

UNIVERSITY *of* NORTH CAROLINA
PEMBROKE

EDUCATOR PREPARATION PROGRAM

**Educator
Preparation
Program**

Policy Manual

Updated - August 2023

List of Acronyms used in this manual

UBCE – University Based Clinical Educator

SBCE – School Based Clinical Educator

TC – Teacher Candidate

CP - Clinical Practice

EPO – Educator Preparation Office

EDA – Educator Disposition Assessment

EPP – Educator Preparation Program(s)

CEPP – Council of Educator Preparation Programs

ITP – Initial-level licensure educator preparation program

ADV – Advanced licensure educator preparation program (M-level license)

IPL – Initial Professional License

CPL – Continuing Professional License

NC SBE – North Carolina State Board of Education

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Scope of this Manual

This Manual includes policies and procedures of The University of North Carolina at Pembroke Council of Educator Preparation Programs. Subsequent changes in policies and procedures shall be distributed in a timely manner to members of the Council of Educator Preparation Programs by the Dean of the School of Education and Director of Educator Preparation.

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 available on the website. This Manual informs the rules and procedures contained in these other publications. In cases where this document and other EPP program handbooks differ, the version in this document supersedes other handbooks in the Educator Preparation Program.

All EPP policies and practices adhere to [North Carolina State Board of Education policy](#) and North Carolina legislation and these have been linked where appropriate.

Educator Preparation Program Overview

Theme:

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



The University of North Carolina at Pembroke professional educator 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 Educator Preparation Program is accredited by the National Council for Accreditation of Educator Preparation (NCATE). The programs are coordinated by and administered through the UNCP School of Education and the University-wide Council of Educator Preparation Programs. The Dean of the School of Education and Director of Educator Preparation is the administrative head of the UNCP Educator Preparation Program. Each program is housed in an academic department and has a designated program coordinator or director.

Educator Preparation 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.

Educator Preparation Program Mission Statement

Believing that the quality of education directly influences the quality of life both for those served and for those serving, the UNCP Educator Preparation 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 Educator Preparation Program shares the University's commitment to academic excellence, cultural diversity, and lifelong learning within a balanced program of teaching, research, and service.

Educator Preparation 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 Educator Preparation 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 Educator Preparation Program

1. recruits candidates 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 teacher candidates to test, adapt, and adopt paradigms of learning for diverse populations.

Educator Preparation 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 North Carolina Licensure. A list of approved programs is available on their website. <https://www.dpi.nc.gov/educators/educator-preparation/approved-programs>

Faculty Appointment, Teaching Load, and Evaluation

Faculty assigned responsibilities in the Educator Preparation 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 Educator Preparation 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 Educator Preparation licensure programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved by the North Carolina State Board of Education/North Carolina Department of Public Instruction (NCDPI). 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 Educator Preparation Program has been accredited by NCATE since 1969 and the North Carolina State Board of Education since

1964. An successful osite visit was held in Spring 2023 for initial and advanced teacher preparation programs under the Council for the Accreditation of Educator Preparation (CAEP).

Compliance with State and National Accreditation Standards and Regulations

Educator Preparation programs are regularly reviewed by the North Carolina Department of Public Instruction (NCDPI), the Council for the Accreditation of Educator Preparation (CAEP), 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 and Director of Educator Preparation, through the Council of Educator Preparation Programs, 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 Council of Educator Preparation Programs policy.

Conceptual Framework

The UNCP Educator Preparation 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 Educator Preparation 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 Educator Preparation 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, UNCP 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 Educator Preparation Program Curriculum

General information about each of the curriculum components for all program levels, Initial Teacher Preparation (ITP – undergraduate and MAT) and Advanced-level Programs (ADV – MA/MAEd), in teacher preparation is provided below. The Advanced-level Programs in Professional School Counseling, School Administration, and Social Work differ and are described in their program handbooks.

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 Educator Preparation 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 Educator Preparation section of the UNCP Catalog.

Professional Studies Core (all ITP)

The professional studies component of the Educator Preparation 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; and literacy. The development courses and the literacy courses are age-focused for undergraduate programs, and broader in focus for MAT programs.

Content Pedagogy Curriculum Component (all ITP, ADV)

The content pedagogy component of the Educator Preparation 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, teaching and assessment with reflection throughout the process.

Comprehensive Assessment System

The UNCP Educator Preparation 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 Educator Preparation conceptual framework, and is informed by the NC Department of Public Instruction Program Approval Standards, inTASC standards, and NCATE/CAEP standards, 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 UNCP's service region. The assessment system is designed both to guide improvements in all facets of the Educator Preparation Program and to ensure that the program is flexible and responsive to needed change.

Teacher Candidate Assessment System

Within the unit's comprehensive assessment system, the teacher candidate assessment system is based on the sets of standards referenced above and is aligned with each program's curriculum. Teacher 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 teacher 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 teacher candidate assessment inform the program evaluation system, which uses data from varied sources to evaluate the Educator Preparation Program and its operations.

The UNCP Educator Preparation Program faculty and administrators are committed to quality education for all children and youth in southeastern North Carolina. The Educator Preparation 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 Educator Preparation 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 teacher candidate and the Educator Preparation faculty that the teacher 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 Educator Preparation program. Teacher candidate progress is monitored continuously by program coordinators, advisors, school-based teacher educators and university-based teacher educators. Remediation and/or 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 Educator Preparation Program ensures the fairness, accuracy, consistency, and freedom from bias of its key assessments through many checks and balances.

During the application process for ITP Educator Preparation Admission, all teacher 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. Teacher candidates are provided an appeal process that they may follow if they feel they have been unfairly evaluated in their application for admission to the EPP.

The Hearing Appeals Board includes a student member and a public-school partner, to ensure varied perspectives, and a further appeal to the entire CEPP is available following the decision of the Hearing Appeals Board.

Teacher 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 Clinical Practice II: Internship Semester (ITP Clinical Internship), all teacher candidate dispositions are evaluated by university-based clinical educators with input from the school-based clinical educator. During the internship, collaboration and on-going communication between the teacher candidate/intern, the university-based supervisor, and the school-based clinical teacher is emphasized.
- Professional University-based clinical educators evaluate teacher candidate performance using the rubrics adopted by CEPP. Teacher candidates are able to view the rubrics in the Brave Educator Dashboard prior to submitting assignments. Therefore, they are able to see in advance how they will be evaluated. Teacher candidates receive opportunities to revise and resubmit materials to demonstrate achieved proficiency.

Remediation and/or Action plans are developed by the university and school-based teacher educators at any point as required, to help teacher candidates improve their performance in areas needing remediation.

