

SCHOOL OF EDUCATION

Dean: Zoe W. Locklear
 Associate Dean: Warren Baker

The School of Education administers the Teacher Education Program at The University of North Carolina at Pembroke. The University offers the Bachelor of Arts, Bachelor of Music, and Bachelor of Science degree with the following majors (program areas): Art Education (K-12), Biology Education (9-12), Birth-Kindergarten Education (B-K), Elementary Education (K-6), English Education (9-12), Mathematics Education (9-12), Middle Grades Education (6-9), Music Education (K-12), Physical Education (K-12), Science Education (9-12), Social Studies Education (9-12), Special Education–Learning Disabilities (K-12), and Special Education–Mental Retardation (K-12).

Some majors (program areas) are housed in the School of Education, and some majors (program areas) are housed in the College of Arts and Sciences. Refer to the chart in the following section for the location and coordinator of a specific major (program area) in the Teacher Education Program.

The University of North Carolina at Pembroke also offers the Master of Arts in Education degree in the following areas: Art Education (K-12), Elementary Education (K-6), Mathematics Education (9-12), Middle Grades Education (6-9), Physical Education (K-12), Reading Education (K-12), Science Education (9-12), and Social Studies Education (9-12). A Master of Arts degree in English Education (9-12) is also offered. For more information about graduate programs in education, see the School of Graduate Studies section of this catalog.

The School of Education is composed of three departments: 1) the Department of Health, Physical Education, and Recreation; 2) the Department of Aerospace Studies; and 3) the Department of Military Science. The Department of Health, Physical Education, and Recreation offers the Bachelor of Science degree with majors in Community Health Education and Physical Education. The Department of Aerospace Studies prepares cadets for active duty as Air Force Officers through the General Military Course (GMC) and the Professional Officers Course (POC). The Department of Military Science offers the Army ROTC Basic and Advanced Courses which lead to second lieutenant commissions in the U.S. Army.

TEACHER EDUCATION PROGRAM 209

Director: Zoe W. Locklear

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, & RECREATION 246

Chair: Tommy Thompson

DEPARTMENT OF AEROSPACE STUDIES 257

Director: Captain Phillip Petersen (Air Force)

DEPARTMENT OF MILITARY SCIENCE 260

Director: Master Sergeant Johnny Torre (Army)



TEACHER EDUCATION PROGRAM

School of Education Faculty

Irene Aiken	Warren Baker ⁴	Paul Berghoff
Betty Brown ⁷	Alfred Bryant	Rhoda Collins
Swanee Dickson ²	Janet Fortune	Jane Huffman
Charles Jenkins	Robert Kreger	Otis McNeil ⁵
Willie McNeill, Jr.	Lawrence Schultz ⁶	Sharon Sharp ³
Sara Simmons	Karen Stanley ¹	Judith Wish

¹Birth-to-Kindergarten Education Coordinator

⁶Special Education Coordinator

²Elementary Education Coordinator (Undergraduate)

⁷Reading Education Coordinator (Graduate)

³Elementary Education Coordinator (Graduate)

⁸Professional Studies Coordinator

⁴Middle Grades Education Coordinator (All levels)

⁵School Administration Coordinator* (Graduate)

*Program pending approval of the UNC Board of Governors and the NC State Board of Education

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 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.

Accreditation and Licensure

All Bachelor's degree teacher preparation areas are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina State Board of Education. The North Carolina Department of Public Instruction issues licenses to teach in the public schools of North Carolina. Requirements for licensure are established by the NC State Board of Education and are subject to change. Accreditation provides for reciprocal licensure with other states that recognize national accreditation.

NOTE: UNC Pembroke's Title II Report is included in Appendix B of this catalog.

Teacher Education Program Standards

The Teacher Education Program is designed to prepare all candidates to meet or exceed six standards established by the Teacher Education Committee in partnership with individual program area advisory councils. A comprehensive version of the Standards, including specific goals and objectives for each program area, is presented in the Teacher Education Program Student Handbook, the Teacher Education Policy Manual, the Teacher Education Program Internship Handbook, and the Teacher Education Program website. An abbreviated list of goals/objectives for each program area is listed with the respective program of study outline in the section that follows.

Teacher Education Program Organization

The Teacher Education Program at UNCP is a cross-disciplinary program, governed by the Teacher Education Committee and administered by the Dean, School of Education. General information about admission to the Teacher Education Program, policies and procedures, licensure and testing requirements, special programs, and resources appears in this section. Please note that some licensure areas or majors are housed in the School of Education and some are housed in their respective academic departments in the College of Arts and Sciences. Refer to the chart below to find out where each program area is housed and the name of the program coordinator.

Undergraduate Licensure Program Area	Location	Program Coordinator
Biology Education (secondary 9-12)	Dept. of Biology	Dr. Sue Bowden
English Education(secondary 9-12)	Dept. of English, Theatre, and Languages	Dr. Dennis Sigmon
Mathematics Education (secondary 9-12)	Dept.of Mathematics and Computer Science	Dr. Raymond Lee
Science Education (secondary 9-12)	Depts. of Biology and Chemistry and Physics	Dr. Sue Bowden
Social Studies Education(secondary 9-12)	Dept. of History	Dr. Kathleen Hilton
Art Education (K-12)	Dept. of Art	Dr. Ann Horton-Lopez
Music Education (K-12)	Dept. of Music	Mr. Timothy Altman
Physical Education (K-12)	Dept. of Health, Physical Education, and Recreation	Dr. Tommy Thompson
Exceptional Children(K-12)—Learning Disabilities and Mental Retardation	School of Education	Dr. Larry Schultz
Birth to Kindergarten(B-K)	School of Education	Dr. Karen Stanley
Elementary Education(K-6)	School of Education	Dr. Swanee Dickson
Middle Grades Education(6-9)	School of Education	Dr. Warren Baker

Teacher Education Program Governance

The Teacher Education Committee is the University-wide committee responsible for overseeing all teacher education programs. 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 teacher education program, approving applicants for the professional semester, assuring compliance with state and national accreditation standards, and considering other matters related to teacher education. For a comprehensive description of the Teacher Education Committee organization and function, see the Teacher Education Program Policy Manual and the UNCP Faculty Handbook, Section 4-3.25b.

Teacher Education Program Area Advisory Councils

Each Teacher Education program area—Elementary Education (K-6), Mathematics Education (9-12), Art Education (K-12), and so on—has an advisory council consisting of public school clinical teachers, University supervisors, College of Arts and Sciences faculty, undergraduate and/or graduate students, professional studies faculty, and other professionals related to the given program area. The program area advisory councils represent multiple perspectives on various aspects of program content, policy, procedures, and impact. The advisory council membership for each program area is listed in the 2002-2003 Teacher Education Program Student Handbook.

Teacher Education Curriculum

The program of study, or curriculum, for teacher education majors is comprised of four components: General Education, Specialty Area (major), Professional Studies, and Content Pedagogy. A fifth component, academic concentration, is required in some programs of study (see following section). The General Education component includes study of the fine arts, literature, history, philosophy/religion, the social sciences, the natural sciences, mathematics, and physical education. The Specialty Area (major/licensure area) component is designed to provide in-depth understanding, skills, and knowledge specific to the chosen specialty/licensure area. The Professional Studies component includes study of the historical, social, psychological, and philosophical foundations of education; human growth and development; learning theories; curriculum, instruction; exceptional children, communication skills; and the integration of instructional technology. The Content Pedagogy

component is designed to help the candidate learn how to teach content to public school students at the targeted age and grade level. The culminating professional development experience for prospective teachers is the senior internship (student teaching) under the direct supervision of a master teacher in a clinical setting.

Outlines of the requirements for each program area (major) follow and may also be found in the academic department section referenced in the chart above.

Special Requirement for Some Teacher Education Majors: Academic Concentration

As required by the Board of Governors of The University of North Carolina, all students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education must complete an academic concentration in a basic academic discipline as part of their degree requirements. The 24-30 hours comprising these academic concentrations have been selected to provide students with a cohesive study of a basic academic discipline. Academic concentrations are available in American Indian Studies, Art, Biology, English, Geography, Geology, History, Mathematics, Music, Physics, Political Science, Psychology, Spanish, and Sociology. Students may choose a second major of 30 hours in Philosophy and Religion rather than an academic concentration. Academic concentration requirements are listed with the respective department.

Declaration of Major and Advising

As soon as the student decides to major in education, a Declaration of Major Form should be submitted to the Office of the Registrar in Lumbee Hall. The Declaration of Major Form is then forwarded to the School of Education where an advisor in the chosen program area is assigned to the student. A major advisor is critical to a student's timely and efficient progress through the Teacher Education Program.

Admission to the Teacher Education Program

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.

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

1. Have not more than 8 hours of the General Education requirements remaining.
2. Have earned a "C" (2.0) or better in EDN 302.
3. Have earned a grade of at least a "C-" (C if the course was repeated) in all required major and/or professional course work completed at the time of admission. (NOTE: Major and/or professional courses may be repeated only one time.)
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. Satisfactorily complete the Praxis I Series. Scores must be sent to UNCP by the Educational Testing Service. Students must meet the scores in effect at the time they apply to and qualify for admission to the Program [see next section for details].
6. Satisfactorily complete an admission interview.
7. Complete a Candidate for Professional Licensure (CPL) form. CPL forms are available in the School of Education.

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

Students should apply for admission to the Teacher Education Program during the second semester of the sophomore year or first semester of the junior year. Applications are available in the School of Education. (NOTE: Students are limited in their progression in Professional Education

courses until they have been formally admitted to the Teacher Education Program.)

Students will receive written notification from the School of Education that their program application was approved or disapproved by the Teacher Education Committee. A student is not considered admitted to the Teacher Education Program until such notification is received.

The Praxis I Series Examination

Students seeking admission to the Teacher Education Program must satisfactorily complete the Praxis I Series - three subtests in reading, writing, and mathematics. Students must meet the required scores in effect at the time they apply to and qualify for admission to the program. These tests will normally be taken at the time General Education requirements are completed, usually by the second semester of the sophomore year or the first semester of the junior year. The School of Education must receive an official copy of the scores before the student may be admitted to the Teacher Education Program. The Educational Testing Service must send scores directly to UNCP. Student copies of scores are not acceptable. For more information about the Praxis I Series or other requirements for admission to the Teacher Education Program, consult your advisor.

