

2014-2015

Birth-Kindergarten Undergraduate Handbook



School of Education

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Letter from Faculty



Dear Birth-Kindergarten (B-K) Students,

Welcome to B-K Education, a program of study designed for students planning a career as a teacher of children 0-5 years of age. Your decision to become a teacher is an important commitment. You will have opportunities in the years to come to influence young children and their families in their formative years and provide a positive role model for them. The children in your future classrooms will reflect your love of learning so it is essential that you engage fully in your course of study during your time at this university.

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

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

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

Best wishes to you!

The B-K Undergraduate Faculty

B-K Education Faculty and Staff

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Mission Statement

The Birth-Kindergarten Program embraces, in theory and practice, the mission of the Teacher Education Program of UNC-Pembroke:

Believing that the quality of education directly influences the quality of life both for those served and for those serving, the UNC Pembroke Teacher Education Program’s mission is ***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 that balances teaching, research, and service.

Program goals

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

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

* + Develop a broad, informed worldview sensitive to the values and perspectives of diverse peoples;
	+ Acquire the key concepts and tools of inquiry in the cognitive development, language development and communication, health and physical development, emotional and social development, as well as approaches to play and learning and ways to support dual language learners.
	+ Acquire knowledge of the theories and principles of human growth and development;
	+ Understand the major determinants of curriculum for infants and toddlers, preschoolers, and kindergartners, including the North Carolina Foundations for Early Learning and Development, and the North Carolina Standard Course of Study.
	+ Know how to plan instruction and employ a variety of instructional strategies including technology to meet the needs of all learners.
	+ Acquire the knowledge, skills and dispositions to plan, implement and assess strategies to create an inclusive classroom in which children with various abilities and learning styles learn and thrive.
	+ Understand the role of assessment in teaching and learning
	+ Develop the ability to reflect critically, integrating knowledge and experience into a coherent conceptual framework.
	+ Acquire information about and develop the skills and routines of becoming a teacher researcher and a lifelong learner.

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

The Birth-Kindergarten (B-K) education program is designed to meet specific standards as designated by the North Carolina Department of Public Instruction (NCDPI) and the National Council for Accreditation of Teacher Education (NCATE). The structure and organization of the courses is specific to the B-K program at UNC-Pembroke. ECE courses are offered using a mixed instructional delivery; some courses are delivered totally online and some are delivered hybrid (online and face-to-face meetings). UNC Pembroke uses Blackboard as its Course Management System (CMS).

Students are encouraged to follow the Curriculum Check sheet (Appendix A) to follow the courses by category. You can also use the Degree Pathway (Appendix B) to take courses in the order listed.

Many courses have prerequisites. It is critical that students follow the guidelines and their advisors recommendations in order to graduate in a timely manner.

The required General Education classes are taught mostly face to face and you can find a checklist of the required courses in Appendix C.

Where do I find an outline of required courses?

The required B-K program courses by recommended semester load, by category and the general education courses are found at the end of this handbook in Appendices A, B, and C respectively. More information about the B-K hybrid program at the following URL:

<http://www.uncp.edu/academics/colleges-schools-departments/colleges-schools/school-education/department-educational-specialties/birth-kindergarten/uncp-birth-kindergarten-online-hybrid-program>

Are there faculty and staff that work with transfer students?

Teacher Recruitment personnel work closely with transfer students for the purpose of making a smooth transition into UNCP and the School of Education. Unofficial evaluations of transcripts are completed using community college and UNCP articulation agreements, as one of the services provided to transfer students. Many questions arise from transfer students coming from community college settings, as well as institutions of higher learning and the transfer staff is ready and willing to answer those questions and help ease the stress of this transition. These agreements may be found using the following URL:<http://www.uncp.edu/academics/outreach/engaged-outreach/articulation-agreements>

Is there a special meeting for transfer students?

The university invites transfer students to an orientation meeting when they receive an acceptance letter. These meetings are structured for the student to learn about the university and to set up Braveweb and Bravemail accounts. The UNCP School of Education faculty works closely with the Admissions Office to organize periodical orientation sessions for B-K transfer students. Opportunity is also provided for students to meet with the program coordinator for the B-K education program and advisors, and register for the upcoming semester. Transfer students are encouraged to attend these meetings to receive valuable information and start their journey at UNCP as a B-K education major. An advisor will be assigned to transfer students at the conclusion of orientation meetings. The transfer orientation schedule for 2014-2015 can be found here: <http://www.uncp.edu/admissions-aid/new-student-and-family-orientation/transfer-orientation/spring/view-orientation-schedule>

How is my coursework from other campuses evaluated?

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

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

The B-K program has articulation agreements with most community colleges in the area so that several program courses can transfer into the program within 10 years of completion. Once admitted into the B-K program you will not be allowed to take Early Childhood courses outside UNC Pembroke.

How do I declare my major?

