



UNIVERSITY of NORTH CAROLINA PEMBROKE

TEACHER EDUCATION PROGRAM



Policy Manual: 2017-2018

TABLE OF CONTENTS

Scope of this Manual and Companion Documents	7
Teacher Education Student Handbook	7
Student Intern Handbook.....	7
The Graduate Student Handbook	8
Program Area Graduate Handbooks/Manuals.....	8
Teacher Education Program Overview	9
Teacher Education Vision Statement.....	10
Teacher Education Program Mission Statement	10
Teacher Education Program Diversity Position Statement.....	10
Teacher Education Licensure Levels Offered at UNCP	10
Faculty Appointment, Teaching Load, and Evaluation.....	11
Accreditation	11
Compliance with State and National Accreditation Standards and Regulations	11
Conceptual Framework.....	12
Commitment.....	12
Collaboration	12
Competence	13
Program Standards and Ethics	14
Components of the Teacher Education Program Curriculum	14
General Education Curriculum Component (undergraduate ITP)	14
Specialty Area Curriculum Component (all ITP, ADV)	15
Professional Studies Teacher Education Curriculum Component (all ITP)	15
Content Pedagogy Curriculum Component (all ITP, ADV)	15

Comprehensive Assessment System	15
Candidate Assessment System	16
Ensuring Fairness, Accuracy, Consistency, and Freedom from Bias	16
Assessment at Key Transition Points by Level.....	18
Measures of Performance.....	21
Continuous Improvement and Program Evaluation	24
Annual Program and Unit Report Process	24
Assessment Calendar.....	25
Teacher Education Program Governance	27
Role of the Teacher Education Committee.....	27
Changes to Teacher Education Program Policy	27
Changes to Teacher Education Program Curriculum	27
Addition of New Programs	28
Changes to Professional Studies Curriculum Component.....	28
Approval of Applicants to the Teacher Education Program and the Professional Semester	28
Composition of the Teacher Education Committee	29
Structure of the Teacher Education Committee	29
Meetings of the Teacher Education Committee.....	31
Quorum.....	31
Agenda.....	31
Minutes.....	31
Relationship of the Teacher Education Committee to Other Committees	31
Roles and Responsibilities of Key Leadership Positions.....	32
Dean of the School of Education.....	32

Associate Dean of the School of Education.....	32
Chair of the Teacher Education Committee.....	32
Director of Assessment.....	33
edTPA Coordinator	33
Director of Teacher Recruitment and Retention	33
Director of University-School Partnerships.....	34
Grant Proposal Development Consultant.....	34
Program Coordinators and Directors.....	35
Teacher Education Program Policies for Admission and Progression	36
Admission to the Undergraduate Teacher Education Program (ITP).....	36
Eligibility for Admission	36
Testing Requirements for Admission to the Teacher Education Program.....	37
Acceptance and Notification	37
Graduate General Admission Requirements.....	37
Licensure Requirement for Admission to Advanced Level Programs	38
Additional Admission Requirements for the Master of Arts in Teaching (M.A.T.) Program	38
Additional Program Admission Requirements for the School Administration Program	38
Additional Program Admission Requirements for the Professional School Counseling Program.....	38
Admission Interview.....	39
Limited Progression	39
Continuation in the Undergraduate Program.....	39
Academic Progress	39
Progression in the MAT Program.....	40
Field Experiences	40

Internship Policies and Procedures	41
The Professional Year: Enrollment in the Professional Semester (ITP)	41
Internship Placements for Undergraduate and MAT students (ITP)	42
Structure of the Professional Semester	43
Legal Status of the Intern.....	43
Professional Liability.....	44
Intern Supervision Assignments	44
Supervision of Teacher Candidate Interns.....	44
Orientation to the Internship	44
Assessment of Undergraduate and M.A.T. Interns' Progress and Performance	45
Intern Written Reflections.....	45
Early Release from the Internship for Undergraduate and MAT Candidates.....	45
Out-of-Area Internship Placement Procedures	46
Student Procedure for Requesting Out-of-Area Placement	47
Internship Requirements for School Administration and School Counseling Programs	47
Licensure	48
Middle, Secondary, K-12 Licensure Areas.....	48
Special Education: General Curriculum	49
Elementary and Special Education.....	49
Licensure of Methods Faculty	50
Licensure-Only Students	50
Transfer Credit for Professional Education Courses.....	51
Residency Requirements for ITP Teacher Education Programs	51
Time Limit Policy for ITP Teacher Education Programs.....	51

Students with Disabilities	51
Remediation and Related Procedures.....	52
Due Process	52
Student Complaints.....	53
Composition of 2017-2018 Teacher Education Committee.....	57

Scope of this Manual and Companion Documents

This Manual includes policies and procedures of The University of North Carolina at Pembroke Teacher Education Committee as revised through 2017. Subsequent changes in policies and procedures shall be distributed in a timely manner to members of the Teacher Education Committee by the Dean of the School of Education, the Chair of the Teacher Education Committee, or his/her designee.

Comprehensive descriptions of University-wide policies and procedures such as faculty governance, faculty tenure and promotion, post-tenure review, evaluation of faculty teaching, and so on are presented in the UNCP Faculty Handbook.

Descriptions of procedures and the details of implementation for unit-level and program-level components are presented in separate documents, as listed below. This Manual supplements, but generally does not duplicate, the information contained in these other publications.

Teacher Education Student Handbook

Designed for use by teacher education students at all levels, the Student Handbook describes curriculum, field experiences, internship, and assessment practices. It also contains information about advising and registration; requirements for admission, continuation, and exit from the Teacher Education Program. Program standards, program area descriptions, and are also included.

Student Intern Handbook

Designed for use by interns, clinical teachers, school administrators, and University supervisors, the Student Intern Handbook is available online. In addition, a printed copy is given to clinical teachers at the schools where interns are placed. This comprehensive handbook contains descriptions of the roles and responsibilities of the intern, clinical teacher, principal, university supervisor, and Director of University-School Partnerships. In addition, it provides information about state and university policies governing the internship, program requirements, and assessment policies and procedures. Copies of applicable forms are included.

The Graduate Student Handbook

Designed for use by prospective and currently enrolled students in graduate programs, the handbook addresses general policies, procedures, requirements and other information related to graduate study. The handbook is available online at the Graduate School website.

Program Area Graduate Handbooks/Manuals

Designed for use by prospective and currently enrolled students in graduate education licensure programs, handbooks typically include a program overview, goals, objectives, policies, procedures, requirements, and other information related to the program area and its administration.

Unless otherwise noted, the handbooks and other documents listed above are available online from links at the School of Education website.

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 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, 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 Program 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 Licensure Levels Offered at UNCP

The University of North Carolina at Pembroke is approved by the Department of Public Instruction to offer specific programs leading to a "Standard Professional 1" license, an "M" level license, an "S" level license or Add-On licensure in the State of North Carolina.

Faculty Appointment, Teaching Load, and Evaluation

Faculty assigned responsibilities in the Teacher Education Program hold appointments in one of the academic departments of the University as described in The University of North Carolina at Pembroke Faculty Handbook. Individual departments, in conjunction with the Office of Academic Affairs, are responsible for the selection and appointment of faculty. Teaching loads are assigned by respective department chairs in line with University policy. Evaluation of all faculty follows the model detailed in the Faculty Handbook. Faculty with teacher education responsibilities are evaluated as members of the departments in which they hold appointments.

Accreditation

The University of North Carolina at Pembroke is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC). All teacher education licensure programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and approved by the North Carolina State Board of Education/North Carolina Department of Public Instruction (DPI). The Professional School Counseling Program is also accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Art Education Program is accredited by the National Association of Schools of Art and Design (NASAD). The Department of Music is accredited by the National Association of Schools of Music (NASM). The Teacher Education Program has been accredited by NCATE since 1969 and the North Carolina State Board of Education since 1964. The most recent on-site visits by NCATE and the NC Department of Public Instruction occurred in April 2016. The next on-site NCATE visit will be held in Spring 2018 for advanced licensure programs and Spring 2023 for initial teacher preparation programs under the Council for the Accreditation of Educator Preparation (CAEP).

Compliance with State and National Accreditation Standards and Regulations

Teacher education programs are regularly reviewed by the North Carolina Department of Public Instruction (NCDPI), the National Council for Accreditation of Teacher Education (NCATE), the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the National Association of Schools of Art and Design (NASAD), the National Association of Schools of Music (NASM), and the Southern Association of Colleges and Schools (SACS). The Dean of the School of Education, through the Teacher Education Committee, is responsible for apprising faculty of changes to accreditation standards and for coordinating self-study processes. In some instances, State of North Carolina legislative mandates necessitate policy changes that may override Teacher Education Committee policy.

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.

In summary, UNC Pembroke prepares committed, collaborative, and competent professional educators who are responsive to equity and diversity; who are knowledgeable, effective, and reflective; and who lead in the classroom, school, and profession.

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). The Interstate Leaders Licensure Consortium (ISLLC) standards and NC Standards for School Executives have informed the MSA programs and its assessment instruments. Beginning in the 2017 academic year, MSA faculty began transitioning from ISLLC standards to Professional Standards for Educational Leaders (PSEL) standards for school leadership.

To guide ethical practice, students are referred 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.

Components of the Teacher Education Program Curriculum

General information about each of the curriculum components for all program levels, Initial Teacher Preparation (ITP) and Advanced-level Programs (ADV), in teacher preparation is provided below. The Advanced-level Programs in Professional School Counseling and School Administration differ and are described later in this document.

- ITP: undergraduate and MAT Phase I
- ADV: MAT Phase II, MA/MAED.

The specific curriculum requirements for each program can be found in the UNCP Catalog.