Continuation in the Teacher Education Program

If a student earns a course grade lower than “C-” in a major or professional education course, if a student’s quality point average falls below a 2.5, or if a student’s application for admission to the Professional Semester of the Teacher Education Program is disapproved for any reason, the student is suspended from the Teacher Education Program. Students suspended from the program may not continue to progress in the program until the deficiencies are corrected. Required major and professional education 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. The course may be repeated one time only. Upon correction of the deficiencies, students suspended from the program may request reinstatement.

Enrollment in the Professional Semester

Enrollment in the Professional Semester is the culminating experience of the UNCP undergraduate Teacher Education Program. No student accepted for enrollment in the Professional Semester is permitted to register for any course other than those approved for the Professional Semester. The application for enrollment in the Professional Semester must be filed with the Office of University-School Programs.

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

1. Have completed all required General Education courses.
2. Have satisfactorily completed all professional education requirements, excluding those in the Professional Semester.
3. Have not more than six semester hours of program requirements remaining. The six hours must be approved by the student’s advisor and the Dean of the School of Education.
4. Have an overall quality point average of 2.5 or better as well as a 2.5 or better in the student’s major field of study.
5. Present a recommendation for teaching by the student’s advisor, program coordinator, and respective department chairperson.
6. Secure a health clearance statement from the University Student Health Center.

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

Students will receive written notification from 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.

Graduation

Students must apply for graduation. Applications, which are available in the Registrar's Office, must be submitted at least two semesters before graduation (December 1st of the year prior is the deadline for December graduation; May 1st of the year prior is the deadline for May graduation). Application for graduation is a University policy, separate from any Teacher Education Program policies and procedures.

NC State Licensure Examination Requirement: The Praxis II Series

All persons qualifying for a teaching license in North Carolina must pass the designated Praxis II specialty area tests. The Praxis II is normally taken during the Professional Semester. The School of Education must receive an official copy of satisfactory scores before a recommendation for licensure can be forwarded to the NC State Department of Public Instruction.

Students should have their scores sent directly to the University by the Educational Testing Service. Student copies are not accepted. Applications and information about the tests are available in the Office of University-School Programs. The appropriate specialty area exam must be taken for each area of licensure sought.

One Repeat Policy

Required major and professional education courses in which a grade lower than a "C-" was earned ("C" in EDN 302) must be repeated and a grade of "C" (2.0) or better must be earned. The course may be repeated only one time. Students who do not earn the required "C" (2.0) or better when repeating the course are not eligible for admission to or continuation in the Teacher Education Program.

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.

Major/professional education course work taken more than five years ago is subject to review and may not be accepted toward initial licensure.

Residency Requirements for Teacher Education Programs

Undergraduate students enrolled in one of the licensure programs in teacher education at UNCP will complete a minimum of 30 semester hours (2 semesters) of course work at the University prior to enrollment in the Professional Semester. This course work may be in the student's major and/or professional education.

Transfer Credit for Professional Education Courses

Upon the review and approval from the School of Education, up to six (6) hours transfer credit may be granted for professional education courses. Transfer credit will be accepted only from four-year colleges and universities with teacher education programs approved by at least one of the following: (1) North Carolina State Department of Public Instruction; (2) National Council for the Accreditation of Teacher Education (NCATE); or (3) appropriate regional accrediting agencies, e.g., Southern Association of Colleges and Schools. Transfer credit for professional education courses will not be accepted from two-year colleges or institutions including junior colleges, technical colleges or institutes, or community colleges.

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 the same requirements for licensure as undergraduate teacher education majors. To determine which requirements have

been met through previous study, an individual must complete a Request for an Individualized Education Program (IEP) form available from the School of Education. Transcripts from each institution attended must accompany the Request. Based upon review of the transcript(s) by the School of Education and the appropriate program coordinator, an individualized program of study is developed. Upon successful completion of the prescribed program of study, the student may apply for licensure recommendation from The University of North Carolina at Pembroke. Licensure-only students are subject to the same Teacher Education Program admission and continuation regulations as degree-seeking students. Additional information is available from the School of Education.

Special Resources and Facilities

The Curriculum Laboratory: The Curriculum Laboratory, housed in the Educational Center, is an essential part of the Teacher Education Program. It contains professional and instructional materials supporting all licensure programs in the Teacher Education Program. The Laboratory has textbooks used in K - 12 schools with supporting technological resources, teaching units, North Carolina Standard Course of Study, instructional media and equipment, professional books and journals, curriculum outlines, Praxis I review materials, equipment and resources for the construction of instructional materials, and satellite access for professional development service delivery.

The Education Technology Center (ETC): The ETC is a student computer lab housed in the Educational Center specifically designed for teacher education preparation. Hardware, software, and training are available to provide preservice teachers with opportunities to demonstrate mastery of the North Carolina Technology Competencies for Educators at both the basic and advanced levels. The ETC also houses a variety of materials designed to assist students preparing to take the Praxis I Series. All teacher education majors are encouraged to utilize the resources available in this Center.

The Learning Laboratory: The Learning Lab is a unit housed in the Educational Center. The lab, which is utilized by professors and education majors, provides space for the study and development of instructional materials, commercial and teacher-made. In addition to a wide collection of manipulative and multi-sensory materials, the Learning Lab also houses furniture and other physical equipment appropriate for creating flexible educational environments.

Special Programs: Teaching Fellows

The University of North Carolina at Pembroke is one of the fourteen institutions participating in the North Carolina Teaching Fellows Program. The Program is funded by the State of North Carolina to attract the “best and brightest” students to the teaching profession. High school students apply to the Teaching Fellows Program in the fall of the senior year. Following a state-wide selection process, four hundred Teaching Fellows are selected annually by the North Carolina Teaching Fellows Commission. Each Teaching Fellow receives a \$26,000 scholarship (\$6500/year for four years) and is required to teach in North Carolina for at least four years.

Teaching Fellows choosing to attend UNC Pembroke participate in an academically and culturally enriched teacher education program. Entering Teaching Fellows participate in a summer orientation program designed to introduce students to the teaching profession and acquaint them with the University, faculty, staff, administrators, and fellow students. Teaching Fellows enroll in a special section of the required Freshman Seminar course (FRS 100) taught by the Teaching Fellows Program Director.

Throughout their program of study at UNCP, Teaching Fellows participate in monthly seminars on topics including cultural diversity, leadership development, and other issues of importance to future teacher. The seminars are led by faculty, area educators, and leaders from the public and private sectors. Teaching Fellows work closely with select faculty mentors on research and special projects.

Educational and recreational field trips provide Teaching Fellows the opportunity for personal and professional development. Special social events are scheduled each semester. Teaching Fellows participate in activities coordinated by the Public School Forum during the summers following their freshman, sophomore, and junior years.

Additional information on the program is available from the School of Education and the Teaching Fellows Program Director.

UNDERGRADUATE LICENSURE PROGRAMS

NOTE: Students who desire teacher licensure in any one of the 13 programs outlined below should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

BACHELOR OF ARTS IN ART EDUCATION (K-12)

Coordinator: Ann Horton-Lopez

Location: Department of Art

PROGRAM DESCRIPTION

The program of study in Art Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Art Education program is one of 13 teacher education programs offered at UNCP. Art Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Art Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

One goal of the Art Education program is to help prospective art educators develop art insight and technical competence in their chosen area of study as well as groundwork for special interests and needs. Prospective art educators must also demonstrate professional awareness and communication skills concerning their discipline. They must be proficient as art instructors at all grade levels and have a philosophical basis for planning and implementing curricula in a pluralistic society. Students must be able to evaluate art products and procedures and defend their evaluations. More specifically, prospective art educators will:

1. attain a high level of visual literacy of history, criticism, aesthetics and production of art throughout their endeavors of art (art education), beginning to carry out the integration of these four disciplines through the activities of inquiry, production, observation and practice;
2. become familiar with traditional and contemporary art education movements, theories, and issues, demonstrating a knowledge of the fundamental principles and the language of art as part of their art theory instruction;
3. possess a comprehensive and integrated understanding of the visual arts, crafts, and art history;
4. be knowledgeable about the various techniques, materials, and studio procedures of art production and be able to translate those processes into sequentially based curricula for diverse learners;
5. gain knowledge, in the classroom and during field experiences, of the structure, procedures, and processes found in schools as related to the special area of art education;
6. know and understand the developmental stages (both cognitive and affective domains) and be able to structure lessons that are developmentally appropriate; and
7. take an active role in instructional planning, presentation, the uses of instructional technology, and assessment, taking into consideration the diversity of the population.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45
Specialty Area	39
ART 101 Elements of Design	
ART 105 Introduction to Sculpture	
ART 109 Figure Drawing	
ART 111 Introduction to Ceramics	
ART 132 Introduction to Drawing	
ART 133 Introduction to Painting	
ART 140 Introduction to Printmaking	
ART 230 Computer Graphics	
ART 250 Communication Design I	
Advanced Art History – 6 hours	
Advanced Studio Concentration – 6 hours	
Professional Studies	13
EDN 302 Foundations of Education	
EDN 310 Birth through Young Adult Development	
EDN 350 Educational Psychology	
EDN 419 Content Area Literacy in Middle and Secondary Schools	
EDN 430 Including Students with Special Needs	
Content Pedagogy	21
ART 305 Art Education in Grades K-6	
ART 306 Art Education in Grades 7-12	
ART 308 Art Education Field Experience	
ART 400 Art Education Curriculum	
EDN 449 Internship	
General Electives	6
Total:	124

BACHELOR OF SCIENCE IN BIOLOGY EDUCATION (9-12)

Coordinator: Sue Bowden

Location: Department of Biology

PROGRAM DESCRIPTION

The program of study in Biology Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for an “A” license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Biology Education program is one of 13 teacher education programs offered at UNCP. Biology Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Biology Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The goal of the Biology Education program is to prepare effective teachers to facilitate the development of biology literacy in secondary schools. The program helps the prospective biology educator integrate the knowledge bases underlying biology into an internal framework of their own. Thus, the prospective biology teacher should be able to

1. develop a basic understanding of living systems, including levels of organization, physiology, genetics, interrelationships, and evolution;
2. develop a basic understanding of the nature of science, including philosophy and methodology;
3. develop a basic understanding of the interrelationships among the fields of science and between science and society;
4. contribute to the personal development of each individual;
5. develop an awareness of career opportunities in Biology;
6. develop an understanding of the methods and curriculum of Biology and other sciences;
7. develop communication skills and classroom management skills necessary for effective teaching; and
8. develop awareness of safety precautions specific to instruction in science.