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

How traditional students are assigned an advisor?

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

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

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

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

*B-K Education majors will find most of their courses under the following labels on the pull down menu: B-K Education (ECE); Reading (RDG) for reading concentrations; Special Education (SED) (for special education concentrations); or Education (EDN).*

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

*Please remember that prior to registering you will need to complete the Field Experience registration form (see page 12).*

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

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

Majors’ Meetings

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

How do I change my major?

 What happens if you decide to change your major? For example, a freshman declares secondary mathematics education as a major. However, after completing the field experience requirement in the Education Preparation courses, the student decides she/he wants to switch to middle grades. That student will need a new advisor in the middle grades program. To change your major and your advisor, you must complete a new *Declaration of Major Form,* ask the chair of the department to which you are going to sign it,and submit it to the Office of the Registrar. The Registrar makes the change in your record and forwards the form to the new department chair who assigns you a new advisor. The former advisor receives a copy of the form, forwards any pertinent advisee information to the new advisor and the change of major is complete. You can find it here: <https://www.uncp.edu/sites/default/files/Images_Docs/Academics/Colleges_Schools_and_Departments/Departments/Mass_Communication/declaration_of_major.pdf>

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

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

Field Experiences

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

One of the great strengths of our B-K program is that our students have many opportunities to observe, participate and teach in agencies, pre-k classrooms, grade K. This experiential approach to learning is needed for each student to experience the “real world” in terms of 0-5 teaching. Therefore, each course will have a field experience component.

How do I register for field experience each semester?

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

**1.** Complete student information section Question1 (last name, first name, banner student number/social security number, phone number and e-mail).

**2.** If you are a public school employee Question 2 click YES and indicate the school in Question 3. If you are not a public school employee, indicate NO and leave Question 3 blank.

**3.** Complete previous field experience for Question 4 - include the following information about previous field experience placement(s): name of the school(s) in which you were placed; LEA (county) in which the school(s) is located; and grade level of the class(es) you observed, tutored, assisted, taught or interviewed.

**IMPORTANT INFORMATION FOR B-K STUDENTS**! When completing the field experience information, you may not need to choose a public school unless your course requires field experience in a kindergarten classroom (ECE 4030 and ECE 4170). Therefore you can choose “Other/Agency” to indicate that your field experience will be conducted in a childcare, preschool, or agency.

**4.** Students will complete ALL of their field experience for every course in which they wish to enroll at ONE school each semester. In Question 5, students will choose the school of their choice from the approved list in the drop-down box in Question 6. If a student wishes to complete field experience in a school outside of the UNCP service region, please select ‘Other’ from the drop-down menu.

**5.** Once students complete the form (Questions 7, 8, 9), please submit (click DONE).

**6.** Registration holds will only be removed during business hours Monday - Friday (8am - 4pm). **During peak registration times, it may take 24-48 hours to release hold from your courses so you may register.

7.** Once hold(s) have been lifted, **you will need to register for courses you indicated in Question 5.**

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

***\*Note: The Summer School Registration differs from the Fall/Spring. If you are taking a course that requires Field Experience during the summer, contact your course instructor for instructions***

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

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

**IMPORTANT INFORMATION FOR B-K STUDENTS**! If your field experience will be conducted in a childcare, preschool, or agency, you do not need to wait to receive confirmation for your field experience. You can contact the director yourself and ask when you can start the field experience and whether they have any requirements.

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

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

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

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

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

**Principals and teachers will expect you to:**

* Keep scheduled appointments. Illness and/or emergencies are the only legitimate excuses for not keeping an appointment. If illness or an emergency prevents your attendance, notify the school immediately.
* Be on time and stay for the full time for which you are scheduled.
* Dress appropriately (no jeans, no t-shirts, no short skirts, etc.) and follow the rules of basic courtesy toward everyone with whom you have contacted.
* Take confirmation forms and UNCP ID to verify your assignment and identity.
* Check in at the office regardless of how familiar you are with the school.
* Know your field experience assignment and have any necessary materials and/or plans ready for use.
* Avoid unfavorable criticism of the University program, the school, and the community.
* Exemplify the attitudes and actions of a teacher and not a student.
* Safeguard all personal and confidential information concerning students.
* Be cooperative and remember that the school’s first priority must be the students. Do not take cell phones or food into the classroom.

