

Program Handbook

Master of Arts

Social Studies Education

University of North Carolina at Pembroke

2006-2007

Table of Contents

Letter of Welcome from Program Director.....	3
Program Faculty.....	4
UNCP Teacher Education Program Overview.....	6
Program Mission Statement.....	9
Program Standards.....	10
Program Objectives.....	12
Program of Study.....	13
Course Descriptions.....	14
Program Policies.....	17
Program Orientation Information.....	28
Major Products of Learning for Program.....	29
Capstone Portfolio.....	30
Program Progress.....	31
Program Quality.....	32
UNCP Graduate Candidate Assessment System.....	33
Appendices.....	38

Welcome from Program Director

On behalf of the graduate social studies education faculty at UNCP, I am delighted to welcome you to the Master of Arts in Social Studies Education program. This program offers a comprehensive graduate education designed to equip experienced social studies teachers to effectively prepare their high school students for informed and productive citizenship in an interdependent global community. The history and social science requirements are carefully structured to provide breadth of coverage in self-selected areas of concentration. The pedagogical components reflect a commitment to professional excellence, collaboration, and practices that promote a multicultural approach to teaching.

Students enrolled in this program will complete a strong core of professional development courses, which include the professional core education courses required of all graduate-level licensure students, an advanced social studies education methods course, and a host of content-related history and social science courses. The advanced methods course—Social Studies Curriculum Transformation (SSE 575)—will enable experienced teachers to incorporate recent scholarship and teaching methods into the classes they currently teach. It will cover topics such as curriculum reform initiatives, multiculturalism, racial and gender issues, active learning strategies, classroom management, technology, and curriculum integration. Upon completion of this course, students will be able to synthesize their theoretical knowledge of these issues with their own classroom experience.

The history and social science requirements build upon the multiple goals of UNCP's undergraduate social studies education program, and are designed to strengthen the understanding of the individual academic disciplines of in-service teachers. These courses are carefully structured to provide both breadth of coverage and selected depth within each broad academic area. Students will take at least one history course in each of the following areas: European; United States; and Asia, Africa, or Latin America. They will also be allowed to choose an additional elective from one of these three areas. This program configuration allows students to develop their understanding of the history of geographically diverse regions while gaining significant expertise in one region. It is assumed that students will choose to "specialize" in an area appropriate to their teaching assignments. Furthermore, students will choose four courses from several social science disciplines, including American Indian Studies, Economics, Geography, Political Science and Public Administration, Psychology, and Sociology.

Our graduates complete this program with enhanced critical-thinking skills and a stronger content knowledge base, which they are able to pass along to their own students. They have developed important professional leadership skills, which allow them to make significant contributions to the improvement of social studies education. And they have gained practical information, which they can apply immediately to their own classes, as well as intellectual and professional experiences that truly make them master teachers. I am confident that, as a new student in the Master of Arts in Social Studies Education program at UNCP, you too will benefit from the opportunities for growth that our faculty provides.

Scott Billingsley
Program Director

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TEACHER EDUCATION PROGRAM OVERVIEW

Preparing professional educators who are committed, collaborative, and competent



Teacher Education Program Vision Statement

By holding ourselves to high standards of professional excellence and professional integrity, by caring for the personal and professional well-being of the teacher candidates in our undergraduate community and the career professionals in our graduate community, we will make sound judgments about the design and delivery of professional development programs in an environment of mutual trust and common commitment to public school children and their families.

The Teacher Education Program Mission Statement

Believing that the quality of education directly influences the quality of life both for those served and for those serving, the UNC Pembroke Teacher Education Program has as its mission to develop and nurture competent and caring communities of public school professionals who dedicate themselves to the education and welfare of all students and whose understanding of the dynamic interrelationship among theory, practice, and reflection compels them to actively influence positive change with sensitivity and integrity. The UNCP Teacher Education Program shares the University's commitment to academic excellence, cultural diversity, and lifelong learning within a balanced program of teaching, research, and service.

Teacher Education Program Diversity Position Statement

In congruence with the mission of the University of North Carolina at Pembroke in providing the setting and environment for the University experience and to graduate students prepared for global citizenry, the Teacher Education Program at UNCP is committed to the development of teachers who embrace the diversity of ideas, learning styles, racial and ethnic differences, and gender issues of differences and who possess the knowledge, skills and dispositions necessary to promote living and learning in a global society. To this accomplishment the Teacher Education Program will seek to

- 1) recruit students from among diverse backgrounds, cultures and races;
- 2) recruit faculties from among diverse populations who possess a knowledge base for teaching diverse populations;
- 3) develop, teach and assess a curriculum that embraces learning and teaching for diverse populations; and,

- 4) provide (field) experiences and clinical settings, which enable students to test, adapt and adopt paradigms of learning for diverse populations.

Basic Tenets of the Conceptual Framework

The UNCP Teacher Education Program is committed to the public school mission of preparing P-12 learners for full participation in a democratic society. We believe that all P-12 learners are entitled to the highest quality instruction, services, resources, and facilities that society can provide. UNCP's primary responsibility in that noble effort is to prepare **competent** and **collaborative** professional educators **committed** to the democratic mission in public education.

COMMITMENT

Public schools exist for the purpose of making equal access a reality for all children regardless of race, ethnicity, socioeconomic status, language, gender, religion, sexual orientation, or exceptionality. Success in school is critical to the quality of future life for individuals as well as the health and vitality of our democratic nation. Therefore, professional educators—classroom teachers, specialists, administrators, and school counselors—significantly influence the shape of that future for P-12 learners in our nation's public schools. Such serious responsibility for the well-being of others requires an equally serious commitment from professional educators on several levels.

First, professional educators must be **committed to the mission of public schooling** in a culturally diverse, democratic society. Professional educators respect the dignity of all children, their families, their cultures, and their communities and care deeply about each child's academic success, health, and well-being. Second, professional educators must be **committed to high standards for students**. Professional educators believe that all students can learn and set high expectations for all learners. They create safe, secure, and supportive learning environments designed to meet the needs of diverse learners. Third, professional educators must be **committed to high standards for themselves**. They are personally invested in their professional work and continuously engaged in critical self-reflection about their own effectiveness at performing that work. They are committed to lifelong learning and continuous professional development over the span of a career. Fourth, **professional educators are committed to the profession**. They are proud to serve their communities as educational leaders and advocate for the profession in all interactions. They affiliate with various professional organizations at the district, state, and national levels.

COLLABORATION

Public schooling is a complex social institution involving multiple branches of local, state, and national governments, the general public, special interest groups, numerous national professional organizations, accreditation agencies, business partners, civic organizations, and millions of classroom teachers, administrators, service professionals, specialists, support staff, students and their families. Collaboration among all of the stakeholders in public education is essential for success. The UNCP Teacher Education Program nurtures the development of professional educators who understand the importance of collaboration in the public school culture and who work productively with others in various collaborative endeavors for the welfare of P-12 learners.

Professional educators must **collaborate with others in the community of learners**. They understand the constructivist principle of creating shared knowledge, learn how to work as a team on group projects in their classes, and develop a repertoire of cooperative learning strategies.

Professional educators must learn how to **collaborate with other professionals in the school community**. They plan collaboratively with cooperating teachers, grade-level teams, resource teachers, curriculum specialists, and embrace opportunities to team teach. Experienced professionals lead collaborative efforts for whole school improvement. Professional educators **collaborate with students' families and other caregivers**. They understand that the partnership between school and home has a positive impact on the child's success in school. They communicate regularly with parents about what is going on in the school and invite them to actively participate in the school community. Professional educators **collaborate with others in the community**. They secure partnerships with businesses, civic organizations, nonprofit groups, and committed individuals in the district, state, and nation to support special educational initiatives for the benefit of P-12 learners.

COMPETENCE

The UNCP Teacher Education Program prepares professional educators who are competent. They **possess the knowledge, skills, and dispositions** needed to perform their entry level and advanced roles and responsibilities in the public schools effectively. Competent professional educators **promote positive learning outcomes for ALL students**. Understanding the critical connections among theory, research, and practice, their work is grounded in a defensible, well-developed **conceptual framework** based on the tenets of **constructivism**. Competent professional educators **know how to use critical self-reflection** on those connections to learn from direct experience and continuously improve their effectiveness. They **know how to secure and use various technological resources** to enhance student learning, service delivery, communication, and administration. Competent professional educators **embrace cultural diversity**. They know the students for whom they are responsible and how to accommodate the needs of diverse learners in a positive, caring environment. They **value the role of the family in the child's education** and know how to work cooperatively with parents and other caregivers for the child's benefit. Competent professional educators **provide leadership** wherever it is needed, always alert for opportunities to use their individual strengths to promote public education and those it serves.

Specific guidelines for defining professional competence are prescribed by the NC State Board of Education, as the body authorized to govern licensure credentials for professional educators, and The University of North Carolina Board of Governors, the body authorized to govern the award of academic degrees for the UNC system. NC State licensure requirements are aligned with the professional organization standards of the respective licensure area. Specific guidelines defining professional competence are also prescribed by the National Council for the Accreditation of Teacher Education (NCATE), an external accreditation agency.

Program Mission Statement

The mission of the Social Studies Education program is to enhance social studies education within the high schools of our service area and to provide a rigorous course of study for experienced teachers who wish to increase their own knowledge of each of the constituent disciplines.

Program Standards

CANDIDATE PERFORMANCE

Standard 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet state-approved standards and indicators for all teachers (core standards, diversity standards, and technology standards) and state-approved standards and indicators for the specialty area.

Standard 2: Assessment System and Evaluation

The program has an assessment system that collects and analyzes data on candidate and graduate performance. An annual review of the specialty area is conducted and the resulting data are applied, as appropriate, to program improvement.

PROGRAM CAPACITY

Standard 3: Field Experiences and Clinical Practice

The program and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Standard 4: Diversity

The program designs, implements, and evaluates curriculum and experience for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in the public school settings.

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The performance of faculty teaching in the program is evaluated and the professional development of faculty teaching in the program is facilitated.

Standard 5A: Faculty Assignment

One appropriately specialized faculty member, full-time to the institution, is assigned major responsibility for teaching in and coordinating the specialty area. To ensure diversity, there must be a sufficient number of additional faculty, appropriately specialized, to deliver the level(s) offered.

Standard 6: Program Governance and Resources

The program has the leadership, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Standard 6A: Working Conditions

Faculty members have sufficient time for teaching, service, and research as appropriate to the mission of the institution.

Program Goals and Objectives

Goal 1: To develop, evaluate, and sustain a strong program, consistent with current standards of the relevant professional organizations and responsive to the needs of our service area.

Objective 1.1 Develop a plan for recruiting students into the M.A. in SSE program.

Objective 1.2 Compile a balanced calendar of courses that will enable students to complete the M.A. in SSE within two years if they choose to do so.

Objective 1.3 Develop a menu of readings and written assignments for SSE 575 that will provide a common instructional core for the course while allowing adequate flexibility to meet the requirements of various secondary course offerings.

Goal 2: To create a network of committed, highly competent social studies educators who assume professional leadership roles.

