

A - New Course Proposal V. 7.2022 : Entry # 3001**DEAN Decision**

Approved

Date

23/09/18

Is this course intracollegiate or intercollegiate?

Intracollegiate

SCHOOL EPC Decision

Approved

Date

11/30/2023

Begin Form**Today's Date**

09/16/2023

Your Name:

Leslie Cavendish

Your Email:lcavendi@highpoint.edu**Are you a Department Chair?**

Yes

By checking below, I certify that my department chair has seen and approved the new course that I am proposing.

Yes

Please select the appropriate school overseeing this proposal:

Education

Which semester is this course to be taught for the first time?

Spring 2025

Information for the Registrar**Choose the department designator from the list below.**

EDU

A - New Course Proposal V. 7.2022 : Entry # 3001**Proposed Course Number?**

4255

Is this course cross listed?

No

Does this course replace a current course?

Yes

Is the course number being reused?

No

What is the title of the new course?

Student Teaching Continuation

Write the catalog description of your proposed course:

Candidates will continue to complete their full time 16-week student teaching internship, focusing on research-based and developmentally appropriate pedagogies. Candidates will organize, plan, and set goals that meet the needs of all learners while under supervision of a cooperating teacher and university supervisor in the area of intended licensure. Leadership and collaboration within the classroom and school will be emphasized as teacher candidates formulate their own goals for professional growth and development. Prerequisite: Admission to the Educator Preparation Program and a passing grade in EDU 4155: Introduction to Student Teaching; Internship Fee: \$100.00. This course is offered to seniors in the spring and is graded Pass/Fail. Six credits

How many credit hours will this course be?

6

How will the course be graded?

Pass/Fail

Please select the course repeat option for this course:

Not repeatable for credit

What is the offering cycle for this course?

Spring semester

Does your course have any prerequisites?

Yes

Please list all prerequisites this course requires:

EDU 4155
Admission to Educator Preparation program.

Is this new course being proposed because of a new or revised major or minor proposal?

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No.

Any other comments for the Registrar at this time?

EDU 4255 Student Teaching Continuation (6 credits) will replace both EDU 4250 (Student Teaching Continuation) and EDU 4260 (Student Teaching Continuation) in the bulletin and in MGE major requirement.

Gen Ed and Academic Programs**Is this course part of Gen Ed?**

- No

Does this course count towards a major or a minor?

No, it does not count toward any particular major or minor

Is this course part of an academic program?

- This course does not fulfill academic program requirements

Does this course include any community engagement?

Yes

Does this course participate in the GoGlobal Program?

No

Information for Curriculum Review**Rationale and evidence for new course's consistency with departmental mission:**

EDU 4255 Student Teaching Continuation is being proposed as a new course in order to combine the two courses that are currently offered EDU 4250 Student Teaching Continuation for Middle Grades Education and EDU 4260 Student Teaching Continuation for Secondary Education. The new course will serve both Middle Grades and Secondary students into the same Student Teaching Continuation course. This is part of our departments mission to streamline and accurately reflect our coursework that is required for earning teaching licensure but is not part of the requirements for a major or any General Education coursework.

List all student learning outcomes for this course.

All student learning outcomes are from NCEES (North Carolina Educator Evaluation System) which is required for teacher candidates that are seeking to earn a teaching license. A full description of each learning outcome can be found on the syllabus and a complete rubric of NCEES for preservice teachers is available upon request (if I am not able to attache to APIRC system)

- 1a. Teachers lead in their classrooms.
- 1b. Teachers demonstrate leadership in the school.
- 1c. Teachers lead the teaching profession.
- 1d. Teachers advocate for schools and students.
- 1e. Teachers demonstrate high ethical standards.
- 2a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- 2b. Teachers embrace diversity in the school community and in the world.
- 2c. Teachers treat students as individuals.

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- 2d. Teachers adapt their teaching for the benefit of students with special needs.
- 2e. Teachers work collaboratively with the families and significant adults in the lives of their students.
- 3a. Teachers align their instruction with the North Carolina Standard Course of Study
- 3b. Teachers know the content appropriate to their teaching specialty.
- 3c. Teachers recognize the interconnectedness of content areas/disciplines.
- 3d. Teachers make instruction relevant to students.
- 4a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
- 4b. Teachers plan instruction appropriate for their students.
- 4c. Teachers use a variety of instructional methods.
- 4d. Teachers integrate and utilize technology in their instruction.
- 4e. Teachers help students develop critical-thinking and problem-solving skills.
- 4f. Teachers help students work in teams and develop leadership qualities.
- 4g. Teachers communicate effectively.
- 4h. Teachers use a variety of methods to assess what each student has learned.
- 5a. Teachers analyze student learning.
- 5b. Teachers link professional growth to their professional goals.
- 5c. Teachers function effectively in a complex, dynamic environment.

