

SCHOOL OF EDUCATION
<http://www.ncat.edu/~schofed/>
Deborah Callaway, Interim Dean

The School of Education prepares students for careers in elementary and secondary schools and for professional careers in industry, government and other agencies. The programs of study are planned to enable students to attain competence in both specialized and general areas of education.

The School of Education includes the following departments: Curriculum and Instruction, Human Development and Services, and Human Performance and Leisure Studies.

All professional teacher education programs at the University are monitored by the School of Education. The School of Education and Graduate Studies cooperate with the supervision of graduate teacher education programs, especially as they relate to teacher licensure. Moreover, the School of Education serves as the central agency for administering all teacher education programs.

The School of Education offers programs leading to the Bachelor of Science degree in Sport Science and Fitness Management, and Elementary Education with licensure in Special Education.

In addition to the aforementioned programs, satisfactory completion of an undergraduate program offered by other schools and departments in cooperation with the School of Education enables students to receive the Bachelor of Science or teacher licensure in one of the following areas: Agricultural Education; Art Education; Business Education; Birth Through Kindergarten; English Education; French Education; Human Environment and Family Sciences; Industrial Cooperative Training; Mathematics Education; Music Education; Social Studies Education; Spanish Education; Technology Education; Trade Preparatory Programs: and School Social Work:

The general school goals are:

1. To offer multicultural programs which promote the development of needed occupational and professional skills for students;
2. To provide opportunities for program enrichment for faculty, students and the community;
3. To continue to develop and improve all education programs and services, including student academic advisement;
4. To encourage continual faculty and student participation in curriculum reform in each academic department; and
5. To continually maintain full accreditation of all programs on the state, regional, and national levels which are administered by the School of Education.
6. To continue to improve the quality of undergraduate instruction as measured by licensure tests, portfolio assessments, candidate performance data and other measurable performance competencies.
7. To continue to encourage and promote faculty involvement and active participation in research and community affairs.
8. To continue the evaluation of program effectiveness in the School of Education.
9. To upgrade physical facilities and equipment needed in the School of Education to meet optimal operational levels.
10. To fulfill school goals via a clinical setting governed by a public school and university partnership.
11. To focus on student recruitment, retention, graduation and transition into professional careers.

12.

To strengthen and enhance collaborations with public school partners.

ACCREDITATION

The Teacher Education Program was accredited initially in 1976 by the National Council for the Accreditation of Teacher Education. This national accreditation was reaffirmed in 2002 until 2006.

DEGREES OFFERED

Elementary Education – Bachelor of Science
Sport Science and Fitness Management
Elementary Education, General – Master of Education*
Instructional Technology – Master of Science*
Masters of Art in Teaching – Master of Arts*
Master of School Administration – Master of Science*
Physical Education – Master of Science*
Adult Education – Master of Science*
Human Resources (Agency Counseling) – Master of Science*
Human Resources (Vocational Rehabilitation) – Master of Science*
Counselor Education – Master of Science*
Leadership Interdisciplinary Studies - Ph.D.*
* See *the Graduate School Bulletin*

GENERAL PROGRAM REQUIREMENTS

General program requirements for School of Education programs can be found under the Teacher Education section in this catalogue titled University Studies.

THE TEACHER EDUCATION PROGRAM The Conceptual Framework(s)

The School of Education has selected as its program theme “The Professional Educator: A Catalyst for Learning”. From the theme, a conceptual framework has been developed which includes a rationale and organizing principles that guide the development of the curriculum for professional education including the categorization of knowledge. The Unit’s vision and dispositions emerged directly from the university’s mission. Both the Unit and University strive to transmit a cultural experience for our candidates to be transformed into catalysts for learning. Candidates learn to create their own learning from the experiences of the faculty, curricula and field experience opportunities, and other education leaders. Thus, because candidates create their learning outcomes from the interaction with their faculty and curricula, candidates are philosophically constructivists. While the constructivist view is primarily the philosophy by which education programs are structured, content specialists and school personnel programs might have other philosophical basis. The conceptual framework is sufficiently broad as an umbrella to embrace all of the programs. The conceptual framework is the guiding force for program development and performance assessment. The outcome of the framework is the development of unit standards for all programs, which are Diversity, Assessment, Reflection and Technology (DART).

The program of teacher education seeks to improve the quality of education available to the youth of North Carolina through improved preparation of teachers and other school personnel including principals and guidance counselors. To that end, it offers both undergraduate and graduate programs of professional study which represent a continuum with sequential general goals. The program seeks, therefore, to realize the following goals:

1. To prepare persons to take their places as competent members of the profession of education; and
2. To offer advanced study for school personnel already established in education.

