

College of Education



Teacher Education Handbook

Updated January 2015

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About this Pin

The pin on the cover of this book is a very special symbol of the College of Education. Candidates for degrees in teacher education receive this round pin during student teaching orientation. Upon completion of the student teaching semester in the senior year, candidates receive the bar that names their new status, “teacher.”

The symbolism of the pin is as follows:

Green and white – the colors of UNC Charlotte

A circle – the cycle of teaching and learning is lifelong and never-ending

An open book – sources of gaining knowledge, pathways to adventure, invitations for imagination, guides for leaders, and invaluable tools for lifelong teachers and learners

The torch – master teachers pass the torch to novice teachers, who pass the torch for yet another cycle of teaching and learning – teachers light the way for themselves and their students

Education – a program, a degree, a noble profession, an enlightening experience

Teacher – guide, tutor, mentor, advocate, and lifelong learner



May your education be lifelong!

Introduction

If you are looking for answers to your questions about initial teacher licensure programs at UNC Charlotte, you are looking in the right place. This Teacher Education Handbook is designed to gather information pertinent to all candidates seeking teacher licensure through UNC Charlotte's College of Education.

The handbook includes information about the following:

- The academic advising process
- Clinical and field experiences required for teacher licensure
- All teacher licensure programs at UNC Charlotte
- Instruction in lesson planning
- Codes of professional conduct
- Additional resources

Initial teacher education programs offer the most thorough preparation available for beginning teachers. The UNC Charlotte College of Education's teacher education program is both regionally and nationally accredited. UNC Charlotte candidates who graduate with teacher license have been taught by talented and accomplished faculty, have spent countless hours in public schools and have been trained in the proper professional and ethical conduct for teaching professionals. Graduates of UNC Charlotte's teacher education programs are among the most successful and committed teachers in schools.

As you utilize this handbook, you may come across information that is not clear to you, or you may have questions that are not answered. While the handbook is intended to help students find the answers to many questions on their own, never hesitate to ask your academic advisor, faculty members or any member of the College of Education staff for assistance. Having the proper information is critical to successfully completing your teacher education program.

NOTE: The information included in this handbook is the most current available at the time of publication. All forms should be considered as samples only. To ensure you have the most current information and you are accessing the most current versions of forms, consult appropriate websites and meet regularly with your advisor.



Office of the Dean

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Welcome to the College of Education

Congratulations on your decision to become a teacher! There has never been a greater need for well-qualified, committed professionals in the field of education. Once you have completed your course of study at UNC Charlotte, you will enter the classroom as a licensed teacher with the power to enlighten, inspire and amaze your students, as they do the same for you. There is no calling more noble or courageous than the call to teach. In responding to that call, you truly will become one of society's heroes.

All faculty and staff involved in UNC Charlotte's teacher education programs are deeply interested in your progress toward becoming an excellent teacher. This undergraduate handbook will be a tremendous aid to you in that process. Please review the information in the handbook carefully.

Throughout your undergraduate career, you will receive academic advising to ensure that you are making progress in your program. I strongly encourage you to forge a strong link with the advising resources available to you at UNC Charlotte. I also encourage you to get to know the faculty who will instruct you during your undergraduate career. All faculty involved in UNC Charlotte's teacher education programs are committed teachers who have chosen education as a career for the same reasons that you are now embarking on this path. At UNC Charlotte, you will find a caring, enthusiastic, imaginative and resourceful group of educators eager to work with you as you follow them into the teaching profession.

I wish you the very best on your journey,

Ellen McIntyre
Dean, College of Education

An Overview of the College of Education at UNC Charlotte

Our Mission

The mission of the College of Education at UNC Charlotte is to prepare highly effective and ethical 21st century professionals who have a positive impact on children, youth, families, community, and schools and who are successful in urban and other diverse settings. This mission is accomplished through teaching, research and community engagement that leads to improved practice and by working in partnership with schools, communities, and university colleagues.

Our Vision

The professional preparation programs within the College of Education are recognized regionally, nationally, and internationally, for preparing excellent professionals. The College recognizes the central importance of excellent professionals for student achievement and for the well-being of children, youth, families, schools, and communities. Graduates of the College's undergraduate programs are recognized as being knowledgeable, effective, reflective, collaborative, and responsive practitioners who are leaders in their field. Master's graduates are recognized as master professionals in their respective fields. Doctoral graduates are recognized as superb leaders who are adding to the knowledge base of their respective professions. The recognition of the College's graduates is based upon documented effective performance and full and successful accountability to state and national mandates and accreditation reviews.

The College faculty achieve this vision by:

- Providing instruction at the undergraduate, masters, and doctoral levels that models empirically validated best practice, and challenges learners to aspire to excellence. Students and other faculty in the University and College of Education recognize the teaching of the faculty for demonstrating knowledgeable, relevant, and motivating course instruction at all levels.
- Generating and synthesizing knowledge through research that informs the preparation programs of the College and professional preparation programs in education elsewhere. The research conducted within the College is recognized for enhancing educational services, improving learner outcomes, and impacting positively on the development of persons.
- Providing genuine and meaningful service to the public schools and other service providers that informs the professional preparation programs of the College. The service of the faculty to the profession models for students the professional responsibilities of ethical practice, collaboration, commitment to high professional standards, and life long learning.

The faculty within the College of Education are recognized nationally and internationally as excellent teachers and scholars. The faculty within the College of Education are recognized for establishing a collegial workplace that stimulates scholarly responsibilities for teaching, research, and service. The collegial workplace entails acceptance and celebration of the diversity of the people of North Carolina and the nation and includes, but is not limited to, race, culture,

ethnicity, religion, gender, disability status, and sexual orientation. The College is therefore recognized as a highly desired workplace for faculty and staff and a highly desired place of study for students.

Our Values

We are a community of scholars who are committed individually and collectively to creating learning opportunities and environments where we enhance the capacity of our students to have a positive impact on children, youth, communities, families, and schools. We are committed to meeting the developmental and educational needs of our students and to maximize the growth, development, and learning of each individual.

In our programs of study, we are committed to high quality programs that are standards- based, to the on-going assessment of candidates and programs for the purpose of continuous improvement, to collaboration and outreach, and to the highest standards of professional practice and scholarship. We are committed to international understanding and involvement.

In fulfilling our professional roles, we are committed to the generation, dissemination, and application of knowledge. We, therefore, expect that faculty will be teacher-scholars and that they will maintain a balanced commitment to teaching, research, and service. We have a strong commitment to academic excellence and exceptional quality in all that we do.

In our dealings with each other, our students, and our professional colleagues in schools and communities, we are committed to valuing diversity and to speaking out against oppression. We are committed to thoughtfulness, reflection, flexibility, and the exploration of new ideas. We are committed to openness, honesty, forthrightness, and the highest standards of integrity and ethical behavior. We strive to be collegial, collaborative, humane, and respectful of others, even when we are not in total agreement with their views or with their work, and we are committed to being sensitive to and supportive of others, including students, staff, faculty, and our professional colleagues in the community.

Professional Educators Transforming Lives

Executive Summary of the Conceptual Framework for Education of Professional Educators

Executive Summary

The mission of the professional education programs at UNC Charlotte is to prepare highly effective and ethical graduates who have positive impact on children, youth, families, communities, and schools and who are successful in urban and other diverse settings. To achieve positive impact, UNC Charlotte professional education programs are designed to prepare candidates who are capable and committed to transforming the lives of all learners. Professional education programs at UNC Charlotte include preparation programs for teachers, administrators, counselors, and child and family development professionals at undergraduate, graduate, and doctoral levels. The institution is situated in an expanding community that includes urban, suburban, rural, and individual partnerships in learning and outreach.

The Conceptual Framework of Professional Education Programs at UNC Charlotte provides the knowledge base for identifying the knowledge, skills, and dispositions that will be fostered in the graduates of our programs. The conceptual framework is organized around three core proficiencies to be demonstrated by our candidates: knowledge, effectiveness, and commitment.