General Education Curriculum Component (undergraduate ITP)

The University of North Carolina at Pembroke seeks to graduate students with broad vision, who are sensitive to values, who recognize the complexity of social problems, and who will be contributing citizens with an international perspective and an appreciation for achievements of diverse civilizations. In addition to meeting all major program requirements, students awarded baccalaureate degrees by The University of North Carolina at Pembroke are required to complete a 44-hour General Education program. The General Education program has been designed to provide students with an understanding of the fundamental principles and contributions of a variety of disciplines and to foster the ability to analyze and weigh evidence, exercise quantitative and scientific skills, make informed

decisions, write and speak clearly, and think critically and creatively. The specific General Education Requirements are detailed in the UNCP Catalog. For some majors, certain courses may count toward both General Education and Major requirements. Some courses have prerequisites.

Specialty Area Curriculum Component (all ITP, ADV)

Each teacher education program area has a prescribed sequence of specialty area 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 individual program descriptions in the Teacher Education section of the UNCP Catalog.

Professional Studies Teacher Education Curriculum Component (all ITP)

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.

Content Pedagogy Curriculum Component (all ITP, ADV)

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.

Comprehensive Assessment System

The UNCP Teacher Education Program assessment system is integrated and comprehensive, designed to monitor the professional development of candidates in all of the unit's programs, as well as to evaluate the quality of those programs. The assessment system is multifaceted, reflects the teacher education conceptual framework, and is informed by the NC Department of Public Instruction Program Approval Standards, inTASC standards, and NCATE/CAEP standards (2017-2018 transition year), as well as by institutional and state/professional standards for candidates (such as ISLLC/PSEL for school administration students).

Data generated by and processed through the comprehensive assessment system is used to evaluate candidate performance, as well as to evaluate and improve the unit, its programs, courses within programs, and field/clinical experiences. Data is collected from multiple stakeholders including students, faculty, supervisors, employers of graduates, and members of the professional community in UNC Pembroke's service region. The assessment system is designed both to guide improvements in all facets of the Teacher Education Program and to ensure that the program is flexible and responsive to needed change.

Candidate Assessment System

Within the unit's comprehensive assessment system, the candidate assessment system is based on the sets of standards referenced above and is aligned with each program's curriculum. Candidates' progress is tracked through a series of benchmarks, or key assessment transition points, which reflect the conceptual framework themes (Commitment, Collaboration, and Competence) and are aligned with applicable standards. Multiple assessments, both formative and summative, are utilized at multiple points during candidates' progression through their programs of study, and data is gathered from multiple perspectives representing both internal and external sources. Data are regularly and systematically collected, compiled, summarized, analyzed, and reported for the purpose of improving candidate performance. The results of candidate assessment inform the program evaluation system, which uses data from varied sources to evaluate the Teacher Education Program and its operations.

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, advisors, faculty, and clinical teachers. Action plans are developed for teacher candidates whose performance at any point in the program is not meeting expectations.

Ensuring Fairness, Accuracy, Consistency, and Freedom from Bias

The UNC Pembroke Teacher Education Program ensures the fairness, accuracy, consistency, and freedom from bias of its key assessments through many checks and balances.

- During the interview for ITP Teacher Education Admission, all candidate dispositions are evaluated by at least 2 faculty members. One is typically the program coordinator and the

other a faculty member in the student's program. The two faculty members conducting the interview must both agree to at least a "satisfactory" rating of the candidate.

- Candidates are provided an appeal process that they may follow if they feel they have been unfairly evaluated during the; the Hearing Appeals Board includes a student member and a public school partner, to ensure varied perspectives, and a further appeal to the entire TEC is available following the decision of the Hearing Appeals Board.
- Candidates may be provided a remediation plan and repeat the assessments following the completion of the remediation plan to allow for professional growth in areas of low performance.
- During the interview for the Professional Semester (ITP Student Teaching Internship), all candidate dispositions are evaluated by at least 2 faculty members. One is typically the program coordinator/director and the other a faculty member in the student's program. During the internship, collaboration and on-going communication between the candidate, the university supervisor, and the clinical teacher is emphasized.
- Stakeholders (coordinators, directors, and course instructors) evaluate teacher candidate performance using the rubrics adopted by TEC. Students are able to view the rubrics in Taskstream prior to submitting assignments. Therefore they are able to see in advance how they will be evaluated. Students receive opportunities to revise and resubmit materials to demonstrate achieved proficiency.
- When possible—smaller programs may not permit this—panels of faculty review student work for culminating activities such as the Leadership Project, Action Research Project, and Oral Exam.
- Action plans are developed by the university supervisor and clinical teacher at any point as required, to help candidates improve their performance in areas needing remediation.

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 and Monitoring Process for Individual Teacher Education Undergraduate Students (ITP)	
Checkpoints	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 and 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 resources (3). -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. -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 Short Form. -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.

Advanced Teacher Education Programs (ADV)

Assessment & Monitoring Process for Teacher Education Graduate Students (ADV)	
Checkpoint	Components
Checkpoint 1: Entry to Teacher Education	<p>Applicant must:</p> <ul style="list-style-type: none"> -Meet QPA requirements as established by the Graduate School and

Program	<p>Program Directors, a minimum of cumulative 2.7 QPA in undergraduate degree program.</p> <ul style="list-style-type: none"> -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	<p>Candidate must:</p> <ul style="list-style-type: none"> -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	<p>Candidate must:</p> <ul style="list-style-type: none"> -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.

Advanced School Administration Program (ADV)

Assessment & Monitoring Process for School Administration Students (ADV)	
Checkpoint	Components
Checkpoint 1: Entry	<p>Applicant must:</p> <ul style="list-style-type: none"> -Meet QPA requirements as established by the Graduate School and Program Director, a minimum of cumulative 2.7 QPA in undergraduate degree program -Submit 3 satisfactory letters of recommendation (including 1 from current principal), show evidence of license in good standing, respond to essay prompts aligned with school administration standards, and participate in an interview with the Program Director -Program directors assess disposition to determine fit -MSA faculty recommend that all MSA students complete EDN 5660 Research Methods during Semester 1
Checkpoint 2: Prior to	Candidate must:

clinical practice	<ul style="list-style-type: none"> -Successfully complete the MSA Supervision course and 12 credit hours of MSA coursework -Demonstrate ongoing commitment to MSA candidate disposition -Complete the application to internship, and required forms including a resume & MOU, that is reviewed for approval by the Program Director -Make adequate progress on evidences
Checkpoint 3: Program Completion	<p>Intern must:</p> <ul style="list-style-type: none"> -Participate in field experience at more than 1 level of school environment (Elementary, Middle, Secondary) during the internship -Complete professional disposition self-assessments mapped to ISLLC standards during both semesters of internship -Demonstrate proficiency on 6 evidences aligned with NC Standards for School Executives -Successfully complete an oral examination to a panel of MSA faculty -Complete 1 exit survey
Follow-up: Post-completion	<ul style="list-style-type: none"> -After graduation, complete alumni surveys -As of 2017, no licensure test is required by the NC State Board of Education for the School Administration license

Measures of Performance

Multiple measures of performance on various products of learning are employed throughout the candidate's program of study.

Course-Based Assessments (all ITP, ADV)

Candidates demonstrate competence on a variety of assignments such as tests, research papers, case studies, lesson and unit planning, field experiences, interviews, oral presentations, performances, and original productions. In professional studies and content pedagogy courses candidates, within undergraduate and graduate programs, are asked routinely to reflect on their own growth and development as evidenced in both the process and the products generated in their formal course work. Selected course-based assessments, identified as *signature assignments*, are evaluated using ITP and ADV common rubrics mapped to Program standards (for more information see section below, ePortfolio). These rubrics are shared across the unit though signature assignments vary from program area to program area.

Additionally, to be admitted to the undergraduate Teacher Education Program, candidates must earn a grade of 'C' (2.0) or better in EDN 2100 - Introduction to Education or the approved equivalent course. Effective Fall 2018, candidates will be required to earn a grade of 'B' or better. EDN 2100 is the gateway course into teacher education undergraduate courses. Additionally, initial teacher licensure candidates must earn a grade of at least a 'C' ('C' if the course was repeated) in all required

professional studies, content pedagogy, and specialty area courses in their program. Similarly, to progress through their programs, graduate students may not earn more than 2 grades of "C" in their teacher education program and may not earn a single grade of "F" in any graduate course.

Quality (Grade) Point Average (all ITP, ADV)

One of the basic tenets of the UNCP Teacher Education Program Conceptual Framework is competence. One measure of competence is the candidate's Quality (Grade) Point Average, which is an indication of the quality of academic work. To be admitted to, continue in, and exit from the UNCP Teacher Education Program, a candidate must have a cumulative quality point average of at least a 2.7 on a 4.0 scale. The QPA is based only on the undergraduate coursework completed at UNCP. If a candidate's cumulative quality point average drops below the required 2.7 after having been admitted to the Teacher Education Program, the candidate will be suspended from the program until the deficiency is corrected. This means that the student will not be allowed to take courses with admission to the teacher education program as a prerequisite. When the problem is resolved, a request for reinstatement can be made. Graduate students in MA and MAED teacher education programs must earn a minimum grade point average of 3.0 in their coursework in order to receive a master's degree. The Graduate School monitors student course grades and QPAs.

Standardized Tests (undergraduate ITP)

State law requires that undergraduate degree-seeking students attain passing scores on a pre-professional skills test prior to admission to an approved teacher education program in a North Carolina college or university. The NC State Board of Education has designated the Praxis Core Test Series for this purpose. Additionally, State Board of Education policy requires applicants for a NC teaching license attain passing scores on prescribed licensure tests. Teacher Education Program faculty review the performance of candidates on these tests to identify program modifications that may be needed to better prepare candidates for the tests. Graduate students must demonstrate that they have a current valid teaching license.

