



# Teacher Education Program Policy Manual

## 2025-2026



**ELON**  
UNIVERSITY

DR. JO WATTS WILLIAMS  
*School of*  
Education

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## Application and Admission to teacher education Policy

Transition Point 1

Policy No. 20-01

Type of Policy: Academic

Responsible Oversight Executive: Dean and Director of Teacher Education

Date of Current Revision or Creation: September 2024

### I. Purpose

The purpose of this policy is to outline the requirements for admission to the teacher education program. This policy is aligned with North Carolina Department of Public Instruction and the Council for the Accreditation of Educator Preparation requirements that educator preparation providers present evidence for recruitment of high-quality candidates that meet state requirements.

### II. Policy Statement

The teacher education program is committed to attracting the strongest candidates for teaching; thus, it is the policy of the Dr. Jo Watts Williams School of Education that Elon students meet minimum requirements for admission into the teacher education program. Admission into the teacher education program is based on a comprehensive review of all information – both academic and personal – represented in the application.

### III. Scope

This policy applies to all Elon students seeking admission to the teacher education program.

### IV. Definitions

**Candidate** – An individual engaged in the preparation process for professional educator licensure/certification/endorsement with an educator preparation provider.

**Clinical Experiences or Placements** – Guided, hands-on practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. These include, but are not limited to, culminating clinical practices such as full-time student teaching or internship.

**Educator Preparation Provider** – An entity responsible for the preparation of educators.

## V. Procedures

Students must meet the following requirements before they are admitted into the teacher education Program:

- Satisfactory performance, defined as a grade of C or better and acceptable clinical experience performance, in one of the designated entry courses as specified in the academic catalog entry for the student's major:
  - o EDU 2110: Education and Society
  - o SOC 2430: Sociology of Education
  - o EDU 2500: Teaching Fellows Seminar
- Completion of the [\*NC Professional Ethics for Teachers\*](#) mini course through Participate with a score of 80 or better
- Completion of the teaching beliefs and mindsets survey.
- Overall minimum grade point average of at least 2.70
- Minimum qualifying admission scores on the SAT, ACT, or the [Core Academic Skills for Educators](#) (Core) tests as required by the NC State Board of Education and NC law
  - o [View testing requirements for specific score requirements](#)
  - o [View Praxis resources](#)
- Grade of C- or better in ENG 1100
- Grade of C- or better in STS 1100, MTH 1510 *or* STS 2120
- Two positive recommendations from non-EDU faculty
- Satisfactory dispositions ratings
- Clear background check
- No significant violations of Elon's Honor Code and Code of Conduct

## VI. Related Information

[Application for Admission to Teacher Education](#)

[The Elon Honor Code](#)

[Addressing Professional Dispositions/Academic Performance Concerns \(PDAP\) Process](#)

[Teacher Education Program Transition Points](#)

## VII. Responsible Officer(s)

The Dean and Director of Teacher Education has assigned responsibility for administration of the policy to the Teacher Education Committee. The Teacher Education Committee is responsible for keeping the policy up to date and coordinating a detailed review at least once every five years or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

## VIII. Policy History

Date	Author	Description
September 2024	Teacher Education Committee	Policy was reviewed as a part of TE program transition points revision
December 2022	Teacher Education Committee	TEC voted to remove the Participate Writing course from program admission requirements due to the revised CAEP Workbook adopted in 2022.
February 2020	Teacher Education Committee	The Writing course was created in Participate and adopted by the Teacher Education Committee as an admission requirement for all teacher candidates. This requirement was piloted in spring 2020.
August 2018	Teacher Education Committee	The NC Professional Teaching Standards course was created in Participate and adopted by the Teacher Education Committee as an admission requirement for all teacher candidates.
2016	Teacher Education Committee	teacher education admission requirements were established as a policy in place in 2016.

## IX. Scheduled review date

By December 2029 or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

## **Satisfactory Progress in teacher education Policy (Retired)**

Policy No. 20-02

This transition point was phased out in September 2024 as a part of the transition points revision. Text of this policy can be found in the 2023-2024 Teacher Education Policy Manual.

### **I. Policy History**

Date	Author	Description
September 2024	Teacher Education Committee	Transition point removed
2016	Teacher Education Committee	Procedures to remain in the teacher education program were established as a policy in place in 2016.

## Entry into Student Teaching (Fall Methods Semester) Policy

Transition Point 2

Policy No. 20-03

Type of Policy: Academic

Responsible Oversight Executive: Dean and Director of Teacher Education

Date of Current Revision or Creation: September 2024

### I. Purpose

The purpose of this policy is to outline the requirements for entry into the student teaching year, specifically the fall methods semester. This policy is aligned with North Carolina Department of Public Instruction requirements as well as Council for the Accreditation of Educator Preparation Standard R3.2, which states that educator preparation programs monitor teacher candidates' development in areas of content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, professional responsibilities, and ability to integrate technology into practice. Though referred to as the fall methods semester because most candidates complete the methods course during the fall semester, some candidates may complete the methods course in the spring and complete full-time student teaching the following fall.

### II. Policy Statement

The teacher education program is committed to attracting the strongest candidates for teaching; thus, it is the policy of the Dr. Jo Watts Williams School of Education that candidates meet minimum requirements for entry into student teaching. Admission to student teaching is determined based on a comprehensive review of both academic and dispositional achievement. Teacher candidates must apply for and be approved to enter student teaching.

### III. Scope

This policy applies to all candidates admitted to the teacher education program who have successfully progressed to the fall methods semester.

### IV. Definitions

**Candidate** – An individual engaged in the preparation process for professional educator licensure/certification/endorsement with an educator preparation provider.

**Clinical Experiences or Placements** – Guided, hands-on practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. These include, but are not

limited to, culminating clinical practices such as full-time student teaching or internship.

**Dispositions** – The habits of professional action and moral commitments that underlie an educator’s performance (InTASC Model Core Teaching Standards).

**Educator Preparation Provider** – An entity responsible for the preparation of educators.

**Fall Methods Semester** – the semester in which candidates enter student teaching and complete the designated methods course in their teacher education area, defined as EDU 4040 for Elementary Education majors, the second iteration of EDU 4040 for Elementary & Special Education majors, and the methods courses for all other majors. It comprises the first part of the student teaching year and is followed by full-time student teaching. Though referred to as the fall methods semester because most candidates complete the methods course during the fall semester, some candidates may complete the methods course in the spring and complete full-time student teaching in the fall.

**Full-time Student Teaching** – The culminating clinical experience. During full-time student teaching, candidates assume full responsibility for a pedagogical assignment under the coaching of school and university-based teacher educators.

**Student Teaching Year** – The student teaching year is comprised of the fall methods semester in which candidates take the appropriate methods course for their teacher education major, followed by the full-time student teaching semester.

## V. Procedures

Teacher candidates must have the following to progress to the fall methods semester:

- Grade of C or better in the following courses:
  - o MTH 2080 & 2090 (elementary education, elementary & special education candidates only)
  - o PSY 3820 (middle grades, secondary, and K-12 candidates only)
  - o EDU 3040 (elementary education candidates only)
  - o EDU 3550 (middle grades, secondary, and K-12 candidates only)
  - o EDU 3450 (elementary & special education and middle & special education candidates only)
- Completed professional dispositions and formative observations instruments from associated field experiences
- Completed application for student teaching
- Completed teaching beliefs & mindsets survey

In addition to the requirements above, progression to student teaching is contingent upon continuous satisfactory academic progress (defined as maintenance of a



cumulative GPA of 2.70 or better), continuous clear background check, and clear conduct and honor code records at Elon University.

## VI. Related Information

[Student Teaching Handbook](#)

[Teacher Education Program Transition Points](#)

## VII. Responsible Officer(s)

The Dean and Director of Teacher Education has assigned responsibility for administration of the policy to the Teacher Education Committee. The Teacher Education Committee is responsible for keeping the policy up to date and coordinating a detailed review at least once every five years or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

## VIII. Policy History

Date	Author	Description
August 2025	Teacher Education Committee	Approved a change to the EE SPED midpoint course to EDU 3450.
September 2024	Teacher Education Committee	The Teacher Education Committee unanimously voted to adopt the revised policy, including the retirement of the prior second transition point.
December 2018	Teacher Education Committee	The Teacher Education Committee unanimously voted to require Early Childhood Education majors to complete the Praxis II as evidence of content knowledge mastery, even though it is not a state requirement.
November 2018	Teacher Education Committee	The Teacher Education Committee unanimously voted to require the Praxis II as evidence of content knowledge mastery. Teacher candidates should

		complete licensure testing requirements (Praxis II) prior to full-time student teaching.
September 2018	Teacher Education Committee	The Intercultural Learning Certificate Program was adopted by the Teacher Education Committee as a completion requirement prior to student teaching.
2016	Teacher Education Committee	The Teacher Education Committee defined student teaching as a full-year to match with assurances from NC DPI.

#### IX. Scheduled Review Date

By December 2029 or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

## Transition to Full-time Student Teaching Policy

Transition Point 3

Policy No. 20-04

Type of Policy: Academic

Responsible Oversight Executive: Dean and Director of Teacher Education

Date of Current Revision or Creation: February 2025

### I. Purpose

The purpose of this policy is to outline the requirements for teacher candidates to progress to full-time student teaching. This policy is aligned with North Carolina Department of Public Instruction requirements as well as Council for the Accreditation of Educator Preparation Standard R3.2, which states that educator preparation programs monitor teacher candidates' development in areas of content knowledge, pedagogical knowledge, pedagogical skills, critical dispositions, professional responsibilities, and ability to integrate technology into practice. Policy Statement

The teacher education program is committed to preparing the strongest candidates for teaching; thus, it is the policy of the Dr. Jo Watts Williams School of Education that candidates meet minimum requirements for entry into full-time student teaching. Admission to full-time student teaching is determined based on a comprehensive review of both academic and dispositional achievement. Teacher candidates must receive approval from program coordinators, the Director of Education Outreach, and Director of Teacher Education to enter student teaching.