For candidates to play a transformational role in the lives of all learners, they must acquire the knowledge necessary to provide effective instruction and other educational services, to respond to diverse individual learner needs, to lead and collaborate with others, and to engage in continuous professional growth.

Candidates demonstrate their knowledge in several broad areas, such as:

- Knowledge relevant to life in the 21st century
- Specialty area knowledge
- Pedagogical knowledge
- Knowledge of learners and their contexts
- Self-awareness
- Knowledge of policies, laws, standards, and issues.

The ability to contribute to the transformation of the lives of all learners requires that candidates use the knowledge they develop to demonstrate effectiveness in their work with learners. All professional educators develop a skill set that can be used to have a positive impact on learners. Candidates demonstrate effective skills and practices in several broad areas, such as:

- Use of 21st century skills
- Planning, implementation, and evaluation
- Research-based practice
- Research skills
- Culturally competent practice
- Responsive to diverse learners
- Reflective practice

Professional educators who transform the lives of all learners must enhance their knowledge and effectiveness with a clear commitment to children, families, colleagues, schools, and the profession.

Candidates demonstrate commitment through their actions in several broad areas, such as:

- Positive impact on learners
- Ethics
- Leadership
- Collaboration
- Advocacy
- Professional identity and continuous growth

College of Education Diversity Commitment

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

Student Organizations in the College of Education

For Incoming Students

[Teacher Education Learning Community](#) is a one-year residential program for freshmen who wish to become teachers. The pervasive theme of the Teacher Education Learning Community is diversity, a critical element as students prepare to assume responsibility for the learning of diverse students in today's classrooms. Community members participate in social activities, community service, professional development activities, and have the opportunity to take some general education classes as a cohort group. Director: **Kelli Ussery (TEALR)**

[NC Principal Fellows at UNC Charlotte](#) provides enrichment, professional development and community service opportunities for graduate students in the Master of School Administration program who have received the Principal Fellows scholarship/loan from the NC General Assembly to prepare for careers in school administration. Faculty Director: **Debra Morris (EDLR)**

For Undergraduate Students

[Collegiate Middle Level Association](#) promotes excellent teaching in the middle grades and support for middle grades teacher candidates. Activities include monthly meetings and professional development, web-based discussions and updated news from the state and national levels, and participation in professional conferences. CMLA members also enjoy fellowship and service oriented activities. Faculty Advisor: **Tarra Ellis (MDSK)**

[Student Council for Exceptional Children](#) (SCEC) is open to special education majors and to all other students who are committed to the mission of improving educational outcomes for individuals with exceptionalities. Activities include community service, inclusive social events, and participation in professional conferences. Faculty Advisor: **Lindsay Flynn (SPCD)**

[Student National Education Association \(SNEA\)](#) at UNC Charlotte is part of a national network of student affiliate chapters of the National Education Association. Teacher education candidates are encouraged to participate in SNEA's monthly meetings, community outreach, teacher candidate recruitment, and pre-professional opportunities and peer mentoring. Faculty Advisors: **Jennifer Hathaway (REEL)**

For Graduates/ Undergraduates

The *Omicron Pi Chapter of Kappa Delta Pi* is an international education honor society which promotes excellence in and recognizes outstanding contributions to education. Persons who exhibit commendable personal qualities, worthy educational ideals, and sound scholarship, without regard to race, age, color, religion, sex, or handicapping conditions are invited to join. Both undergraduates and graduates are eligible for invitation. Recommendation is given to undergraduates who have earned at least 3.5 GPA after 45 hours of university course work and

admission to Teacher Education. Graduate students with a 3.75 overall GPA after 18 hours are eligible for membership. Chapter Counselor: **Misty Hathcock** (TF)

For Graduate Students

[Mu Tau Beta](#) is the UNC Charlotte chapter of Chi Sigma Iota, an international honor society of counseling professionals and professionals-in-training dedicated to excellence in scholarship, research, and clinical practice. Activities include new student orientation, newsletter, alumni network, and professional development seminars. Faculty Advisors: **Ed Wierzalis** (CSLG)

[Other Student organizations at UNC Charlotte](#)

Professional Development Schools

Professional Development Schools (PDS) are collaborative institutions formed through partnerships between college/university professional education programs and P-12 schools. The focal charge of the collaborative is authentic professional preparation of candidates (at all levels and in all programs); university and P-12 school faculty development; beginning, novice, and experienced teacher support; action/inquiry based research aimed at the improvement of professional practice; and improved student achievement. PDSs may be in challenging settings, they may have complex missions, but ultimately they are learning environments that support candidate and faculty development in a context of meeting all students' needs.

The UNC Charlotte Professional Development School Network has goals focused on:

1. The exemplary preparation of pre-service teachers and other school-based educators (e.g., counselors and administrators) to positively impact teaching and learning in P-12 schools.
2. Enhancing professional development of beginning and experienced teachers and other school-based educators that will improve teaching and student learning in P-12 schools.
3. Engaging in applied inquiry in P-12 schools that will improve practice and student learning.
4. Providing teaching candidates with rich learning experiences that promote knowledge and skills related to teaching and learning.
5. Supporting the retention rate of new and veteran teachers.

The College of Education has multiple Professional Development Schools across the elementary, middle, and secondary levels. A full list of these schools can be found [here](#).

Each PDS provides opportunities for teacher education candidates. Student teachers and interns are placed in all PDSs, and some courses are offered on site at most of the PDSs.

To find out more information about Professional Development Schools, go to <http://pds.uncc.edu>. This website will connect you with each school's individual website.

Candidate Criminal Background Check and Drug Screening Policy

1. Introduction

It is a condition of initial enrollment in any initial teacher education program in the College of Education (COED), and a condition of eligibility to continue enrollment, that COED candidates meet all academic and other requirements imposed by COED, as well as all requirements of each external agency and/or school district where COED attempts to place the candidate in a given semester.

COED must secure cooperation of external Agencies and School districts to provide appropriate education, internship, clinical, or field experiences for its candidates. Increasingly, those Agencies and School districts will not accept candidates who do not meet requirements that apply to employees and/or volunteers at the Agency or School district, including drug tests and criminal background checks. Because criminal background checks are now required by the North Carolina Department of Public Instruction for all licensure applicants, many Agencies and Schools now require that COED candidates who will intern, student teach, and participate in field experiences at their sites successfully complete criminal background checks and drug screening.

Many public and private schools and other service agencies also require criminal background and drug screening of COED candidates who interact with P-12 students and/or clients. Thus, in addition to meeting all COED academic and other requirements, candidates have the additional responsibility to meet requirements imposed by each Agency where they will receive clinical or field experience, including student teaching and graduate internships.

A student who is rejected by any Agencies/School districts because of failure to meet the respective criminal background and/or drug testing requirements may be subject to dismissal from the COED Program.

2. Criminal Background Check Requirements

a. Comply with the criminal background check requirements for the College of Education.

All candidates are required to complete a Criminal Background Check prior to admission to Teacher Education (upper division) in the College of Education. Candidates will bear all expense associated with meeting this requirement. The results of the Criminal Background Check will be emailed to the candidate from Certiphi. Candidates with convictions including a sex offense, felony, drug/narcotic, violent act, or act against a child will be denied admission to the College. A candidate with two or more non-violent criminal convictions within the previous three years will also be denied admission. Pending charges will be assessed on an individual basis.

If a candidate is involved in an incident potentially affecting the background check between the time of completion of the background check and the beginning of the field experience or during the time of participation in a field experience, it is the responsibility of the candidate

to disclose the incident to the Office of Teacher Education Advising, Licensure, and Recruitment (TEALR). If the candidate is participating in a field experience at the time of such an incident, it is the responsibility of the candidate to refrain from participation in the field experience until the candidate has received clearance by the TEALR office to continue. Failure to do so may result in dismissal from the COED program.

b. Comply with the criminal background check requirements at each Agency and/or School to which candidates are assigned.