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

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

**How do I apply for Teacher Education Admission?**

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

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

|  |  |
| --- | --- |
|  | 1. Have not more than 9 hours of the General Education requirements remaining.
 |
|  | 1. Have earned a “C” (2.0) or better in EDN 2100 - *Introduction to Education* or the approved equivalent course. *EDN 2100* is required for TEP admission beginning fall 2013.
 |
|  | 1. Have earned a grade of at least a “C‑” (C if the course was repeated) in all required professional studies core, content pedagogy, and essential standards courses completed at the time of admission, with the exception of EDN 2100 which requires a grade of “C.”
 |
|  | 1. Have at least a 2.5 cumulative Quality Point Average (QPA) on a 4.0 scale on all prior college/university course work.
 |
|  | 1. Meet the state established scores on the Praxis Core Academic Skills for Educators (Core) Tests, 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.
 |
|  | 1. Satisfactorily complete an admission interview after completing all the above requirements.
 |
|  | 1. 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 will receive written notification from the School of Education Licensure Office that their application for admission to the Teacher Education Program is approved or disapproved by the Teacher Education Committee (TEC).
* Students with disabilities who may require special accommodations should consult the Dean of the School of Education or Disability Support Services.

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

* 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. Formal admission to the Teacher Education Program is a prerequisite for enrollment in many professional studies core, content pedagogy, and essential standards courses. Students desiring admission for fall semester should meet all requirements by APRIL 1; students desiringadmission for spring semester should meet all admission requirements by NOVEMBER 1.
* Students should apply for admission to the undergraduate Teacher Education Program as soon as they are eligible, normally **during the second semester of the sophomore year.**
* Application materials are **available at the links below**, in the Licensure Office or from your advisor (recommended).  After the signed application has been returned to the School of Education, the School of Education Licensure Officer verifies Praxis I scores, the grade in EDN 2100, overall GPA, General Education requirements, and courses in which grades lower than C- were earned. When the student is confident that he/she has met all requirements for TEC admission with the exception of the interview, an appointment should be scheduled with his/her advisor for an interview. Interviews will not be scheduled unless all passing test scores are received in the licensure office, and verification of other TEC admission criteria is confirmed.

Student Forms found at <http://www.uncp.edu/academics/colleges-schools-departments/colleges-schools/school-education/students/student-forms>

Licensure information found at <http://www.uncp.edu/academics/colleges-schools-departments/colleges-schools/school-education/licensure>

* Students should bring to the interview a completed self-assessment of skills and dispositions, which their advisor will send them via email prior to the scheduled appointment. Discussion at the interview will be focused on personal and professional skills necessary for the teaching profession. Two B-K faculty members will complete the interview. If there are concerns in a particular area, a follow up interview may be scheduled by the program coordinator with different B-K faculty members.
* Upon successful completion of the interview, verification and endorsements will be obtained for each applicant. The names of all applicants meeting admission requirements are presented to the Teacher Education Committee for approval.  Each student who applies for admission to the undergraduate Teacher Education Program receives written notification from the Dean of the School of Education of the approval or disapproval of the application by the Teacher Education Committee.  A student is not considered admitted to the Teacher Education Program until such notification is made. Students are not allowed to enroll in certain courses until they have been formally admitted to the Teacher Education Program. If students enroll in courses requiring TEC admission and are not eligible to take those courses due to TEC admission, they will be administratively dropped from those courses prior to the beginning of each semester.

**PRAXIS I CORE Information**

<http://www.uncp.edu/academics/colleges-schools-departments/colleges-schools/school-education/teacher-education-programs/teacher-education-program-admission/praxis-info>

# Praxis Information

### What is the New Praxis Core?

The Praxis Core Academic Skills for Educators (Core) Tests is a testing program that many states use as part of their certification requirements.  The Praxis Core Academic Skills for Educators Test series is composed of three tests: the Praxis Core Reading, Praxis Core Writing and Praxis Core Mathematics.

### Do I have to take PRAXIS Core tests?

Yes, you must pass the Praxis Core Reading, Praxis Core Writing and Praxis Core Mathematics tests in order to be admitted into UNCP's Teacher Education Program

EXCEPT if you have a four-year college degree (with a 2.5 GPA) from a Regionally Accredited Institution.

OR, if you have the following:

SAT score of 1100 (Verbal and Math only) or ACT combined score of 24 - you do NOT have to take any of the Praxis Core tests.

SAT math score of 550 or ACT math score of 24- you do NOT have to take the Praxis Core Mathematics test.

SAT verbal score of 550 or ACT English test score of 24- you do NOT have to take the Praxis Core Reading or Praxis Core Writing tests.

### How do I register?

To register for a computer-delivered Praxis test using a credit or debit card, visit <http://www.ets.org/praxis/nc/requirements/> or call for an appointment at 1-800-853-6773

### Information for registration:

Name of institution attended:

UNCP code A5534

Names of agencies or institutions where you want score reports sent:

UNCP code R5534

AND

NC Division of Teacher Ed. Services. R7846

#### What tests do I need to take? and

### What scores do I need to obtain to pass the tests?

You need to take the Praxis Core series, which consists of reading, writing and mathematics.

|  |  |
| --- | --- |
| Praxis Core Academic Test Name (and Number) | Approved Qualifying Score |
| [Praxis Core Reading (5712)](http://www.ets.org/praxis/prepare/materials/5712) | 156 |
| [Praxis Core Writing (5722)](http://www.ets.org/praxis/prepare/materials/5722) | 162 |
| [Praxis Core Mathematics (5732)](http://www.ets.org/praxis/prepare/materials/5732) | 150 |

Composite Score                                                         468

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

### When do I need to take the PRAXIS CORE?

Typically, you take it sophomore year or ASAP for transfer students.