Course Requirements

Freshman Seminar and General Education

Sem. Hrs.

45(33)*

Specialty Area (*12 semester hours of Natural Sciences and Mathematics may count toward General Ed)

62-63

BIO 100 & 100L Principles of Biology & Lab Investigation in Biology

BIO 101 General Botany

BIO 102 General Zoology

BIO 304 Principles of Ecology

BIO 371 Cell Biology

BIO 422 Evolution

BIO 472 Principles of Genetics

Biology Electives 11-12 hours

CHM 130 & 110 General Chemistry I & Lab

CHM 131 & 111 General Chemistry II & Lab

CHM 250 Organic Chemistry I

MAT 107 College Algebra

MAT 210 Introduction to Statistics

PHY 150 College Physics I

GLY 115 Earth Science

Professional Studies

13

EDN 302 Foundations of Education

EDN 308 Adolescent Development

EDN 350 Educational Psychology

EDN 419 Content Area Literacy in Middle and Secondary Schools

EDN 430 Including Students with Special Needs

Content Pedagogy

15

SCE 300 Early Experiences for Prospective Science Teachers

SCE 301 Practicum for Secondary Science Teachers

SCE 400 Teaching Science in the Secondary School

CSC 405 Current Topics in Computers in Education

EDN 448 Internship

General Electives

4-5

Total: 128

BACHELOR OF SCIENCE IN BIRTH-KINDERGARTEN EDUCATION (B-K)

Coordinator: Karen Stanley
Location: School of Education

PROGRAM DESCRIPTION

The program of study in Birth-to-Kindergarten Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for an “A” license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Birth-to-Kindergarten Education program is one of 13 teacher education programs offered at UNCP. Birth-to-Kindergarten Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Birth-to-Kindergarten Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The goals of the Birth-Kindergarten program are to provide individuals with the knowledge, skills, and abilities needed to effectively serve infants, toddlers, and preschoolers in diverse settings; provide area educators with opportunities to refine and extend their ability to effectively serve infants, toddlers, and preschoolers in diverse settings; and provide preservice and inservice educators with the opportunity to earn licensure by the NC Department of Public Instruction in Birth-to-Kindergarten Education.

The specialized knowledge, skills, and abilities students will be expected to demonstrate include:

1. an understanding of various stages and substages of growth and development in young children, the unique patterns with which children progress through these stages, and the factors that distinguish the wide range of typical from atypical development;
2. knowledge of and skills in the design/adaptation and implementation of developmentally appropriate learning environments for young children;
3. understanding of developmentally and functionally appropriate curricula and methods for children from birth through two and for children three through kindergarten, including knowledge of and skill in utilizing a variety of curriculum models;
4. knowledge of and skill in working collaboratively with culturally diverse families;
5. positive attitudes toward children and families, and a strong commitment to continuous life-long study of young children and their learning;
6. skill in data collection, including screening and assessment procedures focused on individual development, critical reflection, and program evaluation;
7. skill in participating on interdisciplinary early childhood teams and in collaboration across agencies dealing with young children and their families;
8. skill in applying current instructional principles, research, an appropriate assessment practices to the use of computers and related technologies.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45
Specialty Area (including Multidisciplinary Core)	24
ECE 301 Child Study: Typical & Atypical Development B-5	
ECE 302 Practicum in Child Study B-5	
ECE 360 Interagency Networking	
ECE 420 Administration of Early Childhood Programs	
HED 106 Safety and First Aid	
HED 109 Healthful Living	
HED 206 Nutrition	
PSY 315 Guiding Young Children	
SOC 303 The Family	
SED 200 Introduction to Children with Exceptionality	
Professional Studies	15
EDN 302 Foundations of Education	
EDN 306 Psychology of Early Childhood	
EDN 350 Educational Psychology	
EDN 408 Language and Literacy in the Early Years	
ECE 400 Developmental Assessment for Young Children	
Content Pedagogy	27
ECE 320 Curriculum & Environments in Infant/Toddler Programs	
ECE 321 Curriculum & Environment in Preschool Programs, 3-5 years	
ECE 340 Creative Experiences in the Early Years	
SED 322 Curriculum & Environments for Children with Special Needs, Birth-5	
SED 482 Supporting Families of Preschool Children with Disabilities	
ECE 446 Internship in Child and Family Development	
ECE 475 Professional Seminar for Preservice Birth-Kindergarten Teachers	
General Electives	17
	Total: 128

Preschool Add-on licensure* is available to individuals holding a clear license in Elementary Education, Family or Consumer Sciences, or Special Education. Consult the Birth-to-Kindergarten Education coordinator or the School of Education for further details.

*initial (temporary) SDPI authorization granted

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION (K-6)

Coordinator: Swanee Dickson

Location: School of Education

PROGRAM DESCRIPTION

The program of study in Elementary Education consists of five curricular components: freshman seminar and general education, the specialty area, content pedagogy (methods and internship), professional studies, and academic concentration. Upon successful completion of the program and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Elementary Education program is one of 13 teacher education programs offered at UNCP. Elementary Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Elementary Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The goal of the Elementary Education program is 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 and who possess the knowledge, skills, and dispositions needed to guide the cognitive, social, emotional, and physical development of diverse learners in ways that inspire, engage, and affirm. The specific objectives for elementary education candidates are delineated in the Teacher Education Program Student Handbook. Briefly, the objectives of the program are

1. to develop a broad, informed worldview sensitive to the values and perspectives of diverse peoples;
2. to 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;
3. to acquire knowledge of the theories and principles of human growth and development;
4. to understand the major determinants of curriculum in the elementary schools, including the North Carolina Standard Course of Study;
5. to know how to plan instruction and employ a variety of instructional strategies including technology to meet the needs of diverse learners;
6. to understand the role of assessment in cycles of teaching and learning and to develop the disposition to reflect critically and integrate knowledge and experience into a coherent conceptual framework.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45
Specialty Area/Content Pedagogy	46
HED 109 Healthful Living	
HST 317 History of North Carolina	
MUS 224 Musical Experiences for Young Children	
ART 305 Art Education in Grades K-6	
PED 316 Physical Education Activities for Grades K-6	
EDN 304 Curriculum in the Elementary School	
EDN 409 Early Literacy: Learning to Read in the Elementary School	
EDN 421 Teaching Language Arts in the Elementary School	
EDN 453 Teaching Social Studies in the Elementary School	
EDN 455 Teaching Science and Health in the Elementary School	
EDN 463 Teaching of Mathematics in the Elementary School	
EDN 465 Foundations, Educational Trends and Practice in Pre-School Education	
EDN 446 Internship in the Elementary School	
EDN 475 Professional Seminar for Pre-Service Teachers in the Elementary School	
Professional Studies	13
EDN 302 Foundations of Education	
EDN 307 Middle Childhood Development	
EDN 350 Educational Psychology	
EDN 410 Content Area Literacy in the Elementary School	
EDN 430 Including Students with Special Needs	
Academic Concentration	24-30
	Total: 128

BACHELOR OF ARTS IN ENGLISH EDUCATION (9-12)

Coordinator: Dennis Sigmon

Location: Department of English, Theatre, and Languages

PROGRAM DESCRIPTION

The program of study in English Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for an “A” license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The English Education program is one of 13 teacher education programs offered at UNCP. English Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The English Education program is accredited by the National Council of Teachers of English, the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS:

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The goals of the UNCP English licensure program are that students will increase their knowledge of and competence in the language arts and will be prepared to become effective teachers in the English classroom and to function as contributing English professionals. The objectives of the program are that students will

1. understand such areas of the English language as historical and developmental perspectives, grammar systems, and dialects/levels of usage;
2. read and respond in various ways to works of American, British, and world literature, including literature by women, minorities, and non-western writers;
3. become acquainted with traditional and contemporary literature appropriate for adolescents and become aware of ways to encourage a variety of reader response to such literature;
4. experience and study both the writing process and written products for diverse purposes and audiences, completing a variety of writing tasks and studying pedagogical techniques appropriate to working with diverse learners;
5. be exposed to materials and methods for teaching reading, writing, speaking, listening, and viewing;
6. practice instructional planning, presentation, and assessment in the field of English, understanding the necessity of critical reflection in the entire instructional process;
7. learn how to use diversity of learners, technology, and community resources as strengths in the English classroom; and
8. gain a sense of professionalism through exposure to positive pedagogical models in their course work, through structured, monitored early field experiences, and through an extended supervised student teaching experience.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45 (36)*
Specialty Area (*9 semester hours of Foreign Language and 200-level Literature may count toward General Ed)	46
SPE 100 Interpersonal Communication or SPE 101 Fundamentals of Speech Foreign Language – 6 hours	
ENG 205 World Literature before 1660	
ENG 206 World Literature after 1660	
ENG 223 American Literature before 1865 or ENG 224 American Literature since 1865	
ENG 247 British Literature before 1790 or ENG 248 British Literature after 1790	
ENG 302 Literary Analysis and Interpretation (fall only)	
ENG 346 Aspects of the English Language	
ENG 371 English Grammar	
ENG 457 Shakespeare (fall only)	
ENGS 4xx (numbers vary) Seminar in Literature	
Select three from list below (one must involve significant study of a novel):	
ENG 342 The British Novel (fall of odd years)	
ENG 343 The American Novel (fall of even years)	
ENG 354 Modern Drama (spring of even years)	
ENG 366 Modern Poetry (spring of odd years)	
ENGS 4xx (numbers vary) second Seminar in Literature	
Select one from list below:	
JRN 182 Yearbook Production, JRN 191 Newspaper Production, THE 162 Play Production, THE 164 Stage Make-up	
Professional Studies	13
EDN 302 Foundations of Education	
EDN 308 Adolescent Development	
EDN 350 Educational Psychology	
EDN 419 Content Area Literacy in Middle and Secondary Schools	
EDN 430 Including Students with Special Needs	
Content Pedagogy	18
EED 379 The Teaching of Writing and Speech (6-12): Methods and Materials (fall only)	
EED 384 Literature and Reading for Adolescents (6-12): Methods and Materials (spring only)	
EED 449 Internship for Secondary English Education (spring only)	
EED 475 Professional Seminar in Secondary English Education (spring only)	
General Electives	9
Total:	122

ENGLISH AS A SECOND LANGUAGE ADD-ON LICENSURE

(initial [temporary] SDPI authorization granted)

Students can take the 6 courses (18 hours) in the program for either undergraduate or graduate credit and, upon completion of the program, can add on to either the “A” or “M” license. All courses will be offered in the late afternoon or evening, and the program can be completed within two years.

