

Department of Curriculum and Instruction

Elementary and Middle Grades Education Handbook



based on the undergraduate catalog of

2005 - 2006

This handbook was prepared by:

Student Advising and Recruitment Center

School of Education, 324-A Curry, UNCG
(336) 334-3410

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This handbook is intended for informational purposes only. Requirements, rules, procedures, courses, and information statements are subject to change. The Student Advising and Recruitment Center reserves the right to revise any part without notice or obligation.

STUDENT ADVISING AND RECRUITMENT CENTER

School of Education, 324-A Curry Building, UNCG
(336) 334-3410

The Student Advising and Recruitment Center (SARC) began in August, 1989 as directed by the Dean of the School of Education. Its purposes are five-fold:

1. to act as the first point of reference for inquires to the School;
2. to process all Graduate School applications to the School;
3. to act as advising center for all undergraduate Freshmen and Sophomores declaring education as their major;
4. to arrange special services for students as needed;
5. to assist in School of Education recruiting efforts.

The SARC Staff during the 2005-2006 Academic year:

Toni Knight, Director
Annette Cline, Assistant Director
Janelle Rouse, Assistant Director
Sandra Sands, Program Assistant

SCHOOL OF EDUCATION & TEACHERS ACADEMY
Conceptual Framework for Professional Education



"A Community of Professional Educators Committed to Preparing and Supporting the Professional Development of Caring, Collaborative, and Competent Educators Who Work in Diverse Settings"

**"Developing Caring, Collaborative and Competent Professionals"
(Executive Summary, July 2001)**

UNCG Vision Statement

The University of North Carolina at Greensboro is a leading student-centered University, linking the Piedmont Triad to the world through learning, discovery, and service.

UNC Teacher Education Deans Council Vision Statement

The University of North Carolina's schools, colleges and departments of education, in collaboration with public school partners and others, are committed to producing professional educators of the highest quality and to supporting their continued development on behalf of children in North Carolina.

UNCG Teachers Academy Mission Statement

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice.

UNCG's professional education programs are guided by shared commitments to:

- equity and excellence in teaching, research, and service
- professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based)
- construction of a professional knowledge base through collaboration and collegiality
- dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel

We believe that caring, collaborative and competent professionals possess an elaborate knowledge base comprised of five types of knowledge:

- content knowledge
- professional knowledge and skills
- pedagogical content knowledge
- sociocultural knowledge
- critical and reflective knowledge and skills

Professional education programs at UNCG emphasize four dispositions that drive application of the knowledge base and we believe that we must model and monitor these dispositions as conscientiously as we provide opportunities for building the knowledge base:

- creating caring learning communities in diverse settings
- collaborating with colleagues, students, and parents
- engaging in continuous professional development
- becoming leaders in the profession

Performance Expectations

We recognize that the process of education is a complex and humane enterprise requiring commitments from the professional educator to acquire knowledge, to keep practice current and to weigh the importance of ethical decisions in a changing and culturally diverse world. All of UNCG's professional education programs present candidates with opportunities to master the knowledge base and develop the dispositions we believe are the foundation of professional practice. Through such mastery and development, candidates leave our programs able to meet a set of expectations that are grounded in state and national standards, scholarship, and what Shulman (1987) called the "wisdom of practice."

The following performance expectations are aligned with standards, principles, or core propositions from the

- Interstate New Teacher Assessment and Support Consortium (INTASC)
- North Carolina Professional Teaching Standards Commission (NCPTSC)
- National Board for Professional Teaching Standards (NBPTS)
- Interstate School Leaders Licensure Consortium (ISLLC)
- North Carolina Standards Board for Public School Administration (NCSBPASA) International Society for Technology in Education (ISTE).

Caring professionals. . .

- understand how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners (INTASC 3; NBPTS 3)
- use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation (INTASC 5)
- respect and care about their students (NCPTSC 6)
- are committed to students and their learning (NBPTS 1)
- facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community (ISLLC 1; NCSBPASA 1)
- act with integrity, fairness, and in an ethical manner (ISLLC 5; NCSBPASA 4)
- understand, respond to, and influence the larger political, social, economic, legal, and cultural context of schooling (ISLLC 6; ISTE 6)

Collaborative professionals. . .

- actively seek out opportunities to grow professionally (INTASC 9; ISTE 5)
- foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being (INTASC 10)
- are leaders (NCPTSC 4; NCSBPASA 8)
- are members of learning communities who pursue lifelong learning (NBPTS 5; NCSBPASA 10)
- collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources (ISLLC 4; NCSBPASA 5, 7)

Competent professionals . . .

- understand the central concepts, tools of inquiry, and structures of the disciplines they teach and can create learning experiences that make these aspects of subject matter meaningful for students (INTASC 1; NCPTSC 1; NBPTS 2)
- understand how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development (INTASC 2; NCPTSC 2)

- understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills (INTASC 4; NCPTSC 2; ISTE 3)
- use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom (INTASC 6; NCPTSC 2)
- demonstrate a sound understanding of technology operations and concepts (ISTE 1)
- plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals (INTASC 7; NCPTSC 2; ISTE 2)
- understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner (INTASC 8; NCPTSC 2; ISTE 4; NCSBPSA 9)
- are reflective practitioners who continually evaluate the impact of their choices and actions on students, parents, and other professionals (INTASC 9; NCPTSC 5)
- are responsible for managing and monitoring student learning (NBPTS 3)
- think systematically about their practice and learn from experience (NBPTS 4)
- advocate, nurture and sustain a school culture and instructional program conducive to student learning and promote success of all students (ISLLC 2; NCSBPSA 2, 3, 8, 10)
- promote a safe, efficient, and effective learning environment (ISLLC 3; NCSBPSA 6, 7)

Candidates will be continuously assessed on these performance expectations from entry into the professional education program through the culminating experience by way of portfolio assessment, clinical practice, written and oral examinations, licensure examinations, presentations at local, state, and national conferences, and appropriate publications and performances.



SCHOOL OF EDUCATION SCHOLARSHIP INFORMATION

The School of Education is asked each year to recommend students for certain university scholarships restricted to students in education. **Students must complete an application in the Student Advising and Recruitment Center by the second Wednesday in February of each academic year. There is one application for all scholarships and they are available before winter holidays in 324 Curry.**

