Welcome

This handbook is designed to guide the progression of the prospective teacher candidate from early field experiences, to graduation, and in the application for a teaching license. It is the candidate’s responsibility to use the information in this handbook to meet successive requirements to progress in a timely manner through the teacher preparation program at East Carolina University. Please be reminded that education is a highly regulated and accredited program of study, which requires many detailed checks and balances along the way to becoming a licensed teacher. Our program is very clinically based, and we are guests in the public school classrooms during clinical experiences. It is important for all prospective candidates to understand this, before beginning the program of study, and to agree to abide by the Code of Ethics for North Carolina Educators, as well demonstrating high moral, ethical, and legal practices at all times. Teaching is a privilege, and we hold our candidates to the highest standards. Welcome aboard the Pirate Education Nation, and we look forward to working with you as you begin this journey.

Upper Division of Teacher Education

All portfolio requirements are electronic and housed in the commercial product called Taskstream®. Students will be required to have an active Taskstream® account at the time specified to begin uploading evidences (www.taskstream.com).

Upper Division is the official step in applying and being formally admitted into a teacher education program. Students seeking undergraduate teacher education degrees or non-degree students (Post Bach Teacher Certification) seeking initial licensure in education must be admitted to Upper Division of Teacher Education. Admission includes the completion of the following:

(a) grade of 2.0 or better in Early Experience course (must be taken at East Carolina University),
(b) adequate individual scores or the composite total score on the PRAXIS Core Academic Skills for Educators tests (CORE) in reading, writing and mathematics beginning August 2014; or Scholastic Aptitude Test (SAT); or American College Testing Program (ACT),
(c) satisfactory interview, including a spoken English evaluation,
(d) a minimum 2.5 or better overall grade point average, no rounding
(e) meeting technology competencies requirement,
(f) essay (250 words) outlining reasons for wishing to pursue a career in education
(g) disclosure and documentation of any prior criminal background, and
(h) meet all Technical Standards (see Appendix 12).

The Upper Division process normally begins during the second semester of the sophomore year. At this time, students have (1) either completed or are enrolled in the Early Experience course, (2) applied to take the PRAXIS CORE (www.ets.org/praxis/nc/requirements), if applicable, and (3) met the technology competency. When the student has met the above criteria, the student should contact their advisor for an interview. The completed Application to Upper Division (Appendix 1), copy of SAT or ACT scores (if being used in lieu of any or all of the PRAXIS CORE test scores), and CPL Data Form (Appendix 3) should be given to the department chair or coordinator when the student registers for the departmental interview.
After satisfactorily completing requirements for admission to Upper Division (early clinical experience, appropriate GPA, adequate test scores, technology competencies, and satisfactory interview), students can view their admission status on OneStop under Profile, Student Profile.

OR

Students not admitted to Upper Division are notified in writing (email) by the Office of Teacher Education. It is the student’s responsibility to eliminate the deficiency and notify the Office of Teacher Education.

In alignment with NC Program Approval Standards, students must be admitted to upper division and submit their Senior I Internship Application to the Office of Clinical Experiences by:

- July 1 for Fall/Spring internships or the last business day prior to July 1, if July 1 is a Saturday or a Sunday.
- By 5:00 p.m. on the first day of classes for the Spring semester for Spring/Fall internships

**Transfer Students**

Transfer students must meet the same requirements and follow the same procedures as all teacher education majors. They must successfully complete a minimum of one semester (12 semester hours minimum) at ECU with the appropriate grade point average prior to admission to Upper Division. Transfer credit from junior colleges and/or community colleges will **not** be accepted for the Early Experience course EEPROM, DNCE 2190, FREN 2611, GERM 2611, or SPAN 2611.

**Second Degree Students**

Second degree students with a 2.5 or higher overall GPA from their first degree are exempt from teacher education admission tests.

**Licensure Only Students (Post Bach-Teacher Certification)**

SDPI requires a 4-year bachelor degree from **regionally accredited** institutions. **Additional prerequisites are required of students with foreign degrees.**

Licensure Only Students are defined as those with degrees in fields other than education seeking initial North Carolina licensure, licensed persons who want undergraduate or graduate licensure in an additional area, or students (undergraduate or graduate) who seek licensure in addition to their non-teaching degree.

**Admission Procedures for Licensure Only (Post Bach-Teacher Certification) Students:**

Students seeking licensure only should send official transcript(s) to East Carolina University, Coordinator of Alternative Licensure, Office of Teacher Education, Speight 109, Greenville, NC 27858

Students will receive a letter and a Plan of Study indicating requirements needed for North Carolina licensure. The program area advisor will be identified. A copy of the Plan of Study will be filed in the Office of Alternative Licensure also.
Students should apply for admission as an undergraduate Post Bach Teacher Certification student through the Undergraduate Admissions Office. [http://www.ecu.edu/cs-acad/admissions/dev/Post-Baccalaureate-Teacher-Licensure.cfm](http://www.ecu.edu/cs-acad/admissions/dev/Post-Baccalaureate-Teacher-Licensure.cfm)

**Admission and Retention Requirements for Licensure Only Students:**

All licensure only students seeking an initial license must be admitted to Upper Division. Procedures are the same as degree seeking students with the exception of testing requirements. Students who hold a degree from a regionally accredited institution and achieved a minimum 2.5 GPA overall are not required to take the teacher education admissions tests. See pages 1-10 for details about admission to upper division, internship and other procedures.