Educator Preparation Program Policies

Admission to the Educator Preparation Program (EPP)

Admission as an Undergraduate Teacher Candidate

The Council of Educator Preparation Programs is the University-wide governing body for all undergraduate and graduate Educator Preparation programs at UNCP. The Council of Educator Preparation Programs admits students to the Educator Preparation Programs on the basis of academic performance and suitability for teaching. Admission to the University is not the same

as admission to the Educator Preparation Programs, although for graduate programs they may follow the same time frame. Application for admission to the Educator Preparation Programs is a separate process. Eligibility for admission to the Educator Preparation Programs is determined by regulations current at the time the individual qualifies for and submits a complete application for admission. Students with disabilities who may require special accommodation should consult the Accessibility Resource Center and the Dean of the School of Education & Director of Educator Preparation.

Eligibility for Admission. To be eligible for consideration by the Council of Educator Preparation Programs and approved for admission to the Educator Preparation Program, each undergraduate candidate must:

1. Have completed a minimum of 24 hours of the University General Education requirements.
2. Have earned a 'B-' (2.0) or better in EDN 2100 (Introduction to Education) or the approved equivalent course.
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 content courses completed at the time of admission, with exception of EDN 2100, which requires a grade of "B-."
4. Have at least a 2.7 cumulative Quality Point Average (QPA) on a 4.0 scale on all prior college/university course work.ⁱ
5. Meet the State established scores on Praxis Core Academic Skills for Educators (Core) Tests, or substitute sufficient ACT or SAT scores - see [TCED-009](#) for further details.ⁱⁱ
6. Complete all EDN 2100 requirements (as outlined in the Brave Educator Dashboard. Complete disposition self-evaluation and faculty evaluation forms as required by program area.

Testing Requirements for Admission to the Educator Preparation Program. North Carolina law requires that an undergraduate student seeking a degree in Educator Preparation must attain passing scores on a pre-professional skills test prior to admission to an approved Educator Preparation Program in a North Carolina college or university. Students seeking admission to the Educator Preparation 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 qualify for and submit complete applications for admission to the Educator Preparation Program. The School of Education must receive an official copy of scores in order for the application for admission to the Educator Preparation Program to be processed. Student copies of scores are not acceptable.ⁱⁱⁱ

Acceptance and Notification. Candidate admission is monitored via the Brave Educator Dashboard to ensure all of the admission requirements have been verified, Teacher

candidates and EPP faculty can access admission progress through the Brave Educator Dashboard

Admission as a Graduate Candidate

All students seeking to enroll in any graduate class must be admitted to the Graduate School, be approved for undergraduate privilege, or they must have specific permission from the Dean of the Graduate School. 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 program director of the graduate degree program.

Admission Requirements for the MAT (Master of Arts in Teaching) Program

The admissions requirements for the MAT program are similar to other graduate programs with additional requirements for admission to the UNCP EPP. Formal Admission to the Master of Arts in Teaching (MAT) Program does NOT automatically guarantee formal admission to the UNCP Educator Preparation Program.

Effective Fall 2021, to be eligible for consideration for full or provisional admission to an ITP Graduate (MAT) EPP degree program, an applicant must:

- submit a completed online application and fee;
- submit official transcripts from all colleges/universities attended;
- have three academic and/or professional recommendations submitted on their behalf;
- Have a minimum cumulative undergraduate GPA of 2.75 for FULL admission status; a minimum 2.65 for PROVISIONAL admission status
- 24 hours of content in a relevant subject area for the program area (excepting Elementary and Special Education)
- Statement of Teaching Paragraph (150-250 words)

Applicants to the MAT will be evaluated using the rubric and criteria outlined in the [Memo for MAT Admission](#).

Formal Admission to EPP Statement. The preparation of educator professionals is a multi-faceted process. Formal Admission to the Master of Arts in Teaching (MAT) Program does NOT automatically guarantee formal admission to the UNCP Educator Preparation Program. All MAT students are required to complete formal admission during the first semester of enrollment at UNCP through the successful completion of EDN 5040 with a final grade of B or better.

Admission Requirements for ADV (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 MA licensure program, or an MAEd program. *This requirement does not apply to the Master of Arts in Teaching (MAT) or the Professional School Counseling programs.*

Applicants to the MA programs in Art Education, English Education, Mathematics Education, Physical Education, Science Education, and Social Studies Education; to the MAEd 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 NC Initial Professional license. 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.

Admission criteria to ADV (MA, MAEd) programs include:

- submit a completed online application and fee;
- submit official transcripts from all colleges/universities attended;
- submit an official report of satisfactory scores on an entrance examination (if applicable);
- have three academic and/or professional recommendations submitted on their behalf;
- submit a copy of a current NC teaching license, or a current license from another state, if applicable.

Individual 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.

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.

Course Grades

To be admitted to and maintain good standing in the Educator Preparation Program, all teacher candidates must comply with the following grade requirements:

- Earn a C- or better in all coursework required for program (C if course is repeated).

- Earn a B- or better in EDN 2100
- Earn a B or better in EDN 5040

To progress through their programs, graduate students may not earn more than two grades of “C” in their Educator Preparation Program and may not earn a single grade of “D” or “F” in any graduate course.

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

One of the basic tenets of the UNCP Educator Preparation Program Conceptual Framework is competence. One measure of competence is the teacher candidate’s Quality (Grade) Point Average, which is an indication of the quality of academic work. To be admitted to, continue in, apply for Clinical Practice Internship, and exit from the UNCP Educator Preparation Program, a teacher candidate must have a cumulative quality point average of at least a 2.7 on a 4.0 scale.

For undergraduates, the QPA is based only on the undergraduate coursework completed at UNCP. If a teacher candidate’s cumulative quality point average drops below the required 2.7, after having been admitted to the Educator Preparation Program, the teacher candidate will be suspended from the program until the deficiency is corrected. This means that the teacher candidate will not be allowed to take courses which require admission to the Educator Preparation Program as a prerequisite. When the problem is resolved, a request for reinstatement can be made. Undergraduate teacher candidates have a right to appeal this policy through the Due Process procedures outlined herein.

Graduate students in MAT, MA, and MAEd Educator Preparation Programs must earn a minimum grade point average of 3.0 in their coursework in order to receive a master’s degree. Teacher/Residency candidates in Graduate level ITP EPPs must also have a cumulative quality point average of at least a 2.7 on a 4.0 scale. The Graduate School monitors student course grades and QPAs, including grade appeals.

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 Educator Preparation 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.

