

TEACHER

EDUCATION PROGRAM

Commitment • Collaboration • Competence



Policy Manual

2011-2012

The University of North Carolina at Pembroke

UNCP Teacher Education Program 2011-2012 Policy Manual



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

The University of North Carolina at Pembroke is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race/ethnicity, national origin, religion, sex, age, or disability.

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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 August 2011. 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.

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*. The Handbook is updated regularly and available for review online (www.uncp.edu/aa/handbook).

Descriptions of procedure 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.

<p><i>Teacher Candidate Handbook</i></p>
<p>Designed for use by undergraduate teacher candidates, the <i>Teacher Candidate Handbook</i> describes the undergraduate curriculum, lists the courses with required field experiences, and discusses the senior internship. It also contains information about advising and registration; requirements for admission, continuation, and exit from the Teacher Education Program; and policies related to undergraduate programs. Program standards, program area descriptions, and various pertinent forms are included in appendices.</p>
<p><i>Conceptual Framework Development Guidelines</i></p>
<p>The <i>RETS</i> Guidelines, information about conceptual framework development, and related documents are designed for use by undergraduate teacher candidates. The progressive portfolio reflection and documentation process begins in EPC 2020 (Introduction to Education, Ethics, and Professionalism) and EPC 2040 (Introduction to Exceptional, Diverse, and At-Risk Students) and ends at the conclusion of the internship semester.</p>
<p><i>Early Field Experience Student Handbook</i></p>
<p>This handbook is designed for use by students in teacher licensure programs currently enrolled in courses with required field experience. It contains guidelines for students, information about registration and procedures for withdrawal from a field experience, and copies of relevant forms.</p>

<i>Student Intern Handbook</i>
<p>Designed for use by interns, clinical teachers, school administrators, and University supervisors, the <i>Student Intern Handbook</i> is available online. In addition, a hard copy is provided to clinical teachers and University Supervisors. This comprehensive handbook contains descriptions of the roles and responsibilities of the intern, clinical teacher, principal, university supervisor, and Director of University-School Programs. 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.</p>
<i>The Graduate Student Handbook</i>
<p>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 Office of Graduate Studies website (www.uncp.edu/grad).</p>
<i>Program Area Graduate Handbooks / Manuals</i>
<p>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.</p>
<i>Master of Arts in Teaching (M.A.T.) Program Handbook</i>
<p>Designed for use by candidates in the Master of Arts in Teaching Program, this handbook provides details about program requirements, including specific information about the areas of specialization offered.</p>

Unless otherwise noted, the handbooks and other documents listed above are available online from links at the School of Education website (www.uncp.edu/soe).

Teacher Education Program Conceptual Framework

Teacher Education Mission Statement

Believing that the quality of education directly influences the quality of life both for those served and for those serving, the UNC Pembroke Teacher Education Program has as its mission to develop and nurture competent and caring communities of public school professionals who dedicate themselves to the education and welfare of all students, and whose understanding of the dynamic interrelationship among theory, practice and reflection compels them to actively influence positive changes 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 Vision Statement

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

Teacher Education Program Diversity Position Statement

In congruence with the mission of the University of North Carolina at Pembroke in providing the setting and environment for the University experience and to graduate students prepared for global citizenry, the Teacher Education Program at UNCP is committed to the development of educators who embrace the diversity of ideas, learning styles, racial and ethnic differences, and gender issues of difference 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 will seek to:

- 1) recruit students from among diverse backgrounds, cultures and races;
- 2) recruit faculties from among diverse populations who possess a knowledge base for teaching diverse populations;
- 3) develop, teach and assess a curriculum that embraces learning and teaching for diverse populations; and,
- 4) provide (field) experiences and clinical settings which enable students to test, adapt and adopt paradigms of learning for diverse populations.

Basic Tenets of the Conceptual Framework



Conceptual Framework Teacher Education Program The University of North Carolina at Pembroke

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

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

Commitment

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

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

Collaboration

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

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

Competence

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

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

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 provide leadership in the classroom, school, and profession.

Structure and Organization of the Teacher Education Program

Program Standards

The framework for preparing **committed, collaborative, and competent** professional educators is defined by a discrete set of standards for each of the licensure areas offered at UNCP;

- Undergraduate Teacher Licensure Programs (B.A, B.S.,B.M.)
- Master's Degree Teacher Licensure Programs (M.A.E.d.;M.A.)
- Master of Arts in Teaching Program (M.A.T)
- School Administration Program (M.S.A.)
- Professional School Professional School Counseling(M.A.Ed.)

Curriculum

The curricula for the UNCP Teacher Education Program are based upon applicable institutional and state/professional standards. Each program's curriculum is designed to help the professional educator acquire multiple-knowledge bases and related dispositions, organize those knowledge-bases into an integrated conceptual framework, and apply that framework to professional decision-making for the purpose of positively impacting student learning and well-being.

The curricula for the undergraduate teacher licensure programs are derived from the sets of standards referenced above. The curriculum for the each program is described in the *UNCP Catalog* (www.uncp.edu/catalog) under the heading, *School of Education*, and the link to *Teacher Education Program*. Each program entry includes a program description and program goals and objectives. A full discussion of the Teacher Education Program undergraduate curriculum, along with program area descriptions, is presented in the *UNCP Teacher Education Program Teacher Candidate Handbook*.

Curricula for graduate licensure programs are designed to provide opportunities for continuing professional development and master's level licensure for teachers and school support personnel. The graduate programs enable candidates to master advanced competencies by building on

undergraduate knowledge, skills, and dispositions. Each graduate program is firmly grounded in theoretical and empirical bodies of knowledge. Graduate students are challenged to think critically and creatively, and to apply theory to practice in an atmosphere of inquiry and dynamic exchange with faculty and each other. The curricula for programs leading to the master's level teaching license is derived from the sets of standards referenced above. The curricula for these programs are described in the UNCP Catalog, under the heading, School of Graduate Studies. This information also is available in the graduate student handbook for each program area.

