

# SCHOOL OF EDUCATION

Dean: Leah Holland Fiorentino

Associate Dean: Carol Higby

The School of Education administers the Teacher Education Program at The University of North Carolina at Pembroke. The University offers the Bachelor of Arts, Bachelor of Music, and Bachelor of Science degree with the following majors (program areas): Art Education (K-12), Birth-Kindergarten Education (B-K), Elementary Education (K-6), English Education/Language Arts (9-12, 6-9), Mathematics Education (9-12, 6-9), Middle Grades Education (6-9), Music Education (K-12), Health/Physical Education (K-12), Science Education (9-12, 6-9), Social Studies Education (9-12, 6-9), Spanish Licensure (K-12), and Special Education (K-12). Some majors (program areas) are housed in the School of Education, and some are housed in the College of Arts and Sciences.

The School of Education also has seven departments: Elementary Education; Education Specialties; Professional Pedagogy and Research; School Administration and Counseling; Health, Physical Education, and Recreation; Aerospace Studies; and Military Science. The Department of Elementary Education offers the Bachelor of Science degree in Elementary Education and a graduate degree in Elementary Education (M.A.Ed.). The Department of Education Specialties offers the Bachelor of Science degrees in Birth-Kindergarten Education and Special Education and a graduate degree in Reading Education (M.A.Ed.). The Department of Professional Pedagogy and Research offers graduate degrees in Middle Grades Education (M.A.Ed.) and the M.A.T. The Department of School Administration and Counseling offers graduate degrees in Mental Health Counseling (M.A.Ed.), Professional School Counseling (M.A.Ed.), and School Administration (M.S.A.). The Department of Health, Physical Education, and Recreation offers the Bachelor of Science degree with majors in Athletic Training, Health/Physical Education Licensure, and Exercise and Sport Science with tracks in Health Promotion, Recreation, Exercise Physiology, and Sport Management. The Department of Aerospace Studies prepares cadets for active duty as Air Force Officers through the General Military Course (GMC) and the Professional Officers Course (POC). The Department of Military Science offers the Army ROTC Basic and Advanced Courses which lead to second lieutenant commissions in the U.S. Army.

The University of North Carolina at Pembroke also offers the Master of Arts (M.A.) and Master of Arts in Teaching (M.A.T.) degrees in Art Education (K-12), English Education (9-12, 6-9), Mathematics Education (9-12, 6-9), Music Education (K-12), Physical Education (K-12), Science Education (9-12, 6-9), and Social Studies Education (9-12, 6-9). For more information about graduate programs in education, see the School of Graduate Studies section of this catalog.

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## TEACHER EDUCATION PROGRAM

Director: Leah Holland Fiorentino

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

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<sup>2</sup>Art Education (U)

<sup>3</sup>Art Education (G)

<sup>4</sup>Birth to Kindergarten (U)

<sup>5</sup>Elementary Education (U)

<sup>6</sup>Elementary Education (G)

<sup>7</sup>English Education (U)

<sup>8</sup>English Education (G)

<sup>9</sup>English as Second Language (AO)

<sup>10</sup>Mathematics Education (U)

<sup>11</sup>Mathematics Education (G)

<sup>12</sup>Music Education (U)

<sup>13</sup>Music Education (G)

<sup>14</sup>Physical Education (U)

<sup>15</sup>Physical Education (G)

<sup>16</sup>Pre-School (AO)

<sup>17</sup>Reading Education (G)

<sup>18</sup>School Counseling (G)

<sup>19</sup>School Administration (G)

<sup>20</sup>Science Education (U)

<sup>32</sup>Middle Grades Education (G)

<sup>21</sup>Science Education (G)

<sup>22</sup>Social Studies Education (U)

<sup>23</sup>Social Studies Education (G)

<sup>24</sup>Spanish Licensure (U)

<sup>25</sup>Special Education (U)

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<sup>27</sup>Mental Health Counseling

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

### Teacher Education Program Vision Statement

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

### Teacher Education Program Mission Statement

Believing that the quality of education directly influences the quality of life both for those served and for those serving, the UNC Pembroke Teacher Education Program has as its mission to develop and nurture competent and caring communities of public school professionals who dedicate themselves to the education and welfare of all students and whose understanding of the dynamic interrelationship among theory, practice, and reflection compels them to actively influence positive change with sensitivity and integrity. The UNCP Teacher Education Program shares the University's commitment to academic excellence, cultural diversity, and lifelong learning within a balanced program of teaching, research, and service.

### Teacher Education Program Diversity Position Statement

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

learning in a global society. To this accomplishment the Teacher Education Program will seek to

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

## Basic Tenets of the Conceptual Framework

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

### Commitment

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

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

### Collaboration

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

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

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

### Competence

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

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

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

## Teacher Education Program Organization

The Teacher Education Program at UNCP is a cross-disciplinary program, guided by the Teacher Education Committee and administered by the Dean, School of Education. Some licensure areas or majors are housed in the School of Education and some are housed in their respective academic departments in the College of Arts and Sciences. Information about Teacher Education Program policies and procedures, licensure and testing requirements, special programs, and resources appears in this section.

## Teacher Education Committee

The Teacher Education Committee is the University-wide committee responsible for overseeing

all teacher education programs. Its specific functions include establishing teacher education policies, reviewing all proposed changes to teacher education curriculum, reviewing proposed teacher education programs, reviewing the professional studies component of the program, approving applicants to the Teacher Education Program, approving applicants for the professional semester, assuring compliance with state and national accreditation standards, and considering other matters related to teacher education. For a comprehensive description of the Teacher Education Committee organization and function, see the Teacher Education Program Policy Manual and the UNCP Faculty Handbook.

## Accreditation and Licensure

All teacher education licensure programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina State Board of Education. The North Carolina Department of Public Instruction issues licenses to teach in the public schools of North Carolina. Requirements for licensure are established by the NC State Board of Education and are subject to change. Accreditation provides for reciprocal licensure with other states that recognize interstate reciprocity agreements.

## NC State Licensure Examination Requirement

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

The School of Education must receive an official copy of satisfactory scores before a recommendation for licensure can be forwarded to the NC State Department of Public Instruction. Candidates should have their scores sent directly to the University by the testing company. Candidate copies are not accepted. Applications and information about the Praxis II tests are available at the Educational Testing Service website at [www.ets.org](http://www.ets.org).

## Alternative Routes to Licensure

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

- Licensure-only—available in all licensure areas offered by the unit
- Master of Arts in Teaching Program—specializations in art education, middle grades education, music education, physical education and secondary English education, mathematics education, science education, and social studies education. More information about this pathway can be found in the School of Graduate Studies section of the catalog.

## Licensure-Only

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

Licensure-only candidates who have an overall Quality Point Average (QPA) of 2.5 at the time the degree was awarded may request a Plan of Study (POS) that is developed based upon his/her educational background and intended licensure area. Official transcripts from each institution attended must accompany the request. Based upon review of the transcript(s) by the School of Education Licensure Office and the appropriate program coordinator, a Plan of Study is developed. Upon suc-

successful completion of the prescribed POS, the student may apply for licensure recommendation from The University of North Carolina at Pembroke.

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

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

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

1. earned a "C" or better in EPC 2020 (Introduction to Education, Ethics, and Professionalism) and EPC 2040 (Introduction to Exceptional, Diverse, and At-Risk Students);
2. earned a grade of at least a "C-" ("C" if the course was repeated) in all educator preparation core, content pedagogy, and essential standards courses completed at the time of admission;
3. at least a 2.5 cumulative QPA on a 4.0 scale on all prior college/university course work;
4. satisfactorily completed an admission to the Teacher Education Program interview and;
5. completed a Candidate for Professional Licensure (CPL) form.

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

- earned a QPA of 3.0 on a minimum of fifteen (15) hours of course work taken at UNCP relative to licensure (educator preparation core, content pedagogy, and essential standards courses)

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

## Special Resources and Facilities

**The Curriculum Laboratory:** The Curriculum Laboratory, housed in the Educational Center, is an essential part of the Teacher Education Program. It contains professional and instructional materials supporting all licensure programs in the Teacher Education Program. The Laboratory has textbooks used in P - 12 schools with supporting technological resources, teaching units, North Carolina Standard Course of Study, instructional media and equipment, professional journals, curriculum outlines, Praxis I review materials, and equipment and resources for the construction of instructional materials.