### How much do the tests cost?

See ETS website for fee waiver information

Combined- Praxis Core Reading, Praxis Core Writing and Praxis Core Mathematics - $135 or Praxis CORE tests separately $85 each.

### What can I do to prepare?

* Read the website carefully about the different tests: [Praxis Core Reading](http://www.ets.org/praxis/prepare/materials/5712), [Praxis Core Writing](http://www.ets.org/praxis/prepare/materials/5722), [Praxis Core Mathematics](http://www.ets.org/praxis/prepare/materials/5732)
* ETS offers a wide array of free and fee-based Praxis test preparation materials. Visit [www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep)
* Study Praxis CORE Tests at a Glance on the website.
* Use PLATO, a web-based tutorial, paid for by UNCP Teacher Education.
* See amy.oxendine@uncp.edu, 910.521.6293 in the Education Center Room 137 for access.
* Go to [www.ets.org/praxis/studytips](http://www.ets.org/praxis/studytips) for extra study help.
* Go online to: [www.learningexpresslibrary.com](http://www.learningexpresslibrary.com/)Register, go to Teaching, PPST and other appropriate areas.
* Join the [School of Education Blog](http://uncptep.wordpress.com/) for important Praxis information

### Where can I go for additional information?

You can continue examining the official ETS website at: <http://www.ets.org/praxis/about/core/>

**Contact:**

**Dr. Valjeaner B. Ford, Praxis Liaison**

**Office: Education Center, Room 101G**

**Phone: 910.521.6893**

**Email:** **valjeaner.ford@uncp.edu**

Does the School of Education have deadlines by which Praxis scores must be received?

* + - November 1st for spring semester admission to TEC
		- April 1st for fall semester admission to TEC

**What is Praxis Plus?**

Information about Praxis P.L.U.S. can be found at <http://www.uncp.edu/academics/colleges-schools-departments/colleges-schools/school-education/teacher-education-programs/teacher-education-program-admission/praxis-plus>

If you are concerned about your test-taking skills, Praxis Plus can help you!

Consider the following:

* + Have you taken the exam and not yet been successful in passing?
	+ Have you postponed taking the exam due to anxiety?
	+ Have you procrastinated because of feeling unprepared?

If you answered **yes** to any of these questions, stop by the Praxis P.L.U.S. office in Education Center, Room 130!

The Praxis P.L.U.S. Program can help you!

**Ms. Melissa R. Edwards**

**Praxis P.L.U.S.** Program Coordinator
Office: 1210 Oxendine/Science
Phone: 910.521.6315
Email: melissa.edwards@uncp.edu

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

The teacher education interview is an opportunity for a student to meet with B-K education faculty to discuss their choice of teaching as a profession. After the time is scheduled with the student’s advisor, the Teacher Education disposition form and additional forms for the interview should be printed (links below). B-K students applying to be admitted into the Teacher Education Program will also be required to write an essay on site for 1 hour before the interview. A specific prompt will be provided for the essay.

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

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

<http://www.uncp.edu/sites/default/files/Images_Docs/Departments/SOE/forms/UNCP%20Professional%20Disposition%20Checkpoint%20%232%20Self-Assessment%2011-11-2014.pdf>

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

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

NO OTHER COURSES in the teacher education program may be taken until that one course is repeated and the grade of C is earned to replace the lower grade. The student replacing a grade is responsible for completing paperwork in the registrar’s office to replace the grade.

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

Why is the Academic Honor Code important to me?

<https://www.uncp.edu/student-life/student-services/student-conduct/academic-honor-code>

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

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

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

# Where do I find information about the Student Honor Code?

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

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

I am ready for internship! How do I prepare?

During the internship you will be enrolled in ECE 4460 (9hours) and ECE 4750 (3 hours). Before starting the student teaching semester, you must have successfully completed all other required ECE courses with the recommendation to take ECE 4170 in the semester immediately before the student teaching. ECE 4170 is the most advanced methods course incorporating content and skills for lesson planning strategies from all ECE 4000 courses. Whenever possible, students are advised to complete field experiences in the school/classroom targeted for internship and with the Clinical Teacher who will supervise their internship during the professional semester.

