

TEACHER EDUCATION PROGRAM

Director: Leah Holland Fiorentino

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

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¹Acad. Intell. Gifted (AO)

²Art Education (U)

³Art Education (G)

⁴Birth to Kindergarten (U)

⁵Elementary Education (U)

⁶Elementary Education (G)

⁷English Education (U)

⁸English Education (G)

⁹English as Second Language (AO)

¹⁰Mathematics Education (U)

¹¹Mathematics Education (G)

¹²Music Education (U)

¹³Music Education (G)

¹⁴Physical Education (U)

¹⁵Physical Education (G)

¹⁶Pre-School (AO)

¹⁷Reading Education (G)

¹⁸School Counseling (G)

¹⁹School Administration (G)

²⁰Science Education (U)

²¹Science Education (G)

²²Social Studies Education (U)

²³Social Studies Education (G)

²⁴Spanish Licensure (U)

²⁵Special Education (U)

²⁶Associate Dean

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²⁸Director of Assessment

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(U) = Undergraduate; (G) = Graduate; (AO) = Add-On

Teacher Education Program Vision Statement

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

Teacher Education Program 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.

Teacher Education Program Diversity Position Statement

In congruence with the mission of the University of North Carolina at Pembroke in providing the setting and environment for the University experience and to graduate students prepared for global citizenry, the Teacher Education Program at UNCP is committed to the development of educators who embrace the diversity of ideas, learning styles, racial and ethnic differences, and gender issues of differences and who possess the knowledge, skills, and dispositions necessary to promote living and learning in a global society. To this accomplishment the Teacher Education Program will seek to

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

Basic Tenets of the Conceptual Framework

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

Commitment

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

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

Collaboration

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

Professional educators must **collaborate with others in the community of learners**. They understand the constructivist principle of creating shared knowledge, learn how to work as a team on group projects in their classes, and develop a repertoire of cooperative learning strategies. Professional educators must learn how to **collaborate with other professionals**

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

Competence

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

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

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

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. 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. Information about Teacher Education Program policies and procedures, licensure and testing requirements, special programs, and resources appears in this section.

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.

Accreditation and Licensure

All teacher education licensure programs 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 interstate reciprocity agreements.

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

NC State Licensure Examination Requirement

All persons qualifying for licensure in North Carolina in the areas of Elementary Education, Birth-to-Kindergarten Education, and Special Education must pass the designated Praxis II specialty area test(s), as required. Alternative licensure teachers must meet Praxis II requirements as defined by current NC State Board of Education policy. See the program director for information about licensure exam requirements for graduate programs.

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. Candidates should have their scores sent directly to the University by the testing company. Candidate copies are not accepted. Applications and information about the Praxis II tests are available at the Educational Testing Service website at www.ets.org.

Alternative Routes to Licensure

The UNCP Teacher Education Program offers three alternative pathways to licensure:

- Licensure-only—available in all licensure areas offered by the unit
- NC TEACH II—a Department of Education grant-funded initiative, in partnership with the state NC TEACH office and selected school systems, to recruit persons with bachelor's degree and work experience into teaching. Licensure is offered in middle grades, special education, and secondary math and science.
- Master of Arts in Teaching Program—specializations in art education, middle grades education, music education, physical education and secondary English education, mathematics education, science education, and social studies education. More information about this pathway can be found in the School of Graduate Studies section of the catalog.

Licensure-Only

The North Carolina Department of Public Instruction issues licenses to teach in the public schools. Individuals who already possess a baccalaureate degree must satisfy individually determined requirements for licensure based on previous study and professional experiences. Candidates must apply to UNCP and must have earned a degree from a regionally accredited college or university. In determining requirements for licensure-only candidates, consideration will be given to alternative means of demonstrating the knowledge and competencies for licensure. Licensure-only students are subject to the same Teacher Education Program admission and continuation regulations as degree-seeking students. Additional information is available from the School of Education.

Licensure-only candidates who have an overall Quality Point Average (QPA) of 2.5 at the time the degree was awarded may request a Plan of Study (POS) that is developed based upon his/her edu-

ational background and intended licensure area. Official transcripts from each institution attended must accompany the request. Based upon review of the transcript(s) by the School of Education Licensure Office and the appropriate program coordinator, a Plan of Study is developed. Upon successful completion of the prescribed POS, the student may apply for licensure recommendation from The University of North Carolina at Pembroke.

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

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

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

1. earned a "C" or better in EDN 3020 (Foundations of Education);
2. earned a grade of at least a "C-" ("C" if the course was repeated) in all required professional studies, content pedagogy, and specialty area courses completed at the time of admission;
3. at least a 2.5 cumulative QPA on a 4.0 scale on all prior college/university course work;
4. satisfactorily completed an admission to the Teacher Education Program interview and;
5. completed a Candidate for Professional Licensure (CPL) form.

An alternative to the QPA requirement (#3 above) provides that In-Focus students must have:

- earned a QPA of 3.0 on a minimum of fifteen (15) hours of course work taken at UNCP relative to licensure (professional studies, content pedagogy, and specialty area courses)

Another option available for licensure-only students is to have a Plan of Study developed by one of North Carolina's Regional Alternative Licensure Centers (RALCs). The Plan of Study includes a list of competency areas that the candidate must fulfill to clear his/her license. Upon completion of the specified requirements, the candidate may be recommended for licensure by the RALC. In order for licensure-only students to take courses at UNCP, the candidate must complete an application, which is available from the School of Education website, www.uncp.edu/soe, or from the School of Education Licensure Office. Candidates who have a Plan of Study through RALC will not be eligible for licensure recommendation from UNC Pembroke. Candidates should contact their Local Education Agency (LEA) when they are ready to clear their license.

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 P - 12 schools with supporting technological resources, teaching units, North Carolina Standard Course of Study, instructional media and equipment, professional journals, curriculum outlines, Praxis I review materials, and equipment and resources for the construction of instructional materials.

POLICIES AND PROCEDURES APPLICABLE TO UNDERGRADUATE INITIAL TEACHER LICENSURE PROGRAMS

Standards for Undergraduate Initial Teacher Licensure Programs

The Teacher Education Program is designed to prepare all undergraduate candidates to meet or exceed six standards established by the Teacher Education Committee in collaboration with public school partners. The Standards are presented in the UNCP Teacher Education Program Teacher Candidate Handbook, the Teacher Education Policy Manual, the Teacher Education Program Internship Handbook, and the Teacher Education Program website.

Curriculum for Undergraduate Initial Teacher Licensure Programs

The program of study, or curriculum, for undergraduate 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, diverse, and at-risk children; content area literacy; 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 catalog sections for the respective academic departments.