List any units or content areas that will be required for all sections of this course.

N/A

List any assignments, tests, or other assessments that will be required for all sections of this course.

Successful completion of NCEES evaluator rubric, meeting "Proficient" or higher in each learning outcome by the end of the semester.

List any readings or other materials that will be required for all sections of this course.

N/A

List any course policies that will be required for all sections of this course.

The student teacher's time commitment during Student Teaching Continuation is the same as the cooperating teacher. Student teachers are to arrive to the school placement and remain at the school just as the school requires of their faculty. An arrival and departure schedule should be developed and agreed upon by both the university supervisor and cooperating teacher. It is the student teacher's responsibility to communicate with the cooperating teacher and other stakeholders at the cooperating school regarding all required Stout School of Education seminars. Additionally, if you are enrolled in a section of a required teacher licensure course which would necessitate an adjustment in the time you must leave your school placement once a week, this must first be discussed with your university supervisor and then shared with the cooperating teacher during the first week of the spring semester.

The student teacher will follow the school district calendar rather than the High Point University calendar. The student teaching internship convenes during the HPU spring break period. On campus housing can be arranged for resident students.

Student teachers are required to be in attendance for all normal school activities, such as faculty meetings, PLC meetings, IEP meetings, in-service workshops, parent conference days, and teacher workdays. The appropriate level of involvement in extra duties; coaching, club sponsorship, etc., is variable. Participants should discuss the value of these activities with the university supervisor and agree on an involvement schedule.

At the start of the internship, student teachers should exchange telephone numbers, e-mail, and any special communication instructions with their university supervisor and cooperating teacher.

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Under no circumstances will the student teacher plan to be absent from any portion of his/her responsibilities without prior approval from the cooperating teacher, university supervisor, and internship coordinator. Excessive absences may require extending student teaching. Interventions may be deemed necessary based on the student teacher's attendance and/or mid-semester performance evaluation. In the event that an extension is required, the student teacher will be responsible for additional expenses, housing, meals, etc., during the remainder of the internship.

1. Notify cooperating teacher by phone immediately if the schedule cannot be met.
2. Notify university supervisor immediately following your notification to the cooperating teacher.
3. After these contacts are made, you are to contact the Director of Assessment and Clinical Partnerships by telephone (leave a message) and by email on the day of the absence to state the date of your absence and reason. This process is expected on any day the student teacher is absent, even in the event of consecutive days absent.

A student teacher who is absent for more than two consecutively scheduled days, or a total of more than two non-consecutive days during Introduction to Student Teaching or Student Teaching Continuation must make arrangements (with the approval from the University Supervisor, and Internship Coordinator) to extend the student teaching date in order to receive credit for the course. Any absences beyond the two days will be required to be made up during the semester, regardless the reason for the absence.

*A student teacher may be excused for no more than one day to attend a Job Fair or interview during Student Teaching Continuation. This absence counts as one of the two, therefore days would be required to be made up if student teacher exceeds the two allowed absences. Student teachers are to schedule job interviews at the end of school days. Principals understand you have obligations in the classroom in your student teaching placement and are most always willing to accommodate your scheduled responsibilities.

After the third absence in Student Teaching Continuation, the student teacher is required to meet with the university supervisor. If a student teacher does not contact the cooperating teacher, university supervisor and/or leave a message for the Clinical Partnerships Coordinator or simply does not go to the cooperating classroom, a conference is required with the university supervisor. At that time, the student teacher will be placed on an intervention plan. If the lack of attendance continues, the student teacher risks being withdrawn from the course. This withdrawal will delay the student teacher's ability to continue in student teaching.

If you would like to specify how requirements for contact hours must be met for all sections of this course, please indicate below. (e.g., if any experiential learning activities will replace seat time)

See Attendance Policy above.

Is there anything else the reviewing parties should know about this new course proposal that hasn't been addressed?

This course is being proposed to combine current EDU 4250 and EDU 4260 which are currently being offered

Sample Syllabus

- [EDU-4255-Student-Teaching-Continuation.docx](#)