Educator Preparation Program faculty review the performance of teacher candidates on these tests to identify program modifications that may be needed to better prepare teacher candidates for the tests. Graduate students in an advanced licensure program must demonstrate that they have a current valid teaching license.

Licensure Exams (all ITP)

The NC State Board of Education requires applicants for professional educator 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 teacher candidates (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.^{iv} Initial licensure teacher candidates 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 Clinical Practice II: Internship application.

Prior to the start of the Clinical Practice II: Internship semester, teacher candidates must provide evidence of registration for the required 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.

Licensure recommendations will not be made for candidates who do not meet passing scores until such time that those candidates submit passing scores. Candidates who graduate without achieving passing scores on all licensure assessments are strongly encouraged to request licensure recommendations upon successful completion of those assessments. Candidates are cautioned that state licensure requirements change over time, so that those requirements valid as of the time of recommendation will need to be met.

edTPA (all ITP)

Effective Fall 2016, UNCP's Educator Preparation Program adopted the SCALE assessment edTPA. The edTPA is a performance assessment for the evaluation of the skills necessary for success as a beginning teacher. All teacher candidates for initial licensure complete edTPA during their Clinical Practice II: Internship in conjunction with the seminar course (MATs do not have a seminar course). All interns (clinical and residency) are required to successfully complete edTPA. Teacher candidates consult with their UBCEs regarding remediation needs. Teacher candidates do not require a passing edTPA score to graduate, although a passing score is required for licensure.

edTPA/Praxis II /Licensure Exams Policy for Licensure Recommendation. All candidates seeking initial licensure are expected to register for required licensure exams during Clinical Practice I and attempt required licensure exams at least once prior to completion of Clinical Practice II: Internship (both clinical and residency interns).

All candidates seeking initial licensure are expected to submit a completed edTPA assessment both to Pearson and to UNCP as instructed during Clinical Practice II: Internship (both clinical and residency interns).

All candidates must meet the minimum state-required passing scores on ALL exams to be recommended for an NC Teaching License by UNCP.

Should a candidate need to retake either a licensure exam or resubmit edTPA in order to achieve minimum state-mandated scores, that candidate may request a licensure recommendation from UNCP upon receipt of passing scores.

Monitoring Candidate Progression (all ITP, ADV)

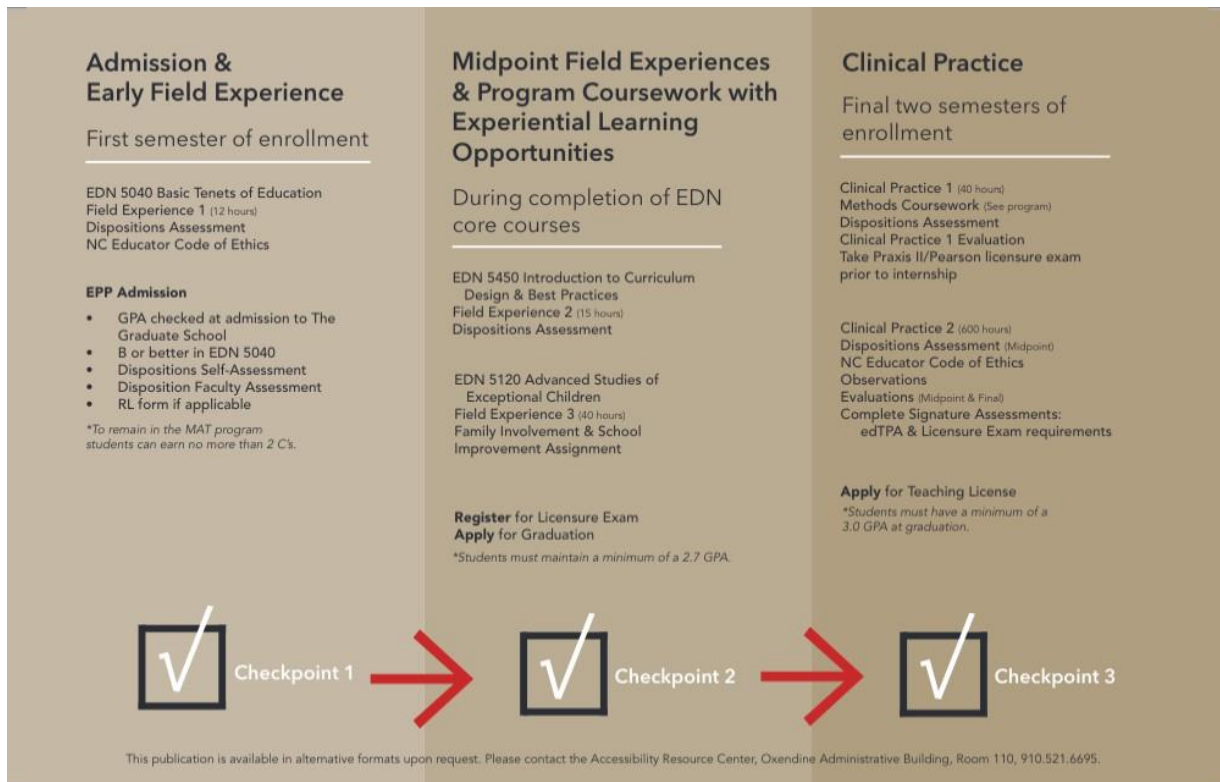
UNCP’s Educator Preparation Program uses a checkpoint system for students, monitored through the Brave Educator Dashboard. Teacher candidate progression is monitored at key transition points in all programs. These transition points are referred to as “Checkpoints” and occur as follows: Program Entry, Midpoint Field Experiences, Internship or Clinical Practices, and Exit (from the program). The Brave Educator Dashboard is linked through Braveweb once a teacher candidate logs in. The Brave Educator Dashboard is used to collect information and monitor teacher candidate progress across checkpoints, including: dispositions assessments, admission to the EPP, field experience and clinical practice applications and evaluations, and Clinical Practice II: Internship application and evaluation. Teacher candidates are expected to demonstrate proficiency in all areas by program completion.

