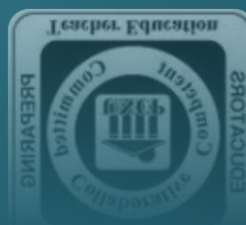


UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

Elementary Education Undergraduate Handbook





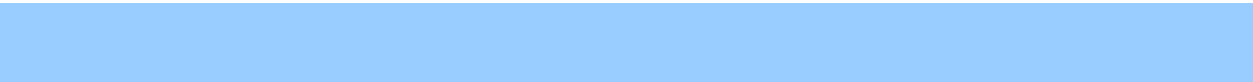
2011-2012

SCHOOL OF EDUCATION

Table of Contents

| | |
|--|-------------|
| ✚ Letter from Faculty..... | page 4 |
| ✚ Elementary Education Faculty..... | page 5 |
| ✚ Mission Statement..... | page 6 |
| ✚ Goals..... | page 6 |
| ✚ Accreditation..... | page 7 |
| ✚ Outline of required courses..... | page 7 |
| ✚ Academic concentrations..... | page 7 |
| ✚ Transfer students..... | page 8 |
| a. Faculty and staff to assist transfer students | |
| b. Orientation meeting | |
| c. Coursework from other campuses | |
| ✚ Declaring my major..... | page 9 |
| ✚ Assignment of Advisors..... | page 9 |
| ✚ Scheduling an appointment with your advisor..... | pages 9-10 |
| a. PIN for registering | |
| b. Registration procedure | |
| ✚ Major’s meetings..... | page 10 |
| ✚ Change of major..... | page 10-11 |
| ✚ Points to remember..... | page 11 |
| a. Subscribe to the SOE Blog | |
| b. Submit required paperwork | |
| c. Staying in touch with your advisor | |
| d. Consult Elementary Education Handbook | |
| e. When to seek advisement | |
| ✚ Field Experiences..... | pages 11-14 |
| a. Participation | |
| b. Registering for field experience | |
| c. Procedure for being placed for field experience | |
| ✚ Applying for Teacher Education Admission..... | pages 14-15 |
| a. When to apply | |
| b. Application | |
| c. Verification and endorsements | |
| ✚ Praxis..... | pages 16 |
| a. Registration | |
| b. Information for registration | |
| c. Scores | |
| d. Resources | |
| ✚ Teacher Education Interview..... | page 17 |
| ✚ After being admitted into Teacher Education..... | page 17 |
| ✚ Academic Honor Code..... | page 18 |
| ✚ Principles & Information on Honor Code..... | pages 18 |
| ✚ Preparing for Internship..... | page 19 |
| ✚ Eligibility and Preparation for internship..... | pages 19 |
| ✚ Applying for internship..... | page 19-20 |

 **Assignment to internship placements..... page 20**
 **Graduation..... page 20**



Letter from Faculty



Dear Elementary Education Student,

Welcome to Elementary Education, a program of study designed for students planning a career as a teacher of children in grades K-6. Your decision to become a teacher is an important commitment. You will have opportunities in the years to come to influence children in their formative years and provide a positive role model for them. The students in your future classroom will reflect your love of learning so it is essential that you engage fully in your course of study during your time on this campus.

As your faculty, we respect the personal and professional commitment that you have made and we will honor that commitment with one of our own. We will strive to provide the highest quality program possible and fully support you along the way. We believe that it takes both classroom preparation and practical experiences with K-6 children to fully prepare you to enter a classroom of your own. Through meaningful learning experiences in classrooms on our campus and in area public schools, you will engage in learning that will constantly provide new insights into the world of K-6 children. With each experience you will increasingly become empowered to make good decisions in the classroom. These field experiences related to each course in your program and an extensive internship at the conclusion of the program will provide the hands-on application of the concepts that you learn on campus. So we ask that you take advantage of every opportunity to learn and become a fully equipped educator.

As your faculty, we are here to serve you. We request that you read this handbook carefully and consult it when you have questions related to the program. If you do not find an answer to your question, then email your advisor or stop by for a visit during his or her office hours.