Assessment

The UNCP Teacher Education Program assessment system is an integrated, comprehensive process designed to monitor the professional development of candidates in all of the programs, as well as to evaluate the quality of those programs. This assessment system is multifaceted, reflects the teacher education conceptual framework, and is informed by the NC Program Approval Standards and NCATE standards, as well as by institutional and state/professional standards for candidates. Data generated and processed through the comprehensive assessment system are used to evaluate candidate performance, as well as to evaluate and improve the unit, its programs, courses within programs, and field/clinical experiences. 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.

Within the unit's comprehensive assessment system, the candidate assessment system is based on the sets of standards delineated or referenced above and is aligned with each program's curriculum. Candidates' progress is tracked through a series of benchmarks, or key assessment 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 and from 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 tie into internal evaluation system, which uses data from varied sources to evaluate the Teacher Education Program and its operations.

Knowledge Base That Informs the Conceptual Framework

Professional educators who are **committed, collaborative, and competent** are able to draw upon a comprehensive knowledge base that includes content knowledge, pedagogical knowledge, and professional knowledge. These knowledge bases are developed and enhanced as candidates' progress through their programs of study. Candidates apply their knowledge as they respond to The needs of the whole child; design learning experiences that have a positive impact on student learning; work with colleagues, families, and the community to support children's growth and development; and take on leadership roles to promote public education and those it serves.

Bibliography of Selected Resources Supporting the Conceptual Framework

In order to prepare professional educators who are **committed, collaborative, and competent**, the UNCP Teacher Education Program embraces a broad, rich knowledge base. The unit's conceptual framework is informed by contemporary and classic literature in the field of

education as well as related areas. It is grounded in theories, research, and the wisdom of practice developed over time. It takes into account state and national policies that influence the work of the professional education unit. Resources supporting the unit's conceptual framework is presented in the *UNCP Teacher Education Program Conceptual Framework Manual*.

Teacher Education Program Overview

Teacher Education Licensure Areas Offered at UNCP

The University of North Carolina at Pembroke offers the following programs leading to a "Standard Professional 1" license, an "M" level license, or Add-On licensure in the State of North Carolina. All licenses are issued by the NC State Department of Public Instruction. All licensure areas listed below, excluding add-on licensure areas, are major areas in the Teacher Education Program.

Program Area	"Standard Professional 1" License	"M" Level License	Add-On License
AIG Add On			√
Birth to Kindergarten (B-K)	√		
Preschool Add-On			√
Elementary Education	√	√	
Middle Grades Education (6-9) <i>with concentrations in:</i> English, Science, Mathematics, Social Studies	√	√	
Exceptional Children (K-12) General Curriculum	√		
English Education (9-12)	√	√	
English as a Second Language Add-On			√
Mathematics Education (9-12)	√	√	
Social Studies Education (9-12)	√	√	
Science Education (9-12)	√	√	
Art Education (K-12)	√	√	
Music Education (K-12)	√	√	
Physical Education (K-12)	√	√	
Reading Education		√	
School Administration		√	
School Administration Add On			√
Professional School Counseling		√	
Spanish Education	√		
Master of Arts in Teaching (M.A.T.) Secondary Specialization Areas			
English		√	
Mathematics		√	

Science		√	
Social Studies		√	
M.A.T. Middle Grades Specialization			
Language Arts		√	
Mathematics		√	
Science		√	
Social Studies		√	
M.A.T. Music Specialization		√	
M.A.T. Art Specialization		√	
M.A.T. Physical Education Specialization		√	

The Teacher Education Program Candidate Assessment System

The candidate assessment system, the key assessments, and policies that govern the assessment process for candidates enrolled in various levels (undergraduate and graduate) and types (initial or advanced licensure) of programs offered at UNCP are fully described in the *Teacher Education Program Evaluation Manual*. Additional information about the requirements for various programs is provided in the handbooks/manuals listed and described in the front of this *Manual*.

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 Southern Association of Colleges and Schools (SACS). The Teacher Education Program has been accredited by the National Council for Accreditation of Teacher Education (NCATE) since 1969 and the North Carolina State Board of Education since 1964. The most recent on-site visits occurred in November 2007. Full approval was granted by both agencies.

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 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 (*UNCP Faculty Handbook, Sections 6-10.C, 10-5.C.1, 10-5.C.2*).

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 Subcommittee (see below). Proposals for change to policy 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 typically originate with the respective program area coordinator/director or the chair of the professional studies subcommittee; however, curriculum proposals may be submitted by any member of the TEC or a member of the TEC representing a non-member or non-represented group. Proposals for change to curriculum should be distributed for review to the members of the TEC prior to the meeting. As mandated in the *Faculty Handbook, Section 6-10-B.1*, 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 (*see Appendix A for a graphic overview of the curriculum change process*).

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.

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 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.

Compliance with State and National Accreditation Standards

Teacher education programs are regularly reviewed by the North Carolina Department of Public

Instruction (NC DPI), the National Council for Accreditation of Teacher Education (NCATE), 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 the self-study process.

Composition of the Teacher Education Committee

The Teacher Education Committee is comprised of a faculty member from each of the teacher education licensure areas, two (2) undergraduate student representatives, one (1) graduate student representative, three (3) representatives from the area schools, the Dean of the School of Graduate Studies, the Dean of the College of Arts and Sciences, and others as deemed appropriate the Dean of the School of Education, the Associate Dean of the School of Education, the TEP Director of Assessment, the TEP Director of Instructional Technology, the TEP Director of Recruitment and Retention, the TEP Director of University-School Programs, and the TEP Licensure Officer. The Dean of the School of Education serves as the chair of the committee and designates a representative from the School of Education or from the College of Arts and Sciences to officiate at the committee meetings. The Provost and Vice Chancellor for Academic Affairs in consultation with the Dean of the School of Education appoints committee members for one-year academic terms.

Structure of the Teacher Education Committee

The Teacher Education Committee is comprised of nine subcommittees appointed for a one year academic term by the Dean of the School of Education. Each committee submits agendas, reports, and minutes to the Dean of the School of Education.

(1) **TEC Hearing Appeals Board (HAB):** The Hearing Appeals Board is comprised of an undergraduate student representative, a public school representative, and three (3) faculty representatives, one of whom is designated chair of the board. An alternate chair is also appointed. 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, time, and location of the hearing, considering the appellant's reasons for appeal, making the decision to grant or deny the appeal, forwarding the Hearing Appeals Board's decision to the Dean of the School of Education.