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

#  How do I attain eligibility for internship?

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

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

**Two semesters prior to the internship**, each candidate must complete the professional semester enrollment packet. You will be notified by your advisor or program coordinator about the internship meetings held every semester by the University School Partnerships Office. You are strongly encouraged to attend that meeting (held at different times during the day for your convenience) in order to correctly complete your enrollment packet. The packet includes but not limited to the following items:

* Have an account set up in Taskstream and at least half of the electronic evidences uploaded to your ePortfolio.
	+ *Advisor’s Recommendation for Professional Semester* form signed by the candidate’s advisor, program coordinator, and respective department chairperson.
	+ *North Carolina Public School Health Examination Certificate* and the *UNCP Health Services Verification* form
	+ *Registrar’s Statement and Application for Degree* form
	+ A resume
	+ Family Educational Rights and Privacy Act (FERPA) release
	+ Authorization for release of information
	+ Copy of health insurance card

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

# How do assignments to internship placements occur?

Student internship placements are cooperatively arranged by the Director of University-School Programs and contact persons in the local school systems with which The University of North Carolina at Pembroke has written agreements. Students may be asked to choose a county (LEA) in which he/she would be placed for internship. Student interns may not be placed in a school that he/she attended, in which he/she has been employed, in which a relative is employed, or in which a relative is enrolled. Prior to UNCP’s forwarding placement requests to area systems, program coordinators have the opportunity for input as to the grade level(s), school(s), and teacher(s) requested.

Students will receive written notification from the Director of University-School Programs that their enrollment application is approved or disapproved by the Teacher Education Committee. A student is not officially enrolled in the professional semester until such notification is made and all University registration procedures are completed.

When and how do I apply for graduation?

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

What if students have complaints?

B-K students who have questions or concerns related to a specific course should email the course’s instructor and wait 48 hours for a response, 72 hours during weekends. If they receive no response, they should send an email and a voicemail to the instructor. If after 48 hours the instructor still has not responded, then the students should email the program coordinator copying the instructor on the message. Wait 48 hours for a response, 72 hours during weekends. If they receive no response, they should then send an email and a voicemail to the chair copying the program coordinator and instructor on that email.

**APPENDIX A**

Birth-Kindergarten Curriculum Check sheet

**Basic Skills**

|  |  |  |  |
| --- | --- | --- | --- |
|  | FRS 1000 | 1 | Freshman Seminar |
|  | ENG 1050 | 3 | Composition I |
|  | ENG 1060 | 3 | Composition II |

**Physical Education**

|  |  |  |  |
| --- | --- | --- | --- |
|  | PED | 1 | 1000 level  |
|  | PED | 1 | 1000 level  |

**Humanities**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Fine Arts  | 3 | Music/Art/Theater |
|  | Literature  | 3 | 2000 level  |
|  | History  | 3 | 1000 level  |
|  | PHIL/REL  | 3 | PHI1000/REL 1300 |

**Social Science (choose 3)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Economics | 3 |  |
|  | Geography  | 3 |  |
|  | Political Science | 3 |  |
|  | Psychology  | 3 | PSY 1010  |
|  | Sociology  | 3 | 1020, 2050 |

 **Natural Science**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Science  | 3 |  |
|  | Science  | 3 |  |

**Mathematics**

|  |  |  |  |
| --- | --- | --- | --- |
|  | MAT  | 3 | MAT 1050 OR 1070 |

**General Education Program Electives**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | 3 |  |
|  |  | 3 |  |

**BK Electives**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | 3 |  |
|  |  | 3 |  |
|  |  | 3 |  |
|  |  | 3 |  |

**Professional Studies**

|  |  |  |  |
| --- | --- | --- | --- |
|  | EDN 2100 | 3  | Introduction to Education |
|  | SED 3310 | 3 | Introduction to Exceptional Children |
|  | ECE 2030 | 3 | Developing the Young Child  |
|  | RDG 2000 | 3 | Foundations of Reading |

**Essential Standards**

|  |  |  |  |
| --- | --- | --- | --- |
|  | ECE 2020 | 3 | Foundations of Early Childhood Education  |
|  | ECE 2040 | 3 | The Child as Teacher |
|  | ECE 2050 | 3 | Young Children and Families in a Diverse World |
| \* | ECE 3110 | 3 | Behaviors and Environments for Early Child Education |
| + | ECE 3120 | 3 | Community Partnerships with Families & Agencies |
| + | ECE 3130 | 3 | Early Childhood Educators as Leaders |
|  | ECE 3140 | 3 | Health Issues in Birth-Kindergarten Education  |
| \* | EDN 3900 | 3 | Research and Writing in Education  |

 **Content Pedagogy**

|  |  |  |  |
| --- | --- | --- | --- |
| \* | ECE 4010 | 3 | Integrated Curricula and Appropriate Practices: Infants & Toddlers |
| \* # | ECE 4020 | 3 | Integrated Curricula and Appropriate Practices: Preschoolers |
| \* # | ECE 4030 | 3 | Integrated Curricula and Appropriate Practices:Kindergarteners |
| \* # | ECE 4040 | 3 | Differentiation, Individualization, & Universal Design |
| + \* | ECE 4060 | 3 | Assessment Strategies and Application  |
|  \*  | ECE 4150  | 3 | Agency Partners |
| \* | ECE 4170 | 3 | Learning Envir. & Teaching in PreK & K |
| \* | ECE 4460 | 9 | Internship in Birth-Kindergarten Programs |
| \* | ECE 4750 | 3 | Professional Seminar for Pre-service Birth-Kindergarten Teachers  |