Objective 2.1 Engage students in the pre-professional preparation program of current undergraduate SSE majors.

Objective 2.2 Enable students to make recommendations for hardware and software purchases within their buildings when district funds are available.

Objective 2.3 Prepare students to conduct and share the results of research projects that integrate content and pedagogy and are designed to enhance secondary social studies instruction.

Program of Study
Total Hours 36

Professional Core (9 hours total)

EDN 550 Applied Educational Psychology
EDN 565 Applied Philosophy of Education
EDN 566 Applied Educational Research

Pedagogical Expertise (3 hours total)

SSE 575 Social Studies Curriculum Transformation

Academic Specialization (24 hours total)

Select one course from each category (9 hours):

HSTS 500-519 (European)
HSTS 520-539 (Asian, African, Latin American)
HSTS 540-599 (United States)

Select one additional course from the following (3 hours):

HST 510 Advanced North Carolina History
HST 520 History of the South
HSTS 5xx (any of the above categories)

Select two courses from one social science discipline. Both courses must be in the same field. (6 hours):

Political Science (may include approved PAD courses)
Geography
Economics

Select two courses from any social science field not selected for the concentration above. (6 hours):

Political Science (may include approved PAD courses)
Geography
Economics
American Indian Studies (AIS 505 Contemporary Issues of American Indians)
Psychology (PSY 545 Human Development and Personality)
Sociology

Capstone Project (0 hours)

Course Descriptions

AMERICAN INDIAN STUDIES (AIS)

AIS 505. Contemporary Issues of American Indians: This seminar-style course examines major issues of American Indians in the 20th century. Both local and national in scope, topics to be addressed include: politics, economics, treaty relationships with federal and state governments, education, alcohol and substance abuse, the environment, cultural identity, relations with non-Indians, religious freedom, land and water rights, tribal sovereignty, and other issues as they arise. Alternate fall.

ECONOMICS (ECN)

ECN 503. Foundations of Microeconomics/Macroeconomics: This course is an accelerated course designed for students with no economics background or as a refresher course for students who desire to review economic principles before enrolling in required MBA courses. A study of the individual decisions in the market economy and an overall view of the operation of the economy. Specific topics include theories of consumer behavior, behavior of firms in various degrees of competition, and government regulation. Fiscal, monetary, and supply-side policies are discussed.

GEOLOGY AND GEOGRAPHY (GLY/GGY)

GGY 503. Descriptive Regional Analysis: Qualitative definition of geographical regions in the light of human interests: physical, biotic, demographic and socio-cultural determinants; the relevance of regional factors for planning and policy issues in education, government, the economy, and the general welfare.

GGY 505. Geographics: Visualization of spatial data. Utilization of mapping software to create high quality graphics for interdisciplinary analysis in business, marketing, education, demographics, etc. Study of contemporary advances in computer mapping technology and geographic information systems.

HISTORY AND SOCIAL STUDIES EDUCATION (HST/SSE)

SSE 575. Social Studies Curriculum Transformation (3 hours): This course enables students to transform social studies instruction by incorporating recent scholarship and innovative teaching strategies in the social studies classes they teach. Topics will be addressed in a way designed to facilitate synthesis of academic learning and classroom experience, and aligned with advanced professional standards. *Prerequisites: formal admission to the M.A. program*

Asian, African, Latin American History

HSTS 5xx - Topics in Asian History: The course examines a specific region, period, or theme in Asian history. Topics will vary, determined by the instructor's specialty.

HSTS 5xx - Topics in African History: The course examines a specific region, period, or theme in African history. Topics will vary, determined by the instructor's specialty.

HSTS 5xx - Topics in Latin American History: The course examines a specific region, period, or theme in Latin American history. Topics will vary, determined by the instructor's specialty.

European History

HSTS 5xx - Topics in European History to 1500: The course examines a specific region, period, or theme in European history prior to 1500. Topics will vary, determined by the instructor's specialty.

HSTS 5xx - Topics in European History since 1500: The course examines a specific region, period, or theme in European history since 1500. Topics will vary, determined by the instructor's specialty.

United States History

HSTS 5xx - Topics in U.S. History to 1890: The course examines a specific period or aspect of U. S. history prior to 1890. Topics will vary, determined by the instructor's specialty.

HSTS 5xx - Topics in U.S. History since 1860: The course examines a specific period or aspect of U. S. history since 1860. Topics will vary, determined by the instructor's specialty.

Additional History Electives

HST 510 - Advanced North Carolina History: An advanced study of the development of North Carolina from colonial beginnings to the present.

HST 520 - History of the South: A political, economic, and cultural study of the southern region with emphasis on the characteristics which make it distinctive.

HSTS 5xx - Topics in History: This course will focus on one topic which does not fit within any single geographic category used above.

POLITICAL SCIENCE AND PUBLIC ADMINISTRATION (PSPA)

PSPA 540. Systems of State and Local Government: Systematic survey of municipal, county, special district, and state governments, with special emphasis on critical examination of their roles and problems in the decision making process of respective political subdivisions.

PSPA 545. American Political Process: Examination of American political and governmental institutions and analysis of their process, relationship, and roles in the dynamics of the political system.

PSYCHOLOGY (PSY)

PSY 545. Human Development and Personality: A study of developmental and personality theory and research coupled with intensive study through observation and research of the age level most appropriate to the credential sought. There will be basic text on developmental and personality theory to provide a common core. This will be supplemented by extensive related reading and other appropriate activities. Credit, 3 semester hours.

SOCIOLOGY (SOC)

SOC 501. The Changing Family: Family relations in crosscultural and contemporary American perspectives. History, present status, and direction of future change. Credit, 3 semester hours.

SOC 502. American Pluralism—Race and Ethnicity in American Life: The American character hinges upon a complex racial and ethnic pluralism that has existed since the establishment of the United States as a republic and before. This course is intended to explore the dynamics of the social construction of racial and ethnic identity, as well as the historical and contemporary relations among various racial and ethnic groups within the United States, from a sociological standpoint. Credit, 3 semester hours.

Program Policies

PROCEDURES AND POLICIES

Policies and procedures common to all graduate programs of The University of North Carolina at Pembroke appear in the following pages. Detailed information on each program, including requirements specific to individual programs, is contained in subsequent pages. Prospective students are urged to read this information carefully and to refer to this catalog throughout their enrollment at UNCP.

Graduate Admissions:

UNCP welcomes applications from qualified persons who have earned a baccalaureate degree from a regionally accredited college or university, and whose academic preparation and aptitude predict success in graduate studies. The Dean of the School of Graduate Studies and the director of the appropriate graduate degree program evaluate all applications that are submitted. No single consideration dictates decisions on applications; instead, numerous factors and their relationships to one another enter into such decisions. Qualifying for general admission to the School of Graduate Studies of the University does not guarantee admission to a specific program.

Any student who supplies false or misleading information or conceals pertinent facts in order to secure admission to UNCP may be denied admission or, if admitted, may be immediately dismissed from the University. Such a student may be ineligible to receive any credit from the School of Graduate Studies of the University.

Students may enter at the beginning of any semester or summer term. Application materials and all supporting documentation should be submitted to the School of Graduate Studies at least one month prior to the projected enrollment date. Applications packets may be requested from:

School of Graduate Studies
The University of North Carolina at Pembroke
P.O. Box 1510
Pembroke, NC 28372

Categories of Admission:

The School of Graduate Studies of The University of North Carolina at Pembroke admits graduate students in one of the following categories:

- a) full admission,
- b) provisional admission,
- c) special admission,
- d) enrichment studies, and

e) visiting graduate student

These terms are further defined below.

General Admission Requirements (Full or Provisional Admission):

All students seeking to enroll in any graduate class must be admitted to the School of Graduate Studies . To be considered for full or provisional admission to a degree program, an applicant must:

- a) submit a completed application form to the School of Graduate Studies ;
- b) pay a \$40.00 non-refundable application fee;
- c) submit two copies (one of which must be an official copy) of transcripts from **all** colleges/universities attended; one of these transcripts must indicate the date that the applicant's baccalaureate degree was awarded;
- d) have a satisfactory undergraduate academic record and meet at least one of the following minimum GPA (4.0 scale) requirements: an overall GPA of at least a 2.5 on all undergraduate work, or an overall GPA of at least a 3.0 in the undergraduate major, or a GPA of at least a 3.0 on all undergraduate work taken in the senior year;
- e) submit an official report of satisfactory scores on the Miller Analogies Test (MAT), the Graduate Record Examination (GRE), or the Graduate Management Admissions Test (GMAT) {required for M.B.A.};
- f) have three letters of professional recommendation submitted on their behalf. At least one letter should be from a college/university faculty member in the undergraduate major of the applicant; at least one letter should be from the applicant's employer/supervisor;
- e) submit a copy of a current NC teaching license if applying to the M.S.A., M.A.Ed., or an M.A. licensure program.

In some cases, additional information such as an essay, personal interview, or audition may be required.

General Admissions Requirements (Special Admission):

Students seeking admission into this category are frequently unable to submit all documents required for full or provisional admission prior to the beginning of a semester. Other applicants enter this category with the intent to transfer their graduate courses to another institution. All students seeking to enroll in this non-matriculated *special admission status* may register for no more than six (6) hours and are cautioned that they have not been admitted into a degree granting program of an academic department. In most cases, students in this category should seek to convert their admission into full or provisional status as soon as possible. All degree-seeking students who have enrolled with *special admission status* will have their records sealed after one semester.

Further enrollment is prohibited without a change of admissions status. To be considered for special admissions an applicant must:

- a) submit a completed application to the School of Graduate Studies ;
- b) pay a \$40.00, non-refundable application fee;
- c) submit an official transcript indicating that he/she received a baccalaureate degree from a regionally accredited institution of higher learning; and
- d) provide evidence of NC teacher licensure for all graduate licensure programs except the M.A.T.

General Admissions Requirements (Enrichment Studies):

Students seeking to enroll for Enrichment Studies must meet the same admissions requirements as those stated above for Special Admissions. Other restrictions regarding this category appear below.

General Admissions Requirements (Visiting Graduate Students):

The School of Graduate Studies welcomes visiting graduate students from other institutions. Such students are required to:

- a) submit an application to the School of Graduate Studies ;
- b) pay the non-refundable application fee of \$40.00; and
- c) submit a *letter-of-good-standing* signed by the graduate dean (or an appropriate official) of their home graduate school.

Additional information regarding this admissions category appears below.

Education Programs: Licensure Requirement:

Applicants for all graduate degrees in education leading to licensure by the NC Department of Public Instruction must submit a copy of any current licenses held. Applicants to the M.A. programs in Art Education, English Education, Mathematics Education, Music Education, Physical Education, Science Education, and Social Studies Education; to the M.A.Ed. programs in Elementary Education, Middle Grades Education, and Reading Education; and to the Master of School Administration program are expected to hold or be eligible to hold appropriate “A” level NC licensure. Those who do not meet the licensure requirement will not be eligible for a graduate licensure recommendation from The University of North Carolina at Pembroke.