We wish you well in your preparation for a rewarding career in education.

Best wishes to you!

The Elementary Education Undergraduate Faculty

Elementary Education Faculty

- ❖ Dr. Irene P. Aiken
Lumbee Hall 256
(910) 521-6450
Irene.aiken@uncp.edu
- ❖ Ms. Sandra Arteaga
Education Center, Room 330
(910) 775-4415
Sandra.arteaga@uncp.edu
- ❖ Ms. Rebecca Berdeau
Education Center, Room 208
(910) 521-6779
Rebecca.berdeau@uncp.edu
- ❖ Dr. Swanee J. Dickson
Education Center, Room 206
(910) 521-6628
Swanee.dickson@uncp.edu
- ❖ Ms. Kelly Ficklin, Program Coordinator
Education Center, Room 318
(910) 775-4037
Kelly.ficklin@uncp.edu
- ❖ Dr. Emily Long
Education Center, Room 344
(910) 521-6451
Emily.long@uncp.edu
- ❖ Dr. Lisa N. Mitchell
Education Center, Room 131
(910) 775-4412
Lisa.mitchell@uncp.edu
- ❖ Dr. Joe Sciulli
Education Center, Room 101F
(910) 521-6362
Joe.sciulli@uncp.edu
- ❖ Dr. Karen L. Stanley, Department Chair
Education Center, Room 215B
(910) 521-6528
Karen.stanley@uncp.edu
- ❖ Audria Cummings, Administrative Assistant
Education Center, Room 111
(910) 521-6221
Audria.cummings@uncp.edu

✚ The Elementary Education Program embraces in theory and practice the mission of the Teacher Education Program of UNC-Pembroke:

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

✚ What are the goals of the program?

The elementary education program strives to guide the professional development of teacher candidates who are morally and ethically committed to the learning, development, and well-being of all elementary children. Elementary teacher candidates should also possess the knowledge, skills, and dispositions to guide the cognitive, social, emotional, and physical development of all learners in ways that inspire, engage, and affirm each student.

The specific objectives for elementary education candidates are delineated in the *UNCP Teacher Education Program Teacher Candidate Handbook*. During the program, each teacher candidate will:

- ✚ develop a broad, informed worldview sensitive to the values and perspectives of diverse peoples;
- ✚ acquire the key concepts and tools of inquiry in the science disciplines, the literary disciplines, the social studies disciplines, the physical education and health disciplines, and the arts disciplines;
- ✚ acquire knowledge of the theories and principles of human growth and development;
- ✚ understand the major determinants of curriculum in the elementary schools, including the North Carolina Standard Course of Study;
- ✚ know how to plan instruction and employ a variety of instructional strategies including technology to meet the needs of all learners;
- ✚ understand the role of assessment in of teaching and learning
- ✚ develop the ability to reflect critically, integrating knowledge and experience into a coherent conceptual framework.

✚ What do I need to know about the program’s accreditation and format”?

The elementary education program is designed to meet specific standards as designated by the North Carolina Department of Public Instruction (NCDPI) and the National Council for Accreditation of Teacher Education (NCATE). The structure and organization of the courses is specific to the elementary program at UNC-Pembroke. Our program is offered in a hybrid format; each course requires participation in classroom and online delivery using BlackBoard. Students are encouraged to follow the curriculum checksheet below and to take courses in the order listed. Many courses have prerequisites. It is critical that students follow this guideline in order to graduate in a timely manner.

✚ Where do I find an outline of required courses?

[Curriculum Checksheets\elementary checksheet.pdf](#)

✚ What are my options for an academic concentration?

The North Carolina Department of Public Instruction requires each elementary education major to choose an academic concentration (18-24 hours). The list of possible concentrations and degree audit forms for each concentration are listed below. Each semester students will meet with their advisor and a plan of study for the following semester will be decided collaboratively. At the close of the session, both advisor and advisee will sign the degree audit form.