## **POLICIES AND PROCEDURES APPLICABLE TO UNDERGRADUATE INITIAL TEACHER LICENSURE PROGRAMS**

### **Standards for Undergraduate Initial Teacher Licensure Programs**

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

### **Curriculum for Undergraduate Initial Teacher Licensure Programs**

The program of study, or curriculum, for undergraduate teacher education majors is comprised of four components: General Education, Specialty Area (major), Educator Preparation Core, and Content Pedagogy. A fifth component, academic concentration, is required in some programs of study (see following section). The General Education component includes study of the fine arts, literature, history, philosophy/religion, the social sciences, the natural sciences, mathematics, and physical education. The Specialty Area (major/licensure area) component is designed to provide in-depth understanding, skills, and knowledge specific to the chosen specialty/licensure area. The Educator Preparation Core component includes study of the historical, social, psychological, and philosophical foundations of education; human growth and development; ethics; learning theories; curriculum; instruction; exceptional, diverse, and at-risk children; content area literacy; and the integration of instructional technology. The Content Pedagogy component is designed to help the candidate learn how to teach content to public school students at the targeted age and grade level. The culminating professional development experience for prospective teachers is the senior internship (student teaching) under the direct supervision of a master teacher in a clinical setting.

Outlines of the requirements for each program area (major) follow and may also be found in the catalog sections for the respective academic departments.

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

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

### **Declaration of Major and Advising**

As soon as the student decides to major in teacher education, a Declaration of Major Form should be completed, including securing the required signatures, and submitted to the Office of the Registrar in Lumbee Hall. The form is then processed, and an advisor in the chosen program area is assigned. A major advisor is critical to a student's timely and efficient progress through the Teacher Education Program.

## Admission to the Teacher Education Program

The Teacher Education Committee selectively admits and periodically evaluates students in the Teacher Education Program on the basis of scholastic aptitude and suitability for teaching. Admission into the University as a student does not automatically satisfy eligibility requirements for admission to the Teacher Education Program. Eligibility for admission into the Teacher Education Program will be determined by regulations current at the time initial application is made for admission into the program.

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

1. Have not more than 9 hours of the General Education requirements remaining.
2. Have earned a “C” (2.0) or better in EPC 2020 and EPC 2040 or the approved equivalent course.
3. Have earned a grade of at least a “C-” (C if the course was repeated) in all required educator preparation core, content pedagogy, and essential standards courses completed at the time of admission, with the exception of EPC 2020 and EPC 2040, which requires a grade of “C.”
4. Have at least a 2.5 cumulative Quality Point Average (QPA) on a 4.0 scale on all prior college/university course work.
5. Meet the state established scores on Praxis I, SAT, or ACT. An official copy of the scores must be sent to UNCP. Students must meet the scores in effect at the time they apply to and qualify for admission to the Teacher Education Program [see next section for details].
6. Satisfactorily complete an admission interview after completing all the above requirements.
7. Complete a Candidate for Professional Licensure (CPL) form. CPL forms are available in the School of Education Licensure Office and on the School of Education website.

Students with disabilities who may require special accommodations should consult the Dean of the School of Education.

Students should apply for admission to the Teacher Education Program when all of the requirements for admission have been met. Applications are available in the School of Education Licensure Office and on the School of Education website. (LIMITED PROGRESSION NOTE: Formal admission to the Teacher Education Program is a prerequisite for enrollment in many educator preparation core, content pedagogy, and essential standards courses.)

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

## Testing Requirement for Admission to the Teacher Education Program

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

## Continuation in the Teacher Education Program

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

## Enrollment in the Professional Semester

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

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

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

1. *Advisor’s Recommendation for Professional Semester* form signed by the candidate’s advisor, program coordinator, and respective department chairperson.
2. *North Carolina Public School Health Examination Certificate* and the *UNCP Health Services Verification* form.
3. *Registrar’s Statement and Application for Degree* form.
4. A résumé.

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

Candidates will receive written notification from University-School Programs that their enrollment application was approved or disapproved by the Teacher Education Committee. A candidate is not officially enrolled in the Professional Semester until such notification is made AND all University registration procedures are completed.

## Graduation

Students must apply for graduation. Applications, which are available in the Registrar’s Office, must be submitted at least two semesters before graduation (April 1st of the year prior is the deadline for December graduation; November 1st of the year prior is the deadline for May graduation). Application for graduation is a University policy, separate from any Teacher Education Program policies and procedures.

### **Time Limit Policy**

Students will have five years from the date of completing course work toward licensure to be recommended by UNCP for initial licensure. After five years have lapsed, a student's program of study will be reviewed and additional course work may be required before a recommendation will be made for initial licensure.

### **Residency Requirements for Teacher Education Programs**

Undergraduate students enrolled in one of the licensure programs in teacher education at UNCP will complete a minimum of 30 semester hours (2 semesters) of course work at the University prior to enrollment in the professional semester.

### **Transfer Credit for Professional Education Courses**

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

## UNDERGRADUATE LICENSURE PROGRAMS

NOTE: Students who desire teacher licensure in any one of the programs outlined below should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

### BACHELOR OF ARTS IN ART EDUCATION (K-12)

Coordinator: Tulla Lightfoot

Location: Department of Art

#### PROGRAM DESCRIPTION

The program of study in Art Education consists of four curricular components: freshman seminar and general education, the specialty area, the educator preparation core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

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

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

#### PROGRAM STANDARDS

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

#### PROGRAM GOALS AND OBJECTIVES

One goal of the Art Education program is to help prospective art educators develop art insight and technical competence in their chosen area of study as well as groundwork for special interests and needs. Prospective art educators must also demonstrate professional awareness and communication skills concerning their discipline. They must be proficient as art instructors at all grade levels and have a philosophical basis for planning and implementing curricula in a pluralistic society. Students must be able to evaluate art products and procedures and defend their evaluations. More specifically, prospective art educators will:

1. attain a high level of visual literacy of history, criticism, aesthetics and production of art throughout their endeavors of art (art education), beginning to carry out the integration of these four disciplines through the activities of inquiry, production, observation and practice;
2. become familiar with traditional and contemporary art education movements, theories, and issues, demonstrating knowledge of the fundamental principles and the language of art as part of their art theory instruction;
3. possess a comprehensive and integrated understanding of the visual arts, crafts, and art history;
4. be knowledgeable about the various techniques, materials, and studio procedures of art production and be able to translate those processes into sequentially based curricula for diverse learners;
5. gain knowledge, in the classroom and during field experiences, of the structure, procedures, and processes found in schools as related to the special area of art education;
6. know and understand the developmental stages (both cognitive and affective domains) and be able to structure lessons that are developmentally appropriate; and
7. take an active role in instructional planning, presentation, the uses of instructional technology, and assessment, taking into consideration the diversity of the population.