Standardized Examinations:

- a) Miller Analogies Test: The Miller Analogies Test or MAT is accepted by the School of Graduate Studies for all graduate programs except the M.B.A. degree. This examination is

offered on a regular basis by the Department of Counseling and Testing located in the Chavis Student Center on The University of North Carolina at Pembroke campus. To schedule a sitting for the MAT, applicants may telephone (910)-521-6202.

- b) Graduate Record Examination: The Graduate Record Examination (GRE) is offered by the Educational Testing Service (ETS) of Princeton, NJ. The web page address for ETS is: www.gre.org
- c) Graduate Management Admissions Test: The Graduate Management Admissions Test or GMAT is also offered by the ETS. The web page address for this test is: www.mba.com

Deadlines: Applicants are expected to submit the completed application and all supporting documentation at least one month prior to the projected enrollment date. A student whose application is not complete may be allowed to enroll (see special admission category) for a maximum of one semester with enrollment in that semester limited to six hours.

The Admissions Decision: The admissions decision is made by the Dean of the School of Graduate Studies upon recommendation from the appropriate director of a graduate degree program. This decision is based upon an analysis of both quantitative and qualitative criteria submitted by the applicant. These are defined as follows:

Quantitative Criteria: Quantitative criteria are those data with numerical values. These commonly include the applicant's scores on standardized tests (e.g., the Graduate Record Exam {GRE}, the Miller Analogies Test {MAT}, and the Graduate Management Admissions Test {GMAT}) and the applicant's grade point average (GPA). Consideration may be given to any additional numerical information that the prospective graduate student may wish to submit.

Qualitative Criteria: As a nontraditional School of Graduate Studies seeking to serve adult learners, the Graduate Dean and the program directors are open to receiving additional evidences of an applicant's educational endeavors and experience. While individual degree program admissions requirements may vary, the following documents are especially useful to the School of Graduate Studies:

- a) letters-of-recommendation from former professors, immediate supervisors of employment, and professional colleagues;
- b) biographical statements of past experiences and professional goals;
- c) narratives of personal professional goals (required for MPA and both Counseling degree programs) or a philosophy of education statement (required for Music and Social Studies Education);
- d) personal interviews (required for M.P.A.) or an audition (required for Music); *and*
- e) a professional résumé.

Enrollment For Additional Graduate Teacher Licensure: Students who possess graduate (G level or M level) licensure by the North Carolina Department of Public Instruction may enroll in some graduate programs to earn additional graduate licensure. Students who wish to exercise this option must apply to the Graduate School for admission to “Enrichment” status. The Licensure Officer and Program Director will identify the requirements for a recommendation for additional graduate licensure to be forwarded to the Department of Public Instruction by UNCP. These requirements will be specified in the applicant’s letter of admission. This enrollment status does not qualify one for an additional degree.

Students who hold a master’s degree in a counseling area (e.g., Community Counseling) and who wish to obtain licensure as a school counselor and students who possess graduate licensure in a teaching area and wish to obtain a school administration license must apply for admission to the licensure-only program. Admissions requirements are identical to those for the degree program; additional policies may be obtained from the Office of Graduate Studies.

Enrollment For Enrichment Purposes: Applicants who possess a baccalaureate degree from an accredited institution of higher learning, are not enrolled in degree programs at other institutions, and who wish to complete courses at UNCP for personal or professional enrichment may qualify for admission as special students (see general application procedures above). Students in this category cannot enroll for more than six (6) semester hours in a semester. Continuation of enrollment beyond one semester in this category requires the written approval of the Dean of the School of Graduate Studies. A maximum of six (6) semester hours (if appropriate and within the time limit) earned as a special student may later be applied toward degree requirements.

Enrollment as a Visiting Graduate Student: Visiting graduate students enrolled in the graduate schools of accredited institutions of higher learning are welcome at The University of North Carolina at Pembroke. Qualified visiting graduate students may study for one semester or summer at UNCP and transfer credits back to their home institutions. Visiting graduate students who wish to enroll for an additional semester, must secure the written approval of the Dean of the School of Graduate Studies. To gain admission as a visiting graduate student, an applicant must be in good standing at and eligible to return to the home institution. Visiting graduate students are required to submit a letter-of-good-standing from the Dean of Graduate Studies at their home institution prior to any registration for a graduate class. Visiting graduate students are required to complete an application for admission, but are not required to submit transcripts, letters of recommendation, or examination scores. The decision to admit visiting graduate students rests with the Dean of the School of Graduate Studies.

International Students: The School of Graduate Studies of The University of North Carolina welcomes applications from potential graduate students from other nations. Applicants from non-English- speaking nations must provide evidence of proficiency in the English language with their applications for admission to the University’s Graduate Programs. Scores on the Test of English as a Foreign Language (TOEFL) or the Michigan Test are required; no applications for admission are complete without such scores. I-20 forms will not be authorized without such scores. Each student also must submit official proof of financial support, an English translation of all transcripts, and an official transcript evaluation report from either World Education Services (<http://www.wes.org/>) or International Education Services

(<http://www.aacrao.org/credential/index.htm>). All documents must be submitted to the School of Graduate Studies at least six months prior to the projected date of enrollment.

Second Master's Degree: Students who possess a master's degree and wish to enroll at UNCP to earn a second master's degree must apply for admission to the selected program area and, upon acceptance, complete all program requirements for that degree including comprehensive examinations. A maximum of six semester hours of course work applied toward the first degree may be applied toward the second master's degree. The six hours must be approved by the appropriate program director and the Dean of the School of Graduate Studies. These hours are subject to the five year time limit (six for the counseling programs) applied to all course work credited toward the master's degree.

Undergraduate Enrollment For Graduate Courses: Provided they are otherwise qualified for admission to graduate study, seniors at UNCP who are within 9 semester hours of graduation may apply to the Dean of the School of Graduate Studies for permission to carry up to six semester hours of graduate course work while completing the baccalaureate degree. Credit earned in this manner may not be used to meet requirements for the baccalaureate degree and, at the same time, applied toward the master's degree. Seniors who qualify and wish to enroll in a graduate course for undergraduate credit may apply to the chairperson of their department and the Dean of the School of Graduate Studies. However, any graduate course approved for this purpose may not later be applied toward a master's degree.

Medical History Forms: All new students, and all re-enrolling students who have been out of The University of North Carolina for one year, who plan to take 4 or more credit hours during the semester are required to complete a medical history form which includes required immunization documentation before registering for classes. This requirement applies to all students who take any on-campus courses. This form may be obtained from and should be returned to Student Health Services. Students whose medical history forms are not on file by the specified deadline each semester are administratively withdrawn from the University.

MASTER'S DEGREE REQUIREMENTS

To receive a master's degree from The University of North Carolina at Pembroke students must successfully complete the prescribed program of study, successfully pass the written comprehensive examinations (or the equivalent), submit an application for graduation, and be approved by the Faculty Senate. It is the responsibility of the student to file an application for graduation with the UNCP Office of Graduate Studies by the deadline established by that office. Candidates for the master's degree are expected to be present at commencement exercises in the prescribed dress.

Programs of Study: The program of study prescribed for each graduate degree program is detailed below. Additional course work may be specified for individuals based on their undergraduate records or professional experience. When such additional course work is required, it becomes part of a student's prescribed program of study and must be completed for the degree to be awarded.

Academic Progress: Warning, Probation, and Dismissal: The academic progress of each graduate student is monitored on a regular basis by the Dean of the School of Graduate Studies, the student's advisor, and the appropriate program director. A minimum grade point average of 3.0 is required to receive a master's degree. Graduate students who earn a grade of "C" in a graduate course are placed on academic warning. Graduate students who earn a second grade of "C" are placed on academic probation. Graduate students who earn a third grade of "C" are dismissed from their degree programs. Graduate students earning two grades of "C" in the same semester are placed directly on academic probation. An accumulation of nine semester hours of "C" quality work, or a grade of "F," makes a graduate student ineligible to continue graduate studies at UNCP.

Level of Course Work: All course work applied toward the master's degree must be earned in courses designed for graduate students (numbered 500 and above). No 400-level course work may be applied to the master's degree. No more than three semester hours of graduate credit earned in workshop courses may be applied toward a master's degree.

Time Limits: All course work applied toward the master's degree must have been completed within five years (six years for the School Counseling and Service Agency Counseling Programs) of formal admission to the program. The time requirement is based upon the calendar. For example, if a student enrolls for a Fall Semester graduate course, then this student is one year into his/her time limit at the start of the next Fall Semester.

Transfer Credit: A maximum of six hours of relevant graduate credit taken at another accredited institution with graduate level programs may be applied to degree requirements at the University with the approval of the appropriate program director and the Dean of the School Graduate of Studies. It is the responsibility of the student to apply for approval of transfer credit. No credit accepted for transfer may be earned by correspondence. The transfer credit is subject to the five year time limit (six years for the counseling programs) applied to all course work credited toward the master's degree. No transfer credit will be accepted toward degree requirements once the student has matriculated at UNCP unless prior written approval for the credit has been received from both the appropriate program director and the Dean of the School of Graduate Studies. The form is available on the Graduate School website.

Comprehensive Examinations: In addition to the regular examinations in courses taken for graduate credit, candidates for some master's degrees must pass written or oral comprehensive examinations.

The comprehensive examinations are administered in the fall and spring semesters. Students in the School and Service Agency Counseling Programs must complete all core courses and pass the comprehensive examinations prior to enrolling in PCN 610 and PCN 611. Students in all other programs must have completed, or be enrolled in their final semester of, course work to be eligible to sit for the comprehensive examinations. Students must register for the comprehensive exams by the date established by the School of Graduate Studies.

A student who fails any part or parts of the comprehensive examinations must wait at least one semester before retaking the part or parts of the exam failed. Exams may be attempted a maximum of three times.

Information on the specific format of the comprehensive examinations for individual program areas is available from the program director for the individual graduate degrees.

Thesis: A thesis or research project may be completed as part of the program of study. Students completing a thesis are assigned a thesis advisor. The thesis project must be approved by the thesis advisor and a thesis committee. The thesis advisor will supervise the preparation of the prospectus of the thesis, approve it, submit it to the student's thesis committee for approval, direct the student in the preparation of the thesis, assemble and chair the committee for the oral examination of the student on the thesis, and submit the necessary paperwork to the School of Graduate Studies. The advisor notifies the Dean of the School of Graduate Studies as to the time and date of the graduate student's oral examination. The thesis must bear the signatures of the student's academic advisor, members of the thesis committee, and the Dean of the School of Graduate Studies. The final approval of a thesis rests with the Dean of the School of Graduate Studies.

The original and two copies of the approved thesis and abstract must be on file in the School of Graduate Studies at least two weeks prior to the end of the semester in which the student expects to complete program requirements. Two copies of the thesis must be bound and will be retained by the University. Binding is arranged by the School of Graduate Studies, and the student is charged at cost.