- ✚ [ELE Degree Audit.pdf](#)
- ✚ [ELE Degree Audit American Indian Studies Concentration.pdf](#)
- ✚ [ELE Degree Audit American Studies Concentration.pdf](#)
- ✚ [ELE Degree Audit Art Concentration.pdf](#)
- ✚ [ELE Degree Audit Biology Concentration.pdf](#)
- ✚ [ELE Degree Audit English Concentration.pdf](#)
- ✚ [ELE Degree Audit Exercise and Sport Science Concentration.pdf](#)
- ✚ [ELE Degree Audit Geography Concentration.pdf](#)
- ✚ [ELE Degree Audit Geology Concentration.pdf](#)
- ✚ [ELE Degree Audit History Concentration.pdf](#)
- ✚ [ELE Degree Audit Math Concentration.pdf](#)
- ✚ [ELE Degree Audit Music Concentration.pdf](#)
- ✚ [ELE Degree Audit Philosophy Religion Concentration.pdf](#)
- ✚ [ELE Degree Audit Physics Concentration.pdf](#)
- ✚ [ELE Degree Audit Political Science Concentration.pdf](#)
- ✚ [ELE Degree Audit Psychology Concentration.pdf](#)
- ✚ [ELE Degree Audit Reading Concentration.pdf](#)
- ✚ [ELE Degree Audit Sociology Concentration.pdf](#)
- ✚ [ELE Degree Audit Spanish Concentration.pdf](#)
- ✚ [ELE Degree Audit Special Education Concentration.pdf](#)

Are there faculty and staff that work with transfer students?

Teacher Recruitment personnel work closely with transfer students for the purpose of making a smooth transition into UNCP and the School of Education. Unofficial evaluations of transcripts are completed using community college and UNCP articulation agreements, as one of the services provided to transfer students. Many questions arise from transfer students coming from community college settings, as well as institutions of higher learning and the transfer staff are ready and willing to answer those questions and help ease the stress of this transition.

Is there a special meeting for transfer students?

The university invites transfer students to an orientation meeting when they receive an acceptance letter. These meetings are structured for the student to learn about the university and to set up Braveweb and Bravemail accounts. Opportunity is also provided for students meet with the program coordinator for the elementary education program and advisors, and register for the upcoming semester. Transfer students are encouraged to attend these meetings to receive valuable information and start their journey at UNCP as an elementary education major. An advisor will be assigned to transfer students at the conclusion of orientation meetings.

How is my coursework from other campuses evaluated?

An analysis of college transcripts will determine what course requirements have already been met. The transcript analysis will first be conducted by the Office of Admissions to determine General Education course equivalents. Students will receive credit for these courses when they are initially accepted into the university. If there are questions about these courses, an appointment should be made with the registrar or her staff to discuss the courses.

The program coordinator for the elementary education program will then review transcripts to determine if any major course requirements in elementary education have been met. Education students wishing to transfer any education courses should provide syllabi for those courses in order for an appropriate decision to be made regarding course equivalency. The chair of the department will request that courses be accepted by the registrar when approved by the program coordinator.

How do I declare my major?

The Office of the Registrar must know every student's major. The Office of the Registrar receives the information about each student's chosen major from a form called the *Declaration of Major Form*. If a student entered the University as a freshman, he/she was probably asked to complete a *Declaration of Major Form* during freshman orientation. If you the student was undecided about his/her major at that time, the Office of the Registrar does not know what you the student finally decided to choose as a major. Students should go to the Registrar's Office as soon as possible and complete the form. If a student is a transfer student, the form is completed when the student applied for admission to the University or attended the advisement session for transfer students in the School of Education. If not, this form should be completed as soon as possible; forms are available in the School of Education office, room 111.

How are traditional students assigned an advisor?