Course Requirements	Sem. Hrs.
ENG 346 Aspects of the English Language	3
ENG 371 English Grammar	3
ENG 481 Phonetics and Phonology	3
ENG 483 Second Language Acquisition	3
ENG 485 Cultural Issues of English as a Second Language	3
ENG 489 Applied Pedagogy of Teaching English as a Second Language	3

BACHELOR OF SCIENCE IN MATHEMATICS EDUCATION (9-12)

Coordinator: Raymond Lee

Location: Department of Mathematics and Computer Science

PROGRAM DESCRIPTION

The program of study in Mathematics Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for an “A” license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Mathematics Education program is one of 13 teacher education programs offered at UNCP. Mathematics Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Mathematics Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The Mathematics Education program recognizes that teaching mathematics is a complex endeavor. Pre-service teachers of mathematics need to be involved in developing their knowledge, skills, understandings, and dispositions to teach mathematics to diverse learners. The goal of the Mathematics Education program is to prepare effective and professional mathematics teachers who are ready to make positive contributions to the mathematical development of middle and high school students in diverse settings. To accomplish this goal, the Mathematics Education program will

1. provide students with a solid foundation and understanding of mathematics.
2. enable students to appreciate both the aesthetic and practical aspects of mathematics.
3. provide experiences that will help students see that they will need to have a variety of teaching and learning strategies available at all times.
4. provide students with current theories regarding the psychological development of the learner and an understanding of human dynamics found in the home, the school, and the community.
5. demonstrate methods of evaluating student learning, textbooks, the curriculum, educational techniques, and the educational process as a whole.
6. prepare students to deal with a diverse population that has a broad spectrum of needs, aspirations, and expectations for themselves and others.
7. provide a consideration of societal needs that are satisfied by applications of and careers based on mathematics and technology.
8. stress the importance to a teaching professional of keeping abreast of current trends in mathematics education through the reading of professional journals and participation in mathematics workshops, institutes, conferences, professional meeting and in-service programs.

The specific objectives supporting each goal are described fully in the Teacher Education Student Handbook.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education*	45
Specialty Area	42
MAT 220 Point Set Theory	
MAT 221 Calculus I*	
MAT 222 Calculus II	
MAT 315 Linear Algebra I	
MAT 316 Intermediate Calculus	
MAT 325 Algebra I	
MAT 328 Probability and Statistics	
MAT 411 College Geometry	
MAT 431 Advanced Calculus I	
MAT 402 A Historical Development of Mathematics	
CSC 202 Microcomputer Programming	
6 additional hours in advanced mathematics	
Professional Studies	13
EDN 302 Foundations of Education	
EDN 308 Adolescent Development	
EDN 350 Educational Psychology	
EDN 419 Content Area Literacy in Middle and Secondary Schools	
EDN 430 Including Students with Special Needs	
Content Pedagogy	17
MAT 250 Introduction to Teaching Mathematics in the Secondary Schools	
CSC 405 Current Topics in Computers in Education	
MAT 400 Methods of Teaching Mathematics in Middle Grades and Secondary Schools	
MAT 449 Internship in Mathematics in the Secondary School	
General Electives	10
	Total: 127

*Prospective Mathematics Education majors should start with MAT 109 as their General Ed. course in mathematics. MAT 107 & 108 or MAT 221 may be used in place of MAT 109. If MAT 221 is used for General Ed., an additional advanced mathematics course (300 or above) is required.

BACHELOR OF SCIENCE IN MIDDLE GRADES EDUCATION (6-9)

Coordinator: Warren Baker
Location: School of Education

PROGRAM DESCRIPTION

The program of study in Middle Grades Education consists of five curricular components: freshman seminar and general education, the specialty area, professional studies, content pedagogy (methods and internship), and academic concentration. Upon successful completion of the program and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Middle Grades Education program is one of 13 teacher education programs offered at UNCP. Middle Grades Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Middle Grades Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The purpose of the Middle Grades Education program is to prepare teachers who are knowledgeable about and committed to an education for young adolescents that is developmentally responsive, socially equitable, and academically challenging. Within this framework, the prospective teacher will

1. understand the theoretical base, research, and exemplary practices of middle level education;
2. understand the history and philosophy of middle level education and theories about its future development, including organizational components and assessment and evaluation in the middle school setting;
3. possess content expertise and curriculum integration in two fields of teaching appropriate to the middle school;
4. integrate technology into the middle school classroom;
5. understand and appreciate learners from different racial, ethnic, social, cultural, and linguistic groups and meet the needs of a broad range of learning styles of middle school students;
6. be reflective practitioners who continually evaluate the effects of their choices and actions on other (students, parents, and other professionals in the learning community).

The specific goals and objectives for Middle Grades Education candidates are delineated in the Teacher Education Program Student Handbook.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45
Specialty Area (Select two teaching concentrations from the following): Language Arts, Mathematics, Science, Social Studies. Certain combinations will require in excess of 128 semester hours.)	
Language Arts	27
Language Arts Specialty Area:	
SPE 100 or SPE 101	
ENG 205 World Literature before 1660 or ENG 206 World Literature after 1660	
ENG 223 American Literature before 1865 or ENG 224 American Literature since 1865	
ENG 247 British Literature before 1790 or ENG 248 British Literature after 1790	
ENG 346 Aspects of the English Language	
ENG 371 English Grammar	
One 300- or 400-level literature course	
Language Arts Content Pedagogy:	
EED 379 The Teaching of Writing and Speech (6-12): Methods and Materials (fall only)	
EED 384 Literature & Reading for Adolescents (6-12): Methods and Materials (spring only)	
Mathematics	33/31
Mathematics Specialty Area:	
MAT 107 & 108 College Algebra and Plane Trigonometry or	
MAT 109 College Algebra and Trigonometry	
MAT 210 Introduction to Statistics	
MAT 215 Calculus with Applications	
MAT 315 Linear Algebra I	
MAT 325 Algebra I	
MAT 402 A Historical Development of Mathematics	
MAT 411 College Geometry	
CSC 202 Microcomputer Programming	

Mathematics Content Pedagogy:	
MAT 250 Introduction to Teaching Mathematics in the Secondary Schools	
MAT 400 Methods to Teaching Mathematics in Middle Grades and Secondary Schools (EDN 400)	
Science	24/27
Science Specialty Area:	
PHS 110 and 108 and 109 Physical Science I and Lab I and Lab II or PHY 150 & 156 College Physics I and Lab and PHY 151 & 157 College Physics II and Lab	
BIO 100 & 100L Principles of Biology and lab	
BIO 103 Basic Human Biology	
CHM 130 & 110 General Chemistry I and lab	
GLY 115 & 115L Earth Science and lab	
Science Content Pedagogy:	
SCE 300 Early Experiences for Prospective Science Teachers	
SCE 350 The Teaching of Science in the Middle Grades	
Social Studies	45
Social Studies Specialty Area:	
HST 101 American Civilizations to 1877	
HST 102 American Civilizations since 1877	
HST 114 World Civilizations to 1500	
HST 115 World Civilizations since 1500	
HST 317 History of North Carolina	
Guided Electives (9 hours)	
ECN 100 Economics of Social Issues or ECN 202 Principles of Microeconomics or ECN 203 Principles of Macroeconomics	
PSPA 100 Introduction to Political Science or PSPA 101 Introduction to American National Government	
GGY 102 Regional Geography or GGY 200 Cultural Geography	
GGY 115 Earth Science	
SOC 105 Introduction to Cultural Anthropology	
SOC 201 Social Concepts	
Social Studies Content Pedagogy:	
SSE 365 Content and Techniques of Social Studies	
Professional Studies	13
EDN 302 Foundation of Education	
EDN 309 Early Adolescent Development	
EDN 350 Educational Psychology	
EDN 419 Content Area Literacy in Middle and Secondary Schools	
EDN 430 Including Students with Special Needs	
Content Pedagogy Middle Grades Education	15
EDN 405 Foundations and Curriculum Development for Middle Grades	
CSC 405 Current Topics in Computers in Education	
EDN 456 Internship in the Middle Grades	
EDN 476 Instructional Approaches to Middle School Grades	
General Electives	6
All Middle Grades Education Subtotal: 79	
Language Arts Subtotal: 27	
Mathematics Subtotal: 33/31	
Science Subtotal: 24/27	
Social Studies Subtotal: 45	
Middle Grades Program Total: *	

*The total number of hours required is dependent on the two selected teaching concentrations plus the subtotal for other requirements. It is important to note that some course work in General Education overlaps with the teaching concentration requirements.

BACHELOR OF MUSIC IN MUSIC EDUCATION (K-12)

Coordinator: Tim Altman

Location: Department of Music

PROGRAM DESCRIPTION

The program of study in Music Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Music Education program is one of 13 teacher education programs offered at UNCP. Music Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Music Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The goal of the Music Education program is to provide comprehensive training for teachers of vocal and instrumental music. These students will have a solid foundation in the liberal arts and musical experiences which will develop their cultural sensitivity while providing programs and concerts to enrich the cultural life of the university and the community. Specifically, students majoring in Music Education will

1. a) demonstrate a mastery of performance skills in at least one major medium, b) have an adequate level of keyboard proficiency, c) participate in both large and small ensembles, and d) acquire suitable conducting and rehearsal skills;
2. demonstrate both aural and analytical skill encompassing an understanding of the basic elements of music, its forms, processes, and structures as well as the ability to place music into its proper historical, cultural, and stylistic context;
3. demonstrate the ability to create (compose and improvise) derivative or original music;
4. demonstrate knowledge of music history and literature of both Western and non-Western origin;
5. demonstrate a knowledge of current music technology;
6. demonstrate a thorough knowledge of the North Carolina Standard Course of Study (K-12);
7. demonstrate the ability to a) use comprehensive assessment, b) create and foster dynamic learning environments, c) use diversity as a strength in the classroom, d) model attitudes and behaviors that reflect professional and ethical standards, e) interact effectively with others in the school, the community, and beyond, and f) advocate for quality music programs; and
8. demonstrate a) the ability to work independently, b) the ability to formulate and defend value judgments about music, and c) an understanding of the interrelationships and interdependencies among the various professions and activities that constitute the music enterprise.