Special Requirement for Undergraduate Initial Teacher Licensure Programs: Academic or Professional Concentration

As required by the Board of Governors of The University of North Carolina, all students seeking a baccalaureate degree in Elementary Education or Physical Education must complete an academic or professional concentration in a basic academic discipline as part of their degree requirements. Students seeking a baccalaureate degree in Middle Grades Education must complete an academic or professional concentration, in addition to one teaching specialty area, as part of their degree requirements. A student must have a minimum cumulative QPA of 2.0 in academic and professional concentration courses to receive credit for the concentration. The 18-27 hours comprising these academic and professional concentrations have been selected to provide students with a cohesive study of a basic academic discipline. Academic and professional concentrations are available in American Indian Studies, Art, Biology, English, Exercise and Sport Science, Geography, Geology, History, Mathematics, Music, Physics, Political Science, Psychology, Reading, Spanish, Special Education, and Sociology. Students may choose a second major of 30 hours in Philosophy and Religion rather than an academic or professional concentration. Academic and professional concentration requirements are listed with the respective department. (NOTE: Although the Board of Governors dropped the academic concentration for Special Education majors, the UNCP Teacher Education Program continues to require an academic concentration for degree seekers in this major.)

Declaration of Major and Advising

As soon as the student decides to major in teacher education, a Declaration of Major Form should be completed, including securing the required signatures, and submitted to the Office of the Registrar in Lumbee Hall. The form is then processed, and an advisor in the chosen program area is

assigned. 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 admission to the Teacher Education Program, each candidate must:

1. Have not more than 9 hours of the General Education requirements remaining.
2. Have earned a "C" (2.0) or better in EDN 3020 or the approved equivalent course.
3. Have earned a grade of at least a "C-" (C if the course was repeated) in all required specialty area, professional studies, and content pedagogy courses completed at the time of admission, with the exception of EDN 3020, which requires a grade of "C."
4. Have at least a 2.5 cumulative Quality Point Average (QPA) on a 4.0 scale on all prior college/university course work.
5. Meet the state established scores on Praxis I, SAT, or ACT. An official copy of the scores must be sent to UNCP. Students must meet the scores in effect at the time they apply to and qualify for admission to the Teacher Education Program [see next section for details].
6. Satisfactorily complete an admission interview after completing all the above requirements.
7. Complete a Candidate for Professional Licensure (CPL) form. CPL forms are available in the School of Education Licensure Office and on the School of Education website.

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 when all of the requirements for admission have been met. Applications are available in the School of Education Licensure Office and on the School of Education website. (LIMITED PROGRESSION NOTE: Formal admission to the Teacher Education Program is a prerequisite for enrollment in many specialty area, professional studies, and content pedagogy courses.)

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

Testing Requirement for Admission to the Teacher Education Program

State law requires that an undergraduate student seeking a degree in teacher education must attain passing scores on a pre-professional skills test prior to admission to an approved teacher education program in a North Carolina college or university. Students seeking admission to the Teacher Education Program must satisfactorily complete the Praxis I Series, which includes subtests in reading, writing, and mathematics, or achieve the state established scores on the SAT or the ACT that allow individuals to be exempt from Praxis I testing requirements. Students must meet the required scores in effect at the time they apply to and qualify for admission to the Teacher Education Program. The School of Education must receive an official copy of the scores before the student may be admitted to the Teacher Education Program. Student copies of scores are not acceptable. For more information about testing requirements or other requirements for admission to the Teacher Education Program, students should contact the School of Education.

Continuation in the Teacher Education Program

If a candidate earns a course grade lower than “C-” in a specialty area, professional studies, or content pedagogy course; if a candidate’s quality point average falls below a 2.5; or if a candidate’s application for admission to the Professional Semester of the Teacher Education Program is disapproved for any reason, the candidate is suspended from the Teacher Education Program. Candidates suspended from the program may not continue to progress in the program until the deficiencies are corrected. Required specialty area, professional studies, or content pedagogy courses in which a grade lower than a “C-” was earned must be repeated and a grade of “C” (2.0) or better must be earned. Upon correction of the deficiencies, candidates suspended from the program must request reinstatement in writing from the School of Education.

Enrollment in the Professional Semester

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

1. Be formally admitted to the Teacher Education Program one full semester (excluding summer sessions) prior to the professional semester. (NC Program Standards).
2. Have not more than six (6) hours remaining of degree requirements at the beginning of the professional semester, excluding those required in the professional semester.
3. The remaining hours shall not include professional studies or content pedagogy courses. If the remaining hours include specialty area courses, the courses must be approved by the Program Coordinator and the Dean of the School of Education.
4. Upon approval by the Program Coordinator and Dean of the School of Education, the remaining hours taken during the professional semester must be scheduled at the conclusion of the school day, online or during weekends.
5. Have an overall quality point average of 2.5 (on a 4.0 scale) or better as well as a 2.5 or better in the candidate’s major field of study.

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

1. *Program Standards Progression Midpoint Assessment* form for Course Artifacts and Reflection as Evidence (CARE) and conceptual framework development, signed by the candidate’s advisor.
2. *Advisor’s Recommendation for Professional Semester* form signed by the candidate’s advisor, program coordinator, and respective department chairperson.
3. *North Carolina Public School Health Examination Certificate* and the *UNCP Health Services Verification* form.
4. *Registrar’s Statement and Application for Degree* form.
5. A résumé.

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

Candidates will receive written notification from University-School Programs that their enrollment application was approved or disapproved by the Teacher Education Committee. A candidate 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 (April 1st of the year prior is the deadline for December graduation; November 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.

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.

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.

Transfer Credit for Professional Education Courses

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

Special Programs: Teaching Fellows

The University of North Carolina at Pembroke is one of the eighteen 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 1000) taught by the Teaching Fellows Program Director. The students also enroll in a special section of English 1050: Composition I taught by the English Department.

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 teachers. 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 Office.