Each student at The University of North Carolina at Pembroke is assigned a faculty advisor to guide his/her progress through a prescribed program of study. If the student is an elementary education major, the chairperson of that department assigns an elementary faculty member as his/her advisor. Students seeking elementary licensure are typically assigned to advisors who work with elementary education majors. Regular meetings with the assigned advisor is important, as he/she is aware of such matters as changes in program requirements and when specific courses may be offered. University registration procedures require that the student have the approval of advisor for each course in which the student registers. Although your advisor guides your progress toward program completion, the final responsibility for meeting all academic program requirements rests with the student.

How do I schedule an appointment with my advisor, receive my PIN and register each semester?

Throughout the semester, as a need, students should email their advisor for an appointment. Be aware that advisors are not in their offices each day; so please allow 48 hours for an answer. During peak advisement and registration times in October and March, elementary faculty will have posters on their office doors and students are encouraged to sign up there for an advisement appointment. During the appointment, students will gain essential information regarding course changes and possible course rotations. The goal of every student is to register at the earliest opportunity each semester. Courses fill quickly so students will want to register as soon as possible after meeting with his/her advisor.

When seeking courses on Braveweb to register, please use the link at the bottom of the Braveweb page that is labeled: '*Course Section Search.*' You will find this link on the first page as you open Braveweb, before you log in with your user name and password.

Elementary Education majors will find most of their courses under the following labels on the pull down menu: Elementary Education (ELE); Educator Preparation Courses (EPC); Reading (RDG)...for reading concentrations; Special Education (SED) (for special education concentrations); or Education (EDN).

Make a list of the courses that you wish to take from this menu by listing the CRN (course reference number) for each course. Then go back to log into Braveweb and choose course registration and the add/drop menu. At this point, you will simply place the CRNs in the spaces to add your chosen courses.

Please remember that prior to registering you will need to complete the Field Experience registration form (see page 11).

The academic calendar on the Registrar's webpage will provide information about the dates students may register each semester. *The student's advisor is the person that will provide a PIN in order for students to register each semester. Administrative assistants and staff in the School of Education will not have access to this PIN and will not be able to assist students with this information.* Consistency is a good thing; making an appointment with an assigned advisor will ensure that the person advising each individual student knows that student well and his/her program of study.

Please allow at least **48 hours** for your advisor to respond via email. Faculty members have responsibilities off campus, such as supervising student interns, and may not be available in their offices at all times during the work week. Please schedule appointments for fall and summer advising during the regular school term, as our faculty are 9-month employees.

Major's Meetings

On the Academic Calendar, which may be found on the Registrar's webpage, there is a designated date each fall and spring semester for Major's Meetings across campus. These meetings are scheduled in mid-October and mid-March (check the webpage for specific dates each year). The purpose of the Major's Meeting is to meet with other majors and faculty from your program to discuss new issues related to the program (such as when and how courses will be offered), have small group meetings with your advisor, and to ask questions about the program. In addition, advisors will provide information to students including their availability for advisement appointments during the advisement weeks ahead. It is imperative that students take advantage of these meetings in order to stay informed and have open dialogue with faculty in the program. In the School of Education, two meetings are held on the appointed day: one in the morning and one in late afternoon, to accommodate schedules of students.

How do I change my major?

What happens if you decide to change your major? For example, a freshman declares secondary mathematics education as a major. However, after completing the field experience requirement in the Education Preparation courses, the student decides she/he wants to switch to middle grades. That student will need a new advisor in the middle grades program. To change your major and your advisor, you must complete a new *Declaration of Major Form*, ask the chair of the department to which you are going to sign it, and submit it to the Office of the Registrar. The Registrar makes the change in your record and forwards the form to the new department chair who assigns you a new advisor. The former advisor receives a copy of the form, forwards any pertinent advisee information to the new advisor and the change of major is complete.

What do I need to remember to stay informed and graduate on time?