(2) **TEC Policy Review Subcommittee:** The TEC Policy Review Subcommittee is comprised of three (3) or more TEC members and responsible for a) reviewing a given policy at the direction of the TEC, b) presenting a recommendation(s) for policy revision or further study for consideration to the TEC as a result of that review; c) developing draft versions of new policies as charged by the TEC for consideration by the TEC; and d) updating the *Teacher Education Policy Manual* to reflect the changes made to policy during the preceding academic year.

(3) **TEC Long-Range Planning Subcommittee:** The Dean of the School of Education is required to submit an annual report to the Provost and Vice Chancellor for Academic Affairs on

behalf of the Teacher Education Committee. In addition to annual reports, the Provost and Vice Chancellor for Academic Affairs may call for 5-10 year long-range plans. The TEC Long-Range Planning Subcommittee, comprised of three (3) or more TEC members, is charged by the Dean of the School of Education with responsibility for developing long-range goals, for soliciting input in the long-range planning process, and for presenting recommendations for long-range development to the TEC.

(4) TEC Technology Subcommittee: The Technology Subcommittee is comprised of three (3) or more TEC members 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; b) reviewing procedures for the implementation and assessment of the basic and advanced instructional technology competencies required for licensure by the NC State Department of Education; c) developing and presenting recommendations for revision to those procedures; and d) collaborating with the Director of Instructional Technology on the development of preservice and inservice programs, the delivery of faculty development programs, and the development of instructional technology resources for all teacher education programs.

(5) TEC Student Input Subcommittee: The TEC Student Input Subcommittee provides a forum for teacher education students to voice anonymously any concerns and/or problems encountered in the program. All students enrolled in EPC 2040, Introduction to Exceptional, Diverse, and At-Risk Students, are invited to serve on this subcommittee. Additionally, program coordinators are provided the opportunity to nominate individuals to serve on this subcommittee. A teacher education faculty member selected by the Dean of the School of Education serves as advisor to the subcommittee. The faculty advisor is responsible for calling the organizational meeting of the subcommittee each fall and for summarizing student input and presenting it to the TEC. Any student not enrolled in EPC 2040 who is interested in serving on this committee should contact the Dean of the School of Education for information on the date(s), time(s), and location(s) of the meetings.

(6) TEC Professional Studies Subcommittee: The Professional Studies Subcommittee is comprised of four (4) representative faculty members who teach required professional studies core courses in the teacher education program. The Professional Studies Subcommittee is responsible for a) assuring that the professional studies courses enable teacher education majors to achieve the professional and pedagogical knowledge and skills

(7) TEC Evaluation Oversight Subcommittee: The Dean of the School of Education appoints three (minimum) Teacher Education Committee members to the Teacher Education Evaluation Oversight Subcommittee. Members of the Evaluation Oversight Subcommittee serve two-year terms. The Teacher Education Evaluation Oversight Subcommittee is charged with the responsibility for overseeing the implementation of assessments as described in *UNCP Teacher Education Program Evaluation Manual*. The TEC Evaluation Oversight Subcommittee administers or oversees the administration of the assessments, and assures that the results from the assessments are reported to the TEC. The TEC uses the data from these assessments to guide

program/unit improvement efforts.

(8) TEC Distance Education Subcommittee: The Distance Education Committee is charged with responsibility for reviewing course availability, accessibility, and location of off-campus teacher education courses; exploring options for expanding distance education courses; reviewing alternative means for delivery of courses and services; and studying the economic feasibility and sustainability, quality, accountability and other issues related to distance learning.

(9) TEC Field Experience Subcommittee: The TEC Field Experience 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 reporting procedures.

Meetings of the Teacher Education Committee

The Teacher Education Committee meets on a regular basis throughout 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 Dean of the School of Education. All proposals to be considered at a meeting should be distributed to committee members prior to the meeting.

Minutes

Minutes of each meeting shall be recorded by an appointed staff member by the Dean of School of Education. Copies of the minutes shall be distributed to all committee members and a copy kept on file in the School of Education.

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. A representative of the 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

The Dean of the School of Education

The Dean of the School of Education 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 serves as chair of the University-wide Teacher Education Committee and works with program coordinators and the chairs of all departments with teacher education programs to ensure quality teacher preparation and compliance with state and national accreditation standards. The specific duties, or duties as delegated, of the Dean include the following: serving as chair of the Teacher Education Committee; 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.

Director of University-School Programs

The Director of University-School Programs 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. The Director of University-School Programs also serves as chair of the UNCP Professional Development Collaborative (PDC) Advisory Council.

Additionally, the Director of University-School Programs 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; coordinating the Teacher Education Program admission interviews; and implementing other activities and projects as assigned. The Director also serves as an ex-officio member of the Teacher Education Committee.

Director of the Teaching Fellows Program

The Director of the Teaching Fellows Program is responsible for planning, implementing, and monitoring all aspects of the Teaching Fellows Program. Reporting to the Dean of the School of

Education, the Director's or duties as delegated include the following: developing and implementing recruitment and program activities; working with appropriate offices and individuals on campus to promote the program; arranging for housing; arranging special programs and activities; serving as academic advisor to the Teaching Fellows who are undecided majors; monitoring the progress of Teaching Fellows; submitting all reports/information requested by the Public School Forum and/or Teaching Fellows Commission; and serving as a member of the Teaching Fellows Advisory Committee.

Director of Instructional Technology for Teacher Education

The Director of Instructional Technology is responsible for developing and providing instructional programs and activities for teacher education faculty and students. Reporting directly to the Dean of the School of Education, his/her duties or duties as delegated include the following: collaborating with the Teacher Education Committee to 1) develop and implement a program to assist UNCP teacher education faculty in using instructional technology; 2) design and implement a program to assess the instructional technology skills of preservice and inservice educators; and 3) design and implement a program to provide preservice and inservice educators enrolled at UNCP with the skills needed to effectively utilize instructional technology in the classroom.

Licensure Officer

The designated Licensure Officer reports directly to the Dean of the School of Education. 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. The licensure officer serves as liaison between the University and the Regional Alternative Licensure Center (RALC). The licensure officer is also an ex-officio member of the Teacher Education Committee.