- ***Mary Blair Allison Scholarship.*** The Mary Blair Allison Scholarship Fund was established in 1979 by Mrs. J. Barnwell Allison, UNCG Class of 1923. The income from the fund provides an annual scholarship to a student majoring in elementary education.
- ***Patsy Brinson & John W. Burwell Adult Student Scholarship.*** The Patsy Brinson & John W. Burwell Adult Student Scholarship was established in 2001 by Patsy & John Burwell, Mrs. Burwell graduated from The Woman's College in class of 1953. The intention of this fund is to provide scholarship assistance to non-traditional, adult students enrolled in undergraduate programs in the School of Education.
- ***Eloise Woosley Cates Scholarship.*** The Eloise Woosley Cates Scholarship Fund was established in 1997 by Eloise Cates, UNCG Class of 1931. The income from this fund will be awarded to a student who has demonstrated a commitment to teach, excellence in the classroom, and leadership skills.
- ***Oliver Perry and Betty Carol Clutts Scholarship.*** The Oliver P. Clutts family established a fund in 1972 as a memorial to Professor Clutts, a member of the faculty in the Department of History. Income from the fund is used to support scholarships which are awarded annually to a student majoring in education and a student majoring in history. Selection is on the basis of talent and academic promise, with financial need as a secondary consideration.
- ***Elizabeth Langford Davenport Scholarship.*** The Elizabeth L. Davenport Scholarship Fund was established in 1999 by friends and family of Elizabeth Davenport. Recipients will be selected primarily on the basis of academic achievement, with financial need also a consideration.
- ***Katharine Smith DeBerry and Cornelia (Nena) Marshall DeBerry Scholarships.*** This fund was established by the will of Cornelia (Nena) Marshall DeBerry as a memorial to her sister Katharine Smith DeBerry, who died while a student at The University of North Carolina at Greensboro. Awards from this fund are made to worthy and deserving students who intend to pursue careers in elementary education.
- ***Julius I. Foust Scholarship.*** Supported by an endowment established by Dr. and Mrs. Foust, the scholarship is awarded to a rising senior who is committed to a career in teaching. Financial need, integrity, ability to inspire children, sense of reverence, sense of humor, and ability to work happily with people are criteria followed in selecting the recipient.

- ***Marian Franklin Scholars Program Fund.*** The Marian Franklin Endowment was created from the estate of Gwyn Franklin in 1999. Recipients of scholarships will be known as “Marian Franklin Scholars.” Marian Franklin Scholars will be students enrolled in any professional program within the School of Education designed to prepare educators for work in elementary schools, middle schools, and/or high schools.
- ***Margaret and James T. Freeze Scholarship Fund.*** The Margaret and James T. Freeze Scholarship Fund was established in 1994 by James Freeze. The scholarship will be awarded to a third year student from North Carolina preparing for a career in teaching.
- ***Naomi Lee, Mary Joanna, and Mary Hester Livingston Gibson.*** Mary Joanna Gibson established this scholarship which honors her late sister, Naomi Gibson, Class of 1936. Awards are made annually to juniors and seniors majoring in education who demonstrate academic achievement and financial need.
- ***THA Foundation Scholarship in Elementary Education.*** The THA Foundation was established by Dr. Tom Hagai “so that young people will be prepared to help the youth of our country.” 25-30 Scholarships are awarded each year.
- ***Helena Gabriel Houston Scholarship Fund.*** Helena Gabriel Houston, class of 1927, established the Helena Gabriel Houston Scholarship Fund in 2001. The income from this endowment will be used to ensure that worthy and deserving students enrolled in degree programs through the School of Education receive financial support. Each award will be sufficient in size to cover tuition.
- ***Eugenia Hunter-Curry School Scholarship.*** Funds have been provided by friends of Dr. Hunter and by the Parent-Teacher Organization of Curry School to establish an endowment in honor of Dr. Hunter, a long-time member of the faculty of the School of Education. A scholarship is awarded annually to a deserving student in need of financial assistance.
- ***Mary Alford Hunter Scholarship.*** This scholarship honors the memory of Mrs. Mary Alford Hunter, member of the Class of 1936, who served the University for many years as a teacher at Curry School, as a member of the faculty of the School of Education, and as a member of the Scholarship Committee. The income from the fund provides a scholarship to a deserving student in the School of Education.
- ***Adelaide Love Israel Scholarship.*** The Adelaide Love Israel Endowed Scholarship Fund was created from gifts from Adelaide’s husband. Recipients will be undergraduate students pursuing a career in the field of education and demonstrate financial need.
- ***The Anna M. Kreimeier Scholarship.*** This scholarship was established by Lollian Peaslee Brennan, ‘51, and Elizabeth Peaslee Apple, ‘61, in honor of their aunt, Miss Kreimeier, a member of the faculty for 40 years. She began her service as a supervisor of student teachers in English. Later she was Director of the Student

Teaching Program for students preparing to teach in secondary schools. The income from this fund is awarded to a student in need of financial assistance, preferably to a junior or senior who has plans to teach.

- ***Margaret F. McKenzie Memorial Scholarship.*** The Margaret McKenzie Scholarship was established in 1987 by her sister Mary Gilbert McKenzie. The fund is awarded annually to an undergraduate or graduate student majoring in the School of Education, with preference given to students from Hoke or Scotland counties.
- ***John Onslow and Kate Dalton McNairy Memorial Scholarship.*** The John Onslow and Kate Dalton McNairy Endowed Excellence in Education Fund was established in 1992 by Julia McNairy Grady, Class of 1927, in loving memory of her parents. Recipients will be either undergraduate or graduate students in the School of Education.
- ***Mary Elizabeth, Carolyn Jean, and Dorothy McNairy Scholarship.*** The Mary Elizabeth, Carolyn Jean, and Dorothy Scholarship was established by the three sisters in 1997. Recipients will be junior and senior students who have demonstrated a commitment to teaching in the North Carolina public schools and are residents of the state of North Carolina.
- ***The Monroe/Cox Scholarship.*** The Monroe/Cox Fund was established in 1984 in honor of Miss Alberta Catherine Monroe and as a memory to her mother, Mary Elizabeth Cox Monroe, and sister Blanche Lucille Monroe. The recipient of this scholarship is selected on the basis of financial need and academic achievement and must be majoring in Education.
- ***The Mollie Ann Peterson Scholarship.*** Miss Mollie Ann Peterson, a former faculty member, by her will established a scholarship fund at UNCG to be used to provide assistance to black female students who are preparing to teach. The award is based upon financial need and academic promise, and recipients are chosen by the Financial Aid Director.
- ***The Esther Cobb Pinnix Alpha Delta Kappa Teachers Scholarship.*** The Esther Cobb Pinnix Scholarship Fund was established in 2001 by John L. Pinnix, Jr., the son, in memory of Esther. The fund is currently restricted under the following guidelines: A Rockingham County public school teacher who will enroll at UNCG on either a part-time (minimum one course per semester) or full-time basis to pursue additional education or an advanced degree to further his/her teaching career. (This does not include “Public Charter School” or “Charter School”).
- ***Judy Blackwelder & Daniel S. Talbert Scholarship.*** The Judy Blackwelder & Daniel S. Talbert Scholarship Fund was established in 1998 by Judy Blackwelder Talbert, class of '61, and her son Daniel, class of '92. The income from this endowment will be used to ensure that deserving students receive financial support, and that UNCG can attract the best and brightest students from North Carolina who planning to become teachers.