In some cases, the Agencies/Schools will facilitate criminal background checks. Candidates may have to bear all expense associated with meeting these requirements. **COED will receive notice only if the candidate is rejected by the Agency/School.** If a candidate is rejected, COED will attempt to place the candidate in no more than two other Agencies/Schools (depending on offense – patterns of drug and/or alcohol offenses, assaults, use of firearm or other weapon, and any felonious charge are examples of offenses that will result in no further placement attempt). If those Agencies/Schools do not accept the candidate, he/she will be subject to dismissal from the COED Program.

3. Agency/School Drug Screening

Comply with the drug screening requirements at each Agency and/or School to which candidates are assigned.

In some cases, the Agencies/Schools will facilitate drug screening. Candidates may have to bear all expense associated with meeting these requirements. **COED will receive notice only if the candidate is rejected by the Agency/School.** If a candidate is rejected from the Agency/School due to a positive test, the candidate will be removed from the placement in the semester the positive test occurs. COED will attempt to place the candidate in no more than two other Agencies/Schools based on the following conditions:

a. **Early field experiences and the yearlong internship (YLI) semester**

The candidate must submit a negative drug test to the Office of Field Experiences (OFE) no later than the published date identified as the “last day to register, add, drop with no grade via the web” in the UNC Charlotte Official Academic Calendar. The test results must be submitted to the OFE no later than noon on that date.

b. **Student Teaching/Graduate Internship**

The candidate must drop or withdraw (depending on the time within the semester) from the student teaching/internship semester immediately. Due to the time constraints and requirements related to the intensity of this semester, the candidate must withdraw from or drop the student teaching/internship course. The candidate will not be placed again during the semester the candidate is found to have a positive test result. The candidate will have to resubmit the student teaching/graduate internship application for the

following semester and complete the placement and screening process again in the Agency/School district in which the candidate is placed.

Clinical Experiences in Schools (prior to the student teaching / internship semester)

Procedures

1. The Office of Field Experiences works with candidates to arrange placements in schools so that they may observe, tutor, work with small groups, and teach lessons.
2. These field experiences are called *clinical*s, and they are linked to coursework requirements.
3. Candidates must complete a variety of field experiences during the teacher preparation program. Candidates are expected to complete clinicals in at least *three* different settings, such as:
 - urban/rural/suburban schools
 - small/large schools
 - magnet/special interest school
 - primary/intermediate/middle/high schools
4. Candidates are permitted to make their own school arrangements, *if they have personal contacts within the school and receive the formal approval from the administrator*. In addition, these personal arrangements *must be reported to the Office of Field Experiences* so that official records can be maintained.
5. Other information is available on the website at <http://education.uncc.edu/ofe>.

School Expectations for UNC Charlotte Candidates

1. Arrive punctually and only on the day(s) that are prearranged. Contact the school or the Office of Field Experiences immediately if a delay occurs.
2. Always report to the school's main office to sign in and secure a visitor's identification. Always sign out when leaving the building.
3. Maintain courteous, respectful, professional behavior with all faculty, staff, and students.
4. Dress appropriately and in accordance with the school dress code. Some clothing that is appropriate on the UNC Charlotte campus is not acceptable in schools. Inappropriate clothing includes caps, hats, tee shirts with slogans, excessively baggy pants, short skirts and shorts, tight or revealing clothing, or clothing associated with gangs.
5. Observe all school rules, including those that restrict the use of gum, food, beverages, and tobacco products. Other items that are **not allowed in schools include pocket-knives, weapons, and cell phones**. Candidates should not be accessing their cell phones, calling, texting, or sending emails during clinical observations or field experiences. This is considered rude behavior toward the educational professionals allowing you the courtesy of coming to their classrooms.

6. Teachers and/or administrators must give prior approval for all clinical activities to be completed in the schools. Ask permission before interacting with students.
7. Always remember you represent the University and are a guest in the school.
8. Always remember each clinical experience is an important part of building an exciting teaching career. Enjoy!

Click links below for additional information:

Clinical Experience Information:

[Clinical Placement Request Form](#) and [School Experiences Log](#)
[2100 Observation Information](#)

For Yearlong Internship information:

[Undergraduate](#)

[Graduate](#)

Professional Dispositions

The mission of the professional education programs at UNC Charlotte is to prepare highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by having a positive impact on children, youth, families, communities, and schools. In order to reach this end, candidates must couple their knowledge and effective skills with a clear commitment to children, families, colleagues, schools, and communities, and the profession. Professional educators must demonstrate commitment to ethics, leadership, collaboration, advocacy, and continuous growth in order to have a positive impact on others. (Conceptual Framework of Professional Education Programs at UNC Charlotte, 2011). You can view the procedures for teaching, informing, coaching, remediating, and assessing the dispositions listed below [online](#). Professional dispositions and behaviors that exhibit this commitment include:

Impact

- Demonstrate the belief that all individuals can succeed
- Provide encouraging feedback to all individuals
- Respect and respond to individual needs
- Provide equitable learning and development opportunities for all
- Promote positive outcomes based on assessment results

Professional Identity and Continuous Growth

- Maintain positive attitudes in academic and professional settings
- Demonstrate professional appearance
- Act on constructive feedback from others
- Conduct self-assessments through reflection to overcome limitations and enhance strengths
- Demonstrate self-initiated learning
- Communicate effectively and appropriately
- Show punctuality in meeting academic and professional obligations

Leadership

- Create opportunities for the mutual benefit of all involved
- Promote positive change through personal interactions, organizations, communities, and the profession
- Initiate, suggest, and contribute in appropriate ways
- Maintain knowledge of and disseminate information about current research and best practices

Advocacy

- Support and empower individuals from diverse backgrounds
- Include families and other stakeholders in planning for individual success
- Advocate for the social, emotional, physical, educational, behavioral, and basic needs of others
- Demonstrate empathy, professional self-confidence, fairness, persistence, problem-solving, and appropriate risk-taking on behalf of others

Collaboration

- Respond respectfully to individual perspectives and differences of others
- Engage in culturally responsive practices in interactions with learners, families, communities, and colleagues
- Share information and ideas with others
- Cooperate with university, school, and community personnel
- Collaborate to resolve differences and solve problems respectfully and reflectively

Ethics

- Demonstrate honesty, integrity, fairness, respect for others and confidentiality
- Comply with laws, policies, and procedures
- Accept responsibility for personal actions and behaviors
- Follow professional codes of ethics and the UNC Charlotte Code of Academic Integrity and Student Responsibility
- Disclose any unlawful activity upon application to and throughout the program
- Pass criminal background checks and drug screening, as required
- Create and maintain appropriate interpersonal relationships in all settings

Additional information on the Professional Dispositions Assessment Procedures, along with all the forms, is available from the main page of the College of Education website.

Code of Student Academic Integrity

Students have the responsibility to know and observe the requirements of the UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrication or falsification of information, multiple submission of work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to F. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

The following conduct is prohibited in the Code of Student Academic Integrity.

1. **Cheating** - intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.
2. **Fabrication and Falsification** - intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.
3. **Multiple Submission** - the submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.
4. **Plagiarism** - intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc. are common knowledge.
5. **Abuse of Academic Materials** - intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.
6. **Complicity in Academic Dishonesty** - intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

A full explanation of these definitions and a description of procedures may be found at <http://legal.uncc.edu/policies>.

Code of Ethics of the Education Profession

National Education Association

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals are the protection of freedom to learn and to teach, and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the National Education Association (NEA) and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

Principle I: Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly exclude any student from participation in any program; deny benefits to any student; grant any advantage to any student.

7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional services, unless disclosure serves a compelling professional purpose or is required by law.

Principle II: Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions which attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligations to the profession, the educator:

1. Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or to other relevant attributes.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service, unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

Code of Ethics for North Carolina Educators

Adopted by the North Carolina State Board of Education, 1997

Preamble

The purpose of this Code of Ethics is to define standards of professional conduct. The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model.

To uphold these commitments, the educator:

A. Commitment to the student

- Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
- 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.
- Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.
- Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.
- Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
- Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

B. Commitment to the school and school system

- Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.
- 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.
- Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.
- Participates actively in professional decision-making processes and supports the expression of professional opinions and judgments by colleagues in decision-making processes or due process proceedings.