Licensure Tests (all ITP)

The NC State Board of Education requires applicants for teaching licenses 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. Effective Fall 2018, all initial licensure students (undergraduate, MAT, and licensure only) must attempt the licensure exams required by the North Carolina State Board of Education in the licensure area that corresponds with their program of study prior to graduation. Initial licensure students are required to provide proof of receipt of paid registration for the licensure exam(s) required by the state of North Carolina in their licensure content area as part of the internship application. Next, prior to the start of the internship semester, students must provide evidence of a completed attempt on the licensure exam(s). For program areas (e.g. Special Education) that require more than one licensure exam, at least one exam must be attempted prior to the start of the internship semester and all licensure exams must be attempted prior to graduation.

ePortfolio and Signature Assignments (all ITP, ADV)

UNCP's Teacher Education Program uses an ePortfolio system for students, Taskstream. Taskstream is a commercial electronic portfolio service, used to collect student work and artifacts created over the course of their programs of study. Taskstream is used to collect specific artifacts, including signature assignments, that students create in their classes, field placements, and student teaching internship placements, and which are mapped to teaching standards. Students are expected to demonstrate proficiency in all areas by program completion. Each licensure program area has its own assignments related to the required Electronic Evidences. So the evidences produced by elementary education majors will probably look different from another discipline, such as art. However, each student is responsible for posting the required signature assignments. Some areas may require posting more than one document or artifact for each standard. The signature assignments are evaluated by unit-wide rubrics. The undergraduate and graduate programs adopted common rubrics specific to the licensure level and shared across all specialty areas. The MAT programs utilize rubrics from both undergraduate and graduate programs because MAT students are recommended for licensure at the initial and advanced levels. The ePortfolio system is designed as a place for students to display artifacts (signature assignments) that show they have achieved (or are working toward achieving) the knowledge, skills, and dispositions necessary to become a successful initial or advanced level teacher.

edTPA (all ITP)

Effective Fall 2016, UNC Pembroke's Teacher Education Program adopted the SCALE assessment edTPA. edTPA is a performance assessment for the evaluation of the skills necessary for success as a beginning teacher. All candidates for initial licensure complete edTPA during their internship semester in conjunction with the seminar course. Data generated by edTPA products is utilized for individual candidate assessment and weighted within the student's seminar course grade 25-40%, based on the specialty area's program coordinator/director decision. A minimum total official score of 35 across all rubrics in the student's specialty area, or a 21 on a locally scored portfolio, has been established as UNCP's Teacher Education Program initial target benchmark for student scores. Students consult with their coordinators regarding remediation needs.

Professional Dispositions (all ITP, ADV)

Dispositions are characteristics and behaviors that shape the ways candidates interact with students, colleagues, and faculty and the ways they present themselves as educators. They shape the ways decisions are related to teaching and learning. Initial and advanced licensure candidates are asked to formally reflect on their dispositions at three points in the program: at entry, at midpoint, and at exit. The survey instrument used for this assessment 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 they might take to promote that growth. Data from this self-assessment are also used by program faculty as they consider ways in which their programs can assist candidates to develop and/or strengthen positive professional dispositions.

Continuous Improvement and Program Evaluation

The Teacher Education Committee is committed to formal, systematic, and continuous evaluation of teacher education programming and licensure. Data produced from the individual student assessment checkpoints, such as on edTPA rubrics and licensure exams, is also utilized by the Teacher Education Program for continuous improvement and program evaluation. Additional feedback utilized for program improvement is produced through satisfaction surveys collected from stakeholders and collected from statewide licensure data. Program evaluation reports are prepared annually by each program coordinator and director. The annual program reports inform the annual unit wide report.

The Director of Assessment works with the Dean's Leadership Team and the faculty members serving on the Assessment subcommittee to ensure that the assessment system is informing candidate assessment, continuous improvement practices, and effectively evaluating the program's ability to fulfill its mission. The Dean's Leadership Team is a working group that meets weekly throughout the calendar year and is comprised of the Associate Dean, the Director of Assessment, the Chair of the Teacher Education Committee, the edTPA coordinator, the Director of University School Partnerships, the Director of Teacher Recruitment and Retention, and department chairs. The Dean's Leadership Team reviews all data and processes related to program evaluation and candidate assessment. The Team reports monthly to the Assessment Subcommittee on its activities, and reports weekly to the Dean with recommendations for the Teacher Education Program.

Annual Program and Unit Report Process

UNC Pembroke's Teacher Education Programs (TEP) are committed to continuous improvement. As such, the coordinator or director of each teacher education program prepares an annual report after reviewing candidate assessment data and program feedback from stakeholders provided by the Director of Assessment annually in the TEC Blackboard site. Annual reports are completed using the TEC adopted template in Qualtrics. Results from each annual report are compiled into one excel file that is available in the TEC Blackboard site. Program Coordinators and Program Directors discuss, review, and analyze data and the program report with other instructional faculty in their areas for the purpose of program improvement decision making. The annual reports are reviewed by the School of Education's Associate Dean and Director of Assessment, as well as by additional instructional faculty in the licensure area. This unit level annual report is prepared by the Associate Dean and Director of Assessment and presented to the Teacher Education Committee annually.

Annual Program and Unit Report Purpose

- Continuous improvement
- Streamlining of processes for students, supervisors, and faculty
- Increased transparency
- Data driven decision making

- Consistent language used across the unit
- Increased digitization of candidate assessment and program evaluation instruments

Assessment Calendar

The following calendar of events outlines the assessment and program evaluation cycle for the Teacher Education Programs.

August

- Faculty in programs meet to review program annual report draft and determine changes to be implemented based on data from previous year to courses, programs, and clinical experiences
- TEC, subcommittees, and edTPALs meet

September

- Program coordinators and directors finalize program annual reports, noting planned program improvements based on review of data
- Director of Assessment and Associate Dean provide feedback to programs about reports as needed
- TEC, subcommittees, and edTPALs meet
- Graduate School reports admissions data to TEC following census date
- ETS data matching and ETS Scores From Other Vendors reporting
- Director of Assessment sends out reminder emails on census date of materials expected of candidates

October

- October 1, program coordinator/director submit program report to Director of Assessment in Dean's Office
- Director of Assessment and Associate Dean prepare unit report
- Review of unit report draft with Assessment subcommittee
- TEC, subcommittees, and edTPALs meet

November

- Director of Assessment/Associate Dean present unit report to TEC with recommendations from Assessment subcommittee for improvements to assessment processes
- TEC, subcommittees, edTPALs meet

December

- Director of Assessment and program coordinator/director ensure that all semester data is uploaded in Taskstream
- edTPALs meets to review semester's scores

January

- TEC, subcommittees, and edTPALs meet
- Program coordinators/directors convene advisory boards/panels of members of the professional community during Spring semester for input into program improvement and assessment system development
- Distribute electronic surveys to alumni and employers of graduates in teacher education programs (ITP and ADV)

February

- TEC, subcommittees, edTPALs meet
- Graduate School reports admissions data to TEC following census date
- Director of Assessment sends out reminder emails on census date of materials expected of candidates

March

- TEC, subcommittees, and edTPALs meet
- USP office presents data on clinical experiences of year's interns

April

- Annual report for previous year due to CAEP and completed by Director of Assessment and Associate Dean
- Title II and IHE reporting
- Program coordinators/directors collect information for IHE DPI report and submit to Dean's Office
- Distribute electronic surveys to alumni and employers of graduates in MSA program
- Licensure Officer completes Title 2 report summarizing test score performance of students
- TEC, subcommittees, edTPALs meet

May

- Director of Assessment and Associate Dean compile end of year data (including internal and external) and distribute to program coordinators/directors
- Program coordinators/directors meet with other program faculty to review preliminary data
- Conceptual Framework finalizes syllabus template for upcoming academic year
- TEC Work Days: program coordinators/directors input data into program template reports and develop plans for program changes based on review of data
- edTPALs meets to review semester's scores

June/July

- Director of Assessment compiles IHE DPI report in collaboration with Dean. Due to DPI June 30
- WICs update program, SOE, TEP webpages with information provided by program coordinators/directors, TEC, and Dean's office
- Catalog updates made
- Taskstream utilization review and refresher
- Associate Dean and Director of Assessment review unit level data and prepare unit report draft

Teacher Education Program Governance

Role of the Teacher Education Committee

The Teacher Education Committee (TEC) is the University-wide committee responsible for overseeing all educator preparation programs offered by the UNCP Teacher Education Program (TEP). Its specific functions, as documented in the UNCP academic catalog and Faculty Handbook, include establishing teacher education policies, reviewing all proposed changes to teacher education curriculum, reviewing proposed teacher education programs, reviewing the professional studies component of the program, approving applicants to the TEP, approving applicants for the professional semester, assuring compliance with state and national accreditation standards, and considering other matters related to educator preparation programs.

Changes to Teacher Education Program Policy

All revisions, modifications, deletions, and additions made to Teacher Education Program policy must receive majority approval by the Teacher Education Committee. Proposals for changes to policy may be submitted to the TEC by any member of the TEC, a member of the Teacher TEC representing a non-member or non-represented group, or by a member of the Teacher Education Policy Review Subcommittee (see below). Proposals for changes to policy will first be considered by the Policy Review subcommittee. Recommendations related to these proposals will then be made by the Policy Review subcommittee to the TEC. The proposals should be distributed for review to the members of the TEC at least one meeting prior to a vote to allow time for sufficient discussion.

Changes to Teacher Education Program Curriculum

All revisions, modifications, deletions, and additions made to the Teacher Education Program undergraduate and graduate curriculum must receive majority approval by the Teacher Education Committee. Proposals for curriculum change originate with the respective program area coordinator/director in their departments and must be first submitted to the university's curriculum document management system (Curriculog). Proposals for change to curriculum should be sent to the Chair of the TEC to be distributed for review to the members of the TEC at least one week prior to the scheduled meeting. Proposals received after this date will be heard at the following

meeting. Proposals presented to the TEC have already secured department level approval. Undergraduate and graduate curriculum proposals, both minor change and major change, continue through the University committee approval structure.