- ***The John Van Hoose Family Scholarship.*** The John Van Hoose Scholarship was established in 2002 by Jerome Lynch & Associates in memory of Dr. John Van Hoose, former faculty member in the School of Education. It was established for the purpose of providing scholarship assistance to a graduate student enrolled in a degree program through the School of Education.
- ***Jacqueline W. & Jack H. Varner Endowment Fund.*** The Jacqueline W. & Jack H. Varner Endowment Fund was created through the estate of Jack H. Varner in memory and honor of his wife, Jacqueline.
- ***Mrs. Earl G. (Josie N.) White Scholarship.*** This award goes annually to an incoming freshman who is a graduate of Statesville Senior High, with preference to students majoring in education. Recipients must demonstrate academic excellence, leadership, and participation in extracurricular activities. The scholarship honors Mrs. White, who taught in the Statesville school system for nearly 60 years.
- ***Annie McIver Young Scholarship.*** Mrs. Annie McIver Young, daughter of Charles Duncan McIver, bequeathed to the University a fund, the income from which is given annually to an earnest, needy senior.

The Teachers Academy disseminates information concerning scholarships awarded by agencies outside the University to appropriate departments, students, etc.

- ***The Paul Douglas Teacher Scholarship Program.*** Established by Congress in 1985 to provide college scholarships for outstanding high school graduates to encourage and enable them to pursue teaching careers at the preschool, elementary, or secondary level.
- ***The Mary Morrow Fund.*** Established in 1953 and administered by the North Carolina Association of Classroom Teachers. Applicants must be North Carolina residents enrolled in a teacher education program. They must be in the junior year of college and willing to teach in the public schools of North Carolina for at least two years following graduation.
- ***William Tasse Alexander Scholarship Fund.*** Established by the will of Margary Alexander Thompson to provide merit scholarships to undergraduate students from Mecklenberg County, North Carolina, who are primarily in the field of education.
- ***Prospective Teacher Scholarship Loan.*** A recipient must attend a North Carolina college or university, public or private, which offers teacher training or work leading to teacher training approved by the State Board of Education. For each full school year taught in North Carolina public schools or a school (grades K-12) operated by the United States Government in this State, the recipient receives credit upon the amount for each annual loan and accrued interest. **For additional information, go to www.ncpublicschools.org/scholarships/.** Applications will be available for download from this site in mid-November. Applications may only be obtained online. Due to available technology and the expense, the department has discontinued printing and distributing applications. The deadline for submitting completed applications to the Department of Public Instruction is February 28. Awards are announced in early May.
- ***For information on other scholarships, check:***
<http://fia.uncg.edu/scholarships/education.htm>

Elementary Education

Procedures Checklist

Degree Requirements

Second Concentration Information

Degree Audit

GEC Information

Anthropology

Art (Art History or Studio Art)

Classical Studies (Latin or Greek)

Communication Studies

English

French

Geography

German

History

Interdisciplinary courses of study:

American Studies

Environmental Studies

Language and Communication

Science

The Arts

Mathematical Sciences

Philosophy

Physics and Astronomy

Political Science

Psychology

Religious Studies

Sociology

Spanish

NOTE: Dance is no longer participating as second major or offering a second academic concentration. Biology, Chemistry and Music are not being offered at this time but may be added again in the future.

PROCEDURES CHECKLIST FOR ELEMENTARY EDUCATION MAJORS (Draft)

The University of North Carolina at Greensboro in conjunction with the State Department of Public Instruction has developed policies and procedures for admission and retention to teacher education and admission to student teaching.

It is the responsibility of each student to be familiar with all policies and procedures associated with seeking certification and for being sure all deadlines are met on time. **It is highly recommended that you start a personal file to keep copies of all papers concerning your admission to teacher education, student teaching, Praxis test scores, etc.** The following guidelines will help you meet your responsibility:

FRESHMAN YEAR

Transfers: first semester on campus

DATE

1. **Be sure you know and have met with your advisor.** _____

Until you are admitted to Teacher Education, your advisor will be assigned in the Student Advising and Recruitment Center, 324 Curry. Individual appointments may be made by calling 334-3410.

My advisor is _____

2. **Print and become familiar with the Elementary and Middle Grades Education Handbook** (available online)

3. **Declare a second academic concentration/second major.** _____

Done during advising sessions.

SOPHOMORE YEAR

Transfers: first year on campus

4. **Pass the Reading, Writing, and Math Components of the Pre-Professional skills test (PRAXIS I).** Check registration and administration dates during the first week of Fall semester. For details regarding registration, contact the SARC, 334-3410.

You must pass all three sections of the PPST and provide a printed copy to your advisor in order to be admitted to teacher education. When scheduling the test, allow time to retake any part you may not pass. If you take the test in the summer, printed copies of the scores may not be available in time for you to be admitted to the program and begin the fall semester.

Pre-Professional Skills Test (PPST):

	<u>Code</u>	<u>Score</u>
Reading	0710	176
Writing	0720	173
Math	0730	173

registered for exam _____
 took exam _____
 passed exam _____

(or) equivalent computer based test at ProMetrics, Greensboro, NC (854-4230)

registered for exam _____
 took exam _____
 passed exam _____

5. **Successfully complete the prerequisite education course at UNCG.** _____
 CUI 250 Teaching as a Profession

6. **Complete an application for admission to Teacher Education**

(applications are available in CUI 250) _____

Requirements:

2.75 GPA

specified minimum scores on the PPST / PRAXIS I

grade of "C" or above in CUI 250

completion of GEC Requirements

Transfers:

complete 12 semester hours at UNCG

2.75 GPA

specified minimum scores on the PPST / PRAXIS I

grade of "C" or above in CUI 250

completion of GEC Requirements

7. **Register for appropriate fall CUI classes**

(with assistance from your advisor) _____

You will register for fall classes but do not assume that this will be your exact schedule. **(Do not buy textbooks until fall when you meet your team leader and know your exact schedule.) You will need to commit all day Mondays, Wednesdays, and Fridays to CUI classes and internship (minimum of 10 hours per week).** Occasionally, CUI classes are scheduled in the late afternoon and may meet at an area public school.

8. **Complete and mail form notifying the Department of your preference(s) for a team** _____

Once you are admitted, you will receive a letter from the chair of the Department of Curriculum and Instruction during the summer. You will be invited to select a team and will remain with this team during the next two years. It is important for you to let the department know that you are planning to join the program. This allows the department to plan for the correct number of students and **assures you a place on the team.**

Junior Year-Fall Semester Only

9. **Attend Orientation on the first day of classes** _____

This meeting is very important. You will meet your team leader who will become your advisor and you will learn your schedule. Generally, you will have a class or other activities in the afternoon of this first day. (Team activities will vary from this point forward.)

If, for any reason, you cannot attend this first day, you must notify the CUI office at 334-3437 or you will be dropped from the roster.

10. **Be sure you know and have met with your new advisor.** _____

My advisor is _____

11. **Successfully complete the following courses:**

Two methods courses in CUI (3 + 3) _____

CUI 350 Internship I: Inquiry in Teaching and Learning (2) _____

Junior Year-Spring Semester Only

12. **Complete an application for admission to Student Teaching.**

Contact the Teachers Academy, 321 Curry. To be eligible, maintain the minimum GPA and be admitted to Teacher Education. The **deadline** is between Jan. 15 and Feb. 15 of the year **before**

you plan to student teach

- 13. Successfully complete the following courses:
 - Two methods courses in CUI (3 + 3) _____
 - CUI 375W Internship II: Inquiry in Teaching and Learning (2) _____

- 14. **Start your Career Services Center Credential File**
Contact the Career Services Center, EUC Ground Floor, 334-5454.