Lapsed Credit: In cases of documented merit and/or continuing professional experience within a given discipline, the Graduate Appeals Committee (GAC) of the Graduate Council may, at its discretion, entertain appeals cases for *reinstatement of graduate credits* earned more than five years ago at The University of North Carolina at Pembroke or another accredited institution of higher learning. This procedure is available for former graduate students seeking to return to graduate study. Such cases are evaluated and judged by the GAC on a merit basis. The GAC considers all cases on an individual, nonprecedent-setting basis. The GAC is authorized by the Graduate Council to consider reinstatement of a maximum of nine (9) semester hours of lapsed academic graduate credit from The University of North Carolina at Pembroke and six (6) semester hours of lapsed credit from another institution. No reinstatement appeal may go the GAC unless the appeal bears the signatures of the graduate director of the student's graduate program, the chair of the appropriate academic department, and the Dean of the School of Graduate Studies. The GAC is the "due process" body for graduate students seeking to file reinstatement appeals, and its decisions are final. Graduate students seeking to file reinstatement appeals should schedule an appointment with the Dean of the School of Graduate Studies to discuss the appropriate details of filing such appeals.

Licensure: Students completing programs leading to graduate (M level) licensure by the State of North Carolina must apply for licensure to be granted. Applications are available on the Graduate School website and in the Licensure Office in the School of Education. As part of the licensure approval process, two years of teaching experience in the licensure area is required before UNC Pembroke will recommend the individual for a North Carolina master's level license. Students adding new areas of licensure to their licenses are required to satisfactorily complete the prescribed Praxis Series Examinations. Recommendations for licensure cannot be forwarded to the Department of Public Instruction until official copies of satisfactory scores on the required specialty area exam are on file at UNCP.

ADDITIONAL POLICIES

Advisement: Each student admitted to full or provisional standing in the program is assigned an advisor in the graduate academic major. Members of the graduate faculty serve as graduate advisors. Initially, graduate students are expected to meet with their advisors to plan their programs of study. Thereafter, they are expected to periodically meet with their advisors for further advisement. Advisement sessions are scheduled each semester in conjunction with preregistration.

Grading: It is expected that students enrolled in graduate courses demonstrate breadth and depth of understanding significantly beyond the undergraduate level. While letter grades are used in the graduate program, they differ substantially in meaning from the undergraduate program.

A grade of “A” designates that the graduate student’s performance has been superior, going above and beyond what is normally expected in a graduate class.

A grade of “B” designates that the graduate student’s performance has been satisfactory and that the student has demonstrated the level of understanding normally expected in a graduate class.

A grade of “C” designates that the graduate student’s performance has been poor and that the student has demonstrated significantly less understanding than what is normally expected in a graduate class. An accumulation of 3 grades of “C” makes the student ineligible to continue graduate studies at UNCP.

For grades of A, B, and C, faculty have the option of assigning a plus (+) or minus (-) in addition to the letter grade, but these do not affect the computation of the grade point average.

A grade of “F” designates failure of the course. A graduate student who receives an “F” is ineligible to continue graduate studies at the University.

The “I,” or incomplete, grade is given when a student is unable to complete required work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the “I” grade is at the discretion of the individual instructor. It is the student’s responsibility to request the “I” grade. Generally, the student will have completed most of the work required for the course before the grade of “I” is requested. An incomplete must be removed within one semester (excluding summer term), or it will automatically be converted to a grade of “F” by the University Registrar. In determination of quality hours and quality point averages, an “I” is counted as an “F” until it is removed. An “I” grade does not fulfill prerequisite requirements.

A grade of “T” indicates grade pending and is issued only for thesis research and capstone courses and for the year-long internship in school administration.

Repetition of Courses: No graduate course may be repeated within the same program of study without permission of the Graduate Appeals Committee. A graduate student wishing to repeat a course must submit a written request to the Graduate Appeals Committee through the Dean of the

School of Graduate Studies. Courses approved for repetition must be taken at The University of North Carolina at Pembroke.

Withdrawal Policy: Cognizant of the fact that at times circumstances change and situations arise that necessitate a student's withdrawal from a course, graduate students with good cause may apply to withdraw from a course up to two weeks prior to the last official meeting of the class. It is the student's responsibility to obtain the signature of the course instructor on the withdrawal form. Once signed, the course instructor will forward the form to the Dean of the School of Graduate Studies. Students who do not officially withdraw from a course may not receive a grade of W. A grade of W may be received only once for a specified course, and no more than three Ws may be received in a student's program of study. Withdrawing from a class does not excuse a student from the five year time limit (six years for the counseling programs) within which all program requirements must be completed.

Course Load: All courses, unless otherwise noted in the course description, are offered for three semester credit hours. Full-time graduate students (not employed full-time) may register for 9-12 hours during regular terms. Graduate students employed on a full-time basis may enroll for a maximum of six semester hours per semester. Graduate students may enroll for a maximum of nine semester hours during the summer sessions. A maximum of six semester hours may be completed in one session. Graduate Assistants are required to enroll on a full-time basis.

Research Requirement: Several programs require that all degree-seeking graduate students complete the appropriate research requirement (EDN 566; PAD 505; or PSY 505 *or* 510) within their first twelve semester hours of graduate study. Students should consult their assigned advisor or program director for program-specific guidelines regarding this policy.

Orientation Requirement: All degree-seeking graduate students are required to attend the scheduled orientation session during their first semester of enrollment. Dates/times of the orientation session are announced prior to the beginning of the semester.

Due Process For Students: Any student whose entrance to, continuation in, or exit from the Graduate Program is denied by the Dean of the School of Graduate Studies acting upon policies established by the Graduate Council of The University of North Carolina at Pembroke has the right to appeal the denial. The Graduate Council has designated *The Graduate Appeals Committee* (GAC) as the "due process" body for all graduate students. The Dean of the School of Graduate Studies will notify the student of the denial and the policy upon which it is based. Within 10 working days of receipt of the denial the student wishing to appeal should submit a written request for appeal to the Dean of the School of Graduate Studies. The request should contain the reason(s) the student believes the denial should be reversed. If a request for appeal is not received within the 10 working days, it will not be considered. The Graduate Appeals Committee meets in February, June, and October; any appeal will be considered at the next meeting of the GAC. The student will be advised of the date, time, and location of the meeting, and provided the opportunity to appear before the GAC if s/he desires to do so. The decision of the Graduate Appeals Committee will be final.

PROGRAM-SPECIFIC ADMISSIONS STANDARDS

Applicants must hold a current SSE licensure and have two years of full time social studies teaching experience.

Applicants must submit a letter of application describing what the applicant hopes to gain from the program and, in light of her or his current philosophy of social studies education, how the applicant assumes the program will affect classroom practices.

Non-licensure degree candidates will be required to sign a waiver of licensure statement and will be exempted from the two-year teaching experience stipulation. They will not be expected to submit a recommendation from a school administrator.

Program Orientation Information

New graduate students should attend the New Graduate Student Orientation, which the Graduate School schedules for the beginning of the fall and spring semesters. The program director will meet with new students at this orientation to discuss specific policies and procedures.

Major Products of Learning for Program

The Capstone Portfolio contains all of the major products of learning for this program.

Capstone Portfolio

The Capstone Portfolio will contain artifacts which demonstrate that candidates have engaged in a rigorous program of study and have acquired the knowledge and expertise befitting a person with a Masters degree in social studies education.

Contents of the Portfolio:

1) Table of Contents listing each artifact

2) Conceptual Framework (Philosophy) of Social Studies Education statement

This statement will be followed by an essay that describes the evolution of the candidate's conceptual framework for social studies teaching during the course of the program. Topics addressed should include growth in knowledge and expertise; practices related to multiculturalism; racial, ethnic, and gender equity; active learning strategies; and the integration of technology into the curriculum. The essay should provide a context for the artifacts contained in the portfolio.

3) Four unit plans

These unit plans will provide evidence of a candidate's new/revised conceptual framework for approaching topics in the North Carolina Curriculum Framework as well as specific competencies developed in EDN 565 (Applied Philosophy of Education).

Each unit may reflect learning from a specific history or social science requirement, or they may integrate information from several courses. If possible, each unit should be accompanied by samples of student work and a reflective essay connecting the teacher's new learning with the accompanying student products. The portfolio should contain one teacher-made multimedia component; the format of other components must be approved by the program director prior to submission of the portfolio.

4) Leadership Project

A copy of the leadership project required for EDN 565 should be included in the capstone portfolio. Since leadership is a characteristic of a master teacher, each candidate should demonstrate through this project their ability to assume leadership roles in her/his individual school, school system, community, and/or professional organization(s).

Presentation:

All degree candidates will be required to make a public presentation, sharing elements of their product of learning with UNCP faculty and public school colleagues. Each degree candidate will work closely with a "project committee" composed of history and/or social science faculty appropriate to his/her particular disciplinary emphasis. The committee will review the product of learning and meet with the candidate prior to the public presentation.

Program Progress

Matriculation of each graduate student will be assessed at various points throughout the course of their program. The program director will evaluate each student's academic progress and capstone portfolio midway through the program and at the end of the program. The program director will also conduct interviews with each student midway through the program and at program completion.

Program Quality

The evaluation of program quality is an ongoing process that relies on personal interviews and formal surveys. The program director meets with every candidate each semester to discuss matriculation and other needs or concerns the student may have regarding the program. Furthermore, the program director uses the formal midpoint evaluation interview to discuss with individual candidates the level of their program satisfaction. Candidates complete formal surveys for each graduate course they complete as well as a formal survey upon completion of the program. These interviews and surveys are monitored by the program director and the School of Graduate Studies and used to improve program quality.

UNCP Graduate Candidate Assessment System

The UNCP Teacher Education Program assessment system is an integrated, comprehensive plan designed to monitor the professional development of advanced candidates as well as to evaluate the graduate programs. The graduate candidate assessment system is aligned with the teacher education conceptual framework and is structured by the **UNCP Teacher Education Program Standards for the Master's Degree Teaching License**.

A. Instructional Expertise

The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.

B. Knowledge of Learners

The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.

C. Research

The candidate uses research to examine and improve instructional effectiveness and student achievement.

D. Content Knowledge

The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.

E. Professional Development and Leadership

The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.

The system for assessing candidate professional development is designed to (a) guide decisions about program admission, (b) monitor candidate progression through the program, (c) determine to what degree candidates have acquired the knowledge, skills, and dispositions set forth in the UNCP Teacher Education Program Standards for the Master's Degree Teaching License, (d) identify those candidates who may need planned intervention during their program of study, and (e) identify areas in the education program that need to be improved as reflected in various assessments of candidates. Multiple assessments, both formative and summative, are used at multiple points during the candidate's progression from program entry to program completion and beyond. Data are regularly and systematically collected, compiled, summarized, analyzed, and reported for the purpose of improving candidate performance. The results of candidate assessment tie into the evaluation of the program and its operations.

The Graduate Candidate Assessment System is designed to answer the following questions about candidate professional development:

- Do candidates command content, pedagogical, and professional knowledge and skills as described in professional, state, and institutional standards?
- Are candidates able to use these multiple-knowledge bases and skills to help diverse students learn?
- Are candidates familiar with and do they model the dispositions delineated in professional, state, and institutional standards?

Unit-Wide Assessments

An overview of the unit-wide data collection points and the relevant candidate assessments is provided in the chart below. Each of the assessments is annotated briefly in the section that follows.