When acting in an administrative capacity:

- Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
- Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
- Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
- Recommends persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

C. Commitment to the profession

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

Undergraduate Academic Programs in the College of Education

UNC Charlotte offers a wide array of undergraduate programs in the College of Education. Each program leads to initial licensure in the state of North Carolina after successful completion of program, testing, and licensure application requirements.

Click the Below Links for Access to Undergraduate Program Planning Sheets

- [Child and Family Development \(B-K\) \[B.A.\]](#)
 - [Planning Sheet](#)
 - [Planning Sheet for students transferring under the 2+2 agreement with an AAS in CHFD](#)
- [Child and Family Development \(B-K\) Minor](#)
 - [Planning Sheet](#)
- [Elementary Education \(K-6\) \[B.A.\]](#)
 - [Planning Sheet](#)
 - [Concentration Options](#) *Available for students admitted Summer 2014 or before. Students admitted after Summer 2014 must choose an academic minor.
- [Middle Grades Education \(6-9\) \[B.A.\]](#)
 - [Planning Sheet](#)
- [Secondary Education \(9-12\) Minor](#)
 - [Planning Sheet](#)
- [Special Education \(K-12\) \[B.A.\]](#)
 - [General Curriculum Planning Sheet](#)
 - [Adapted Curriculum Planning Sheet](#)
- [Dual License Program in Special Education and Elementary Education](#)
 - [Planning Sheet](#)
- [Minor in Foreign Languages \(K-12\)](#)
 - [Planning Sheet](#)
- [Minor in Teaching English as a Second Language](#)
 - [Planning Sheet](#)
- [Fine and Performing Arts \(K-12\)](#)
 - [Art Education planning sheet](#)
 - [Dance Education planning sheet](#)
 - [Music Education/Choral planning sheet](#)
 - [Music Education/Instrumental planning sheet](#)
 - [Theatre Education planning sheet](#)
- [Minor in Reading Education](#)
 - [Planning Sheet](#)
- [Minor in Urban Youth and Communities](#)

Requirements for Undergraduate Admission to Teacher Education

1. Pre-requisite coursework as follows:
 - Child and Family Development, Elementary Education, Middle Grades Education, Special Education, Special Education/Elementary Education: EDUC 1100/2100 and SPED 2100 with grades of C or better
 - Secondary Education (English, Math, Science, Social Studies): MDSK 2100 with grade of C or better
 - Foreign Language (French, German, Spanish): Either EDUC 1100/2100 and SPED 2100 with grades of C or better OR MDSK 2100 with grade of C or better
 - Art Education: ARTE 2100 with grade of B or better and SPED 2100 with grade of C or better
 - Dance Education: EDUC 1100/2100 and SPED 2100 with grades of C or better
 - Music Education: MUED 2100 and MUED 2200 with grades of C or better
 - Theatre Education: EDUC 1100/2100 OR MDSK 2100 with grade of C or better
2. Completion of 45 semester hours for all programs except Elementary Education, Special Education, and Special Education/Elementary Education, which require 30 hours.
3. 2.5 GPA at UNC Charlotte
4. Passing scores in Reading, Writing, and Math on the Praxis Core Pre-Professional Skills Test or approved SAT or ACT exemption scores (see below). Students needing to take the Praxis Core may sign up online and find more information about the test at: www.ets.org/praxis.

SAT Exemption Scores:

- A combined score of **1100** on the Reading and Math portions of the SAT will exempt a student from all Praxis I requirements.
- A combined score of less than 1100, but a score of at least **550** on the **SAT Reading** test will exempt a student from **Praxis I Reading and Praxis I Writing**.
- A combined score of less than 1100, but a score of at least **550** on the **SAT Math** test will exempt a student from **Praxis I Mathematics**.

ACT Exemption Scores:

- A Composite ACT score of **24** will exempt a student from all Praxis I requirements.
- An **English ACT** score of **24** will exempt a student from **Praxis I Reading and Praxis I Writing**.
- A **Math ACT** score of **24** will exempt a student from **Praxis I Mathematics**.

Praxis Study Tool:

- The College of Education provides access to Study Island, an online study tool for Praxis Core. Students can request a log in through the website (<http://tealr.uncc.edu/praxis-core>).

Applying to the Undergraduate Teacher Education Program

1. During the semester in which a student will complete the requirements for Admission to Teacher Education, the student must complete an application and return it to the TEALR Office.
2. The applicant must submit a Criminal Background Check through Certiphi. Students will be contacted at time of application with instructions for completing the background check.
3. The application must be accompanied by passing Praxis Core scores or approved SAT/ACT scores.
4. The application will be processed by the TEALR office and then sent to the student's major department and the student will be emailed notification of admission.

Once you are admitted:

- You will be assigned a faculty advisor in your specific major. This person will be your primary advising contact through graduation.
- You should meet with your advisor at least once per semester to ensure you are staying on course for graduation and completing all requirements for licensure.
- Contact TEALR if you have difficulty accessing your new advisor

Course Progression:

- Most teacher education courses will follow in sequence on the academic plan of study for your major.
- Related coursework outside teacher education courses, electives, and minor courses will often be filled in to create a full schedule every semester.
- The final year in the Elementary Education, Child and Family Development, and Special Education majors have little room to add related coursework

Graduate Certificate in Teaching Programs in the College of Education

UNC Charlotte offers a pathway to licensure for candidates who already have an undergraduate degree. Each program leads to initial licensure in the state of North Carolina after successful completion of program, testing, and licensure application requirements.

The Graduate Certificate in Teaching leads to the initial teaching license, called the Standard Professional I license. The Graduate Certificate requires a full semester internship or full time teaching as a Lateral Entry Teacher. These courses can be applied to the Master of Arts in Teaching.

The Master of Arts in Teaching completes the Master's level coursework started in the Graduate Certificate. Full time placement in the classroom is beneficial to complete this phase of the program.

Click the Below Links for Access to Graduate Certificate Planning Sheets

Graduate Certificate in Teaching with the following choices of licensure areas:

- [Child and Family Development: Birth to Kindergarten Education \(B-K\)](#)
- [Elementary Education \(K – 6\)](#)

Middle Grades Education (6–9)

- [English](#)
- [Social Studies](#)
- [Mathematics](#)
- [Science](#)

Secondary Education (9–12)

- [Comprehensive Science](#)
- [Comprehensive Social Studies](#)
- [English](#)

- [Mathematics](#)

Special Education (K–12)

- [General Curriculum](#)
- [Adapted Curriculum](#)

Foreign Languages (K–12)

- [French](#)
- [Spanish](#)
- [German](#)

Fine and Performing Arts (K–12)

- [Art](#)

Teaching English as a Second Language

- [Teaching English as a Second Language \(K-12\)](#)

Requirements for Admissions into the Graduate Certificate in Teaching

The Graduate Certificate in Teaching leads to the Standard Professional I license. It is a recognized graduate program at UNC Charlotte. Candidates enrolled in this program may apply to the M.A.T. at a later date; if they are accepted, all graduate courses taken for the Graduate Certificate will apply to the M.A.T as long as the M.A.T. is completed within a six year window from the time you begin your first course.

Criteria for admission:

1. Complete online application (<http://graduateschool.uncc.edu>)
2. A four-year undergraduate degree from a regionally accredited institution
3. Three online recommendations
4. A satisfactory statement of purpose
5. Completion of relevant degree or background courses as prescribed on the planning sheet (**for all middle grades, secondary, and foreign language programs**)
6. An overall GPA of...
 - a. at least 2.75 OR
 - b. at least 2.5 with very strong recommendations OR
 - c. at least 3.0 via the "GPA forgiveness route" plus a passing Praxis I test score.

The "GPA forgiveness route" includes two components: A total passing score of at least 522 on the Praxis Core exam and a GPA of 3.0 or better in one of the following:

- i. your major OR
- ii. your senior year OR
- iii. 15 credit hours taken after graduation and in the last five years, OR
- iv. 6 credit hours in authorized introductory courses in your intended graduate program.