- 15. **Request a course audit from the Office of Student Academic Services.** _____
Discuss audit results with your advisor during registration. _____

SENIOR YEAR-Fall Semester Only

- 16. **Successfully complete the following courses:**
 - Two methods courses in CUI (3 + 3) _____
 - CUI 400S Internship III: Inquiry in Teaching and Learning (2) _____

- 17. **Complete the Piedmont Alliance Form.** Forms will be distributed in class. _____

SENIOR YEAR-Spring Semester Only

18. Complete and submit a technology portfolio demonstrating mastery of the ISTE National Educational Technology Standards for Teachers (NETS-T) to your program area by December of your senior year. **For more information contact your advisor or Instructional Technology, 338 Curry 334-3402.**

- 19. **Successfully complete CUI 461--Student Teaching Seminar (12)** _____

- 20. **Take Specialty Area test of the PRAXIS.**
The test is mandatory for licensure in North Carolina. For details regarding registration, **contact** the SARC, 334-3410 and your advisor. Deadline: During the semester you plan to student teach—**or earlier.**

Specialty Area/PRAXIS:
 registered _____
 took exam _____
 passed exam _____

- 21. **Check the status of your Credential File and see a placement counselor in Career Services in the EUC.**

check the status of your credential file _____
 make an appointment with a placement counselor _____
 meet with a placement counselor _____

- 22. **Apply for teacher licensure in the Teacher’s Academy, Curry Bldg.** _____
towards the end of your student teaching. **Deadline:** Approximately four weeks before graduation
DO NOT MAIL ANYTHING TO RALEIGH!!!

License: If you have a teaching position, your license will be mailed to your new school. If you do not, it will be mailed to your home address.

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION

122 semester hours required to include at least 36 hours at or above 300 course level

Philosophy: The purpose of education is to have an educated citizenry of critical thinkers capable of addressing the educational, ethical, social and political issues that confront us. We believe that an inquiry approach that helps students develop a perspective of the teacher as a researcher is the best way to achieve this goal. A teacher researcher is someone who is fascinated with discovering how children organize what they know and how they set about to figure out what they don't know, someone who is eager to create learning opportunities that will foster intellectual curiosity and deep understanding, someone who has an appreciation of different ways of knowing. Our curriculum and the instructional methods that deliver it focuses on learning styles and teaching strategies that effectively promote multiple forms of literacy, that encourage creativity and problem solving, that provide opportunities for discovery, and that foster a sense of well being and accomplishment appropriate to life long learning in the 21st century. The work of Anderson (1988), Berliner (1986), Calderhead (1988), Dewey (1933), Duckworth (1987), Eisner (1988), Greene (1978), Pinar and Grumet (1988), Schon (1983), Schulman (1987), and Zeichner &Liston (1987) have been particularly helpful in shaping our philosophy.

GOALS:

- 1.0 Become involved in the identification of educational problems and the search for solutions.
- 2.0 Become critical thinkers capable of effectively expressing themselves in oral and written communication.
- 3.0 Develop self-awareness and an understanding of their own worldview and how that perspective influences their own learning and teaching.
- 4.0 Understand the cultures of schools and classrooms and the professional roles of teachers in those cultures.
- 5.0 Understand cultural differences and appreciate the rich cultural heritage that each child brings to the classroom.
- 6.0 Understand the unique difference learning characteristics, needs, and capacities of children of different ages and developmental levels, of different cultural and language backgrounds, and of varying exceptionalities.
- 7.0 Develop skills in observing students' development and learning strategies and in creating appropriate learning opportunities and managing instruction responsively.
- 8.0 Use educational technology in innovative ways to enhance classroom learning.

OBJECTIVES: See Appendix A

Elementary Education Major with K-6 Teacher Licensure

Degree: Bachelor of Science

AOS Code: U251

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Requirements

General Education Requirements (GEC) (36-37 hours)

All students in this program must complete GEC requirements. See the Undergraduate Bulletin for a detailed listing of the complete GEC area requirements and courses meeting those requirements.

General Education Marker Requirements

All students in this program must complete GE Marker Requirements. See the Undergraduate Bulletin for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

1. Global/Global-Nonwestern Perspectives (GL/GN)
12 hours of courses carrying GL/GN markers; at least one course must carry the GN marker.
2. One Writing Intensive (WI) Course
In addition to this WI Marker requirement, students must also complete a second WI course within the major.
3. One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, students must also complete a second SI course within the major.

Major Requirements (42 semester hours)

CUI 250 (prerequisite for admission to the major)

CUI 320, 346, 350, 360, 370, 375*, 380, 400*, 420

CUI 461 (Taken last semester of program)

** CUI 375 is taught as Writing Intensive (WI); CUI 400 is taught as Speaking Intensive (SI)*

Licensure Requirements

1. ELC 381
2. HDF 302
3. ART 367
4. MUS 361
5. DCE 345 or THE 315
6. HEA 341
7. ESS 341

Second Concentration Requirements (18-24 semester hours)

Student must complete a coherent course of study of 18-24 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours of the second concentration may be counted toward the general education requirements. The following second concentrations have been approved for Elementary Education:

Anthropology; Art; Classical Studies; Communication Studies; English; French; Geography; German; History; Interdisciplinary courses of study (American Studies, Environmental Studies, Language and Communication, Science, The Arts); Mathematics; Philosophy; Physics; Political Science; Psychology; Religious Studies; Sociology; Spanish; Special Programs in Liberal Studies

Electives

Electives sufficient to complete the 122 hours required for the degree. Electives should increase students' knowledge in general education and in content field (such as psychology or multicultural education).

SECOND ACADEMIC CONCENTRATIONS

Elementary Education

The **18** hour courses of study offered to Elementary Education majors by the following departments are recognized by the University as second academic concentrations:

Anthropology
Art (Art History or Studio Art)
Classical Studies (Latin or Greek)
Communication Studies
English
Geography
German
History
Mathematical Sciences
Philosophy
Physics and Astronomy
Political Science
Psychology
Religious Studies
Sociology

Interdisciplinary courses of study:

American Studies
Environmental Studies
Language and Communication
Science
The Arts

The **24** hour courses of study offered to Elementary Education majors by the following departments are recognized by the University as second academic concentrations:

French
Spanish

NOTE: Dance is no longer participating as a second major or offering a second academic concentration. Biology, Chemistry and Music are not being offered at this time but may be added again in the future.

Anthropology (ATY)

Required core courses: 9 s.h.

ATY 213 Cultural Anthropology, 3 s.h.

ATY 253 Physical Anthropology, 3 s.h.

ATY 258 World Prehistory, 3 s.h.

One "methods" course: 3 s.h.

ATY 360 Method and Theory in Modern Archaeology, 3.s.h.

OR

ATY 476 Methods in Data Collection and Analysis in Cultural Anthropology, 3 s.h.