Undergraduate Checkpoints

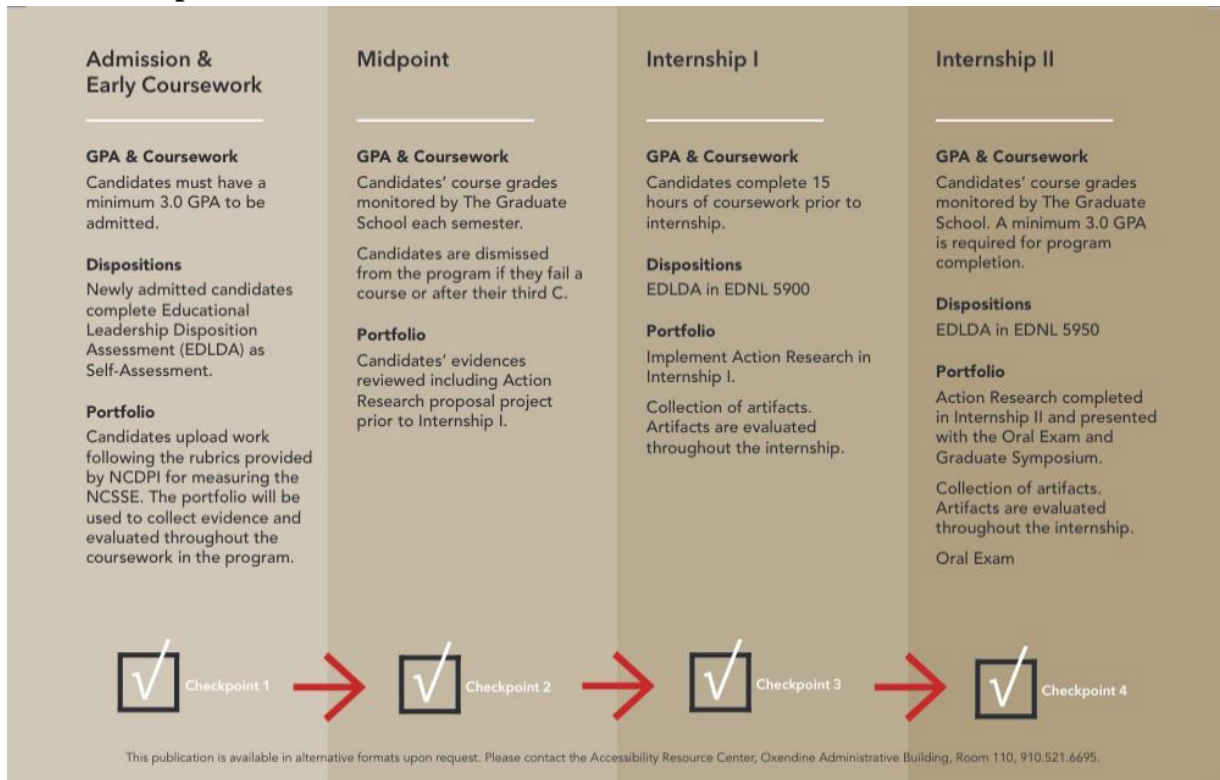
Admission & Early Field Experience Freshman/Sophomore Year	Midpoint Field Experiences & Program Coursework with Experiential Learning Opportunities Junior Year	Clinical Practice Senior Year
<p>EDN 2100 Introduction to Education (prerequisite: 2.7 GPA, 15 hours of General Education coursework completed)</p> <p>Field Experience 1 (12 hours, 2 placements)</p> <p>Dispositions Assessment</p> <p>NC Educator Code of Ethics</p> <p>EPP Admission</p> <ul style="list-style-type: none"> • 24 hours of General Education coursework completed • Test Score Requirement: Praxis Core/ACT/SAT • Minimum cumulative 2.7 GPA and B- or better in EDN 2100 • Minimum C- or better (C if repeated) on all professional studies core, content pedagogy and content courses completed at the time of admission • Disposition Self-Assessment • Disposition Faculty Assessment 	<p>Education Core Coursework</p> <p>Field Experience 2 (15 hours)</p> <p>Field Experience 3 (20 hours)</p> <p>Dispositions Assessment (Checked)</p> <p>Field Experience 4 (10 hours)</p> <p>SED 3310 Introduction to the Exceptional Child</p> <p>Family Involvement & School Improvement Assignment</p> <p>Register for Licensure Exam</p> <p>Apply for Graduation</p> <p><i>*Students must maintain a minimum of a 2.7 GPA.</i></p>	<p>Clinical Practice 1 (40 hours)</p> <p>Methods Coursework (See Program)</p> <p>Dispositions Assessment</p> <p>Clinical Practice 1 Evaluation</p> <p>Take Praxis II/Pearson Licensure Exam prior to internship</p> <p>Clinical Practice 2 (600 hours)</p> <p>Dispositions Assessment (Midpoint)</p> <p>NC Educator Code of Ethics</p> <p>Observations</p> <p>Evaluations (Midpoint & Final)</p> <p>Complete Signature Assessments: edTPA & Licensure Exam requirements</p> <p>Apply for Teaching License</p> <p><i>*Students must have a minimum of a 2.7 GPA at graduation.</i></p>
<p> Checkpoint 1</p>	<p> Checkpoint 2</p>	<p> Checkpoint 3</p>

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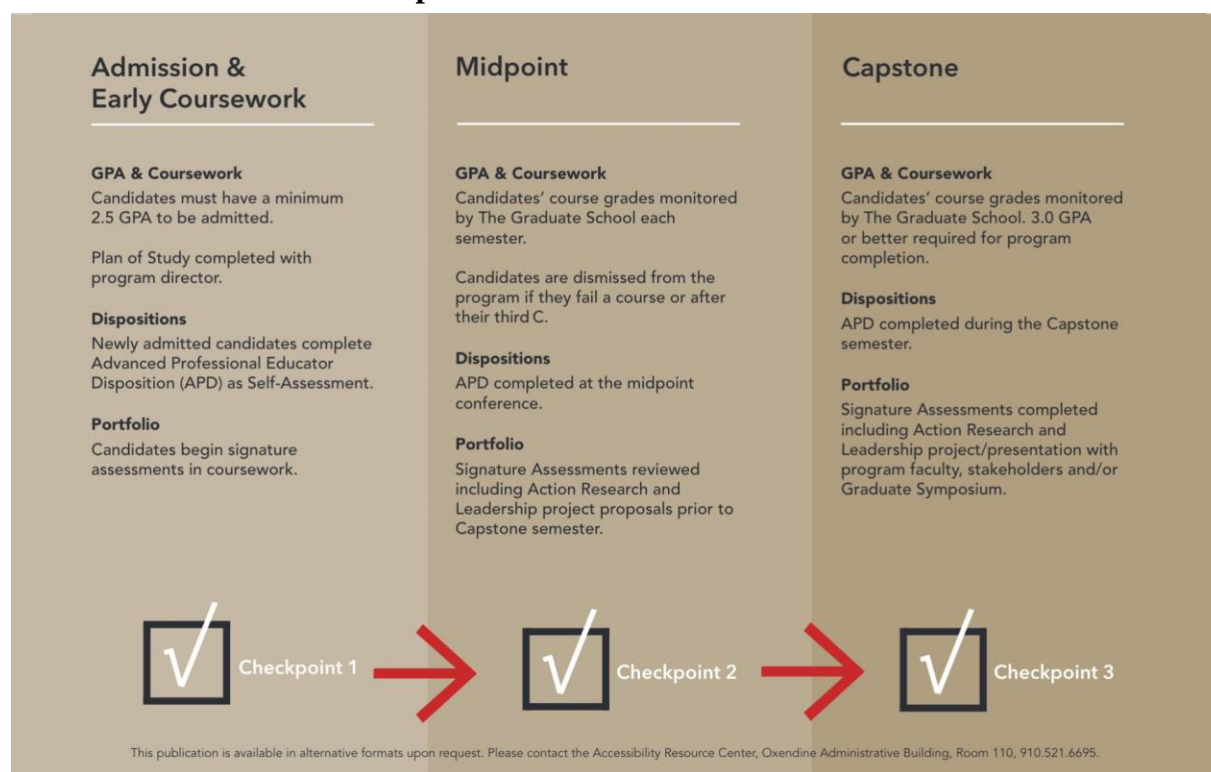
MAT Checkpoints