IMPORTANT: Contact the Graduate Certificate Advisor in the Office of Teacher Education Advising and Licensure (TEALR) (704-687-8725) or the Teacher Recruiter/Advisor (704-687-7353) for assistance with the

*GPA forgiveness route **before applying to the Graduate Certificate in Teaching.***

GPA Forgiveness Post-Baccalaureate student

If you are interested in entering the Graduate Certificate in Teaching but your GPA is below the required minimum of 2.5 with favorable recommendations, you will need to enter the University as a post-baccalaureate student. Please note: There is no financial aid available for post-baccalaureate students.

Criteria for admission:

1. Completed online application: (<https://graduateschool.uncc.edu>)
Be sure to complete the fields as below:
 - College or School = “Undesignated”
 - Desired Degree = “Undesignated”
 - Desired Major = “Post-Baccalaureate: Non-Degree Program”
2. Once you are admitted, you should contact the TEALR office (704-687-8725) to get authorized to register for courses.

In order to be admissible to the Graduate Certificate in Teaching program, you must complete 6 hours of coursework in the program with a 3.0 or better and pass Praxis Core (www.ets.org/praxis/index.html). During the semester you are completing your six hours and Praxis Core, you will need to apply to the Graduate Certificate in Teaching.

RALC Candidates

If you are seeking licensure through the Regional Alternative Licensing Center (RALC) and are not interested in the M.A.T. or the Graduate Certificate in Teaching, you need to enter the university simply as a post-baccalaureate student. Be sure to fax your RALC plan to the Graduate School so that you will be admitted as a RALC student.

Criteria for admission:

1. Completed online application: (<https://graduateschool.uncc.edu>)
Be sure to complete the fields as below:
 - College or School = “College of Education”
 - Desired Degree = “Undesignated”
 - Desired Major = “Regional Alternative Licensure Center”
2. Fax a copy of your RALC plan to the Graduate School (704-687-3279).
3. Once you are admitted, you should contact the departments hosting the course you need to get authorized to register.
4. If you have questions, please contact the Teacher Recruiter/Advisor (704-687-7353) for assistance.

Program Progression (for all candidates)

Advising assistance before you begin:

- Advisors are available by email, phone, and appointment to answer many of your questions: please call (704-687-7353) or complete a [contact form online](#).
- Advisors are available Monday – Friday (7am – 6pm). Please email treruitment@uncc.edu to set up an appointment.
- **Graduate Candidates Only:** The Graduate School also holds regular orientation sessions for prospective and admitted students: <http://www.uncc.edu/gradmiss/prospect.html>

Once you are admitted:

- You will be assigned an academic advisor once you are admitted to the College of Education. Your letter of acceptance will give you a faculty contact that will either serve as your advisor or assign your advisor. This will be emailed to you upon admission.
- At least once a semester, you should contact your advisor by email, telephone, or appointment to make sure you are on track.
- If you don't know who your advisor is, contact the department of your licensure program.

Teacher Education courses:

- Most teacher education courses have targeted assessment products that are part of the licensure portfolio required for licensure recommendation from the College of Education.
- Most teacher education courses require approximately 20-30 hours of clinical activities in classrooms.
- **Graduate Candidates Only:** Progression into Phase II of the M.A.T. requires admission to the M.A.T. through an additional admissions process through the Graduate School.

Classroom-based placement requirements:

- All candidates who are not already teachers (usually undergraduates and some graduates) must have daytime flexibility in order to schedule approximately 20-30 classroom contact hours per semester per 3-hour course. The times of classroom visitation and activities must align with course requirements; for example, activities for an elementary literacy methods course must be scheduled during literacy instruction.
- Graduate candidates who are fully employed as lateral entry teachers or teacher assistants may use their own classrooms for many course assignments as long as they are teaching in the field and at the level of desired licensure. Lateral entry teachers will be required to complete some clinical assignments in other classrooms or schools in order to prepare them to work with the diversity of students across grade level ranges and ability levels, as well as across a range of cultural, ethnic/racial, linguistic, economic, and regional differences. School systems and specific schools vary in their policies about permitting a teacher's assistant to fulfill student teaching internship responsibilities while still employed as a teacher's assistant. District policy must be followed in these instances.

Content courses (for middle and secondary candidates):

Undergraduate Candidates:

- Undergraduate candidates seeking middle or secondary licensure in a specific content area (Math, English/Language Arts, Science, Social Studies) take content courses designated by the program. These courses are usually offered in another college (Arts + Architecture or College of Liberal Arts and Sciences).
- Undergraduate middle grades candidates seek a major in Middle Grades Education; secondary candidates major in their content area and seek a minor in Secondary Education from the College of Education.
- Secondary education candidates have two advisors: one in their academic content area and one in the College of Education.

Graduate Candidates:

- Background requirements for the Standard Professional I license (middle and secondary) must be completed prior to admission to the Graduate Certificate in Teaching program. These may come from your previous undergraduate work or post-bac work.
- Content background courses may be available online or face-to-face at community colleges or other institutions across the state (<http://online.northcarolina.edu/>). Check with your advisor about the applicability of courses you may find elsewhere.

Licensure portfolio:

The state of North Carolina requires that all candidates for the Standard Professional I teaching license complete an electronic licensure portfolio to demonstrate a variety of competencies. Completion of the online electronic portfolio is a condition of licensure.

- The College of Education has designed an electronic portfolio for the collection of these artifacts. Candidate work products are created and assessed using the TaskStream

assessment system. More information about TaskStream will be made available as candidates move through the designated program.

- All means of demonstrating competencies are grounded in coursework, professional practice, and the student teaching / internship requirements.
- Candidates will complete these requirements as part of their required coursework throughout the program.

Student teaching/internship – for all candidates:

- The last course in each candidate's initial licensure program is the student teaching (undergraduate) semester or internship (graduate) semester. It is a **supervised, full-time, semester-long experience** with increasing responsibility in a classroom. Candidates are expected to report to the assigned school site all day, every day for the entire semester. Detailed expectations regarding student teaching / internship are provided at the required orientation in the beginning of the student teaching / internship semester. Student teaching / internship oversight is through the Office of Field Experiences.
- **Applications submitted on-time receive highest priority.** *Late applicants may not be accepted, may not receive a placement in the requested desired geographic area, or may not be approved in time for candidates to begin the semester in a timely fashion, putting success in the student teaching internship at risk.* Please make every effort to submit the internship application to OFE on time.

Student Teaching: Undergraduate Candidates (except B-K and the Fine Arts):

- All undergraduate candidates (except B-K and the Fine Arts) complete a two-semester experience also called the Yearlong Internship (YLI). During the first semester, candidates visit their classrooms one day per week completing small teaching tasks as designated. During the second semester, candidates complete full-time student teaching in the same setting.
- Candidates for the YLI (all areas except B-K and the Fine Arts) must apply to the Office of Field Experiences for student teaching **two semesters prior** to the full time student teaching semester (usually in early February or early September). Applications for the student teaching internship are available on the [Office of Field Experiences Website](#).
- Undergraduate candidates completing a single semester experience (B-K and the Fine Arts) must apply to the Office of Field Experiences for student teaching **the semester prior** to the full time student teaching semester (when candidates are finishing their coursework). Applications for the student teaching internship are available on the [Office of Field Experiences Website](#).
- **ALL Candidates must make an appointment in OFE to submit their application and meet with a faculty member from OFE. Call 704-687-8802 to schedule an appointment.**

Criteria to be admitted to student teaching (undergraduate):

1. Completion of all other course work (except for MDSK 4150 for middle, secondary and some K-12 candidates)
2. An overall GPA of 2.50 or higher in the student's total program of study
3. Grades of C or higher in all professional education courses, and a GPA of 2.75 or higher in those courses
4. Grades of C or higher in all courses in the student's area of teaching specialization, and a GPA of 2.75 or higher in those courses
5. Prior admission to a teacher education program
6. Senior Status
7. Completion of at least three diverse experiences prior to student teaching (student teaching may count as the third experience)

Student Teaching Internship: Graduate Candidates

- All graduate candidates complete a single semester full time internship experience. Candidates must apply to the Office of Field Experiences for the internship **the semester prior** to the full time student teaching internship semester. Applications for the student teaching internship are available on the [Office of Field Experiences Website](#).
- **ALL Candidates must make an appointment in OFE to submit their application and meet with a faculty member from OFE. Call 704-687-8802 to schedule an appointment.** *Lateral entry candidates may mail their information to OFE, but phone contact to an OFE faculty supervisor is recommended.*
- If you are a public school lateral entry teacher, the student teaching internship will most likely take place in your regular classroom. However, you must be teaching in your desired field of licensure.
- If you are not teaching, you will be placed in a public school classroom with a cooperating teacher who is fully licensed in your field.
- If you are a private school teacher, the student teaching internship may be able to take place in your regular classroom; however, such placement is heavily regulated by the NC Department of Public Instruction requirements. Please check with the Office of Field Experiences (704-687-8802) well in advance of this semester to avoid potential problems.

