

ELEMENTARY EDUCATION

Chair: Lisa N. Mitchell^{1,4}

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The Department of Elementary Education offers the Bachelor of Science degree in Elementary Education. The Elementary Education program is one of 12 teacher education programs offered at UNCP. The program is designed to (1) provide experiences for candidates to develop the content knowledge necessary to be a successful teacher in the Kindergarten-Grade 6 learning environment, as noted by the North Carolina Teaching Content Standards; (2) provide candidates with experiences in pedagogical content knowledge, as noted by the North Carolina Professional Teaching Standards; and (3) provide experiences whereby candidates develop into professional educators who are committed, collaborative, and competent, as noted in the UNCP School of Education Conceptual Framework.

It is our desire that the Elementary Education graduates will motivate and engage their Kindergarten-Grade 6 students in active learning and that they will inspire them to become lifelong learners. This program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and North Carolina State Board of Education and provides the means for candidates to earn a Standard Professional I license to teach in the state of North Carolina.

At the graduate level, the department offers the M.A.Ed. degree in Elementary Education. The mission of the master's program in Elementary Education is to prepare the experienced teacher for full participation in the profession as leader, researcher, and master practitioner. The master's program is designed to promote both teacher autonomy and interdependence through inquiry, reflection, and practice. Teacher educators are encouraged to collaborate on ways to enhance their professional lives, improve learning and well-being of their students, the teaching and learning environments of their schools, and their collaborative relationships with diverse families and communities. The program is offered for practicing teachers who hold a Standard Professional I teaching license. Two years of full-time teaching experience is recommended, but not required.

Each Elementary Education major or licensure candidate is assigned an advisor who helps the student plan and approves his or her program of study. Additional information about the elementary education department is available on the department's web page, accessible through the School of Education's website.

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION (K-6)

Coordinator: Kelly Ficklin

Upon successful completion of the program of study in Elementary Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45
Professional Studies Core	6
EDN 2100, SED 3310	
Content Courses	36
ELE 2010, 2020, 2030, 2900, 3040, 3050, 3060, 4030, 4110, 4120, 4150 HST 3170	

Content Pedagogy	21
ELE 3010, 3020, 3030, 4060, 4070	
Academic or Professional Concentration (The number of hours may vary depending upon student's choice of concentration. Hours may overlap with some General Education courses. The student should plan the concentration in consultation with advisor.)	18

Total: 126

COURSES

ELEMENTARY EDUCATION (ELE)

ELE 2010. Child Development and Cultural Dynamics (3 credits)

This course focuses on conceptualizing the profession of teaching through the specific development, nurturing relationships and shared responsibility of educating children at the elementary school. Establishing ways in which learning takes place in elementary settings for the appropriate levels of intellectual, physical, social, and emotional development of elementary students. Through this course, students will prepare to build partnerships with all segments of the school culture including parents, school and the community with effective family and community involvement. PREREQ: Must have no less than a 2.0 Grade Point Average

ELE 2020. Health and Wellness Awareness (3 credits)

A hands-on approach relating health and wellness awareness to teaching in 21st century classrooms and schools. Focused on the methods, media, materials and techniques used in elementary schools to establish relationships between students' healthful and active choices to potential learning in the elementary grades. Concurrent enrollment in Field experience required. PREREQ: Admission to Teacher Education

ELE 2030. Arts Integration in the Elementary School (3 credits)

Methods, media, materials and techniques for integrating the arts in daily classroom instruction will be investigated through the 21st century teaching and learning skills including discovery, imagination, innovation, exploration, reflection, and evaluation. Collaborative techniques will be connected to elementary teaching through Music, Visual Arts, Theatre Arts, Movement and Dance. Concurrent enrollment in Field experience required. PREREQ: Admission to Teacher Education

ELE 2900. Research and Writing in Elementary Education (3 credits)

This course is an introduction to writing in the field of elementary education with an emphasis on formulation and execution of researchable topics within required content disciplines. The course is designed to help students master competencies related to in-depth research, content knowledge, communication, and composition, including the use of current technologies. PREREQ: ENG 1050 and ENG 1060; 2.0 GPA.

ELE 3010. Differentiated Instruction for Today's Learners (3 credits)

Classroom content area design and management strategies for individual differences and exceptionalities that focus on ways teachers use ongoing differentiated instruction to create a responsive classroom learning community. Course emphasis will be engaging students in multisensory approaches to promote skills and strategies for self-directed life-long learning. Concurrent enrollment in Field experience required. PREREQ: Admission to Teacher Education

ELE 3020. Classroom Design and Management (3 credits)

Students will explore best practices of effective classroom design and management, organization and time management, and how to establish a productive classroom climate. There will be an emphasis on increasing student motivation in diverse classroom settings, building positive student-teacher relationships, behavior management, and effective parent and community partnerships. Concurrent Enrollment in Field Experience Required. PREREQ: Admission to Teacher Education.