UNDERGRADUATE LICENSURE PROGRAMS

NOTE: Students who desire teacher licensure in any one of the 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: Tulla Lightfoot

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 a Standard Professional I 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 12 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 Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

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 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 1010 Elements of Design | |
| ART 1020 Three-Dimensional Design or ART 1050 Introduction to Sculpture | |
| ART 1110 Ceramics: Introduction to Handbuilding | |
| ART 1320 Introduction to Drawing | |
| ART 1330 Introduction to Painting | |
| ART 1400 Introduction to Printmaking | |
| ART 2150 Figure Drawing | |
| ART 2300 Digital Arts I | |
| ART 2500 Communication Design | |
| ART 2080 Survey of Art I | |
| ART 2090 Survey of Art II | |
| Advanced Studio Concentration – 6 hours | |
| Professional Studies | 15 |
| EDN 3020 Foundations of Education | |
| EDN 3100 Birth through Young Adult Development | |
| EDN 3500 Educational Psychology | |
| EDN 4190 Content Area Literacy in Middle & Secondary Schools | |
| SED 3000 Introduction to Exceptional, Diverse, and At-Risk Students | |
| Content Pedagogy | 21 |
| ART 3050 Art Education in Grades K-6 | |
| ART 3060 Art Education in Grades 7-12 | |
| ART 3080 Art Education Field Experience | |
| ART 4000 Art Education Curriculum | |
| EDN 4490 Internship | |
| Guided Art Electives | 6 |
| | Total: 126 |

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

Coordinator: Judith Anne Losh

Location: Department of Professional 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 a Standard Professional I 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 12 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 Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

NORTH CAROLINA BIRTH-KINDERGARTEN PROGRAM STANDARDS

The goals of the Birth-Kindergarten program are to prepare preservice and inservice Birth-Kindergarten professionals with the knowledge, skills, and dispositions needed to effectively serve infants, toddlers, preschoolers, and their families in diverse settings. Our program is based on the following ten standards as established by the North Carolina Department of Public Instruction.

The successful Birth-Kindergarten professional will

1. promote child development and learning for ALL young children with and without disabilities, including those at risk;
2. understand assessment processes including their goals, benefits, and uses;
3. build family and community partnerships;
4. prepare for teaching and learning by connecting with ALL young children with and without disabilities, including those at risk and their families;
5. prepare for teaching and learning by conducting appropriate, on-going formal and informal assessments;
6. prepare for teaching and learning by creating an integrated curriculum and responsive environment;
7. support the learning of ALL young children with and without disabilities, including those at risk;
8. recognize and respect individual differences in program planning and implementation;
9. demonstrate respectful, reciprocal relationships with families and communities;
10. function professionally.

| Course Requirements | Sem. Hrs. |
|---|------------------|
| Freshman Seminar and General Education | 45 |
| Specialty Area (including Multidisciplinary Core) | 21 |
| ECE 3010 Introduction to Early Childhood Education | |
| ECE 3140 Health Issues in Birth – Kindergarten Education | |
| ECE 3150 Guiding Children, Birth – Five Years | |
| ECE 3600 Parent and Child Advocacy/Networking | |
| ECE 4200 Administration of Early Childhood Programs | |
| SOC 3030 The Family | |
| ECE 4000 Developmental Assessment for Young Children | |
| Professional Studies | 15 |
| EDN 3020 Foundations of Education | |
| EDN 3060 Psychology of Early Childhood | |
| EDN 3500 Educational Psychology | |
| EDN 4080 Language and Literacy in the Early Years | |
| SED 3000 Introduction to Exceptional, Diverse, and At-Risk Students | |
| Content Pedagogy | 30 |
| ECE 3200 Curriculum & Environments in Infant/Toddler Programs | |
| ECE 3210 Curriculum & Environments in Preschool Programs, 3-5 years | |
| ECE 3400 Creative Experiences in the Early Years | |
| ECE 3900 Practicum in Child Study B-5 | |

Content Pedagogy (cont.)

SED 3220 Curriculum & Environments for Children with Special Needs, Birth-5

SED 4820 Supporting Families of Preschool Children with Disabilities

ECE 4460 Internship in Birth-Kindergarten Programs

ECE 4750 Professional Seminar for Pre-service Birth-Kindergarten Teachers

General Electives

17

Total: 128**PRESCHOOL ADD-ON LICENSURE**

Preschool add-on licensure is available to individuals holding a clear license in Elementary Education, Family and Consumer Sciences, or Special Education. Plans of study, approximately 12-18 hours of coursework, are tailored to meet the needs of individuals with licensure in each of the three areas of study. Consult the School of Education Licensure Office for further details.

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION (K-6)

Coordinator: Swanee Dickson

Location: Department of Professional 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 a Standard Professional I 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 12 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 Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

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 UNCP Teacher Education Program Teacher Candidate 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 | 8 |
| HLTH 1090 Healthful Living | |
| HST 3170 History of North Carolina | |
| EDN 3110 Foundations of Elementary Curriculum | |
| EDN 4650 Equitable Assessment in Democratic Classrooms | |
| Content Pedagogy | 33 |
| MUS 3240 Musical Experiences for Young Children | |
| ART 3050 Art Education in Grades K-6 | |
| PED 3160 Physical Education Activities for Grades K-6 | |
| EDN 4210 Teaching Language Arts in the Elementary School | |
| EDN 4530 Teaching Social Studies in the Elementary School | |
| EDN 4550 Teaching Science and Health in the Elementary School | |
| EDN 4630 Teaching of Mathematics in the Elementary School | |
| EDN 4460 Internship in the Elementary School | |
| EDN 4750 Professional Seminar for Pre-Service Teachers in the Elementary School | |
| Professional Studies | 18 |
| EDN 3020 Foundations of Education | |
| EDN 3070 Middle Childhood Development | |
| EDN 3500 Educational Psychology | |
| EDN 4090 Early Literacy: Learning to Read in the Elementary School | |
| EDN 4100 Content Area Literacy in the Elementary School | |
| SED 3000 Introduction to Exceptional, Diverse, and At-Risk Students | |
| Academic or Professional Concentration | 18-30 |
| | Total: 128 |

BACHELOR OF ARTS IN ENGLISH EDUCATION (9-12)

Coordinator: Virginia P. Jones

Location: Department of English and Theatre

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 a Standard Professional I 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 12 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 Council for Accreditation of Teacher Education (NCATE), and the NC State Board of Education.

PROGRAM STANDARDS:

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

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

Freshman Seminar and General Education

Specialty Area (*9 semester hours of Foreign Language and 2000-level Literature may count toward General Ed)

SPE 2000 Interpersonal Communication or SPE 2010
Fundamentals of Speech

Foreign language competency at the 1320 course level**– 0-6 hours

ENG 2050 World Literature before 1660 or ENG 2060 World
Literature after 1660

ENG 2230 American Literature before 1865 or ENG 2240
American Literature since 1865

ENG 2470 British Literature before 1790 or ENG 2480 British
Literature after 1790

ENG 3040 Principles of Literary Study

ENG 3460 Aspects of the English Language

ENG 3710 English Grammar

ENG 4570 Shakespeare (fall only)

Sem. Hrs.