Course Requirements

Freshman Seminar and General Education

Sem. Hrs.

45(39)*

Specialty Area—Select one Emphasis (*6 semester hours may count toward General Ed)

53

Vocal Emphasis:

MUS 100, 101, 200, 201, 300, 301, 401 Concert Choir

MUS 181 Class Piano I or MUSP 102 Private Piano

MUS 182 Class Piano II or MUSP 103 Private Piano

MUS 281 Class Piano III or MUSP 202 Private Piano

MUS 114, 114L, 115, 115L, 214, 214L, 215, 215L Theory I, II, III, IV
and Lab I, II, III, IV
MUS 225, 226, 227, 228 Class Woodwind, Brass, Percussion, and Strings
MUS 295¹, 296², 395 Music History and Literature I, II, III
MUS 329 Conducting
MUS 330 Rehearsal Strategies
MUS 334 Orchestration and Arranging
MUS 404 Senior Recital

Instrumental Emphasis:

MUS 100 Concert Choir
MUS 141, 142, 241, 242, 341, 342, 441 Concert Band
MUS 181 Class Piano I or MUSP 102 Private Piano
MUS 182 Class Piano II or MUSP 103 Private Piano
MUS 114, 114L, 115, 115L, 214, 214L, 215, 215L Theory I, II, III, IV
and Lab I, II, III, IV
MUS 225, 226, 227, 228 Class Woodwind, Brass, Percussion, and Strings
MUS 295¹, 296², 395 Music History and Literature I, II, III
MUS 329 Conducting
MUS 330 Rehearsal Strategies
MUS 334 Orchestration and Arranging
MUS 404 Senior Recital

Keyboard Emphasis (Vocal Orientation):

MUS 100, 101, 200, 201 Concert Choir
MUS 114, 114L, 115, 115L, 214, 214L, 215, 215L Theory I, II, III, IV and
Lab I, II, III, IV
MUS 225, 226, 227, 228 Class Woodwind, Brass, Percussion, and Strings
MUS 295¹, 296², 395 Music History and Literature I, II, III
MUS 329 Conducting
MUS 330 Rehearsal Strategies
MUS 334 Orchestration and Arranging
MUS 335, 336, 435 Accompanying
MUS 404 Senior Recital
MUS 425 Piano Pedagogy

Keyboard Emphasis (Instrumental Orientation):

MUS 100 Concert Choir
MUS 141, 142, 241, 242 Concert Band
MUS 114, 114L, 115, 115L, 214, 214L, 215, 215L Theory I, II, III, IV and Lab
I, II, III, IV
MUS 225, 226, 227, 228 Class Woodwind, Brass, Percussion, and Strings
MUS 295¹, 296², 395 Music History and Literature I, II, III
MUS 329 Conducting
MUS 330 Rehearsal Strategies
MUS 334 Orchestration and Arranging
MUS 335, 336, 435 Accompanying
MUS 404 Senior Recital
MUS 425 Piano Pedagogy

All students: Applied Music (MUSP) 14 hours

Professional Studies

EDN 302 Foundations of Education
EDN 310 Birth through Young Adult Development
EDN 350 Educational Psychology
EDN 419 Content Area Literacy in Middle and Secondary Schools
EDN 430 Including Students with Special Needs

Content Pedagogy

17

- MUS 400 Elementary Music Methods and Materials
- MUS 405 Secondary General and Choral Music Education Methods
(Vocal Emphasis and Keyboard Emphasis [Vocal Orientation])
- MUS 420 Secondary Instrumental Music Methods
(Instrumental Emphasis and Keyboard Emphasis [Instrumental Orientation])
- MUS 475 Professional Seminar for Pre-Service Teachers
- EDN 449 Internship

Total: 128

¹MUS 295 fulfills the Fine Arts requirement in General Education.

²MUS 296 fulfills the Humanities (Fine Arts) Elective requirement in General Education.

BACHELOR OF SCIENCE IN PHYSICAL EDUCATION (K-12)

Coordinator: Tommy Thompson

Location: Department of Health, Physical Education, and Recreation

PROGRAM DESCRIPTION

The program of study in Physical Education consists of five curricular components: freshman seminar and general education, the specialty area, professional studies, content pedagogy (methods and internship), and academic concentration. Upon successful completion of the program and related requirements, graduates are eligible for an “A” license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Physical Education program is one of 13 teacher education programs offered at UNCP. Physical Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Physical Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The goal of the Physical Education program is to enable the prospective physical educator to acquire knowledge of the processes underlying wellness, fitness, health, exercise, and recreation in relationship to educating the physical, mental, and social human. More specifically, the student will

1. learn teaching strategies, curriculum planning, evaluation approaches, and research methods;
2. learn how to meet the individual learning needs of diverse learners, typical or atypical;
3. learn how to adapt the physical education program to the academic, social, and physical developmental needs of diverse K-12 learners;
4. learn the professional literature and how to research that literature;
5. develop affiliations with various professional communities at the local, state, and/or national levels;
6. learn how to select and evaluate curricular materials, select appropriate instructional methods, and use equipment appropriate for different levels and types of physical education instruction.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45(43)*
Specialty Area	29-31
PED 138 Rhythms and Dance (meets Gen Ed. Req.)*	
PED 241 Gymnastic Skills (meets Gen Ed. Req.)*	
HED 106 Safety and First Aid	
HED 100 Introduction to Personal Health or HED 109 Healthful Living	
PED 101 Wellness and Fitness	
PED 204 Adaptive Physical Education	
PED 206 Nutrition	
PED 207 Computer Application in HPER	
PED 312 PE and Sport in Contemporary Society	
PED 348 Kinesiology	
PED 349 Anatomy and Physiology	
PED 412 Exercise Physiology	
PED 415 Organization and Administration of Physical Education and Athletics	
PED 424 Tests and Measurement in Physical Education	
2 hours from the following: ATA 102 and/or PED 200 and/or any coaching course	
Professional Studies	13
EDN 302 Foundations of Education	
EDN 310 Birth through Young Adult Development	
EDN 350 Educational Psychology	
EDN 419 Content Area Literacy in Middle and Secondary Schools	
EDN 430 Including Students with Special Needs	
Content Pedagogy	19
PED 316 Physical Education Activities for Grades K-6	
PED 319 Physical Education Activities for Grades 7-12	
PED 325 Practicum in Physical Education	
PED 400 Teaching Physical Education in Grades K-12	
EDN 449 Internship	
General Electives/Academic Concentration (overlaps with Gen. Ed. Requirements)	24
	Total: 127

BACHELOR OF SCIENCE IN SCIENCE EDUCATION (9-12)

Coordinator: Sue Bowden

Locations: Department of Biology, Department of Chemistry and Physics

PROGRAM DESCRIPTION

The program of study in Science Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Science Education program is one of 13 teacher education programs offered at UNCP. Science Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Science Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The goal of the Science Education program is to prepare effective science teachers to facilitate the development of science literacy in secondary schools. The program helps the prospective science educator integrate the knowledge bases underlying the curricular areas of science into an internal framework of their own. The prospective science teacher should possess the following characteristics:

1. an understanding of scientific knowledge (facts, concepts, laws, theories) and how this knowledge will enable students to deal with personal and social problems intelligently;
2. a basic understanding of the nature of science and how the scientific method can be used to solve problems and make decisions;
3. a basic understanding of the interrelationships among science, technology, and society;
4. an understanding of how science contributes to the personal development of each individual;
5. an awareness of the many career opportunities that are available for students and how to provide information and training that will be useful to students with respect to future employment;
6. an understanding of the methods and curriculum of science;
7. the communication skills (speaking and writing) necessary for effective teaching as well as the skills necessary for effective classroom management;
8. an understanding of the role of research in science education;
9. awareness of the safety precautions specific to classroom, stockroom, laboratories, and other areas used for science instruction.

Course Requirements

Freshman Seminar and General Education

Sem. Hrs.

45(33)*

Specialty Area—Select one area of concentration (*12 semester hours of Natural Sciences and Mathematics may count toward General Ed)

Biology Concentration:

67

BIO 100 & 100L Principles of Biology and lab
 BIO 101 General Botany
 BIO 102 General Zoology
 BIO 304 Principles of Ecology
 BIO 371 Cell Biology
 BIO 422 Evolution
 BIO 472 Principles of Genetics
 Guided Electives in Biology - 6 hours
 MAT 107 College Algebra
 MAT 215 Calculus with Applications
 CHM 130 & 110 General Chemistry I and lab
 CHM 131 & 111 General Chemistry II and lab
 CHM 250 Organic Chemistry I
 GLY 115 & GLY 115L Earth Science and lab
 GLY 125 & GLY 125L Earth History and lab
 PHY 150 & 156 College Physics I and lab
 PHY 150 & 157 College Physics II and lab

Chemistry Concentration:

67

CHM 130 & 110 General Chemistry I and lab
 CHM 131 & 111 General Chemistry II and lab
 CHM 226 Elementary Inorganic Chemistry
 CHM 227 Analytical Chemistry

CHM 250 Organic Chemistry I
 CHM 251 Organic Chemistry II
 CHM 298 Scientific Literature
 CHM 311 Biochemistry
 CHM 312 Experimental Methods in Biochemistry
 Guided Electives in Chemistry - 4 hours
 MAT 221 Calculus I
 MAT 222 Calculus II
 BIO 100 & 100L Principles of Biology and lab
 BIO 101 General Botany or BIO 102 General Zoology
 GLY 115 & GLY 115L Earth Science and lab
 GLY 125 & GLY 125L Earth History and lab
 PHY 150 & 156 College Physics I and lab
 PHY 150 & 157 College Physics II and lab
 Guided Electives – 2 hours

Earth Science Concentration:

