

UNIVERSITY *of* NORTH CAROLINA
PEMBROKE

TEACHER EDUCATION PROGRAM



Student Handbook: 2017-2018

TABLE OF CONTENTS

ABOUT THE HANDBOOK	3
MESSAGE FROM THE DEAN	4
TEACHER EDUCATION PROGRAM OVERVIEW	5
.....	5
TEACHER EDUCATION VISION STATEMENT.....	6
TEACHER EDUCATION MISSION STATEMENT.....	6
TEACHER EDUCATION DIVERSITY POSITION STATEMENT.....	6
TEACHER EDUCATION CONCEPTUAL FRAMEWORK.....	6
<i>Commitment</i>	6
<i>Collaboration</i>	7
<i>Competence</i>	8
TEACHER LICENSURE PROGRAMS OFFERED AT UNCP	8
PROGRAM STANDARDS AND ETHICS	9
CANDIDATE CRIMINAL BACKGROUND CHECK AND DRUG SCREENING POLICY	10
PROFESSIONAL DISPOSITIONS.....	10
REQUIREMENTS FOR ADMISSION TO UNDERGRADUATE TEACHER EDUCATION.....	10
REQUIREMENTS FOR ADMISSION TO GRADUATE TEACHER EDUCATION.....	11
UNDERGRADUATE PROGRAM PROGRESSION.....	11
<i>Pre-Admission Advising</i>	11
<i>Once Admitted</i>	12
<i>Professional Studies Teacher Education Curriculum Course</i>	12
<i>Field Experiences</i>	12
<i>Content Pedagogy and Specialty Area Courses</i>	13
<i>Student Teaching Internship (all ITP and MAT Phase I)</i>	13
<i>Graduation</i>	13
<i>Applying for licensure</i>	14
<i>Exams required for licensure</i>	14
LICENSURE ONLY CANDIDATES.....	14
GRADUATE PROGRAM PROGRESSION.....	15
<i>MAT Program Progression</i>	15
<i>MA/MAED Program Progression</i>	15
<i>Professional Studies Teacher Education Courses</i>	16
<i>Field Experiences</i>	16
CANDIDATE ASSESSMENT	16
ASSESSMENT AT KEY TRANSITION POINTS BY LEVEL.....	17
<i>Initial Teaching Licensure Programs (ITP)</i>	17
<i>Advanced Teaching Licensure Programs (ADV)</i>	18
ADDITIONAL PROCEDURES AND REQUIREMENTS	19
TRANSFER CREDIT FOR PROFESSIONAL EDUCATION COURSES.....	19
RESIDENCY REQUIREMENTS FOR ITP TEACHER EDUCATION PROGRAMS	19
TIME LIMIT POLICY FOR ITP TEACHER EDUCATION PROGRAMS.....	20
STUDENTS WITH DISABILITIES.....	20
REMEDIATION AND RELATED PROCEDURES.....	20
<i>Due Process</i>	20
<i>Student Complaints</i>	21

About the Handbook

This handbook provides basic information that you, as a teacher education student, will need about the University of North Carolina at Pembroke's Teacher Education Program. It includes information on the structure of the program, advising processes, procedures, and requirements specific to the different licensure area programs. It is important that you carefully review the information contained in this handbook because, although your advisor will guide your progress toward program completion, the final responsibility for meeting all program requirements rests with you. Regular meetings with your advisor are important, as he/she is aware of matters such as changes in program requirements and when specific courses may be offered. To ensure that you have the most up-to-date copy of this handbook, consult relevant websites and your advisor.

UNC Pembroke is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, sexual orientation, or disability or because of the individual's honorable service in the Armed Services of the United States.

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Message from the Dean

Dear Students,

The University community of professional educators and our regional public school partners extend a warm welcome to you and congratulate you on choosing one of the most important and rewarding professional career opportunities offered at UNCP. The Teacher Education Program is an institution-wide program that involves faculty, staff, and administrators in the School of Education, the College of Arts and Sciences, and the Graduate School. The UNCP Teacher Education Program partners with 14 different school systems and several charter schools in southeastern North Carolina employing almost 12,000 PK-12 public school teachers and resource personnel serving the educational needs of more than 160,000 public school students.

The public school population in our region is the most diverse student population in the State of North Carolina and the second most diverse population in the entire eastern United States. Additionally, our service region is comprised of many different kinds of schools that vary in size from small neighborhood schools to large, comprehensive county schools. Being situated in such a large and diverse service region, and having excellent working relationships with our public school partners, allow us to provide you with a wide variety of field (clinical) experiences to effectively prepare you to teach in the public schools of the 21st century.

UNCP Teacher Education faculty, staff, and administrators are pleased to offer you a quality professional preparation program. Our programs are approved by the North Carolina State Board of Education and The University of North Carolina Board of Governors. Our Teacher Education Program is accredited by the National Council of Accreditation for Teacher Education (NCATE). Many professionals have worked hard to develop a program of study that will prepare you for a successful transition into your first, full-time teaching position, or for our graduate students, prepare you to lead as an advanced licensure candidate. We trust that you will work hard to take advantage of this opportunity and learn as much as you can in your courses, field experiences, and senior internship so that you can carry on the tradition of excellence for UNCP graduates.