MSA Checkpoints



Advanced MA/MAED Checkpoints



Professional Dispositions (all ITP, ADV)

Dispositions are characteristics and behaviors that shape the ways teacher 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 teacher candidates are asked to reflect informally on their dispositions in EDN 2100 or EDN 5040, the undergraduate and graduate gateway courses for the EPP. Faculty will reflect formally on candidates' dispositions at Initial Licensure Checkpoints 1, 2 and 3. The survey instrument used for this assessment is designed to provide an opportunity for teacher candidates to reflect on dispositions and attitudes considered important to successful teaching. The instrument is intended to help teacher 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 UBTEs as they consider ways in which their programs can assist teacher candidates to develop and/or strengthen positive professional dispositions.

Limited Progression

Progression to specific courses and learning experiences, including Clinical Practice II: Internship, in the Educator Preparation Program is limited for students until prerequisite conditions have been met. Prerequisite conditions may include, but are not limited to, meeting the required minimum GPA, formal admission to the Educator Preparation 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 2.70 ; or if a candidate's application for admission to the Clinical Practice II: Internship Semester of the Educator Preparation Program is disapproved for any reason, the candidate is suspended from the Educator Preparation Program. Candidates suspended from the program may not continue to progress in the program until the deficiencies are corrected or related appeal(s) are approved. 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 Clinical Practice II: Internship are described in the Internship Policies and Procedures section of this Manual.

Continuation in the Graduate Program (ADV)

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 a D or F, makes a graduate student ineligible to continue graduate studies or to receive a graduate degree at UNCP, and they will be dismissed. Excepted from this regulation are students granted an appeal to apply for readmission by the Graduate Appeals Committee.

Continuation in the MAT Program (ITP)

The Master of Arts in Teaching (MAT) program is designed as an interdisciplinary degree option within the Educator Preparation 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 successful completion of all coursework, a clinical practice/internship experience, and state mandated examinations, candidates will be eligible for recommendation for a North Carolina Standard Initial Professional 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 Professional Studies, Content Pedagogy, Content in the Subject Area(s), and Internship for a total of 30 hours.

Disaster Policy

Sometimes events transpire that seriously challenge the operation of the university and/or the public schools. In recent years these have involved extreme weather and pandemic health crises. Because of the strong connection of the EPP to LEAs, disasters that affect the schools also may affect the university. Each disaster is, of course, unique, and state bodies make

distinct decisions prior to, during, and following each crisis. (The UNCP Educator Preparation Program (EPP) cannot provide detailed plans for the continuation of our work within schools in advance of any disaster.) As a result, responses should embrace the following principles:

- State legislative and policy decisions and relief guidelines always set the parameters for legislatively mandated aspects of the program, such as internship, field experience, and external assessments. Such mandates include but are not limited to the 2.70 GPA requirement for admission to Teacher Education, Praxis Core, and Early Field Experience hours. The CEPP may not make exceptions to these requirements without legislative action.
- Limited Progression courses requiring admission to Teacher Education may waive the requirement of admission for the semester following a disaster, with the approval of the CEPP. In the absence of such a CEPP decision, teacher candidates may appeal for a waiver with the support of their Program Coordinator.
- All changes in placement duration and/or assessment requirements must be made in accordance with legislative and state policy decisions. Adjustments to grading decisions will be made in collaboration with Educator Preparation Programs leadership and program coordinators and directors.
- The CEPP may consult and collaborate with other EPPs but will ultimately make local decisions in an attempt to keep our licensure candidates progressing as much as possible, as allowed by state policy and legislation.
- The Clinical Practice II: Internship Semester:
 - Student interns whose 16-week internship is interrupted due to a natural disaster are still expected to meet their North Carolina Professional Teaching Standards in order to be considered for successful completion of their internship.
 - The EPP reserves the right to extend any internship in order to ensure that the teacher candidate/intern meets the North Carolina Professional Teaching Standards, or other applicable standards in the case of non-teaching internships.
 - Interns are expected to continue to work as practicable with their University Supervisor, Clinical Teacher (as applicable), and to document their time as directed by the USP/CP office.
 - Legislatively mandated relief policies will not necessarily apply to any interns who are on an action plan at the time of or during the progress of the disaster; such interns may need to extend their internship into the following semester if the requirements of the action plan cannot be fulfilled.
 - The EPP will, as allowed by state policy and legislation, ensure that clinical practices, internships, and field experiences proceed through electronic or other means.
 - Whenever circumstances dictate that area schools or the university must close, the EPP will make whatever efforts are possible to protect both the progress of our licensure candidates and the integrity of the Educator Preparation Programs.

Changes to Educator Preparation Program Policies and Procedures

All revisions, modifications, deletions, and additions made to Educator Preparation Programs policies and procedures must receive majority approval by the Council of Educator Preparation Programs. Proposals for changes to policy may be submitted to the appropriate subcommittee of the CEPP (usually Policy Review) by any member of the CEPP, or by a member of the CEPP representing a non-member or non-represented group. Proposals for changes specifically to procedures or policy will first be considered by the appropriate subcommittee of the CEPP. Proposals should be submitted by the appropriate subcommittee to the CEPP for Information (60 days or two CEPP meetings prior to anticipated vote). Discussion of a draft proposal will take place 30 days or one meeting prior to anticipated vote, after which finalized proposals will be submitted by the subcommittee for Vote/Adoption.