Addition of New Programs

All new undergraduate and graduate teacher education programs are presented to the Teacher Education Committee for review and approval, following the same procedures outlined in the previous section for changes to curriculum.

Changes to Professional Studies Curriculum Component

All revisions, modifications, deletions, and additions made to the undergraduate and graduate professional studies curriculum component must receive majority approval by the Teacher Education Committee, following the same procedures outlined in the previous section for changes to curriculum. Changes to the EDN/SED core courses at the undergraduate and graduate level emanate from the academic department responsible for the supervision, scheduling, and maintenance of those courses.

EDN 2100 – Introduction to Education is the gateway course required for all teacher education majors for admission into the Teacher Education Program (TEP), and students must earn a grade of “C” or better in this course in order to be admitted into the TEP. Effective Fall 2018, students must earn a grade of “B” or better. EDN 5040 – Basic Tenets of Education is the introductory course required for all MAT students during Phase I. All undergraduate ITP teacher education majors are also required to take SED 3310 – Introduction to the Exceptional Child as part of the Professional Studies Core. As legislatively mandated, all students are exposed to work with families and school improvement plans during SED 3310. MAT candidates for initial licensure are exposed to work with families and school improvement plans during the graduate equivalent course, SED/EDN 5120—Advanced Study of Exceptionality in Children.

Approval of Applicants to the Teacher Education Program and the Professional Semester

Students cannot be formally admitted to the Teacher Education Program without the approval of the Teacher Education Committee. The Licensure Office prepares the list of undergraduate applicants who have applied to and satisfied all eligibility requirements for presentation to the TEC. The Graduate School prepares the list of graduate applicants who have applied to and satisfied all eligibility requirements for presentation to the TEC. A majority vote is required. After formal approval is granted from the TEC, the Licensure Office informs the applicant of the Committee's decision in a formal letter of acceptance or denial. A similar process occurs when the teacher candidate applies to enroll in the professional semester through the Office of University-School Partnerships.

Composition of the Teacher Education Committee

The Teacher Education Committee is comprised of a faculty member from each of the teacher education program areas and program components, student representatives, representatives from regional school districts, schools, the Dean of the School of Graduate Studies (or designee), the Dean of the College of Arts & Sciences (or designee), and others as deemed appropriate. The TEC is comprised of both voting and non-voting members. Staff members from the School of Education, who report directly to the Dean, serve as non-voting members of the TEC. These include the: Associate Dean, Director of Assessment, Director of Recruitment and Retention, Director of University-School Partnerships, and the edTPA Coordinator. The Provost and Vice Chancellor for Academic Affairs in consultation with Dean of the School of Education appoints committee members for one- year academic terms. The Dean of the School of Education administers the Teacher Education Committee. The Chair of the Teacher Education Committee is the designee responsible for serving as the presiding officer at Teacher Education Committee meetings. Teacher Education Committee members also serve on at least one Teacher Education subcommittee. Teacher Education Committee members who also serve as program coordinators or directors for initial licensure programs serve on the edTPALs advisory group that brings recommendations to the Teacher Education Committee related to edTPA practices.

Structure of the Teacher Education Committee

The Teacher Education Committee is comprised of eight subcommittees whose members are appointed for a one-year academic term by the Dean of the School of Education. Each committee submits monthly agendas, reports, and minutes to the Dean of the School of Education through the Chair of Teacher Education Committee. The minutes are archived in the Teacher Education Blackboard site. Each subcommittee chair makes a report at the monthly Teacher Education Committee. The Chair of the Teacher Education Committee, at the request of the Dean of the School of Education, may deliver a charge to a subcommittee to take up a specific task or request related to the scope of that subcommittee's responsibilities.

TEC Hearing Appeals Board (HAB): The Hearing Appeals Board is facilitated by a faculty members who serves as the designated chair of the board along with ad hoc faculty representatives. The Hearing Appeals Board (HAB) makes the final decision on issues of policy or procedure appealed by undergraduate students as delineated in the due process policy. The Hearing Appeals Board is responsible for establishing a date, time, and location for a hearing, notifying the appellant of the date, tie, and location of the hearing, considering the appellant's reasons for appeal, making the decision to grant or deny the appeal, and forwarding the Hearing Appeals Board's decision to the Dean of the School of Education. A separate appeals committee is administered by the Graduate School for all advanced level students.

TEC Policy Review Subcommittee: The TEC Policy Review Subcommittee is comprised of three (3) or more TEC members, including both graduate and undergraduate faculty, and is responsible for a) reviewing policy at the direction of the TEC and Dean of the School of Education, b) recommending

policy revisions to the TEC; c) drafting new policies for consideration by the TEC; and d) forwarding revised policies to the Dean's office for inclusion in the Teacher Education Policy Manual each academic year.

TEC Assessment Subcommittee: The TEC Assessment Subcommittee is comprised of five (5) or more TEC members, which must include at least one graduate faculty, one undergraduate faculty, the Chair of the Teacher Education Committee, the Associate Dean, the Director of Assessment, and the edTPA coordinator, and is responsible for monitoring the effectiveness of the assessment system. Members of this subcommittee serve two-year terms.

TEC Technology and Distance Education Subcommittee: The Technology Subcommittee is comprised of three (3) or more TEC members, including at least one graduate faculty, one undergraduate faculty, and is responsible for the following: a) long-range planning for the development of instructional technology programs, services, and resources in collaboration with the Director of Instructional Technology and (b) collaborating with the Director of Instructional Technology on the development of pre-service and in-service programs, the delivery of faculty development programs, and the development of instructional technology resources for all teacher education programs.

TEC Student Engagement Subcommittee: The TEC Student Engagement Subcommittee provides a forum for teacher education students to have a voice and/or provide feedback. All students admitted to Teacher Education Programs are eligible to serve on this subcommittee. A Teacher Education faculty member is selected by the Dean of the School of Education to serve as advisor to the subcommittee. The advisor convenes the subcommittee each semester and reports the student input to TEC.

TEC School Partnerships Subcommittee: The School Partnerships Subcommittee is comprised of the Director of University School Partnerships, two additional TEC members, the School of Education Grants Liaison, and one public school employee serving on the TEC. The School Partnerships Subcommittee is charged with responsibility for reviewing early field experience placement procedures and policies; professional internship procedures and policies; and field experience and internship requirements and procedures; and monitoring school relationships.

TEC Diversity, Recruitment, and Retention Subcommittee: The Diversity, Recruitment, and Retention Subcommittee is responsible for monitoring the impact of the program's efforts to maintain and increase the diversity of candidates and faculty in TEP, reviewing data and best practices related to diversity, ensuring data and evidences are gathered to support all students, and ensuring that candidates are prepared to effectively work in diverse settings. It is comprised of three (3) or more TEC members including both undergraduate and graduate faculty. The diversity officer for the university is invited to serve.

TEC Conceptual Framework : The TEC Conceptual Framework is comprised of the subcommittee chairs of each of the other TEC subcommittees and is charged with presenting recommendations to long-range goals to TEC, monitoring progress toward the achievement of established goals, and reviewing the conceptual framework to ensure it is up-to-date and reflects current scholarly works and best practices, as well as the values of the faculty. This subcommittee works with all committees to ensure accountability, communication, and collaboration between the various subcommittees.

Meetings of the Teacher Education Committee

The Teacher Education Committee meets on a regular basis throughout the academic year, typically the second Wednesday of each month of the academic year. The Dean of the School of Education distributes the dates and times of the meetings to committee members at the beginning of the academic year.

Quorum

A majority of members of the Teacher Education Committee shall constitute a quorum. For business to be conducted at a meeting, a quorum must be present. No one may vote by proxy.

Agenda

An agenda for each meeting shall be prepared and distributed to members of the committee by the Teacher Education Committee Chair. All proposals to be considered at a meeting should be submitted to the TEC Chair one week prior to the scheduled meeting for distribution to committee members prior to the meeting.

Minutes

Minutes of each meeting shall be recorded by an appointed staff member by Teacher Education Chair. Copies of the minutes shall be distributed to all committee members and an archived copy is kept in the TEC Blackboard site.

Relationship of the Teacher Education Committee to Other Committees

The Teacher Education Committee is a University-wide committee appointed annually by the Provost and Vice Chancellor for Academic Affairs in consultation with the Dean of the School of Education. The Chair of the Teacher Education Committee is provided the opportunity to report committee actions at each meeting of the Faculty Senate.

Proposed changes to the undergraduate teacher education curriculum approved by the Teacher Education Committee are forwarded to the Faculty Senate's Subcommittee on Curriculum for processing through the Senate structure. Proposed changes to the graduate teacher education curriculum, approved by the Teacher Education committee, are forwarded to the Graduate Council for its consideration and when approved, to the Faculty Senate's Subcommittee on Curriculum for processing through the Senate structure.

Roles and Responsibilities of Key Leadership Positions

Dean of the School of Education

The Dean is responsible for the coordination, development, and evaluation of all teacher education programs on a University-wide basis and reports directly to the Provost and Vice Chancellor for Academic Affairs. The Dean of the School of Education works with program coordinators, program directors, and the chairs of all departments with teacher education programs to ensure quality teacher preparation and compliance with state and national accreditation standards and legislated mandates. The specific duties, or duties as delegated, of the Dean include the following: coordinating admissions to all teacher education programs; serving as the University licensure officer; monitoring the progress of all teacher education majors admitted to candidacy; conducting appropriate follow-up studies of teacher education graduates; coordinating University efforts to improve Praxis performance; and implementing other activities and projects as assigned by the Provost and Vice Chancellor for Academic Affairs.