<b>Course Requirements</b>	<b>Sem. Hrs.</b>
<b>Freshman Seminar and General Education</b>	<b>45</b>
<b>Specialty Area</b>	<b>45</b>
ART 1010 Elements of Design	
ART 1020 Three-Dimensional Design or ART 1050 Introduction to Sculpture	
ART 1110 Ceramics: Introduction to Handbuilding	
ART 1320 Introduction to Drawing	
ART 1330 Introduction to Painting	
ART 1400 Introduction to Printmaking	
ART 1500 Introduction to Digital Arts	
ART 2150 Figure Drawing	
ART 2500 Intermediate Digital Arts	
ART 2080 Survey of Art I	
ART 2090 Survey of Art II	
ART 4031 Professional Art Practices	
ART 4330 Contemporary Art History	
Advanced Studio Concentration – 6 hours	
<b>Educator Preparation Core</b>	<b>9</b>
EPC 2020 Introduction to Education, Ethics, and Professionalism	
EPC 2040 Introduction to Exceptional, Diverse, and At-Risk Students	
EPC 3010 The Psychology of Learning and Development	
EPC 3030 Reading Strategies for the 21st Century	
<b>Content Pedagogy</b>	<b>21</b>
ART 3050 Art Education in Grades K-6	
ART 3080 Art Education Methods and Field Experience, 6-12	
ART 3090 Cultural Awareness and Production in Art Education	
ART 4000 Art Education Curriculum	
ART 4490 Internship	
<b>Guided Art Electives</b>	<b>6</b>
	<b>Total: 126</b>

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

Coordinator: Judith Anne Losh

Location: Department of Education Specialties

### **PROGRAM DESCRIPTION**

The program of study in Birth-to-Kindergarten Education consists of four curricular components: freshman seminar and general education, the educator preparation core, the essential standards area, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

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

The Birth-to-Kindergarten Education program is accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

## PROGRAM STANDARDS

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

### NORTH CAROLINA BIRTH-KINDERGARTEN PROGRAM STANDARDS

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

The successful Birth-Kindergarten professional will

1. have a comprehensive knowledge of typical as well as atypical patterns of child development;
2. foster relationships with families that support children's development and learning;
3. build community partnerships in support of children and families;
4. use authentic, ongoing assessment of children's abilities in order to plan, implement, and evaluate programs that build upon each child's unique strengths;
5. create and adapt environments and intentionally plan and implement an integrated curriculum that facilitates every child's construction of knowledge and provides a strong foundation for lifelong learning;
6. provide an integrated curriculum derived from Infant-Toddler Guidelines, Foundations for Early Learning, and the Kindergarten Standard Course of Study which includes the following areas: emotional/social development; physical development, health, nutrition, and safety; and cognitive development.

#### Course Requirements

##### Freshman Seminar and General Education

**Sem. Hrs.**

**45**

##### Educator Preparation Core

12

EPC 2010 Technology Applications for Teachers

EPC 2020 Introduction to Education, Ethics, and Professionalism

EPC 2030 Educator Preparation for 21st Century Schools

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

Students

EPC 3010 The Psychology of Learning and Development

EPC 3020 Curriculum, Assessment, and Research on Teaching and

Learning

##### Essential Standards

27

EDN 2900 Research and Writing in Education

ECE 2020 Foundations of Early Childhood Education

ECE 2030 The Developing Young Child

ECE 2040 The Child as Teacher

ECE 2050 Young Children and Families in a Diverse World

ECE 3110 Behaviors and Environments for Early Childhood

Education

ECE 3120 Community Partnerships with Families and Agencies

ECE 3130 Early Childhood Educators as Leaders

ECE 3140 Health Issues in Birth-Kindergarten Education

<b>Content Pedagogy</b>	30
ECE 4010 Integrated Curricula and Appropriate Practices: Infants and Toddlers	
ECE 4020 Integrated Curricula and Appropriate Practices: Preschoolers	
ECE 4030 Integrated Curricula and Appropriate Practices: Kindergarteners	
ECE 4040 Differentiation, Individualization and Universal Design	
ECE 4050 Practicum I	
ECE 4060 Assessment Strategies and Application	
ECE 4070 Practicum II	
ECE 4460 Internship in Birth-Kindergarten Programs	
ECE 4750 Professional Seminar for Pre-service Birth-Kindergarten Teachers	
<b>Electives</b>	<b>9</b>
	<b>Total: 128</b>

## **PRESCHOOL ADD-ON LICENSURE**

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

## **BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION (K-6)**

Coordinator: Kelly Ficklin

Location: Department of Elementary Education

### **PROGRAM DESCRIPTION**

The program of study in Elementary Education consists of five curricular components: freshman seminar and general education, the specialty area, content pedagogy (methods and internship), the educator preparation core, and academic concentration. Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

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

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

### **PROGRAM STANDARDS**

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

### **PROGRAM GOALS AND OBJECTIVES**

The goal of the Elementary Education program is to guide the professional development of teacher candidates who are morally and ethically committed to the learning, development, and well-being of all elementary children and who possess the knowledge, skills, and dispositions needed to guide the cognitive, social, emotional, and physical development of diverse learners in ways that inspire, engage, and affirm. The specific objectives for elementary education candidates are delineated in the UNCP Teacher Education Program Teacher Candidate Handbook. Briefly, the objectives of the program are

1. to develop a broad, informed worldview sensitive to the values and perspectives of diverse peoples;
2. to acquire the key concepts and tools of inquiry in the science disciplines, the literary disciplines, the social studies disciplines, the physical education and health disciplines, and the arts disciplines;
3. to acquire knowledge of the theories and principles of human growth and development;
4. to understand the major determinants of curriculum in the elementary schools, including the North Carolina Standard Course of Study;
5. to know how to plan instruction and employ a variety of instructional strategies including technology to meet the needs of diverse learners;
6. to understand the role of assessment in cycles of teaching and learning and to develop the disposition to reflect critically and integrate knowledge and experience into a coherent conceptual framework.

<b>Course Requirements</b>	<b>Sem. Hrs.</b>
<b>Freshman Seminar and General Education</b>	<b>45</b>
<b>Educator Preparation Core</b>	<b>12</b>
EPC 2010 Technology Applications for Teachers	
EPC 2020 Introduction to Education, Ethics, and Professionalism	
EPC 2030 Educator Preparation for 21st Century Schools	
EPC 2040 Introduction to Exceptional, Diverse, and At-Risk Students	
EPC 3010 The Psychology of Learning and Development	
EPC 3020 Curriculum, Assessment, and Research on Teaching and Learning	
<b>Essential Standards</b>	<b>35</b>
ELE 2010 Child Development and Cultural Dynamics	
ELE 2020 Health and Wellness Awareness	
ELE 2030 Arts Integration in the Elementary School	
ELE 4010 Mathematics and Science I	
ELE 4020 Mathematics and Science II	
ELE 4030 Living in a Global Society	
ELE 4040 Literacy and Language Arts I in the Elementary School	
ELE 4050 Literacy and Language Arts II in the Elementary School	
EDN 2900 Research and Writing in Education	
HST 3170 North Carolina History	
<b>Content Pedagogy</b>	<b>18</b>
ELE 3010 Differentiated Instruction for Today's Learners	
ELE 4000 Classroom Management and Assessment	
ELE 4060 Internship in Elementary Education	
ELE 4070 Professional Seminar in Elementary Education	
<b>Academic or Professional Concentration</b> (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.)	<b>18-30</b>
	<b>Total: 128</b>

**BACHELOR OF ARTS IN ENGLISH**  
**SECONDARY EDUCATION 9-12 CONCENTRATION AND**  
**MIDDLE GRADES LANGUAGE ARTS 6-9 CONCENTRATION**

Coordinator: Virginia P. Jones

Location: Department of English and Theatre

### **PROGRAM DESCRIPTION**

The program of study in English Education consists of four curricular components: freshman seminar and general education, the specialty area, the educator preparation core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

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

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

### **PROGRAM STANDARDS:**

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

### **PROGRAM GOALS AND OBJECTIVES**

The goals of the UNCP English licensure program are that students will increase their knowledge of and competence in the language arts and will be prepared to become effective teachers in the English classroom and to function as contributing English professionals. The objectives of the program are that students will

1. understand such areas of the English language as historical and developmental perspectives, grammar systems, and dialects/levels of usage;
2. read and respond in various ways to works of American, British, and world literature, including literature by women, minorities, and non-western writers;
3. become acquainted with traditional and contemporary literature appropriate for adolescents and become aware of ways to encourage a variety of reader response to such literature;
4. experience and study both the writing process and written products for diverse purposes and audiences, completing a variety of writing tasks and studying pedagogical techniques appropriate to working with diverse learners;
5. be exposed to materials and methods for teaching reading, writing, speaking, listening, and viewing;
6. practice instructional planning, presentation, and assessment in the field of English, understanding the necessity of critical reflection in the entire instructional process;
7. learn how to use diversity of learners, technology, and community resources as strengths in the English classroom; and
8. gain a sense of professionalism through exposure to positive pedagogical models in their course work, through structured, monitored early field experiences, and through an extended supervised student teaching experience.