Timeline for Item Approval coming before CEPP^v		
New Item	A new item is proposed by a stakeholder when inspiration or necessity strikes	The Dean/Director refers item to the appropriate subcommittee. CEPP member brings an item to a CEPP sub-committee
<i>Subcommittee discussion</i>	The appropriate subcommittee deliberates the new item, consulting with relevant stakeholders as needed	Subcommittee chair forwards any outgoing proposal(s) to Dean /Director as either “Information Only”, or “Discussion Item” (and eventual Action) Sends Item to Dean as an Agenda Item for CEPP meeting
<i>“Information Only” item</i>	Subcommittee chair presents the information; CEPP discusses information to aid subcommittee determining any further action.	Item returns to subcommittee for revision into “Discussion Item” or “Item is recorded as “For Information Only” and no further action is taken.
Discussion item (shall occur, at a minimum, one month or meeting after initial presentation to CEPP)	Subcommittee drafts proposal language, for further deliberation at CEPP and discussion with relevant faculty, chairs, departments, and other stakeholders	Discussion Item is presented and discussed at CEPP and then with relevant stakeholders for feedback during next 30 days Proposal returns to Subcommittee for final revision

Action item (one month or meeting after presentation of Discussion Item)	Subcommittee chair presents final proposal language for final discussion and approval,	Voting members of CEPP vote “Yea”, “Nay”, or “abstain” Vote is recorded in minutes
Implementation and Policy Changes	approved proposals are subsequently implemented following timeline included on proposal,	Policy Review subcommittee in collaboration with the Dean/Director ensure the appropriate handbooks are updated annually

Changes to Educator Preparation Programs Curriculum

All revisions, modifications, deletions, and additions made to the Educator Preparation Programs undergraduate and graduate curriculum must receive majority approval following review by the Council of Educator Preparation Programs. Proposals for curriculum change originate with the respective program area coordinator or director in their departments and must be first submitted to the university’s curriculum document management system (e.g. Curriculog). Proposals for change to curriculum should be sent to the Dean/Director to be distributed for review to the members of the CEPP 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 CEPP must already have secured department level approval. Undergraduate and graduate curriculum proposals, both minor and major changes, shall adhere to the University committee approval structure for curriculum proposals before achieving final approval and implementation. *Note: Curriculum proposals do not follow the Timeline for Item Approval.*

Addition of New Programs

Any new undergraduate and/or graduate Educator Preparation Programs shall be presented to the Council of Educator Preparation Programs for review and approval, following the same procedures outlined in the previous section for changes to curriculum. CEPP policies and regulations are presumed to apply to ALL new programs unless specific exceptions are requested as part of the approval process.

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 Council of Educator Preparation Programs, following the same procedures outlined in the previous section for changes to curriculum. Proposed 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.

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 Educator Preparation 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 Educator Preparation Programs

Undergraduate students enrolled in one of the licensure programs in Educator Preparation at UNCP will complete a minimum of 30 semester hours (two semesters) of coursework at the University prior to enrollment in Clinical Practice II: Internship Semester. This policy is entirely distinct from the licensure requirements for Residency Licensure.

Time Limit Policy for ITP Educator Preparation 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 candidate's program of study will be reviewed and additional course work (including repetition of prior courses) 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/Director of Educator Preparation.

Remediation and Related Procedures

It is the intent of the Educator Preparation 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 candidates improve their ability to qualify for admission. When remediation is required 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. Such a 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. Such concerns might include, but not be limited to: low grade performance 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 and remediation may be required.

Due Process

Any student whose entrance to, continuation in, or exit from the Educator Preparation Program is denied based on policies established by the Council of Educator Preparation Programs (CEPP) has the right to appeal the denial or dismissal. The Dean of the School of Education, or designee, will notify the student of the denial or dismissal and the policy upon which it is based.

All appeals adhere to the following steps:

- 1) Within ten (10) working days of receipt of the denial, the student wishing to appeal shall submit a written request for appeal via the online form available on the EPP website. The form for the request shall 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.
- 2) Once the appeal is received via the online form available on the EPP website, it will be forwarded to the chair of the Council of Educator Preparation Programs Hearing Appeals Board. The Hearing Appeals Board schedules several appeals dates each semester, which are disseminated in CEPP minutes; upon receipt of the electronic appeals form, the chair of the Hearing Appeals Board will notify the student of the date, time, and location of the next scheduled meeting.
- 3) The student will be provided the opportunity to appear before the Hearing Appeals Board to present their 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 candidate of the decision.
- 4) If the student is not satisfied with the decision of the Hearing Appeals Board, they may present their appeal to the CEPP at its next regularly scheduled meeting. To appear before the CEPP, the student must provide the Dean of the School of Education and Director of Educator Preparation 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 CEPP will be final.**

Graduate Student Appeals

Graduate students may file an appeal with the Graduate Appeals Committee (GAC), the “due process” body for all graduate students as designated by the Graduate Council, regarding the following: extension of time to degree, credit reinstatement and/or transfer credit after the deadline, grade appeal, and to apply for readmission to the Graduate School after dismissal. Graduate students appealing policies administered by the EPP (e.g., internship or admission to the EPP) may need to pursue their appeals through the HAB, rather than the GAC.

The Graduate Appeals Committee meets in February, June, and October. In general, completed Appeals materials are due to The Graduate School by the 15th of the month prior to the scheduled meeting month. The candidate wishing to appeal a denial of continuation in a

program shall submit a written request for appeal to the Dean of The Graduate School so that the appeal is postmarked or hand delivered to The Graduate School no later than 5:00 p.m. on the date that is thirty (30) calendar days after the date on which grades are due (as specified on the Registrar's academic calendar) for the relevant semester or summer session. If this date falls on a weekend or a UNCP holiday, then the deadline will be the next business day.

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 s/he desires. The appeal should contain the reason(s) the student believes the appeal should be granted and/or the denial should be reversed. If a request for appeal is not postmarked or hand-delivered by the deadline specified in the denial letter, it will not be considered.

A former student who was dismissed for academic reasons and has not been enrolled in a graduate program at UNCP for a period of four (4) semesters (excluding summers) may appeal for permission to reapply to UNCP graduate school under the Special Readmission Regulation for Students Dismissed for Academic Reasons. Further information on this regulation can be found in the Graduate Student Handbook.

Student Complaints

Candidate complaints related to the UNCP Educator Preparation Program follow the procedure adopted by UNCP for addressing student complaints. The UNCP Student Complaint Process link: <https://www.uncp.edu/sites/default/files/2023-08/Appeal Form 2023-1.pdf> . Graduate students should consult The Graduate School's student handbook for additional policies specific to graduate students.