Criteria to begin the internship course (graduate):

1. Formal admission to the Graduate Certificate in Teaching
2. Completion of all professional education coursework with a GPA of 3.0 or higher and no more than two grades of C
3. Completion of all background coursework requirements in the teaching content area with a GPA of 2.50 or better and no grades lower than C
4. Documentation of field experiences in at least two diverse settings prior to graduate student teaching. You must have documentation of three diverse settings in order to obtain licensure (the internship may count as the third diverse field placement).

Graduation/Completing your program:

- All candidates (including Graduate Certificate in Teaching candidates) must apply for graduation (whether you plan to attend the end of semester ceremonies or not).
- There are strict dates for application; please complete this in a timely fashion.
- Graduate Candidates Only: All Graduate Certificate in Teaching candidates must complete the Candidacy Form and Application for Graduation for the appropriate semester. The Graduate School has strict deadlines for submitting materials for Graduate Certificate graduation clearance which are your responsibility!
 - [Candidacy form](#) - very early in your final semester
 - Application for graduation (must be completed through [Banner](#)) - very early in your final semester
- The University Bookstore is in charge of caps and gowns.

Applying for Standard Professional I licensure (at the end of the student teaching / internship semester):

- Your advisor and the supervisor of your student teaching internship will help you with the licensure application process.
- The TEALR office (119 COED) processes applications for the Standard Professional I license.
- In times of high volume, it may take the TEALR Office 3-4 weeks to send your licensure application to DPI. It may take DPI 8-12 weeks to send the licensure to you.
- The [licensure application](#) is available online.
- If you have questions, contact the TEALR Office for help: 704-687-8725.

Advanced and Add-On Licensure programs

UNC Charlotte's College of Education offers many programs for advanced licensure or add-ons to initial licensure. These programs require candidates to have a current Standard Professional I teaching license to apply.

“Add-on” initial licensure

- [Academically or intellectually gifted](#) (K-12)
- [Elementary Mathematics](#) (K-6)

Advanced licensure

- [Curriculum & supervision](#) (add-on to existing license) (K-12)
- [Instructional Systems Technology](#) (add-on to existing license) (K-12)
- [School administration](#) (add-on to existing license) (K-12)
- [School counseling](#) (Builds on existing masters degree in counseling) (K-12)

Masters degree programs

Master of Arts (M.A):

- [Counseling – community](#)
- [Counseling – school \(K-12 advanced licensure\)](#)
- [English Education](#) – (9-12 advanced licensure) – collaborative program with Department of English
- [Mathematics Education](#) (9-12 advanced licensure) – collaborative program with Department of Mathematics

Master of Arts in Teaching (M.A.T.): (second phase of the Graduate Certificate in Teaching)

- Elementary education (K-6)
- Foreign language education: French, German, or Spanish (K-12)
- Middle grades education: English/ language arts, mathematics, science, or social studies (Grades 6-9)
- Secondary education: English, mathematics, comprehensive social studies, or comprehensive science (Grades 9-12)
- Special education: general curriculum or adapted curriculum (K-12)
- Teaching English as a second language (K-12)

Master of Education (M.Ed.) (advanced licensure):

- [Child & family studies](#) (offers options for advanced B-K licensure only or for a combination of initial and advanced B-K licensure)
- [Curriculum & supervision](#) (K-12) – *this program is currently inactive*
- [Elementary education](#) (K-6)
- Instructional systems technology (K-12)
- Middle/ secondary education
 - [Middle grades: English/language arts, mathematics, science or social studies](#)
 - [Secondary education: history, comprehensive social studies, comprehensive science, biology, chemistry, earth science, or physics](#)
- [Reading education \(K-12\)](#)
- [Special education \(K-12\)](#)
 - Academically gifted
 - Adapted curriculum
 - General curriculum
- [Teaching English as a second language \(K-12\)](#)

Master of School Administration (M.S.A) (K-12 advanced licensure)

Field Experiences and Clinical Placements for Advanced Programs

In some advanced programs, such as the advanced teacher licensure or Instructional Systems Technology programs, candidates may be employed as teachers or other professionals. In most instances, advanced licensure candidates, particularly those currently employed as classroom teachers, may complete some field-based assignments in their own classrooms or other job-assigned settings. However, many programs include coursework that requires advanced licensure

candidates to complete field experiences outside of their own classrooms, in order to further and deepen the candidate's experiences and understanding of diverse issues or to extend knowledge into a new area of focus. It is understood that advanced licensure candidates seek to push themselves beyond the "comfort zone" of their own classroom to broaden their experiences and expand their understanding of teaching and learning. For example, candidates in the Middle and Secondary M.Ed. program complete the Teacher Leadership Project, which asks candidates to show leadership skills and potential via a community outreach project or school-wide professional development activity initiated by the candidate. These kinds of clinical assignments push advanced licensure candidates to move beyond their own classrooms and effectively extend themselves into their larger school community, to demonstrate an in-depth understanding of the knowledge, skills, and dispositions appropriate to the advanced degree. Candidate knowledge is often extended to include practices for mentoring colleagues and applying understanding of advanced content with P-12 students. Advanced candidates frequently work with school partners to develop action research projects that may benefit the school community, providing authenticity and real-world application to these field experiences. For candidates in the Educational Leadership program, field experiences are part of each course and include opportunities for synthesis of knowledge and skills. The culminating yearlong internship serves as the capstone project for these candidates. Each principal-intern is expected to serve as a full-time member of a school building level administrative team to engage in leadership activities required of all administrators.

Candidates should understand in advance that some field-based assignments may require them to complete assignments or tasks beyond their own classrooms. Any expense incurred as a result of this requirement

Doctoral Degree Programs

The College of Education at UNC Charlotte offers a variety of Doctoral degrees designed to support candidates in advancing their knowledge about the broader scope of education.

Doctor of Education (Ed.D.)

- [Educational Leadership](#)
 - Licensure track (Superintendency/ curriculum & supervision)
 - Community track

Doctor of Philosophy (Ph.D.)

- [Counseling](#)
- [Curriculum & instruction](#)
 - Urban Education
 - Elementary Education
 - Literacy Education
 - Mathematics Education
- [Special Education](#)

Employment

Lateral Entry teaching:

Seeking a position as a lateral entry teacher means you have at least a bachelor's degree and are interested in starting teaching right away while you work on your licensure requirements. You must meet the state's minimal requirements to become a [Lateral Entry Teacher](#).

Employment opportunities in nearby public school systems:

The University of North Carolina at Charlotte serves 12 public school districts in the surrounding area.