**Course Requirements—Secondary Education 9-12 Concentration  
Freshman Seminar and General Education**

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

**Sem. Hrs.**  
**45(36)\***  
**40-46**

**I. Core Requirements**

SPE 2000 Interpersonal Communication or SPE 2010

Fundamentals of Speech

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

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

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

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

ENG 3040 Principles of Literary Study

ENG 4570 Shakespeare (fall only)

ENGS 4xxx (numbers vary) Seminar in Literature

**II. Additional Required Courses:** Select six (18 hrs.) from list below with approval of coordinator/English advisor\*\*\*:

One 2000-level multicultural course: ENG 2010 Southern Literature, ENG 2020 Contemporary Literature, ENG 2080 Women's Literature, ENG 2090 Literature and Film, ENG 2100 African American Literature, ENG 2180 Asian American Literature, ENG 2190 Latino Literature, ENG 2200 Native American Literature, or ENG 2410 Environmental Literature

No more than two composition/rhetoric courses: ENG 2990 Writing Center Theory and Practice\*\*\*, ENG 3570 History of Rhetoric, ENG 3580 Professional Writing, ENG 3590 Creative Nonfiction, ENG 3700 Advanced Composition, and ENGS 4090-4129 Special Topics in Composition and Rhetoric

ENG 3100 The Harlem Renaissance

ENG 3110 Medieval British Literature

ENG 3120 Early Modern British Literature

ENG 3130 The American Renaissance

ENG 3140 American Literature in Transition, 1870-1914

ENG 3150 British Romantic Literature

ENG 3160 Victorian Literature

ENG 3170 Post-Colonial Literature

ENG 3250 Language in Society

ENGS 33xx Special Topics in Literature

ENG 3420 The British Novel

ENG 3430 The American Novel

ENG 3440 Native American Novel

ENG 3460 Aspects of the English Language\*\*\*

ENG 3470 Native American Poetry

ENG 3540 Modern Drama

ENG 3560 Modernist Fiction

ENG 3660 Modernist Poetry

ENG 3670 Contemporary Fiction

ENG 3680 Contemporary Poetry

ENG 3710 English Grammar\*\*\*

One advanced creative writing course: ENG 3740 Writing Poetry II or ENG 3750 Writing Fiction II	
ENG 4020 Literary Criticism	
ENG 4230, 4240 Special Topics in American English	
One ESL course: ENG 4810 Phonetics and Phonology, ENG 4830 Second Language Acquisition, or ENG 4850 Cultural Issues of English as a Second Language	
English Education majors will select one 1-hour production course:	
ENG 2860 Literary Magazine Production, JRN 1820 Yearbook Production, JRN 1610 Newspaper Production, THE 1620 Play Production****	
<b>Educator Preparation Core</b>	<b>9</b>
EPC 2020 Introduction to Education, Ethics, and Professionalism	
EPC 2040 Introduction to Exceptional, Diverse, and At-Risk Students	
EPC 3010 The Psychology of Learning and Development	
EPC 3030 Reading Strategies for the 21st Century	
<b>Content Pedagogy</b>	<b>21</b>
EED 3840 Literature and Reading for Adolescents (6-12): Methods and Materials (spring only)	
EED 3890 The Teaching of Writing and Speech (6-12): Methods and Materials (fall only)	
CSC 4050 Current Topics in Computers in Education (to be taken after EED 3840)	
EED 4490 Internship for English/Language Arts in Secondary/ Middle Schools (spring only)	
EED 4750 Professional Seminar in Secondary/Middle Grades English/Language Arts (spring only)	
<b>General Electives</b>	<b>7-13</b>
	<b>Total: 122</b>

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

\*\*\*English Education majors will select ENG 2990, 3460, and 3710 from the list of additional required courses above.

\*\*\*\*The Production courses are offered under multiple course numbers; see departmental listings for additional course numbers that fulfill this requirement.

<b>Course Requirements—Middle Grades Language Arts 6-9</b>	<b>Sem. Hrs.</b>
<b>Concentration</b>	
<b>Freshman Seminar and General Education</b>	<b>45(36)*</b>
<b>Specialty Area</b> (*9 semester hours of Foreign Language and 2000-level Literature may count toward General Ed)	<b>30</b>
<b>I. Core Requirements</b>	
ENG 2050 World Literature before 1660 or ENG 2060 World Literature after 1660	
ENG 2230 American Literature before 1865 or ENG 2240 American Literature since 1865	
ENG 2470 British Literature before 1790 or ENG 2480 British Literature after 1790	
ENG 3040 Principles of Literary Study	
ENG 3460 Aspects of the English Language	

**I. Core Requirements (cont.)**

ENG 3710 English Grammar

One 2000-level multicultural course: ENG 2010 Southern Literature, ENG 2020 Contemporary Literature, ENG 2080 Women's Literature, ENG 2090 Literature and Film, ENG 2100 African American Literature, ENG 2180 Asian American Literature, ENG 2190 Latino Literature, ENG 2200 Native American Literature, or ENG 2410 Environmental Literature

**II. Additional Required Courses:** Select three of the following literature courses: ENG 3100, 3110, 3120, 3130, 3140, 3150, 3160, 3170, 3250, 3420, 3430, 3440, 3470, 3540, 3560, 3660, 3670, 3680, or ENGS 33xx; or 2 literature courses from the previous list plus SPE 2000 or SPE 2010 or SPE 3580 or THE 2010

**Second Academic Concentration****18-30****Educator Preparation Core****12**

EPC 2020 Introduction to Education, Ethics, and Professionalism

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

EPC 3010 The Psychology of Learning and Development

EPC 3030 Reading Strategies for the 21st Century

EDN 3400 Philosophy and Curriculum of Middle Grades

**Content Pedagogy****21**

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

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

CSC 4050 Current Topics in Computers in Education (to be taken after EED 3840)

EED 4490 Internship for English/Language Arts in Secondary/Middle Schools (spring only)

EED 4750 Professional Seminar in Secondary/Middle Grades English/Language Arts (spring only)

**Total: 123\***

\*may be greater depending on Second Academic Concentration

**ENGLISH AS A SECOND LANGUAGE ADD-ON LICENSURE**

Coordinator: Kay McClanahan

Students can take the 6 courses (18 hours) in the program for either undergraduate or graduate credit and, upon completion of the program, can add on to either the Standard Professional I or "M" license. All courses will be offered in the late afternoon or evening, and the program can be completed within two years.

**Course Requirements****Sem. Hrs.**

ENG 3460 Aspects of the English Language

3

ENG 3710 English Grammar

3

ENG 4810/5810 Phonetics and Phonology

3

ENG 4830/5830 Second Language Acquisition

3

ENG 4850/5850 Cultural Issues of English as a Second Language

3

TESL 4890/5890 Applied Pedagogy of Teaching English as a

3

Second Language

## **BACHELOR OF SCIENCE IN MATHEMATICS EDUCATION (9-12, 6-9)**

Coordinator: Mary Klinikowski

Location: Department of Mathematics and Computer Science

### **PROGRAM DESCRIPTION**

The program of study in Mathematics Education consists of four curricular components: freshman seminar and general education, the specialty area, the educator preparation core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

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

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

### **PROGRAM STANDARDS**

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

### **PROGRAM GOALS AND OBJECTIVES**

The Mathematics Education program recognizes that teaching mathematics is a complex endeavor. Pre-service teachers of mathematics need to be involved in developing their knowledge, skills, understandings, and dispositions to teach mathematics to diverse learners. The goal of the Mathematics Education program is to prepare effective and professional mathematics teachers who are ready to make positive contributions to the mathematical development of middle and high school students in diverse settings. To accomplish this goal, the Mathematics Education program will

1. provide students with a solid foundation and understanding of mathematics.
2. enable students to appreciate both the aesthetic and practical aspects of mathematics.
3. provide experiences that will help students see that they will need to have a variety of teaching and learning strategies available at all times.
4. provide students with current theories regarding the psychological development of the learner and an understanding of human dynamics found in the home, the school, and the community.
5. demonstrate methods of evaluating student learning, textbooks, the curriculum, educational techniques, and the educational process as a whole.
6. prepare students to deal with a diverse population that has a broad spectrum of needs, aspirations, and expectations for themselves and others.
7. provide a consideration of societal needs that are satisfied by applications of and careers based on mathematics and technology.
8. stress the importance to a teaching professional of keeping abreast of current trends in mathematics education through the reading of professional journals and participation in mathematics workshops, institutes, conferences, professional meeting and in-service programs.