45(36)*

40-46

ENGS 4xxx (numbers vary) Seminar in Literature

Select four from list below with approval of coordinator/English advisor:

- ENG 2010 Southern Literature, ENG 2020 Contemporary Literature, ENG 2040 Mythology of All Peoples, ENG 2080 Women's Literature, ENG 2090 Literature and Film, ENG 2100 African American Literature, ENG 2180 Asian American Literature, ENG 2190 Latino Literature, ENG 2200 Native American Literature, or ENG 2410 Environmental Literature
 - ENG 3100 The Harlem Renaissance
 - ENG 3110 Medieval British Literature
 - ENG 3120 Early Modern British Literature
 - ENG 3130 American Transcendentalist Period
 - ENG 3140 American Realism and Naturalism
 - ENG 3150 British Romantic Literature
 - ENG 3160 Victorian Literature
 - ENG 3170 Post-Colonial Literature
 - ENGS 33xx Special Topics in Literature
 - ENG 3420 The British Novel
 - ENG 3430 The American Novel
 - ENG 3440 Native American Novel
 - ENG 3540 Modern Drama
 - ENG 3560 Modern Fiction
 - ENG 3660 Modern Poetry
 - ENG 3670 Contemporary Fiction
 - ENG 3680 Contemporary Poetry
 - ENG 3740 Writing Poetry II or ENG 3750 Writing Fiction II
 - ENG 4020 Literary Criticism
 - ENG 4230, 4240 Special Topics in American English
 - ENG 4810 Phonetics and Phonology, ENG 4830 Second Language Acquisition, or ENG 4850 Cultural Issues of English as a Second Language
 - No more than two of the following: ENG 2990 Writing Center Theory and Practice, ENG 3570 History of Rhetoric, ENG 3580 Professional Writing, ENG 3590 Creative Nonfiction, ENG 3700 Advanced Composition, and ENGS 4090-4129 Special Topics in Composition and Rhetoric
- Select one from list below:
- ENG 2860 Literary Magazine Production, JRN 1820 Yearbook Production, JRN 1610 Newspaper Production, THE 1620 Play Production***

Professional Studies

- EDN 3020 Foundations of Education
- EDN 3120 Early Adolescent through Young Adult Development
- EDN 3500 Educational Psychology
- EDN 4190 Content Area Literacy in Middle & Secondary Schools
- SED 3000 Introduction to Exceptional, Diverse, and At-Risk Students

Content Pedagogy**18**

EED 3840 Literature and Reading for Adolescents (6-12): Methods and Materials (spring only)

EED 3890 The Teaching of Writing and Speech (6-12): Methods and Materials (fall only)

EED 4490 Internship for Secondary English Education (spring only)

EED 4750 Professional Seminar in Secondary English Education (spring only)

General Electives**7-13****Total: 122**

**The foreign language requirement may be met by completing 1310 and 1320, by testing into and completing 132 only, or by testing out of both 1310 and 1320.

***The Literary Magazine, Newspaper, Play, and Yearbook Production courses are offered under multiple course numbers; see departmental listings for additional course numbers that fulfill this requirement.

ENGLISH AS A SECOND LANGUAGE ADD-ON LICENSURE

Coordinator: Kay McClanahan

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 Standard Professional I 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 3460 Aspects of the English Language | 3 |
| ENG 3710 English Grammar | 3 |
| ENG 4810/5810 Phonetics and Phonology | 3 |
| ENG 4830/5830 Second Language Acquisition | 3 |
| ENG 4850/5850 Cultural Issues of English as a Second Language | 3 |
| TESL 4890/5890 Applied Pedagogy of Teaching English as a Second Language | 3 |

BACHELOR OF SCIENCE IN MATHEMATICS EDUCATION (9-12)

Coordinator: Mary Klinikowski

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 a Standard Professional I 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 12 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 Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

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 2210 Calculus I* | |
| MAT 2220 Calculus II | |
| MAT 2300 Introduction to Advanced Mathematics | |
| MAT 2600 Connections in Mathematics I | |
| MAT 3150 Linear Algebra I | |
| MAT 3250 Algebra I | |
| MAT 3280 Probability and Statistics I | |
| MAT 3310 Calculus III | |
| MAT 3600 Connections in Mathematics II | |
| MAT 4110 College Geometry | |
| MAT 4310 Real Analysis I | |
| MAT 4020 A Historical Development of Mathematics | |
| MAT 4600 Connections in Mathematics III | |
| CSC 2020 Microcomputer Programming | |
| 3 additional hours in advanced mathematics | |

| | |
|--|-------------------|
| Professional Studies | 15 |
| EDN 3020 Foundations of Education | |
| EDN 3120 Early Adolescent through Young Adult Development | |
| EDN 3500 Educational Psychology | |
| EDN 4190 Content Area Literacy in Middle & Secondary Schools | |
| SED 3000 Introduction to Exceptional, Diverse, and At-Risk Students | |
| Content Pedagogy | 22 |
| MAT 2500 Introduction to Teaching Mathematics in Middle Grades and Secondary Schools | |
| MAT 3500 Teaching Mathematics with Technology | |
| CSC 4050 Current Topics in Computers in Education | |
| MAT 4000 Methods of Teaching Mathematics in Middle Grades and Secondary Schools | |
| MAT 4490 Internship in Mathematics in the Secondary School | |
| MAT 4750 Professional Seminar in Secondary Mathematics | |
| General Electives | 3 |
| | Total: 127 |

*Prospective Mathematics Education majors should start with MAT 1090 as their General Ed. course in mathematics. MAT 1070 & 1080 or MAT 2210 may be used in place of MAT 1090. If MAT 2210 is used for General Ed., an additional advanced mathematics course (3000 or above) is required.

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

Coordinator: Valjeaner Ford

Location: Department of Professional Education

PROGRAM DESCRIPTION

The program of study in Middle Grades 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 a Standard Professional I 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 12 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 Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