[Anson County Schools](#)
[Cabarrus County Schools](#)
[Charlotte-Mecklenburg](#)
[Cleveland County Schools](#)
[Gaston County Schools](#)
[Kannapolis City Schools](#)
[Iredell-Statesville Schools](#)
[Lincoln County Schools](#)
[Mooresville City Schools](#)
[Rowan-Salisbury Schools](#)
[Stanly County Schools](#)
[Union County Schools](#)

Employment opportunities in nearby private schools:

There are many fine private schools in the area, with websites below:

[NC Association of Independent Schools](#)
[NC Division of Non-Public Education](#)
[Diocese of Charlotte Catholic Schools](#)

Private schools in the Charlotte area (a few examples):

[Providence Day](#)
[Charlotte Country Day](#)
[Charlotte Latin](#)

[Charlotte Christian](#)
[Gaston Day](#)
[Cannon School](#) (Concord)
[Northside Christian Academy](#)
[Countryside Montessori](#)

Employment opportunities throughout North Carolina:

Searchable, district-by-district: <http://www.ncpublicschools.org/jobs/>

Student Resources

Office of Teacher Education Advising, Licensure, & Recruitment

(www.education.uncc.edu/TEALR)

The Office of Teacher Education Advising, Licensure, & Recruitment (TEALR) is the primary point of contact for undergraduates until they are formally admitted into the teacher education program. It is also the office that processes their application for licensure at the conclusion of the program.

All candidates seeking licensure (both entering freshmen and transfers) are considered “pre-education” candidates until they meet certain admission requirements to the teacher education program (See “Requirements for Admission to Teacher Education” in this section). These students are advised by full time advisors in the TEALR Office. Once candidates have completed the requirements for admission to the teacher education program, they are assigned an advisor in their specific academic department and begin taking courses in the academic major.

Undergraduate advisors meet with students primarily by appointment. Students can make appointments through the Niner Advisor system, by contacting their advisor directly, or by calling the TEALR Office at 704-687-8725.

The TEALR Office assists candidates with processing of licensure applications and questions. Initial licensure candidates will turn their licensure paperwork into their University Supervisor at the end of the student teaching or internship semester. This paperwork is matched with official transcripts and sent to NCDPI for final processing. Licenses are typically issued 2-3 months after graduation.

Office of Field Experiences (<http://www.education.uncc.edu/ofe>)

One of the hallmarks of UNC Charlotte’s initial teacher licensure programs is the extensive and varied contacts candidates in the program have with the public schools. The Office of Field Experiences (OFE) is the link between initial teacher licensure candidates and the public schools. OFE identifies teachers and finds placements for candidates’ classroom observations, early

clinical experiences, tutoring, internships, and student teaching. OFE also maintains a record of all experiences in the schools for each undergraduate candidate.

Undergraduate candidates apply for the yearlong internship (YLI) at the end of their junior year. During the first semester of the senior year, candidates are in a public school on a part-time basis while taking courses at the University. During the second semester of the senior year, candidates are full-time student teachers in the same school. The Office of Field Experiences will arrange each candidate's placement for the yearlong internship. Graduate Certificate candidates apply for their internship semester during their final semester of coursework and spend the full final semester in a public school classroom with a master teacher.

University Career Center (<http://www.career.uncc.edu/>)

This office hosts an annual education job fair at UNC Charlotte that attracts school systems locally, statewide and nationally. In addition, the center offers workshops and coaching sessions on resume writing and interview skills. The center is located in room 150 of the university's Atkins Building and may be reached at 704-687-2231.

North Carolina Department of Public Instruction (www.dpi.state.nc.us)

Once you have been licensed by the State of North Carolina, you may have questions about credits for licensure renewal or other professional development questions that are best answered by the North Carolina Department of Public Instruction in Raleigh. You may speak to a DPI licensure specialist by calling 1-800-577-7994.

Campus Support Services

Service & Website	Description & Location
Auxiliary Services http://www.auxiliary.uncc.edu/Default.htm	49er Card, Meal Plans, & Insurance <i>Auxiliary Services behind McEniry</i>
Student Health Center http://www.studenthealth.uncc.edu/index.htm	General medical services, immunizations, travel clinic, physical therapy, radiology, pharmacy, etc. <i>Corner of Mary Alexander and Cameron Blvd.</i>
Center for Leadership Development http://leadership.uncc.edu/	Various leadership organizations & opportunities <i>Student Union 280</i>
Copy Center http://www.auxiliary.uncc.edu/Reprographics/Copy%20center.htm	Various copy services (color copies, binding, laminating, special paper, transparencies, faxes, etc.) <i>2nd floor of J. Murray Atkins Library</i>
Counseling Services http://www.counselingcenter.uncc.edu/	Personal counseling, groups, career & life planning, workshops, etc. <i>Atkins 158</i>
Dean of Students http://www.dso.uncc.edu/	Judicial programs, new student programs, Greek life, Student Government Association, Volunteer Services, etc. <i>King 217</i>
Disability Services http://www.ds.uncc.edu/	Special accommodations, accessibility, note taking, etc. <i>Fretwell 230</i>
Intramural and Recreational Services http://www.recservices.uncc.edu/	Intramurals, club sports, recreational facilities, & aquatics <i>Belk Gymnasium</i>
Mail Services Center http://www.auxiliary.uncc.edu/MAILServices/MailServices.html	Includes U.S. Post Office <i>Lower level of Prospector & Bookstore</i>
Multicultural Academic Services http://www.aims.uncc.edu/	Academic advising for minority freshmen & sophomores

Service & Website	Description & Location
	<i>Colvard 2400</i>
Multicultural Resource Center http://mrc.uncc.edu/	Multicultural resources, programs, workshops, etc. <i>Student Union 210</i>
Office of Education Abroad http://www.uncc.edu/edabroad/	Studying, traveling, interning, & volunteering abroad <i>CHHS 256</i>
Office of Student Activities http://studentactivities.uncc.edu/	Student organizations, special programs, etc. <i>Student Union</i>
Parking Services http://www.uncc.edu/parking/	Parking permit & citation info. <i>Auxiliary Services behind McEniry</i>
Registrar's Office: Records and Registration Services http://www.registrar.uncc.edu/students/index.htm	49er Express, course info. & catalog, schedule of classes, etc. <i>King 141</i>
UNC Charlotte Bookstore http://uncc.bkstore.com/	Textbooks, UNC Charlotte clothing & other items, school supplies, cards, gifts, & books across various disciplines <i>Student Union</i>
University Center for Academic Excellence http://www.ucae.uncc.edu/	Tutoring & supplemental instruction, learning lab, workshops, etc. <i>Colvard 2300</i>
Writing Resources Center http://www.uncc.edu/writing/wrc.html	Tutorials, presentations, research assistance, peer revision, etc. <i>Cameron 125</i>

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General

Can I meet with someone?

Yes. You may set up a time to meet with an advisor Monday – Friday from 7-6 through NinerAdvisor (current students), contacting your advisor, or contacting the TEALR Office (teal@uncc.edu or 704-687-8725).

Should I do a 2nd undergraduate degree?

If you already have an undergraduate degree and would like to add a teaching license, the best option will be the Graduate Certificate in Teachings because a second undergraduate degree would require many more courses. Occasionally people choose to complete a 2nd undergraduate degree if they must take daytime classes.

Do I have to have a relevant degree to join the Graduate Certificate in Teaching program?

You need a four year undergraduate degree from an accredited institution, but you do not need to have a relevant degree in your area of interest in order to join the program.

What's the difference between the Graduate Certificate in Teaching / M.A.T. and a traditional M.Ed. or M.A.?

- The traditional M.Ed. and M.A. programs are designed for fully licensed, experienced teachers pursuing additional professional development in the same field or fields for which any Standard Professional I license and teaching experience provides adequate background. (e.g., ELED to ELED, MDLG to MDLG, or ELED to READ)
- The M.A.T. is designed for three kinds of adults: (1) those who wish to change professions and enter teaching, (2) those who are already lateral entry teachers and need to earn the Standard Professional I teaching license, and (3) those who wish to change teaching fields (for example, from high school biology to elementary education).
- Both kinds of master's programs lead to the advanced "M" license and the 10% pay raise with some systems as long as you are teaching in the field of your master's degree.

How long will it take?

