University of North Carolina at Pembroke
Bachelor of Science in Elementary Education
Curriculum Checksheet

Freshman Year, FALL Semester
- FRS 1000 Freshman Seminar 1
- ENG 1050 Composition I 3
- ART/MUS/THE Fine Arts 3
- ECN/GGY/PSPA/PSY/SOC Social Science 3
- BIO/CHM/GLY/PHS/PHY Science 3
- MAT_____ Math 3

16 hours

Sophomore Year, FALL Semester
- ENG_____ Literature 3
- HIS_____ History 3
- PHI/REL__ Philosophy/Religion 3
- EDN 2100 Introduction to Edu 3
- PED XXXX Physical Ed 1
- Field Experience 0
- Gen Ed Elective 3

16 hours

Junior Year, FALL Semester
- ELE 2020 Health/Wellness Aware* 3
- ELE 2030 Arts Integration* 3
- ELE 3010 Differentiated Instruction* 3
- ELE 3020 Class Design and Mgmnt* 3
- Field Experience 0
- Concentration 3
- Concentration 3

18 hours

Senior Year, FALL Semester
- ELE 4030 Living in a Global Society* 3
- ELE 4110 Teaching Math II* 3
- ELE 4120 Teaching Science* 3
- ELE 4150 Lit, and Lang: Fluent* 3
- Field Experience 0
- Concentration 3
- Concentration 3

18 hours

Freshman Year, SPRING Semester
- PED_____ Physical Education 1
- ENG 1060 Composition II 3
- ECN/GGY/PSPA/PSY/SOC Social Science 3
- ECN/GGY/PSPA/PSY/SOC Social Science 3
- B10/CHM/GLY/PHS/PHY Science 3

16 hours

Sophomore Year, SPRING Semester
- HST 3170 North Carolina History 3
- SED 3310 Introduction to Except... 3
- ELE 2010 Child Dev. & Cultural Dyn. 3
- ELE 2900 Research & Writing in Ed 3
- Field Experience 0
- Concentration 3
- Concentration 3

18 hours

Junior Year, SPRING Semester
- ELE 3030 Purposeful Assessment* 3
- ELE 3040 Teaching Math I* 3
- ELE 3050 Lit, and Lang: Emergent* 3
- ELE 3060 Lit, and Lang: Developing* 3
- Field Experience 0
- Concentration 3
- Concentration 3

18 hours

Senior Year, SPRING Semester
- ELE 4060 Internship in Elem Ed^ 9
- ELE 4070 Professional Seminar^ 3

12 hours

126 hours total

*Admission to Teacher Education required
^Admission to the Professional Semester required

- Upon earning 60 credit hours, a student must either have satisfied the speech requirement through testing, have taken SPE 1020, or be registered for SPE 1020 in the following semester – SPE 1020 can satisfy one of the Gen Ed Electives.

- Students should apply for admission to the Teacher Education Program as soon as the requirements are met and no later than the end of the sophomore year.

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 2100 (Introduction to Education) or the approved equivalent course.
3. 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”.
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 and qualify for admission to the Teacher Education Program. Praxis I passing scores: reading—156, writing—162, math—150 or a combined score of 468.
   - **EXCEPT** if you have a four-year college degree (with a 2.5 GPA) OR, if you have the following:
     - SAT score of 1100 or ACT combined score of 24 - you do NOT have to take any of the PRAXIS I tests.
     - SAT math score of 550 or ACT math score of 24 - you do NOT have to take the PRAXIS math test.
     - SAT verbal score of 550 or ACT English test score of 24 - you do NOT have to take the PRAXIS reading or writing tests.
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 under Student Forms.
The University of North Carolina at Pembroke Elementary Education Program

The program of study in Elementary Education consists of five curricular components: Freshman Seminar and General Education, the Educator Preparation Core, Essential Standards (elementary teaching methods and content), Content Pedagogy (including the internship) and Academic/Professional Concentration. Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I teaching license to teach grades K-6 in the state of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

UNCP’s Teacher Education Program is accredited by the National Council for Accreditation of Teacher Education (NCATE). The Elementary Education Program is approved by NC State Board of Education.

In addition to alignment with the North Carolina Professional Teaching Standards and the North Carolina Specialty Area Standards, the Elementary Education program is aligned with the UNC Pembroke Teacher Education Program Conceptual Framework.