Again, welcome to the community of professional educators, and please join us in the commitment to quality education programs and services for all children and youth in southeastern North Carolina.

Sincerely,
Alfred Bryant, Ph.D.
Dean, School of Education

Teacher Education Program Overview

Theme: Preparing professional educators who are committed, collaborative, and competent.



The University of North Carolina at Pembroke teacher licensure programs are approved by the North Carolina State Board of Education, the legal body authorized to govern licensure credentials for professional educators in North Carolina, and by The University of North Carolina Board of Governors, the legal body authorized to govern the award of academic degrees for the UNC system. Additionally, UNCP's Teacher Education Program is accredited by the National Council for Accreditation of Teacher Education (NCATE). The programs are coordinated by and administered through the UNCP School of Education and the University-wide Teacher Education Committee. The Dean of the School of Education is the administrative head of the UNCP Teacher Education Program. Each program is housed in an academic department and has a designated coordinator or director.

Teacher Education Vision Statement

By holding ourselves to high standards of professional excellence and professional integrity in an ever-changing global environment, and by caring for the personal, social, 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.

Teacher Education 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, caring, and inclusive 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 actively to 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 Diversity Position Statement

As part of 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 citizenship and our multi-ethnic regional society, the Teacher Education Program at UNCP is committed to the development of educators who embrace the diversity of ideas, learning styles, racial, ethnic, and gender differences, and who possess the knowledge, skills and dispositions necessary to promote living and learning in a global society. In order to accomplish this, the Teacher Education Program

1. recruits students from among diverse backgrounds, cultures, and races;
2. recruits faculty members from among diverse populations who possess a knowledge base for teaching diverse populations;
3. develops, teaches, and assesses a curriculum that embraces learning and teaching for diverse populations; and,
4. provides (field) experiences and clinical settings which enable students to test, adapt, and adopt paradigms of learning for diverse populations.

Teacher Education 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 mission of public education.

Commitment

Public schools exist to make equal access a reality for children of any 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 democracy. Therefore, professional educators--classroom teachers,

specialists, administrators, and school counselors--significantly influence the shape of that future for P-12 learners in our 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 education 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 rigorous standards for students. Professional educators believe that all students can learn, and set high expectations for all learners. Professional educators create safe, secure, and supportive learning environments designed to meet the needs of diverse learners. Third, professional educators must be committed to rigorous standards for themselves. They are personally invested in their professional work using continuous critical reflection to assess their effectiveness and guide professional development. They are committed to lifelong learning and continuous growth 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 professional organizations at the district, state, and national levels.

Collaboration

Public education is a complex social institution whose stakeholders include 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 these 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 for public schools' success, and who work productively with others in collaborative endeavors for the welfare of P-12 learners.

Professional educators must collaborate with others in the community of learners. They create shared knowledge, work as a team on group projects in their classes, and develop a repertoire of cooperative learning strategies. Professional educators must collaborate with other professionals in the school community. They plan collaboratively with cooperating teachers, grade-level teams, resource teachers, and curriculum specialists, and embrace opportunities to team teach. Experienced professionals lead collaborative efforts for school improvement. Professional educators collaborate with students' families and other caregivers. They understand that the partnership between school and home enables the child's success in school. They communicate regularly with parents about what is going on in the school, and invite them to participate actively 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 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, they ground their work in a defensible, well-developed conceptual framework grounded in relevant theory, research, and evidence-based practice. A competent professional educator is a reflective professional educator: such educators routinely use critical, evidence-based self-reflection to learn from direct experience, and continuously to improve their effectiveness. Specifically, professional educators reflect on their practice, thinking systematically and critically about student learning to determine why learning happens and what can be done to improve student achievement. Toward this end, they collect and analyze student performance data to implement practice-related changes both to improve their teaching effectiveness and to enhance student achievement, and adapt their practice based on classroom-based data and relevant research to meet students' needs. They secure and use 21st century technologies and skills 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 work cooperatively with parents and other caregivers for the child's benefit. Competent professional educators provide leadership wherever it is needed; they are always alert for opportunities to use their individual strengths to promote public education and those it serves.

Teacher Licensure Programs Offered at UNCP

The University of North Carolina at Pembroke offers the following undergraduate programs leading to an initial teaching license in the State of North Carolina:

Academically/Intellectually Gifted [AIG] (K-12) *Add-On only **

Art Education (K-12)

Birth to Kindergarten (B-K)

Elementary Education (K-6)

English Education (9-12)

English as a Second Language [ESL] (K-12) *Add-on only **

Health and Physical Education (K-12)

Mathematics Education (9-12)

Middle Grades (6-9) Language Arts

Middle Grades (6-9) Mathematics

Middle Grades (6-9) Science

Middle Grades (6-9) Social Studies

Music Education (K-12)
Pre-School *Add-On only* *
Science Education (9-12)
Social Studies Education (9-12)
Spanish Education (K-12)
Special Education: General Curriculum [Exceptional Children] (K-12)

* Note: These Add-on programs are only available to individuals who already hold or are eligible to hold a NC teaching license.