Program Coordinators and Directors

All undergraduate and graduate program areas are coordinated by a full-time faculty member with expertise in the area of specialization. Program coordinators/directors are responsible for administering program development, policies, procedures, requirements, accreditation, evaluation, and documentation. Program coordinators/directors serve as members of the Teacher Education Committee; graduate program directors also serve on the Graduate Council.

Teacher Education Program Policies for Admissions and Continuation

Undergraduate Initial Teacher Licensure Programs

Admission to the Undergraduate Teacher Education Program

The Teacher Education Committee admits and monitors Teacher Education Program progression on the basis of established criteria. Admission to the University as a student does not automatically satisfy eligibility requirements for admission to the Teacher Education Program. Eligibility for admission to the Teacher Education Program is determined by regulations current at the time initial application is made for admission into the program.

To be eligible for admission to the Teacher Education Program, an individual must:

1. Have not more than 9 hours of the General Education requirements remaining;
2. Have earned a C (2.0) or better in EPC 2020 AND EPC 2040 or the approved equivalent courses;
3. Have earned a grade of at least a C- (C if the course was repeated) in all required educator preparation core, essential standards, and content pedagogy courses completed at the time of admission with the exception of EPC 2020 AND EPC 2040 which requires a grade of "C";
4. Have at least a 2.5 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 I, SAT, or ACT. An official copy of the scores must be sent to UNCP. Students must meet the scores in effect at the time they apply to and qualify for admission to the Teacher Education Program;
6. Satisfactorily complete an admission to the TE Program interview after completing all above requirements; and,
7. Complete a Candidate for Professional Licensure Form (CPL).

Students with disabilities who may require special accommodations should consult the Dean of the School of Education.

Students should apply for admission to the undergraduate Teacher Education Program as soon as they are eligible, usually during the second semester of the sophomore year or first semester of the junior year.

Applications are available online at the School of Education website (www.uncp.edu/soe), in the Licensure Office, or in the Office of University-School Programs. After the signed application has been returned to the School of Education (SOE), the Licensure Officer verifies Praxis I scores, the grade in EPC 2020 AND EPC 2040, overall GPA, General Education requirements, and courses in which grades lower than C- were earned.

After verification and endorsements have been obtained, the names of all applicants meeting admission requirements are presented to the Teacher Education Committee for approval. Each student who applies for admission to the undergraduate Teacher Education Program receives written notification from the Dean of the School of Education of the approval or disapproval of the application by the Teacher Education Committee. A student is not considered admitted to the Teacher Education Program until such notification is made. Students are not allowed to enroll in some courses until they have been formally admitted to the Teacher Education Program.

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 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. When applicants sign up for an appointment, they are given a list of professional dispositions to consider before the interview, and they are asked to think about why each disposition is important to a professional educator and the degree to which they already possess each disposition. On the handout, *Admission Interview and Reflection on Teacher Dispositions*, the professional dispositions are organized according to their relationship to the unit's conceptual framework. The document is available online at the School of Education website or in the Office of University-School Programs. The applicant is approved or disapproved, in part, for admission on the basis of the interview. Faculty interviewers complete and sign the admission interview section of the Application for Admission to Teacher Education Program. The student returns the completed application to the Office of University-School Programs/Licensure Office.

Testing Requirement 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 I Series, 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 I 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.

The State requirements for admission tests in effect at the time this handbook was published are listed below.

- **PRAXIS I Test Requirement (effective April 2007)**
Individuals with a composite score of 522 on the PRAXIS I Reading, Writing, and Mathematics exams are eligible for admission to the teacher education program.
- **SAT Option for Admission to Teacher Education**
Individuals with a total SAT score of 1100 are exempt from Praxis I testing requirements for teacher education program admission.

Individuals with a total SAT score of less than 1100, but a score of at least 550 on the Verbal test are exempt from the PRAXIS I tests in Reading and Writing for teacher education program admission.

Individuals with a total SAT score of less than 1100, but a score of at least 550 on the Math test are exempt from the PRAXIS I test in Mathematics for teacher education program admission.

- **ACT Option for Admission to Teacher Education**
Individuals with a composite ACT score of 24 are exempt from Praxis I testing requirements for teacher education program admission.

Individuals with a composite ACT score of less than 24, but with a score of at least 24 on the English test are exempt from the PRAXIS I tests in Reading and Writing for teacher education program admission.

Individuals with a composite ACT score of less than 24, but a score of at least 24 on the Math test are exempt from the PRAXIS I test in Mathematics for teacher education program admission.

Candidates for Professional Licensure Form

All individuals who have been formally admitted to any undergraduate leading to licensure by North Carolina must complete a Candidate for Professional Licensure (CPL) form. These forms are available in the Licensure Office, in the Office of University-School Programs, or on the School of Education website (www.uncp.edu/soe).

Continuation in the Undergraduate Program

If a candidate earns a course grade lower than “C-” in a educator preparation core, essential standards, or content pedagogy course; if a candidate’s quality point average falls below a 2.5; 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 educator preparation core, essential standards, 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*.

Graduate Licensure Programs

Graduate General Admission Requirements (full or provisional admission)

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

- submit a completed application to the School of Graduate Studies;
- pay a \$45.00 non-refundable application fee;
- submit two copies (one of which must be an official copy) of transcripts from all colleges/universities attended; one of these transcripts must indicate the date that the applicant’s baccalaureate degree was awarded;
- have a satisfactory undergraduate academic record and meet at least one of the following minimum GPA (4.0 scale) requirements: an overall GPA of at least 2.5 on all undergraduate work, or an overall GPA of at least a 3.0 in the undergraduate major, or a GPA of at least a 3.0 on all undergraduate work taken in the senior year;
- submit an official report of satisfactory scores on the Miller Analogies Test (MAT), the

Graduate Record Examination (GRE), or the Graduate Management Admissions Test (GMAT) [required for M.B.A]; and,

f) have three letters of professional recommendation submitted on their behalf. At least one letter should be from a college/university faculty member in the undergraduate major of the applicant; at least one letter should be from the applicant's employer/supervisor.

g) Submit a copy of a current NC license if applying to the M.S.A., M.A.Ed., or an M.A. licensure program.

In some cases, additional information such as an essay or personal interview may be required for admission to the program.