Field Experiences

Field experience is required in most professional studies and content pedagogy courses. Field experience is an opportunity for the teacher candidate to observe, assist, or practice that which is being learned in education and pedagogy courses in a real world setting with a more experienced professional educator. For undergraduate ITP students, the field experience requirements are sequenced from observation to assisting and tutoring. Mentor teachers allow teacher candidates to assist in performing various aspects of the teacher's work. Through early field experience, the teacher candidate 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 (e.g., staff, counselors, resource teachers, etc.). In other words, early field experiences help the teacher candidate develop a sense of professional identify, professional affiliation, professional efficacy, and professional integrity. Some early field experiences in the Birth-Kindergarten program may be completed in an approved childcare center or agency. Additionally, ITP and MAT candidates 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 in-service teachers (residency) or teacher assistants participate in

field experiences outside of their own classrooms to enhance learning and reflection opportunities.

Field experience placements are coordinated by the appropriate staff Director/Coordinator, in cooperation with contact persons identified by the local school systems (LEAs). Courses with field experience components are indicated in the University Catalog. At the beginning of each semester, requests for early field experience placements from all students are compiled by UNCP and forwarded to the respective central office for specific assignments. Once assignments have been confirmed, students are notified by the Office of Educator Engagement and Student Success or the LEA to which the candidate has been assigned.

Clinical Practice Policies and Procedures

The Student Intern Handbook provides detailed information about laws, policies, and procedures governing the Clinical Practice II: Internship, including policies for removal from an internship placement, readmission to the internship, and due process procedures. This section of this Manual articulate policy-informed portions of that information. CEPP stakeholders should refer to the Clinical Practice Handbook for a full discussion of internship policies, procedures, and expectations. Where discrepancies between the Clinical Practice Handbook and this Policy manual exist, this Policy Manual shall take precedence. NC SBE policy EVAL-024 [Clinical Practice in Educator Preparation Programs \(EPPs\)](#)

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

The professional year is a two-semester sequence, which occurs during the final two semesters of a candidates' enrollment in the degree program. The first semester of the professional year includes advanced methods courses, Praxis testing requirements appropriate to the area of licensure, and Clinical Practice I. The second semester of the professional year includes the Clinical Practice II: Internship experience, edTPA, completion of licensing requirements, Braves Educator Dashboard requirements, and preparation for the job market.

Residency Licensure and Licensure-Only Candidates

Individuals who already possess a baccalaureate degree from a regionally accredited college or university may enroll in the Educator Preparation Program as Residency or Licensure-only candidates (in applicable programs). Residency and 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 their 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 Educator Preparation 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.

Residency and Licensure-only candidates are subject to the same Educator Preparation Program admission and continuation regulations as degree-seeking students. In order to qualify for Residency or Licensure-only programs of study, students must have already earned an undergraduate degree.

All Residency or 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 residency candidates 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. As of September 1, 2019, all candidates seeking initial licensure in North Carolina will be required to submit qualifying scores on the appropriate edTPA performance-based, subject-specific assessment.

Licensure of Methods Faculty

UNCP Council of Educator Preparation Programs 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". Educator preparation courses include courses offered in the School of Education and within Educator Preparation Programs and 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 and verifying renewal credits to the NC Department of Public Instruction. The Licensure Office assists with the submission of documentation to the NC Department of Public Instruction for renewal credit. Current State Board of Education policy (LICN-005) requires licensure renewal every five years.

The Council of Educator Preparation Programs

The Council of Educator Preparation Programs (CEPP) is the governing body which makes decisions about the campus-wide Educator Preparation Programs (EPP) including the Program Coordinators, Program Directors, Dean of the School of Education, Dean of the College of Arts & Sciences, Dean of the College of Health Sciences, Dean of the Graduate School, School District representatives, and EPP teacher candidates, as well as the Associate Dean(s) of the SOE, and the various members of the Dean's support team who hold the title Director or Coordinator.

Composition of the Council of Educator Preparation Programs

The Council of Educator Preparation Programs is comprised of a faculty member from each of the Educator Preparation program areas and program components, student representatives (two undergraduate and one graduate), representatives from regional school districts and schools (generally one teacher, one building-level administrator, and one district administrator), the Dean of the Graduate School (or designee), the Dean of the College of Arts & Sciences (or designee), the Dean of the College of Health Sciences (or designee), and others as deemed appropriate. Each program area must provide a separate representative to the CEPP in cases where one individual represents more than one program; that additional representative will be appointed by the Provost and Vice Chancellor of Academic Affairs in consultation with the

program coordinator or director and respective department chair, and the Dean of the School of Education/Director of the Educator Preparation Program (Dean/Director). The Provost and Vice Chancellor for Academic Affairs in consultation with Dean/Director appoints voting CEPP committee members for one- year academic terms. The CEPP is comprised of both voting and non-voting members. Staff members from the School of Education serving the entire EPP unit (Educator Preparation Programs), who report directly to the Dean/Director, serve as non-voting members of the CEPP. These include the: Associate Dean and the various appointed Directors and Coordinators who serve in the Dean's office. The Provost and Vice Chancellor for Academic Affairs in consultation with Dean/Director appoints non-voting committee members for one- year academic terms. The Dean /Director administers the CEPP and is responsible for serving as the presiding officer at CEPP meetings. Council of Educator Preparation Programs members also serve on at least one CEPP subcommittee. Ad Hoc work groups may be purposefully created by the Dean/Director as needs arise.

Consistent Program Representation in CEPP

The Council of Educator Preparation Programs (CEPP) requires a faculty representative from *each* of the educator preparation program licensure areas and programs components (graduate, undergraduate, or add-on). Current practice has allowed the elimination of a program vote by consolidating positions, in contradiction to EPP policy requiring a representative for *every* licensure area.

If a faculty member serves a dual role as both program coordinator and director, the respective Department chair will nominate a designee to represent one of the two program areas.

The Dean/Director (Dean of the School of Education and Director of Educator Preparation Program) and the Provost and Vice Chancellor of Academic Affairs may then appoint this additional representative to CEPP for the academic year. This designee is required to serve on CEPP and relevant subcommittee(s).

An appointed designee does not have to meet licensure expectations in order to serve on the Council of Educator Preparation Programs.

Nomination of Community Stakeholders to CEPP

Any Council of Educator Preparation Programs member can nominate someone to serve as student and regional school district representative. By the August CEPP meeting, new members will be appointed and introduced at the first CEPP meeting.