The specific objectives supporting each goal are described fully in the Teacher Education Student Handbook.

<b>Course Requirements—Secondary Concentration (9-12)</b>	<b>Sem. Hrs.</b>
<b>Freshman Seminar and General Education*</b>	<b>45</b>
<b>Specialty Area</b>	<b>45</b>
MAT 2210 Calculus I*	
MAT 2220 Calculus II	
MAT 2300 Introduction to Advanced Mathematics	
MAT 2600 Connections in Mathematics I	
MAT 3110 Advanced Euclidean Geometry	
MAT 3150 Linear Algebra I	
MAT 3250 Algebra I	
MAT 3280 Probability and Statistics I	
MAT 3310 Calculus III	
MAT 3330 Discrete Mathematics	
MAT 3600 Connections in Mathematics II	
MAT 4110 College Geometry	
MAT 4310 Real Analysis I	
MAT 4020 A Historical Development of Mathematics	
MAT 4600 Connections in Mathematics III	
CSC 2020 Microcomputer Programming	
<b>Educator Preparation Core</b>	<b>9</b>
EPC 2020 Introduction to Education, Ethics, and Professionalism	
EPC 2040 Introduction to Exceptional, Diverse, and At-Risk Students	
EPC 3010 The Psychology of Learning and Development	
EPC 3030 Reading Strategies for the 21st Century	
<b>Content Pedagogy</b>	<b>25</b>
MAT 2500 Introduction to Teaching Mathematics in Middle Grades and Secondary Schools	
MAT 3500 Teaching Mathematics with Technology	
MAT 3750 Methods for Teaching Algebra	
MAT 4000 Methods of Teaching Mathematics in Middle Grades and Secondary Schools	
MAT 4490 Internship in Mathematics in the Secondary School	
MAT 4750 Professional Seminar in Secondary Mathematics	
CSC 4050 Current Topics in Computers in Education	
<b>General Electives</b>	<b>3</b>
	<b>Total: 127</b>

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

<b>Course Requirements—Middle Grades Concentration (6-9)</b>	<b>Sem. Hrs.</b>
<b>Freshman Seminar and General Education*</b>	<b>45</b>
<b>Specialty Area</b>	<b>30</b>
MAT 1070 College Algebra*	
MAT 1080 Plane Trigonometry*	
MAT 2100 Introduction to Statistics*	
MAT 2110 Survey of Geometry	
MAT 2150 Calculus with Applications*	
MAT 2300 Introduction to Advanced Mathematics	
MAT 2600 Connections in Mathematics I	
MAT 3150 Linear Algebra I	
MAT 3330 Discrete Mathematics	
MAT 3600 Connections in Mathematics II	
MAT 4020 A Historical Development of Mathematics	
<b>Second Academic Concentration</b> (Several courses will also count towards General Education requirements.)	<b>18-30</b>
<b>Educator Preparation Core</b>	<b>12</b>
EPC 2020 Introduction to Education, Ethics, and Professionalism	
EPC 2040 Introduction to Exceptional, Diverse, and At-Risk Students	
EPC 3010 The Psychology of Learning and Development	
EPC 3030 Reading Strategies for the 21st Century	
EDN 3400 Philosophy and Curriculum of Middle Grades	
<b>Content Pedagogy</b>	<b>25</b>
MAT 2500 Introduction to Teaching Mathematics in Middle Grades and Secondary Schools	
MAT 3500 Teaching Mathematics with Technology	
MAT 3750 Methods for Teaching Algebra	
MAT 4000 Methods of Teaching Mathematics in Middle Grades and Secondary Schools	
MAT 4490 Internship in Mathematics in the Secondary School	
MAT 4750 Professional Seminar in Secondary Mathematics	
CSC 4050 Current Topics in Computers in Education	
<b>General Electives</b>	<b>0-4</b>
	<b>Total: 128</b>

\* Six hours of these specialty area courses will count towards General Education requirements.

## **BACHELOR OF MUSIC IN MUSIC EDUCATION (K-12)**

Coordinator: José Rivera

Location: Department of Music

### **PROGRAM DESCRIPTION**

The program of study in Music Education consists of four curricular components: freshman seminar and general education, the specialty area, the educator preparation core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Music Education program is one of 12 teacher education programs offered at UNCP. Music Education majors are subject to Teacher Education Program policies, admission requirements, con-

tinuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

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

## PROGRAM STANDARDS

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

## PROGRAM GOALS AND OBJECTIVES

The goal of the Music Education program is to provide comprehensive training for teachers of vocal and instrumental music. These students will have a solid foundation in the liberal arts and musical experiences which will develop their cultural sensitivity while providing programs and concerts to enrich the cultural life of the university and the community. Specifically, students majoring in Music Education will

1. a) demonstrate a mastery of performance skills in at least one major medium, b) have an adequate level of keyboard proficiency, c) participate in both large and small ensembles, and d) acquire suitable conducting and rehearsal skills;
2. demonstrate both aural and analytical skill encompassing an understanding of the basic elements of music, its forms, processes, and structures as well as the ability to place music into its proper historical, cultural, and stylistic context;
3. demonstrate the ability to create (compose and improvise) derivative or original music;
4. demonstrate knowledge of music history and literature of both Western and non-Western origin;
5. demonstrate a knowledge of current music technology;
6. demonstrate a thorough knowledge of the North Carolina Standard Course of Study (K-12);
7. demonstrate the ability to a) use comprehensive assessment, b) create and foster dynamic learning environments, c) use diversity as a strength in the classroom, d) model attitudes and behaviors that reflect professional and ethical standards, e) interact effectively with others in the school, the community, and beyond, and f) advocate for quality music programs; and
8. demonstrate a) the ability to work independently, b) the ability to formulate and defend value judgments about music, and c) an understanding of the interrelationships and interdependencies among the various professions and activities that constitute the music enterprise.

### Course Requirements

#### Freshman Seminar and General Education

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

#### Vocal Emphasis:

7 hours of a Major Ensemble (at least 4 hours of MUS 1001 University Chorale and up to 3 hours of MUS 1381 Pembroke Singers)

MUS 1810 Class Piano I or MUSP 1021 Private Piano

MUS 1820 Class Piano II or MUSP 1021 Private Piano

MUS 2810 Class Piano III or MUSP 1021 Private Piano

MUS 1140, 1150, 2140, 2150 Theory I, II, III, IV and MUSL 1140, 1150, 2140, 2150 Lab I, II, III, IV

MUS 2250, 2260, 2270, 2280 Class Woodwind, Brass, Percussion, and Strings

MUS 2290 Vocal Methods

MUS 2450 Music Technology

**Sem. Hrs.**

45(39)\*

62

**Vocal Emphasis (cont.):**

MUS 2930<sup>2</sup> World of Music: Classical to the Contemporary Era  
 MUS 2940<sup>1</sup> World of Music: Antiquity to the Baroque Era  
 MUS 3970 World of Music: A Global Study  
 MUS 3290 Conducting  
 MUS 3301 Rehearsal Strategies  
 MUS 3340 Orchestration and Arranging  
 MUS 4040 Senior Recital

**Instrumental Emphasis:**

1 hour of MUS 1001 University Chorale  
 7 hours of MUS 1411 or 1161 Concert Band or Orchestra  
 MUS 1810 Class Piano I or MUSP 1021 Private Piano  
 MUS 1820 Class Piano II or MUSP 1021 Private Piano  
 MUS 1140, 1150, 2140, 2150 Theory I, II, III, IV and MUSL  
 1140, 1150, 2140, 2150 Lab I, II, III, IV  
 MUS 2250, 2260, 2270, 2280 Class Woodwind, Brass, Percussion,  
 and Strings  
 MUS 2290 Vocal Methods  
 MUS 2450 Music Technology  
 MUS 2930<sup>2</sup> World of Music: Classical to the Contemporary Era  
 MUS 2940<sup>1</sup> World of Music: Antiquity to the Baroque Era  
 MUS 3970 World of Music: A Global Study  
 MUS 3290 Conducting  
 MUS 3301 Rehearsal Strategies  
 MUS 3340 Orchestration and Arranging  
 MUS 4040 Senior Recital