Associate Dean of the School of Education

The Associate Dean of the School of Education serves as a direct report to the Dean of the School of Education and is responsible for accreditation activities of the School of Education and its programs. The Associate Dean also engages in leadership for planning, development, and management to support the faculty, staff, programs, and initiatives of the School of Education and Teacher Education Programs. The Associate Dean serves as the designated Licensure Officer with the NC Department of Public Instruction. The Licensure Officer duties, or duties as delegated, include the following: processing initial license and advanced license applications for UNCP students and license renewal applications for teacher education faculty; assuring that the persons recommended by the institution for a license to teach meet eligibility requirements as prescribed by the State of North Carolina; coordinating the development of Plans of Study for post-baccalaureate students seeking licensure-only; coordinating admissions to the Teacher Education Program; monitoring program progression and continuation; monitoring program progression compliance with State Board of Education policy; maintaining data and generating reports on teacher education candidates to meet School of Education accountability obligations at the institutional, State, and national levels with assistance from the Director of Assessment.

Chair of the Teacher Education Committee

The Chair of Teacher Education Committee presides over the Teacher Education Committee and the Conceptual Framework subcommittee monthly meetings, creates and facilitates the TEC and Conceptual Framework subcommittee agendas, maintains minutes of the TEC and Conceptual Framework meetings, and delivers charges to the appropriate TEC subcommittees for review, discussion, and recommendations to the full TEC committee. The Chair appoints and delivers charges to ad-hoc committees as deemed necessary by the Dean of the School of Education to carry out the Teacher Education Committee functions. As directed by the Dean, the Chair also serves as the

representative for the TEC to the Faculty Senate, the Graduate Council, and other pertinent organizations impacting teacher education both on and off campus.

Director of Assessment

The Director of Assessment is responsible for the coordination of assessment, compliance, and accountability processes related to all Teacher Education programs. In addition to the primary responsibility of coordinating assessment activities, the Director also assists the Dean's Office with accreditation activities. The Director assists in collecting, analyzing, and summarizing data for compliance reports using aggregated and disaggregated data collected from state, institutional, and in-house sources; maintains and organizes records and files for the purpose of documenting assessment activities; and provides faculty support in data collection, interpretation and use of findings for program improvement. To this end, the Director assists faculty members and administrators in the identification and development of learning outcomes aligned with state and national standards; tracking student performance and progression through program checkpoints. The Director is the point of a contact for the Teacher Education Programs for assessment management and data collection systems (i.e. Taskstream), and also maintains these systems for assessment purposes. The Director is a non-voting member of the TEC. The Director serves on the Assessment Subcommittee of the Teacher Education Committee and represents the School of Education and Teacher Education Committee as directed by the Dean of the School of Education.

edTPA Coordinator

Under direction from the School of Education Dean, the edTPA Coordinator serves as the edTPA resource for all UNCP teacher education programs, faculty, administrators, clinical teachers, university supervisors, and students. The edTPA Coordinator meets regularly with the Dean's staff to plan, develop, implement, analyze, and evaluate procedures related to edTPA at UNCP. The edTPA Coordinator represents UNCP at edTPA events throughout the state, including events such as meeting with UNC GA and other UNC institutions, DPI, and SBE, and attends regular professional development related to edTPA for the purpose of staying current with best practices. The edTPA Coordinator develops and regularly revises support systems for edTPA implementation at UNCP, works with program coordinators and program directors to set and adhere to due dates, and makes recommendations to the Teacher Education Committee about edTPA implementation procedures and practices. Policies related to scoring, retakes, remediation, student support, and integration throughout the curriculum are generated in an edTPALs group comprised of the Dean, Associate Dean, Director of Assessment, program coordinators, and MAT "area" program directors and led by the edTPA coordinator. These policies are presented as recommendations to the Teacher Education Committee which has the final authority to adopt, or recommend changes to, the edTPA policies.

Director of Teacher Recruitment and Retention

Under direction from the School of Education Dean, the Director of Teacher Recruitment and Retention is responsible for developing, implementing, and evaluating a strategic plan for teacher recruitment at UNCP. In collaboration with the Office of Undergraduate Admissions, program

coordinators and program directors, the Teacher Education Committee and the subcommittee for Diversity, Recruitment, and Retention, the Director implements campus-wide strategies and coordinates campus-based recruitment and retention efforts to include, but not limited to: service on the Diversity, serving as a liaison for recruitment and retention initiatives on-campus and throughout the service region; representing UNCP at UNC GA teacher recruitment and retention meetings; making on-site visits to regional middle schools, high schools, and community colleges; and participating in regional teacher career and recruitment fairs. The Director of Teacher Recruitment and Retention coordinates UNCP's TEP and SOE representation at all relevant events on and off campus. The Director of Teacher Recruitment and Retention collects, maintains, analyzes, and reports data about recruitment efforts and outcomes. The Director of Teacher Recruitment and Retention evaluates market research and regional needs to direct the Teacher Education Programs efforts in recruitment and retention.

Director of University-School Partnerships

The Director of University-School Partnerships is responsible for providing leadership and coordination for the University's public school outreach programs, partnerships, and services and reports directly to the Dean of the School of Education in that role. The Director works in conjunction with the faculty, staff, and the Dean of the School of Education to carry out the University's commitment to assisting the public PK-12 schools. The Director's duties, or duties as delegated, include the following: facilitating the public service mission of the UNCP Teacher Education Program by functioning as coordinator of school outreach programs, partnerships, and services; providing leadership in the development and implementation of University-school programs, partnerships, and services; collaborating with local education agencies in the recruitment of students into education careers; representing the University at appropriate meetings and functions related to public school activities; providing the University with information and reports on the effectiveness of University-school programs, partnerships, and services; pursuing sources of funding to enhance collaborative partnerships. Additionally, the Director of University-School Partnerships is responsible for coordinating early field experiences, student teaching, and public school internships. Other specific duties include: coordinating placements for public school/agency interns, and graduate interns; maintaining accurate records of all field experiences; and implementing other activities and projects as assigned. The Director serves on the School Partnerships Subcommittee and makes a formal report to the Teacher Education Committee about the diversity of clinical experiences annually.

Grant Proposal Development Consultant

In concert with the UNCP Office of Sponsored Research and Programs and Teacher Education Program faculty, this consultant is able to: (1) assist faculty to identify relevant funding opportunities from government agencies and private sources (e.g., non-profit foundations, corporations; (2) lead and encourage the development of faculty members in their grant proposal development skills; (3) support faculty in the development and editing of their grant proposals, and (4) assist faculty to

increase the submissions and competitiveness of grant proposals. This individual serves on the School Partnerships Subcommittee.

Program Coordinators and Directors

All undergraduate and graduate program areas are coordinated by a full-time faculty member with expertise and current licensure in the area of specialization. In addition to their roles as faculty members teaching and advising students (both traditional and alternative licensure seeking students) in their program areas, program coordinators/directors are responsible for administering program development, leading and proposing curriculum changes, monitoring policies, procedures, and program requirements related to accreditation, licensure, evaluation, and documentation of program activities and outcomes. Program coordinators/directors are also responsible for leading continuous improvement and assessment activities in their program areas. These activities include remaining current on practices, trends, and licensure requirements in their specialty areas and coordinating with stakeholders in the field to advise the program. Program coordinators/directors may be called on to represent teacher education at on and off campus events and to consult with school systems on area needs, grant opportunities, and professional development for education professionals. Program coordinators/directors serve as members of the Teacher Education Committee and at least one of its subcommittees; graduate program directors also serve on the Graduate Council; program coordinators and the MAT program director also serve on edTPALs. Program coordinators/directors are the point of contact between the Teacher Education Committee, School of Education, the Office of University School Partnerships, and other faculty in their specialty areas.

Teacher Education Program Policies for Admission and Progression

Admission to the Undergraduate Teacher Education Program (ITP)

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 Accessibility Resource Center and the Dean of the School of Education.

Eligibility for Admission

To be eligible for consideration by the Teacher Education Committee and approved for admission to the Teacher Education Program, each candidate must:

1. Have no more than 9 hours of the General Education requirements remaining.
2. Have earned a 'C' (2.0) or better in EDN 2100 (Introduction to Education) or the approved equivalent course. A grade of B or better in EDN 2100 is required for TEP admission beginning fall 2018.
3. Have earned a grade of at least a 'C-' (C if the course was repeated) in all required professional studies core, content pedagogy, and specialty area courses completed at the time of admission, with exception of EDN 2100, which requires a grade of 'C.'
4. Have at least a 2.7 cumulative Quality Point Average (QPA) on a 4.0 scale on all prior college/university course work.
5. Meet the State established scores on Praxis Core Academic Skills for Educators (Core) Tests.
6. Complete the Candidate Professional Dispositions Self Evaluation in Taskstream, and facilitate the completion of the Faculty Evaluation of Candidate Dispositions form in collaboration with the Program Coordinator. Students are expected to purchase a Taskstream account upon Admission to a Teacher Education Program, and to maintain an active Taskstream account for the duration of their degree program.
7. Complete a Candidate for Professional Licensure (CPL) form and an Application for Undergraduate Admission to the Teacher Education Program. CPL and Application forms are available in the School of Education Licensure Office and on the School of Education website. Completed copies of these forms must be brought to the admission interview (see #8 below).
8. Satisfactorily complete an admission interview after completing all the above requirements. The interview is not complete until the Candidate Professional Dispositions Self-Evaluation

has been discussed with the Program Coordinator. Candidates should bring a printed copy of their test scores (see #5 above) and a completed copy of the CPL form to the interview.

9. Program Coordinator will deliver completed copy of CPL, test scores and Admission form to the Licensure Office where hard copy records are maintained. Students upload these documents into Taskstream for electronic archives.