The University of North Carolina at Pembroke offers the Master of Arts in Teaching (MAT) graduate program leading to an initial teaching license recommendation in the State of North Carolina in the following licensure areas upon completion of Phase I. Completion of Phase II of the MAT program is the awarding of the Master of Arts in Teaching degree. Graduates are eligible to be recommended for M level (Master's level) licensure to the North Carolina

Department of Public Instructions:

Art Education (K-12)
Elementary Education (K-6)
English Education (9-12)
Health and Physical Education (K-12)
Mathematics Education (9-12)
Middle Grades (6-9) Language Arts
Middle Grades (6-9) Mathematics
Middle Grades (6-9) Science
Middle Grades (6-9) Social Studies
Science Education (9-12)
Social Studies Education (9-12)

The University of North Carolina at Pembroke offers the following graduate programs in education leading to an M level (Master's level) teaching license in the State of North Carolina:

Art Education (K-12)
Birth to Kindergarten (B-K)
Elementary Education (K-6)
English Education (9-12)
Health and Physical Education (K-12)
Mathematics Education (9-12)
Middle Grades (6-9) Language Arts
Middle Grades (6-9) Mathematics
Middle Grades (6-9) Science
Middle Grades (6-9) Social Studies
Science Education (9-12)
Social Studies Education (9-12)

Program Standards and Ethics

UNCP's teacher licensure programs are undergirded by our conceptual framework and structured around state standards, which are derived from research findings, reports of best practice, and the standards of applicable professional organizations and associations. Candidates must provide evidence that they meet the North Carolina Professional Teaching

Standards associated with their level of study and approved by the State Board of Education in June 2007, along with the Teacher Education Specialty Area Standards approved by the State Board of Education in January 2009. In 2017, UNCP implemented the teacher candidate performance assessment edTPA. This instrument for student assessment during internship is based on a model of core teaching standards established by the Council of Chief State School Officers through the Interstate Teacher Assessment and Support Consortium (InTASC). Syllabi for each course contain relevant standards for specific licensure area addressed within each course.

Refer to the National Education Association Code of Ethics of the Education Profession and the Code of Ethics for North Carolina Educators adopted by the North Carolina State Board of Education (1997) for expectations regarding ethical conduct.

The University of North Carolina at Pembroke Academic Honor Code sets forth the standards of academic honesty and integrity for students at UNCP and describes attendant faculty responsibilities.

Candidate Criminal Background Check and Drug Screening Policy

Enrollment in any initial or advanced teacher education program is predicated on the ability of candidates to meet all academic and other requirements determined by UNCP, as well as all requirements of each external agency or school district where a candidate is placed for field experiences and internship. UNCP works in partnership with local agencies and schools to provide educational experiences for its candidates. These agencies and schools frequently require employees and volunteers to successfully complete background checks and drug screenings. Candidates have a responsibility to successfully meet requirements imposed by agencies and schools where they will receive clinical or field experiences, including internships. A student who is rejected by an agency or school because of failure to meet criminal background and/or drug testing requirements may be subject to dismissal from the teacher education program. If a candidate is involved in an incident potentially affecting the background check during a field experience, including internship, it is the responsibility of the candidate to notify the University School Partnerships office.

Professional Dispositions

Dispositions are characteristics and behaviors that shape the ways you interact with students, colleagues, and faculty and the ways you present yourself as an educator. They shape the ways you make decisions related to teaching and learning. Candidates are asked to formally reflect on their dispositions at three points in the program: at entry, at midpoint, and at exit. This process provides an opportunity for candidates to reflect on dispositions and attitudes considered important to successful teaching. The process is intended to help candidates identify areas for continuing professional growth and define steps they might take to promote that growth. Candidates must demonstrate commitment to the characteristics and behaviors that are expected for effective educators. Program faculty also uses data collected from this process as they consider ways in which their programs can assist candidates to develop and/or strengthen positive professional dispositions.

Requirements for Admission to Undergraduate Teacher Education

1. Complete pre-requisite coursework as identified by program area in the UNCP catalog and successful completion of EDN 2100.

2. Have not more than 9 semester hours of the General Education requirements remaining.
3. Have at least a 2.7 cumulative GPA at UNCP.
4. Meet passing scores on the Praxis Core Academic Skills for Educators or approved SAT or ACT exemption scores as determined by the State.
5. Purchase a Taskstream account and enroll in the program area drf: Students must purchase a Taskstream account at the point of admission to the program. The UNCP Teacher Education Program uses Taskstream, a commercial electronic portfolio service, to collect work created over the course of your program of study. Applicants for admission should complete the Candidate Professional Dispositions Self Evaluation and the Candidate for Professional Licensure forms in Taskstream.
6. All applicants for admission to the Teacher Education Program are interviewed individually by the program coordinator of their licensure area.

Requirements for Admission to Graduate Teacher Education

1. Have a qualifying undergraduate degree or complete any coursework as identified by the program area director. (MAT students)
2. Have a NC teaching license in good standing in the program area. (MA and MAED students)
3. Applications for all graduate teacher education programs are made to the Graduate School and must meet Graduate School admissions criteria in addition to program specific requirements such as an interview with the program director.
4. Applicants should have three academic and/or professional recommendations, including from current principal submitted on their behalf.
5. Taskstream account: Students must purchase a Taskstream account at the point of admission to the program. The UNCP Teacher Education Program uses Taskstream, a commercial electronic portfolio service, to collect work created over the course of your program of study.

