

**Undergraduate Student Handbook**

**The School of Education**

**The University of North Carolina at Chapel Hill**

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## Table of Contents

Introduction	3
Responsibilities of the Student	4-5
Program Overview	6
Admissions	7
Academic Policies and Procedures	
Registration	8-10
Temporary Grades	10-11
Grade Appeals	11-12
Eligibility Requirements	13
Readmission	13-14
Attendance Policy	14-15
Honor System	15
Graduation	15-16
Honors Program	16
Second Majors in the College of Arts and Sciences	16-17
Student Records	17
Student Teaching	18-19
Licensure	20
Appendix: Appeal For Admission to Teacher Education	21-22

## **Introduction**

The Teacher Education Program in the School of Education is the initial training program for persons who wish to enter the teaching profession. It includes all undergraduate programs leading to the bachelor's degree in Education and/or North Carolina A level standard professional I teaching license.

All bachelor's degree programs at UNC-Chapel Hill are based on a solid general education during their first four semesters. However, students in the Teacher Education Program will find that their junior-senior requirements differ considerably from those of other bachelor's degree programs at the University. As a professional training program, course requirements are more specific to emphasize the specialized knowledge and skills needed for teaching. Academic standards are high to ensure that future teachers are competent in a chosen teaching subject as well as skilled in the practice of teaching. An important part of the professional education program is observation and participation in public school settings, culminating in the student-teaching experience in senior year. Students must also meet specific requirements to receive teaching licensure upon graduation.

This manual is designed to clarify the special requirements and expectations of the Teacher Education Program. Information from many sources has been gathered here to guide you in following the academic procedures and regulations relevant to the education degree and teacher licensure. This manual is a supplement to the Undergraduate Bulletin and students will be held accountable for all information, policies, procedures, and regulations listed in the Bulletin as well as outlined here.

Although University faculty and staff are available for assistance, you are ultimately responsible for knowing and fulfilling your requirements. With this basic information in hand, you and your advisor should be able to work together effectively as you progress through your undergraduate training and begin your teaching career.

## **Responsibilities of the student**

This is your degree. You are ultimately responsible for knowing and fulfilling current academic requirements for your degree and teaching license, including cumulative hours toward graduation, selection of appropriate courses, achieving minimum grade point averages, etc. While your advisor and the Office of Student Affairs make every effort to provide both written information and personal assistance with your academic concerns, you must take an active part in planning your program and taking care of your academic responsibilities.

With this in mind, here are a few helpful hints for keeping up with the business of being a student.

1. Carefully read all information issued to you upon your admission to the School of Education. Attempt to understand the expectations of the Teacher Education Program, academic procedures, and your individual program of study. In particular, study the contents of this manual and keep it handy for quick reference throughout your undergraduate degree program. When questions arise, review the appropriate section in this manual for instructions. If you have additional questions, please feel free to ask an individual in the Office of Student Affairs for clarification.
2. You are responsible for completing the program outlined for you upon admission to the School of Education. Deviations from the standard program that are not authorized in writing by your advisor, your program coordinator, the Director of Student Affairs, or the Associate Dean for Undergraduate Curricula may not be honored toward graduation and teacher licensure.
3. Keep up with news concerning program changes and required activities as conveyed through campus publications, email, class announcements, and regular mailings from the Office of Student Affairs.
4. Meet with your advisor at least once a semester- particularly before registration- to ensure that you are following the correct sequence of courses and fulfilling other program requirements. Make special arrangements to see your advisor at other times when questions or problems arise.
5. Before meeting with your advisor, outline your questions. Note any areas of confusion about requirements, procedures, and licensure. Check written resources first for answers. Bring your worksheet to the meeting so that you can make notes at the suggestion of your advisor.
6. Remember that advisors and the staff in the Office of Student Affairs have many responsibilities in addition to advising. Plan ahead and make appointments if possible so that the proper attention can be devoted to your questions and concerns.
7. Do not rely on the advice of other students! They might be following different degree or licensure requirements or may have been advised differently due to special circumstances of which you are unaware.
8. Considering the large number of students who are enrolled in the Teacher Education Program, it is important to follow the deadlines established for dropping and adding courses, submitting applications for student teaching, graduation, and licensure. Failure to comply with these deadlines can result in unnecessary delays in processing important paperwork and may cause inconvenience to you and the University.

9. In order for the Office of Student Affairs to maintain up-to-date records , you should contact your advisor or the appropriate official in 103 Peabody in any of the following situations: (1) change in major or second major (2) desire to change or add another teaching area (3) cancellation of registration (4) enrollment at other universities or in correspondence courses (5) anticipated breaks in enrollment (6) change in plans for student teaching (7) intention to graduate.