Testing Requirements for Admission to the Teacher Education Program

North Carolina law requires that an undergraduate student seeking a degree in teacher education must attain passing scores on a pre-professional skills test prior to admission to an approved teacher education program in a North Carolina college or university. Students seeking admission to the Teacher Education Program must satisfactorily complete the Praxis Core Academic Skills for Educators Tests, which includes subtests in reading, writing, and mathematics, or achieve the state established scores on the SAT or the ACT that allow individuals to be exempt from Praxis Core testing requirements. The NC State Board of Education via the NC Department of Public Instruction sets the minimum passing scores on these tests. Students must meet the required scores in effect at the time they apply to and qualify for admission to the Teacher Education Program. The School of Education must receive an official copy of scores in order for the application for admission to the Teacher Education Program to be processed. Student copies of scores are not acceptable.

Acceptance and Notification

After a candidate's admission application, CPL form, and other required documents are submitted to the School of Education Licensure Office, and all of the admission requirements have been verified, the application is submitted for approval to the Teacher Education Committee. If the Teacher Education Committee approves the candidate for admission to the Teacher Education Program, the candidate will receive a formal letter via email congratulating him/her on the acceptance. The candidate's advisor will also receive a copy of this letter. A candidate is not considered formally admitted to the UNCP Teacher Education Program until he/she has received this notification.

If for some reason a candidate is not approved for admission, the candidate will receive a formal letter via email telling the student that he/she was not approved for admission and the reason(s) for not being approved. The candidate's advisor will also receive a copy of this letter.

Graduate General Admission Requirements

All students seeking to enroll in any graduate class must be admitted to the Graduate School, or they must have specific permission from the Dean of the Graduate School. To be eligible for consideration for full or provisional admission to a degree program, an applicant must:

- submit a completed on line application and fee
- submit official transcripts from all colleges/universities attended;
- submit an official report of satisfactory scores on an entrance examination (required for some programs;

- have three academic and/or professional recommendations submitted on his/her behalf;
- submit a copy of a current NC teaching license, or a current license from another state, if applicable.

Some programs may have additional application requirements, such as an essay, personal interview, background check, or audition. Program-specific requirements and reference stipulations are posted on the Graduate School website and in the UNCP catalog.

Licensure Requirement for Admission to Advanced Level Programs

Applicants for all graduate degrees leading to licensure by the NC State Board of Education must submit a copy of any current licenses held. This includes applicants to the MSA Program, an M.A. licensure program, or an M.A.Ed. program. This requirement does not apply to the Master of Arts in Teaching (MAT) or the Professional School Counseling programs.

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 are expected to hold or be eligible to hold appropriate "Standard Professional 1" 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.

Additional Admission Requirements for the Master of Arts in Teaching (M.A.T.) Program

Individuals seeking admission to graduate programs apply through the Graduate School with approval granted by the Dean of the Graduate School in consultation with the appropriate director of the graduate degree program. The admissions requirements for the MAT program are similar to other graduate programs with the exception that candidates must have earned a bachelor's degree in a discipline designated by the chosen teaching specialization area or in a related discipline, with additional prerequisite courses.

Additional Program Admission Requirements for the School Administration Program

Admissions requirements for the school administration program are similar to those for other graduate programs. In addition to those requirements, applicants to the School Administration Program are required to have a minimum of three full years of teaching experience to be considered for admission.

Additional Program Admission Requirements for the Professional School Counseling Program

Admissions requirements for the Professional School Counseling Program are similar to those for other graduate programs. In addition to those requirements, applicants must: (1) submit an essay detailing experiences and goals relevant to professional school counseling; (2) submit three

letters of recommendation from individuals with whom the applicant has a professional affiliation; and (3) participate in an interview with program faculty.

Admission Interview

All applicants to the Teacher Education Program must satisfactorily complete an admission interview. Interviews, scheduled during designated periods each semester, are conducted by the respective program coordinator or director and other faculty in each program area. The admissions interview serves several purposes: (a) it gives the program area faculty a chance to interact with the applicant; (b) it gives the applicant an opportunity to ask any questions s/he may have about the Teacher Education Program, and (c) it allows the applicant and the faculty interview team to have a conversation about the professional dispositions expected of a public school teacher. The applicant is approved or disapproved, in part, for admission on the basis of the interview.

Limited Progression

Progression to specific courses and learning experiences, including Internship, in the Teacher Education Program is limited for students until prerequisite conditions have been met. Prerequisite conditions may include formal admission to the Teacher Education Program, adequate performance on disposition assessments, and demonstrations of proficiency in knowledge and skills.

Continuation in the Undergraduate Program

If a candidate earns a course grade lower than "C-" in a specialty area, professional studies, or content pedagogy course; if a candidate's quality point average falls below a 2.7; or if a candidate's application for admission to the Professional Semester of the Teacher Education Program is disapproved for any reason, the candidate is suspended from the Teacher Education Program. Candidates suspended from the program may not continue to progress in the program until the deficiencies are corrected. Required specialty area, professional studies, or content pedagogy courses in which a grade lower than a "C-" was earned must be repeated and a grade of "C" (2.0) or better must be earned. Upon correction of the deficiencies, candidates suspended from the program must request reinstatement in writing from the School of Education. Continuation policies tied to the senior internship are described in the Internship Policies and Procedures section of this Manual.

Academic Progress

The academic progress of each graduate student is monitored on a regular basis by the School of Graduate Studies and Research, the student's advisor and/or the appropriate program director. A minimum grade point average of 3.0 is required to receive a master's degree. An accumulation of three grades of "C" quality work, or a single grade of "F", makes a graduate student ineligible to continue graduate studies or to receive a graduate degree at UNCP, and he/she will be dismissed. Excepted from this regulation are students readmitted by the Graduate Appeals Committee.

Progression in the MAT Program

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 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.

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. For undergraduate ITP students, 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. 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.

Field experience placements are coordinated by the Director of University-School Partnerships in cooperation with contact persons identified by the local school systems. Courses with field experience components are indicated in the University Schedule of Classes on BraveWeb. Students may register for such classes in the Office of University-School Partnerships or online through BraveWeb by submitting the Field Experience Registration Form. At the beginning of each semester, requests for early field experience placements from all students are compiled by school district and forwarded to the respective central office for specific assignments. Once assignments have been confirmed, students are notified by the Office of University-School Partnerships through the faculty teaching courses with field experience components.

Internship Policies and Procedures

The Student Intern Handbook provides detailed information about laws, policies, and procedures governing the student teaching internship, including policies for removal from an internship placement, readmission to the internship, and due process procedures. This section of this Manual features portions of that information. TEC stakeholders should refer to the Student Intern Handbook for full discussion of internship policies, procedures, and expectations.

The Professional Year: Enrollment in the Professional Semester (ITP)

The professional year is a two-semester sequence, which occurs during the senior year. The first semester of the professional year includes advanced methods courses, and related field experience requirements. Whenever possible, students are placed for pre-internship field experiences with the clinical teacher who will supervise their internship during the professional semester. Teacher candidates should attempt to schedule other classes to permit their spending a morning and/or afternoon block of time in the school to which they are assigned.

Enrollment in the professional semester is the culminating experience of the UNCP undergraduate Teacher Education Program. To be eligible for consideration by the Teacher Education Committee and approved for enrollment in the professional semester, each candidate must:

- Be formally admitted to the Teacher Education Program one full semester prior to the Professional Semester.
- Have not more than six (6) hours remaining of degree requirements at the beginning of the professional semester, excluding those required in the professional semester.

- The remaining hours shall not include professional studies core or content pedagogy courses. If the remaining hours include essential standards courses, the courses must be approved by the Program Coordinator and the Dean of the School of Education.
- Upon approval by the Program Coordinator and the Dean of the School of Education, the remaining hours taken during the professional semester must be scheduled at the conclusion of the school day, online or during weekends.
- Have an overall quality point average of 2.7 (on a 4.0 scale) or better as well as a 2.7 or better in the candidate's major field of study.

Two semesters prior to the internship, each candidate must complete the professional semester enrollment packet, including but not limited to the following items:

1. Application for the Professional Semester;
2. Advisor's Recommendation for Professional Semester form signed by the candidate's advisor, Program Coordinator;
3. North Carolina Public School Health Examination Certificate;
4. Registrar's Statement and Application for Degree form;
5. A resume;
6. Family Educational Rights and Privacy Act (FERPA) form; and
7. Copy of health insurance card;
8. Effective Fall 2018, students are required to provide evidence of registration or completion of NC required licensure exams in the program area for which they are enrolled at application to internship and evidence completed attempt(s) by program completion.

Candidates with disabilities who may require special accommodations during the professional semester should contact the Director of University-School Partnerships.

Internship Placements for Undergraduate and MAT students (ITP)

The culminating professional development experience in all teacher education initial 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.

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.

Student internship placements are cooperatively arranged by the Director of University-School Partnerships and contact persons in the local school systems with which The University of North Carolina at Pembroke has written agreements. Prior to UNCP's forwarding placement requests to area systems, programs coordinators have the opportunity for input as to the grade level(s), school(s), and teacher(s) requested. Student interns may not be placed in a school that he/she attended, in which he/she has been employed, in which a relative is employed, or in which a relative is enrolled.

Structure of the Professional Semester

Candidates will receive written notification from the Director of University-School Partnerships regarding their internship placement. A candidate is not officially enrolled in the professional semester until such notification is made and all University registration procedures are completed. The internship program is designed to parallel as closely as possible the actual teaching situation but with supervision, guidance, and help from the clinical teacher, other school officials, and UNCP faculty. In addition to teaching responsibilities, the intern is expected to assume the non-teaching duties of his/her clinical teacher such as lunch duty, hall duty, and bus duty, as well as activities designed to foster school/community relationships such as PTO/PTA meetings, open houses, and festivals.