- Subscribe to the SOE Blog...to stay informed of SOE events and news (<http://uncpsoe.wordpress.com/>)
- Complete and submit required program paperwork in a timely manner
- Stay in touch with advisor, particularly during the scheduled advisement period each semester
- Be patient when emailing faculty; expect to wait at least 48 hours for an answer. If an answer is not received after that time, email again and copy department administrative assistant, ([Audria.Cummings—audria.cummings@uncp.edu](mailto:Audria.Cummings@uncp.edu))
- Contact advisor when there are academic issues that you need to discuss
- Consult the *Elementary Education Handbook* and elementary education web resources for program information prior to contacting your advisor for information
- Attend one major's meeting each semester
- Seek advisement and PIN in fall (October) for spring semester, and spring (March) for summer and following fall. Faculty will not give a *PIN* without advising the student first, via an in person meeting or online. Be aware that our elementary faculty are 9 month employees and are not consistently available during the summers

Field Experiences

• Why do I need to participate in field experiences before my internship?

One of the great strengths of our elementary education program is that our students have many opportunities to observe, participate and teach in elementary classrooms, grades K-6. This experiential approach to learning is needed for each student to experience the “real world” in terms of public school teaching. Therefore, each course will have a field experience component.

• How do I register for field experience each semester?

Courses that require field experience will appear on the Braveweb listing of courses with a designation that states: *Click Here to Remove Hold*. To register for Field Experience, first make a list of all courses that you wish to take for the semester with course number and CRN (5 digit number prior to course number). Go to the first course you wish to take listed on Braveweb, and click on the HOLD link. A Survey Monkey form will appear. Fill in the form as follows:

1. Complete student information section Question 1 (last name, first name, banner student number/social security number, phone number and e-mail).
2. If you are a public school employee Question 2 click YES and indicate the school in Question 3. If you are not a public school employee, indicate NO and leave Question 3 blank.
3. Complete previous field experience for Question 4 - include the following information about previous field experience placement(s): name of the school(s) in which you were placed; LEA (county) in which the school(s) is located; and grade level of the class(es) you observed, tutored, assisted, taught or interviewed.
4. Students will complete ALL of their field experience for every course in which they wish to enroll at ONE school each semester. In Question 5, students will choose the school of their choice from the approved list in the drop-down box in Question 6. If a student wishes to complete field experience in a school outside of the UNCP service region, please select 'Other' from the drop-down menu.
5. Once students complete the form (Questions 7, 8, 9), please submit (click DONE).
6. Registration holds will only be removed during business hours Monday - Friday (8am - 4pm). **During peak registration times, it may take 24-48 hours to release hold from your courses so you may register.**
7. Once hold(s) have been lifted, **you will need to register for courses you indicated in Question 5.**

**If you wish to register for an additional course at any time after initial registration, you will need to contact University School Programs office in order to add the new course to your Field Experience Form. The system will not allow you to complete this online.*

**Note: The Summer School Registration differs from the Fall/Spring. If you are taking*

a course that requires Field Experience during the summer, contact your course instructor for instructions

✚ What is the procedure for being placed for field experience? How do I know when to go to the site?

University School Programs will use the information from the submitted form to place each student in ONE school for each semester. That school is to be used for all field experience for every course during the semester. When the LEA has confirmed the student's placement, they will notify University School Programs. In turn, students may check University School Programs website and the SOE blog to see when each LEA has confirmed placements in their region. In addition students may check with his/her professor about confirmation.

When students have received confirmation of early field experience placement from the Office of University-School Programs or Course Professor, the student should:

1. Contact the school(s) to which he/she has been assigned to schedule a first visit.
2. **Do not** simply show up at the school thinking that observation may occur that day without an appointment.

Do not wait late in the semester students may be unable to complete their assignment. If this occurs, there is nothing that your professor or University School Programs can do to assist students in this situation.

During testing times (especially spring semester) many schools will not allow our students to be in the classrooms during the last month of school.

3. Be sure to wear identification and identify yourself as a UNCP student assigned for field experience. Remember that students are guests, representatives of UNCP, and potential employees in the school(s). Students should conduct themselves as a professional from their first contact and throughout all of their field experience.