### II. Scope

This policy applies to all candidates admitted to the teacher education program who are seeking to enter full-time student teaching, usually but not always occurring in the spring of the senior year.

### III. Definitions

**Candidate** – An individual engaged in the preparation process for professional educator licensure/certification/endorsement with an educator preparation provider.

**Clinical Experiences or Placements** – Guided, hands-on practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. These include, but are not limited to, culminating clinical practices such as full-time student teaching or internship.

**Dispositions** – The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards).

**Educator Preparation Provider** – An entity responsible for the preparation of educators.

**Full-time Student Teaching** – The culminating clinical experience. During full-time student teaching, candidates assume full responsibility for a pedagogical assignment under the coaching of school and university-based teacher educators.

#### IV. Procedures

Teacher candidates must be approved to enter full-time student teaching. The Director of Education Outreach in consultation with the Director of Teacher Education reviews each candidate's GPA, course performance and disposition history each November and April and presents a slate of candidates to the Teacher Education Committee. If there are concerns related to individual candidates, the committee discusses the concerns and possible plans for those candidates. If candidates are not accepted into full-time student teaching, candidates are either delayed an additional semester to meet requirements or advised appropriately about possible options.

To enter full-time student teaching, candidates must meet the following requirements:

- Earned a grade of C or better in all EDU courses
- Received an evaluation on the North Carolina Educator Evaluation System (NCEES) teacher candidate evaluation instrument during the fall methods semester
- Received professional dispositions and formative observation evaluations during the fall methods semester
- Completed the [Intercultural Learning Certificate Program](#)
- Taken required North Carolina licensure testing (excluding edTPA)
  - o [Praxis: North Carolina Test Requirements](#)
  - o Foundations of Reading (Elementary Education, Elementary & Special Education majors only)

In addition to the requirements above, progression to full-time student teaching is contingent upon continuous satisfactory academic progress (defined as maintenance of a cumulative GPA of 2.70 or better), continuous clear background check, and clear conduct and honor code records at Elon University. EDU 4030 is a co-requisite to full-time student teaching. Attendance at seminar sessions is mandatory for all candidates engaged in full-time student teaching.

#### V. Related Information

[Praxis Resources](#)

[Student Teaching Handbook](#)

[Teacher Education Program Transition Points](#)

## VI. Responsible Officer(s)

The Dean and Director of Teacher Education has assigned responsibility for administration of the policy to the Teacher Education Committee. The Teacher Education Committee is responsible for keeping the policy up to date and coordinating a detailed review at least once every five years or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

## VII. Policy History

Date	Author	Description
February 2025	Teacher Education Committee	Committee approved changing required approvals to program coordinators, Director of Education Outreach, & Director of Teacher Education from Teacher Education Committee
September 2024	Teacher Education Committee	The Teacher Education Committee unanimously voted to adopt the revised policy.
December 2018	Teacher Education Committee	The Teacher Education Committee unanimously voted to require Early Childhood Education majors to complete the Praxis II as evidence of content knowledge mastery, even though it is not a state requirement.
November 2018	Teacher Education Committee	The Teacher Education Committee unanimously voted to require the Praxis II as evidence of content knowledge mastery. Teacher candidates should complete licensure testing requirements (Praxis II) prior to full-time student teaching.

September 2018	Teacher Education Committee	The Intercultural Learning Certificate Program was adopted by the Teacher Education Committee as a completion requirement prior to full-time student teaching.
2016	Teacher Education Committee	The Teacher Education Committee defined student teaching as a full-year to match with assurances from NC DPI.

#### VIII.Scheduled Review Date

By December 2029 or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

## Program Completion Policy

Transition Point 4

Policy No. 20-05

Type of Policy: Academic

Responsible Oversight Executive: Dean and Director of Teacher Education

Date of Current Revision or Creation: September 2024

### I. Purpose

The purpose of this policy is to outline the requirements for program completion. This policy is aligned with North Carolina Department of Public Instruction requirements as well as Council for the Accreditation of Educator Preparation Standard R3.3 that educator preparation providers ensure the academic competence of graduates to positively affect P-12 student learning and development.

### II. Policy Statement

The teacher education program is committed to preparing the strongest candidates for teaching; thus, it is the policy of the Dr. Jo Watts Williams School of Education that candidates meet minimum requirements for program completion.

### III. Scope

This policy applies to all candidates admitted to the teacher education program who have successfully progressed to full-time student teaching.

### IV. Definitions

**Candidate** – An individual engaged in the preparation process for professional educator licensure/certification/endorsement with an educator preparation provider.

**Educator Preparation Provider** – An entity responsible for the preparation of educators.

**Full-time Student Teaching** – The culminating clinical experience. During full-time student teaching, candidates assume full responsibility for a pedagogical assignment under the coaching of school and university-based teacher educators.

### V. Procedures

To complete the program, candidates must meet the following requirements:

- Received a final grade of C or better in all EDU courses including EDU 4970: Student Teaching
- Met all requirements on the [Certification of Teaching Capacity](#), as required by the State of North Carolina

- Received evaluations on the North Carolina Educator Evaluation System (NCEES) teacher candidate evaluation instrument during the full-time student teaching semester
- Received professional dispositions and formative observation evaluations during the full-time student teaching semester
- Achieved a passing score on the edTPA assessment
- Completed teaching beliefs and mindsets surveys both before and after full-time student teaching
- Completed program, clinical teacher, and university supervisor evaluations.

## VI. Related Information

[Certification of Teaching Capacity](#)

[edTPA Passing Scores for North Carolina](#)

[Student Teaching Handbook](#)

[Teacher Education Program Transition Points](#)

## VII. Responsible Officer(s)

The Dean and Director of Teacher Education has assigned responsibility for administration of the policy to the Teacher Education Committee. The Teacher Education Committee is responsible for keeping the policy up to date and coordinating a detailed review at least once every five years or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

## VIII. Policy History

Date	Author	Description
September 2024	Teacher Education Committee	The Teacher Education Committee unanimously voted to adopt the revised policy.
December 2017	Teacher Education Committee	The Teacher Education Committee voted to approve the amended edTPA policy statement to be included in the Student Teaching Handbook.
November 2017	Teacher Education Committee	The Teacher Education Committee voted to adopt the McRel (NCEES) evaluation instrument in



		place of the Evaluation of Teacher Candidate (ETC) for midpoint and final student teaching evaluations.
August 2017	Teacher Education Committee	The Teacher Education Committee voted that the due dates of submission for edTPA are as follows: Special Education – Feb. 1 or Feb. 15; all other majors – Mar 15 <sup>th</sup> or March 29.
August 2017	Teacher Education Committee	The Teacher Education Committee voted unanimously that edTPA will count 35% of grade for EDU 481.
August 2017	Teacher Education Committee	The Teacher Education Committee voted to adopt revised syllabi language as recorded in the August 23, 2017 meeting minutes.
October 2016	Teacher Education Committee	The Teacher Education Committee voted to adopt the edTPA, making it a requirement for all candidates.

#### IX. Scheduled Review Date

By December 2029 or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

## Requirements for Licensure Recommendation Policy

Policy No. 20-06

Type of Policy: Academic

Responsible Oversight Executive: Dean and Director of Teacher Education

Date of Current Revision or Creation: September 2024

### I. Purpose

The purpose of this policy is to outline the requirements for licensure recommendation. This policy is aligned with North Carolina Department of Public Instruction requirements for initial teacher licensure.

### II. Policy Statement

The teacher education program is committed to upholding the standards set by the state of North Carolina; thus, it is the policy of the Dr. Jo Watts Williams School of Education that candidates meet minimum requirements in order to be recommended for licensure.

### III. Scope

This policy applies to all candidates admitted to the teacher education program who have successfully completed full-time student teaching. Admission to and completion of full-time student teaching alone does not guarantee a recommendation for licensure.

### IV. Definitions

**Candidate** – An individual engaged in the preparation process for professional educator licensure/certification/endorsement with an educator preparation provider.

**Licensure** – The process by which a governmental agency or nongovernmental organization grants professional recognition to an individual who meets specified qualifications/requirements. Licensure is granted by the designated state entity (in the case of North Carolina, the Department of Public Instruction) with the recommendation of the educator preparation provider.

**Educator Preparation Provider** – An entity responsible for the preparation of educators.

### V. Procedures

To be recommended for licensure, candidates must have the following:

- Final degree-awarded transcript
- Original, signed Certification of Teaching Capacity form

- Passing edTPA score
- Per NC State Board of Education policy, effective September 1, 2020 (fall 2020 semester), all candidates seeking a North Carolina licensure recommendation must have an official edTPA minimal passing score:
  - o For 13-rubric handbooks, a score of 34
  - o For 15-rubric handbooks, a score of 40
  - o For 18-rubric handbooks, a score of 48
- Passing score on the appropriate North Carolina subject assessment tests for licensure (Praxis II/Foundations of Reading) via the NC licensure system, routed to the Dean and Director of Teacher Education.
- Clean background check and Elon University conduct records

Candidates pursuing licensure will submit the required documents to the Office of the Dean of the Dr. Jo Watts Williams School of Education to be recommended for licensure. Candidates will receive instructions on this process at the appropriate time.