## **Program Overview**

The School of Education offers three undergraduate programs in teacher education: *Child Development and Family Studies* (Birth-Kindergarten), *Elementary Education* (Kindergarten-Grade 6), and *Middle Grades Education* (Grades 6-9). All are four-year programs with the junior and senior years spent in the School of Education. All programs prepare the student for licensure.

The College of Arts and Sciences and the School of Education also offer the UNC-BEST program to prepare undergraduate science majors for high school teaching licensure. Students in this program maintain enrollment in the College of Arts and Science major of their choice, but also take courses in the School of Education to prepare for teaching licensure.

Admission to all programs is competitive and based on an application process typically in the sophomore year. Students interested in Child Development & Family Studies, Elementary Education, and Middle Grades Education apply to their respective program in Fall of the Junior year. The UNC-BEST program admits students in Fall, Spring, and Summer semesters.

Please follow the links below for more information on our undergraduate programs.

### Child Development and Family Studies

Program details: <http://soe.unc.edu/academics/cdfs/>

Academic worksheets: <http://advising.unc.edu/new-curriculum-worksheets>

### Elementary Education

Program details: <http://soe.unc.edu/academics/elem/>

Academic Worksheets: <http://advising.unc.edu/new-curriculum-worksheets>

### Middle Grades Education:

Program details: <http://soe.unc.edu/academics/middle/>

Academic Worksheets: <http://advising.unc.edu/new-curriculum-worksheets>

### UNC- Baccalaureate Education in Science & Teaching:

Program Details: <http://www.unc.edu/uncbest/>

Special Note: Students interested in teaching the secondary grades (9-12) in English, Mathematics, Science, and Social Studies, are encouraged to seek information about our Middle Grades Plus program, UNC-BEST program, as well as our fifth-year Masters of Arts in Teaching (MAT) program offered by the School of Education through the Graduate School. Students interested in teaching in the special subject areas (K-12) in Foreign Languages and Music are also encouraged to investigate the MAT program for these areas.

## **Admissions**

Students are admitted to the School of Education as transfers from the General College, from other departments of UNC-Chapel Hill or other institutions. Students who enter the School of Education from the General College are required to fulfill all General Education requirements, select courses appropriate to the major field of concentration, take courses in education designed to meet teacher licensure requirements, and comply fully with all regulations and requirements for graduation from the University.

The criteria for admission to the undergraduate programs include, but may not be limited to, good academic progress, commitment to the teaching profession and children, strong letters of recommendation and passing scores on the PRAXIS I: Pre-Professional Skills Test (PPST: Reading, Writing, and Mathematics) or approved scores on the SAT or ACT. Special consideration for admission is given to students with teaching-related scholarships and to students who would enhance the diversity of the teaching profession. In addition, students must have a minimum grade point average of 2.5 by the end of their fourth semester to be formally admitted, although this does not guarantee admission. Applicants also need to complete a form stating whether they have ever been convicted of a violation of law other than a minor traffic violation. This information has an impact on the school's ability to place students in public school field experiences, including student teaching, and also affects eligibility for teaching licensure. Applications are available online at.

[http://soe.unc.edu/services/apply/ug/apply\\_online.php](http://soe.unc.edu/services/apply/ug/apply_online.php). Interested students should check with advisors in the General College or on the School of Education website for the application deadline. Questions about application requirements may be directed to the Office of Student Affairs, at (919) 966-1346.

Applicants who do not have SAT or ACT scores that meet Praxis exemption standards and are having difficulty passing one of the three parts of the Praxis I examination may appeal for admission to teacher education. If the applicant meets certain criteria and agrees to the conditions, the Dean of the School of Education will send their appeal to the State Board of Education for consideration. For more information about the appeal and appeal criteria, please see Appendix A.

If a provisional admit is made because the GPA is below 2.5 or the Praxis has not been taken or passed, students will have one semester, and only one semester, to achieve the 2.5 GPA and/or pass the Praxis.

## **Academic Policies and Procedures**

Academic excellence is both expected and required in the School of Education. The following information should be given careful attention. Since the School of Education requirements may be higher than the minimums required for continuation at the University, the regulations listed here will automatically supersede requirements listed in the Undergraduate Bulletin when there are discrepancies.

Due to the collaborative nature of the UNC-BEST program, students enrolled in the UNC-BEST program should follow the enrollment policies of the College of Arts and Sciences. UNC-BEST students are required to follow School of Education policy concerning program eligibility standards, student teaching, and licensure.

### **Registration**

The Office of the University Registrar is responsible for posting the academic calendars for the regular semester, including registration dates, drop/add deadlines, and the semester exam calendar (<http://regweb.oit.unc.edu/calendars/index.php>). They are also responsible for publishing the Directory of Classes (<http://www.unc.edu/clsched/>) which lists all courses offered at the University during the coming semester. The online directory of classes is updated throughout registration to show courses that are open, closed, and cancelled. Students are encouraged to check the Directory throughout the registration period if they have a particular course in mind to register for. If the course is closed, students may inquire with the instructor about wait listing, but it is highly recommended that an alternate course be considered.