\* Requires admission to the Teacher Education Program

+Prerequisites for ECE 4150

# Prerequisites for ECE 4170

**APPENDIX B**

**B-K Degree Pathway**

|  |  |
| --- | --- |
| **FRESHMAN YEAR - FALL SEMESTER** | FRESHMAN YEAR - SPRING SEMESTER |
| Semester Hours | Semester Hours |
| \_\_ FRS 1000 Freshman Seminar | 1 | \_\_ ENG 1060 Composition II  | 3 |
| \_\_ ENG 1050 Composition I | 3 | \_\_ PSY 1010 Introduction to Psychology (2 of 3) | 3 |
| \_\_ General Education – Fine Arts | 3 | \_\_ General Education – 1000 Level Physical Education (1 of 2) | 1 |
| \_\_ General Education – Natural Science (1 of 2)  | 3 | \_\_ General Education – Natural Science (2 of 2) | 3 |
| \_\_ General Education – Mathematics  | 3 | \_\_ General Education – Social Science (3 of 3) | 3 |
| \_\_ General Education – Social Science (1 of 3) | 3 | \_\_ General Education Program Elective | 3 |

 **TOTAL = 16 hours TOTAL = 16 hours**

|  |  |  |  |
| --- | --- | --- | --- |
| **SOPHOMORE YEAR, FALL SEMESTER** |  | **SOPHOMORE YEAR, SPRING SEMESTER** |  |
| \_\_ General Edution – 2000 Level English Literature | 3 | \_\_ ECE 2020 Foundations of Early Childhood Education | 3 |
| \_\_ General Education – History  | 3 | \_\_ ECE 2030 The Developing Young Child | 3 |
| \_\_ General Education – 1000 Level P.E. (2 of 2) | 1 | \_\_ ECE 2040 The Child as Teacher | 3 |
| \_\_ General Education – Philosophy/Religion | 3 | \_\_ SED 3310 Introduction to Exceptional Children | 3 |
| \_\_ General Education Program Elective | 3 | \_\_ RDG 2000 Foundations of Reading  | 3 |
| \_\_ EDN 2100 Intro to Education | 3 | \_\_ BK Elective  | 3 |
|  |  |  |  |
| \_\_ **Take Praxis Exam if necessary** |  | **\_\_ Make application to Teacher Education & TE Interview** |  |

 **TOTAL = 16 hours TOTAL = 18 hours**

|  |  |  |  |
| --- | --- | --- | --- |
| **JUNIOR YEAR, FALL SEMESTER** |  | **JUNIOR YEAR, SPRING SEMESTER** |  |
| \_\_ ECE 2050 Young Children/Families in a Div. World | 3 | \_\_ ECE 3140 Health Issues in B-K Education | 3 |
| \_\_ + ECE 3130 Early Childhood Educators as Leaders | 3 | \_\_ \* ECE 4010 Integrated CAP: Infants & Toddlers | 3 |
| \_\_ + ECE 3120 Comm. Partnerships w/ Families & Agencies | 3 | \_\_ \* # ECE 4020 Integrated CAP: Preschoolers  | 3 |
| \_\_ \* ECE 3110 Behaviors and Environments for ECE | 3 | \_\_ # ECE 4040 Diff., Ind. & Universal Design | 3 |
| \_\_ BK Elective  | 3 |
| \_\_ BK Elective | 3 |  |  |
| \_\_ BK Elective | 3 |  |  |

 **TOTAL = 18 hours TOTAL = 15 hours**

|  |  |  |  |
| --- | --- | --- | --- |
| **SENIOR YEAR, FALL SEMESTER** |  | **SENIOR YEAR, SPRING SEMESTER** |  |
| \_\_ \* EDN 3900 Research and Writing in Education | 3 | **PROFESSIONAL SEMESTER & STUDENT TEACHING** |  |
| \_\_ \* # ECE 4030 Integrated CAP: Kindergarteners | 3 | \_\_ \* ECE 4460 Internship in B-K Education | 9 |
| \_\_ \* ECE 4150 Agency Partners | 3 | \_\_ \* ECE 4750 Senior Seminar in B-K Education | 3 |
| \_\_ \* ECE 4170 Learning Env & Teaching in PreK & K | 3 |  |  |
| \_\_ \* + ECE 4060 Assessment Strategies and Application  | 3 |  |  |