Unit Decision Points & Assessments for All Candidates in M.A. and M.A.Ed. Teacher Licensure Programs				
Entry	Completion of Professional Studies Core Courses	Midpoint (when candidate has completed 15-21 SH)	Field-Based Experience or Internship	Exit
Required GPA	Required GPA	Required GPA	Required GPA	Required GPA
Transcript evaluation	Action Research Project	Candidate Portfolio		Candidate Portfolio
Existing initial licensure in aligned field	Leadership Project Proposal	Candidate Interview		Professional Disposition Self-Assessment
Standardized Test (MAT, GRE)				
Letters of Recommendation				
Professional Disposition Self-Assessment				

Graduate Admissions Requirements (Full or Provisional Admission)

All applicants for full or provisional admission to an M.A.Ed. or M.A. licensure program must submit official transcripts from all colleges/universities attended. Applicants must have a satisfactory undergraduate academic record and must meet at least one of the following minimum GPA requirements: an overall GPA of at least a 2.5 on all undergraduate work, or an overall GPA of at least a 3.0 in the undergraduate major, or a GPA of at least a 3.0 on all undergraduate work taken in the senior year. Applicants must submit an official report of satisfactory scores on the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE). In addition, applicants must submit three letters of professional recommendation and a copy of any current licenses held. Additional information about graduate admission policies is included in the School of Graduate Studies section of the *UNCP Catalog*.

Professional Dispositions Self-Assessment

The *Graduate Candidate Dispositions Self-Assessment and Goal Setting* survey is designed to provide an opportunity for candidates to reflect on dispositions and attitudes considered important to successful teaching. The instrument is intended to help candidates identify areas for continuing professional growth and define steps he/she might take to promote that growth. Data from this self-assessment is used by Program Directors as they consider ways in which their programs can assist candidates to develop and/or strengthen positive professional dispositions.

Candidates take the *Graduate Candidate Dispositions Self-Assessment and Goal Setting* survey twice, both at time of admission (entry) to a graduate program and near the time of program completion (exit). Along with the letter of admission, the Office of Graduate Studies includes

instructions that guide candidates through the process of going online to take the *Graduate Candidate Dispositions Self-Assessment and Goal Setting* survey. The appropriate graduate Program Director receives a copy of the entry survey and keeps a copy on file for each candidate while he/she is enrolled in the program. In the last semester of their program of study, candidates complete the same survey online and reflect in writing on the changes in the survey results from time of entry into the program to time of exit. Candidates include copies of the entry survey, the exit survey, and the written reflection as an addendum to their graduate portfolios. A copy of the *Graduate Candidate Dispositions Self-Assessment and Goal Setting* survey is presented in Appendix A of this handbook.

Action Research Project

Successful completion of an action research project is a course requirement for EDN 566 Applied Educational Research, a core course required for all graduate teacher licensure programs. Action research is a form of self-reflective systematic inquiry by practitioners on their own practice. The goals of action research are (a) the improvement of teaching, (b) a better understanding of teaching and learning, and (c) an improvement in the learning environment in which the teaching is carried out. In EDN 566, candidates design an action research project, select appropriate research methods, conduct action research in their schools, and present their findings. The action research project is evaluated using the *Action Research Project Scoring Rubric*, which is included in Appendix B of this handbook.

Leadership Project Proposal and Implementation

The leadership project proposal is a course requirement for EDN 565 Applied Philosophy of Education, a core course taken by most teacher licensure program candidates. The leadership project is especially appropriate for helping candidates to develop and demonstrate professional leadership abilities as expressed in Standard 5: Professional Development and Leadership. The leadership project must be designed so that candidates can demonstrate their ability to take on a leadership role with other educators and must relate to the improvement of student learning in direct or indirect ways. Candidates develop a leadership project proposal and get it approved by their Program Director as a requirement for EDN 565. The implementation phase takes place under the guidance of the respective Program Director as candidates progress through their programs of study. The leadership project proposal is evaluated using the *Leadership Project Proposal Evaluation Form*, which is presented in Appendix C of this handbook. The implementation of the leadership project is evaluated as part of the exit portfolio using the *Graduate Portfolio Evaluation at Program Completion for Candidates in Teacher Licensure Areas - Holistic Rubric*. (see the following section).

Candidate Portfolio

Successful completion of the graduate portfolio is a degree requirement for all graduate candidates in UNCP Teacher Education programs leading to teacher licensure. The graduate portfolio is structured around the five master's standards and is evaluated at both midpoint and at exit from the program.

At midpoint, after candidates have completed 15-21 semester hours of coursework in their graduate licensure program, the Program Director will contact them in order to (a) discuss the current status of their portfolio, (b) provide advice on how to prepare for their midpoint portfolio evaluation conference, and (c) schedule an appointment for the midpoint conference. At the midpoint conference, the Program Director completes the *Graduate Portfolio Evaluation at Midpoint for Candidates in Teacher Licensure Areas – Holistic Rubric*, which is presented in Appendix D of this

handbook. If a rating of “follow-up required” is received on any element(s) of the rubric, a follow-up meeting is scheduled to re-evaluate the candidate’s progress on the portfolio. The Program Director will provide a copy of the Candidate Summary Sheet of the midpoint evaluation rubric to the candidate, will retain a copy for his/her records, and will forward a copy to the Director of Teacher Education.

At program completion, a panel comprised of graduate faculty, and whenever possible including public school representatives, will evaluate the graduate portfolio using the *Graduate Portfolio Evaluation at Program Completion for Candidates in Teacher Licensure Areas – Holistic Rubric*, which is presented in Appendix E of this handbook. The candidate must receive a score of 2.0 or higher on each of the five standards AND at least a score of 2.0 or higher on the Overall Presentation component of the rubric in order to earn a passing score for the portfolio. Receiving a rating of 1 (Standard Not Met) on any single standard requires action (i.e., revision and re-evaluation). The candidate will have an opportunity to make revisions in the portfolio and resubmit it within the prescribed timeframe for a second evaluation. The Program Director will provide a copy of the Candidate Summary Sheet of the exit evaluation rubric to the candidate, will retain a copy for his/her records, and will forward a copy to the Director of Teacher Education.

Candidate Interview at Midpoint

During the midpoint portfolio evaluation conference (see the previous section), the Program Director will interview the candidate and complete the *Graduate Candidate Interview at Midpoint for M.A. Ed. and M.A. Programs Leading to Teacher Licensure Summary Form*, which is presented in Appendix F of this handbook. Areas for discussion at the interview include, but are not limited to (a) the online survey, *Graduate Candidate Dispositions Self-Assessment and Goal Setting*, taken at time of program entry; (b) the evaluation of the candidate’s Leadership Project Proposal; (c) the candidate’s planned sequence of courses in program; and (d) the extent to which the candidate’s expectations of the program are being met. If the Program Director determines that the candidate is not making satisfactory progress at the midpoint interview, a follow-up conference will be required. The Program Director will provide a copy of the form to the candidate and retain the original for his/her files. After the interview or after the follow-up conference (if required), a copy will be forwarded to the Director of Teacher Education.

Program-Specific Assessments

An overview of the program-specific data collection points and the relevant candidate assessments is provided in the chart below. Each of the assessments is annotated briefly in the section that follows.

Program-Specific Decision Points & Assessments for All Candidates in the M.A. in Social Studies Education Program				
Entry	Completion of Professional Studies Core Courses	Midpoint (when candidate has completed 15-21 SH)	Field-Based Experience or Internship	Exit
Statement of Teaching Philosophy			Unit plans and theory-to-practice reflective essay	Candidate Portfolio
Current SSE licensure; two years full time social studies teaching				

Statement of Teaching Philosophy

This statement is submitted as part of a letter of application describing what the applicant hopes to gain from the program and, in light of her or his current philosophy of social studies education, how the applicant assumes the program will affect classroom practices. This essay should gauge their commitment to professional development, their willingness to collaborate with others, and their understanding of educational practices when they enter the program. Candidates will discuss how their philosophy has changed in a reflective essay they will write at the end of their degree program.

Current SSE License

Candidates for the M.A. in Social Studies Education should be experienced educators who seek to further develop their theoretical and practical content and pedagogical knowledge. This admission requirement demonstrates a commitment to public education, professional leadership, and service. It also indicates an advanced level of instructional expertise and knowledge of learners.

Unit Plans and Theory-to-Practice Reflective Essay

These unit plans will provide evidence of a candidate's new/revised conceptual framework for approaching topics in the North Carolina Curriculum Framework as well as specific competencies developed in EDN 565 (Applied Philosophy of Education) and SSE 575 (Social Studies Curriculum Transformation). Each unit may reflect learning from a specific history or social science requirement, or they may integrate information from several courses. At least one teacher-made multimedia component should be included.

The theory-to-practice reflective essay describes the evolution of the candidate's conceptual framework for social studies teaching during the course of the program. Topics addressed should include growth in knowledge and expertise; practices related to multiculturalism; racial, ethnic, and gender equity; active learning strategies; and the integration of technology into the curriculum.

Candidate Portfolio

The Capstone Portfolio will contain artifacts which demonstrate that candidates have engaged in a rigorous program of study and have acquired the knowledge and expertise befitting a person with a Masters degree in social studies education.

Appendix A

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE Teacher Education Graduate Dispositions Survey

Dear Graduate Student:

Welcome to the UNCP Graduate Program in Teacher Education. As part of our assessment efforts, we are collecting information on professional dispositions of educators enrolled in our graduate programs.

You will take a dispositions survey both at entry and near the end of your program of study. This survey is intended to help you identify areas for continuing professional growth.

Last Name _____ First Name _____ MI _____

Program Area

- Elementary Education
- Middle Grades Education
- Reading Education
- Art Education
- English Education
- Mathematics Education
- Music Education
- Physical Education
- Social Studies Education
- Science Education
- Masters of Arts in Teaching
- Masters in School Administration
- School Counseling

Current Teaching Assignment

- Birth-Kindergarten
- Elementary School
- Middle School
- High School
- Community College/Technical College
- Not Applicable (do not continue with survey)

Graduate Enrollment Status (most semesters)

- Full-time
- Part-time

Gender

- Female
- Male

Race/ethnicity

- African American
- American Indian
- Asian/Pacific Islander
- Hispanic
- White
- Other

Name of Program Director _____ Preferred email address _____

Teacher Education Graduate Dispositions Survey (continued)

Part A: Self-Assessment of Dispositions

Dispositions are habits of mind that shape ways you interact with students and ways you make decisions in the classroom. Please read each disposition carefully and mark the response that indicates how you assess yourself at this time. This instrument is intended to help you identify areas for continuing professional growth. Please respond honestly.