#### *New students and those who did not preregister*

New students and returning student who did not preregister must pay the cashier before being able to register on the web. Personal Identification Numbers (PIN) which enable students to register are available on the UNC Student Central website.

During the first week of classes, website registration will continue for dropping and adding courses. If permission is required to add a course (either because the course is closed or is restricted in some other way), students must obtain written permission from the instructor and take that permission to the registrar of the department or school in which the course is being taught.

#### *Preregistered students*

Students who have previously accessed the Student Central website to register for their next semester of courses are encouraged to check their schedule to ensure they have registered for the proper courses. Students are also encouraged to check their schedules before the start of each semester to ensure none of their courses have been cancelled and that they are registered for at least 12 hours of coursework. Remember that if you have not paid your tuition and fees (or obtained deferment) approximately one month before classes begin, your preregistration will be canceled.

## Drop/Add

During the first five days of classes, students can drop and add courses online using the Student Central website. After the first five days of classes, the addition of a course to a student's registration schedule requires the permission of the course instructor or the department concerned. Additionally, students must obtain a registration/drop/add form from their academic advisor, the concerned department or the Office of Student Affairs. Students are required to have the signature of their school's designated official if they register or make additions to their schedule after the final day to add classes. This signature can be obtained in the Office of Student Affairs. After the final day to add classes, deans will approve only those registrations or course additions that have first been approved by the instructor. The form must be submitted to the Registrar's Office on the day of issuance. During the first two weeks of classes, students may drop a course using the registration system, but they are responsible for insuring that their schedules do not drop below the minimum 12 academic hours required for full-time registration. After the second and before the end of the eighth week of classes, students who wish to drop a course must obtain a registration/drop/add form from the Office of Student Affairs. Students are required to have the signature of their advisor or an official in the Office of Student Affairs on the form.

After the eighth week of classes, students must petition to drop courses through the Office of Student Affairs. The petition must include a statement from the student, a statement from the course instructor and any pertinent documentation (e.g., statements from employers, physicians, etc.) that provides compelling support for the petition. If the petition is based on extenuating medical or psychological concerns, the student must also complete School of Education Request to Change Schedule form which can be obtained from the Assistant Director of Student Affairs. The student must submit the completed form and accompanying documentation to the School of Education Appeals Committee in care of the Office of Student Affairs. Because submission of a petition does not assure that the request will be granted, students must continue to attend classes until informed of the committee's decision. If a course drop is approved, the registration/drop/add form is processed through the Registrar's Office. All drops approved by the committees appear with the notation of W (withdrawn without penalty) unless an exception is made and the dean's office lists "no W" on the registration/drop/add form.

## Course loads

Students are encouraged to take a minimum of 15 academic each semester, excluding physical activity courses, to meet the minimum hours required for graduation in the School of Education. The School of Education requires students to maintain full-time status while enrolled in our programs. The minimum load per semester to maintain full-time status is 12 academic credit hours. If a student wishes to carry an underload of less than 12 academic credit hours, the student must petition the Assistant Director of Student Affairs to gain the necessary permission as a course underload may affect academic eligibility. While waiting for a response, the student should enroll in the required 12 academic credit hours. If the underload is approved, students can drop the necessary courses to reach the credit load approved.

Students who wish to register for more than the maximum 17 hours allowed by the University should consult their academic advisor in the Office of Student Affairs regarding a request for a credit hour overload. Requests to carry 18 credit hours are awarded after the preregistration period, granted the student's GPA meets the School of Education minimum standards. Requests to carry an overload of more than 18 credit hours are awarded on an individual basis at the beginning of the semester requested. Students requesting to take more than 18 credit hours must have earned a 3.0 grade-point average in the preceding regular semester and have a cumulative 2.5 grade-point average.

### **Temporary Grades (IN and AB)**

Students who do not complete all requirements in a course by the end of the semester receive a temporary grade of IN or AB in place of a permanent letter grade. Grades of IN and AB carry the force of an F grade (zero quality points) and are used in the computation of a semester and cumulative quality point average. Students who do not complete the course requirements within a specified period of time are assigned permanent F\* grades on their academic transcripts by the Registrar's Office.

The instructor must report the grade of AB for any student who did not take the final examination and who, by taking the final examination, could pass the course. This AB grade translates to an F in computing the student's cumulative and semester grade-point average, and later converts to an F\* unless the student arranges to take the final examination before the close of the next scheduled semester (fall or spring) after receiving the grade. If the student cannot pass the course regardless of a final examination performance, the instructor must report the grade FA.