 TOTAL = 15 hours TOTAL = 12 hours

TOTAL SEMESTER HOURS: 126

|  |  |
| --- | --- |
| **\*Teacher Education admission is required to take these courses.** | **Application for admission to the Teacher Education Program should be completed no later than the Junior Year.** |
| **+ Pre-/Co-requisites for ECE 4150:**  **Agency Partners** |
| **#Pre-/Co-requisites for ECE 4170:** **Learning Envir. & Teaching in PreK & K** |

**APPENDIX C**

**GENERAL EDUCATION CHECKLIST**

**(2007-2008 Catalog or later)**

Total General Education Requirements: 44 semester hours + 1 semester hour FRS 1000)

\***Introductory Skills** (placement testing) \_\_\_ENG 0104 \_\_\_MAT 0104

**I. Communication Skills** (6 or 9 hours) \_\_\_SPE 1020 (unless exempt) \_\_\_ENG 1050 \_\_\_ENG 1060

**II. Academic Content and Skills** (30 hours)

 **A) Arts and Humanities Division** (12 hours) - choose one course from each of these four (4) areas:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **(1) Fine Arts**\_\_\_ART 2020\_\_\_ART 2050\_\_\_ART 2080\_\_\_ART 2090 | \_\_\_MUS 1020\_\_\_MUS 1040\_\_\_MUS 2940\_\_\_MUS 2980\_\_\_THE 2500 | **(2) Literature**\_\_\_ENG 2010\_\_\_ENG 2030\_\_\_ENG 2060\_\_\_ENG 2090\_\_\_ENG (AIS) 2200\_\_\_ENG 2230\_\_\_ENG 2470 | \_\_\_ENG 2020\_\_\_ENG 2050\_\_\_ENG 2080\_\_\_ENG 2100\_\_\_ENG 2240\_\_\_ENG 2480 | **(3)History**\_\_\_HST 1010\_\_\_HST 1020\_\_\_HST 1140\_\_\_HST 1150\_\_\_HST (AIS) 1100\_\_\_HST (AIS) 1110 | **(4)Philosophy** **& Religion**\_\_\_PHI 1000\_\_\_PHI 1010\_\_\_PHI 2040\_\_\_REL 1300 |

  **B) Social Science Division** (9 hours) **-** choose one course from three (3) of these five (5) areas:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **(1) Economics**\_\_\_ECN 1000\_\_\_ECN 2020\_\_\_ECN 2030 | **(2)Geography**\_\_\_GGY 1010\_\_\_GGY 1020\_\_\_GGY 2000\_\_\_GGY (ECN) 2060 | **(3) Political Science**\_\_\_PSPA 1000\_\_\_PSPA 1010 | **(4) Psychology**\_\_\_PSY 1010 | **(5)Sociology**\_\_\_SOC 1020\_\_\_SOC (AIS) 1050\_\_\_SOC 2090 |

**Honors College students only** may substitute for courses in two (2) areas: \_\_\_HON 1000 \_\_\_HON 2750

**C) Natural Science & Mathematics Division** (9 hours)

**Natural Science** (6 hours) - choose one course from each of two (2) of four (4) areas:

Students selecting Physical Science 1100 must select the other course from either Biology/Env. Science or Earth

 Science.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **(1) Biology/Env. Sci.** \_\_\_BIO 1000\_\_\_BIO 1030\_\_\_ENV 2100 | **(2) Chemistry**\_\_\_CHM 1300\_\_\_CHM 1400 | **(3) Earth Science**\_\_\_GLY (GGY) 1150\_\_\_GLY (PHS/GGY ) 2460 | **(4) Physical Science**\_\_\_PHS 1100\_\_\_PHS 1560 | \_\_\_PHY 1000\_\_\_PHY 1500\_\_\_PHY 2000 |

**Honors College Students only** may fulfill one natural science course requirement with: \_\_\_HON 1510

**Mathematics** (3 hours) - choose one course from those listed below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| \_\_\_MAT 1050 | \_\_\_MAT 1070 | \_\_\_MAT 1080 | \_\_\_MAT 1090 | \_\_\_MAT 2150 | \_\_\_MAT 2210 |

**III. Physical Education and Wellness** (2 hours) - choose two (2) from the following:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| \_\_\_PED 1010\_\_\_PED 1300\_\_\_PED 1310\_\_\_PED 1320\_\_\_PED 1330 | \_\_\_PED 1340\_\_\_PED 1350\_\_\_PED 1360\_\_\_PED 1370 | \_\_\_PED 1380\_\_\_PED 1390\_\_\_PED 1410\_\_\_PED 1450 | \_\_\_PED 1460\_\_\_PED 1770\_\_\_PED 1790\_\_\_PED (MSC) 1800 | \_\_\_PED (THE) 1810\_\_\_PED (THE) 1820\_\_\_PED 1900\_\_\_PED 1950 |

\*These courses *do not* count towards graduation.