OR

ATY 553 Human Osteology: Description, Data Collection and Analysis, 3.s.h.

One elective at the 300 level: 3 s.h.

One elective at the 400-500 level: 3.s.h.

Art (ART)

For the Art concentration, students must choose either an Art History or Studio Art focus.

Art History focus:

Required core courses: 9 s.h.

ART 100 Introduction of Art, 3 s.h.

OR

ART 101 Survey of Western Art, 3 s.h.

ART 120 Drawing and Pictorial Composition, 3 s.h.

OR

ART 140 Design I, 3 s.h.

ART 367 Child Art and Teaching, 3 s.h.

One studio course: 3 s.h.

Chosen from those for which ART 120 or 140 are prerequisites.

Two Elective art history courses: 6 s.h.

Selected from the 300 and/or 400 level.

NOTES: A selection is offered every semester, All 300 levels offer Humanities credit, 400 levels do not. Most courses are offered in at least one summer school session as well. Junior standing is required for ART 367. Students may register for any of the ART 367 sections.

Art (ART) (con't)

Studio Art focus:

Required core courses: 18 s.h.

ART 100 Introduction of Art, 3 s.h.

OR

ART 101 Survey of Western Art, 3 s.h.

ART 120 Drawing and Pictorial Composition, 3 s.h.

OR

ART 140 Design I, 3 s.h.

ART 232 Painting I, 3 s.h.

ART 367 Child Art and Teaching, 3 s.h.

One studio course: 3 s.h.

Chosen from those for which ART 120 or 140 are prerequisites.

One Elective art history course: 3 s.h.

Selected from the 300 and/or 400 level.

NOTE: Most courses are offered in at least one summer school session as well. Junior standing is required for ART 367. Students may register for any of the ART 367 sections.

Classical Studies (CCI)

For the Classical Studies concentration, students must choose either a Latin or Greek focus.

Latin focus (LAT):

LAT 101, 102 Elementary Latin, 6 s.h., or
LAT 140* Elementary Latin Review, 3 s.h.
(* by placement or permission of instructor)

CCI 202 Introduction to Classical Civilization: The Romans, 3 s.h. [GHP]

CCI 205 Mythology, 3 s.h. [GPR]

6-9 s.h. in civilization courses selected from: CCI 206, 212, 220, 227, 228, 230, 305, 306, 307, 314, 324, 326, 340, 350, 354, 355, 405

Greek focus (GRE):

1. GRK 201, 202 Elementary Ancient Greek, 6 s.h.
2. CCI 201 Introduction to Classical Civilization: The Greeks, 3 s.h. [GHP]
3. CCI 205 Mythology, 3 s.h. [GPR]
4. 6 s.h. in civilization courses selected from: CCI 206, 211, 220, 227, 228, 230, 305, 306, 307, 314, 323, 326, 340, 351, 353, 405

Communication Studies (CMST)

Required core courses: 6 s.h.

CST 105 Introduction to Communication Studies, 3 s.h.

OR

CST 200 Communication and Society, 3 s.h.

CST 311 Cooperative Argumentation, 3 s.h.

OR

CST 305 Persuasion in Western Culture, 3 s.h.

Elective courses: 12 s.h. from the following:

CST 207 Relational Communication, 3 s.h.

CST 210 Communication Ethics, 3 s.h.

CST 315 Strategic Communication, 3 s.h.

CST 344 Negotiation and Conflict Management, 3 s.h.

CST 350 Small Group/Team Communication, 3 s.h.

CST 599 Communication Pedagogy, 3 s.h.

English (ENG)

Required core courses: 9 s.h.

Choose Three of the following:

ENG 211 Major British Authors: Medieval to Neoclassical, 3 s.h.

ENG 212 Major British Authors: Romantic to Modern, 3 s.h.

ENG 251 Major American Authors: Colonial to Romantic, 3 s.h.

ENG 252 Major American Authors: Realist to Modern, 3 s.h.

One “language” course: 3 s.h.

ENG 321 Linguistics for Teachers

OR

ENG 262 Sociolinguistics

OR

ENG 302 Second Language Acquisition

Two electives: 6 s.h.

Chosen from the 200 or 300 level

Geography (GEO)

Required core courses: 12 s.h.

One course from:

GEO 121 Introduction to Geographic Information Science
GEO 321 Cartography and Geographic Information Science
GEO 322 Research Methods in Geography
GEO 323 Remote Sensing

One course from:

GEO 103 Introduction to Earth Science
GEO 106 (including 106L) Geosystems Science & Laboratory

One course from:

GEO 105 (Major) Cultural Geography
GEO 114 The Geography of World Affairs
GEO 202 World Production and Marketing Systems
GEO 301 Urban Geography: Global Patterns
GEO 302 Urban Geography: Land Use
GEO 303 World Population Problems

One course from:

GEO 102 The Historical Geography of the Western World
GEO 104 The Geography of the Non-Western World
GEO 313 Natural Resource Regions of North America
GEO 344 Geography of the United States and Canada

Two Elective courses: 6 s.h.

Any two additional geography courses at the 300 level or higher

German (GER)

Required core courses: 6 s.h.

2 courses involving literature or culture from:

GER 305 German Literature: Advanced Intermediate Topics (3 s.h.)

GER 306 German Culture: Advanced Intermediate Topics (3 s.h.)

GER 405 Advanced Topics in German Literature (3 s.h.)

GER 406 Advanced Topics in German Culture (3 s.h.)

Electives: 12 s.h.

4 additional language, literature, or culture courses above the GER 204 level.

History (HIS)

Required Core Courses: 6 s.h.

- HIS 211 The United States: A General Survey to 1865
HIS 212 The United States: A General Survey since 1865

Additional Courses: 12 s.h.

Select from the following courses:

- HIS 301 Race and Slavery
HIS 302 Race and Segregation
HIS 326 Using Photographs as Historical Evidence
HIS 327 American Cultural History
HIS 328 Women in American History: Part 1
HIS 329 Women in American History: Part 2
HIS 330 The Family in American History
HIS 335 The American Colonial Period, 1607-1763
HIS 336 The Age of the Democratic Revolution, 1764-1789
HIS 337 The Age of Jefferson and Jackson, 1789-1848
HIS 338 Civil War, Reconstruction, and Reunion, 1848-1896
HIS 339 War, Society, and Reform: America 1896-1945
HIS 340 The United States Since WWII
HIS 343 The Old South
HIS 344 The New South
HIS 347 History of North Carolina
HIS 349 The World at War, 1914-1945

Math (MAT)

Required core courses: 12 s.h.

MAT 191	Calculus I, 3 s.h.
MAT 292	Calculus II, 3 s.h.
STA 271	Fund. Concepts of Statistics. 3 s.h.
MAT XXX:	One mathematics course from MAT 220, 253, 293, 310

Mathematics Electives: 6 s.h.

Choose 2 courses from MAT 220, 253, 293, 310, 311, 353, 390, 394, 503, 504, 513, 514, 519, 531

NOTE: Students seeking a minor in mathematics must obtain the approval of the Department of Mathematical Science. The current requirements for a minor are MAT 191, MAT 292, MAT 310 or MAT 353, and six additional hours at the 200 level or above consisting of any MAT, CSC, or STA course that count towards the degree requirements for the mathematics major.