When submitting an AB, an instructor must enter the grade on the instructor's grade report and must also complete a temporary grade assignment form (supplied by the Registrar's Office). The purpose of this form is to establish a record of what arrangements, if any, have been made between student and instructor to clear the AB. Absence from a final examination may be officially excused only by the Office of Student Affairs in the School of Education (for School of Education students) or the director of Campus Health Services or Counseling and Wellness Services. An absence may be excused for significant physical or emotional illness or for serious personal or family problems.

The grade IN may only be assigned by an instructor to a student who took the final examination in a course but did not complete some other course requirement such as signing the honor pledge and who, by virtue of completing that missing work, might pass the course. An IN translates to an F in computing a student's cumulative and semester grade-point average. Unless removed within eight weeks of the beginning of the regularly scheduled semester (fall or spring) following its assignment, an IN converts to an F\*.

When submitting an IN, an instructor must enter the grade on the instructor's grade report and must also complete a temporary grade assignment form supplied by the Registrar's Office. The purpose of this form is to establish a record of what arrangements, if any, have been made between student and instructor to clear the IN.

The decision to report an IN grade is solely the responsibility of the course instructor; however, a student may present proper justification for the instructor's consideration.

Temporary grades should be cleared by completion of the work outstanding, preferably no later than the start of the following semester. The deadline for clearing a temporary grade of AB is the end of the next regularly scheduled semester (fall or spring) after the AB grade is awarded. A temporary grade of IN must be cleared within the first eight weeks of the regularly scheduled semester (fall or spring) after the IN grade is awarded.

If students intend to remove IN or excused AB grades, they should not officially enroll in the course(s) during the next semester or summer session. If recommended by the course instructor, a student may attend a part of that instructor's section of the course or another instructor's section of the same course in which the temporary grade was awarded.

If a student enrolls in a course in which a temporary grade has been previously received, the second enrollment is taken as evidence that the student could not or is not permitted to remove the temporary grade. This results in the replacement of the temporary grade by F\* after the deadline for removing the temporary grade. The grade earned during the second enrollment is also reported on the student's academic transcript and is used along with the F\* grade in the computation of a cumulative grade-point average.

Students who are experiencing difficulties with completing course requirements or may be absent from an exam are encouraged to speak with their instructors as soon as possible to see what options are available. Students are also encouraged to speak with the Assistant Director of Student Affairs in the School of Education to discuss other options and to acquire any necessary forms, such as examination excuses.

### **Grade changes/grade appeals**

From the Undergraduate Bulletin:

The grades of H, HP, P, LP, L, A, A-, B+, B, B-, C+, C, C-, D+, D, PS, F, FA, F\*, and numerical grades in the Law School are considered to be permanent grades. Once reported, the instructor's grade report may not be changed except under certain conditions. For a grade change to be considered, it must be based upon one or more of the following grounds and upon allegation that the ground or grounds cited influenced the grade assignment to the student's detriment:

- Arithmetic or clerical error
- Arbitrariness, possibly including discrimination based on race, sex, religion, or national origin of the student
- Personal malice
- Student conduct cognizable under the *Instrument of Student Judicial Governance*

A grade appeal must be made no later than the last day of classes

for the succeeding fall or spring semester.

• ***Grade Appeals Correcting a Clerical or Arithmetical Error.*** An instructor who has reported an incorrect grade for a student because of an error in calculating the grade, or in transporting it on the official class roll and grade report, may change the grade to one of the other letter grades, provided this change is made no later than the last day of classes of the succeeding fall or spring semester. Such a change must be reported to the Office of the University Registrar on an official report of grade change form. This report must contain a statement to the effect that the grade change is due to clerical, arithmetical, or transposition error and must contain the written approval of the department chair concerned.

• ***Other Grade Appeals.*** Any student who protests a course grade shall first attempt to resolve this disagreement with the instructor concerned. (As explained in the preceding paragraph, an instructor may change a permanent grade only when a clerical or arithmetical error is involved.) Failing to reach a satisfactory resolution, the student may appeal the grade in accordance with the procedures outlined below. Such appeal must be made no later than the last day of classes of the succeeding fall or spring semester.

If you wish to appeal a final grade, you should first schedule a conference with the instructor involved. If you cannot resolve the disagreement, you may file a written appeal to the Assistant Director of Student Affairs in the School of Education. No appeal may be made after the last day of classes of the following regular semester. The appeal will be referred to the School of Education Appeals Committee and the chairperson of the department or program involved. No change of grade will be made except as a result of the Appeals Committee's decision, which is final. Students will be notified in writing of the Board's decision.