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 one field of teaching with one academic/professional concentration 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 others (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 one) | |
| Specialty Area One—Language Arts | 30 |
| Language Arts Specialty Area (24 hours) | |
| ENG 3040 Principles of Literary Study | |
| ENG 3460 Aspects of the English Language | |
| ENG 3710 English Grammar | |
| One of the following survey courses: ENG 2050, 2230, or 2470 | |
| One of the following survey courses: ENG 2060, 2240, or 2480 | |
| Three of the following literature courses: ENG 3100, 3110, 3120, 3130, 3140, 3150, 3160, 3170, 3420, 3430, 3440, 3540, 3560, 3660, 3670, 3680, or ENGS 33xx; or 2 literature courses from the previous list plus SPE 2000 or SPE 2010 or SPE 3580 or THE 2010 | |
| Language Arts Content Pedagogy (6 hours) | |
| EED 3840 Literature & Reading for Adolescents (6-12): Methods and Materials (spring only) | |
| EED 3890 The Teaching of Writing and Speech (6-12): Methods and Materials (fall only) | |
| Specialty Area Two—Mathematics | 30 |
| Mathematics Specialty Area (25 hours) | |
| MAT 1070 College Algebra* | |
| MAT 1080 Plane Trigonometry* | |
| MAT 2100 Introduction to Statistics* or MAT 3280 Probability & Statistics I | |
| MAT 2110 Survey of Geometry or MAT 4110 College Geometry | |
| MAT 2150 Calculus with Applications* or MAT 2210 Calculus I | |
| MAT 2300 Introduction to Advanced Mathematics | |
| MAT 3150 Linear Algebra I | |
| MAT 4020 A Historical Development of Mathematics or MAT 4150 Theory of Numbers | |
| Mathematics Content Pedagogy (5 hours) | |
| MAT 2500 Introduction to Teaching Mathematics in Middle Grades and Secondary Schools | |
| MAT 4000 Methods of Teaching Mathematics in Middle Grades and Secondary Schools (EDN 4000) | |

Specialty Area Three—Science

30

Science Specialty Area (24 hours)

- PHS 1100*, 1080 and 1090 Physical Science I and Lab I and Lab II
- BIO 1000* Principles of Biology and BIOL 1000 Lab Investigation in Biology
- BIO 1030* Basic Human Biology
- BIO 3040 Principles of Ecology
- GLY 1150* Earth Science and GLYL 1150 Lab
- GLY 1250* Earth History and GLYL 1250 Lab

Science Content Pedagogy (6 hours)

- SCE 3000 Early Experiences for Prospective Science Teachers
- SCE 3010 Early Laboratory Experiences for Prospective Science Teachers
- SCE 3500 The Teaching of Science in the Middle Grades

Specialty Area Four—Social Studies

27

Social Studies Specialty Area (24 hours)

- HST 3170 History of North Carolina
- Three courses (9 hours) at 3000 level or higher, preferably one in European history, one in Asian/African/Latin American history, and one additional upper-level history course
- The following four survey courses*(not completed to satisfy a general education requirement): HST 1010, 1020, 1140, and 1150
- Two courses from the following*(not completed to satisfy a general education requirement): ECN 1000, 2020, or 2030; PSPA 1000 or 1010; GGY 1010, 1020, 1150, or 2000; SOC 1050

Social Studies Content Pedagogy (3 hours)

- SSE 3650 Content and Techniques of Social Studies

Professional Studies

15

- EDN 3020 Foundation of Education
- EDN 3120 Early Adolescent through Young Adult Development
- EDN 3500 Educational Psychology
- EDN 4190 Content Area Literacy in Middle & Secondary Schools
- SED 3000 Introduction to Exceptional, Diverse, and At-Risk Student

Content Pedagogy Middle Grades Education

18

- EDN 4050 Foundations and Curriculum Development for Middle Grades
- CSC 4050 Current Topics in Computers in Education
- EDN 4560 Internship in the Middle Grades
- EDN 4760 Instructional Approaches to Middle School Grades

Academic or Professional Concentration** (Choose from list below)

18-30

- American Indian Studies, American Studies, Art, English, Exercise and Sport Science, Geography, History, Mathematics, Music, Political Science, Psychology, Reading, Sociology, Spanish, or Special Education

| | |
|---------------------------------------|-----|
| All Middle Grades Education Subtotal: | 78 |
| Specialty Area One Subtotal: | 30 |
| Specialty Area Two Subtotal: | 30 |
| Specialty Area Three Subtotal: | 30 |
| Specialty Area Four Subtotal: | 27 |
| Middle Grades Program Total: | 128 |

*It is important to note that some course work in General Education overlaps with the teaching specialty area requirements.

** Academic/professional concentration must be approved by the program coordinator.

BACHELOR OF MUSIC IN MUSIC EDUCATION (K-12)

Coordinator: Gary Wright

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 a Standard Professional I 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 12 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 Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

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**

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

Sem. Hrs.**45(39)*****51****Vocal Emphasis:**

7 hours of MUS 1001 Concert Choir
 MUS 1810 Class Piano I or MUSP 1021 Private Piano
 MUS 1820 Class Piano II or MUSP 1021 Private Piano
 MUS 2810 Class Piano III or MUSP 1021 Private Piano
 MUS 1140, 1150, 2140, 2150 Theory I, II, III, IV and
 MUSL 1140, 1150, 2140, 2150 Lab I, II, III, IV
 MUS 2250, 2260, 2270, 2280 Class Woodwind, Brass,
 Percussion, and Strings
 MUS 2930² World of Music: Classical to the Contemporary
 Era
 MUS 2940¹ World of Music: Antiquity to the Baroque Era
 MUS 3970 World of Music: A Global Study
 MUS 3290 Conducting
 MUS 3301 Rehearsal Strategies/Vocal Methods
 MUS 3340 Orchestration and Arranging
 MUS 4040 Senior Recital

Instrumental Emphasis:

1 hour of MUS 1001 Concert Choir
 7 hours of MUS 1411 or 1161 Concert Band or Orchestra
 MUS 1810 Class Piano I or MUSP 1021 Private Piano
 MUS 1820 Class Piano II or MUSP 1021 Private Piano
 MUS 1140, 1150, 2140, 2150 Theory I, II, III, IV and
 MUSL 1140, 1150, 2140, 2150 Lab I, II, III, IV
 MUS 2250, 2260, 2270, 2280 Class Woodwind, Brass,
 Percussion, and Strings
 MUS 2930² World of Music: Classical to the Contemporary
 Era
 MUS 2940¹ World of Music: Antiquity to the Baroque Era
 MUS 3970 World of Music: A Global Study
 MUS 3290 Conducting
 MUS 3301 Rehearsal Strategies/Vocal Methods
 MUS 3340 Orchestration and Arranging
 MUS 4040 Senior Recital

Keyboard Emphasis (Vocal Orientation):

4 hours of MUS 1001 Concert Choir
 MUS 1140, 1150, 2140, 2150 Theory I, II, III, IV and
 MUSL 1140, 1150, 2140, 2150 Lab I, II, III, IV
 MUS 2250, 2260, 2270, 2280 Class Woodwind, Brass,
 Percussion, and Strings
 MUS 2930² World of Music: Classical to the Contemporary
 Era
 MUS 2940¹ World of Music: Antiquity to the Baroque Era
 MUS 3970 World of Music: A Global Study
 MUS 3290 Conducting

Keyboard Emphasis (Vocal Orientation) (cont.):