## VI. Related Information

[Certification of Teaching Capacity](#)

[edTPA Passing Scores for North Carolina](#)

[Student Teaching Handbook](#)

[Teacher Education Program Transition Points](#)

## VII. Responsible Officer(s)

The Dean and Director of Teacher Education has assigned responsibility for administration of the policy to the Teacher Education Committee. The Teacher Education Committee is responsible for keeping the policy up to date and coordinating a detailed review at least once every five years or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

## VIII. Policy History

Date	Author	Description
September 2024	Teacher Education Committee	The Teacher Education Committee unanimously voted to adopt the revised policy.
October 2016	Teacher Education Committee	The Teacher Education Committee voted to adopt the edTPA, making it a requirement for all candidates.

**IX. Scheduled Review date**

By December 2029 or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

## Early Clinical Experiences Policy

Policy No. 20-07

Type of Policy: Academic

Responsible Oversight Executive: Dean and Director of Teacher Education

Date of Current Revision or Creation: February 2025

### I. Purpose

The purpose of this policy is to outline the requirements teacher candidates must adhere to when working in the field.

### II. Policy Statement

The teacher education program is committed to equipping Elon University students with the knowledge and skills to become highly qualified teacher candidates; thus, it is the policy of the Dr. Jo Watts Williams School of Education that candidates work in schools regularly and often in order to see theory transition into practice, how practice affirms or challenges theory, and to reflect on these processes across various settings.

### III. Scope

This policy applies to all Elon University students enrolled in education courses for which there is an associated clinical experience.

### IV. Definitions

**Candidate** – For purposes of this policy, the term ‘candidate’ refers to any Elon University student in a clinical experience associated with an education course.

**Clinical Experiences or Placements** – Guided, hands-on practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. These include, but are not limited to, culminating clinical practices such as full-time student teaching or internship.

**Clinical Practice Setting** – A school or other authentic educational setting that works in partnership with an educator preparation program to provide clinical practice for teacher candidates.

**Clinical Teacher** – An individual involved in teacher preparation whose primary institutional home is a school. School-based teacher educators assume mentoring and partnership responsibilities in addition to their P-12 school responsibilities.

**Early Field Experience** – Any clinical experience associated with an education course prior to the student teaching year.

**Student** – A learner in a school setting or other structured learning environment. CAEP uses the term ‘student’ to identify learners in P-12 schools.

**Student Teaching Year** – The student teaching year is comprised of the fall methods semester in which candidates take the appropriate methods course for their teacher education major, followed by the full-time student teaching semester. Though referred to as the fall methods semester because most candidates complete the methods course during the fall semester, some candidates may complete the methods course in the spring and complete full-time student teaching in the fall.

**University Supervisor** – An individual involved in teacher preparation whose primary institutional home is a college or university. A university-based teacher educator is a specific type of boundary-spanning teacher educator who engages in evaluation, coaching, instruction, and partnership and assumes expanded and multiple responsibilities within, and often across, each of these four domains.

## V. Procedures

Candidates should document their beginning and ending times in their assigned clinical practice setting and verify attendance via signature or initials on the Time Verification for teacher education form.

Candidates should always check in with the office staff at their clinical practice setting and follow any sign-in or sign-out policies established by the school. While candidates are assigned to schools for official university business/purposes, they must still follow any and all policies/regulations set forth for faculty/staff members and or guests as may be required in their particular school.

Candidates should establish very early the various communication methods by which clinical teachers can be contacted, especially if a change in original plans is necessary.

Candidates must complete their clinical experiences in the clinical practice settings to which they are assigned by the Director of Education Outreach. They may not use schools/classrooms at home during fall or spring breaks as part of clinical experience requirements.

Candidates who are unable to complete clinical experiences for any reason must notify their assigned clinical teacher and university supervisor immediately. The university supervisor will contact the Director of Education Outreach, who in turn, will work with the candidate and university supervisor to resolve any matters related to the clinical experience.

Candidates are not permitted to transport students for any reason.

## VI. Related Information

[Early Clinical Experiences Handbook](#)

### VII. Responsible Officer(s)

The Dean and Director of Teacher Education has assigned responsibility for administration of the policy to the Teacher Education Committee. The Teacher Education Committee is responsible for keeping the policy up to date and coordinating a detailed review at least once every five years or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

### VIII. Policy History

Date	Author	Description
February 2025	Teacher Education Committee	The Teacher Education committee approved updates to the policy centered around editing for clarity.
July 2024	Director of Assessment & Accreditation	Edited for clarity.
May 2020	Teacher Education Committee	The Teacher Education Committee approved the use of a Field Experiences Log, beginning fall 2020. Teacher candidates should upload the form into their TaskStream accounts and university supervisors will sign-off.
2016	Teacher Education Committee	Procedures related to early field experiences were established as a policy in place in 2016.

### IX. Scheduled Review date

By December 2029 or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

## Full-time Student Teaching Additional Coursework Policy

Policy No. 20-08

Type of Policy: Academic

Responsible Oversight Executive: Dean and Director of Teacher Education

Date of Current Revision or Creation: 2025

### I. Purpose

The purpose of this policy is to outline the academic load expectations for full-time student teaching.

### II. Policy Statement

Due to the high demands of the full-time student teaching experience, candidates may not take additional coursework during the full-time student teaching semester.

### III. Scope

This policy applies to all candidates admitted to full-time student teaching.

### IV. Definitions

**Candidate** – An individual engaged in the preparation process for professional educator licensure/certification/endorsement with an educator preparation provider.

**Full-time Student Teaching** – The culminating clinical practice experience. During full-time student teaching, candidates assume full responsibility for a pedagogical assignment under the coaching of school and university-based teacher educators.

### V. Procedures

If a candidate wishes to request to take extra coursework during the full-time student teaching semester, a written request must be submitted to the Director of Teacher Education, who will decide based on the merits of the situation. Approved cases are typically limited to research hours.

### VI. Related Information

Transition to Full-time Student Teaching Policy (in this document)

### VII. Responsible Officer(s)

The Dean and Director of Teacher Education has assigned responsibility for administration of the policy to the Teacher Education Committee. The Teacher Education Committee is responsible for keeping the policy up to date and coordinating a detailed review at least once every five years or as required by the



North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

### VIII. Policy History

Date	Author	Description
February 2025	Teacher Education Committee	Updated to specify that the Director of Teacher Education approves or declines the request instead of bringing it to TEC for a vote.
July 2024	Director of Assessment & Accreditation	Updated to clarify that this policy applies to the full-time student teaching semester
2016	Teacher Education Committee	Procedures related to candidates not being permitted to take additional coursework during the student teaching semester except in extreme cases, which are approved very rarely, were established as a policy in place in 2016.

### IX. Scheduled Review date

By December 2029 or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

## Candidate Withdrawal Policy

Policy No. 20-09

Type of Policy: Academic

Responsible Oversight Executive: Dean and Director of Teacher Education

Date of Current Revision or Creation: September 2024

### I. Purpose

The purpose of this policy is to outline the process for withdrawal and subsequent re-enrollment for teacher education candidates.

### II. Policy Statement

If a candidate who has been admitted to teacher education withdraws from the university for 50% of a semester or more, the candidate's status in relation to current requirements must be reviewed by the program coordinator and Director of Teacher Education prior to re-enrolling in teacher education courses.

### III. Scope

This policy applies to all candidates who withdraw from the university for 50% of a semester or more.

### IV. Definitions

**Candidate** – An individual engaged in the preparation process for professional educator licensure/certification/endorsement with an educator preparation provider.

### V. Procedures

If a candidate wishes to re-enroll in the teacher education program after withdrawal from the University for 50% of a semester or more, the program coordinator and Director of Teacher Education must review the candidate's status in relation to current requirements before the candidate may enroll in teacher education courses.

### VI. Related Information

Entry into Student Teaching (Fall Methods Semester) Policy (in this document)

Transition to Full-time Student Teaching Policy (in this document)

### VII. Responsible Officer(s)

The Dean and Director of Teacher Education has assigned responsibility for administration of the policy to the Teacher Education Committee. The Teacher Education Committee is responsible for keeping the policy up to date and coordinating a detailed review at least once every five years or as required by the

North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

#### VIII. Policy History

Date	Author	Description
September 2024	Teacher Education Committee	The Teacher Education Committee approved an update to the policy changing the withdrawal threshold from a full semester to 50% or more of a semester.
2019	Teacher Education Committee	The Teacher Education Committee approved the Teacher Candidate Withdrawal policy in September 2019.

#### IX. Scheduled Review date

By December 2029 or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

## Addressing Professional Dispositions / Academic Performance Concerns Policy

Policy No. 20-10

Type of Policy: Academic

Responsible Oversight Executive: Dean and Director of Teacher Education

Date of Current Revision or Creation: September 2024

### I. Purpose

While serious concerns about performance do not occur often, when a concern does exist, it is best for the teacher candidate and EPP to address it honestly and directly. The Professional Dispositions/Academic Performance (PDAP) process has been created for this purpose.

The PDAP process documents the interventions required for teacher candidates (or applicants) who demonstrate inadequate performance in areas related to professional dispositions and/or patterns of inadequate academic or dispositional performance in courses or clinical settings.