## Eligibility Requirements

Students will be subject to academic ineligibility if adequate progress is not made toward accumulating hours for graduation. To remain eligible to continue enrollment with the University, students must meet the following earned credit hours guidelines as defined in the Undergraduate Bulletin:

- 9 academic hours to enter a second semester (15 hours is recommended)
- 24 academic hours to enter a third semester (30 hours is recommended)
- 36 academic hours to enter a fourth semester (45 hours is recommended)
- 51 academic hours to enter a fifth semester (60 hours is recommended)
- 63 academic hours to enter a sixth semester (75 hours is recommended)
- 78 academic hours to enter a seventh semester (90 hours is recommended)
- 93 academic hours to enter an eighth semester (105 hours is recommended)
- Special permission of the dean to enter a ninth semester

## Grade point average

School of Education students must maintain a minimum grade point average of 2.5 to remain in the School. Students whose GPA falls below the 2.5 minimum will not be allowed to continue study in the School of Education and will be transferred to the College of Arts and Sciences in a major of their choosing. To be eligible for registration in the Student Teaching semester, students must have a minimum 2.5 cumulative GPA.

Students must also earn a grade of C (2.0) or better for each professional course (EDUC) in the School of Education. An overall C+ (2.5) average in the major teaching field is required for graduation.

**\*Note: a grade of F in any EDUC course will result in a student being academically ineligible to continue in the program.** If a student receives an F in a professional sequence course:

- a) If the F is in student teaching, the student is discontinued from the SOE program, and may transfer back to Arts and Sciences to complete the degree.
- b) If the F is attained in other Education courses, the student is discontinued from the SOE program. The student may request reinstatement to the program.

Students who do not meet the guidelines above and are deemed academically ineligible to continue in the School of Education are allowed to petition the Appeals Committee for a probationary semester.

## Readmission

Students who do not maintain continuous enrollment in the University must apply for readmission to UNC through the Office of Undergraduate Admissions [http://www.admissions.unc.edu/Apply/Readmission\\_Students/default.html](http://www.admissions.unc.edu/Apply/Readmission_Students/default.html) In order to be

readmitted to the School of Education, students must have previously earned acceptance into the School and left in good standing.

### **Attendance Policy**

The faculty has adopted the following attendance policy to be included on every syllabus:

You are enrolled in a professional school, the School of Education, and are beginning (or continuing) the process of your own professional development. Members of the education profession have special responsibilities since many other people depend on them. Among these responsibilities are meeting all obligations on time and being thoroughly prepared. With this in mind, the following attendance policy has been adopted for all classes in the School of Education.

1. Attendance and punctuality are required. The *Undergraduate Bulletin* of the University describes regular class attendance as “a student obligation” and reminds us that “no right or privilege exists that permits a student to be absent from a given number of class meetings.”
2. On rare occasions it may be necessary to request that an absence be excused, e.g., for illness, death of an immediate family member, or other emergencies. The appearance of a student’s name on the Infirmary List constitutes an excused absence for the days in which the student was in the Infirmary. Also according to legislation adopted by the Faculty Council, students who are members of regularly organized and authorized University activities are to be excused when out of town taking part in a scheduled event. It is the student’s obligation to give prior notification of such absences. Last of all, although the University calendar does not recognize religious holidays, instructors are encouraged to make reasonable accommodations for students requesting to miss class due to the observance of religious holidays.

Students should make every effort to attend class. Students who do not attend class should call the instructor immediately to explain the absence and discuss ways to make up missed work. An unexplained absence is automatically an unexcused absence.

3. During any internship period, absences and tardinesses are governed by policies described in the School of Education Practicum Manual.
4. Any unexcused absence or tardiness will result in a lower course grade, provided in both cases that advance notice is given. Instructors also have the right to limit the number of excused absences.

The Faculty Council gives each instructor the authority to prescribe attendance regulations for his or her class, at the beginning of the class. For example, an instructor could choose to adopt the following attendance policy for their class:

*Sample: For this class, (name of class), the following deductions will be made as warranted:*

*For the first two unexcused absences, 3 points will be deducted for each from the final course grade (e.g., 88-85, 85-82). For the first two unexcused tardinesses, 1 point will be deducted for each. If a student has more than two unexcused absences or is tardy more than twice, the deductions will be progressive. That is, for the third infraction, 4-6 points will be deducted from the final grade (depending on the nature of the infraction); for the fourth, 7-9 and so on.*

Only excused absences are permitted during the internship experience. Absences from the internship for valid reasons are excused only by the University supervisor. Excessive absenteeism, even if excused, is not permitted. Regardless of the reasons for excused absences, student teachers and graduate interns are required to make up any time missed in excess of three days. An unexcused absence is cause for termination of the student teacher's practicum/internship. The University Supervisor must inform the Director of Licensure and Clinical Placements when a student misses more than three days. The Director and the supervisor will arrange for the student to make up the missed days.

The School of Education will automatically terminate student teaching and graduate internships for students who miss more than a total of seven days during the internship period, whether or not the absences are excused. Students must follow the University appeals process in order to be readmitted to teacher education programs.