**Keyboard Emphasis (Vocal Orientation):**

4 hours of a Major Ensemble (at least 2 hours of MUS 1001  
 University Chorale and up to 2 hours of MUS 1381 Pembroke  
 Singers)  
 MUS 1140, 1150, 2140, 2150 Theory I, II, III, IV and MUSL  
 1140, 1150, 2140, 2150 Lab I, II, III, IV  
 MUS 2250, 2260, 2270, 2280 Class Woodwind, Brass, Percussion,  
 and Strings  
 MUS 2290 Vocal Methods  
 MUS 2450 Music Technology  
 MUS 2930<sup>2</sup> World of Music: Classical to the Contemporary Era  
 MUS 2940<sup>1</sup> World of Music: Antiquity to the Baroque Era  
 MUS 3970 World of Music: A Global Study  
 MUS 3290 Conducting  
 MUS 3301 Rehearsal Strategies  
 MUS 3340 Orchestration and Arranging  
 3 hours of MUS 3351 Accompanying  
 MUS 4040 Senior Recital  
 MUS 4250 Piano Pedagogy

**Keyboard Emphasis (Instrumental Orientation):**

- 1 hour of MUS 1001 University Chorale
- 4 hours of MUS 1411 or 1161 Concert Band or Orchestra
- MUS 1140, 1150, 2140, 2150 Theory I, II, III, IV and MUSL 1140, 1150, 2140, 2150 Lab I, II, III, IV
- MUS 2250, 2260, 2270, 2280 Class Woodwind, Brass, Percussion, and Strings
- MUS 2290 Vocal Methods
- MUS 2450 Music Technology
- MUS 2930<sup>2</sup> World of Music: Classical to the Contemporary Era
- MUS 2940<sup>1</sup> World of Music: Antiquity to the Baroque Era
- MUS 3970 World of Music: A Global Study
- MUS 3290 Conducting
- MUS 3301 Rehearsal Strategies
- MUS 3340 Orchestration and Arranging
- 3 hours of MUS 3351 Accompanying
- MUS 4040 Senior Recital
- MUS 4250 Piano Pedagogy

**All students:** Applied Music (MUSP) 14 hours

**Educator Preparation Core**

6

- EPC 2020 Introduction to Education, Ethics, and Professionalism
- EPC 2040 Introduction to Exceptional, Diverse, and At-Risk Students
- EPC 3010 The Psychology of Learning and Development

**Content Pedagogy**

17

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

**Total: 128**

<sup>1</sup>MUS 2940 fulfills the Fine Arts requirement in General Education.

<sup>2</sup>MUS 2930 fulfills the Humanities (Fine Arts) Elective requirement in General Education.

**BACHELOR OF SCIENCE IN HEALTH/PHYSICAL EDUCATION (K-12)**

Coordinator: Denny Scruton

Location: Department of Health, Physical Education, and Recreation

**PROGRAM DESCRIPTION**

The program of study in Health/Physical Education consists of four curricular components: freshman seminar and general education, the specialty area, the educator preparation core, content pedagogy (methods and internship), and academic concentration. Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

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

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

## PROGRAM STANDARDS

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

## PROGRAM GOALS AND OBJECTIVES

The goal of the Health/Physical Education program is to enable the prospective physical educator to acquire knowledge of the processes underlying wellness, fitness, health, exercise, and recreation in relationship to educating the physical, mental, and social human. More specifically, the student will

1. learn teaching strategies, curriculum planning, evaluation approaches, and research methods;
2. learn how to meet the individual learning needs of diverse learners, typical or atypical;
3. learn how to adapt the physical education program to the academic, social, and physical developmental needs of diverse K-12 learners;
4. learn the professional literature and how to research that literature;
5. develop affiliations with various professional communities at the local, state, and/or national levels;
6. learn how to select and evaluate curricular materials, select appropriate instructional methods, and use equipment appropriate for different levels and types of physical education instruction.

### Course Requirements

#### Freshman Seminar and General Education\*

#### Specialty Area

- PED 1010 Wellness and Fitness (meets Gen Ed. Req.)\*
- PED 1380 Rhythms and Dance (meets Gen Ed. Req.)\*
- PED 2000 Motor Learning and Development
- PED 2040 Adaptive Physical Education
- PED 2060 Nutrition
- PED 2070 Technology Applications in HPER
- PED 3120 PE and Sport in Contemporary Society
- PED 3480 Kinesiology
- PED 3490 Anatomy and Physiology
- PED 4120 Exercise Physiology
- PED 4150 Organization and Administration of Physical Education and Athletics
- PED 4240 Tests and Measurement in Physical Education
- 2 1-hour coaching courses
- HLTH 1060 Safety and First Aid
- HLTH 3300 Health Promotion and Fitness Skills
- HLTH 3650 Epidemiology of Human Diseases
- HLTH 3770 Drugs, Society, and Behavior
- HLTH 4100 Health and Fitness Behavior Changes
- HLTH 4700 Planning, Administration, and Evaluation of Programs

### Sem. Hrs.

45(44)\*

40

**Educator Preparation Core**

15

- EPC 2010 Technology Applications for Teachers
- EPC 2020 Introduction to Education, Ethics, and Professionalism
- EPC 2030 Educator Preparation for 21st Century Schools
- EPC 2040 Introduction to Exceptional, Diverse, and At-Risk Students
- EPC 3010 The Psychology of Learning and Development
- EPC 3020 Curriculum, Assessment, and Research on Teaching and Learning
- EPC 3030 Reading Strategies for the 21st Century

**Content Pedagogy**

20

- PED 3000 Health/Physical Education Activities for Grades K-3
- PED 3170 Health/Physical Education Activities for Grades 4-6
- PED 3175 Health/Physical Education Activities for Grades 7-9
- PED 3020 Health/Physical Education Activities for Grades 10-12
- PED 4040 Classroom Discipline
- PED 4060 Professional Seminar in Health/Physical Education, K-12
- EDN 4490 Internship

**Total: 124****BACHELOR OF SCIENCE IN SCIENCE EDUCATION (9-12, 6-9)**

Coordinator: Mary Ash

Location: Department of Biology

**PROGRAM DESCRIPTION**

The program of study in Science Education consists of four curricular components: freshman seminar and general education, the specialty area, the educator preparation core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

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

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

**PROGRAM STANDARDS**

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

**PROGRAM GOALS AND OBJECTIVES**

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

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

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

### Course Requirements

Sem. Hrs.

#### Freshman Seminar and General Education

45(33)\*

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

#### **Biology Concentration (9-12):**

65

BIO 1000 Principles of Biology & BIOL 1000 Lab Investigation  
in Biology

BIO 1010 General Botany

BIO 1020 General Zoology

BIO 3040 Principles of Ecology

BIO 3180 Principles of Genetics

BIO 3710 Cell Biology

BIO 4220 Evolution

Select one (minimum of 3 hours): BIO 3510 Research Strategies;

BIO 4310 Biometrics; BIO 4990 Research in Biology; or BIOS

3xxx Special Topics in Biology

MAT 1070 College Algebra or MAT 1090 Precalculus

MAT 2150 Calculus with Applications

CHM 1300 & 1100 General Chemistry I and lab

CHM 1310 & 1110 General Chemistry II and lab

CHM 2500 Organic Chemistry I

GLY 1150 Earth Science and GLYL 1150 Lab

GLY 1250 Earth History and GLYL 1250 Lab

PHY 1500 & 1560 College Physics I and lab

PHY 1500 & 1570 College Physics II and lab

#### **Chemistry Concentration (9-12):**

CHM 1300 & 1100 General Chemistry I and lab

CHM 1310 & 1110 General Chemistry II and lab

CHM 2260 Elementary Inorganic Chemistry

CHM 2270 Analytical Chemistry

**Chemistry Concentration (cont.):**

CHM 2500 Organic Chemistry I  
 CHM 2510 Organic Chemistry II  
 CHM 3110 Biochemistry  
 CHM 3120 Experimental Methods in Biochemistry  
 Select one (minimum of 3 hours): CHM 3990 Research in  
 Chemistry or CHMS 4xxx Special Topics in Chemistry  
 MAT 2210 Calculus I  
 MAT 2220 Calculus II  
 BIO 1000 Principles of Biology & BIOL 1000 Lab  
 BIO 1010 General Botany or BIO 1020 General Zoology  
 GLY 1150 Earth Science and GLYL 1150 Lab  
 GLY 1250 Earth History and GLYL 1250 Lab  
 PHY 1500 & 1560 College Physics I and lab  
 PHY 1510 & 1570 College Physics II and lab  
 Guided Electives – 2 hours