Graduate Candidate for Professional Licensure (GCPL) Data

As part of the admissions process for education graduate programs, applicants are required to complete a Graduate Candidate for Professional Licensure (GCPL) form. These forms are available in the Licensure Office, in the Office of Graduate Studies, in the Office of University-School Programs, or on the School of Education website (www.uncp.edu/soe). The Office of Graduate Studies forwards a list of graduate students seeking advanced licensure to the Licensure Office.

Licensure Requirement for Graduate Education Programs

Applicants for all graduate degrees in education leading to licensure by the NC Department of Public Instruction must submit a copy of any current licenses held. Applicants to the M.A. programs in Art Education, English Education, Mathematics Education, Music Education, Physical Education, Science Education, and Social Studies Education; to the M.A.Ed. programs in Elementary Education, Middle Grades Education, and Reading Education; and to the Master of School Administration 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 School of Graduate Studies with approval granted by the Dean of Graduate Studies in consultation with the appropriate director of the graduate degree program. The admissions requirements for the M.A.T. 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. In addition, applicants must submit verification of current employment by a North Carolina public school as a lateral entry teacher in the licensure area being sought, or submit the internship application packet. In some cases, additional information such as an essay, personal interview, or audition may be required.

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 must have a minimum of three years of teaching experience to be considered for admission.

Additional Program Admission Requirements for the Professional School Counseling Program

Admissions requirements for Professional School Counseling are similar to those for other graduate programs. In addition to those requirements, applicants to the Professional School Counseling program must submit a written essay as part of their application packet in order to be considered for admission.

Continuation in Graduate Programs

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

Early Field Experience Requirements

Overview of Early Field Experiences

Field experiences, an integral component of the Teacher Education curriculum, provide teacher candidates with the opportunity to observe and reflect on the dynamic interrelationships between theory and practice and the realities of the public school classroom. The *Early Field Experience Student Handbook* provides specific information about the requirements for early field experiences.

Field experience placements are coordinated by the Director of University-School Programs 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 Brave Web. Students may register for such classes online through Brave Web 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 University School Programs and forwarded to the respective central offices for specific assignments. Once assignments have been confirmed, students are notified by the Office of University-School Programs through the faculty teaching courses with field experience components.

Alternative Licensure Policy on Early Field Experiences

All licensure-only and lateral-entry students must complete the stated requirements in a given course, including field experience requirements. Modifications may be made, at instructor discretion, for *lateral-entry* teachers to complete field experience requirements in their own classrooms; however, such modification may not always be appropriate.

Withdrawal from Early Field Experiences Policy

Students participating in courses requiring early field experiences may be voluntarily or involuntarily withdrawn from the field experience placement. Students formally withdrawn from a field experience placement are not authorized to return to the placement site as a UNCP student

until they re-enroll in the course in a later semester. Students who drop a course requiring a field experience, must voluntarily withdraw from the field experience placement by notifying the course instructor and the Office of University-School Programs by completing the Field Experience Withdrawal Form. Involuntary withdrawal will be based upon the recommendation of the course instructor. If a student's behavior during early field experiences is deemed inappropriate, the course instructor may recommend withdrawal from the field experience placement based upon the request of the student and/or the recommendation of the school site professional staff. The course instructor will complete the Field Experience Withdrawal Form and discuss it with the student. The course instructor will keep a file copy of the completed form and will provide copies to the student, the course instructor, the program coordinator, the Dean of Education, and the Office of University-School Programs, where a copy will be placed in the student's file. The Director of University-School Programs will send written notice to the course professor, the principal, and LEA liaison informing them that the student's early field experience placement has been terminated.

Placement in Diverse Public School Settings

The Office of USP tracks undergraduate candidates and M.A.T. candidates to ensure that they are placed in at least 1 medium or high diversity setting prior to the internship placement. If not, then the internship placement must be in a medium or high diversity setting. A school is classified as a site with high diversity if it has the following demographics: $\geq 50\%$ non-Caucasian; $\geq 50\%$ free lunch; and $\geq 12.5\%$ exceptions. A school that meets two out of three of these parameters is classified as a site with medium diversity, and a school that meets one of these three is classified as a site with low diversity.

Data are collected after each school year from the NC Department of Public Instruction and maintained by the Office of University School Programs. The Field Experience Subcommittee reviews the data every two to three years to determine if a revision is needed in the classification criteria to reflect changing demographics. Any changes to the classification system must be presented to the Teacher Education Committee for approval.

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* supplements that information.

Undergraduate Initial Teacher Licensure Programs

The Professional Year Overview

The professional year is a two-semester sequence that occurs during the senior year. Whenever possible, candidates 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.

The second semester of the professional year, the professional internship, is devoted entirely to

study in professional education and student teaching. No candidate accepted for enrollment in the professional internship is permitted to register for any courses other than those specified as professional education courses as part of the professional internship without permission from the appropriate program coordinator and the Dean of the School of Education. Candidates with disabilities who may require special accommodations during the Professional semester should contact the Director of University-School Programs.

Applications for enrollment in the professional semester are distributed to prospective interns two semesters prior to the internship semester at a meeting conducted by the Office of University-School Programs. Applications must be filed with the Director of University-School Programs by the deadline announced at the meeting. Applications submitted after the deadline may not be processed. A copy of the *Application for Enrollment in the Professional Semester* is contained in Appendix C.

Eligibility for Enrollment in the Professional Semester

To be eligible for consideration by the Teacher Education Committee and approved for enrollment in the professional semester, each candidate must:

1. be fully admitted to the Teacher Education Program one full semester (excluding summer sessions) prior to student teaching;
2. have completed all required General Education courses
3. have satisfactorily completed all educator preparation core, essential standards, and content pedagogy courses, excluding those assigned to the professional semester;
4. have no more than six semester hours of program requirements remaining after the professional semester is completed. The remaining six hours shall not include any educator preparation core, essential standards, or content pedagogy courses, and these six hours must be approved by the candidate's advisor and the Dean of the School of Education;
5. have an overall quality point average of 2.5 or better, as well as a 2.5 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. *The Application for the Professional Semester* @ http://www.uncp.edu/soe/usp/student_interns.htm
2. *Advisor's Recommendation for Professional Semester* form signed by the candidate's advisor, program coordinator, and respective department chairperson
3. *North Carolina Public School Health Examination Certificate* and the *UNCP Health Services Verification* form
4. *Registrar's Statement and Application for Degree* form
5. A resume
6. Family Educational Rights and Privacy Act (FERPA) form
7. Copy of health insurance card

Candidates will receive written notification from the Director of University-School Programs that their enrollment application was approved or disapproved by the Teacher Education Committee. A student is not officially enrolled in the professional semester until such

notification is made and all University registration procedures are completed.