## **Honor System**

For more than one hundred years, the University has had a system of self-discipline based on the Honor Code and the Campus Code. The Honor Code forbids students to lie, cheat, or steal in their academic work or when acting in an official capacity on behalf of the University. The Campus Code charges students to conduct themselves in a manner which does not impair the welfare or the educational opportunities of others in the University community. A full account of the codes may be found in the Undergraduate bulletin, and in The Instrument of Student Judicial Governance for the University of North Carolina at Chapel Hill, which is available from the office of the Associate Vice Chancellor for Student Affairs.

Faculty responsibility in the honor system includes informing students of the Honor Code at the beginning of each course and at other appropriate times and requiring that students sign a pledge on all written work stating that they have neither given nor received unauthorized aid. Faculty should exercise proper security in preparing and storing examinations and in distributing them to students and collecting them. Faculty should be present in the classroom during an examination when they believe their presence is warranted. When an instructor has reasonable grounds to believe that a student has broken the Honor Code, the instructor should report the infraction to the University Office of Student Affairs or the Office of the Student Attorney General.

## **Graduation**

Students in the School of Education must file an application to graduate by the deadlines posted by the University Registrar. School of Education students will receive reminders regarding these deadlines via email and classroom updates. Graduation applications can be obtained on the Student Affairs Graduation website: [http://soe.unc.edu/services/student\\_affairs/graduation/](http://soe.unc.edu/services/student_affairs/graduation/). The

School of Education holds a Graduate Recognition ceremony each May for students graduating in the Spring semester. Due to the cohort nature of the Education programs, the School traditionally invites Undergraduates who plan to finish their degree during the summer or following Fall term to participate in the May ceremony. This allows students the opportunity to walk with the other members of their cohort.

To qualify for an undergraduate degree in the School of Education, a student must successfully complete at least 120 academic semester hours (CDFS majors must complete 121 hours). Also, the student must have a 2.5 average on all work attempted at the University of North Carolina at Chapel Hill.

The required 2.5 average must be earned in the total number of hours, not to exceed 45 hours beyond the minimum graduation requirements for the degree being sought. A minimum of 45 academic credit hours must be earned from UNC-Chapel Hill courses, and at least 24 of the last 30 academic credit hours applied to the degree requirements must be earned from UNC-Chapel Hill courses. These may include courses taken through Carolina Courses Online or in study abroad programs sponsored by the University. Beginning with the first day of classes in the term for which the students expect to graduate, students should file an application for a degree in the Office of the Dean. A student who has not filed an application for graduation on or before the announced deadlines for fall graduation and for spring graduation will not be included in the graduation program.

### **Honors program**

The Honors Program in the School of Education is for exceptional junior and senior Education majors who wish to be part of a rigorous seminar and original research program. The program is limited in enrollment and open on a space-available basis to students with a minimum grade point average of 3.4. In the fall semester of their junior year, eligible students are sent invitations to join the program. During the spring semester of the junior year, an honors student in education participates in the honors seminar. During the fall semester of the senior year, the student prepares an honors thesis, on which there is an oral examination.

### **Second Major in the College of Arts and Sciences**

Education majors must request permission to complete coursework toward a second major. The Assistant Director of Student Affairs must be approached first to assess the feasibility and length of time it will take to complete all requirements for an added major. If this seems feasible within the University's allotted semesters for graduation, the Assistant Director of Student Affairs will write a letter to the College of Arts and Sciences supporting the addition of the second major. A copy of the student's Education academic worksheet will be included with this letter.

At this point, the student must take the letter to an Arts and Sciences academic advisor assigned to the chosen second major. This advisor will complete a worksheet of the second major to determine if completion of the second major is feasible. If the advisor supports the addition of

the second major, a letter will be written to the Associate Dean of the College of Arts and Sciences for final approval. The Associate Dean will notify the student in writing of any decision made.

### **Student Files and Records**

In keeping with Federal regulations concerning the inspection and review of education records, the School of Education files on graduate and undergraduate students (located in the Office of Student Services) are available for review by faculty and staff who have been determined to have legitimate educational interests.

The rights of students to examine their own records and the rights of others who are not faculty, staff or authorized students to examine student records are governed by detailed and complex Federal regulations under the Family Educational Rights and Privacy Act (FERPA).

## **Student Teaching**

Student teaching is the culminating experience in the School of Education where students apply the knowledge they have gained throughout their Education coursework in a North Carolina public school placement related to their licensure area. Applications for student teaching placements are usually due the Spring semester of the Junior year. Full-time student teaching is only offered in Spring semester of the Senior year. Once student teaching applications are received, the student teaching placement coordinator gathers student teacher names. She/he works with Program Coordinators and any interested public school personnel to make student teaching placements.