67

GLY 100 & GLY 100L Physical Geology and lab or
 GLY 115 & GLY 115L Earth Science and lab
 GLY 125 & GLY 125L Earth History and lab
 GLY 226 Oceanography
 GLY 246 Weather and Climate
 GLY 262 Environmental Geology
 GLY 310 Minerals and Rocks
 GLY 325 Paleontology
 PHS 156 Astronomy
 select two: GLY 366 Geomorphology; GLY 425 Stratigraphy and Sedimentology;
 GLY 450 Special Topics I Geology
 MAT 109 College Algebra and Trigonometry
 CHM 130 & 110 General Chemistry I and lab
 CHM 131 & 111 General Chemistry II and lab
 CHM 250 Organic Chemistry I
 BIO 100 & BIO 100L Principles of Biology
 BIO 101 General Botany or BIO 102 General Zoology
 PHY 150 & 156 College Physics I and lab
 PHY 150 & 157 College Physics II and lab

Physics Concentration:

67

PHS 116 Exploring Man's Energy Choices
 PHY 150 College Physics I
 PHY 151 College Physics II
 PHY 206 University Physics Lab I
 PHY 207 University Physics Lab II
 PHY 218 Optics
 PHY 256 Modern Physics
 PHY 300 Classical Mechanics
 PHY 320 Electricity
 PHY 326 Heat and Temperature
 PHY 448 Special Topics
 Guided Electives – 6 hours
 MAT 221 Calculus I
 MAT 222 Calculus II
 MAT 322 Differential Equations
 BIO 100 & BIO 100L Principles of Biology and Lab
 GLY 115 & GLY 115L

BIO 101 General Botany or BIO 102 General Zoology	
CHM 130 & 110 General Chemistry I and lab	
CHM 131 & 111 General Chemistry II and lab	
PHS 156 Astronomy	
Professional Studies	13
EDN 302 Foundations of Education	
EDN 308 Adolescent Development	
EDN 350 Educational Psychology	
EDN 419 Content Area Literacy in Middle and Secondary Schools	
EDN 430 Including Students with Special Needs	
Content Pedagogy	15
SCE 300 Early Experiences for Prospective Teachers	
SCE 301 Practicum for Secondary Science	
SCE 400 Teaching Science in the Secondary School	
CSC 405 Current Topics in Computers in Education	
EDN 448 Internship Secondary School	
General Electives (as taken within area of concentration above)	0
Total with Biology, Chemistry, Earth Science, or Physics Concentration:	128

BACHELOR OF ARTS IN HISTORY: SOCIAL STUDIES EDUCATION (9-12)

Coordinator: Kathleen C. Hilton

Location: Department of History

PROGRAM DESCRIPTION

The program of study in Social Studies Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for an “A” license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Social Studies Education program is one of 13 teacher education programs offered at UNCP. Social Studies Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Social Studies Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The goal of the Social Studies Education program is to educate effective, professional social studies teachers who have a solid foundation in the liberal arts; an academic major in history and a strong concentration in the social sciences; and the skills and attitudes essential for preparing middle grades and secondary school students for responsible citizenship in a multicultural, democratic society and an interdependent world. Teaching social studies, which includes “the entirety of human experience,” requires that students

1. know the major periods of United States, North Carolina, World, European, African, Asian, and Latin American history and identify the basic political, social, economic, cultural, and geographical themes of each period;
2. recognize the influence of each civilization upon the world and acknowledge the European

heritage of significant United States institutions;	
3. situate significant current events within an historical framework and recognize their interrelatedness;	
4. understand the nature, content, and concepts of the social science disciplines (Anthropology, Economics, Geography, Political Science, and Sociology) and apply social science concepts to the study of individuals, societies, and institutions;	
5. develop constructive attitudes toward diversity, pluralism, change, conflict, and uncertainty;	
6. understand the historical and contemporary place of Social Studies in public education, with particular attention to the current North Carolina Social Studies curriculum, and become familiar with recent trends and their significance for social studies educators;	
7. formulate appropriate objectives and utilize a variety of effective instructional strategies, resources, and assessment techniques which are designed to develop the skills of inquiry, decision-making, problem solving, and critical thinking;	
8. develop classroom management skills consistent with current professional standards, respect for all individuals, fairness, and a positive classroom climate;	
9. exhibit a working knowledge of instructional technology and the ability to integrate appropriate Computer Based Instructional resources and strategies into social studies instruction;	
10. complete a sequenced program of field experiences and professional activities that develop a respect for the profession, a sense of individual competence, and an appreciation for continual reflective practice, collaboration, and professional development.	
Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45(27)*
Specialty Area (*18 semester hours of Social Sciences and History may count toward General Ed)	60
HST 101 American Civilizations to 1877	
HST 102 American Civilizations since 1877	
HST 114 World Civilizations to 1500	
HST 115 World Civilizations since 1500	
HST 435 Topics in History or HST 451 Senior Seminar	
United States & Canadian History - 6 hours	
HST 317 North Carolina History	
Asian, African & Latin American History – 6 hours	
European History – 6 hours	
ECN 202 Principles of Microeconomics	
SOC 201 Sociological Concepts	
ECN 203 Principles of Macroeconomics	
SOC 105 Introduction to Cultural Anthropology	
GGY 102 World Regional Geography or GGY 200 Cultural Geography	
PSPA 101 Introduction to American National Government	
Social Science Guided Electives – 6 hours	
Professional Studies	13
EDN 302 Foundations of Education	
EDN 308 Adolescent Development	
EDN 350 Educational Psychology	
EDN 419 Content Area Literacy in Middle and Secondary Schools	
EDN 430 Including Students with Special Needs	
Content Pedagogy	15
SSE 300 Introduction to Teaching Social Studies	
SSE 365 Content and Techniques of Social Studies	
SSE 400 Methods of Teaching Social Studies	
SSE 448 Internship in Social Studies in the Secondary School	
General Electives	13
	Total: 128

BACHELOR OF SCIENCE IN SPECIAL EDUCATION (K-12)

Coordinator: Lawrence Schultz

Location: School of Education

PROGRAM DESCRIPTION

The programs of study in Special Education consist of five curricular components: freshman seminar and general education, the specialty area, professional studies, content pedagogy (methods and internship), and academic concentration. Upon successful completion of the program and related requirements, graduates are eligible for an “A” license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Special Education programs in Learning Disabilities and Mental Retardation are two of 13 teacher education programs offered at UNCP. Special Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Special Education programs are accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The Special Education program is designed to prepare effective professionals to serve children with special needs. Specifically, the effective special educator:

1. develops the ability to think critically, analytically, and creatively to meet personal needs and professional responsibilities toward students with special needs;
2. acquires knowledge and understanding of human growth and development; foundations of education; the purpose, organization, and administration of schools; the teaching-learning process; exceptional students in the regular classroom; curriculum; and methodology;
3. demonstrates necessary competencies through systematic field-based experiences, and a culminating and comprehensive student teaching assignment;
4. develops a broad background in the various categories of exceptionalities and demonstrates special skills in the teaching of students with mental handicaps or learning disabilities across various content areas and ages, and in various settings;
5. demonstrates appropriate communication skills, technology skills, and a professional attitude for consulting with parents, school personnel, and other related professionals;
6. demonstrates a diagnostic-prescriptive orientation toward instructional and behavioral intervention;
7. understands and applies basic common concepts of assessment, curriculum design, and methodology for learners with special needs, given the overlap and similarities of etiological origin, behavioral and academic characteristics, placement options, and program needs for students with mild handicaps (including those with mild retardation and learning disabilities);
8. experiences (through personal investigation and growth) increased self-actualization, and in turn, fosters self-worth and confidence through positive interaction with individuals from diverse populations.

Course Requirements

Freshman Seminar and General Education

Specialty Area

- SED 200 Introduction to Children with Exceptionality
- SED 310 Introduction to Mental Retardation
- SED 340 Children with Learning Disabilities

Sem. Hrs.

45

10/12

SED 341 Teaching Adolescents with Learning Disabilities (for Learning Disabilities Track only)	
HED 106 Safety and First Aid (for Mental Retardation Track only)	
Professional Studies	13
EDN 302 Foundations of Education	
EDN 350 Educational Psychology	
EDN 310 Birth through Young Adult Development	
EDN 409 Early Literacy: Learning to Read in the Elementary School	
EDN 430 Including Students with Special Needs	
Content Pedagogy	27/28
Learning Disabilities Track:	
SED 302 Special Education Curriculum/ Students with Learning Disabilities	
SED 401 Educational Assessment of Children with Learning Disabilities	
SED 471 Techniques, Materials and Resources in Special Education/Learning Disabilities	
Mental Retardation Track:	
SED 301 Special Education Curriculum/ Students with Mental Handicaps	
SED 400 Educational Assessment of Children with Mental Handicaps	
SED 470 Techniques, Materials and Resources in Special Education/Children with Mental Handicaps	
PED 204 Adaptive Physical Education	
All students:	
EDN 425 Classroom Diagnosis of Reading Difficulties	
EDN 472 Diagnostic and Remedial Mathematics Methods	
EDN 449 Internship	
SED 475 Professional Seminar for Pre-Service Special Education Teachers	
General Electives/Academic Concentration	31/32
	Total: 128

COURSES

BIRTH TO KINDERGARTEN (ECE)

ECE 301. Child Study: Typical & Atypical Development, Birth-Five

A focus on the growth of individuals and the forces which influence this growth with special emphasis on the family context. Current theories of child development will be explored with major emphasis on the complex interaction between heredity and environmental factors. A framework will be utilized for objectively observing, recording, and interpreting children's behavior. Fall, Spring. Credit: 3 semester hours. COREQ: ECE 302.

ECE 302. Practicum in Child Study, Birth-Five

This course is designed as a field experience which will allow students to observe, record, and analyze children's physical, motor, social, emotional, moral, and cognitive development using developmental theory. Settings will include interactions between children and peers, children and adults, and children and their learning environments. Fall, Spring. Credit: 3 semester hours. COREQ: ECE 301.

ECE 320. Curriculum and Environments in Infant/Toddler Programs

A course designed for the study of the developmental needs of infants and toddlers as related to group care situations, curriculum decisions, and the design of early learning environments. Emphasis is placed on family involvement as well as caregiver roles and current curriculum issues. Fall, Spring. Credit: 3 semester hours.

ECE 321. Curriculum and Environments in Preschool Programs, 3-5 years

To provide assistance to preservice early childhood teachers and service providers, in the planning, implementation, and evaluation of developmentally appropriate curriculum and environments for children, ages three to five. Fall, Spring. Credit: 3 semester hours.