Continuation in the Professional Semester

At the end of the pre-internship semester (first semester of the professional year), candidates' original applications for enrollment in the professional semester are reviewed by the candidate's program coordinator, the Director of University-School Programs, and the Dean of the School of Education to assure eligibility status for the professional internship. To be eligible for enrollment in the final internship semester, each candidate must:

1. be formally admitted to the Teacher Education Program prior to the first class meeting one semester prior to student teaching (N.C. Program Standards)
2. have completed all required general education courses
3. have satisfactorily completed all educator preparation core, essential standards, and content pedagogy requirements, excluding those in the Professional Internship Semester
4. have not more than six semester hours of program requirements remaining after the professional semester is completed. The remaining six hours shall not include any educator preparation core, essential standards, or content pedagogy courses, and these six hours must be approved by the teacher candidate's advisor and the Dean of the School of Education;
5. have an overall quality point average of 2.5 (on a 4.0 scale) or better as well as a 2.5 or better in the teacher candidate's major field of study

Undergraduate Programs and the M.A.T. Program

Internship Placements

Student internship placements are cooperatively arranged by the Director of University-School Programs and contact persons in the local school systems with which The University of North Carolina at Pembroke has written agreements. Prior to UNCP forwarding placement requests to area systems, program 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.

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 Programs.

Intern Supervision Assignments

University supervisors are assigned to interns by the Director of University School Programs 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 USP 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 Programs.

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 six visits to each intern (four visits for M.A.T. interns) assigned to them and to complete a record of the visit that is kept on file in the Office of University-School Programs. Any exceptions to the minimum number of visits must be approved by the program coordinator and the Director of University-School Programs.

Orientation to the Internship

Prior to the beginning of the internship experience, the Director of University-School Programs 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 performances 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 Evaluation Oversight Committee and the Teacher Education Committee. A comprehensive description of the teacher candidate assessment system is presented in the *UNCP Teacher Education Program Evaluation Manual*.

Candidates are continuously evaluated as they progress through the Teacher Education Program. The undergraduate internship constitutes a full semester of study with 9-12 hours of credit for

which the intern receives a grade of *pass* or *fail*. The M.A.T. internship constitutes a full semester of study with 3 hours of credit for which the intern receives 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 Candidate Handbook*, the *Student Intern Handbook*, the *Teacher Candidate Work Sample Manual*, and the *M.A.T. 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 Due Dates for Specific Components of the TCWS

Specific components of the Teacher Candidate Work Sample (TCWS) must be completed and submitted to the program coordinator and/or advisor for evaluation prior to beginning the internship. Candidates will not be allowed to begin the internship until the following components are satisfactorily completed:

1. Cover Page
2. Professional Profile
3. Mission Statement
4. Conceptual Framework for Teaching and Learning
5. Description of Context for Student Learning (at a minimum, the community and school components)

Satisfactory completion of these components is verified on a form entitled, *Progress on Teacher Candidate Work Sample (TCWS) Components Completed Prior to Internship* (Appendix F).

Early Release from the Internship for Undergraduate and M.A.T. Candidates

Candidates may be released from the professional internship not more than two weeks prior to the formal end of the semester and not before completion of the minimum ten-week period as required by the State of Department of Public Instruction. This policy is applicable only to full-semester internships.

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

1. The intern who has been offered a full-time contract to teach in a public school pending early release must contact the Office of University-School Programs.
2. The employing LEA verifies that the student's intern's release is to fill a full-time teaching position.

3. The clinical teacher, university supervisor, and program coordinator agree and confirm that the student intern has met degree requirements.

The process for early release from the professional internship is as follows:

1. The employing LEA submits a written request for early release to the Director of University-School Programs.
2. The student intern requests a copy of the early release form from University -School Programs.
3. The university supervisor, clinical teacher, and Director of University-School Programs confer and reach a decision.
4. The student intern secures signatures of the university supervisor, clinical teacher, program coordinator, Director of University-School Programs, and the Dean of School of Education.
5. The Director of University-School Programs sends written notice of the decision to the employing LEA. This notice specifies the dates and times of any remaining mandatory on-campus seminars that the intern must attend.

Internship Requirements for School Administration and Professional School Counseling Programs

Candidates in the School Administration and School Professional 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 the Director of University-School Programs.

In the School Administration and School Professional School Counseling programs, multiple assessment indicators are used to assure candidate competence prior to beginning the internship semester, including candidate GPA 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. Professional School Counseling candidates must complete all core courses, demonstrate professional skills in specialty courses, and pass a written 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 40 hours during the summer. Interns in an administrative position are required to intern 1000 hours during the two semesters. The interns' projects and responsibilities during their year-long internship are based on this plan. Candidates are required

to maintain a weekly reflection journal throughout the internship and to include artifacts based on the ISLLC Standards in a comprehensive internship portfolio.

For their 200-hour internship, candidates in the Professional School participate in in-depth study and supervised application of Professional School 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 counseling areas of program planning, program coordination, appraisal, Professional School Counseling, consulting, and professional development. The prospective counselor's performance during the internship is closely monitored, supported, and evaluated by the school site supervisor.

Licensure and Other Policies

NC State Licensure Requirement: The Praxis II Series

All persons qualifying for an initial teaching license in North Carolina in the areas of Elementary Education, Birth-Kindergarten, and Special Education must pass the designated Praxis II specialty area test(s), as required. Alternative licensure teachers must meet Praxis II requirements as defined by current NC State Board of Education policy. School Administration and Professional School Counseling candidates must pass the applicable Praxis II specialty area tests. The School of Education must receive an official copy of satisfactory scores before a recommendation for licensure can be forwarded to the NC Department of Public Instruction. Candidates should have their scores sent directly to the University by the Educational Testing Service (ETS). Candidate copies are not accepted. Applications and information about the tests are available on the ETS website (www.ets.org). Passing scores for each respective licensure area appear in Appendix E98.

