

ELEMENTARY EDUCATION

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

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

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

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

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION (K-6)

Coordinator: Kelly Ficklin

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

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45
Educator Preparation Core	12
EPC 2010, 2020, 2030, 2040, 3010, 3020	
Essential Standards	35
ELE 2010, 2020, 2030, 4010, 4020, 4030, 4040, 4050	

Essential Standards (cont.)

EDN 2900

HST 3170

Content Pedagogy

ELE 3010, 4000, 4060, 4070

Academic or Professional Concentration (The number of hours may vary depending upon student's choice of concentration. Hours may overlap with some General Education courses. The student should plan the concentration in consultation with advisor.)

18**18****Total: 128****COURSES****ELEMENTARY EDUCATION (ELE)****ELE 2010. Child Development and Cultural Dynamics**

This course focuses on conceptualizing the profession of teaching through the specific development, nurturing relationships and shared responsibility of educating children at the elementary school. Establishing ways in which learning takes place in elementary settings for the appropriate levels of intellectual, physical, social, and emotional development of elementary students. Through this course, students will prepare to build partnerships with all segments of the school culture including parents, school and the community with effective family and community involvement. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 Grade Point Average

ELE 2020. Health and Wellness Awareness

A hands-on approach relating health and wellness awareness to teaching in 21st century classrooms and schools. Focused on the methods, media, materials and techniques used in elementary schools to establish relationships between students' healthful and active choices to potential learning in the elementary grades. Concurrent enrollment in Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education

ELE 2030. Arts Integration in the Elementary School

Methods, media, materials and techniques for integrating the arts in daily classroom instruction will be investigated through the 21st century teaching and learning skills including discovery, imagination, innovation, exploration, reflection, and evaluation. Collaborative techniques will be connected to elementary teaching through Music, Visual Arts, Theatre Arts, Movement and Dance. Concurrent enrollment in Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education

ELE 3010. Differentiated Instruction for Today's Learners

Classroom content area design and management strategies for individual differences and exceptionalities that focus on ways teachers use ongoing differentiated instruction to create a responsive classroom learning community. Course emphasis will be engaging students in multisensory approaches to promote skills and strategies for self-directed life-long learning. Concurrent enrollment in Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education

ELE 4000. Classroom Management and Assessment

Students will learn how to create and manage democratic classroom environments in which diverse learners are treated equally with respect and dignity. Emphasis is on aligning assessment practices and classroom management strategies with democratic principles to produce quality global learners prepared for the 21st century. Multiple assessment strategies will focus on formative and summative assessments appropriate with today's elementary learners. Credit, 3 semester hours. Concurrent enrollment in Field experience required. PREREQ: Admission to Teacher Education

ELE 4010. Mathematics and Science I

A course designed to help students further develop their understanding of the mathematics and science curriculum and processes in grades K-2. Special emphasis will be placed on the integration of math and science, as well as, the use of technology and manipulatives. Students will design and implement developmentally appropriate methodology for teaching to be demonstrated through both individual and group field experiences. Concurrent enrollment in Field experience required. Credit, 4 semester hours. PREREQ: ELE 2010, ELE 3010, and Admission to Teacher Education

ELE 4020. Mathematics and Science II

A course designed to help students further develop their understanding of the mathematics and science curriculum and processes in grades 3-6. Special emphasis will be placed on the integration of math and science, as well as, the use of technology and manipulatives. Students will design and implement developmentally appropriate methodology for teaching to be demonstrated through both individual and group field experiences. Concurrent enrollment in Field experience required. Credit, 4 semester hours. PREREQ: Successful completion of ELE 4010 and Admission to Teacher Education

ELE 4030. Living in a Global Society

A comprehensive course covering the K-6 social studies curriculum, including: developing best teaching practices for delivering social studies content, while addressing different learning styles, meeting the needs of diverse learners, and strategies for differentiating instruction within standards-based social studies instruction. All sections of EDN 4030 will be in hybrid format with some classes online and some face-to-face. Concurrent enrollment in Field experience required. Credit, 4 semester hours. PREREQ: ELE 2010, ELE 3010, and admission to Teacher Education Program.

ELE 4040. Literacy and Language Arts I in the Elementary School

A comprehensive study of the foundation of language arts in the elementary school that fosters developmentally appropriate reading, writing, speaking, listening, viewing and responding skills in 21st century classrooms and schools. Early literacy methods that include instructional strategies for reading development, language arts assessments K-6 and literacy processes addressing diverse learners that facilitate continuous growth in the language arts. Concurrent enrollment in Field experience required. Credit, 4 semester hours. PREREQ: ELE 2010, ELE 3010, and Admission to Teacher Education Program.

ELE 4050. Literacy and Language Arts II in the Elementary School

An in depth study of literacy processes in the elementary school that fosters developmentally appropriate reading, writing, speaking, listening, viewing and responding skills implementing research based strategies that are integrative across content areas and instructional modalities in 21st century classrooms and schools. Advanced literacy methods of transactive processes that include the learner, the text, the learning goal, and the context in which learning occurs. Concurrent enrollment in Field experience required. Credit, 4 semester hours. PREREQ: ELE 4040 and Admission to Teacher Education Program.

ELE 4060. Internship in Elementary Education

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

ELE 4070. Professional Seminar in Elementary Education

A seminar designed to parallel the full semester internship experience involving candidates in a professional learning community. Teacher candidates will implement, and evaluate an integrated unit of study and assessment plan designed to meet the needs of 21st century learners in a K-6 public school setting. They will implement, evaluate and reflect on outcomes for individuals, groups and the class. Teacher candidates will document on-going self-evaluation and reflections. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

GRADUATE COURSES

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