Principals and teachers will expect you to:

- Keep scheduled appointments. Illness and/or emergencies are the only legitimate excuses for not keeping an appointment. If illness or an emergency prevents your attendance, notify the school immediately.
- Be on time and stay for the full time for which you are scheduled.

- Dress appropriately (no jeans, no t-shirts, no short skirts, etc.) and follow the rules of basic courtesy toward everyone with whom you have contacted.
- Take confirmation forms and UNCP ID to verify your assignment and identity.
- Check in at the office regardless of how familiar you are with the school.
- Know your field experience assignment and have any necessary materials and/or plans ready for use.
- Avoid unfavorable criticism of the University program, the school, and the community.
- Exemplify the attitudes and actions of a teacher and not a student.
- Safeguard all personal and confidential information concerning students.
- Be cooperative and remember that the school's first priority must be the students. Do not take cell phones or food into the classroom.

The requirements for each field experience assignment is determined by the professor. See your course professor with problems specific to the assignments. Contact the Office of University-School Programs or course professor if there are problems regarding changes in courses or school systems, not concerning times for observations. Field experiences are an integral part of your preparation for effective teaching.

Consider the time you spend in each school as a valuable opportunity to further explore teaching as a career and to develop the competencies needed to become an effective professional for effective schools. You are expected **to** complete your field experience in a timely manner. If you do not complete the required field experience hours and/or assignments, you face the potential of earning a failing grade for the assignment and perhaps the related course, depending on the requirements in your syllabus. In most cases of failed or dropped field experiences, you would have to retake the co-requisite course(s) as well as the field experience. Students completing the field experience requirements at any site will follow the standards established in the **UNCP Academic Honor Code**.

How do I apply for Teacher Education Admission?

The Teacher Education Committee selectively admits and periodically evaluates students in the Teacher Education Program on the basis of scholastic aptitude and suitability for teaching. Admission into the university as a student does not automatically satisfy eligibility requirements for admission to the Teacher Education Program. Eligibility for admission into the Teacher Education Program will be determined by regulations current at the time initial application is made for admission into the program. Typically elementary majors apply for admission to the Teacher Education program no later than the close of the second semester in the sophomore year.

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

- Have no more than nine (9) hours of the General Education requirements remaining.

- Have earned a “C” (2.0) or better in EPC 2020, Introduction to Education Ethics and Professionalism, and EPC 2040, Introduction to Exceptional, Diverse and At-Risk students. Have earned a grade of at least a “C-” (C if the course was repeated) in all required specialty area, professional studies, and content pedagogy courses completed at the time of admission, with the exception EPC 2020 and EPC 2040, which require a grade of “C.”
- Have at least 2.5 cumulative Quality Point Average (QPA) on a 4.0 scale on all prior college/university course work.
- 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 (see next section for details).
- Satisfactorily complete an admission interview after completing all the above requirements.
- Complete a Candidate for Professional Licensure (CPL) form. CPL forms are available in the School of Education Licensure Office and on the School of Education website.

When do I apply for Teacher Education Admission and how do I find the application?

- Students should apply for admission to the undergraduate Teacher Education Program as soon as they are eligible, normally **during the second semester of the sophomore year.**
- Application materials are **available at the links below**, in the Licensure Office or from your advisor (recommended). After the signed application has been returned to the School of Education, the School of Education 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. When the student is confident that he/she has met all requirements for TEC admission with the exception of the interview, an appointment should be scheduled with his/her advisor for an interview. Interviews will not be scheduled unless all passing test scores are received in the licensure office, and verification of other TEC admission criteria is confirmed.

http://www.uncp.edu/soe/teach/student_forms/index.htm

<http://www.uncp.edu/soe/usp/licensure.htm>

- 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 certain courses until they have been formally admitted to the Teacher Education Program. If students enroll in courses requiring TEC admission and are not eligible to take those courses due to TEC admission, they will be administratively dropped from those courses prior to the beginning of each semester.

✚ Where do I register for Praxis I?