To progress to the Student Teaching semester, students must possess a cumulative 2.5 GPA at UNC Chapel Hill and have completed all EDUC coursework with a minimum grade of C. Students must have all grades of IN, absent from examination (AB), and missing grades removed from their academic record. Due to the focus on attainment of content area knowledge, Middle Grades Education majors must have all content coursework complete before progressing to the student teaching semester.

Due to the full-time internship nature of the student teaching semester, outside employment or course registration is prohibited. Exceptions to all student teaching policies are handled on a case by case basis in consultation with the student's program coordinator and university supervisor. For further information about the Student Teaching policies and procedures, please consult the Student Teaching Practicum Manual and [http://soe.unc.edu/services/student\\_affairs/handbooks/student\\_teaching.php](http://soe.unc.edu/services/student_affairs/handbooks/student_teaching.php)

## **Withdrawal from Student Teaching and Conditions for Repeating Student Teaching**

A student may withdraw from student teaching only for reasons such as catastrophic illness or injury, pregnancy, or death or serious illness in the immediate family. A student who wishes to withdraw from student teaching for these reasons will be allowed to withdraw if he/she has earned a passing grade to date.

Students who are earning an F in student teaching and who do not have extreme circumstances as exemplified above will not be allowed to officially withdraw from student teaching. They will receive a grade of F.

Students who withdraw with a passing grade to date from student teaching may request (at the time of withdrawal) that they be allowed to repeat student teaching in another semester by the following process: a) the student makes a written request, with supporting reasons; b) the Program Coordinator writes a recommendation to support or not support the student request; c) the student's SOE supervisor writes a recommendation to support or not support the student request; d) the Program Coordinator, Director of Student Affairs, SOE supervisor, and optionally, the Associate Dean, meet to come to a collective decision, and to make a written statement of all particulars, such as necessary requirements for completion, whether the student may have more than one opportunity to continue, and/or where the placement will be. If there is

disagreement amongst parties as to the final disposition of the case, the Director of Student Affairs and the Associate Dean make the final determination. The Associate Dean writes a letter to the student disclosing the decision and particulars, copying the Director of Student Affairs, the Program Coordinator, the SOE supervisor, and the student's file.

A student who earns an F in student teaching may not repeat student teaching.

## **Licensure**

Upon satisfactory completion of the major requirements and the state required assessments, you will be eligible for initial teaching licensure in North Carolina. In addition to completion of the Bachelors degree, you must have a minimum 2.5 cumulative GPA, a 2.5 GPA in your content area(s), and satisfactory scores on the Praxis II: Subject Assessment Tests.

## **Praxis Exams**

To be eligible for licensure, each student must also take and pass the appropriate Praxis II: Subject Assessment Tests during the senior year (with the exception of Child Development and Family Studies students). The Praxis II tests in each teaching field and the passing scores required for each test can be found on our website at:

[http://soe.unc.edu/services/student\\_affairs/licensure/](http://soe.unc.edu/services/student_affairs/licensure/)

When registering for the Praxis Tests, you should specify that a copy of your score report be sent to UNC-Chapel Hill, test center code 5816. The scores must be received and verified before you can be recommended for teacher licensure.

The School of Education will release Praxis scores only to the North Carolina Department of Public Instruction when you apply for the license. In order for your scores to be sent elsewhere, you must order additional reports directly from the Educational Testing Service in Princeton, New Jersey. The School of Education cannot release Praxis scores.

## **Applying for Teacher Licensure**

Teacher licensure is not automatically granted upon graduation. To begin the licensure process, you must file an application with the School of Education asking that you be recommended for licensure in the state of North Carolina. The necessary forms and instructions to apply for North Carolina teaching licensure can be found on our Licensure web page:

[http://soe.unc.edu/services/student\\_affairs/licensure/undergrad.php](http://soe.unc.edu/services/student_affairs/licensure/undergrad.php)

The Licensure Officer will collect other documentation for your application. Delays in processing your license can be avoided by adhering to the procedures noted on the webpage listed above. No action can be taken on a licensure application if items are missing from the application.

The complete application will be reviewed by the Licensure Officer, and forwarded to the North Carolina Department of Public Instruction in Raleigh where it will undergo final review. Your teaching license will be issued by the DPI. The North Carolina Department of Public Instruction will mail the license directly to your home, not to the School of Education. If you apply for a job before receiving your license, you may request a letter from the Licensure Officer verifying your eligibility for licensure.

## University of North Carolina at Chapel Hill

### Appeal for admission to teacher education

If you have not passed one of the three parts of the Praxis I examination, you may appeal for admission to teacher education. If you meet the criteria and agree to the conditions, the Dean of the School of Education will send your appeal to the State Board of Education for consideration. The appeal process is a new statewide policy as of June 2006. The teacher education programs at the UNC campuses have agreed on a common set of criteria for policy implementation.