Undergraduate Program Progression

Pre-Admission Advising

Generally, you should apply for admission to the Teacher Education Program during the second semester of your sophomore year or the first semester of your junior year. For more information about application timeframes, speak with your licensure area program coordinator to make sure you apply in a timely manner.

The Teacher Education Committee is the University-wide governing body for all undergraduate and graduate teacher education programs at UNCP. The Teacher Education Committee admits students to the Teacher Education Program on the basis of academic performance and suitability for teaching. Admission to the University is not the same as admission to the Teacher Education Program. Application for admission to the Teacher Education Program is a separate process. Eligibility for admission to the Teacher Education Program is determined by regulations current at the time the individual qualifies for and submits the initial application. Students with disabilities who may require special accommodations should consult the Dean of the School of Education. This section of the handbook provides information about your admission to the Teacher Education Program.

At the beginning of the pre-registration period, many departments hold majors meetings to advise students of schedule changes, changes in institutional or external agency requirements, changes in policy, and other important matters affecting program progression and the registration process. It is important that you take advantage of these meetings in order to stay informed and talk with faculty in the program. If you have questions about your department's majors meeting, please consult with your advisor.

Once Admitted

During the preregistration period each semester, the advisor and the candidate review the grades earned by the candidate in the program. As appropriate, the advisor and/or program coordinator may contact individual candidates to discuss their academic progress and to determine if adjustments to their course load and/or additional assistance may be needed. After you are admitted to the Teacher Education Program, you must continue to make satisfactory progress to continue in the program.

Professional Studies Teacher Education Curriculum Course

The professional studies component of the Teacher Education Program is designed to provide the teacher candidate, in part, with the theoretical foundations of practice. The component includes study of the historical, social, political, economic, and philosophical foundations of education; human growth and development; diverse, exceptional, and at-risk learners; learning theory and learning environments; literacy; and technology. The development courses and the literacy courses are age-appropriate.

Field Experiences

A field experience is required in most professional studies and content pedagogy courses. A field experience is an opportunity for the prospective teacher to observe, assist, or practice what is being learned in a given course in a real world setting. The assumption underlying field experience requirements is that making connections between theory and practice will make the theory more meaningful and help the prospective teacher understand how theoretical beliefs inform the decisions teachers make routinely. Additionally, students participate in field experiences in low performing school environments. The field experience requirements are sequenced from observation in the 2000 level courses to assisting and tutoring in the upper division courses. Master teachers allow prospective teachers to assist in performing various aspects of the teacher's work, such as monitoring independent practice, grading papers, tutoring individual students or groups of students, team teaching, helping with class field trips, assisting in a computer lab or the library, monitoring the cafeteria or recreational time, and administering tests. Through early field experience, the prospective teacher begins to understand the professional culture of public schools: codes of professional conduct, policies and procedures defining the public school culture, ways of interacting and communicating with students, ways of establishing and maintaining professional relationships with others in the school (staff, counselors, resource teachers, and so on). In other words, early field experiences help the prospective teacher develop a sense of professional identity, professional affiliation, professional efficacy, and professional integrity. Some early field experiences in the Birth-Kindergarten program may be completed in an approved child care center or agency.

Content Pedagogy and Specialty Area Courses

The content pedagogy component of the Teacher Education Program is designed to help the teacher candidate learn how to teach content to public school students at the age and grade level of the respective licensure area. Pedagogy, or methods, helps the candidate learn the foundations of curriculum, instruction, and evaluation as applied to decision-making during the phases of the teaching cycle—*planning, implementation, and reflection*.

Each teacher education program area has a prescribed sequence of specialty area (major) courses designed to provide teacher candidates with the knowledge, skills, and dispositions needed to achieve subject matter competence in the chosen licensure area. Specialty area requirements are identified in the Teacher Education section of the UNCP Catalog.

Student Teaching Internship (all ITP and MAT Phase I)

The culminating professional development experience in all teacher education licensure programs is the internship (student teaching) under the direct supervision of a master teacher in a clinical setting. Teacher candidates spend a full semester in their student teaching experience, and to the extent possible observe beginning and endings of academic school years. The senior internship is a synthesis experience wherein all the curricular knowledge, skills, and dispositions acquired in formal course work are applied to practice and assessed within an edTPA portfolio. The internship semester is a critical aspect of the preservice teacher's preparation for transition into full-time teaching. Learning to teach "real" students is challenging, complex, and emotionally demanding. Taking this important step into the real world of public school teaching with the guidance and support of an experienced, master teacher is a privilege, as well as an opportunity. The internship semester is described fully in a separate document entitled, *The UNCP Student Intern Handbook*.

