUIREMENTS beyond GCC (specific for Teacher Licensure) and the rotating semester schedule**

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**Other Upper Division English Courses and their rotating Schedule**

- ENGL 300/400 level course
- ENGL 412 Lyricist (3) (ALL SEMESTERS)
- ENGL 424 Argument and Persuasion (3) (EVERY SPRING)

**Writing and Language (6 hrs)**

- Genre Studies (6 hrs)
- Literary History (15 hrs)
- Professional Studies (3 hrs)
- Elective (3 hrs)

**Pre-Requisite Course for all Upper Level Courses**

*ENGL 300 - Literary Research and Criticism (3 hrs) (EVERY FALL)*
# Bachelor of Science/ Health and Physical Education with Teacher Licensure (095)

Name__________________________________ ID#_____________________ Advisor_______________________

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| **Year 2** |   |   |   |   |   |   |
| **Fall** | Hours | Sem | Grade | **Spring** | Hours | Sem | Grade |
| EXER 221 Computer Applications in Exercise Science | 3 |   |   | EDUC 223 (10hr FE) Psyc Applied to Teaching | 3 |   |   |
| PSYC 222 General Psychology | 3 |   |   | Elective | 3 |   |   |
| CHRS 125 Intro to Christianity | 3 |   |   | MATH ELECTIVE | 3 |   |   |
| ENGL 20 English Literature | 3 |   |   | SOCI 346 Sociology of the School | 3 |   |   |
| FL 101/102/201 Foreign Language | 3 |   |   | FL 102/201 Foreign Language | 3 |   |   |
| CUC 200 Connections | 0.5 |   |   |   |   |   |   |
| **Total Hours** | 15.5 |   |   | **Total Hours** | 15 |   |   |

|   |   |   |   |   |   |
| **Year 3** |   |   |   |   |   |   |
| **Fall** | Hours | Sem | Grade | **Spring** | Hours | Sem | Grade |
| EXER 224 First Aid and CPR | 2 |   |   | EDUC 310 (20hr FE) Assessment/Data | 3 |   |   |
| EXER 325 Applied Biomechanics | 3 |   |   | EDUC 440 Curriculum Trends in K-12 & Secondary | 3 |   |   |
| EXER 334/441 Elementary/Secondary Health & PE Methods | 3 |   |   | EXER 324 Applied Exercise Physiology | 3 |   |   |
| FL 201 Foreign Language OR Elective | 3 |   |   | EXER 344 School Health Education | 3 |   |   |
| ELECTIVE | 3 |   |   | ELECTIVE |   |   |   |
| SPED 331 Adolescents with Exceptionalities | 2 |   |   | HUM/FINE ARTS Elective | 3 |   |   |
| **Total Hours** | 16 |   |   | **Total Hours** | 15 |   |   |

|   |   |   |   |   |   |
| **Year 4** |   |   |   |   |   |   |
| **Fall** | Hours | Sem | Grade | **Spring** | Hours | Sem | Grade |
| EDUC 455 (10hr FE) Ed Tech | 3 |   |   | EDUC 470 Student Teaching | 12 |   |   |
| EDUC 410 Integrated Curriculum | 2 |   |   |   |   |   |   |
| EXER 333 Motor Learning | 3 |   |   |   |   |   |   |
| EXER 334/441 Elementary/Secondary Health & PE Methods | 3 |   |   |   |   |   |   |
| EXER 431 Program Management | 3 |   |   |   |   |   |   |
| EDUC 432 Practicum | 1 |   |   |   |   |   |   |
| ELECTIVE | 2 |   |   |   |   |   |   |
| **Total Hours** | 17 |   |   | **Total Hours** | 12 |   |   |
| Health/PE TCHL Total Program Hours | 121 |   |   |   |   |   |

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| **Student Teaching Application** |   |   |   | edTPA |   |   |   |

Revised 07/30/19
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**Total Hours:** 19

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**EDUC 107 (as needed) Core Reading:** 2

**Complete Core Praxis**

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**Total Hours:** 16.5

**Teacher Education Application**

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**Total Hours:** 17

**Practicum Application**

### Year 4

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**Total Hours:** 20.5

**History with TCHL Total Program Hours:** 135.5

**Student Teaching Application**

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Revised 07/30/19
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**Student Teaching Application**
## Bachelor of Science/Middle Grades Education with Teacher Licensure

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## AREAS OF CONCENTRATION

Pick 2 Areas for Licensure: YOU MUST EARN A C OR HIGHER IN YOUR CONCENTRATION AREAS BOTH ABOVE AND BELOW THIS LINE.

- **SOCIAL STUDIES (78400)**
- **LANGUAGE ARTS (78180)**
- **MATHEMATICS (78200)**
- **SCIENCE (78300)**

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**CHOSE 2 OF THE FOLLOWING**

- **ECON 200**
- **HIST 331**
- **EDUC 449 (SR FALL SEMESTER)**

Revised 07/30/19
## Bachelor of Music with Teacher Licensure (800)

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# Bachelor of Arts/Social Science in History with Teacher Licensure (400)

**Name_________________________  ID#____________________  Advisor_______________________**

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Practicum Application

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Practicum Application

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- HIST 305, 306, 322, 351, 352, 353, 354, 357
- HIST 310, 331, 358, 362, 363, 364, 402, 420, 434, 448

Revised 07/30/19
# Bachelor of Science/Political Science with Teacher Licensure Schema (400)

Name__________________________________ ID#_____________________ Advisor_______________________

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Student Teaching Application edTPA

Revised 07/30/19
Bachelor of Science/Spanish with Teacher Licensure (521)

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Student Teaching Application edTPA

Revised 07/30/19
# Bachelor of Science/Special Education with Teacher Licensure (88091)

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- Math Licensure Exam
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- Pearson Reading Licensure Exam
- Practicum Application

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- PRAXIS II SPED
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- Student Teaching Application edTPA

In addition, you may choose an extension in Birth to Kindergarten or Middle Grades.
### Bachelor of Arts/Studio Art with Teacher Licensure (810)

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Revised 07/30/19
### Bachelor of Arts/Theater Education with Teacher Licensure (108)

**Name__________________________________ ID#_____________________ Advisor_______________________**

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**Student Teaching Application**

edTPA

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**Revised 07/30/19**