The Elementary Education program is designed 1) to provide experiences for candidates to develop content knowledge necessary to be successful teaching in the K-6 environment as noted by the North Carolina Content Standards, 2) to provide candidates with experiences in pedagogical content knowledge as noted by the North Carolina Professional Teaching Standards, and 3) to provide experiences whereby candidates develop into professional educators who are committed, collaborative, and competent as noted in the UNCP School of Education Conceptual Framework documents. The objectives of the program are:

- to develop a broad, informed worldview sensitive to the values and perspectives of diverse peoples
- 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
- to acquire knowledge of the theories and principles of human growth and development
- to understand the major determinants of curriculum in the elementary schools, including the Common Core and Essential Standards
- to know how to plan instruction and employ a variety of instructional strategies including technology to meet the needs of diverse learners
- 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

Academic and Professional Concentrations
The following options are available to fulfill the Academic/Professional Concentration requirement for Elementary Education majors. Specific requirements for each option vary and are available in the University of North Carolina at Pembroke Academic Catalog. Any concentration requires at least 18 semester hours depending on departmental requirements. Students are advised to contact the Chairperson of the Department of the chosen Academic/Professional Concentration to determine the specific number of hours and courses required. Only those options approved by the General Administration of the University of North Carolina system may be used for the Academic/Professional Concentration.

**Academic and Professional Concentrations**

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<thead>
<tr>
<th>American Indian Studies (24 hours)</th>
<th>Music Instrumental, Keyboard or Voice (18 hours)</th>
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<tbody>
<tr>
<td>Art (18 hours)</td>
<td>Physics (24 hours)</td>
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<tr>
<td>Biology (26 hours)</td>
<td>Political Science (20 hours)</td>
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<tr>
<td>English (24 hours)</td>
<td>Psychology (24 hours)</td>
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<tr>
<td>Exercise and Sport Science (18 hours)</td>
<td>Reading (18 hours)</td>
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<tr>
<td>Geography (24-25 hours)</td>
<td>Sociology (24 hours)</td>
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<tr>
<td>Geology (26 hours)</td>
<td>Spanish (24 hours)</td>
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<tr>
<td>History (24 hours)</td>
<td>Special Education (18 hours)</td>
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<tr>
<td>Mathematics (25 hours)</td>
<td>English as a Second Language (18 hours)</td>
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ELE 2010. Child Development and Cultural Dynamics
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. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 Grade Point Average.

ELE 2020. Health and Wellness Awareness
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. Credit: 3 semester hours; Field Experience Required. PREREQ: Admission to Teacher Education.

ELE 2030. Arts Integration in the Elementary School
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. Credit, 3 semester hours. PREREQ: Admission to Teacher Education.

ELE 2900. Research and Writing in Elementary Education
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. Credit: 3 semester hours; PREREQ: ENG 1050 and ENG 1060; 2.0 GPA.

ELE 3010. Differentiated Instruction for Today’s Learners
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. Credit: 3 semester hours; Field Experience Required. PREREQ: Admission to Teacher Education.

ELE 3020. Classroom Design and Management
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. Credit: 3 semester hours; Field Experience Required. PREREQ: Admission to Teacher Education.

ELE 3030. Purposeful Assessment for Learning
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. Credit: 3 semester hours; Field Experience Required. PREREQ: Admission to Teacher Education.

ELE 3040. Teaching Mathematics in the Elementary School I
An in depth study of mathematics processes and pedagogies that support developmentally appropriate instruction in number & 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. Credit: 3 semester hours; Field Experience Required. PREREQ: Admission to Teacher Education.
ELE 3050: Literacy and Language Arts: Emergent Readers
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. Credit: 3 semester hours; Field Experience Required. PREREQ: ELE 2010 and Admission to Teacher Education.

ELE 3060: Literacy and Language Arts: Developing Readers
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. Credit: 3 semester hours; Field Experience Required. PREREQ: ELE 2010 and Admission to Teacher Education.

ELE 4030. Living in a Global Society
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. Credit: 3 semester hours; Field Experience Required. PREREQ: ELE 2010 and Admission to Teacher Education

ELE 4110. Teaching Mathematics in the Elementary School II
An in depth study of mathematics processes and pedagogies that support developmentally appropriate instruction in number & 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. Credit: 3 semester hours; Field Experience Required. PREREQ: ELE 3040 and Admission to Teacher Education

ELE 4120. Teaching Science in the Elementary School
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. Credit: 3 semester hours; Field Experience Required. PREREQ: Admission to Teacher Education

ELE 4150: Literacy and Language Arts: Fluent Readers
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. Credit: 3 semester hours; Field Experience Required. PREREQ: ELE 3060 and Admission to Teacher Education

ELE 4060. Internship in Elementary Education
A highly interactive semester long full time internship experience in a public school elementary K-6 classroom. Pass/Fail grading. Credit, 9 semester hours. PREREQ: Admission to the Professional Semester

ELE 4070. Professional Seminar in Elementary Education
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. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.