Due Process Procedures for Undergraduate Students

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 has the right to appeal the denial. The Dean of the School of Education 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 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 Teacher Education Committee at its next regularly scheduled meeting. To appear before the Teacher Education Committee, 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 the Teacher Education Committee will be final.

Due Process Procedures for Graduate Students

Any student whose entrance to, continuation in, or exit from the Graduate Program is denied by the Dean of the School of Graduate Studies acting upon policies established by the Graduate Council of The University of North Carolina at Pembroke has the right to appeal the denial. The Graduate Council has designated The Graduate Appeals Committee (GAC) as the "due process" body for all graduate students. The Dean of the School of Graduate Studies will notify the student of the denial and the policy upon which it is based. Within ten (10) working days of receipt of the denial, the student wishing to appeal should meet with the Graduate Dean and submit a written appeal and a form entitled *Intent to File an Appeal to the School of Graduate Studies*. In the appeal, the appellant should state the basis for his/her case before the GAC. In every case the professor of record will be advised of the GAC hearing and invited to attend. The appellant shall be advised of the date, time, and location of the meeting of the GAC and provided the opportunity to attend the hearing of the case should she/he so desire. The GAC is not bound by precedent but is required to consider every appeal on the basis of the individual merit of that particular case. If an appeal is not received within ten working days of receipt of the denial, it will not be considered [source: *Graduate Student Handbook*].

Transfer Credit for Professional Education Courses

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

Residency Requirements for Teacher Education Programs

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

Time Limit Policy

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.

Licensure-Only

The North Carolina Department of Public Instruction issues licenses to teach in the public schools. Individuals who already possess a baccalaureate degree must satisfy individually determined requirements for licensure based on previous study and professional experiences.

Candidates must apply to UNCP and must have earned a degree from a regionally accredited college or university. 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.

Licensure-only candidates who have an overall Quality Point Average (QPA) of 2.5 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 from The University of North Carolina at Pembroke.

In-Focus Plan of Study for Licensure-Only Students

An In-Focus Plan of Study is for licensure-only students who do not have an overall QPA of 2.5 at the time the degree was awarded. Eligibility requirements for an In-Focus Plan of Study are as follows:

- hold at least a bachelor's degree from a regionally accredited college or university;
- meet the state established scores on Praxis I, SAT, or ACT;
- have an overall grade point average of 3.0 on a minimum of fifteen (15) semester hours of coursework taken at UNCP relative to licensure (educator preparation core, essential standards, and content pedagogy courses);
- complete a Request for a Plan of Study (POS) form;
- submit an official transcript.

To be admitted into the UNCP Teacher Education Program, In-Focus students must have:

- earned a "C" or better in EPC 2020- (Introduction to Education, Ethics, and Professionalism) and EPC 2040-(Introduction to Exceptional, Diverse, and At-Risk Students);
- earned a grade of at least a "C-" ("C" if the course was repeated) in all required educator preparation core, essential standards, and content pedagogy courses completed at the time of admission;
- at least a 2.5 cumulative Quality Point Average (QPA) on a 4.0 scale on all prior college/university course work;
- satisfactorily completed an admission to the Teacher Education Program interview and;
- completed a Candidate for Professional Licensure (CPL) form.

An alternative to the QPA requirement provides that In-Focus students must have earned a QPA of 3.0 on a minimum of fifteen (15) hours of course work taken at UNCP relative to licensure

(educator preparation core, essential standards, and content pedagogy courses).

Interview Requirement for Lateral Entry Teachers

Licensure-only students, who are employed full-time teachers in a K-12 public school at the time of application, may substitute the *Principal's Recommendation of Teacher for Admission to the UNCP Teacher Education Program* form (Appendix G) for the Teacher Education interview requirement. The completed form is submitted with the *Application for Admission to Teacher Education*.

Licensure-only students seeking additional "M" level licensure may enroll in some graduate programs for the purpose of earning licensure-only. Individually prescribed plans of study are prepared for such students.

Licensure of Methods Faculty

NC State Board of Education policy requires that all methods faculty be licensed. As defined by State Standards 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 State Department. A copy of each methods faculty's license is on file in the Licensure Office.

All methods faculty must renew their licenses every five years. To do this, faculty members must earn a minimum of 15 renewal credits during each five year cycle. Up to five renewal credits each five years can be earned by teaching (1 credit is awarded for each year during the five year cycle). Options for earning additional renewal credits are described below. As per NC DPI policy, all renewal activities should be approved in advance.

Licensure Renewal Options

1. Methods faculty may earn renewal credit by successfully completing additional college/university coursework related to their licensure area(s). Each semester hour of coursework is the equivalent of 1.5 renewal credits.

2. Methods faculty may earn renewal credit by participating in planned renewal activities. One renewal credit may be awarded for each 10 contact hours completed. Other activities will be planned by the School of Education or University-School Programs to accommodate expressed needs/interests of faculty. NOTE: A minimum of ten contact hours is required for renewal credit to be awarded.

3. Methods faculty may earn up to five renewal credits during each five year cycle for

presentations at regional, state, and national meetings of appropriate professional organizations. One renewal credit may be awarded for each different presentation made. A written outline of each presentation must be filed with the School of Education for renewal credit to be awarded.

4. Methods faculty may earn up to five renewal credits during each five year cycle for attending regional, state, and national conferences of appropriate professional organizations. Faculty seeking renewal credit through this option must submit written documentation of attendance and a summary of competencies developed/refined by participation in the conference. Up to one renewal credit may be awarded for each conference attended.

5. Methods faculty may earn up to five renewal credits during each five year cycle for publications (articles accepted for refereed journals, chapters in books, books) and scholarly activities. The actual number of credits awarded will be negotiated by the faculty member involved and the Dean of the School of Education.

6. Methods faculty may earn up to five renewal credits during each five year cycle for planned independent study. The actual number of credits awarded for independent study will be negotiated by the faculty member involved and the Dean of the School of Education. Such study must be approved in advance and include a statement of competencies to be attained/refined through such study. Before credit is awarded, written documentation that the study has been completed must be on file in the School of Education.