Information provided during this process is designed to be of value to the teacher candidate in planning for growth and to the program faculty in facilitating growth. The information may have important implications in decisions regarding admission to the teacher education program, continuance in the program, admission to student teaching, and recommendation for licensure.

### II. Policy Statement

teacher education candidates and applicants must exhibit and maintain high standards in their academic work, professional dispositions, or other areas of performance in academic or clinical practice settings. Support or improvement plans may be implemented for candidates or applicants who fail to do so, as evidenced through documentation including but not limited to e-warnings, honor code reports, "at risk" midterm evaluations, or unsatisfactory evaluations on the professional dispositions instrument.

### III. Scope

This policy applies to all candidates and applicants to teacher education.

### IV. Definitions

**Applicant** – An individual who is in the process of applying for admission to a professional educator licensure/certificate/endorsement program with an educator preparation provider.

**Candidate** – An individual engaged in the preparation process for professional educator licensure/certification/endorsement with an educator preparation provider.

**Clinical Experiences or Placements** – Guided, hands-on practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. These include, but are not limited to, culminating clinical practices such as full-time student teaching or internship.

**Clinical Practice Setting** – A school or other authentic educational setting that works in partnership with an educator preparation program to provide clinical practice for teacher candidates.

**Dispositions** – The habits of professional action and moral commitments that underlie an educator’s performance (InTASC Model Core Teaching Standards).

**Fall Methods Semester** – the semester in which candidates enter student teaching and complete the designated methods course in their teacher education area, defined as EDU 4040 for Elementary Education majors, the second iteration of EDU 4040 for Elementary & Special Education majors, and the methods courses for all other majors. It comprises the first part of the student teaching year and is followed by full-time student teaching. Though referred to as the fall methods semester because most candidates complete the methods course during the fall semester, some candidates may complete the methods course in the spring and complete full-time student teaching in the fall.

## V. Procedures

If issues arise related to dispositions and/or classroom/clinical performance, any/all of the following actions could be taken as appropriate:

- Teacher candidate and faculty/staff conference
- E-warning issued by faculty
- Honor Code Report filed
- “At risk” evaluation at midterm
- Short-term support plan is enacted with the candidate to address issues
- Short-term plan is escalated to a teacher education improvement plan if needed

Any faculty or staff member may complete a professional disposition form on a teacher candidate at any point during the teacher education program. Prior to raising the dispositional concern to the EPP leadership team (Director of Teacher Education, Chair of the Department of Education and Wellness, and Director of Education Outreach), the faculty or staff member should complete an e-warning on the teacher candidate through the established Elon University system. In certain cases, faculty and/or staff may submit an honor code violation report if necessary and if appropriate,

an “at risk” evaluation should be submitted by the faculty member at the midterm of the semester. It is required that the faculty or staff member communicate dispositional concerns to the teacher candidate via a conference and/or email prior to escalating to EPP leadership.

### Dispositional Issues

For dispositional issues in an education course on campus:

1. The faculty/staff member informs the candidate and the EPP leadership about the dispositional issue in writing even if it is first shared verbally. An E-Warning should be issued to the teacher candidate, as well as an “At Risk” at midterm if appropriate.
2. Members of EPP leadership will set up a meeting with the teacher candidate to discuss the dispositional issue(s).
3. The outcome of the meeting is documented in the teacher candidate’s folder in the dean’s office, as well as with the PDAP documentation and resolution form, located in Qualtrics. The reporting faculty/staff member will be informed of the outcome by EPP leadership, as well as the teacher candidate’s advisor if warranted.
4. The teacher candidate can be put on a support/improvement plan for course dispositions and will continue to be monitored by EPP leadership. Plans will be created and monitored by EPP leadership.

For dispositional issues in a clinical experience (practicum or student teaching):

1. The faculty/staff member informs the candidate and the EPP leadership about the dispositional issue in writing even if it is first shared verbally. An E-Warning should be issued to the teacher candidate, as well as an “At Risk” at midterm if appropriate.
2. Members of EPP leadership will set up a meeting with the teacher candidate to discuss the dispositional issue(s).
3. The outcome of the meeting is documented in the teacher candidate’s folder in the dean’s office, as well as with the PDAP documentation and resolution form, located in Qualtrics. The reporting faculty/staff member will be informed of the outcome by EPP leadership, as well as the teacher candidate’s advisor if warranted. The clinical teacher may be informed as well, depending on the situation and keeping FERPA in mind.
4. The teacher candidate can be put on a support/improvement plan created by EPP leadership for clinical dispositions and will continue to be monitored by EPP leadership.

### Clinical Experiences Performance Assessments

For teacher candidates who receive a rating of “emergent” on the Elon formative observation instrument in the fall methods course or a “1” on the professional dispositions assessment, the methods instructor should:

1. Inform the teacher candidate
2. Inform the EPP leadership, with information regarding the “emergent” or “1” rating.

The teacher candidate can be put on a short-term support plan, which could be escalated to a teacher education improvement plan if warranted. The outcome will be documented in the teacher candidate’s file in the dean’s office, as well as with the PDAP documentation and resolution form, located in Qualtrics.

For teacher candidates who receive a rating of “emergent” on the Elon formative teacher observation instrument or NCEES, or a “1” on the professional dispositions assessment during full-time student teaching, the university supervisor should:

1. Inform the teacher candidate.
2. Inform the EPP leadership, with information regarding the “emergent” or “1” rating.

The teacher candidate can be put on a short-term support plan, which could be escalated to a teacher education improvement plan if warranted. The outcome will be documented in the teacher candidate’s file in the dean’s office, as well as with the PDAP documentation and resolution form, located in Qualtrics.

### Decision Options

In any of the scenarios above, one of the following decision options will be implemented:

- Continuance in the teacher education program (no conditions)
- Probationary status in the teacher education program (Support Plan)
- Movement to a teacher education improvement plan

### Appeal

The candidate may appeal the decision of probationary status to Dr. Jo Watts Williams Dean of Education through a letter (email) within 10 days of receipt of the decision.

The Dean will create an appeals committee from the Teacher Education Committee membership. The committee will have 14 business days to render a decision and report it to the Dean. The Dean will inform the candidate of the appeals decision within 7 business days of receipt of the decision.

The committee’s decision is final and may not be appealed.

### Teacher Education Improvement Plan

When necessary, a teacher education improvement plan will be created for teacher candidates. Guidelines for improvement plans are as follows:

- The improvement plan will consist of specific objectives, actions, procedures for assessing progress, and a timeline for completion.
- The EPP leadership assumes responsibility for writing and monitoring the improvement plan, with input from the faculty/staff member.

- Copies of the signed improvement plan will be given to the teacher candidate and placed in the teacher candidate's file in the dean's office.
- Unsuccessful completion of the improvement plan may result in either continuance of probationary status with an updated improvement plan or dismissal from the program.
- Recommendations are made by EPP leadership with input from faculty/staff.
- Teacher candidates may appeal the decision of probationary continuation or dismissal from the program to the Dr. Jo Watts Williams Dean of Education.
- All communication will be kept on file in the dean's office.

### Decision

The unsuccessful completion of the teacher education improvement plan may result in either continuance of probationary status with an updated improvement plan, or dismissal from the program.

### Appeal

The teacher candidate may appeal the decision of probationary status to the Dr. Jo Watts Williams Dean of Education through a letter (email) within 10 days of receipt of the decision.

The Dean will create an appeals committee from the Teacher Education Committee membership. The committee will have 14 business days to render a decision and report it to the Dean. The Dean will inform the candidate of the appeals decision within 7 business days of receipt of the decision.

The committee's decision is final and may not be appealed.

Successful resolution of all teacher education improvement plans is required to receive approval for admission to the program, continuance in the program, application for student teaching, program completion or recommendation for licensure.

## VI. Related Information

[Addressing Professional Dispositions/Academic Performance Concerns \(PDAP\) Process](#)

## VII. Responsible Officer(s)

The Dean and Director of Teacher Education has assigned responsibility for administration of the policy to the Teacher Education Committee. The Teacher Education Committee is responsible for keeping the policy up to date and coordinating a detailed review at least once every five years or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.



## VIII. Policy History

Date	Author	Description
September 2024	Teacher Education Committee	Policy adaptation approved by Teacher Education Committee
July 2024	Director of Assessment & Accreditation	Policy adapted from version published on WWSOE website for policy manual publication.
April 2024	Teacher Education Committee	The Teacher Education Committee voted to adopt the revised PDAP policy.
October 2018	Teacher Education Committee	Revisions made to the Professional Dispositions and Academic Performance Concerns document were approved.
September 2018	Teacher Education Committee	Revisions to the language in the Professional Dispositions and Academic Performance Concerns document were suggested.
September 2016	Teacher Education Committee	The Teacher Education Committee voted to adopt the Professional Dispositions and Academic Performance (PDAP) Concerns document. This process applies to all candidates and will be included in both the Early Field Experiences and Student Teaching handbooks.

## IX. Scheduled Review Date

By December 2029 or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation (CAEP).

## Clinical Experience Transportation Policy

Policy No. 30-01

**Type of Policy:** Administrative

**Responsible Oversight Executive:** Dean and Director of Teacher Education

**Date of Current Revision or Creation:** February 2025

### I. Purpose

The purpose of this policy is to outline the requirements for and limitations to transportation during clinical experiences. The policy also outlines both policies for candidates regarding transportation and the policies for transporting students at placement sites.