ECE 340. Creative Experiences in the Early Years

This course will focus on theory and skills relative to holistic development of young children, birth – five years. The creative process will be discussed in the context of integrated curricula, with emphasis on art, music, movement and dramatic play. Students will gain knowledge of developmentally appropriate materials, environments and methods which nurture typically and atypically developing young children in the creative process. Spring. Credit: 3 semester hours.

ECE 360. Parent and Child Advocacy/Networking

This course will focus on collaboration and networking between families, schools, and service agencies in the community. A review of current community, state and national resources will be provided. Students will develop competencies in communication and collaboration skills' developing interagency networks, team building and professional development. Fall, Spring. Credit: 3 semester hours.

ECE 400. Developmental Assessment for Young Children

This course begins with a study in all aspects of typical and atypical development children ages birth through five. The course also provides diagnostic skills preparation in sufficient depth to develop competencies in screening and developmental assessment. Students will become knowledgeable in assessment tools and techniques appropriate for assessing the young child and planning appropriate programs to meet individual needs of all young children. Fall, Spring. Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program.

ECE 420. Administration of Early Childhood Programs

This course is designed to prepare the early childhood program administrator for a variety of settings, both public and private. Attention will be given to program planning, personnel supervision, assessment of facility and equipment needs, appropriate program and financial management and assessment, and state regulations which govern programs for young children. Fall. Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program.

ECE 446. Internship in Child and Family Development

A semester long full-time internship experience in an off-campus setting. Intensive field experience is an opportunity to work with children and families in home, school, and community settings. Fall, Spring. Credit: 9 semester hours. COREQ: ECE 475. PREREQ: Admission to the Professional Semester.

ECE 475. Professional Seminar for Preservice Birth-Kindergarten Teachers

Seminar designed to parallel the full semester internship experience. Emphasis is on helping these on-site preservice teachers understand the purpose, organization, and administration of various service delivery sites; and the role of a Birth-Kindergarten practitioner. Students continually review and reflect on elements of the total service delivery process in early childhood education and the developmentally appropriateness of instructional approaches, assessment strategies, behavior management systems, curriculum models, and home/school/community collaboration. Fall, Spring. Credit: 3 semester hours. PREREQ: Admission to the Professional Semester. COREQ: ECE 446.

EDUCATION (EDN)**EDN 102. Language Skills in Teaching Reading**

A study designed for helping prospective elementary teachers improve their power in the use of language skills in the teaching of reading. As Announced. Credit, 3 semester hours.

EDN 104. College Reading

This course is designed to foster effective and efficient reading. Vocabulary, comprehension, and strategies for reading college texts are addressed. (Will not count toward graduation requirements). Open to all students. Fall, Spring. Credit, 3 semester hours.

EDN 301. Early Childhood Curriculum

A study of curriculum emphasizing the interrelationships between content, method, and child devel-

opment. Required of all early childhood majors. (Must be taken prior to teaching internship.) As Announced. Credit, 3 semester hours. PREREQ: EDN 302.

EDN 302. Foundations of Education

This course provides students with knowledge of the philosophical, historical, sociological, legal, financial, and structural foundations of education and with opportunities to analyze contemporary issues, problems, and trends in the field of education. As students develop their professional knowledge base, they begin to construct their own conceptual frameworks for teaching and learning. Course activities and field assignments are designed to nurture the professional disposition for critical reflection. A field experience is required. Fall, Spring. Credit, 3 semester hours.

EDN 304. Curriculum in the Elementary School

A study of curriculum with emphasis focused on the interrelationships between content, method, child development, and planning in implementing developmentally appropriate elementary programs. Field experience required. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program or EDN 302 and EDN 307.

EDN 306. Psychology of Early Childhood

In this course, preservice teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the young child as learner. During a required field experience, the preservice teacher validates, through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hours.

EDN 307. Middle Childhood Development

In this course, preservice teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the elementary-aged child as learner. During a required field experience, the preservice teacher validates through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hours.

EDN 308. Adolescent Development

In this course, preservice teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the adolescent as learner. During a required field experience, the preservice teacher validates, through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hours.

EDN 309. Early Adolescent Development

In this course, preservice teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the early adolescent as learner. During a required field experience, the preservice teacher validates, through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hrs.

EDN 310. Birth Through Young Adult Development

In this course, preservice teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the birth through young adult as learner. During a required field experience, the preservice teacher validates, through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hours.

EDN 350. Educational Psychology

This course focuses on the analysis of scientific theory, research, methodology, and the application of those principles and practices to learning communities. A required field experience enables preservice teachers to examine the theoretical principles in clinical settings. Field experience required. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 400. Methods of Teaching in the Secondary School (EED 400, MAT 400, SCE 400, SSE 400)

Purposes, methods, materials, and evaluation procedures in the subject or area indicated; directed observation in the public schools; preparation of teaching plans and materials: (a) social studies, (b) mathematics, (c) science, (d) English. Accelerated. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

EDN 405. Foundations and Curriculum Development for Middle Grades

An introduction to the foundational principles and rationale of the middle school. Study of trends, current issues, and the design, implementation, and evaluation of curriculum for the middle grades. Fall, Spring. Credit, 3 semester hours. PREREQ: EDN 309.

EDN 408. Language and Literacy in the Early Years

A critical review of theories and practices related to speech and language development and emerging literacy. Emphasis will be given to practical application of theories to the early childhood setting. Topics include: stages of language development, languages and dialectical differences, language acquisition, speech disorders, fostering language development, and best practices for facilitating emerging literacy. Fall, Spring. Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 409. Early Literacy: Learning to Read in the Elementary School

A study of thinking and language development, early literacy, and developmentally appropriate environments and instructional strategies for reading development. Field experience required. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 410. Content Area Literacy in the Elementary School

In this course, preservice teachers study the principles correlating learning effectiveness with language processes (reading, writing, talking, and listening) and development, and the application of those principles to the design and implementation of language-based instruction. A required field experience enables elementary majors and special education majors to assess the efficacy of their plans in the clinical setting through critical self-reflection. Field experience required. Fall, Spring. Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program and EDN 409.

EDN 418. Measurement and Evaluation in Public Schools

A study of current educational measurement. Includes the use and construction of standardized mental and achievement tests, and of informal, teacher-made tests. As Announced. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 419. Content Area Literacy in Middle and Secondary Schools

In this course, preservice teachers study the principles correlating learning effectiveness with language processes (reading, writing, talking, and listening) and development, and the application of those principles to the design and implementation of language-based instruction. A required field experience enables preservice teachers in middle grades, secondary, and special subject areas to assess the efficacy of their plans in the clinical setting through critical self-reflection. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 421. Teaching Language Arts in the Elementary School

A study of language acquisition and development theory as it relates to the teaching of language arts (listening, reading, writing and viewing) in the elementary grades (K-6) with emphasis on children's literature and creative dramatics. Field experience required. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 423. Research in Elementary Education

An introduction to research, designed to allow student investigation and report of a problem in elementary education with the approval and guidance of the instructor. As Announced. Credit, 1-6 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 425. Classroom Diagnosis of Reading Difficulties

Methods and materials used in the diagnosis and remediation of reading difficulties. Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 426A, 426B. Design and Implementation of Developmentally Appropriate Preschool Programs

To provide assistance to pre-service teachers, child care workers, Head Start teachers, preschool teachers, early childhood and special education teachers in the planning, implementation, and evaluation of

developmentally appropriate programs for children, ages birth to five. Pass/Fail grading. As Announced. Credit, 3-6 semester hours. (3 Hours may be repeated once for total of 6 semester hours credit.)

EDN 430. Including Students with Special Needs

In this course, the preservice teacher studies the theories and practices related to the successful integration of individuals with special needs (birth - 12th grade) into appropriate community programs and educational settings. Designed to integrate theory and practice; a case study project is required. Fall, Spring. Credit, 1 semester hour. PREREQ: Admission to Teacher Education.

EDN 433. Research in Secondary Education

An introduction to research designed to allow student investigation and report of a problem in secondary education with the approval and guidance of the instructor. As Announced. Credit, 1-6 semester hours.

EDN 434. Problems in Contemporary Education

Designed for individual study of trends, practices, and instructional materials related to current problems in education. As Announced. Credit, 1-3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 446. Internship in the Elementary School (K-6)

Provides a semester long full-time internship experience in both early childhood and intermediate levels in an off-campus public school setting. Pass/Fail grading. Fall, Spring. Credit, 9 sem. hrs. PREREQ: Admission to the Professional Semester

EDN 448. Internship in the Secondary School

Provides continuous full-time internship experiences in an off-campus public school in the subject area for which the candidate is preparing to teach. Pass/Fail grading. Fall, Spring. Credit, 6 semester hours. PREREQ: Admission to the Professional Semester

EDN 449. Internship (Full-Semester)

Provides continuous full-time, full-semester teaching experience in off-campus public school settings in the subject area in which the candidate seeks licensure. Includes placement at two levels (elementary, middle, secondary) for K-12 licensure areas. Pass/Fail grading. Fall, Spring. Credit, 9 semester hours. PREREQ: Admission to the Professional Semester.

EDN 453. Teaching Social Studies in the Elementary School

Designed to provide the prospective and/or inservice teacher with the opportunity to gain proficiency in analyzing social studies content and evaluating materials, trends and issues in the elementary school. Field experience required. Fall, Spring. Credit, 3 semester hours. PREREQ: General Education requirements in history and Admission to Teacher Education Program.

EDN 455. Teaching Science and Health in the Elementary School

Designed to assist prospective and/or inservice teachers in developing competencies for teaching elementary school science and health. Special emphasis will be placed on the content, methods, and curriculum appropriate for teaching science and health education in grades K-6. Field experience required. Fall, Spring. Credit: 3 semester hours. PREREQ: General Education requirements in science and Admission to Teacher Education Program.

EDN 456. Internship in the Middle Grades

Provides continuous full-time internship experiences in an off-campus school at the middle grades level. Fall, Spring. Credit, 6 semester hours. PREREQ: Admission to the Professional Semester.

EDN 463. Teaching of Mathematics in the Elementary School

A laboratory-type course designed to help students further develop their understanding of mathematics content and processes while learning to focus on how children learn mathematics and to design and/or implement developmentally appropriate methodology for the teaching of mathematics in the elementary school. A tutorial field experience is required. (Must be taken prior to intern-

ship.) Fall, Spring. Credit, 3 semester hours. PREREQ: General Education requirement in mathematics and Admission to Teacher Education Program.