MUS 3301 Rehearsal Strategies/Vocal Methods
 MUS 3340 Orchestration and Arranging
 MUS 3350, 3360, 4350 Accompanying
 MUS 4040 Senior Recital
 MUS 4250 Piano Pedagogy

Keyboard Emphasis (Instrumental Orientation):

1 hour of MUS 1001 Concert Choir
 4 hours of MUS 1411 or 1161 Concert Band or Orchestra
 MUS 1140, 1150, 2140, 2150 Theory I, II, III, IV and
 MUSL 1140, 1150, 2140, 2150 Lab I, II, III, IV
 MUS 2250, 2260, 2270, 2280 Class Woodwind, Brass,
 Percussion, and Strings
 MUS 2930² World of Music: Classical to the Contemporary
 Era
 MUS 2940¹ World of Music: Antiquity to the Baroque Era
 MUS 3970 World of Music: A Global Study
 MUS 3290 Conducting
 MUS 3301 Rehearsal Strategies/Vocal Methods
 MUS 3340 Orchestration and Arranging
 MUS 3350, 3360, 4350 Accompanying
 MUS 4040 Senior Recital
 MUS 4250 Piano Pedagogy

All students: Applied Music (MUSP) 14 hours

Professional Studies

15

EDN 3020 Foundations of Education
 EDN 3100 Birth through Young Adult Development
 EDN 3500 Educational Psychology
 EDN 4190 Content Area Literacy in Middle & Secondary Schools
 SED 3000 Introduction to Exceptional, Diverse, and At-Risk
 Students

Content Pedagogy

17

MUS 4000 Elementary Music Methods and Materials
 MUS 4050 Secondary General and Choral Music Education
 Methods (Vocal Emphasis and Keyboard Emphasis [Vocal
 Orientation])
 MUS 4200 Secondary Instrumental Music Methods (Instrumental
 Emphasis and Keyboard Emphasis [Instrumental
 Orientation])
 MUS 4750 Professional Seminar for Pre-Service Teachers
 EDN 4490 Internship

Total: 128

¹MUS 2940 fulfills the Fine Arts requirement in General Education.

²MUS 2930 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 a Standard Professional I 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 12 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 Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

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

Freshman Seminar and General Education*

Specialty Area

- PED 1380 Rhythms and Dance (meets Gen Ed. Req.)*
- PED 1060 Safety and First Aid
- PED 1090 Healthful Living
- PED 1010 Wellness and Fitness
- PED 2040 Adaptive Physical Education
- PED 2060 Nutrition
- PED 2070 Computer Application in HPER
- PED 3120 PE and Sport in Contemporary Society
- PED 3480 Kinesiology
- PED 3490 Anatomy and Physiology

Sem. Hrs.

45(44)*

29-30

| | |
|--|-------------------|
| <p>PED 4110 Biomechanics PED 4120 Exercise Physiology PED 4150 Organization and Administration of Physical Education and Athletics PED 4240 Tests and Measurement in Physical Education 2 hours from the following: PED 2000 and/or any coaching course(s)</p> | 12 |
| <p>Professional Studies</p> <p>EDN 3020 Foundations of Education EDN 3100 Birth through Young Adult Development EDN 3500 Educational Psychology EDN 4190 Content Area Literacy in Middle & Secondary Schools</p> | 18 |
| <p>Content Pedagogy</p> <p>PED 3160 Physical Education Activities for Grades K-6 PED 3190 Physical Education Activities for Grades 7-12 PED 4000 Teaching Physical Education in Grades K-12 EDN 4490 Internship</p> | 18-25 |
| <p>General Electives/Academic or Professional Concentration (overlaps with Gen. Ed. Requirements)</p> | 18-25 |
| | Total: 124 |

BACHELOR OF SCIENCE IN SCIENCE EDUCATION (9-12)

Coordinator: Rachel McBroom

Location: Department of Biology

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 a Standard Professional I 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 12 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 Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

The goal of the Science Education program is to prepare competent science teachers committed to the development of scientific literacy in diverse secondary school learners. The program helps the prospective science educator integrate the knowledge bases underlying the curricular areas of science into an internal framework of their own through collaboration with peers, university faculty, and public school partners. The prospective science teacher should possess the following characteristics:

1. an understanding of unifying concepts of science and how this knowledge will enable students to deal with personal and social problems intelligently;

2. an understanding of the nature of science and the historical development of scientific thought;
3. an understanding of the interrelationships between science, mathematics, technology, and society;
4. an understanding of how science contributes to the personal development of diverse individuals;
5. an understanding of developmentally appropriate instructional methods and curriculum of science, to include inquiry-based instruction, assessment techniques, and the integration of technology;
6. the communication skills necessary for effective teaching, as well as, the skills necessary for effective classroom management;
7. an understanding of the role of research in science education;
8. an awareness of the importance of incorporating best practices into science classrooms through lifelong professional development;
9. an awareness of the safety precautions specific to classroom, stockroom, laboratories, and other areas used for science instruction.
10. the ability to collaborate with colleagues, families, and community members to improve science instruction for all students.

Course Requirements

Freshman Seminar and General Education

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

Sem. Hrs.

45(33)*

Biology Concentration:

BIO 1000 Principles of Biology & BIOL 1000 Lab
Investigation in Biology
BIO 1010 General Botany
BIO 1020 General Zoology
BIO 3040 Principles of Ecology
BIO 3180 Principles of Genetics
BIO 3710 Cell Biology
BIO 4220 Evolution
MAT 1070 College Algebra
MAT 2150 Calculus with Applications
CHM 1300 & 1100 General Chemistry I and lab
CHM 1310 & 1110 General Chemistry II and lab
CHM 2500 Organic Chemistry I
GLY 1150 Earth Science and GLYL 1150 Lab
GLY 1250 Earth History and GLYL 1250 Lab
PHY 1500 & 1560 College Physics I and lab
PHY 1500 & 1570 College Physics II and lab

62

Chemistry Concentration:

CHM 1300 & 1100 General Chemistry I and lab
CHM 1310 & 1110 General Chemistry II and lab
CHM 2260 Elementary Inorganic Chemistry
CHM 2270 Analytical Chemistry
CHM 2500 Organic Chemistry I
CHM 2510 Organic Chemistry II
CHM 3110 Biochemistry
CHM 3120 Experimental Methods in Biochemistry

62

Chemistry Concentration (cont.):

MAT 2210 Calculus I
 MAT 2220 Calculus II
 BIO 1000 Principles of Biology & BIOL 1000 Lab
 BIO 1010 General Botany or BIO 1020 General Zoology
 GLY 1150 Earth Science and GLYL 1150 Lab
 GLY 1250 Earth History and GLYL 1250 Lab
 PHY 1500 & 1560 College Physics I and lab
 PHY 1510 & 1570 College Physics II and lab
 Guided Electives – 2 hours