Teacher candidates complete edTPA portfolios during the internship semester. edTPA is a performance-based, subject specific assessment and support system used by more than 600 teacher preparation programs in at least 40 states. It emphasizes, measures, and supports the skills and knowledge that all teachers need from Day 1 in the classroom. Teacher candidates receive detailed information and support during the process. edTPA consists of three tasks completed during the internship semester:

- Task 1 – Planning – Plan a learning segment consisting of 3-5 lessons around a central topic. Teacher candidates analyze the lessons and reflect upon the planning process.
- Task 2 – Instruction – Teach and video record two clips from the lessons from the learning segment. Teacher candidates analyze the lesson and reflect upon the teaching process.
- Task 3 – Assessment – Analyze student performance related to the learning segment. Teacher candidates design and implement a plan for students, including those with special needs.

Graduation

Part of the program exit process at the conclusion of the internship semester is your formal evaluation of the Teacher Education Program through exit surveys. The Teacher Education faculty, staff, and administrators need feedback from you about aspects of the program that

need to be improved, as well as the strengths of the program. Your input is summarized, analyzed, and presented to the Teacher Education Committee. The Teacher Education Committee decides what action(s) to take in response to the suggestions you make for improvement. Changes in policy, procedure, and program are routinely made on the basis of suggestions from the teacher candidates who have completed the program.

Applying for licensure

Licensure applications are completed online through the North Carolina Department of Public Instruction for Standard Professional License I (SP1).

Exams required for licensure

The NC State Board of Education requires all applicants for a teaching license to pass prescribed licensure tests. Generally, these tests assess the knowledge of specific subjects that educators will teach, as well as general and subject-specific teaching skills and knowledge. All teacher education candidates are encouraged to take the prescribed tests during the senior internship semester. Beginning Fall 2018, all teacher education candidates must provide evidence of registration for at least 1 licensure exam at application to internship, and evidence of completed attempts of all licensure exams prior to graduation.

Per State policy, licensure applicants are required to:

- Within the first three years of employment, pass the SBE approved licensure exam(s) for each initial licensure area in order to convert the initial SP1 to the SP2 [Standard Professional 2] license.
- The NC State Board of Education will require a passing edTPA score for initial licensure beginning XXX. The passing score is to be determined. UNCP requires all initial licensure candidates to successfully complete edTPA during internship.

Licensure Only Candidates

Individuals who already possess a baccalaureate degree from a regionally accredited college or university may enroll in the Teacher Education Program as licensure-only candidates. Licensure-only candidates who have an overall Quality Point Average (QPA) of 2.7 at the time the degree was awarded may request a Plan of Study (POS) that is developed based upon his/her educational background and intended licensure area. Official transcripts from each institution attended must accompany the request. Based upon review of the transcript(s) by the School of Education Licensure Office and the appropriate program coordinator, a Plan of Study is developed. Upon successful completion of the prescribed POS, the student may apply for licensure recommendation.

In determining requirements for licensure-only candidates, consideration will be given to alternative means of demonstrating the knowledge and competencies for licensure. Licensure-only students are subject to the same Teacher Education Program admission and continuation regulations as degree-seeking students. In order to qualify for Licensure-only programs of study, students must have already earned an undergraduate degree.

All licensure-only students must complete the stated requirements in a given course, including field experience requirements. Modifications may be made, at instructor discretion, for licensure-only and MAT lateral-entry teachers to complete course field experience requirements in their own classrooms; however, such modification may not always be appropriate. It is recommended that students who are employed as teachers participate in field experiences outside of their own classrooms to enhance learning and reflection opportunities. All students recommended for licensure by UNCP are also required to complete edTPA requirements.

Graduate Program Progression

Students in graduate programs should also refer to the Graduate School Student Handbook for relevant university policies and procedures.

MAT Program Progression

The Master of Arts in Teaching (MAT) program is designed as an interdisciplinary degree option within the Teacher Education Program. The MAT is intended for graduates from accredited colleges or universities with an undergraduate major in humanities, sciences, or social sciences who have few, if any, formal courses in education. Upon completion of Phase I requirements and state mandated examinations, candidates will be eligible for a North Carolina Standards Professional I license, and upon successful completion of Phases I and II of the MAT program and state mandated examinations, recipients will be eligible to apply for a North Carolina "M" level license. The MAT program is available only to those individuals who have not earned licensure and who are seeking licensure in the teaching field in which they wish to earn the degree. The program includes courses in teaching pedagogy and professional education as well as concentrated study in a content-specific area, for a total of 36-39 hours (hours vary by concentration).

An internship in an approved public school setting is required, unless a candidate is employed as a lateral entry teacher, applies for an exception, and is approved to waive this requirement with exemption documentation of one successful year of teaching as a lateral entry teacher. Candidates requesting exemption should present the following to the Graduate School: two copies of a signed letter from the candidate's principal on school letterhead, attesting that the candidate has completed a full school year of successful teaching in the licensure area of the candidate's MAT concentration, a copy of the candidate's Summative Evaluation from that year, and a copy of the candidate's Praxis II/Pearson scores for licensure. With the internship, the program will total 39-42 credit hours. Refer also to the previous section of this handbook about undergraduate student teaching internship requirements.

MA/MAED Program Progression

Candidates in the graduate teacher education programs leading to the MA and MAED degrees are expected to be teacher leaders in their specialty areas, to facilitate the creation of healthy educational environments, to have deep knowledge and skills in their content and curriculum, to use research in making decisions about effective practice for student learning, and to be continuous reflective practitioners who model the values of lifelong learning, critical thinking, problem-solving, and innovation. You will receive a program of study from the program director or advisor in your area during your first semester in the program.