DISPOSITIONS	ALWAYS	MOST OF THE TIME	SOME OF THE TIME	NEVER
I treat all students fairly and equitably.				
I try to accommodate the individual needs of all learners.				
I value critical self-reflection as a means of improving my practice.				
I regularly use the insights gained from critical self-reflection to improve my practice.				
I make changes in my classroom practice based on critical reflection.				
I continually evaluate my knowledge base in the discipline(s) that I teach.				
I seek out opportunities to advance my knowledge base in the discipline(s) that I teach.				
I seek answers to questions and/or solutions to CLASSROOM/SCHOOL problems by reading research literature.				
I seek answers to questions and/or solutions to CLASSROOM/SCHOOL problems by conducting action research.				
I am open-minded and flexible and able to embrace change that I believe is positive.				
I am willing to take on leadership roles in my school.				
I am willing to take on leadership roles in professional communities outside of school.				
I seek out opportunities to collaborate with colleagues about ways to improve student learning, the school environment, and/or home-school communication.				
I see myself as a change agent in my school.				
My colleagues perceive me to be a change agent.				
I possess areas of expertise that could benefit others in the profession.				
I view my instructional mistakes as opportunities to learn.				
My affiliation with and participation in professional communities outside the school are an important part of my professional life.				

Part B1: Critical Reflection and Goal Setting--Select TWO personal strengths from the above items. Briefly explain why you think these are areas of strength, and provide examples to illustrate these strengths.

Part B2: Critical Reflection and Goal Setting--Select TWO areas for professional growth from the above items. For each area, explain why you think this is an area for growth, and define one or more specific steps you will take to promote growth.

Appendix B

**ACTION RESEARCH PROJECT
SCORING RUBRIC**

<p>I. Introduction</p>	<p>The introduction is intended to present a framework for the AR project, including a statement of purpose for the project, an outline of the plan, a description of the setting, and the assumptions and limitations of the project.</p>		
<p>PERFORMANCE INDICATOR</p>	<p>LEVEL OF PERFORMANCE</p>		
	<p>Developing</p>	<p>Proficient</p>	<p>Advanced</p>
<p>Purpose of action research</p>	<p>The introduction implicitly describes the motivation for improving the teacher researcher's own situation</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The introduction describes the motivation for improving the teacher researcher's own situation</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The introduction includes a concise summary of a compelling motivation for improving the teacher researcher's own situation.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Description of the innovation</p>	<p>The introduction vaguely describes the innovation applied to improve the teacher researcher's own situation.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The introduction adequately describes the innovation applied to improve the teacher researcher's own situation.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The introduction provides a detailed description of the innovation applied to improve the teacher researcher's own situation.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Project goals</p>	<p>The introduction vaguely describes the objectives and goals of the innovation as it intends to improve the teacher researcher's own situation.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The introduction describes the objectives and goals of the innovation as it intends to improve the teacher researcher's own situation.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The introduction clearly describes the objectives and goals of the innovation as it intends to improve the teacher researcher's own situation.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Description of setting</p>	<p>The introduction includes a perfunctory description of the setting in which the project was applied.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The introduction includes a thoughtful description of the setting in which the project was applied, which included the following: -Demographics -Classroom environment -Other relevant contextual information</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The introduction includes a thoughtful description of the setting that not only includes student demographics, the classroom environment, and other relevant contextual information, but also presents a picture of the setting in which the project took place.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>Assumptions and limitations</p>	<p>The introduction briefly mentions assumptions and limitations regarding the AR</p>	<p>The introduction includes specific assumptions and limitations of the AR</p>	<p>The introduction includes specific assumptions and limitations of the AR project</p>

	project. <input type="checkbox"/>	project and limitations that may exist for future implementations of the project. <input type="checkbox"/>	and assumptions and limitations that may exist for future implementation of the project. <input type="checkbox"/>
Reflections on the introduction	The introduction vaguely describes the innovation applied to improve the teacher researcher's own situation. <input type="checkbox"/>	The introduction adequately describes the innovation applied to improve the teacher researcher's own situation. <input type="checkbox"/>	The introduction provides a detailed description of the innovation applied to improve the teacher researcher's own situation. <input type="checkbox"/>
II. Review of Literature			
The review of literature is intended to analyze critically a portion of a published body of knowledge through summary, classification, and comparison of prior research studies, professional articles, and theoretical articles.			
PERFORMANCE INDICATOR	LEVEL OF PERFORMANCE		
	Developing	Proficient	Advanced
Educational significance of the action research	The literature review implicitly reveals the educational significance for the AR project. <input type="checkbox"/>	The literature review explicitly reveals the need for the AR project, but the educational significance is only intuitively apparent. <input type="checkbox"/>	The literature review explicitly states the educational significance for the AR project and the need is apparent based on prior literature. <input type="checkbox"/>
Relevant literature	The literature includes less than eight nor more than 20 published sources and/or some of the sources are only tangentially relevant to the project. <input type="checkbox"/>	The literature includes a minimum of eight and maximum of 20 researched-based and practitioner-based credible sources that relate to the project. <input type="checkbox"/>	The literature includes a minimum of eight a maximum of 20 researched-based and practitioner-based credible sources related to the project, including seminal work on the topic. <input type="checkbox"/>
Definition of variables	The literature review includes definitions of the variables or factors relevant the project. <input type="checkbox"/>	The literature review includes definitions of all relevant variables or factors in ways that are appropriate for the AR project. <input type="checkbox"/>	The literature review includes definitions of all relevant variables or factors in ways that are supported by the literature. <input type="checkbox"/>

Research question	The literature review includes research questions on which the inquiry was based. <input type="checkbox"/>	The literature review includes research questions on which the inquiry was based and relevant to the literature <input type="checkbox"/>	The literature review includes research questions on which the inquiry was based that are relevant to the literature and will add understanding to the body of research. <input type="checkbox"/>
Reflections on literature	The literature review includes thoughts on the relevance of the literature in light of personal experience. <input type="checkbox"/>	The literature review includes a thoughtful reflection on the relevance of the literature in light of personal experience. <input type="checkbox"/>	The literature review includes a thoughtful and detailed reflection on the meaning and relevance of the literature in light of personal experience. <input type="checkbox"/>
III. Methodology	The methodology portion of the AR project presents the overall action research paradigm, the particular methodology, and the specific methods used. Each should be described and justified.		
PERFORMANCE INDICATOR	LEVEL OF PERFORMANCE		
	Developing	Proficient	Advanced
Summary	The section includes a cursory description of the project and methods utilized. <input type="checkbox"/>	The section includes an adequate narrative of the projects and methods used. <input type="checkbox"/>	The section includes a detailed account of the project methods and methods used. <input type="checkbox"/>
Alignment of materials	The materials created for the project loosely match the intended goals. <input type="checkbox"/>	The materials created adequately reflect the established goals. <input type="checkbox"/>	The materials clearly align with the intended goals. <input type="checkbox"/>
Quality	The materials created for the project apply only to the situation of the teacher researcher. <input type="checkbox"/>	The materials created for the project may be used in situations other than that of this project. <input type="checkbox"/>	The materials created for the project are of publishable quality that other teachers would be interested in using. <input type="checkbox"/>
Reliability of instruments	Any instrument(s) developed by the teacher researcher for data collection have an implicit mean to insure another teacher researcher would obtain the same <input type="checkbox"/>	The instrument(s) developed by the teacher include a rubric or other such means for ensuring that others using the same instrument would obtain <input type="checkbox"/>	Any instrument(s) used to collect data include a rubric or other such explicit means as well as a determination that other people did obtain similar measures. <input type="checkbox"/>

	measures. <input type="checkbox"/>	similar measures. <input type="checkbox"/>	 <input type="checkbox"/>
Validity of instruments	Any instrument(s) developed by the teacher to collect data are intuitively linked to the intended goals and materials of the project. <input type="checkbox"/>	Any instrument(s) developed by the teacher to collect data are adequately related to the intended goals and materials of the project. <input type="checkbox"/>	Any instrument(s) developed by the teacher to collect data are explicitly related to the intended goals and materials of the project. <input type="checkbox"/>

IV. Data Analyses	The data analysis section is intended to organize and present the data collected to determine the effectiveness of the action research project.
PERFORMANCE INDICATOR	LEVEL OF PERFORMANCE

	Developing	Proficient	Advanced
Credibility of evidence	The narrative provides some basis for drawing conclusions. <input type="checkbox"/>	The narrative of the data analyses is compelling enough to draw appropriate conclusions. <input type="checkbox"/>	The narrative of the data analyses provides external criteria that compel convincing conclusions. <input type="checkbox"/>
Objectivity of evidence	The narrative of the data provides some basis that the evidence is unbiased. <input type="checkbox"/>	The narrative of the data provides an adequate basis that the conclusions reflect unbiased findings. <input type="checkbox"/>	The narrative of the data provides an external basis that the conclusions reflect unbiased findings. <input type="checkbox"/>
Transferability of evidence	The narrative of the data analyses provides a description of the contexts in which the data were gathered. <input type="checkbox"/>	The narrative of the data analyses provides enough description to determine whether the conclusions might be found for the teacher researcher in a similar context in the future. <input type="checkbox"/>	The narrative of the data analyses provides enough description to determine whether the conclusions might be found for the teacher researcher in other places at other times. <input type="checkbox"/>
Triangulation of evidence	The data are collected from at most two instruments. <input type="checkbox"/>	The data are collected from a variety of instruments that provide different perspectives of the project. <input type="checkbox"/>	The data are collected from a variety of complementary instruments that provide multiple perspectives on the project. <input type="checkbox"/>

V. Summary and Discussion	The summary and discussion is intended to summarize the results of the data analyses in the context on the teacher researcher's own situation as well as discuss the implications of the results on educational policy and future research.		
PERFORMANCE INDICATOR	LEVEL OF PERFORMANCE		
	Developing	Proficient	Advanced
Implications for personal practice	The summary and discussion contains implications for the teacher researcher's practice, including what was learned. <input data-bbox="686 821 760 873" type="checkbox"/>	The summary and discussion contains an attentive discussion on the implications for the teacher researcher's practice, including what was learned and how the project will impact future instructional practices. <input data-bbox="1003 821 1076 873" type="checkbox"/>	The summary and discussion contains a thoughtful and thorough discussion on the implications for the teacher researcher's practice, including details of what was learned and specific ways the action research project will impact future instructional practices. <input data-bbox="1352 821 1425 873" type="checkbox"/>
Implications for educational policy	The summary and discussion contains implications for other teacher researchers' practice. <input data-bbox="695 1129 768 1182" type="checkbox"/>	The summary and discussion contains a thoughtful discussion for other teacher researchers' practice. <input data-bbox="1011 1129 1084 1182" type="checkbox"/>	The summary and discussion contains a thoughtful and thorough discussion for other teacher researchers' practice, including appropriate suggestions for educational policy. <input data-bbox="1360 1129 1433 1182" type="checkbox"/>
Implications for future research	The summary and discussion includes other questions that arose as a result of the project. <input data-bbox="695 1486 768 1539" type="checkbox"/>	The summary and discussion contains a discussion on the results of the project in the context of research discussed in the review of literature as well as other questions that arose as a result of the project. <input data-bbox="1011 1486 1084 1539" type="checkbox"/>	The summary and discussion includes a detailed discussion of the project results and outcomes in the context of research discussed in the review of literature as well as other potential AR projects that directly result from this project. <input data-bbox="1360 1486 1433 1539" type="checkbox"/>
Discussion of changes	The summary and discussions includes some examples of ways the project and methods of investigation could be changed to improve the action research. <input data-bbox="695 1797 768 1850" type="checkbox"/>	The summary and discussions contains a discussion on the ways the project methods and investigation could be changed to improve the action research. <input data-bbox="1011 1797 1084 1850" type="checkbox"/>	The summary and discussions contains a detailed discussion on the ways the project and methods of investigation could be changed to improve the action research with reference to the literature. <input data-bbox="1360 1797 1433 1850" type="checkbox"/>