Please read the criteria and conditions carefully, then fill out the form on the next page, attach required documents, and submit your appeal through the School of Education Director of Student Affairs.

#### Criteria

1. An overall GPA of at least 3.0 at your current campus.
2. Evidence of having taken the problematic test at least 3 times.
3. A total best score across the three Praxis I tests that matches or exceeds the total of the minimum scores of each section (522) and a score on the problematic test that is no more than 3 points below its minimum score.
4. Evidence of having passed a different test in the area of Praxis weakness. This test evidence must be sufficient to demonstrate that you are qualified to successfully complete the teacher education program at UNC Chapel Hill.
5. A well-written, well-edited, well-grounded description of the extenuating circumstances that you believe prevented you from passing the particular Praxis I test (e.g., a learning disability).

#### Conditions

1. You must attach an official transcript from UNC Chapel Hill and, if applicable, from other colleges or universities you have attended.
2. You must submit copies of official scores for all the Praxis I tests you have taken.
3. You must submit evidence of having passed a test in your area of weakness and an explanation about how that test and your score indicate satisfactory performance in the area of weakness. (A course grade cannot be used.) Students who are native speakers of a language other than English who have a weakness in language must provide the TOEFL score.
4. You must submit documentation of the ways you've attempted to remediate your weakness (e.g., Praxis I workshops, practice booklets, Plato or other software packages, private tutoring, extra courses, etc.)
5. You must submit a description and appropriate documentation of the extenuating circumstances that you believe prevented you from passing the particular Praxis I test.
6. You must acknowledge that you understand the materials submitted to the State Board of Education are considered public records and are subject to disclosure under Chapter 132 of the North Carolina General Statutes. See [http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/ByChapter/Chapter\\_132.html](http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/ByChapter/Chapter_132.html)

#### Directions

1. Fill out and sign the form on the reverse side of these instructions. Consult with the faculty member supporting your appeal about how to gather the documents and prepare your explanation of extenuating circumstances. Make this description one of the best pieces of writing you have ever produced.
2. Attach the required documentation.
3. Add explanations on top of the attached alternative test so that it is clear to the reviewers what the test was and how your score indicates satisfactory performance. Work with a faculty member to choose the test that best supports your appeal.
4. Keep a copy of the entire packet.
5. Give the assembled packet and this form to the Director of Student Affairs in the School of Education. Ask the Director of Student Affairs to contact you when she has made a decision about your appeal so that you may pick up the packet to move it to the next step.
6. Take the assembled packet and this form to the Dean's Office, in the School of Education.
7. The Dean will review your appeal and decide whether he will support your appeal to the State Board of Education. If his review is positive, he will forward all materials to the State Board.
8. The State Board of Education will review your appeal and make a final decision about your admission to teacher education. They will not review your appeal a second time, so make your appeal packet as strong as possible.

## Appeal for Admission to Teacher Education

Name: \_\_\_\_\_ Campus ID: \_\_\_\_\_

Mailing address: \_\_\_\_\_

Phone: \_\_\_\_\_ Alternative phone: \_\_\_\_\_

Desired teacher education program: \_\_\_\_\_ Campus email: \_\_\_\_\_

**GPA:** Overall GPA at UNC Chapel Hill: \_\_\_\_\_ (Must be 3.0 or higher)

*\*\*Attach official transcript from UNC Chapel Hill.*

**Praxis:** Number of times you have taken the problematic Praxis I test: \_\_\_\_\_ (minimum of 3)

Your highest scores: Reading (176 min.) \_\_\_\_\_ Writing (173 min.) \_\_\_\_\_ Math (173 min.) \_\_\_\_\_

Total highest combined score for the three Praxis I tests \_\_\_\_\_ (Must be 522 or higher)

*\*\*Attach copies of official scores for all Praxis I tests you have taken. Circle the highest scores for each test.*

*\*\*Attach documentation of remediation activities undertaken (e.g., Plato, workshops, private tutoring, etc.)*

*\*\*Attach explanation and documentation of the extenuating circumstances you believe prevented you from passing the test.*

### Alternative evidence of testing success:

1: Brief description of the alternative test, your score, how the score represents satisfactory performance:

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

*\*\*Attach documentation: the test itself, your score, a description of the context for the test, and how the score represents satisfactory performance.*

With this signature, I acknowledge that I understand that the materials submitted to the State Board of Education are considered public records and are subject to disclosure under Chapter 132 of the North Carolina General Statutes.

\_\_\_\_\_  
 Student

\_\_\_\_\_  
 Date

Recommended: \_\_\_\_\_, SOE Faculty Member Date: \_\_\_\_\_

Recommended: \_\_\_\_\_, SOE Director of Student Affairs Date: \_\_\_\_\_

Recommended: \_\_\_\_\_, SOE Dean Date: \_\_\_\_\_