### II. Policy Statement

Candidates are responsible for their own transportation to and from their assigned clinical placement during the student teaching year or any other clinical experience. Candidates are not allowed to transport students for any reason.

### III. Scope

This policy applies to all Elon students participating in clinical experiences associated with education courses regardless of admission to the teacher education program.

### IV. Definitions

**Candidate** – For purposes of this policy, the term ‘candidate’ refers to any Elon University student in a clinical experience associated with an education course.

**Clinical Experiences or Placements** – Guided, hands-on practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. These include, but are not limited to, culminating clinical practices such as full-time student teaching or internship.

**Clinical Practice Setting** – A school or other authentic educational setting that works in partnership with an educator preparation program to provide clinical practice for teacher candidates.

**Student** – A learner in a school setting or other structured learning environment. CAEP uses the term ‘student’ to identify learners in P-12 schools.

**Student Teaching Year** – The student teaching year is comprised of the fall methods semester in which candidates take the appropriate methods course for their teacher education majors, followed by the full-time student teaching semester. Though

referred to as the fall methods semester because most candidates complete the methods course during the fall semester, some candidates may complete the methods course in the spring and complete full-time student teaching in the fall.

#### V. Related Information

Entry into Student Teaching (Fall Methods Semester) Policy (in this document)

Transition to Full-time Student Teaching Policy (in this document)

[Student Teaching Handbook](#)

[Early Field Experiences Handbook](#)

#### VI. Responsible Officer(s)

The Dean and Director of Teacher Education has assigned responsibility for administration of the policy to the Teacher Education Committee. The Teacher Education Committee is responsible for keeping the policy up to date and coordinating a detailed review at least once every five years or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

#### VII. Policy History

Date	Author	Description
February 2025	Teacher Education Committee	Policy reviewed and revised to specify that candidates may not use their personal vehicles to transport students for any reason; approved by teacher education Committee
July 2024	Director of Assessment & Accreditation	Updated policy to clarify that this policy applies to any Elon student participating in a clinical experience associated with an education course.
2016	Teacher Education Committee	Procedures related to candidates being responsible for their own transportation to and from their assigned placement during the student teaching year were

		established as a policy in place in 2016.
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**VIII.Scheduled Review date**

By December 2029 or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

## Full-time Student Teaching Housing Policy

Policy No. 30-02

Type of Policy: Administrative

Responsible Oversight Executive: Dean and Director of Teacher Education

Date of Current Revision or Creation: December 2024

### I. Purpose

The purpose of this policy is to outline the requirements for housing during full-time student teaching.

### II. Policy Statement

Candidates are responsible for securing housing during university vacations, breaks, and/or holidays that occur during the full-time student teaching semester.

### III. Scope

This policy applies to all candidates admitted to full-time student teaching.

### IV. Definitions

**Candidate** – An individual engaged in the preparation process for professional educator licensure/certification/endorsement with an educator preparation provider.

**Full-time Student Teaching** – The culminating clinical practice experience. During full-time student teaching, candidates assume full responsibility for a pedagogical assignment under the coaching of school and university-based teacher educators.

### V. Procedures

In most instances, the academic calendar for both the university and school site/district will differ. Candidates who reside on campus must arrange and secure housing through the Office of Residence Life during university vacations/breaks/holidays.

### VI. Related Information

Transition to Full-time Student Teaching Policy (in this document)

[Student Teaching Handbook](#)

### VII. Responsible Officer(s)

The Dean and Director of Teacher Education has assigned responsibility for administration of the policy to the Teacher Education Committee. The Teacher Education Committee is responsible for keeping the policy up to date and coordinating a detailed review at least once every five years or as required by the

North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

#### VIII. Policy History

Date	Author	Description
December 2024	Teacher Education Committee	Approved by the Teacher Education Committee
July 2024	Director of Assessment & Accreditation	Updated to clarify that this policy applies to the full-time student teaching semester
2016	Teacher Education Committee	Procedures related to candidates being responsible for securing housing during University vacations, breaks, and/or holidays that occur during the student teaching year were established as a policy in place in 2016.

#### IX. Scheduled Review

By December 2029 or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

## Full-time Student Teaching Employment Policy (Retired)

Policy No. 30-03

This policy was retired in September 2024. Text of this policy can be found in the 2023-2024 teacher education Policy Manual.

### I. Policy History

Date	Author	Description
September 2024	Teacher Education Committee	Policy retired
2016	Teacher Education Committee	Procedures related to candidates not being permitted to engage in major obligations, such as paid employment during the school week - unless approved by the Director of Teacher Education and Teacher Education Committee, were established as a policy in place in 2016.

## Full-time Student Teaching Attendance Policy

Policy No. 30-04

Type of Policy: Administrative

Responsible Oversight Executive: Dean and Director of Teacher Education

Date of Current Revision or Creation: 2024

### I. Purpose

The purpose of this policy is to outline the attendance policy during full-time student teaching.

### II. Policy Statement

Candidates are expected to report to their assigned placement daily and prior to the arrival of the students, as well as attend teacher workdays, parent meetings, make-up days due to school cancellations as a result of inclement weather, and staff/professional development meetings as directed by the clinical teacher and university supervisor.

### III. Scope

This policy applies to all candidates admitted to full-time student teaching.

### IV. Definitions

**Candidate** – An individual engaged in the preparation process for professional educator licensure/certification/endorsement with an educator preparation provider.

**Clinical Experiences or Placements** – Guided, hands-on practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. These include, but are not limited to, culminating clinical practices such as full-time student teaching or internship.

**Clinical Teacher** – An individual involved in teacher preparation whose primary institutional home is a school. School-based teacher educators assume mentoring and partnership responsibilities in addition to their P-12 school responsibilities.

**Full-time Student Teaching** – The culminating clinical practice experience. During full-time student teaching, candidates assume full responsibility for a pedagogical assignment under the coaching of school and university-based teacher educators.

**University Supervisor** – An individual involved in teacher preparation whose primary institutional home is a college or university. A university-based teacher educator is a specific type of boundary-spanning teacher educator who engages in evaluation,



coaching, instruction, and partnership and assumes expanded and multiple responsibilities within, and often across, each of these four domains.

## V. Procedures

Candidates must observe the holiday schedule followed by the school/school system in which they are teaching and not the university holiday schedule. Thus, candidates must report to their placement site during the university fall or spring break and adhere to the school/school system break schedule instead. If the placement's spring break is used to make up inclement weather days, candidates are required to attend those make-up days. Religious holidays and observances will be honored in accordance with the Full-time Student Teaching Religious Observance Policy (this document).

Candidates are permitted two professional development days for interviews, employment fairs, etc. These must be planned and scheduled with approval from the clinical teacher and university supervisor. These cannot be used to make up for snow days. Additionally, candidates will be given one or two release days for edTPA preparation. These days must be pre-approved and candidates must report to the Dr. Jo Watts Williams School of Education to work on these days. These days are in addition to the two professional days.

Absences due to candidates presenting research at conferences or any other university-related absence must be pre-approved by the Director of Teacher Education. Candidates must submit a written request prior to the absence for review.

Candidates must notify their clinical teacher, school office, and university supervisor if they are going to be absent for any reason prior to the beginning of the absence. The Director of Education Outreach must also be notified by the candidate of any absence via email.

Candidates must provide substitute plans for any excused absences. Candidates should not schedule appointments during regular school hours. Otherwise, absences from full-time student teaching are only permitted in cases of serious illness or emergency. Violation of this policy may result in withdrawal from EDU 4970: Student Teaching with a grade of WF.

## VI. Related Information

Transition to Full-time Student Teaching Policy (in this document)

[University Religious Observance Notification Policy](#)

Full-time Student Teaching Religious Observance Policy (in this document)

### VII. Responsible Officer(s)

The Dean and Director of Teacher Education has assigned responsibility for administration of the policy to the Teacher Education Committee. The Teacher Education Committee is responsible for keeping the policy up to date and coordinating a detailed review at least once every five years or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

### VIII. Policy History

Date	Author	Description
September 2024	Teacher Education Committee	Approved language clarifying that religious observances would be honored in accordance with the student teaching religious observance policy
July 2024	Director of Assessment & Accreditation	Updated to clarify that this policy applies to the full-time student teaching semester
2016	Teacher Education Committee	Procedures related to candidates being expected to report to their assigned placement daily and prior to the arrival of the students, including teacher workdays, parent meetings, make-up days due to school cancellations and staff/professional development meetings, were established as a policy in place in 2016.

### IX. Scheduled Review date

By December 2029 or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

## Clinical Experience Complaint Policy

Policy No. 30-05

**Type of Policy:** Administrative

**Responsible Oversight Executive:** Dean and Director of Teacher Education

**Date of Current Revision or Creation:** February 2025

### I. Purpose

The purpose of this policy is to assist candidates, university supervisors, and clinical teachers in the resolution of candidate concerns and complaints constructively, quickly and fairly. This policy is distinct from the DJWWSOE Internal Complaint Policy in that this policy covers matters involving clinical placements. This policy is aligned with the Council for the Accreditation of Educator Preparation's Standard R3.2.

### II. Policy Statement

The university has a variety of procedures for dealing with candidate-initiated complaints on matters internal to the University. Matters internal to the university fall under the scope of the DJWWSOE Internal Complaint Policy (this document).

The procedures outlined below are designed to cover conduct specific to clinical placements. The Dr. Jo Watts Williams School of Education recognizes that the instructor has the authority to maintain appropriate classroom behavior and respects the academic freedom of its faculty, thus it generally will not interfere with content or style of teaching activities.