Presentation of Action Research Project	The written AR document is intended to be a professional presentation that reflects scholarly work and effort.		
PERFORMANCE INDICATOR	LEVEL OF PERFORMANCE		
	Developing	Proficient	Advanced

Written Communication	The document contains instances where conventions of writing and adherence to APA style are not followed. <input type="checkbox"/>	The document follows all of the conventions of writing (e.g., spelling, grammar, sentence structure) and adheres to APA format and style. <input type="checkbox"/>	The document follows all of the conventions of writing (e.g., spelling, grammar, sentence structure) and adheres to APA format and style, as well as explicit and unambiguous language. <input type="checkbox"/>
Appearance	The document is organized, neat, and professional in appearance. <input type="checkbox"/>	The document is organized, neat, and professional in appearance and is appropriately bound. <input type="checkbox"/>	The document is organized, neat, and professional in appearance and is professionally bound. <input type="checkbox"/>
Oral Presentation ₁	Presenter(s) unable to accurately discuss information related to topic or simply read information from paper. <input type="checkbox"/>	Presenter(s) informed when speaking about the material while referencing notes. <input type="checkbox"/>	Presenter informed when speaking (without reference to notes) about the material. <input type="checkbox"/>
Oral Presentation ₂	Presentation was planned but lacked coherence. <input type="checkbox"/>	Presentation was planned and coherent. <input type="checkbox"/>	Presentation was well-planned, coherent, and thoughtfully presented. <input type="checkbox"/>
Oral Presentation ₃	Presentation contained some (i.e., pictures and charts) concepts. <input type="checkbox"/>	Presentation contained visuals including pictures, diagrams, photographs, and charts. <input type="checkbox"/>	Presentation included visuals such as pictures, diagrams, photographs, videos, flow charts, and other media are used appropriately to support/enhance the presentation. <input type="checkbox"/>
Professionalism of Presentation	Thoughts do not flow, presentation was not clear, nor did it engage audience <input type="checkbox"/>	Thoughts articulated clearly, although presentation did not engage audience <input type="checkbox"/>	Presentation is organized and the interest level of the audience is maintained. <input type="checkbox"/>

Appendix C

Leadership Project Proposal Evaluation Form
M.A. Ed. and M.A. Programs Leading to Teacher Licensure

Candidate: _____
Program Director: _____
Degree _____
Licensure Area: _____
Project Title: _____
Semester & Year: _____

Directions for Program Director:

Carefully review the candidate's leadership project proposal and provide constructive feedback and guidance. Complete the information below. Provide a copy of this form to the candidate and retain the original for your files. After you evaluate the proposal, or after the follow-up conference (if required), forward a copy to the Director of Teacher Education.

	Satisfactory	Needs Revision	Missing
Purpose:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goals:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rationale:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project Description:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resources:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timeline:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

approved *conference requested* *revision required*

Signed _____ Date _____
Program Director

Signed _____ Date _____
Candidate

If *conference requested* or *revision required*, final approval was given on _____ (date).

Signed _____
Program Director

Appendix D

**GRADUATE PORTFOLIO EVALUATION at MIDPOINT for CANDIDATES in
TEACHER LICENSURE AREAS
Holistic Rubric**

Semester and Year: _____

Directions for Program Director:

After candidates have completed 15-21 semester hours of coursework in their graduate licensure program, contact them in order to (1) discuss the current status of their portfolio, (2) provide advice on how to prepare for their midpoint portfolio evaluation conference, and (3) schedule an appointment for the midpoint conference. If a rating of *follow-up required* is received on any element(s) of the rubric, schedule a follow-up meeting to re-evaluate the candidate's progress on the portfolio.

Candidate: _____

Student ID #: _____

Program Director: _____

Degree: _____ Licensure Area: _____

STANDARDS for the MASTER'S DEGREE TEACHING LICENSE	CANDIDATE PROGRESS on ASSESSED ELEMENTS		
<p>Standard 1: Instructional Expertise The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.</p>	<p>a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards I-V are being met. The artifacts selected are directly related to the standards/performance indicators.</p>	<p>b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.</p>	<p>c. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.</p>
	<p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p>	<p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p>	<p><input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required</p>

Standard 2: Knowledge of Learners The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.	a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards I-V are being met. The artifacts selected are directly related to the standards/performance indicators.	b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.	c. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.
	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required

Standard 3: Research The candidate uses research to examine and improve instructional effectiveness and student achievement.	a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards I-V are being met. The artifacts selected are directly related to the standards/performance indicators.	b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.	c. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.
	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required

Standard 4: Content Knowledge The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.	a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards I-V are being met. The artifacts selected are directly related to the standards/performance indicators.	b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.	c. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.
	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required	<input type="checkbox"/> making satisfactory progress <input type="checkbox"/> focus for growth <input type="checkbox"/> follow-up required

<p>Standard 5: Professional Development and Leadership</p> <p>The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.</p>	<p>a. The candidate is identifying <i>relevant</i> artifacts/products of learning to provide evidence that the performance indicators for Standards I-V are being met. The artifacts selected are directly related to the standards/performance indicators.</p>	<p>b. The candidate is making connections among program of study, program standards, portfolio requirements, and his/her practice.</p>	<p>c. The candidate is seeking opportunities to apply program knowledge, skills, and dispositions to initiatives in various professional contexts.</p>
	<p><input type="checkbox"/> making satisfactory progress</p> <p><input type="checkbox"/> focus for growth</p> <p><input type="checkbox"/> follow-up required</p>	<p><input type="checkbox"/> making satisfactory progress</p> <p><input type="checkbox"/> focus for growth</p> <p><input type="checkbox"/> follow-up required</p>	<p><input type="checkbox"/> making satisfactory progress</p> <p><input type="checkbox"/> focus for growth</p> <p><input type="checkbox"/> follow-up required</p>

Candidate Summary Sheet
GRADUATE PORTFOLIO EVALUATION at MIDPOINT for CANDIDATES in TEACHER
LICENSURE AREAS– Holistic Rubric

Semester and Year: _____

Candidate: _____

Student ID #: _____

Program Director: _____

Degree: _____ Licensure Area: _____

Directions for Program Director:

Complete the information below. Provide a copy of this Candidate Summary Sheet to the candidate and retain the original for your files. After the midpoint portfolio evaluation conference, or after the follow-up conference (if required), forward a copy to the Director of Teacher Education and the Dean of Graduate Studies.

Check the appropriate box and insert the number in the blank, as applicable:

Candidate is *Making Satisfactory Progress* on ALL assessed elements for the five Standards for the Master's Degree Teaching License.

Of a total of 15 elements, candidate has _____ [insert #] element(s) marked as *Making Satisfactory Progress*;

Of a total of 15 elements, candidate has _____ [insert #] element(s) marked as *Focus for Growth* (complete sections below, as applicable);

Of a total of 15 elements, candidate has _____ [insert #] element(s) marked as *Follow-up Required* (complete sections below, as applicable).

Summary of Follow-Up Action Required, if applicable, and Due Date (*if more space is needed, continue on back of this sheet*):

Program Director's Signature: _____ Date: _____

Candidate's Signature: _____ Date: _____

Summary of Follow-Up Conference, if applicable (*if more space is needed, continue on back of this sheet*):

Program Director's Signature: _____ Date: _____

Candidate's Signature: _____ Date: _____

Appendix E

**GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION
for CANDIDATES in TEACHER LICENSURE AREAS
Holistic Rubric**

Candidate: _____ Semester and Year: _____

Student ID #: _____ Degree: _____

Program Director: _____

UNCP Standards for the Master's Degree Teaching License	Standard Not Met 1	Standard Met 2	Standard Exceeded 3	Rating (2.0 or better = Pass)
<p>1. Instructional Expertise: The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.</p>	<p>The evidence selected is not related to the standard; the evidence is not sufficient; only one or two performance indicators are addressed; the evidence is not representative (isolated event or detail); the rationale is superficial, incoherent, or conceptually confused; candidate makes few, inaccurate, or inappropriate references to theory/research; candidate provides little to no evidence of impact of practice on student learning.</p>	<p>Evidence selected is both relevant and sufficient; most performance indicators are addressed; evidence is persuasive and representative; rationale is keyed to connections between theory and practice; candidate makes frequent, accurate, and appropriate references to theory/research; candidate provides evidence of ability to plan appropriate assessments, monitor student learning, and use assessments to guide instructional decisions; evidence shows that candidate is able to have a positive impact on student learning.</p>	<p>Product satisfies all expectations for "2" rating; <i>plus</i> the rationale provides evidence that the candidate has integrated specific theories/research into his/her own thinking; improving student learning is candidate's central focus; evidence selected shows that candidate consistently has a positive impact on student learning.</p>	<p align="center"><input type="checkbox"/></p> <p align="center">Action required</p> <p align="center">YES <input type="checkbox"/></p> <p align="center">NO <input type="checkbox"/></p>
<p>2. Knowledge of Learners: The candidate incorporates knowledge of the nature of the learner, learning processes, variations in</p>	<p>The evidence selected is not related to the standard; the evidence is not sufficient; only one or two performance indicators are addressed; the evidence is not representative (isolated event or detail); the rationale is superficial, incoherent, or conceptually confused; the candidate makes few, if any, specific</p>	<p>Evidence selected is both relevant and sufficient; most performance indicators are addressed; evidence is persuasive and representative; candidate references theory /research related to varied learner differences; evidence shows how learner differences influence planning decisions and delivery modes;</p>	<p>Product satisfies all expectations for "2" rating; <i>plus</i> candidate cites multiple theories/research related to learner differences; candidate embraces diversity (clearly not perceived to be an impediment); evidence reflects principles informing <i>patterns</i> of practice</p>	<p align="center"><input type="checkbox"/></p> <p align="center">Action required</p>

<p>learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.</p>	<p>references to learner differences; no or little evidence that needs of diverse learners are accommodated.</p>	<p>evidence selected demonstrates the effectiveness of instruction for individual learners and targeted groups of learners.</p>	<p>rather than episodes; failures are focus for future inquiry and development.</p>	<p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p>
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**GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION for CANDIDATES
in TEACHER LICENSURE AREAS - Holistic Rubric** *(continued)*