In order to carry out the first goal listed above, the following objectives have been identified:

1. Plan experiences for students in teacher education which will include the development of persons as individuals as well as specialists in a chosen academic area.
2. Plan multicultural learning environments conducive to appropriate stimulation for developing needed competencies in the following areas:
 - a. personal development
 - b. social development
 - c. professional development
 - d. citizenship maturity
3. Provide the highest level of instruction by way of well-qualified teaching and research personnel who can provide integrated experiences for teacher education students, which will make it possible for them to gain personal, social and academic competencies in the practice of the education profession.
4. Design an organizational structure to delineate and describe those competencies which will assure for teacher education students a quality experience specifically related to the vocational specialty that they will be expected to practice.
5. Plan all program development, evaluation, and supervision so that experiences gained are clearly oriented to the pre-service dimension of the Teacher Education Program.
6. To prepare culturally competent professionals with a knowledge in diversity and social justice that permits them to be successful in culturally diverse environments.
7. To enhance interdisciplinary programs.

To complete the second goal listed above, the following objectives have been established:

1. Plan multicultural programs and instructional technology that involve competencies already developed practiced, and infuse additional high level experiences that give definite meaning to the competencies sought.
2. Provide a learning environment for advanced students that stimulates the desire to delineate and articulate specialty area competencies that will ensure a high level of performance in the practice of their chosen vocation.
3. Emphasize those competencies which are necessary for all advanced students in education. Such competencies allow advanced students to have extensive and intensive experiences in research.
4. Plan and assess measurable competencies of advanced students which will permit these students to attain levels of leadership commensurate with high expectations.

The Office of the University Registrar and the Dean of the School of Education are the central agencies vested with the authority and responsibility to recommend to the State Department of Public Instruction students who are applying for licensure in the following fields:

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| 1. Agriculture | 11. Industrial Cooperative Training |
| 2. Art | 12. Mathematics |
| 3. Birth through Kindergarten | 13. Music |
| 4. Career Exploration | 14. School Social Work |
| 5. Comprehensive Science | 15. Spanish |
| 6. Comprehensive Social Studies | 16. Special Education (Cross-Categorical) |
| 7. Elementary Education | 17. Technology Education |
| 8. English | 18. Trade Preparatory Programs |
| 9. French | 19. Vocational Business Education |

10. Family and Consumer Sciences

20. Vocational Business Education - Data Processing

In recognition of this function, the approval or endorsement of the department providing courses in the subject matter areas in which the candidate is to be licensed must be secured prior to the approval or endorsement of the dean. The University reserves the right to refuse to recommend any applicants for licensure when they are deficient in mental or physical health, scholarship, character, or other qualifications deemed necessary for success in the profession of education. All candidates recommended for licensure by North Carolina A&T State University Teacher Education Program MUST be formally admitted to the teacher education program. Candidate progress/matriculation through all licensure programs will be closely monitored and candidates will be informed annually in writing of the extent to which they have successfully completed program benchmarks. Program data on all candidates will be summarized annually by the Assistant Dean for Assessment and submitted to the Dean of Education and the University Teacher Education Council (Unit Assessment System).

The program in teacher education is divided into three separate but interrelated phases: (1) university studies; (2) subject-matter specialization; and (3) professional education.

CANDIDATE DISPOSITIONS

All candidates in the School of Education/Teacher Education Program are expected to exhibit appropriate dispositions at all times. Candidates are expected to embrace and abide by tenets described in the "Aggie Pact", the NEA Code of Ethics, and professional dispositions described in the Conceptual Framework that are integrated throughout the program. The display of appropriate dispositions is especially significant for candidates enrolled in clinical, field, internships or student teaching experiences to ensure that candidates' behavior represents appropriate and acceptable professional standards of conduct at all times. Examples of inappropriate dispositions include, but are not necessarily limited to, inappropriate language, dress, immoral conduct, tardiness, dishonesty, etc. The School of Education/Teacher Education Program will remove candidates from the program when documented instances/episodes of inappropriate behavior are presented as evidence. The School of Education will not recommend persons for licensure who have been convicted of a felony; therefore, all candidates should be able to submit to a criminal background check at their own expense, if necessary.