Philosophy (PHI)

Required core courses: 9 s.h.

PHI 251 History of Ancient Philosophy, 3.s.h.

PHI 252 History of Modern Philosophy, 3 s.h.

PHI 310 Introduction to Formal Logic, 3 s.h.

Philosophy electives: 9 s.h.

9 hours in philosophy courses above the 200 level

Physics and Astronomy (PHYS)

Required core courses: 18 s.h.

PHY 205	Conceptual Physics, 4 s.h.
PHY 211 OR 211A	General Physics I and lab, 4 s.h.
PHY 212 OR 212A	General Physics II and lab, 4 s.h.
AST 209	Astronomy: The Solar System, 3 s.h.
AST 235	Astronomy: The Universe, 3 s.h.

Political Science (PSC)

Required core courses: 18 s.h.

PSC 100 American Politics, 3 s.h.

PSC 105 Political Issues, 3 s.h.

PSC 210 Introduction to Public Policy, 3 s.h.

PSC 240 The International System, 3 s.h.

PSC 260 Introduction to Comparative Politics, 3 s.h.

PSC 270 Introduction to Political Theory, 3 s.h.

Psychology (PSY)

Required core courses (not including PSY 121): 9 s.h.

- PSY 250 Developmental Psychology, 3 s.h.
- PSY 275 Introduction to Clinical Psychology, 3 s.h.
- PSY 280 Cognitive Psychology, 3 s.h.

Psychology Electives: 9 s.h.

Any three additional courses from the following group:

- PSY 318 Belief in Weird Things, 3 s.h.
- PSY 340 Principles and Applications in the Psychology of Learning, 3 s.h.
- PSY 455 Social and Personality Development, 3 s.h.
- PSY 456 Cognitive Development, 3 s.h.
- PSY 470 Psychological Disorder of Children, 3 s.h.
- PSY 481 Cognition and Consciousness, 3 s.h.

NOTE: PSY 250, 275, and 280 have PSY 121 as prerequisite; PSY 240 is being revised, retitled and renumbered as PSY 340, and the applied component is being increased.

Religious Studies (REL)

Two courses from Traditions & Historical Studies: 6 s.h.

- REL 201 The Bible in Western Culture, 3 s.h.
- REL 202 Hebrew Scriptures, 3 s.h.
- REL 204 New Testament and the Origins of Christianity, 3 s.h.
- REL 210 Christianity to the Reformation, 3 s.h.
- REL 211
- REL 212 Christianity from the Reformation to the Present, 3 s.h.
- REL 215 Judaism, 3 s.h.
- REL 218 Non-Western Religions: China, 3 s.h.
- REL 220 Non-Western Religions: Japan, 3 s.h.
- REL 221 Buddhism, 3 s.h.
- REL 225 Islam, 3 s.h.
- REL 229 Introduction to African American Religions, 3 s.h.
- REL 250 Religious Traditions and Care of the Earth, 3 s.h.
- REL 301 Early Christianity, 3 s.h.
- REL 305 Religions of the Greco-Roman World, 3 s.h.
- REL 311 Topics in Biblical Studies, 3 s.h.
- REL 313 Topics in Ancient Judaism, 3 s.h.
- REL 351 Religion in Traditional Societies, 3 s.h.
- REL 366 Religion of China: Selected Topics, 3 s.h.
- REL 367 Religions of Japan: Selected Topics, 3 s.h.

Two courses from Cultural & Theoretical Studies: 6 s.h.

- REL 207 Modern Problems of Belief, 3 s.h.
- REL 232 American Religious Thought: A survey, 3 s.h.
- REL 240 Modern Jewish Thought, 3 s.h.
- REL 251 Topics in Religious Social Ethics, 3 s.h.
- REL 259 Philosophy of Religion, 3 s.h.
- REL 309 Spirituality and Culture in the West, 3 s.h.
- REL 310 Christianity and the Construction of Gender, 3 s.h.
- REL 312 Judaism and the Construction of Gender, 3 s.h.
- REL 314 Saint and Society in the Early Middle Ages, 3 s.h.
- REL 315 Religious Autobiography in the West, 3 s.h.
- REL 318 Theories and Methods in the Study of Religion, 3 s.h.
- REL 323 Religious Movements and Communities: Selected Topics, 3 s.h.
- REL 325 Contemporary American Jewish Thought, 3 s.h.
- REL 326 American Religious Thought I, 3 s.h.
- REL 327 American Religious Thought II: The Romantic Tradition, 3 s.h.
- REL 328 American Religious Thought III: The Pragmatic Tradition, 3 s.h.
- REL 330 Major American Religious Thinkers, 3 s.h.
- REL 333 Religion and Psychology, 3 s.h.

<Continued on next page>

- REL 340 Modern Jewish Thinkers, 3 s.h.
- REL 365 Myth and Theory, 3 s.h.
- REL 503 Topics in Religious Studies, 3 s.h.

Two Elective: 6 s.h.

Two additional courses in the Religious Studies Department at the 200 level or above.

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Sociology (SOC)

Required core courses: 6 s.h.

SOC 101 Introduction to Sociology 3 s.h.

SOC 201 Social Problems

OR

SOC 202 Social Problems in Global Context 3 s.h.

Four additional courses: 12 s.h.

Choose from courses at the 300 level or above.

SOC 326 The Community, 3 s.h.

SOC 335 Marriage and the Family, 3 s.h.

SOC 341 Sociological Perspectives on Social Psychology, 3 s.h.

SOC 346 Population Problems, 3 s.h.

SOC 362 Sociological Perspectives on Education, 3 s.h.

SOC 365 Public Opinion and Mass Communication, 3 s.h.

SOC 370 Environmental Sociology, 3 s.h.

SOC 371 Immigration, Ethnicity and Race in Global Context, 3 s.h.

SOC 420 Family Violence, 3 s.h.

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Interdisciplinary Program

American Studies

Objective: The Interdisciplinary Program in American Studies is designed to educate prospective elementary teachers about the history and culture of the United States and its place in the world community. Such background will provide prospective elementary teachers with the foundational knowledge, intellectual skills, and civic values necessary to teach their students about the duties of citizenship in a participatory democracy.

Required Core Courses: 9 s.h.

Select three courses from *three* different departments:

HIS 211	The United States: A General Survey to 1865
HIS 212	The United States: A General Survey Since 1865
GEO 344	Geography of United States and Canada
PSC 100	American Politics OR PSC 105 Political Issues
AFS 201	Introduction to African American Studies

Additional Courses: 9 s.h.: Select additional courses to make up a total of 18 hours. These courses may come from the core courses listed above or the list below. Select from at least two departments.

