

PROFESSIONAL PEDAGOGY AND RESEARCH

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The courses in the Department of Professional Pedagogy and Research prepare both undergraduate and graduate committed, collaborative, and competent professional educators for diverse and dynamic 21st century educational settings by promoting the following outcomes that support the North Carolina Professional Teaching Standards: essential curricular content and child development knowledge; psychology of teaching and learning; proficient instructional design, delivery, and assessment strategies for diverse learners; effective oral and written communication, classroom management, critical thinking, problem solving, and instructional technology skills; and informed, discerning, and reflective use of research to validate and modify decisions about teaching and learning. Additionally, the Department of Pedagogy and Research offers on the graduate level the Master of Arts in Teaching (M.A.T.) program, which is an interdisciplinary degree option within the Teacher Education Program. The M.A.T. is intended for graduates from accredited colleges or universities with an undergraduate major in humanities, sciences, or social sciences who have few, if any, formal courses in education. The program offers the following areas of specialization: Art Education, English Education, Mathematics Education, Middle Grades Education, Music Education, Physical Education, Science Education, and Social Studies Education. Upon successful completion of the M.A.T. program and state mandated examination(s), recipients will be eligible for a North Carolina “M” license.

COURSES

EDUCATOR PREPARATION CORE (EPC)

EPC 2010. Technology Applications for Teachers

This course explores both technology skills and practices related to technology in the P-12 context. Fundamental computer applications are explored and connections made to best practice teaching and learning. Access to the TaskStream data management and electronic portfolio system is required. Candidates will learn much about their chosen profession and the role technology plays within it. The projects candidates will be engaged in will require that they draw from information learned in core classes (e.g., English, Biology, Math) as well as their current and prior knowledge and experiences to construct technology artifacts. Candidates will explore and be introduced to many of the resources teachers use in the classroom. Candidates will not be expected to have the skills professional educators have as they are at the very start of their careers as a teacher candidates. However, they will discover resources, skills, and information they can apply to future courses in their major. Credit, 2 semester hours. PREREQ: 30 semester hours and 2.0 GPA.

EPC 2020. Introduction to Education, Ethics, and Professionalism

This course is intended for students who are interested in pursuing a career in education. It is designed to provide students with an introduction to the field which includes: the historical and philosophical foundations of the field, the issues of teacher professionalism, ethics, and the legal issues teachers face in 21st century schools. This course also requires a field experience component. Credit, 1 semester hour. PREREQ: 30 semester hours and 2.0 GPA.

EPC 2030. Educator Preparation for 21st Century Schools

This course is intended for students who are interested in pursuing a career in education. It is designed for students who are ready for a more in-depth study of the issues faced by teachers in 21st century schools. Centered around the main topics Schools, Learners, and Society, this course will discuss

the interaction and intersection of these three “actors” in the field of education and how each has an impact on the other. An emphasis in this course will be on the various types of diversity of 21st century schools that impact them, including socioeconomic, cultural, linguistic, and racial diversity. This course includes a field experience component. Credit, 2 semester hours. PREREQ: 30 semester hours and 2.0 GPA.

EPC 2040. Introduction to Exceptional, Diverse, and At-Risk Students

This course is intended for students who are interested in pursuing a career in education. It is designed to provide students with an introduction to the needs of exceptional, diverse, and at-risk students in 21st century schools. The course will include: an exploration of special education, cultures, English language learners, and at-risk learners. This course also requires a field experience component. Credit, 3 semester hours. PREREQ: 30 semester hours and 2.0 GPA.

EPC 3010. The Psychology of Learning and Development

The Psychology of Learning and Development is designed to introduce future teachers to ideas and practices of educational psychology and of human growth and development. An emphasis in this course will focus on the ways by which we learn, how we develop intellectually, emotionally, and socially, what makes each person an individual and different, why we're motivated by some experiences but not by others, and how teaching can increase the amount of information that students learn. Additionally, students will review basic developmental theories while reading and critiquing relevant educational research published in appropriate educational psychology journals. Using methods acquired in this course, students will conduct an inquiry into their own practice and contexts. This course includes a field experience. Credit, 2 semester hours. PREREQ: 30 semester hours and 2.0 GPA.

EPC 3020. Curriculum, Assessment, and Research on Teaching

This course is intended for students who are interested in pursuing a career in education. It is designed to provide students with an introduction to Curriculum, Assessment, and Research on Teaching and Learning. This course also has a field experience component. Credit, 2 semester hours. PREREQ: 30 semester hours and 2.0 GPA.