UNIVERSITY STUDIES

The university studies phase of the Teacher Education Program functions to provide experience and learning which meet the fundamental needs of all teachers as persons, both in the role of teacher and citizen in a democracy. General education provides for the student the understanding, the knowledge, the appreciation, and the sensitivity attainable through the study of a broad range of materials and concepts ranging across the humanities, the arts, the social sciences, the natural sciences and mathematics. It provides a broad understanding of the cultural heritage and of the physical and social environments. University Studies is also an essential foundation for the teaching specialty and professional education.

All teacher education students are required to complete with an overall 2.80 grade point average in the following courses or their equivalents in university studies:

Mathematics 101, 102, Fundamentals of Algebra and Trigonometry I, II;

Speech 250, Speech Fundamentals

Biology 100

Geography 210

UNST 100, University Experience; UNST 110, Critical Writing; UNST 120, The Contemporary World; UNST 130, Analytical Reasoning; UNST 140, The African-American Experience: An Interdisciplinary Experience; University Cluster; University Cluster; University Cluster; University Cluster.

SUBJECT-MATTER SPECIALIZATION

Subject-matter specialization provides opportunities for the student to understand the theoretical basis upon which subject content is developed and organized. It also provides the student an opportunity to accumulate and understand a vast body of facts which comprises one's selected discipline. The function of knowledge in the development of mature scholarship is emphasized in this segment of the prospective teacher's experiences also.

Professional Education

The professional education phase of the Teacher-Education Program is designed to induct the prospective teacher into the profession of education. During this segment of the student's experience, he/she develops definable competence in the following areas:

1. Understanding the school as a social system with structures, functions, and special goals.
2. Understanding the learner (student) as a dynamic and unique personality capable of wide variation in behavioral adjustment.
3. Understanding the functional nature of human learning, how to diagnose and assess it, and how it takes place in individual and group settings, especially in organized school environments.
4. Understanding which resources facilitate learning and how these resources may be effectively used in a learning-teaching environment.
5. Understanding the processes at work between the school and the wider society which have influenced the learning-teaching situation, historically.
6. Understanding effective techniques and strategies for enhancing learning among students who have a wide range of needs, abilities, and interests.
7. Understanding the education profession as a medium through which continuous individual development of the candidate is paramount in order to maintain accountability to the profession proper, and to society in general.

COROLLARY STUDIES (MAJOR) REQUIREMENT

Effective Fall 2005, freshman students in selected teacher education majors are required to complete a corollary studies concentration as well as the necessary professional and major specialty courses. Special Education majors are no longer required to complete a second concentration.

The planning of the academic program is under the guidance of the appropriate advisor. Each candidate must acquire a minimum of 18 semester hours to fulfill the corollary studies requirement.

The approved corollary studies majors are: Diverse Learners; Spanish, Math, Science Technology and Special Education

TEACHER EDUCATION ADMISSION AND RETENTION STANDARDS, INCLUDING LICENSURE PROCEDURES

Each current and prospective teacher education candidate will be informed, on an individual basis, of the probability that he or she might successfully complete the requirements for initial licensure as a teacher in North Carolina (CUIN 301). This information will be a part of the regular assessment system of the School of Education and will include a discussion of the SAT score, Praxis I, grade point average, dispositions and other predictive measures.

ADMISSION

The Teacher Education Council makes all policies governing the entire Teacher Education Program; therefore, admission, retention and exit procedures are reviewed by the Council.

Formal admission to the Teacher Education Program is normally at the end of the sophomore year when the university studies requirements have been completed; however, teaching majors are identified at admission to the University.

Candidates must meet each of the following criteria for formal admission to the licensure program:

1. Completed application approved by academic department of licensure area
2. Minimum cumulative 2.80 GPA (on a 4.00 scale)
3. Scores on file in Dean's Office from the following standardized tests:

- 16 Personality Factors Interest Inventory
 - Passing Scores on PRAXIS I (PPST) or (CBT)
4. Interview by Teacher Education Panel
 5. Acquire a minimum of 60 credit hours (2.80 GPA)

Departments clear applicants on items 1-5 before applications are approved and submitted to the Office of the Dean, School of Education. The dean will notify the applicants in writing of admission or rejection.

TEACHER EDUCATION ASSESSMENT BENCHMARK

The benchmarking is part of the Unit's overall assessment system and insures that candidates meet institutional (DART), State and National Standards. Data is systematically collected and analyzed to effectively make decisions for program improvement. Freshmen students may begin the formal admission process during their first semester of matriculation.