Structure of CEPP

The Council of Educator Preparation Programs includes five standing subcommittees whose chairs are appointed for a one-year academic term by the Dean of the School of Education & Director of Educator Preparation. Council of Educator Preparation Programs members choose at least one subcommittee on which to serve for the academic year, with the approval of the Dean/Director. Each subcommittee submits monthly agendas, reports, and minutes to the Council of Educator Preparation Programs and the Dean /Director. The minutes and agendas

are archived in the CEPP Share Drive site. Each subcommittee chair makes a report at the monthly Council of Educator Preparation Programs. The Dean/Director may deliver a charge to a subcommittee to take up a specific task or request related to the scope of that subcommittee's responsibilities. Subcommittee chairs must be voting members of the Council of Educator Preparation Programs. Subcommittee chairs may recruit, with a written rationale, non-Council of Educator Preparation Programs members with relevant expertise. Once all Council of Educator Preparation Programs members have been assigned to a standing committee, non-voting members of the Council of Educator Preparation Programs who hold staff positions within the Educator Preparation Program may be assigned to subcommittees that relate to that staff member's role; non-voting Council of Educator Preparation Programs members on subcommittees are voting members of those subcommittees. Subcommittee meetings are open unless core members move to a closed session.

CEPP Subcommittees

CEPP Subcommittee on Curriculum and Instructional Practice is composed of the Professional Studies Core Coordinator or Department Chair for the EDN core courses, additional CEPP members, EPP faculty, and public-school partners serving on the CEPP. This subcommittee focuses on practices that ensure teacher candidates have the knowledge, skills and dispositions to be successful teachers in diverse settings. Application of the InTASC Standards and the cross-cutting themes of diversity and digital learning competencies are core components of the focus of this committee.

CEPP Subcommittee on Clinical Practice is comprised of appropriate Dean's office staff Coordinator, additional CEPP members, EPP faculty, and public-school partners serving on the CEPP. The Clinical Practice Subcommittee is charged with responsibility for reviewing early clinical practice placements procedures and policies; clinical internship procedures and policies; and developing high quality, effective school relationships. (student engagement)

CEPP Subcommittee on Candidate Quality, Recruitment and Selectivity is responsible for monitoring the impact of the program's efforts to maintain and increase the diversity of candidates and faculty in EPP, 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 the appropriate Dean's office staff, and additional CEPP members and public-school partners serving on the CEPP.

CEPP Subcommittee on Assessment is comprised of appropriate Dean's office staff including the Director of Accreditation & Reporting, additional CEPP members and public-school partners serving on the CEPP, and the edTPA coordinator. This subcommittee is responsible for monitoring the effectiveness of and initiating changes to the assessment system, including rubrics.

CEPP Policy Review Subcommittee: is comprised of additional CEPP members representing both undergraduate and graduate programs and public school partners serving on the CEPP and is responsible for a) reviewing policy and procedures at the direction of the CEPP and Dean/Director, b) recommending policy and procedure revisions to the CEPP; c) drafting new policies and procedures for consideration by the CEPP; and d) forwarding revised policies and

procedures to the Dean's office for inclusion in the Educator Preparation Programs Policy Manual each academic year.

- **CEPP Hearing Appeals Board (HAB):** The Hearing Appeals Board is a sub-committee under Policy Review. This subcommittee is facilitated by an EPP faculty member serving on the Policy Review Subcommittee who serves as the designated chair of the board along with ad hoc faculty representatives. The Hearing Appeals Board (HAB) makes the primary decisions on issues of policy or procedure appealed by undergraduate students as delineated in the due process policy. The Hearing Appeals Board establishes regular dates, times, and location for hearings, manages the online appeal forms, notifies the appellants of the date, time, and location of the next hearing, considers the appellant's reasons for appeal, makes the decision to grant or deny the appeal, and forwards the Hearing Appeals Board's decision to the Dean of the School of Education & Director of Educator Preparation. A separate appeals committee is administered by the Graduate School for all graduate level students, though some EPP graduate students may need to go through the HAB to appeal EPP policies (such as those regulating internship or admission to the EPP) that are not managed by the Graduate School.

Meetings of the Council of Educator Preparation Programs

The Council of Educator Preparation Programs 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 and Director of Educator Preparation 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 Council of Educator Preparation Programs 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 Dean of the School of Education and Director of Educator Preparation with input from the Dean's Leadership Team and subcommittee chairs. All curriculum proposals to be considered at a meeting should be submitted to the CEPP Chair (Dean/Director) one week prior to the scheduled meeting for distribution to committee members prior to the meeting. Procedure or policy proposals follow the procedure laid out above, with proposals following a three-meeting sequence of an information item, followed by a draft proposal, followed by a proposal for action across three CEPP monthly meetings.

Minutes

Minutes of each meeting shall be recorded by a staff member designated by the Dean of the School of Education & Director of Educator Preparation. Copies of the minutes shall be distributed to all committee members and an archived copy is available in the CEPP Share Drive folder.

Relationship of the Council of Educator Preparation Programs to Other University Committees

The Council of Educator Preparation Programs 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 & Director of Educator Preparation. The Dean of the School of Education & Director of Educator Preparation is provided the opportunity to report committee actions at each meeting of the Faculty Senate.

Proposed changes to the undergraduate Educator Preparation Program curriculum, once approved by the Council of Educator Preparation Programs, are forwarded to the Faculty Senate's Subcommittee on Curriculum for processing through the Senate structure. Proposed changes to the graduate Educator Preparation Program curriculum, once approved by the Council of Educator Preparation Programs, 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.

ⁱ The minimum GPA requirement was waived in compliance with state law from May 4, 2020 to June 30, 2021. Additional exceptions to the minimum GPA requirement exist per SBE TCED-009: Exemptions from GPA Requirements. It is the responsibility of the hiring agency to determine any applicable exemptions and notify the EPP.

TCED-009:

“The individual GPA requirement does not apply to clinical resident (as defined in 115C-269 (9) students if the hiring local education agency determines that the student meets one of the following criteria:

The student has at least 10 years of relevant experience.

For a program leading to licensure in career and technical education, the student has at least five years of relevant experience.

The Department of Public Instruction will create a list of sample evidences and documentation to guide the local education agencies in **determining relevant experience.**”

ⁱⁱ This test score requirement was waived by state law from May 4, 2020 to June 30, 2021.

ⁱⁱⁱ The test score requirement was waived in compliance with state law from May 4, 2020 to June 30, 2021.

^{iv} For details on required licensure exams by subject area, see NC SBE Policy [LICN-003](#)

^v adopted January 2020