### III. Scope

This policy applies to all candidates in clinical settings in the teacher education program. All candidate-related information will be considered confidential and protected under the Family Educational Rights and Privacy Act (FERPA).

### IV. Definitions

**Candidate** – An individual engaged in the preparation process for professional educator licensure/certification/endorsement with an educator preparation provider.

**Clinical Experiences or Placements** – Guided, hands-on practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. These include, but are not limited to, culminating clinical practices such as full-time student teaching or internship.

**Clinical Teacher** – An individual involved in teacher preparation whose primary institutional home is a school. School-based teacher educators assume mentoring and partnership responsibilities in addition to their P-12 school responsibilities.

**Complaint** – An allegation by a candidate that there has been, in an individual case, an arbitrary or discriminatory application of or failure to act pursuant to the policies of Elon University in relation to Elon students, including teacher education candidates. The complaint should be a written statement submitted by an Elon student about a matter that requires formal consideration and resolution.

**Full-time Student Teaching** – The culminating clinical practice experience. During full-time student teaching, candidates assume full responsibility for a pedagogical assignment under the coaching of school and university-based teacher educators.

**Student Teaching Year** – The student teaching year is comprised of the fall methods semester in which candidates take the appropriate methods course for their teacher education major, followed by the full-time student teaching semester. Though referred to as the fall methods semester because most candidates complete the methods course during the fall semester, some candidates may complete the methods course in the spring and complete full-time student teaching in the fall.

**University Supervisor** – An individual involved in teacher preparation whose primary institutional home is a college or university. A university-based teacher educator is a specific type of boundary-spanning teacher educator who engages in evaluation, coaching, instruction, and partnership and assumes expanded and multiple responsibilities within, and often across, each of these four domains.

## V. Procedures

**Step 1: Informal Resolution.** The university supervisor serves as the first point of contact for communicating candidate and clinical teacher concerns and incidents. Concerns/incidents that arise should be reported to the Director of Teacher Education by the university supervisor, or by the candidate in the event of an issue with the university supervisor. The Director of Teacher Education will work to resolve such issues in consultation with the Director of Education Outreach, university supervisor, and the Teacher Education Committee when necessary.

First attempts to resolve such concerns or incidents should be made through an initial meeting with the university supervisor, candidate, and clinical teacher(s). As necessary and appropriate, the university supervisor, the clinical teacher, the program coordinator, the chair of the appropriate department, the Director of Education Outreach, and the Director of Teacher Education will meet to discuss the situation with the candidate. An appropriate plan of action will be put in place depending on the nature of the concern.

**Step 2: Formal Complaint.** If these initial informal attempts to resolve complaints are unsuccessful, a formal written (e-mail) complaint should be submitted by the candidate to the Director of Teacher Education. The written complaint should include:

- The candidate's name and university identification number
- The university supervisor or clinical teacher's name and the course subject area prefix and number
- A detailed description of the nature of the complaint
- A detailed description of attempts at informal resolution
- A detailed description of the relief sought

**Step 3: Resolution of Complaint.** The Director of Teacher Education will create an investigation committee from the Teacher Education Committee membership. The investigation may include independent or collective meetings with the candidate and the person who is the subject of the complaint. A decision will be issued in writing to both parties within 30 days of the date the complaint was filed. The investigation is not intended to be an adversarial process, and those responsible for investigation and resolution must take all responsible steps to ensure that the candidate is protected against retaliation and any subsequent recrimination or victimization.

**Step 4: Appeals.** Any party to a candidate complaint who is dissatisfied with a decision made under this policy may appeal to the Director of Teacher Education. The appeal must be submitted in writing within 10 business days of the letter communicating the decision. If the Director of Teacher Education determines the complaint process was conducted in accordance with this policy and the outcome is appropriate, the appeal will be dismissed. Otherwise, the Director of Teacher Education will issue a new decision in writing. This decision of the Director of Teacher Education is considered final.

Schools or districts may be notified of candidate complaints and the outcome of the resolution process at the discretion of the Director of Education Outreach and Director of Teacher Education and based on the recommendation of the Investigation Committee.

Teacher candidates wishing to appeal the decision of probationary status or dismissal from the teacher education program based on professional dispositions and/or academic performance concerns must follow the appeal process outlined in the Addressing Professional Dispositions/Academic Performance Concerns policy.

## VI. Related Information

DJWWSOE Internal Complaint Policy (in this document)

[Addressing Professional Dispositions/Academic Performance Concerns \(PDAP\) Process](#)

[Elon Bias Response](#)

[Family Educational Rights and Privacy Act](#)

[Grade Appeals](#)

[Elon University Gender-based Discrimination Policy & Reporting](#)

[Student Teaching Handbook](#)

## VII. Responsible Officer(s)

The Dean and Director of Teacher Education has assigned responsibility for administration of the policy to the Teacher Education Committee. The Teacher Education Committee is responsible for keeping the policy up to date and coordinating a detailed review at least once every five years or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

## VIII. Policy History

Date	Author	Description
February 2025	Teacher Education Committee	Policy revised to clarify that this process refers to complaints involving clinical placements and approved by the Teacher Education Committee
July 2024	Director of Assessment & Accreditation	Policy revised for clarity and in line with transition point revisions adopted by Teacher Education Committee in April 2024.

## IX. Scheduled Review date

By December 2029 or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

## Clinical Experience Professional Code of Conduct Policy

Policy No. 30-06

**Type of Policy:** Administrative

**Responsible Oversight Executive:** Dean and Director of Teacher Education

**Date of Current Revision or Creation:** February 2025

### I. Purpose

The purpose of this policy is to outline the expectations for candidate conduct during full-time student teaching and other clinical experiences. This policy also outlines the Dr. Jo Watts Williams School of Education's expectations regarding candidates' behavior toward their colleagues, university supervisors, clinical teachers, and P-12 students.

### II. Policy Statement

Candidates are expected to conduct themselves in a professional manner at all times. The Dr. Jo Watts Williams School of Education promotes freedom of expression; however, it expects all members to foster a respectful, collaborative environment that is free from discriminatory behavior, harassment, or victimization.

Professional conduct is broadly defined to include the behaviors named and evaluated throughout the teacher education program using the professional dispositions instrument, as well as the expectations enumerated in the Code of Ethics for North Carolina Educators. Specific additional expectations are named in Section V: Procedures.

### III. Scope

This policy applies to all candidates with clinical or student teaching placements.

### IV. Definitions

**Candidate** – For purposes of this policy, the term 'candidate' refers to any Elon University student in a clinical experience associated with an education course.

**Clinical Experiences or Placements** – Guided, hands-on practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. These include, but are not limited to, culminating clinical practices such as full-time student teaching or internship.

**Clinical Teacher** – An individual involved in teacher preparation whose primary institutional home is a school. School-based teacher educators assume mentoring and partnership responsibilities in addition to their P-12 school responsibilities.

**Clinical Practice Setting** – A school or other authentic educational setting that works in partnership with an educator preparation program to provide clinical practice for teacher candidates.

**Student** – A learner in a school setting or other structure learning environment. CAEP uses the term “student” to identify learners in P-12 schools.

**Full-time Student Teaching** – The culminating clinical practice experience. During full-time student teaching, candidates assume full responsibility for a pedagogical assignment under the coaching of school and university-based teacher educators.

**University Supervisor** – An individual involved in teacher preparation whose primary institutional home is a college or university. A university-based teacher educator is a specific type of boundary-spanning teacher educator who engages in evaluation, coaching, instruction, and partnership and assumes expanded and multiple responsibilities within, and often across, each of these four domains.

## V. Procedures

Candidates are expected to conduct themselves in a manner that upholds the Code of Ethics for North Carolina Educators and reflects the professional dispositions cultivated within the teacher education program. In addition to this general expectation, the program stipulates the following:

- Candidates are expected to follow the rules, policies, and procedures of the clinical teacher’s classroom, as well as school and school system/district rules, policies, and procedures.
- Candidates are prohibited from interacting with public school students through social media, including but not limited to Facebook, X, Instagram, Snapchat, Bluesky, Tik Tok, or Reddit.
- Candidates are expected to limit mobile phone use while in the clinical practice setting to that which is absolutely necessary, except during designated break or planning periods.
- Candidates may not socialize with public school students except at officially sponsored public school events. Socializing shall be defined as associating with students outside of school hours or school events. Examples of inappropriate conduct include but are not limited to dining with, attending non-school related events with, or intentionally meeting with public school students outside of the school setting for reasons not related to school business.
- Candidates must maintain strictly professional relationships with school staff and personnel.
- Candidates must use the school district’s email or phone system (not candidates’ personal or Elon email accounts or personal phone numbers) to conduct all communication with students and families.



- Candidates must maintain a professional appearance at all times. In general, dress should be business casual attire. Exceptions are made for classrooms/subject areas that require athletic dress (physical education), field trips and outdoor school events; however, neat dress is still required.