Year I: Freshman Year (Benchmark/Gateway)

1. Complete the Freshman Year Program in the major as outlined.
2. Pass 30 semester hours of course work prior to the sophomore year (2.80 GPA).
3. Join Student North Carolina Association of Educators (SNCAE).
4. Meet with advisor at least three times each semester.
5. Maintain a minimum cumulative grade point average of 2.8 on a 4.0 scale.
6. Pass the PRAXIS I Test.

Year II: Sophomore Year (Benchmark/Gateway)

All Students must be admitted to teacher education before completion of 80 semester hours

1. Maintain a minimum cumulative grade point average of 2.8 on a 4.0 scale.
2. Participate in SNCAE.
3. Take the 16 Personality Factors Interest Inventory.
4. Complete 75% of the General Studies Program.
5. Complete interview by Teacher Education Council Panel.
6. Complete formal application to Teacher Education.
7. Receive Teacher Education Formal Admission Letter.

ENROLLMENT IN ADVANCED COURSES

Only formally admitted candidates may enroll in advanced courses in the Professional Education Sequence. Undergraduate degree-seeking candidates are not permitted to complete more than one-half of the Professional Studies Sequence (excluding student teaching) prior to being formally admitted to the Teacher Education Program. Students enrolled in methods courses and student teaching courses must show proof of educator's liability insurance at the beginning of the semester.

The Professional Studies Sequence for secondary and specialty areas includes: CUIIN 102, 301, 400, 436, 500, 525, 624 methods courses and 560. All courses numbered 400 and above in this sequence require formal admission to the Teacher Education Program.

TRANSFER TO THE TEACHER EDUCATION PROGRAM

All students transferring into the Teacher Education Program must have a cumulative GPA of 2.80 (on a 4.0 scale) and must meet all other requirements for entry to the Teacher Education Program.

RETENTION

To remain in the Teacher Education Program, candidates must maintain a cumulative academic average of 2.80 in their subject area and in professional education. Students must meet with their advisors a minimum of three times per term to discuss their progress in the program. If students fail to maintain academic requirements or for other reasons, they will be notified of their probationary status or dropped from the program by their respective academic departments and the dean.

READMISSION TO THE TEACHER EDUCATION PROGRAM

Once a student has been dropped from the Teacher Education Program for any reason, the following steps must be taken before a student will be readmitted:

1. The students must file a formal application for re-admittance to the Teacher Education Program (cumulative 2.80 GPA).
2. The application of the student along with the student's complete profile must be brought before the Teacher Education Council for action.
3. The student, department chairperson, and dean of the school involved will be formally notified in writing of the action of the Teacher Education Council with reference to the student's application for readmission to the Teacher Education Program.

STUDENT TEACHING

(Students are required to pass all licensure tests prior to admission to student teaching)

Admission to Student Teaching requires (1) formal admission to the Teacher Education Program, (2) an approved student teaching application form signed by the student's advisor and department chairperson, (3) a personnel data sheet which is needed for placement, (4) a cumulative GPA of 2.80, (5) copy of individual passing scores on Praxis II in licensure area and (6) proof of educator's liability insurance.

Students enrolled in a student teaching course that is 12 credit hours are permitted to take only one additional 3 credit hour course during the student teaching semester. This additional course cannot be scheduled during the public school day nor during the student teaching seminar.

Students enrolled in a student teaching course that is 6 credit hours are permitted to take only two additional courses that are a maximum of 3 credit hours each during the student teaching semester. These additional courses cannot be scheduled during the public school day nor during the student teaching seminar.

LICENSURE

After completing the Teacher Education Program, the candidate must apply for state licensure in the School of Education dean's office, which will send the completed application form to the Office of Registration and Records. This office will attach a copy of the student's official transcript to the application form and forward it to the State Department of Public Instruction in Raleigh, North Carolina.

The candidate is required to take and pass all appropriate PRAXIS II tests before they are recommended for licensure. The candidate should consult with his/her advisor, department chairperson or dean to determine passing scores on Praxis Tests for licensure.

AS MANDATED BY THE STATE DEPARTMENT OF PUBLIC INSTRUCTION, ALL CANDIDATES FOR TEACHER LICENSURE MUST PRODUCE AN ELECTRONIC PORTFOLIO MEETING ADVANCED TECHNOLOGY COMPETENCIES FOR TEACHING SKILLS DURING THEIR PROGRAM OF STUDY. THE UNIVERSITY, THROUGH COURSEWORK, WILL PROVIDE OPPORTUNITIES FOR STUDENTS TO PRODUCE MATERIALS NECESSARY TO FULFILL THE TECHNOLOGY PORTFOLIO REQUIREMENT.

[Departments in the School of Education](#)

[Table of Contents](#)