The length of time for completion varies with the number of courses needed for each program, the number of courses a student takes each semester, and the schedule of offerings. Please work closely with your advisor to plan out your schedule of courses.

Is there a time limit to the program?

There is no time limit for students working on their Bachelor's degree. Student do want to be aware of the number of hours they have accumulated due to the possible tuition surcharge (<http://registrar.uncc.edu/common-requested-information/tuition-surcharge>). The Graduate Certificate in Teaching must be completed within four years and the M.A.T. must be completed in six years starting with the first course in the Graduate Certificate. These frames begin when you take your first graduate course.

What can I get an initial license in?

UNC Charlotte offers a variety of licensure areas including:

Child and Family Studies (Birth to Kindergarten)

Elementary Education (K-6)

Middle Grades (6-9): Math, Science, Social Studies and English

Secondary Education (9-12): Math, Comprehensive Science, Comprehensive Social Studies and English

Special Education (K-12): General and Adapted Curriculum

Foreign Language (K-12): French, Germany, and Spanish

Teaching English as a Second Language (K-12)

Fine and Performing Arts (K-12): Art, Dance, Music, and Theater

How do I qualify for NC Residency?

Residency is determined in the [Office of Residency Determination](#).

When do I need to submit a special request and where do I find the forms?

- Academic Petition: Undergraduates submit request through Banner Self-Service
- [Special Request form](#): To add a course after a deadline or to withdraw from a course after a deadline
- [Suspension Appeal form](#): To request reinstatement after receiving a grade of U or a third C in a graduate class
- Grade appeal process: <http://www.legal.uncc.edu/policies/GradeAppeal.html>
- [Tuition appeal process and forms](#): To request a refund or clearance of a tuition bill still pending
- Sexual harassment charges: <http://www.legal.uncc.edu/policies/ps-61.html>
- Other grievances: <http://www.legal.uncc.edu/policies/ps-75.html>

Admissions

What are the admission standards?

For undergraduate admission into the College of Education:

1. C or better in introductory classes (EDUC 2100/SPED 2100, MDSK 2100, or other required by major)
2. Passing scores on PRAXIS I or SAT/ACT scores high enough to exempt

3. Approved criminal background check
4. 45 credit hours (30 for Elementary, Special Education, or the Dual program)
5. 2.5 cumulative GPA
6. [Complete application](#)

For the Graduate Certificate, the admissions standards are listed below:

1. Complete online application
(<https://www.uncc.edu/gradmiss/Secure/OnlineApp/OnlineApp.asp>)
2. A four-year undergraduate degree from a regionally accredited institution
3. Three online recommendations
4. A satisfactory statement of purpose
5. Approved criminal background check
6. An overall GPA of...
 - a. at least 2.75 *OR*
 - b. at least 2.5 with very strong recommendations *OR*
 - c. at least 3.0 via the "GPA forgiveness route" plus a passing PRAXIS test score. The GPA forgiveness route includes two components: A total passing score of at least 468 on the Praxis Core exams and a GPA of 3.0 or better in one of the following:
 - a. your major *OR*
 - b. your senior year *OR*
 - c. 15 credit hours taken after graduation and in the last five years, *OR*
 - d. 6 credit hours in authorized introductory courses in your intended graduate program.

IMPORTANT: Contact the Graduate Certificate Advisor in the Office of Teacher Education Advising and Licensure (TEAL) (704-687-8725) or the Teacher Recruiter/Advisor (704-687-7353) for assistance with the GPA forgiveness route before applying to the Graduate Certificate in Teaching.

Do I need Praxis I / Praxis II before beginning the program?

Undergraduate students must have either PRAXIS Core or except scores (SAT/ACT).

For Graduate Certificate students: if your cumulative undergraduate GPA is above the required 2.5 (with favorable recommendations), you are exempt from taking Praxis Core. If you are following the GPA forgiveness route, you will need to take Praxis Core. The North Carolina Foundations of General Curriculum with the math subtest and Foundations of Reading are required for licensure in Elementary Education and Praxis II is required for Special Education. Praxis II is required for all other areas of licensure except Birth-Kindergarten, Dance, and Theater.

How do I know if I am accepted?

Undergraduates will be notified by the TEALR Office once their admission has been processed.

For Graduate Certificate students, once all application materials are received, the Graduate School will change the status of your application from "incomplete" to "referred." The application is then sent to the academic departments in the College of Education to review. Review of the completed applications to the Graduate Certificate generally takes 2-3 weeks,

depending on the volume of applications. At that time you will be notified via email if you have been accepted. Your acceptance letter will list your academic advisor at the bottom. Please contact your advisor regarding your classes and any other questions you may have.

As a Graduate Certificate student, can I defer my admission?

If you apply for first or second summer sessions, you can defer your application until the fall. If you apply in the fall or spring and need to change your start date to a later time you will need to reapply.

Course Information

What classes will I need to take?

To see a list of classes for your specific program please refer to your planning sheet on the web (www.pathwaytoteaching.com or www.49erteach.com). Each area is hyperlinked to its planning sheet. Please note some licensure areas have multiple pages of coursework required for licensure.

What does the term “background requirements” mean?

Graduate Certificate candidates seeking licensure in any area except Birth-Kindergarten Education, Elementary Education, or Special Education must demonstrate sufficient background knowledge and competency in their subject area. Candidates will typically satisfy any deficiencies in background requirements through undergraduate coursework either at UNC Charlotte or community college.

When are classes offered?

Undergraduate courses are typically taken during the day with some evening courses. No undergraduate programs can be completed only at night. Graduate Certificate programs offer evening classes to meet the needs of working adults. Some programs (Middle Grades, Secondary, and Special Education) offer their program in the evenings as well as online. You can view the current class offerings [online](#).

When do classes start?

Please see the [academic calendar](#) for all relevant dates: first day of class, drop/add day, holiday, etc.

Do I have to complete an internship?

The last course in all initial licensure programs is a student teaching internship. It is a supervised, full-time, semester-long experience with increasing responsibility in a classroom of your licensure field. Undergraduates complete a year-long internship. If you are a lateral entry teacher, you will probably complete this internship in your own classroom. If you are a full time teacher assistant, you may be able to complete your internship in your current position. Be sure to contact the Office of Field Experiences (704-687-8802) to confirm.

How much is tuition?

Tuition is subject to change. Please see the rate breakdowns at: <http://studentaccounts.uncc.edu/TuitionAndFees.html>.

Who can help me pay for my course work?

Financial aid is available through federal loans (www.fafsa.ed.gov). The Graduate School lists multiple opportunities for students to fund their education [online](#). The [College of Education](#) also lists funding opportunities specific to education majors.

Lateral Entry Teaching

What is Lateral Entry Teaching?

Lateral Entry Teaching is a program through the state in which an individual is able to teach before having their license. Candidates must have completed an undergraduate degree from an accredited institution. For more information on this process please see the following website: <http://www.dpi.state.nc.us/licensure/lateral/>

Do I qualify as a Lateral Entry Teacher?

We do not determine qualification for lateral entry. Please see the following website for more information: <http://www.dpi.state.nc.us/licensure/lateral/>

How can I take classes if I am going through RALC?

If you are seeking licensure through the Regional Alternative Licensing Center (RALC) and are not interested in the Graduate Certificate in Teaching, you need to enter the university simply as a post-baccalaureate student. Be sure to fax your RALC plan to the Graduate School (704-687-3279) so that you will be admitted as a RALC student and become eligible for some financial aid.

Criteria for admission:

1. Completed online application:
(<https://www.uncc.edu/gradmiss/Secure/OnlineApp/OnlineApp.asp>)
Be sure to complete the fields as below:
College or School = "College of Education"
Desired Degree = "Undesignated"
Desired Major = "Regional Alternative Licensure Center"
2. Fax a copy of your RALC plan to the Graduate School (704-687-3279)
3. Once you are admitted, you should contact the departments hosting the course you need to get authorized to register
4. If you have questions, please contact the Teacher Recruiter/Advisor (704-687-7353) for assistance