✚ Registration for tests

✚ **Computer-Delivered Tests:** To register for a computer-delivered Praxis I test using a credit or debit card, visit www.ets.org/praxis or call Prometric Services at 1-800-853-6773.

✚ **Paper-Delivered Tests:** Register online, visit www.ets.org/praxis, for paper-delivered; Praxis I and II using a credit or debit card.

✚ Information for registration:

✚ Name of institution attended—

✚ UNCP code **A5534**

✚ Names of agencies or institutions to who you want score reports sent:
 UNCP code **R5534 NC Division of Teacher Ed. Services R7846.**

✚ What scores are required to pass Praxis I?

✚ In NC, passing scores for the paper and pencil tests and the computer-based tests are the same and are:

✚ reading—176 writing—173 math—173 or **a combined score of 522**

✚ You may retake any of the tests you do not pass without re-taking the others.

✚ Read the website carefully (www.ets.org/praxis).

✚ HELP! I need some resources to get through Praxis I!

✚ ETS offers a wide array of free and fee-based Praxis test preparation materials. Visit www.ets.org/praxis/testprep

✚ Study PPST (PRAXIS I) *Tests at a Glance* on the website.

✚ Use PLATO, a web-based tutorial, paid for by UNCP Teacher Education.

✚ Use the practice booklets for each test area available in the Curriculum Lab (Education Center).

✚ Go online to: www.learningexpresslibrary.com Register, go to Teaching, PPST and other appropriate areas.

- ✚ Attend appropriate workshops at UNCP.
 - For more information contact Dr. Val Ford by telephone at 910.521.6893 or by e-mail at Valjeaner.ford@uncp.edu.
- ✚ Join the [School of Education Blog](#) for important Praxis information.

✚ What is the teacher education interview and how do I prepare?

The teacher education interview is an opportunity for a student to meet with elementary education faculty to discuss their choice of teaching as a profession. After the time is scheduled with the student's advisor, the Teacher Education disposition form and additional forms for the interview should be printed (links below).

Discussion at the interview centers on the personal characteristics and skills required for 21st century teachers. The disposition sheet will provide an opportunity for students to think about the qualities that are essential for elementary classroom teachers. It is important that students reflect on their personal beliefs and qualities that they bring to the classroom prior to the interview.

Typically interviews last approximately 30 minutes, but may vary depending on the student. Dress should be professional (attractive school clothing, Sunday best is not required!) Be sure to bring all forms to the interview and arrive on time (or a bit early). After the interview, students should submit the completed forms to the Teacher Licensure Office as part of the Teacher Education Admission package.

http://uncp.edu/soe/teach/student_forms/index.htm

✚ After I am admitted to Teacher Education, how do I remain in good standing?

In order to maintain their admission status to the Teacher Education Program, all education majors must meet the established criteria for the program. For example, if at any time, a student makes a grade below C- in a required specialty area, professional studies or content pedagogy course, and/or their QPA drops below 2.5, the student will be dropped from the teacher education program. If this occurs, the student will be required to repeat the course in which the grade below C- was earned and earn a grade of C in order to be reinstated in the program.

NO OTHER COURSES in the teacher education program may be taken until that one course is repeated and the grade of C is earned to replace the lower grade. The student

replacing a grade is responsible for completing paperwork in the registrar's office to replace the grade.

If a grade of 2.5 is not maintained, those courses affecting the QPA must be repeated and the QPA returned to a 2.5 or above in order for the student to be re-admitted into the program. The student will be notified by mail if he/she is to be dropped from the Teacher Education program. Likewise, when requirements are met for the student to be re-instated in the program, the student will be notified by mail.

Why is the Academic Honor Code important to me?

By accepting admission to The University of North Carolina at Pembroke, each student also accepts the standards of conduct, both in the classroom and outside it, of the UNCP community. One of the most important of these standards is academic honesty. You are expected to know what the Academic Honor Code says and to apply the provisions of that Code to your conduct at the University.

What are some of the principles in the Academic Honor Code?