ELE 3030. Purposeful Assessment for Learning (3 credits)

This course is designed to introduce students to current national, state, and local classroom assessment data practices and alignment of practices with desired classroom and student outcomes. Students will learn how to make data-driven decisions through selection of appropriate assessment instruments, observing and recording data, analyzing test scores and performance, interpreting data, and creating accommodations and plans for remediation of diverse learners. PREREQ: Admission to Teacher Education.

ELE 3040. Teaching Mathematics in the Elementary School I (3 credits)

An in-depth study of mathematics processes and pedagogies that support developmentally appropriate instruction in number and operations, geometry, algebraic thinking, measurement, and data skills in the elementary school classroom. Current research, educational practice, and instructional materials will be analyzed in relation to a comprehensive, balanced approach to mathematics instruction. Teacher candidates will critically examine research-based theories and best practices that support children's developing mathematics skills and reasoning. Common Core Standards for Mathematics grades K-2 will also be examined. Field Experience Required. PREREQ: Admission to Teacher Education.

ELE 3050. Literacy and Language Arts: Emergent Readers (3 credits)

An in-depth study of emergent literacy processes and pedagogies that support developmentally appropriate reading, writing, speaking, listening, viewing, thinking and critical thinking skills in the elementary classroom. Current research, educational practice, and instructional materials will be analyzed in relation to different sociolinguistic and psycholinguistic theoretical views of the language arts. Teacher candidates will critically examine research-based theories and best practices that support children's emergent literacy and language learning, including the role of the family, diagnostic, and formative assessments, and strategies for supporting English-Language Learners. Field Experience Required. PREREQ: ELE 2010 and Admission to Teacher Education.

ELE 3060. Literacy and Language Arts: Developing Readers (3 credits)

An in-depth study of developing literacy processes and pedagogies that support developmentally appropriate reading, writing, speaking, listening, viewing, thinking and critical thinking skills in the elementary classroom. Current research, educational practice, and instructional materials will be analyzed in relation to a comprehensive, balanced approach to literacy instruction. Teacher candidates will critically examine research-based theories and best practices that support children's developing literacy and language learning, including the role of phonics, diagnostic and formative assessments, and strategies for supporting struggling readers. Field Experience Required. PREREQ: ELE 2010 and Admission to Teacher Education.

ELE 4030. Living in a Global Society (3 credits)

A comprehensive course covering the K-6 social studies curriculum, including: developing best teaching practices for delivering social studies content, while addressing different learning styles, meeting the needs of diverse learners, and strategies for differentiating instruction within standards-based social studies instruction. All sections of EDN 4030 will be in hybrid format with some classes online and some face-to-face. Concurrent enrollment in Field experience required. PREREQ: ELE 2010, and admission to Teacher Education Program.

ELE 4060. Internship in Elementary Education (9 credits)

A highly interactive semester long full time internship experience in a public school elementary K-6 classroom. Pass/Fail grading. PREREQ: Admission to the Professional Semester

ELE 4070. Professional Seminar in Elementary Education (3 credits)

A seminar designed to parallel the full semester internship experience involving candidates in a professional learning community. Teacher candidates will implement, and evaluate an integrated unit of study and assessment plan designed to meet the needs of 21st century learners in a K-6 public school setting. They will implement, evaluate and reflect on outcomes for individuals, groups and the class. Teacher candidates will document on-going self-evaluation and reflections. PREREQ: Admission to the Professional Semester.

ELE 4110. Teaching Mathematics in the Elementary School II (3 credits)

An in-depth study of mathematics processes and pedagogies that support developmentally appropriate instruction in number and operations, geometry, algebraic thinking, measurement, and data skills in the elementary school classroom. Current research, educational practice, and instructional materials will be analyzed in relation to a comprehensive, balanced approach to mathematics instruction. Teacher candidates will critically examine research-based theories and best practices that support children's developing mathematics skills and reasoning. Common Core Standards for Mathematics grades 3-6 will also be examined. Field Experience Required. PREREQ: ELE 3040 and Admission to Teacher Education.

ELE 4120. Teaching Science in the Elementary School (3 credits)

An in-depth study of science processes and pedagogies that support developmentally appropriate instruction in process skills and science concept understanding in the elementary school classroom. Current research, educational practice, and instructional materials will be analyzed in relation to a comprehensive, balanced approach to science instruction. Teacher candidates will critically examine research-based theories and best practices that support children's developing science skills and understanding of concepts in life, physical, and earth/space science. North Carolina Standards for Science grades K-6 will also be examined. Field Experience Required. PREREQ: Admission to Teacher Education.

ELE 4150. Literacy and Language Arts: Fluent Readers (3 credits)

An in-depth study of the literacy processes and pedagogies that support developmentally appropriate instruction in reading, writing, speaking, listening, viewing, thinking, and critical thinking skills for independent readers in the elementary classroom. Current research, educational practice, and instructional materials will be analyzed in relation to promoting reading independence in the content areas. Advanced literacy methods of transactive processes that include the learner, the text, the learning goal, and the context in which learning occurs will be examined. Field Experience Required. PREREQ: Admission to Teacher Education and ELE 1946 3060.

GRADUATE COURSES

For complete information about programs and courses leading to the Master of Arts in Education (M.A.Ed.), see School of Graduate Studies and Research.