AFS 210	Blacks in American Society: Social, Economic, and Political Perspective
ENG 251	Major American Authors: Colonial to Romantic
ENG 252	Major American Authors: Realist to Modern
HIS 301	Race and Slavery
HIS 302	Race and Segregation
HIS 326	Using Photographs as Historical Evidence
HIS 327	American Cultural History
HIS 328	Women in American History: Part 1
HIS 347	History of North Carolina
HIS 329	Women in American History: Part 2
HIS 330	The Family in American History
HIS 335	The American Colonial Period, 1607-1763
HIS 336	The Age of the Democratic Revolution, 1764-1789
HIS 337	The Age of Jefferson and Jackson, 1789-1848
HIS 338	Civil War, Reconstruction, and Reunion, 1848-1896
HIS 339	War, Society, and Reform: America 1896-1945
HIS 340	The United States Since WWII
HIS 343	The Old South
HIS 344	The New South
HIS 349	The World at War, 1914-1945
PSC 322	American State Politics
PSC 327	American Political Parties
PSC 328	North Carolina and Southern Politics
PSC 329	American Political Movements
PSC 332	Elections and Voting
PSC 333	Congress and Legislatures
PSC 334	The American Presidency

PSC 371 American Political Thought
REL 131 Religion in America
REL 232 American Religious Thought: A Survey
SOC 227 Race and Ethnic Relations
WGS 250 Introduction to Women's and Gender Study

Up to six credits applied to the GEC requirements may be used toward the concentration

Contact: Dr. Francine Johnston 334-3458 f_johnston@uncg.edu

Interdisciplinary Program

Environmental Studies

Objective: The Environmental Studies concentration is designed to provide students with broad exposure to topics related to the environment and to provide knowledge and skills to address major environmental issues. “

Environmental Studies covers a broad spectrum of topics in a variety of disciplines. Since elementary school teachers are destined to teach all subject areas and since the study of our environment is a critical area of inquiry this interdisciplinary program would augment the pre-service teacher’s background in several science and humanities disciplines and give our students a broad exposure to a range of skills used in many disciplines all focused on studies of our environment.

Required Core Course: 3 s.h.

ENV 100: Introduction to Environmental Studies (3:3)

Additional Courses: 15 s.h.

Students should select a minimum of 15 hours outside the student's major department, with no more than 8 hours at the 100 level from the two areas listed below.

6-9 hours from among the following:

BIO 105	Major Concepts of Biology (section with environmental focus)
BIO 105L	Major Concepts of Biology Lab
BIO 301	Principles of Ecology
BIO 302	Introductory Ecology Lab
BIO 361	Biology and Conservation of Sea Turtles
BIO 420	Marine Biology
BIO 431	The Biosphere
BIO 526	Conservation Biology
CHE 252	Chemistry and the Human Environment
FMS 104	Campus Natural History or Endangered Species
GEO 103	Introduction to Earth Science
GEO 305	Environmental Hazards Assessment
GEO 311	Weather and Climate
GEO 312	Geomorphology of North America
GEO 314/314L	Physical Geography Landscape Processes and Lab
GEO 323	Remote Sensing
GEO 330	Elements of Hydrology
RCO 252	Conversation Biology

<Continued on the next page>

6-9 hours from among the following:

ATY 526	Anthropological Perspectives on Food and Agriculture
ECO 380	Environmental and Natural Resource Economics
GEO 205	Environmental Change: Its Nature and Impact
HEA 316	Environmental Health
PSC 312	Environmental Law and Policy
PSC 313	Natural Resources Law and Policy
REL 250	Religious Traditions and Care of the Earth
RPT 202	Environmental Education
SOC 370	Environmental Sociology

Interdisciplinary Program

Language and Communication

Objective: Teaching the communication skills or language arts of speaking, listening, reading and writing constitute a major part of the curriculum for children in the elementary grades. This interdisciplinary program is designed to enhance preservice teacher's understanding of the roles these skills play, how these skills development, and how to effectively guide student's acquisition of such skills.

Required Core Courses: 6 s.h.

Select 2 courses from these:

ENG 321 Linguistics for Teachers

OR

ENG 262 Sociolinguistics

OR

ATY 387 Modern Linguistics

CST 200 Communication and Society

OR

CST 207 Relational Communication

Additional Courses: 12 s.h.

Select additional courses to complete a total of 18 hours. These courses may come from the Core courses above or the list below. Select courses from at least two departments.

SES 240	Communication Development in Children
ATY 385	Language and Culture
ATY 585	Social Dialects
CST 350	Small Group and Team Communication
CSD 250	Concepts in Communication Disorders
ENG 302	Second Language Acquisition
ENG 221	Writing Poetry: Introduction
ENG 223	Writing of Essays
ENG 225	Writing of Fiction: Introductory
ENG 323	Literary Nonfiction

Up to six credits applied to the GEC requirements may be used toward the concentration

Contact: Dr. Francine Johnston 334-3458 f_johnston@uncg.edu

Interdisciplinary Program

Science

Objective: Science content explored at the elementary level covers a broad spectrum of topics in a variety of science disciplines. Science process skills are also an important part of the curriculum. This interdisciplinary program is designed to augment the pre-service teacher's background in several science disciplines and to give them a broad exposure to a range of scientific concepts and skills

Required Core Courses: 11-12 s.h.

Select 3 courses from these for a total of 11-12 hours.

BIO 111 & 111L	Principles of Biology I and lab (4)**
CHE 111 & 112	General Chemistry I and lab (4) Pr. One year HS Chemistry or 103
GEO 106 & 106L	Geosystems Science and lab (4)
PHY 209	Astronomy: The Solar System (3)
PHY 211A	General Physics I and lab (4)

Additional Courses: 6-7 s.h.

Select 2-3 courses from this list or the list above to complete a total of 18 hours. Each additional course selection should have a different department prefix.

ATY 253	Introduction to Physical Anthropology (3)
ATY 331	Human Variation (3)
BIO 112 & 112L	Principles of Biology II (4)
BIO 271	Mammalian Anatomy (4) Pr. BIO 111
BIO 277	Mammalian Physiology (4) Pr. BIO 111 & HS Chemistry
BIO 301	Principles of Ecology (3) Pr. BIO 111 and BIO 112
BIO 302	Introductory Ecology Laboratory (1)
CHE 114 & 115	General Chemistry II and lab (4) Pr. CHE 111 and 112
CHE 252	Chemistry and the Human Environment (3) Pr. CHE 114
GEO 111 & 111L	Physical Geology and lab (4)
GEO 205	Environmental Change: Its Nature and Impact (3)
GEO 305	Environmental Hazards Assessment (3) Pr. GEO 106
GEO 311 & 311L	Weather and Climate and lab (4) Pr. GEO 106
GEO 330	Elements of Hydrology (3) Pre GEO 106
NTR 213	Nutrition Facts and Fantasies (3)
NTR 313	Nutrition Throughout the Life Cycle (3) Pr. NFS 213
PHI 325	Introduction to the Philosophy of Science (3)
PHY 212A	General Physics II and lab (4)
PHY 235	Astronomy: The Universe (3)

Up to six credits applied to the GEC requirements may be used toward the concentration.