EDN 465. Foundations, Educational Trends, and Practice in Pre-School Education

A study of educational trends and emerging patterns of contemporary education for the preschool child. Emphasis placed on the roles and responsibilities of administrators, teachers, parents, volunteers and local agencies in the operation of preschool programs. Field experience required. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 467. Practicum: Pre-School Education

Provides majors and/or non-majors an opportunity to attain experience with very young children in a group setting. Practicum will provide supervised experience in a high quality infant care, day care, nursery school or other approved preschool setting. Fall, Spring. Credit, 3 semester hours.

EDN 472. Diagnostic and Remedial Mathematics Methods

Students will learn techniques for diagnosis and remediation of mathematical skill problems of children in grades K through 9. Students will also demonstrate competency in using resources and research related to mathematics (in education.) As Announced. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 475. Professional Seminar for Pre-Service Teachers in the Elementary School

A seminar designed to parallel the full semester internship experience. Emphasis will be on helping these on-site preservice teachers understand the purpose, organization, and administration of schools and school systems as well as the role of the elementary teacher. Opportunities will be provided for these preservice teachers to continuously review the developmentally appropriateness of instructional approaches, assessment strategies, behavior management systems, curriculum models, and the appropriate utilization of human and physical resources in the elementary school. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

EDN 476. Instructional Approaches to Middle School Grades

Stresses the use of innovative teaching strategies and specialized materials and resources in the middle grades, including interdisciplinary team teaching. Faculty representing concentration areas in the middle grades will serve as resource persons. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

EDN 477. Resources for Education of Young Children

Introduces early childhood majors to strategies for utilizing human and physical resources for the education of young children. Emphasis will be placed on: (1) early and continuous involvement of parents or caregiver agencies serving children and families, as well as on community and school support personnel. (2) selection and evaluation of environments, equipment, and materials; and (3) the utilization of state and community resources. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 488. Foundations of Reading Instruction I

This course is designed to familiarize the non-reading teacher with the basic concepts and skills related to the teaching of reading. Emphasis will be given to the organization and management of reading instruction within the classroom. The basic skills of reading growth and their scope and sequence will be developed. Familiarity with reading instructional materials and methods will be attained. Credit, 3 semester hours. *Restriction: May be taken only by those students without any background or current A level licensure in reading, or permission of the instructor.*

EDN 489. Foundations of Reading Instruction II

This course is a continuation of EDN 488, Foundations of Reading Instruction I, with emphasis on the characteristics and uses of the most recent materials, methods, and skills for teaching reading. Consideration will be given to the historical bases for contemporary reading issues and trends, and the individuals who have made significant contributions to reading instruction. Credit, 3 semester hours. PREREQ: EDN 488 or permission of the instructor.

SPECIAL EDUCATION (SED)

SED 200. Introduction to Children with Exceptionality

Introduction to the principles, problems, characteristics, and psychological aspects of children who are classified exceptional. Includes the study of children who have mental handicaps; learning disabilities; visual impairments; hearing handicaps; communication disorders; behavior disorders; multiple, severe, and physical disorders; as well as talents and gifts. Fall. Credit, 3 semester hours.

SED 280. Manual Communications I (Sign Language)

Students will learn to finger spell, to use manual communications, and to describe categories of hearing loss. As Announced. Credit, 1 semester hour.

SED 281. Manual Communications II (Sign Language)

Students will develop a large vocabulary and greater facility with manual communications. As Announced. Credit, 1 semester hour. PREREQ: SED 280.

SED 282. Manual Communications III (Sign Language)

The student will continue to develop vocabulary and fluency. Video taping and other means of feedback will be used to enhance the skills of fluency, speed, and accuracy. As Announced. Credit, 1 semester hour. PREREQ: SED 281.

SED 301. Special Education Curriculum/Students with Mental Handicaps

A study of the development of a compensatory curriculum for the individual who is mentally handicapped. Emphasis will be placed on scope and sequence as well as the uniqueness of the curriculum for individuals. Fall. Credit, 3 semester hours.

SED 302. Special Education Curriculum/Students with Learning Disabilities

A study of the development of curriculum for the student with a learning disability and its relationship to the regular curriculum. Emphasis will be placed on scope and sequence as well as the uniqueness of the curriculum for the individual. Fall. Credit, 3 semester hours.

SED 310. Introduction to Mental Retardation

Study of people with mental handicaps as educational, psychological, and social issues; includes characteristics, identification, prevalence, and educational provisions. Spring. Credit, 3 sem. hrs.

SED 320. Teaching Individuals with Severe Handicaps

Study of people with severe and profound mental handicaps as educational, psychological, and social issues; includes characteristics, identification, prevalence and educational provisions. As Announced. Credit, 3 semester hours.

SED 322. Curriculum and Environments for Children with Special Needs, Birth-Five

This course gives the student the opportunity to apply knowledge of the young child's development (both typical and atypical) in designing, adapting, and implementing appropriate activities across the curriculum for infants, toddlers, and preschoolers with special needs. Students will develop competencies in methodology, instruction techniques, and the development and implementation of specific curriculum as these relate to early intervention. Fall, Spring. Credit: 3 semester hours.

SED 330. Teaching Individuals with Behavioral-Emotional Handicaps

Designed to teach skills in the recognizing, understanding, and developing alternative strategies for remediating emotional handicaps and behavior disorders in the classroom and in the home. As Announced. Credit, 3 semester hours.

SED 340. Children with Learning Disabilities

Definition, description, and educational remediation of childhood learning disabilities. Fall. Credit, 3 semester hours.

SED 341. Teaching Adolescents with Learning Disabilities

A study of the adolescent with learning disabilities. Various service models are discussed and an in-depth study of several major models are offered. Spring. Credit, 3 semester hours.

SED 350. Teaching Students with Academic Gifts

An applied course in the education of students with academic gifts. Emphasis is placed upon the psychological aspects of and methods for teaching students with academic gifts and talents. As Announced. Credit, 3 semester hours.

SED 400. Educational Assessment of Children with Mental Handicaps

An overview of the assessment process including basic concepts of measurement, test administration and interpretation, and the application of assessment information as it relates to learners with mental handicaps. Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

SED 401. Educational Assessment of Children with Learning Disabilities

Provides an introduction to/and practical experience with formal and informal techniques used to evaluate children with learning disabilities. Emphasis includes the interpretation of assessment information for purposes of educational programming and individualization of instruction. Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

SED 449. Internship in Special Education

Provides continuous full-time full-semester teaching experience in off-campus public school settings in special classes for exceptional children. The categorical assignment will be dependent upon the preservice teacher's concentration and will include both elementary and secondary placements. Fall, Spring. Credit, 9 semester hours. PREREQ: Admission to the Professional Semester

SED 470. Techniques, Materials, and Resources in Special Education/Children with Mental Handicaps

A study of the problems, methods, techniques and materials used in teaching students with mental handicaps. A diagnostic and prescriptive approach will be taught with special emphasis on the age and academic level which the student plans to teach. Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

SED 471. Techniques, Materials, & Resources in Special Education/Learning Disabilities

A study of the problems, methods, techniques and materials used in teaching students with learning disabilities. A diagnostic and prescriptive approach will be taught with special emphasis on the age and academic level which the student plans to teach. Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

SED 475. Professional Seminar for Pre-Service Special Education Teachers

A seminar designed to parallel the full semester student teacher experience. Emphasis will be placed on helping these on-site preservice teachers understand the purpose, organization and administration of schools and school systems as well as the role of the special education teacher. Opportunities will be provided to continually review and reflect on elements of the total instructional process in special education and the application of effective teaching practices. Classroom management and discipline will be presented and subsequently discussed using a reflective case-based problem-solving approach. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

SED 480. Developmental Assessment of the Preschool Child with Handicaps

This course begins with a study in all aspects of normal development and a survey of all exceptionalities as related to child development and learning. Further, the course will provide preparation in diagnostic skills in sufficient depth to develop competencies in screening and developmental assessment. As Announced. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

SED 481. Techniques, Materials, and Resources in Special Education/Preschool Handicapped

This course provides for competencies in methodology, techniques of instruction, development and implementation of specific curriculum as these relate to early intervention of preschool children with handicaps. As Announced. Credit, 3 sem. hrs. PREREQ: Admission to Teacher Education Program.

SED 482. Preschool Children with Handicaps in the Home/Community

This course provides an in-depth study of family dynamics in a home with a disabled preschooler. Effective techniques for supporting families and fostering preschool/home collaboration will be discussed. Community resources and access to services will be reviewed, focusing on the strengths of the child and family. Fall. Credit, 3 sem. hrs. PREREQ: Admission to Teacher Education Program.

SED 490. Discipline and Classroom Management

School and home applications of discipline techniques will be explored. Topics include consulting with teachers and other professionals, working with parents, and exploring a variety of interpersonal issues in the school environment. Participants will be presented with a variety of models of discipline and encouraged to choose the one(s) most compatible with their personality and goals. As Announced. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDUCATIONAL MEDIA (EDM)

EDM 360. Introduction to Graphic Arts

Designed as an introduction to handset and offset printing. Covers the areas of basic press operations, mechanics of type, copy camera operations, darkroom techniques, and plate processing. Pass/Fail grading. As Announced. Credit, 3 semester hours. PREREQ: Permission of instructor.

EDM 361. Advanced Graphic Arts

A continuation of EDM 360. Pass/Fail grading. As Announced. Credit, 3 semester hours. PREREQ: EDM 360 and/or permission of instructor.

EDM 460. Audio-Visual Materials and Procedures

Principles underlying the selection and use of multimedia materials for instructional purposes. Fall, Spring. Credit, 3 semester hours.

EDM 461. Advanced Educational Media

Modern communications technology and its place in instruction. Problems of utilization, evaluation of learning materials and research; television, motion pictures, teaching machines, programmed instruction and experimental innovations. As Announced. Credit, 3 semester hours.

EDM 466. Workshop in Educational Media for Teachers

A workshop designed to acquaint inservice teachers with the role of educational media in the teaching-learning process with the selection and utilization of major types of audio-visual materials. As Announced. Credit, 3 semester hours.

GRADUATE COURSES

For information about courses leading to the Master of Arts in Education, see School of Graduate Studies.