EPC 3030. Reading Strategies for the 21st Century

This course is intended for students interested in pursuing a career in education. It is designed to introduce students to appropriate reading strategies to be utilized across all content areas. Credit, 3 semester hours. PREREQ: 30 semester hours and 2.0 GPA.

EDUCATION (EDN)

EDN 2310. Race, Culture, and the Lumbee Experience (AIS 2310)

This course will examine and explore the fundamental psychosocial elements that constitute race, prejudice, and discrimination using Lumbee ethnicity as the model for examination. Credit, 3 semester hours.

EDN 2400. Teaching with Children's Literature

This course provides a survey of children's literature from folktales and fairytales to picture books, poems, and novels for children and young adults. This course explores the world of authors and illustrators and the best new fiction and information books. Participants will extend their knowledge of the genres of children's literature and increase their ability to evaluate, select, and use children's literature as an integral part of their classroom and library media center curricula. Field experience required. Credit, 3 semester hours. PREREQ: 2.0 QPA.

EDN 2900. Research and Writing in Education

This course is an introduction to writing in education, with an emphasis on formulation and execution of researchable topics within various content area disciplines of education. 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; Admission to Teacher Education Program.

EDN 3020. Foundations of Education

This course provides students with knowledge of the philosophical, historical, sociological, legal, financial, and structural foundations of education and with opportunities to analyze contemporary issues, problems, and trends in the field of education. As students develop their professional knowledge base, they begin to construct their own conceptual frameworks for teaching and learning. Course activities and field assignments are designed to nurture the professional disposition for critical reflection. A field experience is required. Credit, 3 semester hours. PREREQ: Must have completed at least 30 semester hours of college/university work and have no less than a 2.0 overall QPA.

EDN 3070. Middle Childhood Development

In this course, pre-service teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the elementary-aged child as learner. During a required field experience, the pre-service teacher validates through critical reflection, the theoretical principles learned. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

EDN 3100. Birth Through Young Adult Development

In this course, pre-service teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the birth through young adult as learner. During a required field experience, the pre-service teacher validates, through critical reflection, the theoretical principles learned. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

EDN 3120. Early Adolescent through Young Adult Development

A study of social, emotional, physical, moral and cognitive development of the adolescent; course provides a brief overview of human lifespan development with primary course emphasis on scientific research and theory concerning the adolescent as learner. Course meets human development requirement for middle grades and secondary education majors. A field experience is required. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

EDN 3400. Philosophy and Curriculum of Middle Grade

This course examines the contemporary Middle School, including historical antecedents, concepts, philosophy, trends, issues, instructional strategies, and models. Specific attention is focused on the middle school child, the middle school teacher, integrated and interdisciplinary instruction; standards based curriculum, and assessment. Credit, 3 semester hours. PREREQ: 30 semester hours and 2.5 GPA.

EDN 3500. Educational Psychology

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

EDN 4000. Methods of Teaching in the Secondary School (EED 4000, MAT 4000, SCE 4000, SSE 4000)

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

EDN 4050. Foundations and Curriculum Development for Middle Grades

An introduction to the foundational principles and rationale of the middle school. Study of trends, current issues, and the design, implementation, and evaluation of curriculum for the middle grades. Credit, 3 semester hours. PREREQ: EDN 3120 and admission to Teacher Education Program.

EDN 4180. Measurement and Evaluation in Public Schools

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

EDN 4190. Content Area Literacy in Middle and Secondary Schools

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

EDN 4300. Including Students with Special Needs

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

EDN 4330. Research in Secondary Education

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

EDN 4340. Problems in Contemporary Education

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

EDN 4480. Internship in the Secondary School

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

EDN 4490. Internship (Full-Semester)

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

EDN 4560. Internship in the Middle Grades

Provides continuous full-time internship experiences in an off-campus school at the middle grades level. Credit, 9 semester hours. PREREQ: Admission to the Professional Semester.

EDN 4650. Equitable Assessment in Democratic Classrooms

Students learn how to create and manage democratic classroom environments in which diverse learners are treated equitably. Emphasis is on aligning assessment practices and procedures with democratic principles. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 4720. Diagnostic and Remedial Mathematics Methods

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

EDN 4760. Instructional Approaches to Middle School Grades

Stresses the use of innovative teaching strategies and specialized materials and resources in the middle

grades, including interdisciplinary team teaching. Faculty representing concentration areas in the middle grades will serve as resource persons. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

EDNS 4xxx. Special Topics

Examination of a special area or topic of special importance and relevance within the field of education. Topics to be considered will be announced prior to registration and may vary. This course may be repeated for different topics. Credit, 1-3 semester hours. PREREQ: Permission of Instructor.

GRADUATE COURSES

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