Earth Science Concentration:

62

GLY 1000 Physical Geology and GLYL 1000 Lab or
 GLY 1150 Earth Science and GLYL 1150 Lab
 GLY 1250 Earth History and GLYL 1250 Lab
 GLY 2260 Oceanography
 GLY 2460 Weather and Climate
 GLY 2620 Environmental Geology
 GLY 3100 Minerals and Rocks and GLY 3110 Lab
 GLY 3250 Paleontology
 PHS 1560 Astronomy
 select one: GLY 3660 Geomorphology; GLY 4250
 Stratigraphy and Sedimentology; GLYS 4xxx Special
 Topics in Geology
 MAT 1090 College Algebra and Trigonometry
 CHM 1300 & 1100 General Chemistry I and lab
 CHM 1310 & 1110 General Chemistry II and lab
 CHM 2500 Organic Chemistry I
 BIO 1000 Principles of Biology & BIOL 1000 Lab
 BIO 1010 General Botany or BIO 1020 General Zoology
 PHY 1500 & 1560 College Physics I and lab
 PHY 1510 & 1570 College Physics II and lab

Physics Concentration:

62

PHY 1500 College Physics I or PHY 2000 University Physics
 I
 PHY 1510 College Physics II or PHY 2010 University
 Physics II
 PHY 1560 College Physics Lab I or PHY 2060 University
 Physics Lab I
 PHY 1570 College Physics Lab II or PHY 2070 University
 Physics Lab II
 PHY 2180 Optics
 PHY 2560 Modern Physics
 PHY 3000 Classical Mechanics
 PHY 3200 Electricity
 PHY 3260 Heat and Temperature
 PHY 4000 Quantum Mechanics
 Guided Electives – 2 hours
 MAT 2210 Calculus I
 MAT 2220 Calculus II
 MAT 3320 Differential Equations
 BIO 1000 Principles of Biology & BIOL 1000 Lab

| | |
|--|------------|
| Physics Concentration (cont.): | 62 |
| GLY 1150 Earth Science and GLYL 1150 Lab | |
| BIO 1010 General Botany or BIO 1020 General Zoology | |
| CHM 1300 & 1100 General Chemistry I and lab | |
| CHM 1310 & 1110 General Chemistry II and lab | |
| PHS 1560 Astronomy | |
| Professional Studies | 15 |
| EDN 3020 Foundations of Education | |
| EDN 3120 Early Adolescent through Young Adult Development | |
| EDN 3500 Educational Psychology | |
| EDN 4190 Content Area Literacy in Middle & Secondary Schools | |
| SED 3000 Introduction to Exceptional, Diverse, and At-Risk Students | |
| Content Pedagogy | 18 |
| SCE 3000 Early Experiences for Prospective Teachers | |
| SCE 3010 Early Laboratory Experiences for Prospective Science Teachers | |
| SCE 4000 Teaching Science in the Secondary School | |
| CSC 4050 Current Topics in Computers in Education | |
| SCE 4490 Internship in Science in Secondary Schools | |
| 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: Jeffrey K. Lucas

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 a Standard Professional I 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 12 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 Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

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

Freshman Seminar and General Education*

Sem. Hrs.

46(28)*

Specialty Area (*18 semester hours of Social Sciences and History may also count toward General Ed)

60

HST 1010 American Civilizations to 1877

HST 1020 American Civilizations since 1877

HST 1140 World Civilizations to 1500

HST 1150 World Civilizations since 1500

HSTS 4xxx Topics in History or HST 4510 Senior Seminar

United States & Canadian History - 6 hours

HST 3170 North Carolina History

Asian, African & Latin American History – 6 hours

European History – 6 hours

ECN 2020 Principles of Microeconomics

ECN 2030 Principles of Macroeconomics

SOC 2090 Social Problems or PSY 1010 Introductory Psychology

SOC 1050 Introduction to Cultural Anthropology

GGY 1010 Principles of Geography, or GGY 1020 World Regional Geography, or GGY 2000 Cultural Geography

PSPA 1010 Introduction to American National Government

Social Science Guided Electives – 6 hours

| | |
|---|-------------------|
| Professional Studies | 15 |
| EDN 3020 Foundations of Education | |
| EDN 3120 Early Adolescent through Young Adult Development | |
| EDN 3500 Educational Psychology | |
| EDN 4190 Content Area Literacy in Middle & Secondary Schools | |
| SED 3000 Introduction to Exceptional, Diverse, and At-Risk Students | |
| Content Pedagogy | 18 |
| SSE 3000 Introduction to Teaching Social Studies | |
| SSE 3650 Content and Techniques of Social Studies | |
| SSE 4000 Methods of Teaching Social Studies | |
| SSE 4480 Internship in Social Studies in the Secondary School | |
| General Electives | 7 |
| | Total: 128 |

BACHELOR OF ARTS IN SPANISH WITH TEACHER LICENSURE (K-12)

Coordinator: Antonio D. Valle de Antón
Location: Department of Foreign Languages

PROGRAM DESCRIPTION

The B.A. in Spanish with Teacher Licensure program 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 a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Spanish licensure program is one of 12 teacher education programs offered at UNCP. Spanish licensure candidates are subject to Teacher Education Committee Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Spanish licensure program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

- Students who complete a major in Spanish will acquire
 - A broad, balanced, and practical knowledge and understanding of Spanish language through the four skills of reading, writing, speaking, and listening and through advanced grammar, composition, and conversation;
 - A comprehensive knowledge of Peninsular and Spanish-American literature, culture, and civilization.
- Students who complete a major in Spanish will acquire the ability and skills to
 - Demonstrate near fluency or fluency in reading, writing, speaking, and comprehending Spanish;
 - Converse in everyday situations and also use professional language;
 - Write effectively in a clear, standard Spanish about a variety of topics;

- Listen to, understand, and identify varieties of Spanish spoken in the Hispanic world;
 - Read and comprehend a variety of texts.
3. Students who complete a major in Spanish will develop appropriate dispositions to
- Participate in entry-level positions requiring knowledge of the Spanish language;
 - Enroll in and complete graduate school successfully;
 - Work with the Hispanic community throughout their productive lives;
 - Have an enhanced appreciation for all aspects of Spanish, including historical and contemporary issues;
 - Have an enhanced appreciation for people of Hispanic backgrounds;
 - Recognize the importance of formal language study for use and more effective competition in the global marketplace, whether in schools, in medical and social services, or in corporate business.