Professional Studies Teacher Education Courses

At the graduate level for MAT students, the professional studies component of the Teacher Education Program is designed to provide the teacher candidate, in part, with the theoretical foundations of practice. The component includes study of the historical, social, political, economic, and philosophical foundations of education; human growth and development; diverse, exceptional, and at-risk learners; learning theory and learning environments; literacy; and technology. The development courses and the literacy courses are age-appropriate. Professional studies teacher education courses may also be recommended for MA/MAED students.

Field Experiences

A field experience is required in most professional studies and content pedagogy courses. A field experience is an opportunity for the student to observe, assist, or practice what is being learned in a given course in a real world setting with a more experienced professional educator. Additionally, MAT students participate in field experiences in low performing school environments. Field experiences vary from program to program at the graduate level per the discretion of the program director. It is recommended that graduate students who are employed as teachers participate in field experiences outside of their own classrooms to enhance learning and reflection opportunities.

Candidate Assessment

The UNCP Teacher Education Program faculty and administrators are committed to quality education for all children and youth in southeastern North Carolina. The Teacher Education Program is designed to nurture committed, collaborative, and competent communities of public school professionals who dedicate themselves to the education and welfare of all students. Part of the quality assurance we offer to the public schools that employ UNCP teacher education graduates is that they are knowledgeable, capable and caring. Thus, teacher candidate professional development is monitored closely from the point of program entry to the point of program exit for several reasons: 1) to sustain high standards for academic performance, 2) to design interventions in a teacher candidate's professional development when there is a problem; 3) to provide additional support or assistance when needed, 4) to provide feedback to the teacher candidate on his or her progress; and, 5) to assure the candidate and the teacher education faculty that the candidate is prepared for success in the next phase of the professional development process and, ultimately, prepared for transition into the induction phase of the professional career.

Our system for monitoring teacher candidate performance employs multiple assessment measures generated from multiple points of view through multiple instruments and strategies at multiple points in your progression through the teacher education program. Teacher candidate progress is monitored continuously by program coordinators and directors, advisors, faculty, and clinical teachers. Action plans are developed for teacher candidates whose performance at any point in the program is not meeting expectations.

Assessment at Key Transition Points by Level

Candidate progression is monitored at key transition points called checkpoints. Checkpoints vary by level and are described below. The checkpoints occur at the following transition points: program entry, advanced practitioner assignments, field-based requirements, and exit from the program. MAT candidates complete ITP checkpoints during Phase I and ADV checkpoints during Phase II.

Initial Teaching Licensure Programs (ITP)

Assessment & Monitoring Process for Teacher Education Undergraduate Students (ITP)	
Checkpoint	Components
Checkpoint 1: Entry to Teacher Education Program	<p>Student must:</p> <ul style="list-style-type: none"> -Earn a cumulative 2.7 QPA on all prior coursework. -Earn a C- or better in all coursework required for program (C if course is repeated) -Earn a C or better in EDN 2100 (effective Fall 2018: B or better is required) -Have no more than 9 credit hours of general education requirements remaining -Complete a candidate disposition self-assessment in Taskstream that is reviewed by the program coordinator. Program coordinator and 1 faculty member also complete disposition assessments of the student -Earn established scores on Praxis Core tests or SAT/ACT tests -Participate in an admissions interview with the program coordinator. Following the interview the coordinator completes the Faculty Summary and moves the application forward to the Licensure Office or creates a remediation plan for the student.
Checkpoint 2: Prior to Clinical Practice	<p>Candidate must:</p> <ul style="list-style-type: none"> -Complete a professional disposition self-assessment. The coordinator and 1 faculty member also completes a disposition assessment. -Complete the application to internship (effective Fall 2018 includes providing evidence of registration for licensure exams), and required forms including a resume, that is reviewed by the Director of USP -Completion of DARS audit that is reviewed by the Coordinator. -Complete application for graduation that is reviewed by the university registrar -Participate in an internship interview with the program coordinator. Following the interview the coordinator completes the Faculty Summary and moves the application forward to the USP Office or creates a remediation plan for the student.
Checkpoint 3: Internship Midpoint	<p>Intern must:</p> <ul style="list-style-type: none"> -Attend and evaluate seminar sessions in Taskstream. -Complete Exit Surveys 1-3 providing feedback about core EDN coursework (1), program area coursework (2), and university

	<p>resources (3).</p> <ul style="list-style-type: none"> -Discuss the results of at least 2 field based observations with the Clinical Supervisor. -Complete the midpoint form. The Clinical Educator also completes the midpoint form and holds a midpoint conference during which time a consensus rating of the intern is recorded. If needed, an action plan is developed. -The Clinical Educator and the University Supervisor jointly evaluate the intern's disposition and intern must meet expectations. -Participate in preparation of edTPA portfolio.
Checkpoint 4: Program Completion	<p>Intern must:</p> <ul style="list-style-type: none"> -Attend and evaluate seminar sessions in Taskstream. -Discuss the results of at least 2 field based observations with the Clinical Supervisor. -Participate in an Exit Conference with the University Supervisor during which time a consensus rating of the intern is recorded. If needed, an action plan is developed. -Complete the Certification of Teaching Capacity form, obtain required signatures, and perform adequately on the CTC Final Form. -Complete edTPA portfolio successfully. -Complete all electronic evidences satisfactorily in e-portfolio -Complete Exit survey 4 in Qualtrics. -Participate in survey evaluations of internship experience and supervisors. -Effective Fall 2018 includes providing evidence of attempting all licensure exams.
Follow-up: Post-completion	<ul style="list-style-type: none"> -After graduation, complete alumni surveys. -Complete licensure tests as required by the State Board of Education that were not previously completed successfully.