## VI. Related Information

[Early Field Experience Handbook](#)

[Student Teaching Handbook](#)

[Professional Dispositions Rubric](#)

[Code of Ethics for North Carolina Educators](#)

## VII. Responsible Officer(s)

The Dean and Director of Teacher Education has assigned responsibility for administration of the policy to the Teacher Education Committee. The Teacher Education Committee is responsible for keeping the policy up to date and coordinating a detailed review at least once every five years or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

## VIII. Policy History

Date	Author	Description
February 2025	Teacher Education Committee	Revisions to clarify that the standards of professional conduct are dictated by the Code of Ethics for NC Educators and the professional dispositions assessed by the teacher education program; approved by the Teacher Education Committee
July 2024	Director of Assessment & Accreditation	Revisions for clarity, including that this policy applies to all clinical experiences, not only full-time student teaching.
2016	Teacher Education Committee	Procedures related to candidates being expected to conduct themselves in a

		professional manner at all times were established as a policy in place in 2016.
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**IX. Scheduled Review date**

By December 2029 or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

## Substitute Teaching Policy

Policy No. 30-07

Type of Policy: Administrative

Responsible Oversight Executive: Dean and Director of Teacher Education

Date of Current Revision or Creation: December 2024

### I. Purpose

The purpose of this policy is to outline the guidelines for substitute teaching during the full-time student teaching semester.

### II. Policy Statement

Provided that the policies of the clinical school system are observed, candidates engaged in full-time student teaching may serve as official substitute teachers in the classes to which they are assigned. As a general policy, candidates should not substitute for teachers who are not their assigned clinical teachers.

### III. Scope

This policy applies to all candidates in full-time student teaching placements who have completed the substitute teaching application process required by the school and/or school district.

### IV. Definitions

**Candidate** – An individual engaged in the preparation process for professional educator licensure/certification/endorsement with an educator preparation provider.

**Clinical Teacher** – An individual involved in teacher preparation whose primary institutional home is a school. School-based teacher educators assume mentoring and partnership responsibilities in addition to their P-12 school responsibilities.

**Full-time Student Teaching** – The culminating clinical practice experience. During full-time student teaching, candidates assume full responsibility for a pedagogical assignment under the coaching of school and university-based teacher educators.

**University Supervisor** – An individual involved in teacher preparation whose primary institutional home is a college or university. A university-based teacher educator is a specific type of boundary-spanning teacher educator who engages in evaluation, coaching, instruction, and partnership and assumes expanded and multiple responsibilities within, and often across, each of these four domains.

## V. Procedures

On occasion, candidates may have the opportunity to substitute for their assigned clinical teacher. The candidate is responsible for attending substitute teacher training and completing the substitute teaching application process required by the school and school district. The candidate must have the approval of the university supervisor. Additionally, approval to substitute for the clinical teacher may require approval by the school district, the school principal, and the clinical teacher.

Provided that the policies of the clinical school system are observed and necessary approvals have been granted, candidates may serve as official substitute teachers in the classes to which they are assigned. Candidates should not substitute for teachers who are not their clinical teachers. If such a case arises, the school system should employ the candidate as a substitute teacher with appropriate monetary compensation for such time.

## VI. Related Information

[Student Teaching Handbook](#)

## VII. Responsible Officer(s)

The Dean and Director of Teacher Education has assigned responsibility for administration of the policy to the Teacher Education Committee. The Teacher Education Committee is responsible for keeping the policy up to date and coordinating a detailed review at least once every five years or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

## VIII. Policy History

Date	Author	Description
December 2024	Teacher Education Committee	The Teacher Education Committee approved the policy.
July 2024	Director of Assessment & Accreditation	Edits for clarity, including clarifying that this refers to the full-time student teaching semester in accordance with revised transition points.
2016	Teacher Education Committee	Procedures related to candidates having the option to serve as official substitute teachers in the classes to which they are

		assigned, were established as a policy in place in 2016.
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**IX. Scheduled Review date**

By December 2029 or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

## Offers of Employment Prior to Completion of Full-time Student Teaching Policy

Policy No. 30-08

Type of Policy: Administrative

Responsible Oversight Executive: Dean and Director of Teacher Education

Date of Current Revision or Creation: February 2025

### I. Purpose

Occasionally a teaching position will be offered to a candidate to finish out the year for a teacher of record prior to completing full-time student teaching. The purpose of this policy is to outline the conditions under which these requests may be granted.

### II. Policy Statement

Requests to have candidates serve as the teacher of record prior to the completion of full-time student teaching are subject to a number of conditions, including the approval of the Director of Teacher Education.

### III. Scope

This policy applies to all candidates in full-time student teaching placements who have been offered a teacher of record position to finish out the school year prior to the completion of full-time student teaching.

### IV. Definitions

**Candidate** – An individual engaged in the preparation process for professional educator licensure/certification/endorsement with an educator preparation provider.

**Clinical Teacher**– An individual involved in teacher preparation whose primary institutional home is a school. School-based teacher educators assume mentoring and partnership responsibilities in addition to their P-12 school responsibilities.

**Full-time Student Teaching** – The culminating clinical practice experience. During full-time student teaching, candidates assume full responsibility for a pedagogical assignment under the coaching of school and university-based teacher educators.

**Teacher of Record** - An educator who has been assigned the lead responsibility for a student's learning in a given classroom or subject area.

**University Supervisor** – An individual involved in teacher preparation whose primary institutional home is a college or university. A university-based teacher educator is a specific type of boundary-spanning teacher educator who engages in evaluation, coaching, instruction, and partnership and assumes expanded and multiple responsibilities within, and often across, each of these four domains.

## V. Procedures

Requests may or may not be granted, but all requests will be considered under the following conditions:

- A minimum of 10 weeks of full-time student teaching has been successfully completed
- The university supervisor, clinical teacher, and school administrator deem the candidate ready to assume full responsibility for a classroom.
- The midterm assessments indicate readiness, defined as having no ratings of '1' on the professional dispositions instrument, and a preponderance of ratings of 'proficient' or higher on the NCEES with no ratings of 'emergent'.
- The university supervisor is available to continue supervising the candidate.
- The clinical teacher is available and willing to continue to mentor the candidate, or in the case of a different school setting, an appropriate mentor can be found at the new school.
- The Director of Teacher Education approves the request.

## VI. Related Information

[Student Teaching Handbook](#)

## VII. Responsible Officer(s)

The Dean and Director of Teacher Education has assigned responsibility for administration of the policy to the Teacher Education Committee. The Teacher Education Committee is responsible for keeping the policy up to date and coordinating a detailed review at least once every five years or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

## VIII. Policy History

Date	Author	Description
February 2025	Teacher Education Committee	Approved policy update to require approval only of the Director of Teacher Education rather than Teacher Education Committee; clarified the parameters of the midterm conference.
July 2024	Director of Assessment & Accreditation	Updated to clarify that this policy applies to the full-time student teaching semester

Spring 2017	Director of Teacher Education and Director of Outreach	Updated number of weeks of required student teaching based on state policy
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**IX. Scheduled Review date**

By December 2029 or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.



## Prohibition of Corporal Punishment Policy

Policy No. 30-09

**Type of Policy:** Administrative

**Responsible Oversight Executive:** Dean and Director of Teacher Education

**Date of Current Revision or Creation:** 2024

### I. Purpose

The purpose of this policy is to outline the Dr. Jo Watts Williams School of Education's policy on corporal punishment. North Carolina Public School Law §115C-390.4 allows for the use of corporal punishment in public schools. However, corporal punishment stands in stark contrast to the values and equity-centered mission of the Dr. Jo Watts Williams School of Education and its teacher education programs.

### II. Policy Statement

The Teacher Education Committee prohibits the use of corporal punishment by any candidate, regardless of the state or district policies in which the candidate is placed. Candidates may neither participate in administering corporal punishment to students, nor serve as witness while staff members administer corporal punishment.

### III. Scope

This policy applies to all Elon students in a clinical experience associated with an education course.

### IV. Definitions

**Candidate** – For purposes of this policy, the term 'candidate' refers to any Elon University student in a clinical experience associated with an education course.

**Clinical Experiences or Placements** – Guided, hands-on practical applications and demonstrations of professional knowledge of theory to practice, skills, and dispositions through collaborative and facilitated learning in field-based assignments, tasks, activities, and assessments across a variety of settings. These include, but are not limited to, culminating clinical practices such as full-time student teaching or internship.

**Corporal punishment** – The intentional infliction of physical pain upon the body of a student as a disciplinary measure.

**Student** – A learner in a school setting or other structured learning environment. CAEP uses the term "student" to identify learners in P-12 schools.

**Full-time Student Teaching** – The culminating clinical practice experience. During full-time student teaching, candidates assume full responsibility for a pedagogical assignment under the coaching of school and university-based teacher educators.

#### V. Related Information

[Student Teaching Handbook](#)

[North Carolina General Statutes §115C-390.4](#)

#### VI. Responsible Officer(s)

The Dean and Director of Teacher Education has assigned responsibility for administration of the policy to the Teacher Education Committee. The Teacher Education Committee is responsible for keeping the policy up to date and coordinating a detailed review at least once every five years or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

#### VII. Policy History

Date	Author	Description
September 2024	Teacher Education Committee	Updated policy approved by Teacher Education Committee
July 2024	Director of Assessment & Accreditation	Updated to clarify that the policy applies to all Elon students in clinical placements associated with education courses.
2016	Teacher Education Committee	Corporal punishment stands in stark contrast to the values and equity-centered mission of the Dr. Jo Watts Williams School of Education and its teacher education programs. Prohibiting the use of corporal punishment was established as a policy in place in 2016.

**VIII.Scheduled Review date**

By December 2029 or as required by North Carolina law, the North Carolina State Board of Education, or the Council for the Accreditation of Educator Preparation.