- Academic honor and integrity are essential to the existence of a university community. If high standards of honesty are not maintained by everyone, the entire community and society itself suffer. Maintaining standards of academic honesty and integrity is ultimately the formal responsibility of the instructional faculty. Therefore, when any academic dishonesty is suspected, a faculty member has the responsibility to, and must, follow the policies and procedures of the Academic Honor Code.
- Students are important members of the academic community. As responsible citizens of the UNCP community, students are obligated to uphold basic standards of honesty and to actively encourage others to respect and maintain those standards. Allowing academic dishonesty is just as dishonest as committing a dishonest act oneself.

Where do I find information about the Student Honor Code?

Students have the responsibility to know and observe the UNCP Academic Honor Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication or falsification of information, and complicity in academic dishonesty. Any special requirements or permission regarding academic honesty in this course will be provided to students in writing at the beginning of the course, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate this code can be dismissed from the University. The normal penalty for a first offense is an F in the

course. Standards of academic honor will be enforced in this course. Students are expected to report cases of academic dishonesty to the instructor.

In general, faculty members should, and will, take preventative measures to avoid cases of academic dishonesty (for example, examinations should be carefully proctored). However, a faculty member's failure to take such measures is no excuse for academic dishonesty. Academic honesty and integrity, in the final analysis, are matters of personal honesty and individual integrity on the part of every student.

I am ready for internship! How do I prepare?

The professional year is a two-semester sequence, which occurs during the senior year. The first semester includes advanced methods courses, and related field experience requirements. Whenever possible, students are placed for pre-internship (senior year, first semester) field experiences with the Clinical Teacher who will supervise their internship during the professional semester.

During the pre-internship semester, teacher candidates should attempt to schedule a significant amount of time in the school to which they are assigned. Enrollment in the professional semester is the culminating experience of the UNCP undergraduate Teacher Education Program.:

How do I attain eligibility for internship?

- Be formally admitted to the Teacher Education Program one full semester (excluding summer sessions) prior to the professional semester. (NC Program Standards)
- Have no more than six (6) hours remaining of degree requirements at the beginning of the professional semester, excluding those required in the professional semester.
- The remaining hours shall not include professional studies or content pedagogy courses. If the remaining hours include specialty area courses, they require approval by the Program Coordinator and the Dean of the School of Education in the semester prior to internship (an appeal form must be submitted by mid-semester prior to internship semester).
- Upon approval by the Program Coordinator and the Dean of the School of Education, the remaining hours taken during the professional semester must be scheduled at the conclusion of the school day, online or during weekends.
- Have an overall quality point average of 2.5 (on a 4.0 scale) or better as well as a 2.5 or better in the candidate's major field of study.

When do I apply for internship and what is the process?

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

- *Program Standards Progression Midpoint Assessment* form for Reflections as Evidence in Teaching (RETS) and conceptual framework development, signed by the candidate's advisor.
- *Advisor's Recommendation for Professional Semester* form signed by the candidate's advisor, program coordinator, and respective department chairperson.
- *North Carolina Public School Health Examination Certificate* and the *UNCP Health Services Verification* form
- *Registrar's Statement and Application for Degree* form
- A resume
- Family Educational Rights and Privacy Act (FERPA) release
- Authorization for release of information
- Copy of health insurance card

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

How do assignments to internship placements occur?

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. Students may be asked to choose a county (LEA) in which he/she would be placed for internship. 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. Prior to UNCP's 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.

Students will receive written notification from the Director of University-School Programs that their enrollment application is 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.

When and how do I apply for graduation?

Students will need to apply for graduation. Applications are available in the Registrar's Office or online (www.uncp.edu/registrar). The application must be submitted at least two semesters before graduation (**April 1st is the deadline for winter commencement; November 1st is the deadline for spring/summer commencement**). Application for graduation is a University policy, separate from any Teacher Education Program policies and procedures. Students will be asked to complete this step when they apply for permission to enroll in the professional semester.