65

**Earth Science Concentration (9-12):**

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

65

**Physics Concentration (9-12):**

PHY 2000 University Physics I & PHY 2060 University Physics  
 Lab I  
 PHY 2010 University Physics II & PHY 2070 University Physics  
 Lab II  
 PHY 2180 Optics  
 PHY 2560 Modern Physics  
 PHY 3000 Classical Mechanics  
 PHY 3200 Electricity  
 PHY 3260 Heat and Temperature  
 PHY 4000 Quantum Mechanics  
 PHY 4200 Advanced Laboratory I  
 Guided Electives – 1 hour  
 MAT 2210 Calculus I  
 MAT 2220 Calculus II

65

**Physics Concentration (cont.):**

MAT 3320 Differential Equations  
 BIO 1000 Principles of Biology & BIOL 1000 Lab  
 GLY 1150 Earth Science and GLYL 1150 Lab  
 BIO 1010 General Botany or BIO 1020 General Zoology  
 CHM 1300 & 1100 General Chemistry I and lab  
 CHM 1310 & 1110 General Chemistry II and lab  
 PHS 1560 Astronomy  
 PHS 1570 Astronomy Lab

**Middle Grades Science (6-9) Concentration:**

65

BIO 1000 & 1000L Principles of Biology and Lab  
 BIO 1030 Basic Human Biology  
 BIO 3040 Principles of Ecology  
 GLY 1150 & 1150L Earth Science and Lab  
 GLY 1250 & 1250L Earth History and Lab  
 CHM 1300 & 1100 General Chemistry I and lab  
 PHY 1500 & 1560 College Physics I and lab  
 PHS 1560 Astronomy  
 PHS 1570 Astronomy Lab  
 MAT 1070 College Algebra  
 MAT 2100 Introduction to Statistics  
 Completion of a second Academic or Professional Concentration  
 Select one from the following: American Indian Studies, American Studies, Art, Biology, English, Exercise and Sport Science, Geography, Geology, History, Mathematics, Music, Physics, Psychology, Reading, Sociology, Spanish, or Special Education  
 Guided Electives – 1-7 hours\*\*

**Educator Preparation Core**

9

EPC 2020 Introduction to Education, Ethics, and Professionalism  
 EPC 2040 Introduction to Exceptional, Diverse, and At-Risk Students  
 EPC 3010 The Psychology of Learning and Development  
 EPC 3030 Reading Strategies for the 21st Century

**Content Pedagogy**

21-24

SCE 3000 Early Experiences for Prospective Teachers  
 SCE 3010 Early Laboratory Experiences for Prospective Science Teachers  
 SCE 3500 The Teaching of Science in the Middle Grades (required for the 6-9 concentration) **or** SCE 4000 Teaching Science in the Secondary School (required for the 9-12 concentrations)  
 CSC 4050 Current Topics in Computers in Education  
 SCE 4490 Internship in Science in Middle/Secondary Schools  
 SCE 4750 Professional Seminar in Middle/Secondary Science  
 EDN 3400 Philosophy and Curriculum of Middle Grades Education (required only for the 6-9 concentration)

**Total: 128**

\*\*The number of elective hours required in the Middle Grades Science Concentration will be determined based on the student's second academic concentration. 128 hours are required for the degree.

**BACHELOR OF ARTS IN HISTORY: SOCIAL STUDIES EDUCATION (9-12, 6-9)**

Coordinator: Jeffrey K. Lucas

Location: Department of History

**PROGRAM DESCRIPTION**

The program of study in Social Studies Education consists of four curricular components: freshman seminar and general education, the specialty area, the educator preparation core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach secondary or middle grades social studies in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

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

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

**PROGRAM STANDARDS**

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

**PROGRAM GOALS AND OBJECTIVES**

The goal of the Social Studies Education program is to educate effective, professional social studies teachers who have a solid foundation in the liberal arts; an academic major in history and a strong concentration in the social sciences; and the skills and attitudes essential for preparing middle grades and secondary school students for responsible citizenship in a multicultural, democratic society and an interdependent world. Teaching social studies, which includes “the entirety of human experience,” requires that students

1. know the major periods of United States, North Carolina, World, European, African, Asian, and Latin American history and identify the basic political, social, economic, cultural, and geographical themes of each period;
2. recognize the influence of each civilization upon the world and acknowledge the European heritage of significant United States institutions;
3. situate significant current events within an historical framework and recognize their interrelatedness;
4. understand the nature, content, and concepts of the social science disciplines (Anthropology, Economics, Geography, Political Science, and Sociology) and apply social science concepts to the study of individuals, societies, and institutions;
5. develop constructive attitudes toward diversity, pluralism, change, conflict, and uncertainty;
6. understand the historical and contemporary place of Social Studies in public education, with particular attention to the current North Carolina Social Studies curriculum, and become familiar with recent trends and their significance for social studies educators;
7. formulate appropriate objectives and utilize a variety of effective instructional strategies, resources, and assessment techniques which are designed to develop the skills of inquiry, decision-making, problem solving, and critical thinking;
8. develop classroom management skills consistent with current professional standards, respect for all individuals, fairness, and a positive classroom climate;

9. exhibit a working knowledge of instructional technology and the ability to integrate appropriate Computer Based Instructional resources and strategies into social studies instruction;
10. complete a sequenced program of field experiences and professional activities that develop a respect for the profession, a sense of individual competence, and an appreciation for continual reflective practice, collaboration, and professional development.

<b>Course Requirements for secondary and middle grades teacher candidates</b>	<b>Sem. Hrs.</b>
<b>Freshman Seminar and General Education*</b>	<b>46(28)*</b>
<b>Specialty Area</b> (*18 semester hours of Social Sciences and History may also count toward General Ed)	<b>63</b>
<b>Basic History</b>	
HST 1010 American Civilizations to 1877	
HST 1020 American Civilizations since 1877	
HST 1140 World Civilizations to 1500	
HST 1150 World Civilizations since 1500	
<b>Seminar in History</b>	
HST 3000 Introduction to the Study of History	
<b>Advanced History</b> (all must be at the 3000 or 4000 level)	
HSTS 4xxx Topics in History or HST 4510 Senior Seminar	
United States & Canadian History - 6 hours	
HST 3170 North Carolina History	
Asian, African & Latin American History – 6 hours	
European History – 6 hours	
<b>Social Sciences</b>	
ECN 2020 Principles of Microeconomics	
ECN 2030 Principles of Macroeconomics	
SOC 2090 Social Problems or PSY 1010 Introductory Psychology	
SOC 1050 Introduction to Cultural Anthropology	
GGY 1010 Principles of Geography, or GGY 1020 World Regional Geography, or GGY 2000 Cultural Geography	
PLS 1010 Introduction to American National Government	
Social Science Guided Electives – 6 hours	
<b>Educator Preparation Core</b>	<b>9</b>
EPC 2020 Introduction to Education, Ethics, and Professionalism	
EPC 2040 Introduction to Exceptional, Diverse, and At-Risk Students	
EPC 3010 The Psychology of Learning and Development	
EPC 3030 Reading Strategies for the 21st Century	
<b>Content Pedagogy</b>	<b>24</b>
SSE 3000 Introduction to Teaching Social Studies	
SSE 3650 Content and Techniques of Social Studies	
SSE 4000 Methods of Teaching Social Studies	
SSE 4480 Internship in Social Studies in the Secondary School	
SSE 4490 Professional Seminar in Middle/Secondary Social Studies	
CSC 4050 Current Topics in Computers in Education	
<b>General Electives</b>	<b>4</b>
	<b>Total: 128</b>