To be eligible for licensure, the intern must assume the full teaching load for the minimum number of weeks as prescribed in Format A, B, C, or D in the next section. Teaching loads are determined by policies set by both the Local Education Agency (LEA) and each school. Interns may exceed the 10-week minimum as appropriate.

Legal Status of the Intern

The University of North Carolina at Pembroke's student interns, along with the clinical teachers in the clinical schools, perform under the laws of North Carolina. Additional local school board regulations, which may exist, have the power of law as long as they do not conflict with state laws. Information about state laws that apply to the internship is provided in the Student Intern Handbook.

It is important to remember that the full and final legal responsibility for the guidance of the students in the school remains with the clinical teacher during the entire time that the student intern is working in the school. The student intern is assigned certain responsibilities and duties temporarily, but at all times the clinical teacher should be informed thoroughly of the progress of the class.

Professional Liability

Public school personnel are responsible for the protection of students while they are under their supervision. Therefore, appropriate precautions must be taken to ensure the safety and well-being of all students. When an accident or injury occurs to a student, the teacher or student intern needs to be aware of her/his responsibility. Student interns should investigate the options available for professional liability insurance. Several professional organizations offer coverage. Additional information is available from the Office of University-School Partnerships.

Intern Supervision Assignments

University supervisors are assigned to interns by the Director of University School Partnerships on the basis of recommendations from the respective program coordinator. A copy of the supervisor's current NC teaching license must be on file in the Licensure Office. Five interns are the equivalent of three semester hours in calculating faculty course load. Requests for travel reimbursement for visiting interns are processed through the Office of University-School Partnerships.

Supervision of Teacher Candidate Interns

Candidates complete a full-semester internship in a variety of formats (see Student Intern Handbook for respective format specifications). Under the supervision of experienced teachers with appropriate licensure, interns are given increasing responsibility for a classroom and assume full-loads for a minimum number of weeks, as specified in each format. University supervisors are required to make a minimum of four visits to each intern assigned to them and to complete a record of the visit that is kept on file in the Office of University-School Partnerships. Any exceptions to the minimum number of visits must be approved by the program coordinator and the Director of University-School Partnerships. University supervisors are also expected to support the student's edTPA portfolio development and monitor completion of final Taskstream e-portfolio documents and activities.

Orientation to the Internship

Prior to the beginning of the internship experience, the Director of University-School Partnerships, the Director of Assessment, and the Licensure Officer conducts an orientation for interns, clinical teachers, and university supervisors. During this orientation, expectations/requirements are discussed, questions are answered, and an opportunity is provided for university supervisors to meet with clinical teachers. The Student Intern Handbook is to be viewed on line by the student intern prior to the meeting. Formative and summative assessments used to evaluate intern progress and performance are reviewed; implementation policies and procedures are explained.

Assessment of Undergraduate and M.A.T. Interns' Progress and Performance

Teacher education faculty and UNCP public school partners developed the current teacher candidate assessment system. All candidate assessments and assessment policies are reviewed regularly by the Teacher Education Committee. A comprehensive description of the teacher candidate assessment system is presented in the Teacher Candidate Handbook. Candidates are continuously evaluated as they progress through the Teacher Education Program. All internships constitute a full semester of study with 9 hours of credits awarded for completion of the undergraduate internship and 3 hours of graduate level credit awarded for completion of the MAT internship. All interns receive a grade of pass or fail. The pass or fail grade is a composite indicator based on multiple measures of multiple performances from multiple points of view. Additional information about the formative and summative assessment of candidates during the internship is provided in the Teacher Education Program Student Handbook, and the Student Intern Handbook.

Intern Written Reflections

All interns must complete written reflections throughout the internship to be submitted to the university supervisor. The university supervisor and/or program coordinator will determine the format of the written reflections and the frequency in which they must be completed. At a minimum, these reflections must address the intern's classroom management strategies and techniques and the impact of the intern's teaching on the attainment of stated learning outcomes by their students.

Early Release from the Internship for Undergraduate and MAT Candidates

Candidates may be eligible for early release from the professional internship not more than two weeks prior to the formal end of the semester. Early release requests will only be considered for the purpose of full-time employment as a teacher. Early release will not be granted for employment as a full-time substitute teacher. The hiring Local Education Agency (LEA) must formally request an early release for a candidate. Such requests must be submitted to the Director of University-School Partnerships. This policy is applicable only to full- semester internships.

To have a request for early release considered for approval, the following conditions must be met:

- The intern who has been offered a contract for a full-time, permanent position to teach in a public school must contact the Director of University-School Partnerships regarding the request.
- The employing LEA must verify, in writing, that the intern is being offered a full-time, permanent teaching position that requires early release.
- The clinical teacher, university supervisor, and program coordinator must confirm that the intern has received an indicator of either "demonstrated" or "outstanding" in each subcategory on the final Certification of Teaching Capacity evaluation document.
- The clinical teacher, university supervisor, and program coordinator must agree to the early release.

- The intern must continue to attend all remaining seminars and classes as required through the completion of the semester.

An intern must complete and satisfy each instrument listed below prior to being considered for early release:

- e-Portfolio
- edTPA
- Certification of Teacher Certification (Midpoint)
- Certification of Teacher Certification (Final)

The procedure for requesting an early release from the professional internship is as follows: The employing LEA submits a written request for early release to the Director of University- School Partnerships. The student intern completes and submits a copy of the Early Release form from the Office of University-School Partnerships. The university supervisor, clinical teacher, program coordinator and Director of University-School Partnerships confer and reach a decision regarding the release. If the decision is made to support the early release of the intern, the intern secures signatures of the university supervisor, clinical teacher, program coordinator, and Director of University-School Partnerships. The Dean of the School of Education reviews and must approve the decision for the early release of the intern. The Director of University-School Partnerships sends written notice of the decision to the employing LEA. This notice will specify the dates and times of any remaining mandatory on- campus seminars/classes that the intern must attend prior to the conclusion of the semester.

Out-of-Area Internship Placement Procedures

Out-of-Area placements only occur in the event of exceptional extenuating circumstances or in the event the delivery mode of the program of study warrants the request. Requests for Out-of-Area placement are received and evaluated by the Director of University-School Partnerships. The Program Coordinator and Dean of the School of Education will be consulted, as appropriate, in the evaluation process. In the evaluation of requests, the following will be considered:

- Exceptional extenuating circumstances exist that make a placement within UNCP regional LEA area schools impossible (e.g., military relocation of spouse) or the delivery mode of the program of study warrants an out-of-area placement.
- The candidate possesses a 3.0 grade point average or better on a 4.0 scale, unless the candidate is enrolled in an online program of study that warrants an out-of-area placement.
- The candidate's potential to be successful in an Out-of-Area placement as affirmed by the faculty references submitted with the application packet.
- There is an NCATE or CAEP accredited institution willing and able to provide supervision in the

requested Out-of-Area location.

- Note: This does not apply to licensure only BK candidates.
- The candidate agrees to pay all costs and complete all requirements stipulated by the home and host institutions.
- The candidate agrees to ensure that all necessary forms are promptly submitted to facilitate clearance for graduation and recommendation for licensure.

Student Procedure for Requesting Out-of-Area Placement

The appropriate semester professional internship application should already be complete and turned into the office of University-School Partnerships. Candidates must submit completed Out-of-Area Placement Application packet to the Director of University-School Partnerships by February 15th for fall internships or October 1st for spring internships. A completed Out-of-Area Placement Application packet consists of 1) the Out-of-Area Placement Request Form, 2) a formal letter requesting the placement detailing the extenuating circumstances, 3) two letter of references from the Program Coordinator and another teacher education faculty member (preferably the candidate's advisor) affirming the candidate's potential to successfully complete the internship out-of-area, 4) a completed professional semester application on file, 5) an unofficial copy of UNCP transcript, and 6) a detailed plan for completion of seminar course and internship requirements approved by the Program Coordinator and/or internship seminar instructor.

After receipt of completed packet, the Director of University-School Partnerships, Field Experience Committee Chair and Program Coordinator will review the request and an initial decision will be made as to whether sufficient criteria are met to warrant an Out-of-Area Placement.

If a positive initial decision is made regarding a candidate's Out-of-Area request, the Director of University-School Partnerships will confirm availability of a host institution. If a host institution is not available, then the Out-of-Area placement will not be approved. The Director of University-School Partnerships will also assure that a diverse placement, relative to the candidate's prior field experiences, is available through the host institution.

The Director of University-School Partnerships will notify the candidate in writing of the decision. If the request is not approved, the candidate will be provided a description of the Teacher Education due process policy.

Internship Requirements for School Administration and School Counseling Programs

Candidates in the School Administration and School Counseling programs request placements the semester prior to beginning internship by submitting the Internship Request Application. An internship placement is considered final, and thus binding, when it is approved by the respective program director and/or Field Placement Coordinator (Professional School Counseling Program only).

In the School Administration and School Counseling programs, multiple assessment indicators are used to assure candidate competence prior to beginning the internship semester, including

candidate QPA in core and specialty courses. M.S.A. candidates prepare for the internship by completing a self-inventory based on Interstate School Leaders Licensure Consortium (ISLLC)

Standards and develop a self-improvement plan based on the results, which serves as the basis for activities during the internship. School counseling candidates must complete all core courses, demonstrate professional skills in specialty courses, and pass a comprehensive examination prior to enrolling in the internship.

The internship provides rich opportunities for school administration candidates to apply what they are learning in their courses in authentic school settings. The two-semester internship is an integral component of the School Administration Program and is designed and sequenced to help candidates to develop the competencies required of today's school leaders. Candidates who are employed as teachers are required to intern for a total of 500 hours during the two semesters. They can begin July 1 and log up to 60 hours during the summer. Interns in an administrative position are required to intern 1000 hours during the two semesters, and may earn up to 40 of those hours during the summer. Candidates are required to maintain a weekly reflection journal throughout the internship and to include artifacts based on the professional standards for school leaders in a comprehensive internship portfolio.