Similarly to the undergraduate candidate assessment system outlined above, the graduate assessment system utilizes a series of checkpoints to evaluate the progress of all graduate level (ADV) candidates through the Teacher Education Program. These checkpoints are focused on program entry, advanced practitioner assignments, field-based requirements, and exit from the program. MAT candidates are recommended for initial and advanced levels of licensure, therefore MAT candidates complete all undergraduate assessment transition check points listed above (ITP, Phase I), as well as all graduate assessment transition check points listed below (ADV, Phase II).

Advanced Teaching Licensure Programs (ADV)

Assessment & Monitoring Process for Teacher Education Graduate Students (ADV: MAT Phase II, MA, MAED students; does not apply to MSA or PSC MAED students)	
Checkpoint	Components
Checkpoint 1: Entry to Teacher Education	<p>Applicant must:</p> <ul style="list-style-type: none"> -Meet GPA requirements as established by the Graduate School

Program	and Program Directors, a minimum of cumulative 2.7 GPA in undergraduate degree program. -Complete additional program-level assessments, including disposition assessment, such as interviews, writing samples, letters of recommendation, and GRE or MAT scores -Submit valid teaching license in good standing with application to Graduate school.
Checkpoint 2: Midpoint	Candidate must: -Complete a professional disposition self-assessment. -Complete a midpoint conference with program advisor/director and demonstrate adequate progress towards signature assignments aligned with ADV rubrics. -Apply for graduation and obtain program director signature verifying adequate progress towards completion of key assessments.
Checkpoint 3: Program Completion	Candidate must: -Complete remaining key assessments and signature assignments including the Research Project and Leadership Project/Proposal -Complete a final Disposition Self-Assessment. The Program Director also completes a disposition assessment of the candidate -Participate in Exit Conference and complete 3 Exit Surveys
Follow-up: Post-completion	-After graduation, complete alumni surveys.

Additional Procedures and Requirements

Students should note the additional procedures and requirements below, as well as consult the supplemental documents identified at the beginning of this handbook.

Transfer Credit for Professional Education Courses

Upon the review and approval from the School of Education, up to nine (9) hours transfer credit may be granted for education courses. For each course for which transfer credit is sought, the student must furnish an official transcript from the institution at which the course was taken. Transfer credit will be accepted only from two- and four-year colleges and universities with teacher education programs approved by at least one of the following: (1) North Carolina State Board of Education; (2) National Council for the Accreditation of Teacher Education (NCATE); (3) Teacher Education Accreditation Council (TEAC); (4) Council for the Accreditation of Educator Preparation (CAEP); or (5) appropriate regional accrediting agencies, such as the Southern Association of Colleges and Schools.

Residency Requirements for ITP Teacher Education Programs

Undergraduate students enrolled in one of the licensure programs in teacher education at UNCP will complete a minimum of 30 semester hours (two semesters) of coursework at the University prior to enrollment in the Professional Semester.

Time Limit Policy for ITP Teacher Education Programs

Students will have five years from the date of completing course work toward licensure to be recommended by UNCP for initial licensure. After five years have lapsed, a student's program of study will be reviewed and additional course work may be required before a recommendation will be made for initial licensure.

Students with Disabilities

Students with disabilities who may require special accommodations should first consult the Accessibility Resource Center (ARC) (910-521-6695) and then the Dean of the School of Education.

Remediation and Related Procedures

It is the intent of the Teacher Education Program at UNCP that every teacher candidate is given the opportunity to remediate behaviors or dispositions that do not align with those of effective educators and appropriate teaching standards. Remediation plans may be developed to help students improve their ability to qualify for admission. After you are admitted to the Teacher Education Program, you must continue to make satisfactory progress to continue in the program. When remediation is deemed necessary to address area(s) of concern, a 2-3 member committee consisting of the program coordinator and 1-2 faculty members must convene with the student to develop a remediation plan and appropriate course of action. Remember, this remediation plan can be implemented at any point in a candidate's progression. It should be used when the faculty members involved notice a potential problem. Faculty does not have to wait until an official checkpoint to begin remediation.

The faculty, staff, and administration of the Teacher Education Program want you to do well, but from time to time, concerns related to a candidate's performance can arise. These concerns may be due to a low grade in a required course, a poor review in a field placement, low ratings on a disposition assessment, or when a professor recognizes a serious concern. In such cases, intervention/remediation may be required. It is the intent of the Teacher Education Program that every teacher candidate is given the opportunity to remediate behaviors or dispositions that do not align with those of effective educators and appropriate teaching standards.