Licensure Only students must complete at least 12 semester hours at ECU prior to enrolling in an internship.

**Criminal Background Disclosure**

It is the responsibility of the student to disclose all criminal background issues (other than minor traffic violations) to the Assistant Director of Teacher Education **prior to** Admission to Upper Division and **at any other point in time a crime is committed after** admission to Upper Division has been granted.

Crimes to be reported include, but are not limited to: underage drinking tickets, urinating in public, public intoxication, resisting arrest, failure to stop for a blue light, open container violation, giving alcohol to or buying alcohol for a minor, DUI or DWI, assaults, larceny, possession of drugs or drug paraphernalia and all misdemeanor and felony charges. It is important for students to understand that paying a fine or ticket (such as in the case of underage drinking) is a plea of guilty.

Any student who has incurred charges that have been dismissed or who has pled guilty using prayer for judgment or *nolo contendere* (no contest) must also submit a signed statement explaining the nature, date, and outcome of the charges. This statement must accompany the upper division application. Any student who has been convicted or pled guilty to any crime must meet with the Assistant Executive Director of Teacher Education to discuss the nature of the charges. The Office of Teacher Education will review the criminal disclosure of each student. Upper division applications of students who have pled guilty using prayer for judgment or nolo contendere (no contest) will not be processed unless the student schedules an appointment with the Assistant Director of Teacher Education. Upper division applications of students who have pending criminal charges will not be processed until their case is disposed.

Students must complete a criminal background check prior to their Senior II internship at their own expense. Instructions for completing the Criminal Background Disclosure will be given to students in the Senior I Seminar. **Failure to disclose criminal history at any time may result in removal from the teacher education program.**

Students should be aware that public schools will not allow placements for field experiences or internships for students with multiple and/or serious criminal background issues regardless if they have been cleared for readmission to the university or to the teacher education program. Failure to be accepted for field experiences or internship will preclude the student from completing the degree and a change of major must be completed.
It is possible that a student could complete a teacher education degree and not be awarded a license by the State of NC (or any other state) due to criminal background issues. **Thus, it is mandated that all potential students and current students disclose any criminal behavior as soon as it occurs so as not to risk wasting time, effort, and finances on a degree and/or licensure program, which will not allow one to teach in this state or any other.**

**Early Clinical Experience & Other Practica Placements**

Early clinical experience is provided in departmental courses designated 2123-Early Experience for Prospective Teachers, DNCE 2190, FREN 2611, SPAN 2611, or GERM 2611. It is designed to provide prospective teachers with the opportunity to observe various school activities in the actual teaching/learning setting. This course must be taken at East Carolina University.

A minimum of sixteen (16) clock hours must be spent in guided observation or limited non-instructional participation in public schools or agencies in North Carolina. No out of state or private school placements will be made.

Students are required to keep a record of their observation hours and have it verified by the classroom teacher or other appropriate individuals at the school, to complete observation form provided by the instructor, and to evaluate their experiences (use forms provided by the instructor).

Observation and non-instructional experiences will be determined by the university instructor and the classroom teacher. In addition to the observations, a minimum of eight (8) hours of class meetings are required.

Courses beyond the Early Field Experience course may require additional clinical/field experiences. All placements are initiated through the Office of Clinical Experiences in Speight 110 using the appropriate forms. These courses are designed to build upon the early field experience to provide increased classroom and teaching experience as a bridge to the Senior Year Experience. Each course will have a required number of clinical hours along with varied assignments designated by the program area.

If an intern is asked to be removed from any field experience placement (practicum or internship) by a school or a school system, this may be grounds for dismissal from the ECU teacher education program. This can be result of a dispositional, technical standard and/or performance issue.
Upper Division Interview

The interview process provides the committee (advisor plus two teacher education faculty members) an opportunity to know the student better. It allows them to assist in identifying and proposing options for problems or concerns that may deter admission into Upper Division and/or completing degree/licensure requirements.

Contact the appropriate department for the interview schedule. An Interview Report Sheet is completed by each of the interviewers (see Appendix 2).

Technology Competency for Upper Division

The technology skills needed for admission to teacher education are 1) word processing, 2) spreadsheet, and 3) database.

Certification of technology competencies is achieved in one of four ways:

1) existing coursework in program area (check with advisor in program area); or
2) successfully demonstrating the competencies by passing the BITE 2000 Challenge Exam* (results will be available on OneStop under Profile, Student Profile) or
3) successfully completing BITE 2000, BITE 2112 (formerly ASIP), or MIS 2223 (formerly DSCI) or
4) transfer of equivalent technology course as determined by the Office of Teacher Education.

* Contact the Dept. of BITE, 2318 Bate Bldg. The challenge exam may be attempted only once. Those failing or voluntarily quitting must take one of the above courses.

Technology Competencies Required for Admission to Upper Division

Word Processing
Demonstrate basic skills and knowledge through practical application of the following: Enter and edit text, copy and move blocks of text; change text format and style, set margins, line spacing, tabs; check spelling, grammar, word usage; create header and footer; insert date, time and page number; and add columns to a document.

Spreadsheet
Demonstrate basic skills and knowledge through practical application of the following: Interpret and communicate information in an existing spreadsheet; enter data in an existing spreadsheet; create a spreadsheet with rows, columns, headings; create/copy formulas and functions to perform calculations; and create a graph from spreadsheet data.

Database
Demonstrate basic skills and knowledge through practical application of the following: Use information from an existing database; sort a database by specific fields, add and delete records; and create databases with multiple fields and records.