**IV. General education Program Electives** (6 hours, or 3 hours if SPE 1020 required)

Choose (2) courses from those listed below. These two courses must be from different divisions except for the foreign language option. Students who take SPE 1020 as an Introductory Skills course will take three (3) hours of

 electives, which may not be SPE 2000 or SPE 2010.

**1) Foreign Language Option**: two courses of the same foreign language:

|  |  |  |  |
| --- | --- | --- | --- |
| \_\_\_FRH 1310\_\_\_FRH 1320 | \_\_\_GER 1310\_\_\_GER 1320 | \_\_\_SPN 1310\_\_\_SPN 1320\_\_\_SPN 2310\_\_\_SPN 2320 | \_\_\_XXXS 1310\_\_\_XXXS 1320\_\_\_XXXS 2310\_\_\_XXXS 2320 |

**2) Arts and Humanities Division Elective**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **American Indian Studies**\_\_\_AIS 1010 | **Fine Arts**\_\_\_ART 1010\_\_\_ART 2020\_\_\_ART 2050\_\_\_ART 2080\_\_\_ART 2090\_\_\_ART 2560\_\_\_ARTS 1XX | \_\_\_MUS 1020 \_\_\_MUS 1040 \_\_\_MUS 2930 \_\_\_MUS 2980 \_\_\_THE 2010 \_\_\_THE 2500 | **Literature** **and Speech**\_\_\_SPE 2000\_\_\_SPE 2010\_\_\_ENG 2010\_\_\_ENG 2020\_\_\_ENG 2030\_\_\_ENG 2040\_\_\_ENG 2050\_\_\_ENG 2060 | \_\_\_ENG 2080\_\_\_ENG 2090\_\_\_ENG 2100\_\_\_ENG (AIS) 2200\_\_\_ENG 2230\_\_\_ENG 2240\_\_\_ENG 2470\_\_\_ENG 2480\_\_\_ENGS 2XXX | **History**\_\_\_HST 1010\_\_\_HST 1020\_\_\_HST 1140\_\_\_HST 1150\_\_\_HST (AIS) 1100\_\_\_HST (AIS) 1110 |

|  |  |  |
| --- | --- | --- |
| **Honors College Students only:** \_\_\_HON 2000\_\_\_HON 2010 | **Philosophy & Religion**\_\_\_AIS 2010\_\_\_PHI 1000\_\_\_PHI 1010\_\_\_PHI (REL) 1020\_\_\_PHI (REL) 2020\_\_\_PHI 2040\_\_\_PHI 2050 | \_\_\_PHI 2110\_\_\_REL 1050\_\_\_REL 1060\_\_\_REL 1300\_\_\_REL 2090\_\_\_REL (AIS) 2130\_\_\_REL 2140\_\_\_REL 2160\_\_\_REL 2180 |

**3) Social Science Division Elective**

|  |  |  |  |
| --- | --- | --- | --- |
| **Economics**\_\_\_ECN 1000\_\_\_ECN 2020\_\_\_ECN 2030\_\_\_FIN 2050 | **Geography**\_\_\_GGY 1010\_\_\_GGY 1020\_\_\_GGY 2000\_\_\_GGY (ECN) 2060 | **Sociology**\_\_\_SOC 1020\_\_\_SOC (AIS) 1050\_\_\_SOC 2090 | **Political Science**\_\_\_PSPA 1000\_\_\_PSPA 1010**Psychology**\_\_\_PSY 1010 |

**4) Natural Science and Mathematics Division Elective**

|  |  |  |  |
| --- | --- | --- | --- |
| **Biology/Env. Sci.**\_\_\_BIO 1000\_\_\_BIO 1010\_\_\_BIO 1020\_\_\_BIO 1030\_\_\_ENV 2100 | **Math & Computer Science**\_\_\_MAT 1050 \_\_\_CSC 2020\_\_\_MAT 1070\_\_\_MAT 1080\_\_\_MAT 1090\_\_\_MAT 1180\_\_\_MAT 2100\_\_\_MAT 2150\_\_\_MAT 2210\_\_\_MAT 2220 | **Physical Science**\_\_\_CHM 1300\_\_\_CHM 1400\_\_\_GLY 1000\_\_\_GLY 1250\_\_\_GLY 2620\_\_\_PHS 1100\_\_\_PHS 1560\_\_\_PHY 1000\_\_\_PHY 1500\_\_\_PHY 2000 | \_\_\_CHM 1310\_\_\_CHM 1410\_\_\_GLY (GGY) 1150\_\_\_GLY 2260\_\_\_GLY (GGY/PHS) 2460\_\_\_PHS 1110\_\_\_PHY 1010\_\_\_PHY 1510\_\_\_PHY 2010 |

**Honors College students only:** \_\_\_HON 2510

**V. Freshman Seminar** \_\_\_FRS 1000 (1 hr) Revised 6/11/07