For their 600-hour internship experience completed over two semesters, candidates in the School Counseling Program participate in in-depth study and supervised application of counseling skills and intervention processes in a school setting. They are required to perform activities that are congruent with the competencies set forth in state/professional standards. Candidates demonstrate competencies in the school counseling areas of program planning, program coordination, appraisal, counseling, consulting, collaboration, and professional development. The prospective counselor's performance during the internship is closely monitored, supported, and evaluated by the school site supervisor.

Licensure

In 2017, TEC voted to require ITP students to attempt licensure exams before or during their internship semesters. Effective Fall 2018, evidence of registration for licensure exams required by NC in the program area for which the student is enrolled is due at the time of application to the internship. Evidence of a completed exam attempt is due prior to graduation.

Middle, Secondary, K-12 Licensure Areas

Effective July 1, 2014, middle, secondary, and K-12 (with the exception of Special Education: General Curriculum) candidates recommended for an initial teaching license are not required by the State Board of Education/Department of Public Instruction to pass the required licensure exam(s) prior to being recommended by the IHE. Candidates who do not pass the exam(s) prior to IHE recommendation are required:

- to take the exam(s) at least once during their first year of teaching.

- to pass the exam(s) in order to convert the Standard Professional I license to the Standard Professional II license.

Special Education: General Curriculum

Effective October 1, 2014 – Special Education: General Curriculum initial teaching licensure candidates must pass the Praxis II 0543/5543 Core Knowledge and Mild to Moderate Applications exam prior to being recommended by the IHE. This exam is used to meet federal requirements of highly qualified.

Special Education: General Curriculum licensure applicants must then meet the remaining licensure exam requirements (Pearson's Foundations of Reading and General Curriculum exams) in compliance with NC General Statutes.

Special Education: General Curriculum candidates who do not pass the Pearson Foundations of Reading and General Curriculum exams prior to IHE recommendation are required:

- to take the exam(s) at least once during their first year of teaching.
- to pass the exam(s) in order to convert the Standard Professional I license to the Standard Professional II license.

Elementary and Special Education

Elementary Education and Special Education licensure candidates must pass prescribed tests, and official copies of satisfactory test scores must be received by the UNCP Licensure Office, before licensure applications (described below) can be forwarded to the NC Department of Public Instruction.

All Middle Grades, Secondary Grades, and K-12 Special Subjects (i.e., Art, ESL, HPE, Music, and Spanish) initial SP1 [Standard Professional 1] licensure applicants are required to:

Take the North Carolina State Board of Education (SBE) approved licensure exam(s) for each initial licensure area at least once during the first year of teaching

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.

All Elementary Education (K-6) initial SP1 licensure applicants are required to pass all of the following SBE approved licensure exams in order to qualify for licensure:

- Pearson Foundations of Reading Test for North Carolina
- Pearson General Curriculum Test for North Carolina
- Multi-subjects Subtest
- Mathematics Subtest

All Exceptional Children General Curriculum (K-12) initial SP1 licensure applicants are required to:

- Pass Praxis II test 5543 - Special Education: Core Knowledge and Mild to Moderate Applications prior to the license being issued, and

Take all of the following tests at least once during the first year of teaching:

- Pearson Foundations of Reading Test for North Carolina
- Pearson General Curriculum Test for North Carolina
- Multi-subjects Subtest
- Mathematics Subtest, and

Pass all of the following tests in order to convert the initial SP1 to the SP2 license:

- Pearson Foundations of Reading Test for North Carolina
- Pearson General Curriculum Test for North Carolina
- Multi-subjects Subtest
- Mathematics Subtest

Licensure of Methods Faculty

UNCP Teacher Education Committee policy requires that all methods faculty and program coordinators/directors hold a current NC teaching license in the specialization area. The term methods faculty refers to "anyone who teaches a methods course whose primary focus is preparation for assuming certificated positions in the public schools"; the term methods course refers to "a course in which the primary focus is: (a) techniques, procedures, or organization for teaching; or (b) a supervised practicum for teaching." The Licensure Office is responsible for monitoring the licensure of methods faculty, providing opportunities for earning renewal credits, approving proposed renewal activities, and verifying renewal credits to the Department of Public Instruction. A copy of all licenses is on file in the Licensure Office. Records of all renewal activities shall be maintained in the Licensure Office. The Licensure Office shall submit documentation to the NC Department of Public Instruction for renewal credit. Current State Board of Education policy (TCP-A-005) requires licensure renewal every five years. To satisfy this requirement, faculty must earn a minimum of 7.5 units of renewal credit during each five-year cycle. During each five-year cycle, individuals shall participate in professional development activities that align with the expectations of the NC Professional Teaching Standards (NCPTS) in the areas of leadership, diverse learners, content knowledge, facilitating learning, and reflective professional practice.

Licensure-Only Students

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. All students recommended for licensure by UNCP are also required to complete edTPA requirements.

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. When remediation is deemed necessary to address area(s) of concern, a 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. 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. 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.

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 students 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

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Comprehensive Standard 3.13.3 requires that each accredited institution maintain a record of student complaints received by the institution. This record is made available to the Commission. The record will be reviewed and evaluated by the Commission as part of the institution's decennial evaluation. During the fifth-year interim review, the institution will provide information to the Commission describing how the institution maintains its record, individuals/offices responsible for the maintenance of the record(s), elements of the complaint review that are included in the record, and where the record(s) is located (centralized or decentralized).

Recording Student Complaints

All units that receive and resolve student complaints are required to keep a record of all student complaints and their resolution. For offices/complaints which do not already have a form/procedure in place, the student should file a Student Complaint Form which is available from the website for the Office of Academic Affairs at <http://www.uncp.edu/aa/forms/>. 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.

For academic schools or colleges, these guidelines pertain to those complaints received by the department chair, associate dean, dean, or other administrator. Individual complaints resolved by faculty are not required to be recorded. The complaint must be recorded once it has been received. Units responsible for recording complaints under this procedure include but are not limited to the following units:

- Chancellor's Office
- Office of Academic Affairs
- College of Arts and Sciences
- School of Business
- School of Education
- School of Graduate Studies and Research
- Office for Student Affairs
- Office for Finance and Administration

Using the UNCP Student Complaint Log

All units that receive and resolve student complaints received in any of the forms described above are required to record all student complaints and their resolution in the UNCP Student Complaint Log, which is available from the website for the Office of Academic Affairs at <http://www.uncp.edu/aa/forms/>. This will be the final record of information obtained from all other forms of recording student complaints. The Log contains the following elements: date complaint received, description of the complaint, steps to resolution, result, date resolved, and location of supporting documentation. A unit's Log will be considered up-to-date when it

reflects that all complaints have been resolved and complaints that are still in the process of resolution are duly noted.

Each unit must identify a designee who will be responsible for maintaining the Complaint Log and any other written or electronic documentation related to student complaints within their unit. Annually, all designees will be asked to send their up-to-date Complaint Log to the Office of Academic Affairs, where all of the logs will be consolidated into one document and provided to SACSCOC as necessary. A copy of the unit's Complaint Log and all original documents pertaining to each student complaint in the Logs will be retained in individual offices for five years. The Office of Academic Affairs will maintain the list of departmental designees.

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.

Composition of 2017-2018 Teacher Education Committee

Undergraduate Program Coordinators – voting members:

Art Education - Dr. Naomi Lifschitz-Grant
Birth-Kindergarten – Dr. Irina Falls
Elementary Education – Dr. Kelly Ficklin
English Education – Dr. Danielle Brownsberger
Mathematics Education – Ms. Melissa Edwards
Music Education – Dr. Jose Rivera
Health/Physical Education – Dr. Thomas Trendowski
Science Education – Ms. Mary Ash
Social Studies Education – Dr. Serina Cinnamon
Spanish Education – Dr. Ana Cecilia Lara
Special Education – Dr. Gretchen Robinson

Add-On Program Coordinators – voting members:

Academically and Intellectually Gifted – Dr. Karen Granger
English as a Second Language – Dr. Eun Hee Jeon

Graduate Program Directors – voting members:

Art Education – Dr. Ann Horton-Lopez
Elementary Education – Dr. Lisa Mitchell
English Education – Dr. Roger Ladd
Mathematics Education – Ms. Mary Klinikowski
MAT – Dr. Roger Ladd
Physical Education – Dr. Leah Fiorentino
Reading Education – Dr. Kim Sellers
Professional School Counseling – Dr. Shenika Jones
School Administration – Dr. Jeffrey Warren
Science Education – Dr. Rita Hagevik
Social Studies Education – Dr. Serina Cinnamon

Teacher Education Program Components – voting members:

Dean of the School of Education– Dr. Alfred Bryant
Dean of the College of Arts and Sciences – Dr. Jeff Frederick
Dean of the Graduate School – Dr. Irene Aiken
Chair, Department of Educational Leadership and Counseling – Dr. Jeffrey Warren
Chair, Department of Educational Specialties – Dr. Marisa Scott
Chair, Department of Elementary Education-Dr. Lisa Mitchell
Chair, Department of Health and Human Performance-Dr. Bryan Winters

Other members designated in TEC Policy – voting members:

Student representative(s)

Representative(s) from the area partnership Local Education Agencies (LEAs): TBD

Dean's Office: School of Education/Teacher Education Program staff positions - non-voting members:

Associate Dean, School of Education – Dr. Angela McDonald

Director of Assessment – Ms. Mary Klinikowski

Director of University-School Partnerships – Dr. Bryan Winters

Director of Teacher Recruitment and Retention – Dr. Kelly Ficklin

edTPA Coordinator Dr Kayonna Pitchford