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

Coordinator: Ana Cecilia Lara  
Location: Department of Foreign Languages

### **PROGRAM DESCRIPTION**

The B.A. in Spanish with Teacher Licensure program consists of four curricular components: freshman seminar and general education, the specialty area, the educator preparation core, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

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

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

### **PROGRAM STANDARDS**

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

### **PROGRAM GOALS AND OBJECTIVES**

1. Students who complete a major in Spanish will acquire
  - A broad, balanced, and practical knowledge and understanding of Spanish language through the four skills of reading, writing, speaking, and listening and through advanced grammar, composition, and conversation;
  - A comprehensive knowledge of Peninsular and Spanish-American literature, culture, and civilization.
2. Students who complete a major in Spanish will acquire the ability and skills to
  - Demonstrate near fluency or fluency in reading, writing, speaking, and comprehending Spanish;
  - Converse in everyday situations and also use professional language;
  - Write effectively in a clear, standard Spanish about a variety of topics;
  - Listen to, understand, and identify varieties of Spanish spoken in the Hispanic world;
  - Read and comprehend a variety of texts.
3. Students who complete a major in Spanish will develop appropriate dispositions to
  - Participate in entry-level positions requiring knowledge of the Spanish language;
  - Enroll in and complete graduate school successfully;
  - Work with the Hispanic community throughout their productive lives;
  - Have an enhanced appreciation for all aspects of Spanish, including historical and contemporary issues;
  - Have an enhanced appreciation for people of Hispanic backgrounds;
  - Recognize the importance of formal language study for use and more effective competition in the global marketplace, whether in schools, in medical and social services, or in corporate business.

<b>Course Requirements</b>	<b>Sem. Hrs.</b>
<b>Freshman Seminar and General Education*</b>	45(39)*
<b>Specialty Area</b> (*0-6 semester hours of Spanish may also count toward General Ed)	42-43
SPN 2310 and 2320 Intermediate Spanish I, II or SPN 2330 Spanish for Heritage Speakers	
Pronunciation Proficiency—May be met with a P grade in SPN 2990 or through Pronunciation Proficiency Validation by Department Chair	
SPN 3110 Spanish Composition and Review of Grammar	
SPN 3120 Spanish Conversation	
SPN 3150 Analytical Skills and Critical Aspects of Spanish	
SPN 3200 Literary Analysis and Criticism in Spanish	
SPN 3700 Advanced Grammar and Composition	
Seven courses from those listed below (at least one literature course is required):	
SPN 3210 Survey of Spanish-American Literature I	
SPN 3220 Survey of Spanish-American Literature II	
SPN 3310 Survey of Literature of Spain I	
SPN 3320 Survey of Literature of Spain II	
SPN 3360 History of the Spanish Language	
SPN 3510 Study Abroad	
SPN 3610 Civilization and Culture of Spanish America	
SPN 3620 Civilization and Culture of Spain	
SPN 3710 Business Spanish	
SPN 4210 Studies in Spanish-American Prose Fiction	
SPN 4220 Studies in Spanish-American Theatre and Poetry	
SPN 4710 Topics in Medieval, Renaissance, and Golden Age Literature	
SPN 4730 Contemporary Literature of Spain	
SPN 4550 Directed Study in Spanish	
SPN 4700 Spanish Applied Linguistics	
SPNS 4xxx Special Topics in Hispanic Studies	
<b>Educator Preparation Core</b>	9
EPC 2020 Introduction to Education, Ethics, and Professionalism	
EPC 2040 Introduction to Exceptional, Diverse, and At-Risk Students	
EPC 3010 The Psychology of Learning and Development	
EPC 3030 Reading Strategies for the 21st Century	
<b>Content Pedagogy</b>	19
SPN 3010 Early Laboratory Experiences for Prospective Spanish Teachers	
SPN 4400 Methods of Teaching Spanish	
SPN 4480 Professional Seminar for Pre-Service Teachers	
SPN 4490 Internship for Spanish Education	
CSC 4050 Current Topics in Computers in Education	
<b>General Electives</b>	4-5
<b>Total:</b>	<b>121</b>

## BACHELOR OF SCIENCE IN SPECIAL EDUCATION (K-12)

Coordinator: Marisa Scott

Location: Department of Education Specialties

### PROGRAM DESCRIPTION

The programs of study in Special Education consist of five curricular components: freshman seminar and general education, the educator preparation core, the essential standards area, content pedagogy (methods and internship), and academic concentration. Upon successful completion of the program and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Special Education program in General Curriculum is one of 12 teacher education programs offered at UNCP. Special Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Special Education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the NC State Board of Education.

### PROGRAM STANDARDS

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

### PROGRAM GOALS AND OBJECTIVES

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

The effective and qualified pre-service special educator

1. acquires basic skills, knowledge, and attitudes in a wide variety of disciplines including the arts and the humanities, natural sciences and mathematics, and the social sciences.
2. develops the ability to analyze.
3. experiences a interdisciplinary curriculum which emphasized the interrelationship of the culture, research and practices deemed appropriate and necessary in educational and social settings.
4. completes an Academic or Professional Concentration (Reading is suggested) of sufficient depth and breadth to complement and strengthen their overall program of studies and area of specialization.
5. acquires knowledge and understanding of human growth and development; foundations of education; the purpose, organization, and administration of the schools; the teaching-learning process; positive behavior supports; collaboration with general education teachers; curriculum; and methodology.
6. demonstrates necessary competencies through systematic field experiences at both the elementary and secondary level, and a culminating and comprehensive student teaching internship.
7. develops a broad background in the various categories of exceptional, diverse, and at-risk students, and demonstrates special skills in teaching students with mild disabilities across various content areas and ages; and in various settings.
8. demonstrates appropriate communication skills and a professional attitude for collaboration with parents, school personnel, and other related professionals.
9. demonstrates a diagnostic-prescriptive orientation toward instruction and behavior intervention, and is able to offer intensive and explicit individual and small group instruction.
10. provides leadership in implementing special education procedures and policies.

11. experiences, through personal investigation and growth, increased self-actualization, and in turn, foster self-worth and confidence through positive interaction with learners who have mild disabilities.

<b>Course Requirements</b>	<b>Sem. Hrs.</b>
<b>Freshman Seminar and General Education</b>	<b>45</b>
<b>Educator Preparation Core</b>	<b>15</b>
EPC 2010 Technology Applications for Teachers	
EPC 2020 Introduction to Education, Ethics, and Professionalism	
EPC 2030 Educator Preparation for 21st Century Schools	
EPC 2040 Introduction to Exceptional, Diverse, and At-Risk Students	
EPC 3010 The Psychology of Learning and Development	
EPC 3020 Curriculum, Assessment, and Research on Teaching and Learning	
EPC 3030 Reading Strategies for the 21st Century	
<b>Essential Standards</b>	<b>32</b>
EDN 2900 Research and Writing in Education	
SED 3110 Assistive Technology	
SED 3310 Introduction to the Exceptional Child	
SED 3320 Special Education Law, Policies, and Procedures	
SED 3330 Teaching Students Who Need Adaptive or Functional Curricula	
SED 3340 Instructional Strategies for Students With Mild to Moderate Disabilities	
SED 3350 Assessment of Students with Mild/Moderate Disabilities	
SED 4310 Discipline and Classroom Management	
SED 4330 Diagnosing and Remediating Mathematics Problems	
SED 4350 Transition and Collaboration	
SED 4340 Diagnosing and Remediating Reading and Writing Problems	
<b>Content Pedagogy</b>	<b>18</b>
SED 3360 Differentiation of Instruction for Special Education Students	
SED 4320 Classroom Considerations and the IEP for Special Education Students	
SED 4360 Professional Seminar for Special Education Teacher Candidates	
SED 4960 Internship for Special Education Teacher Candidates	
<b>Professional Concentration</b> (18-24 depending upon concentration program requirements)	<b>18</b>
	<b>Total: 128</b>

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

Coordinator: Sandra Strickland

Location: Department of Education Specialties

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

**Course Requirements**

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

**Total: 12**