Course Requirements**Sem. Hrs.****Freshman Seminar and General Education***

45(39)*

Specialty Area (*0-6 semester hours of Spanish may also count toward General Ed)

42-43

SPN 2310 and 2320 Intermediate Spanish I, II or SPN 2330

Spanish for Heritage Speakers

Pronunciation Proficiency—May be met with a P grade in SPN

2990 or through Pronunciation Proficiency Validation by

Department Chair

SPN 3110 Spanish Composition and Review of Grammar

SPN 3120 Spanish Conversation

SPN 3150 Analytical Skills and Critical Aspects of Spanish

SPN 3200 Literary Analysis and Criticism in Spanish

SPN 3610 Civilization and Culture of Spanish America

SPN 3620 Civilization and Culture of Spain

SPN 3700 Advanced Grammar and Composition

Five courses from those listed below:

SPN 3210 Survey of Spanish-American Literature I

SPN 3220 Survey of Spanish-American Literature II

SPN 3310 Survey of Literature of Spain I

SPN 3320 Survey of Literature of Spain II

SPN 3360 History of the Spanish Language

SPN 3710 Business Spanish

SPN 4210 Studies in Spanish-American Prose Fiction

SPN 4220 Studies in Spanish-American Theatre and Poetry

SPN 4300 Topics in Medieval, Renaissance, and Golden Age

Literature

SPN 4340 Contemporary Literature of Spain

SPN 4510 Study Abroad

SPN 4550 Directed Study in Spanish

SPN 4700 Spanish Applied Linguistics

SPNS 4xxx Special Topics in Hispanic Studies

| | |
|---|------------|
| Professional Studies | 15 |
| EDN 3020 Foundations of Education | |
| EDN 3100 Birth through Young Adult Development | |
| EDN 3500 Educational Psychology | |
| EDN 4190 Content Area Literacy in Middle & Secondary Schools | |
| SED 3000 Introduction to Exceptional, Diverse, and At-Risk Students | |
| Content Pedagogy | 13 |
| SPN 3080 Spanish Education Field Experience | |
| SPN 4400 Methods of Teaching Spanish | |
| SPN 4490 Internship for Spanish Education | |
| General Electives | 5-6 |
| Total: | 121 |

BACHELOR OF SCIENCE IN SPECIAL EDUCATION (K-12)

Coordinator: Deborah Anne Banker

Location: Department of Professional 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 a Standard Professional I 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 program in General Curriculum is one of 12 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 Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the UNCP Teacher Education Program Teacher Candidate Handbook.

PROGRAM GOALS AND OBJECTIVES

The goal of the Special Education Program is to prepare effective and qualified professionals that provide research-validated instruction and behavior supports to maintain at grade level students with disabilities who are enrolled in the North Carolina Standard Course of Study. The following are the objectives for the undergraduate Special Education Program.

The effective and qualified pre-service special educator

1. acquires basic skills, knowledge, and attitudes in a wide variety of disciplines including the arts and the humanities, natural sciences and mathematics, and the social sciences.
2. develops the ability to analyze.
3. experiences a interdisciplinary curriculum which emphasized the interrelationship of the culture, research and practices deemed appropriate and necessary in educational and social settings.
4. completes an Academic or Professional Concentration (Reading is suggested) of sufficient depth and breadth to complement and strengthen their overall program of studies and area of specialization.
5. acquires knowledge and understanding of human growth and development; foundations

- of education; the purpose, organization, and administration of the schools; the teaching-learning process; positive behavior supports; collaboration with general education teachers; curriculum; and methodology.
6. demonstrates necessary competencies through systematic field experiences at both the elementary and secondary level, and a culminating and comprehensive student teaching internship.
 7. develops a broad background in the various categories of exceptional, diverse, and at-risk students, and demonstrates special skills in teaching students with mild disabilities across various content areas and ages; and in various settings.
 8. demonstrates appropriate communication skills and a professional attitude for collaboration with parents, school personnel, and other related professionals.
 9. demonstrates a diagnostic-prescriptive orientation toward instruction and behavior intervention, and is able to offer intensive and explicit individual and small group instruction.
 10. provides leadership in implementing special education procedures and policies.
 11. experiences, through personal investigation and growth, increased self-actualization, and in turn, foster self-worth and confidence through positive interaction with learners who have mild disabilities.

| Course Requirements | Sem. Hrs. |
|---|-------------------|
| Freshman Seminar and General Education | 45 |
| Specialty Area | 16 |
| SED 3100 Introduction to Mental Retardation | |
| SED 3300 Students with Behavioral-Emotional Disabilities | |
| SED 3400 Children with Learning Disabilities | |
| SED 3410 Strategies of Instruction for Students with Mild Disabilities | |
| SED 4050 Adapting Technology for Students with Special Needs | |
| SED 4900 Discipline and Classroom Management | |
| Professional Studies | 15 |
| EDN 3020 Foundations of Education | |
| EDN 3500 Educational Psychology | |
| EDN 3100 Birth through Young Adult Development | |
| EDN 4090 Early Literacy: Learning to Read in the Elementary School | |
| SED 3000 Introduction to Exceptional, Diverse, and At-Risk Students | |
| Content Pedagogy | 27 |
| SED 3030 Special Education Curriculum for Students with Mild Disabilities | |
| SED 4020 Special Education Assessment for Students with Mild Disabilities | |
| SED 4720 Techniques, Materials and Resources in Special Education for Students with Mild Disabilities | |
| EDN 4250 Classroom Diagnosis of Reading Difficulties | |
| EDN 4720 Diagnostic and Remedial Mathematics Methods | |
| SED 4490 Internship in Special Education | |
| SED 4750 Professional Seminar for Pre-Service Special Education Teachers | |
| General Electives/Academic or Professional Concentration | 25 |
| | Total: 128 |

**ACADEMICALLY AND INTELLECTUALLY GIFTED (AIG) EDUCATION
ADD-ON LICENSURE**

Coordinator: Debra Thompson

Location: Department of Professional Education

This program is designed to lead to North Carolina add-on licensure in Education of the Academically or Intellectually Gifted (AIG), K-12. This add-on licensure program requires 12 semester hours of study beyond licensure in an academic content area or grade level. The required courses for the AIG Licensure program at UNCP will be taught either as fully online courses or as hybrid courses with a majority of online class sessions. Upon completion of the program, students can add this area to either the Standard Professional I or "M" license.

Course Requirements

| | |
|---|----------|
| SED 3050 Introduction to Gifted Education | 3 |
| SED 4060 Differentiating Instruction for the Gifted | 3 |
| SED 4830 Methods and Models of Gifted Education | 3 |
| SED 4840 Trends and Issues in Gifted Education/Social and Emotional Needs of Gifted Students | 3 |

Total: 12