Records of all renewal activities are maintained in the School of Education Licensure Office. The Licensure Office submits renewal applications to the NCDPI as required.

APPENDICES

Appendix A

2011-2012 Teacher Education Committee Membership by Name and Position

Dr. Leah Holland Fiorentino	Dean, School of Education
Dr. Carol Higy	Associate Dean, School of Education
Dr. Mark Canada	Acting Dean, College of Arts and Sciences
Dr. Sara Simmons	Acting Dean, Graduate Studies
Mrs. Kelly Ficklin	Elementary Education
Dr. Judith Losh	Birth-Kindergarten Education
Dr. Marisa Scott	Special Education
Dr. Denny Scruton	Physical Education
Mrs. Mary Klinikowski	Math Education
Mrs. Mary Ash	Science Education
Dr. Rita Hegevik	Science Education
Dr. Jeffrey Lucas	Social Studies Education
Dr. Virginia Jones	English Education
Dr. Jose Rivera	Music Education
Dr. Tulla Lightfoot	Art Education
Dr. Virginia McClanahan	ESL
Mrs. Ana Cecilia Lara	Spanish Education
Dr. Alfred Bryant	School Counseling
Dr. Angela Holman	Mental Health Counseling
Dr. Heather Kim Dial Sellers	Reading Education
Dr. Donnie Weeks	MSA
Dr. Karen Stanley	Elementary Education
Dr. Patrick Hannigan	MAT (Middle Grades)
Dr. Raymond Lee	Math Education
Dr. Scott Billingsley	Social Studies Education
Dr. Roger Ladd	English Education
Dr. Valerie Austin	Music Education
Dr. Ann Horton-Lopez	Art Education
Ms. Billie Harrington	Director of Assessment
Dr. Bryan Winters	Director, University School Programs
Ms. Aku Opata	Certification and Licensure Officer
Mrs. Sandra Strickland	Director, Teacher Recruitment and Retention
(2) Student Representatives	
(1) Student Representatives	Graduate
(1) Student Representative	Undergraduate
(1) School Representative	

Appendix B

Advisor's Recommendation for Professional Semester

Advisor's Recommendation for Professional Semester

This is to certify that _____, who is majoring in the program area indicated below, is hereby recommended for the Professional Semester.

Program Area: (Check the one that applies.)

<ul style="list-style-type: none"> – Art – Biology – Birth-Kindergarten (BK) – Elementary (K-6) – English – Mathematics 	<ul style="list-style-type: none"> – Middle Grades <i>Concentration</i> _____ _____ – Music – Physical Education – School Professional School Counseling 	<ul style="list-style-type: none"> – Science <i>Concentration</i> _____ – Social Studies – Special Education – General Curriculum
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Courses to be completed After the Profession Semester (Student Internship):

Advisor's Signature Date

Program Coordinator's Signature Date

Department Chair's Signature Date

NOTE: Middle Grades Education majors must also secure the signature of the appropriate concentration coordinator.

Concentration Area: _____

Coordinator's Signature Date

Concentration Area: _____

Coordinator's Signature Date

Appendix C

Registrar's Statement & Application for Degree

Registrar's Statement and Application for Degree
The University of North Carolina at Pembroke
 University-School Programs

I, _____, hereby authorize the Office of the Registrar to forward a copy of my transcript to the Director of University-School Programs as part of my application for the Professional Semester.

Signature and Date _____

Name _____ ID Number _____

Major _____ Concentration _____ Concentration _____

Do you have a Plan of Study? Yes No Degree Awarded _____ Year Awarded _____
 Institution _____

Important: Students receiving a degree should complete rest of form, obtain signatures, pay graduation fee and return to the Office of the Registrar. Students who are Licensure Only (Plan of Study) need to contact the Office of the Registrar prior to completion of this form to determine eligibility for a second degree.

APPLICATION FOR AN UNDERGRADUATE DEGREE

Degree _____ Date to Be Completed _____

Date to Be Conferred _____ Catalog _____

Please print name as it should appear on the degree.

Name _____

Address _____ Phone _____

City _____ State _____ Zip _____

Obtain all signatures and return form to the Office of the Registrar.

Major Advisor _____ Date _____

Director of Library Services _____ Date _____

Director of Career Services _____ Date _____

Director of University Programs _____ Date _____

Cashier's Office _____ Date _____

Appendix D

**Principal's Recommendation of Lateral-Entry Teacher for Admission
to the UNCP Teacher Education Program**

Dear Principal,

All persons seeking admission to the UNCP Teacher Education Program must meet eligibility requirements. One of those requirements is an admission interview. Later-entry teachers, however, have the option to substitute a recommendation from their principal as attached below.

Please complete this form based on your conversations and knowledge of the individual identified. Upon completion, return it to the individual for submission with the request for an individualized education plan leading to licensure. If you have any further questions about this process, please call the UNCP Licensure Officer at 910.521.6879. Thank you for your cooperation.

Teacher: Please complete before submitting this form to your principal.	
Name of Teacher	Name of School
Teaching assignment	LEA/School System
Name of Principal	School Phone #

Directions: Indicate the degree to which you agree that the teacher applicant possesses each of the professional dispositions listed below by circling the corresponding rating. Additional comments are welcome.

5=strongly agree 4=agree 3=making progress 2=uncertain 1=disagree

Dispositions Related to Learning and Knowledge					
1. The teacher enjoys learning.	5	4	3	2	1
2. The teacher shares his or her passion for knowledge and learning with students.	5	4	3	2	1
3. The teacher is open-minded, flexible, and willing to change.	5	4	3	2	1
Dispositions Related to Learners					
4. The teacher cares about the children and youth he or she teaches.	5	4	3	2	1
5. The teacher is committed to helping all students learn.	5	4	3	2	1
6. The teacher accepts and respects all children and youth.	5	4	3	2	1
Dispositions Related to the Roles and Responsibilities of a Professional Educator					
7. The teacher respects the fact that he or she is a highly influential role model for children and youth.	5	4	3	2	1
8. The teacher conscientiously models oral and written communication standards.	5	4	3	2	1
9. The teacher is responsible, reliable, and respectful.	5	4	3	2	1

Comments

Principal's signature _____ Date _____