Due Process

Any student whose entrance to, continuation in, or exit from the Teacher Education Program is denied based on policies established by the Teacher Education Committee (TEC) has the right to appeal the denial. The Dean of the School of Education, or designee, will notify the student of the denial and the policy upon which it is based. Within ten (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 Education. The request should contain the reason(s) the student believes the denial should be reversed. If a request for appeal is not received within ten (10) working days, it will not be considered. Once the appeal is received, it will be forwarded to the chair of the Teacher Education Committee Hearing Appeals Board. The chair will schedule a meeting of the Hearing Appeals Board and notify the student of the date, time, and location of the meeting. The student will be provided the opportunity to appear before the Hearing Appeals Board to present his/her

appeal. The chair of the Hearing Appeals Board will inform the Dean of the School of Education of the Board's decisions. The Dean of the School of Education, or designee, will notify the student of the decision. If the student is not satisfied with the decision of the Hearing Appeals Boards, he/she may present his/her appeal to the TEC at its next regularly scheduled meeting. To appear before the TEC, the student must provide the Dean of the School of Education with a written request to do so within ten (10) working days of receipt of the decision of the Hearing Appeals Board. The decision of TEC will be final.

Graduate students may choose to file an appeal with the Graduate Appeals Committee (GAC), the "due process" body for all graduate students as designated by the Graduate Council. Appeals may be made for the following: extension of time to degree, credit reinstatement and/or transfer credit after the deadline, grade appeal, and to apply for readmission after dismissal.

The Graduate Appeals Committee meets in February, June, and October. Any appeal submitted by the deadline 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 he/she desires to do so. The GAC is not bound by precedent; rather, it is required to consider every appeal on the basis of the individual merit of that particular case. The decision of the GAC is final.

Student Complaints

Students complaints related to the Teacher Education Program follow the procedure adopted by UNCP for addressing student complaints. The UNCP Student Complaint Process is printed below. Graduate students should consult The Graduate School's student handbook for additional policies specific to graduate students.

UNCP Student Complaint Process

Recorded complaints must be student-initiated and received from currently-enrolled students. Complaints should in written form (paper or electronic), but complaints that are conveyed verbally can be accepted if the student prefers not to provide a written form. Complaints regarding curriculum, class scheduling, teaching, registration, and faculty are among the complaints that should be recorded. Additionally, specific complaint procedures exist in the areas listed below. These complaints should be recorded according to the policies associated with these areas.

- Academic Honor Code
- Code of Conduct
- Student Grievance Policy
- Policy Prohibiting Illegal Harassment and Discrimination
- Student Grievance Policy for Students with Disabilities
- Sexual Harassment Policy
- Sexual Assault Policy
- Inspection and Release of Student Records
- Undergraduate Grade Appeals Process
- Suspension Appeals
- Residency Appeals
- Financial Aid Appeals

The student may also utilize the UNC Pembroke Student Grievance Policy. The objective of this

grievance process is to ensure that students have the opportunity to pursue a grievance if he or she believes a University employee has violated his or her rights. This grievance process for students applies to all problems arising out of interactions between a student and a member of the University community that are not governed by other specific grievance proceedings. Students should first be encouraged to discuss their complaints directly with the person responsible. If the issue is not or cannot be resolved through discussion with the responsible person, then the student should complete the Student Complaint Form and submit it to department chair or supervisor of the person against whom the complaint is to be made. The Student complaint form allows the student to describe the nature of the complaint, what he/she has done to resolve the complaint, and the desired remedy. All written and electronic communications related to student complaints should also be maintained.

Complaints to External Agencies

If a complaint cannot be resolved through the University's policies and procedures, students may file a complaint with certain external agencies. A student who is unable to resolve a complaint through UNC Pembroke grievance policies and procedures is advised to review the UNC General Administration Student Complaint Policy and complete the Student Complaint Form available from the UNC General Administration Website at <http://www.northcarolina.edu/complaints>. The Student Complaint Form may be mailed to the following address:

North Carolina Post-Secondary Education Complaints
c/o Terrence R. Scarborough
University of North Carolina General Administration
910 Raleigh Road, Chapel Hill, NC 27515-2688

Students may also file a Consumer Complaint with the Consumer Protection Division of the North Carolina Department of Justice using the Consumer Complaint Form. Information about the Consumer Complaint process is available from the website for the North Carolina Department of Justice at <http://www.ncdoj.gov/complaint.aspx>. The Consumer Complaint Form may be mailed to the following address:

Consumer Protection
Attorney General's Office
Mail Service Center 9001
Raleigh, NC 27699-9001

For complaints regarding a violation of accreditation policies, students may use the Complaint Procedures against SACSCOC or its Accredited Institutions Policy Statement to find information about how to make a complaint to the University's accrediting body, the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC). The Policy Statement is available from the SACSCOC Website at <http://www.sacscoc.org/> The student must send two copies of the Complaint against Institutions Information Sheet and Form, contained in the Policy Statement, to the President of the accrediting body at the following address:

Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, GA 30033-4097.

For questions related to this process, please contact the Associate Vice Chancellor for Academic Planning and Accreditation at 910-521-6180.