Candidate: _____ Semester and Year: _____

Degree: _____

Program Director: _____

UNCP Standards for the Master's Degree Teaching License	Standard Not Met 1	Standard Met 2	Standard Exceeded 3	Rating (2.0 or better = Pass)
<p>3. Research: The candidate uses research to examine and improve instructional effectiveness and student achievement.</p>	<p>The evidence selected is not related to the standard; the evidence is not sufficient; only one or two performance indicators are addressed; the evidence is not representative (isolated event or detail); the rationale is superficial, incoherent, or conceptually confused; candidate makes few, if any, authentic connections to practice; evidence is limited to course generated products.</p>	<p>Evidence selected is both relevant and sufficient; most performance indicators are addressed; evidence is persuasive and representative; the rationale is keyed to various applications of research to practice; critical reflection evidences use of research for problem-solving and self-directed inquiry.</p>	<p>Product satisfies all expectations for “2” rating; <i>plus</i> the rationale shows that the candidate perceives research knowledge and expertise acquired in the program to be empowering; the rationale refers to changed patterns in thought and action with regard to the connections between research and practice.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;">Action required</p> <p style="text-align: center;">YES <input type="checkbox"/></p> <p style="text-align: center;">NO <input type="checkbox"/></p>
<p>4. Content Knowledge: The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.</p>	<p>The evidence selected is not related to the standard; the evidence is not sufficient; only one or two performance indicators addressed; the evidence is not representative (isolated event or detail); the rationale is superficial, incoherent, or conceptually confused; candidate provides little to no evidence of program impact on practice; value of increased depth of discipline knowledge is embedded in course context only.</p>	<p>Evidence selected is both relevant and sufficient; most performance indicators are addressed; evidence is persuasive and representative; the rationale is keyed to the impact of advanced content knowledge and understanding on the candidate’s ability to plan and implement instruction and to evaluate student learning effectively; candidate uses discipline knowledge/ resources to enrich his or her own curriculum and instruction.</p>	<p>Product satisfies all expectations for “2” rating; <i>plus</i> the rationale indicates that the candidate consciously understands how both what is taught and how it is taught are tied to teacher conceptual understanding of discipline content; candidate is clearly a self-directed, lifelong learner in the academic discipline; candidate is committed to continuous self-assessment and self-directed remediation as needed.</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;">Action required</p> <p style="text-align: center;">YES <input type="checkbox"/></p> <p style="text-align: center;">NO <input type="checkbox"/></p>

GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION for CANDIDATES in TEACHER LICENSURE AREAS - Holistic Rubric *(continued)*

Candidate: _____ Semester and Year: _____

Degree: _____

Program Director: _____

UNCP Standards for the Master's Degree Teaching License	Standard Not Met 1	Standard Met 2	Standard Exceeded 3	Rating (2.0 or better = Pass)
<p>5. Professional Development and Leadership: The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.</p>	<p>The evidence selected is not related to the standard; the evidence is not sufficient; evidence is restricted to course generated products; the evidence is not representative (isolated event or detail); the rationale is superficial, incoherent, or conceptually confused; leadership roles are limited to <i>inside school</i>; candidate provides little to no evidence of program impact on practice.</p>	<p>Evidence selected is both relevant and sufficient; most performance indicators are addressed; evidence is persuasive and representative; the rationale is keyed to the impact of professional growth in leadership abilities on professional self-efficacy and self-worth; candidate values collaboration with parents/families; candidate specifies how program has impacted practice / student learning..</p>	<p>Product satisfies all expectations for “2” rating; <i>plus</i> evidence reflects increase in the variety of leadership roles assumed and/or the number and kinds of professional communities in which the candidate interacts; candidate expresses interest in extending leadership roles in the future and/or shares plans for specific initiatives; the candidate identifies <i>patterns</i> of program impact on practice; the candidate consistently identifies directions for future inquiry and development.</p>	<div style="text-align: center;"> <input type="checkbox"/> </div> <p>Action required</p> <p>YES <input type="checkbox"/></p> <p>NO <input type="checkbox"/></p>

<p>★ Overall Presentation of Portfolio</p>	<p>Portfolio not well-organized; sections not clearly labeled; artifacts and other evidence not labeled clearly; many surface errors; the rationale narrative is confusing, incoherent, rambling; difficult and frustrating to read and review; product is the result of carelessness and/or haste; minimal effort yields product that does not meet</p>	<p>Portfolio well-organized; all sections clearly labeled; artifacts and other evidences clearly labeled and easy to locate; narrative spellchecked, proofread, with few surface errors; in text citations appropriately formatted; narrative focused and generally well-expressed; portfolio is a pleasure to read and review; an</p>	<p>In addition to satisfying the level 2 rating, the portfolio presentation is enhanced by attention to details such as motifs / graphic enhancements, photos and other media support that personalize the presentation; the narrative is thoughtful and engaging; the evidence/ artifacts selected for inclusion</p>	<div style="text-align: center;"> <input type="checkbox"/> </div> <p>Action required</p>
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	graduate level expectations.	overall conscientious and well-executed presentation. Some minor revisions may be necessary [e.g. patterns of error in formatting or punctuation].	target precise points of connection; the portfolio could be used as a model for future candidates.	YES <input type="checkbox"/> NO <input type="checkbox"/> (2.0 or better = Pass)
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Candidate Summary Sheet
GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION
for CANDIDATES in TEACHER LICENSURE AREAS - Holistic Rubric

Candidate: _____ Semester and Year: _____

Student ID #: _____ Degree: _____

Program Director: _____

Directions for Program Director: Complete the information below and have the candidate sign this Candidate Summary Sheet. Provide a copy to the candidate and retain the original for your files. Forward copies to the Director of Teacher Education and to the Dean of Graduate Studies.

UNCP Teacher Education Program Policy: The candidate must receive a score of 2.0 or higher on each of the five standards AND at least a score of 2.0 or higher on the Overall Presentation component of the rubric in order to earn a passing score for the portfolio. Receiving a rating of 1 (*Standard Not Met*) on any single standard requires action (i.e., revision and re-evaluation). The candidate will have an opportunity to make revisions in the portfolio and resubmit it within the prescribed timeframe for a second evaluation.

Score Summary

Standard	1	2	3	4	5
Scores					

Overall Mean for Standards 1-5: _____

Score for Overall Presentation: _____

Signatures:

	<i>(position)</i>	<i>(date)</i>
	<i>(position)</i>	<i>(date)</i>
	<i>(position)</i>	<i>(date)</i>

Summary of Action(s) Required, if applicable, and Due Date *(if more space is needed, continue on back of this sheet):*

Revised Score Summary *(after portfolio is re-evaluated, if candidate action was required)*

Standard	1	2	3	4	5
Scores					

Overall Mean for Standards 1-5: _____

Score for Overall Presentation: _____

Signature:

_____ (position) _____ (date)

Candidate Signature: _____ *Date:* _____

**GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION
for CANDIDATES in TEACHER LICENSURE AREAS - Analytic Rubric**

Semester and Year: _____

Candidate: _____

Program Director: _____

Student ID #: _____ Degree: _____

Licensure Area: _____

Rating Scale: **1** = *Standard Not Met*, **2** = *Standard Met*, **3** = *Standard Exceeded*

Standards and Indicators	Rating	Comments
Standard 1: Instructional Expertise <i>The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.</i>		
1. The candidate plans, implements, and evaluates instruction that is rigorous, coherent, and consistent with a well-developed theoretical and philosophical base and best practices emerging from educational research.	1 2 3	
2. The candidate designs and modifies instruction and learning environments based on assessment of student learning problems and successes.	1 2 3	
3. The candidate monitors the effects of instructional actions, selection of materials, and other instructional decisions on students' learning and behavior.	1 2 3	
4. The candidate incorporates findings from educational literature into school and classroom strategies to improve student learning.	1 2 3	
5. The candidate understands and links subject matter and students' developmental and diverse needs in the context of school settings.	1 2 3	
6. The candidate uses technology to create learning environments that support students' learning.	1 2 3	
7. The candidate seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting.	1 2 3	
8. The candidate demonstrates the ability to integrate literacy across the curriculum.	1 2 3	

Point Total for Standard 1	
Mean for Standard 1 (Point Total / 8)	

GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION for CANDIDATES in TEACHER LICENSURE AREAS
Analytic Rubric *(continued)*

Standards and Indicators	Rating	Comments
Standard 2: Knowledge of Learners <i>The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.</i>		
1. The candidate seeks to increase understanding of and respect for differences in students, including exceptionalities.	1 2 3	
2. The candidate designs and delivers instruction that is responsive to differences among all learners.	1 2 3	
3. The candidate reflects on and modifies instruction that fosters student learning.	1 2 3	
4. The candidate understands and respects differences between the learning behaviors and outcomes expected in diverse communities.	1 2 3	
5. The candidate creates and maintains a classroom environment conducive to learning in which all learners feel welcome and can be successful.	1 2 3	
Point Total for Standard 2		
Mean for Standard 2 (Point Total / 5)		

Standard 3: Research <i>The candidate uses research to examine and improve instructional effectiveness and student achievement.</i>		
1. The candidate critically reads and applies historical and contemporary educational literature, including theoretical, philosophical, and research materials.	1 2 3	
2. The candidate uses student and school performance data to improve student learning, classroom processes, and school practices.	1 2 3	
3. The candidate investigates educational problems through action research.	1 2 3	
Point Total for Standard 3		
Mean for Standard 3 (Point Total / 3)		

GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION for CANDIDATES in TEACHER LICENSURE AREAS

Analytic Rubric *(continued)*

Standards and Indicators	Rating	Comments
Standard 4: Content Knowledge <i>The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.</i>		
1. The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice as appropriate to the discipline.	1 2 3	
2. The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice across disciplines.	1 2 3	
3. The candidate demonstrates theoretical and applied advanced content knowledge.	1 2 3	
4. The candidate understands current knowledge and trends in education.	1 2 3	
Point Total for Standard 4		
Mean for Standard 4 (Point Total / 4)		

Standard 5: Professional Development and Leadership <i>The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.</i>		
1. The candidate initiates professional inquiry through reading, dialogue, reflection, professional development, and action research.	1 2 3	
2. The candidate seeks, evaluates, and as appropriate, acts on input from educators, parents, students, and other members of the community for continuous improvement.	1 2 3	
3. The candidate participates, formally and informally, in appropriate professional communities.	1 2 3	
4. The candidate participates in collaborative leadership to address educational problems.	1 2 3	
5. The candidate provides leadership in working with parents and strengthening the home-school partnership.	1 2 3	
Point Total for Standard 5		
Mean for Standard 5 (Point Total / 5)		

Candidate Summary Sheet
GRADUATE PORTFOLIO EVALUATION at PROGRAM COMPLETION for
CANDIDATES in TEACHER LICENSURE AREAS - Analytic Rubric

Semester and Year: _____

Candidate: _____

Program Director: _____

Student ID #: _____ Degree: _____

Licensure Area: _____

Directions for Program Director:

Complete the information below and have the candidate sign this Candidate Summary Sheet. Provide a copy to the candidate and retain the original for your files. Forward a copy to the Director of Teacher Education.

Rating Scale: **1** = *Standard Not Met*, **2** = *Standard Met*, **3** = *Standard Exceeded*

Rating Summary

Standard	1	2	3	4	5
Mean at Program Completion					

Overall Mean at Program Completion (Mean Total / 5): _____

Summary of Action(s) Required, if applicable, and Due Date (*if more space is needed, continue on back of this sheet*):

Evaluated by: _____ Position: _____ Date: _____
(signature)

Evaluated by: _____ Position: _____ Date: _____
(signature)

Candidate Signature: _____ Date: _____