## DJWWSOE Internal Complaint Policy

Policy No. 30-10

**Type of Policy:** Administrative

**Responsible Oversight Executive:** Dean and Director of Teacher Education

**Date of Current Revision or Creation:** February 2025

### I. Purpose

The DJWWSOE internal complaint policy is established to provide a fair and impartial mechanism for resolution of complaints that may arise as candidates progress in the teacher education program. This policy is distinct from the Clinical Experience Complaint Policy in that this policy applies to complaints internal to the Dr. Jo Watts Williams School of Education. This policy is aligned with the Council for the Accreditation of Educator Preparation's Standard R3.2 as well as Elon University policy.

### II. Policy Statement

The university has specific procedures for dealing with certain candidate-initiated complaints, namely identity-based bias, gender-based discrimination (Title IX), disabilities, grade appeals, and student conduct appeals. Complaints outside the scope of these named areas but regarding matters internal to the Dr. Jo Watts Williams School of Education fall under this policy. The procedures outlined below are applicable to candidates at any point in the teacher education program. Complaints regarding matters internal to the university but outside the Dr. Jo Watts Williams School of Education should be made using the university's complaint process.

The Dr. Jo Watts Williams School of Education recognizes that the instructor has the authority to maintain appropriate classroom behavior and respects the academic freedom of its faculty, thus it generally will not interfere with content or style of teaching activities.

### III. Scope

This policy applies to all candidates in teacher education when the complaint involves matters internal to the Dr. Jo Watts Williams School of Education. Complaints regarding early clinical experiences or the student teaching year fall under the Clinical Experience Complaint Policy (this document). All candidate-related information will be considered confidential and protected under the Family Educational Rights and Privacy Act (FERPA).

### IV. Definitions

**Candidate** – An individual engaged in the preparation process for professional educator licensure/certification/endorsement with an educator preparation provider.

**Complaint** – An allegation by a candidate that there has been, in an individual case, an arbitrary or discriminatory application of or failure to act pursuant to the policies of Elon University in relation to Elon students, including teacher education candidates. The complaint should be a written statement submitted by an Elon student about a matter that requires formal consideration and resolution.

**Early Clinical Experience** – Any clinical experience associated with an education course prior to the student teaching year.

**Student Teaching Year** – The student teaching year is comprised of the fall methods semester in which candidates take the appropriate methods course for their teacher education major, followed by the full-time student teaching semester. Though referred to as the fall methods semester because most candidates complete the methods course during the fall semester, some candidates may complete the methods course in the spring and complete full-time student teaching in the fall.

## V. Procedures

1. The candidate should submit a written complaint to the individual with whom there is a concern, with a request for a meeting.
2. The candidate should meet with the individual. Most concerns can be resolved through direct and open communication between the parties involved.
3. If the candidate is dissatisfied with the results of Step 2, the candidate may submit a written complaint to the individual's supervisor or department chair within 10 business days of the meeting. The individual's supervisor or department chair will offer to meet with both the candidate and the individual with whom there is a concern, either together or separately as appropriate. After the meeting, the supervisor or department chair will provide both parties with written documentation of the concern(s) expressed and resolution(s) discussed at the meeting.
4. If the candidate wishes to appeal the resolution(s) from step 3, they should submit a written request to the Director of Teacher Education who will hear the appeal and issue a final decision.

## VI. Related Information

Clinical Experience Complaint Policy (in this document)

[Addressing Professional Dispositions/Academic Performance Concerns \(PDAP\) Process](#)

[Elon Bias Response](#)

[Family Educational Rights and Privacy Act](#)

[Grade Appeals](#)

[Elon University Gender-based Discrimination Policy & Reporting](#)

## Elon University Complaint Process

### VII. Responsible Officer(s)

The Dean and Director of Teacher Education has assigned responsibility for administration of the policy to the Teacher Education Committee. The Teacher Education Committee is responsible for keeping the policy up to date and coordinating a detailed review at least once every five years or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

### VIII. Policy History

Date	Author	Description
February 2025	Teacher Education Committee	Revised to clarify that this policy applies to internal complaints not covered by official university policy; approved by Teacher Education Committee.
July 2024	Director of Assessment & Accreditation	Policy adapted from version published on WWSOE website for policy manual publication.

### IX. Scheduled Review Date

By December 2029 or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

## Full-time Student Teaching Religious Observance Policy

Policy No. 30-11

**Type of Policy:** Administrative

**Responsible Oversight Executive:** Dean and Director of Teacher Education

**Date of Current Revision or Creation:** December 2024

### I. Purpose

The Full-time Student Teaching Religious Observance Policy is established to provide guidelines for religious observances that necessitate absence from full-time student teaching.

### II. Policy Statement

In keeping with the university's mission, the Dr. Jo Watts Williams School of Education (DJWWSOE) embraces the Truitt Center for Religious and Spiritual Life's statement that the University "respects the religious, spiritual, and secular beliefs, commitments, and values of all members of the campus community, and encourages their free expression." Religious observance is one component of the free expression of beliefs, and observances will occasionally conflict with full-time student teaching.

The DJWWSOE honors the university's religious observance policy (ROP) in cases where religious observance requires being absent from a clinical placement. In keeping with the ROP, students are required to notify the appropriate parties, including both clinical teachers and university supervisors, within the first three weeks of the semester. University supervisors must be notified using the Religious Observance Notification Form. However, this form will not automatically be forwarded to clinical teachers. Therefore, the student should complete the form and then work with the university supervisor to have a conversation with the clinical teacher.

As stated in the ROP, absence for religious observance is excused, but the student is not excused from missed work. In full-time student teaching, part of the work of the course includes meeting a minimum number of required hours in the placement. Therefore, a student who is absent from a placement is expected to understand the effect of missed time in the placement on the number of hours accrued and, where necessary, arrange to make up the hours.

### III. Scope

This policy applies to candidates in full-time student teaching.

### IV. Definitions

**Candidate** – An individual engaged in the preparation process for professional educator licensure/certification/endorsement with an educator preparation provider.

**Clinical Teacher** – An individual involved in teacher preparation whose primary institutional home is a school. School-based teacher educators assume mentoring and partnership responsibilities in addition to their P-12 school responsibilities.

**Full-time Student Teaching** – The culminating clinical practice experience. During full-time student teaching, candidates assume full responsibility for a pedagogical assignment under the coaching of school and university-based teacher educators.

**University Supervisor** – An individual involved in teacher preparation whose primary institutional home is a college or university. A university-based teacher educator is a specific type of boundary-spanning teacher educator who engages in evaluation, coaching, instruction, and partnership and assumes expanded and multiple responsibilities within, and often across, each of these four domains.

## V. Procedures

1. The candidate submits the religious observance notification form through the Elon University Truitt Center for Religious & Spiritual Life's website.
2. The candidate follows up with the university supervisor. This conversation should include the candidate's understanding of the impact of the absence on meeting the required number of hours, the initial planning to make up the hours if necessary, and the appropriate method of notifying the clinical teacher.
3. The candidate notifies the clinical teacher.
4. The candidate takes any necessary steps to finalize arrangements for making up the hours.

## VI. Related Information

[Elon University Religious Observance Notification Policy](#)

[Early Field Experiences Handbook](#)

[Student Teaching Handbook](#)

## VII. Responsible Officer(s)

The Dean and Director of Teacher Education has assigned responsibility for administration of the policy to the Teacher Education Committee. The Teacher Education Committee is responsible for keeping the policy up to date and coordinating a detailed review at least once every five years or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.



**VIII. Policy History**

Date	Author	Description
December 2024	Teacher Education Committee	Policy approved by Teacher Education Committee
October 2024	Director of Assessment & Accreditation	Policy developed at the request of the Teacher Education Committee

**IX. Scheduled Review Date**

By December 2029 or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

## Incomplete Policy

Policy No. 20-11

Type of Policy: Academic

Responsible Oversight Executive: Dean and Director of Teacher Education

Date of Current Revision or Creation: April 2025

### I. Purpose

The purpose of this policy is to clarify the appropriate procedures and circumstances for assigning grades of “incomplete”.

### II. Policy Statement

According to the faculty handbook, “An ‘I’ grade signifies incomplete work because of illness, emergency, extreme hardship, or self-paced courses.”

In situations where instructors notice that candidates are falling behind with the workload in courses, instructors are strongly encouraged to use all of the available tools to deploy support resources for the student before an “I” grade is contemplated. Specifically, faculty members are encouraged to take any or all of the below steps:

- Submit an e-warning
- Notify the Director of Teacher Education via e-mail
- Complete a disposition form, and notify the Director of Teacher Education that they have done so

If a faculty member feels that a candidate’s situation merits an “I” to allow the candidate to finish work not submitted by the end of the semester, faculty should initiate a conversation with the Director of Teacher Education to discuss the merits of the situation.

### III. Scope

This policy applies to all teacher education courses.

### IV. Definitions

**Candidate** – An individual engaged in the preparation process for professional educator licensure/certification/endorsement with an educator preparation provider.

### V. Related Information

[Faculty Handbook](#)

[E-warnings](#)

[Addressing Professional Dispositions/Academic Performance Concerns \(PDAP\) Process](#)

**VI. Responsible Officer(s)**

The Dean and Director of Teacher Education has assigned responsibility for administration of the policy to the Teacher Education Committee. The Teacher Education Committee is responsible for keeping the policy up to date and coordinating a detailed review at least once every five years or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.

**VII. Policy History**

Date	Author	Description
April 2025	Teacher Education Committee	Policy adopted by Teacher Education Committee

**VIII. Scheduled Review Date**

By December 2029 or as required by the North Carolina State Board of Education or the Council for the Accreditation of Educator Preparation.