** Students need to be advised to take Bio 111 instead of Bio 105 since it is a prerequisite for other courses in biology. Contact: Dr. Francine Johnston 334-3458
f_johnston@uncg.edu

Interdisciplinary Program

The Arts

Objective: The arts should be integrated throughout the elementary curriculum and not just left to specialists. This is most likely to happen when the teacher has an appreciation for the different art forms (dance, music, art, theater) and their role in self-expression and communication.

Required Core Courses: 9 s.h.

Select 3 courses from these:

ART 100 Introduction to Art **OR** Art 101 Survey of Western Art
DCE 101 Introduction to Dance **OR** DCE 200 Dance Appreciation
MUS 241 Music Appreciation
THR 100 Drama Appreciation

Licensure Courses: 3 s.h.

Elementary Majors are required to choose three courses from ART 367, MUS 361, DCE 345, and THR 315 for licensure. For this concentration, **students are required to take all four**. ART 367, which is 3 credit hours, will count toward this concentration while the others will count toward licensure.

Additional Courses: 6 s.h. *

Select 2 additional courses to complete a total of 18 hours. These courses may come from the Core above or the list below.

ART 204 Modern Art (pr ART 100 or 101)
ART 300 - ART 314: Select one from any of these courses (pr. 100 or 101)
DCE 205 Dance History I: World Dance Traditions
DCE 446 Perspectives on Dance Education
MUS 241 Jazz Appreciation
MUS 343 Music of the Non-Western world
MUS 425 Music of Sub-Saharan Africa
THR 130 Fundamentals of Acting
THR 140 Stage Crafts I
THR 280 The Mask in Performance
THR 381 Oral Interpretation
THR 382 Theatrical Design for Schools K-12 (pr THR 140)

* Studio courses in Art, Music, Dance or Theatre may be substituted for these with the approval of your advisor. Some of these may require prerequisites.

Up to six credits applied to the GEC requirements may be used toward the concentration

Contact: Dr. Francine Johnston 334-3458 f_johnston@uncg.edu

NOTE: Elementary Education majors interested in French or Spanish will need to complete a 24-27 second academic major.

FRENCH (FREN)

24 s.h.: All courses must be at the 300-level or above. Grade of C- or higher required in all FRE courses.

Language: 6 s.h.

Choose from:

FRE 301*	Advanced French	3
FRE 311**	French Composition & Phonetics	3
FRE 312	French Conversation & Culture	3
FRE 313	Conversations in French	3
FRE 315***	French Composition	3
FRE 415***	Advanced Written & Spoken French	3
FRE 497***	Directed Study in French Language	3
FRE 511	The Theory and Practice of French Translation	3

Literature and/or Film: 9 s.h.

Choose from:

FRE 353+, 453, 454, 498, 507, 553, 554, 555, 556, 557, 558, 561, 562

+Prerequisites to 400- and 500-level courses

Electives: 9 s.h.

Choose from courses at the 300 level or above.++

++One of the following civilization courses, FRE 331a, 332, 532, or 533 must also be taken for Teacher Licensure.

Second majors who plan to teach must include phonetics (311 or equivalent experience) and civilization (331 or 332 or 496 or 532 or 557) in the 24 semester hours. Literature courses in English translation may not be used for credit toward a second major.

* May not be taken for credit by students who have successfully completed FRE 315 or above

** Students seeking licensure must include one conversation course and satisfy phonetics competency. Both requirements can be met by successfully completing FRE 311.

***Students seeking licensure must include one composition course (315 or 415 or 497)

SPANISH (SPAN)

All courses must be at the 300 level or above, including:

1. Bridge language course:	301	3
2. Two literature courses:	351, and one 400-, or 500-level	6
3. One composition course:	selected from 315, 415	3
4. One conversation course:	selected from 311, 312, 313	3
5. One course in civilization:	selected from 332, 334, 532, 534	3
6. Phonetics:	416	3
6. One elective course:		3
	TOTAL	24 hours

Literature courses in English translation may not be used for credit toward a second major. A 400 or 500 level literature course is required. No requirement for the concentration can be met by a grade of lower than a C-.

Dual Licensure

Elementary Education and Foreign Languages

Elementary Education majors who choose French or Spanish as a second major/concentration are allowed to add K-12 certification in that language.

Students majoring in Elementary Education who want to receive dual certification must:

Complete the following education courses

CUI 452: Teaching Practices and Curriculum in Foreign Language
(includes practicum in secondary schools)

CUI 527: Teaching Second Languages: Elementary/Middle Schools

Complete 24 hours of coursework in the language (above intermediate level) which includes:

conversation
civilization

composition
literature

phonetics

Dr. Antonek will advise students as to the correct courses.

Student teach at the elementary level where the language is being taught.

For additional information, please contact the Student Advising and Recruitment Center, 324 Curry.

Dual Licensure

Elementary and Special Education (Draft)

Elementary Education and Special Education majors may receive dual licensure for grades K-6 and K-12 by taking additional courses and by student teaching at both levels.

ELEMENTARY EDUCATION

Students majoring in Elementary Education who want to receive dual licensure must:

- Complete all Elementary Education courses except CUI 375W.
- Either CUI 250 or SES 250 may be taken.
- Either HEA 201 or 341 may be taken
- Complete the following additional courses: LIS 120, CUI 450
- A minimum 3.0 GPA is required to student teach.
- Student teach for 10 weeks in an elementary education setting that enrolls students with identified disabilities and 6 weeks in a secondary special education setting.

SPECIAL EDUCATION

Students majoring in Special Education who want to receive dual licensure must:

- complete all Special Education courses except SES 135, SES 240, and SES 350B
- Either CUI 250 or SES 250 may be taken.
- Either HEA 201 or 341 may be taken
- complete the following additional courses:
 - HDF 302
 - ART 367
 - MUS 361
 - DCE 345 or BCT 396
 - ESS 341
- A minimum 3.0 GPA is required to student teach.
- Student teach for 10 weeks in an elementary education setting that enrolls students with identified disabilities and 6 weeks in a secondary special education setting.

For additional information, please contact the Student Advising and Recruitment Center, 323 Curry, School of Education, UNCG.

**MIDDLE
GRADES**
EDUCATION

PROCEDURES CHECKLIST FOR MIDDLE GRADES EDUCATION MAJORS (Draft)

The University of North Carolina at Greensboro in conjunction with the State Department of Public Instruction has developed policies and procedures for admission and retention to teacher education as admission to student teaching.

It is the responsibility of each student to be familiar with all policies and procedures associated with seeking certification and for being sure all deadlines are met on time. **It is highly recommended that you start a personal file to keep copies of all papers concerning your admission to teacher education, student teaching, Praxis test scores, etc.** The following guidelines will help you meet your responsibility. Please note that the methods courses for middle grades majors will be scheduled every other year. Please see your advisor.

FRESHMAN YEAR

Transfers: first semester on campus

DATE

1. Be sure you know and have met with your advisor. _____

Until you are admitted to Teacher Education, your advisor will be assigned through the Student Advising and Recruitment Center, 323 Curry. Individual appointments may be made by calling 334-3410.

My advisor is _____

2. Print and become familiar with the Teacher Education Handbook (available online) _____

3. Declare a second academic concentration/second major AND a second concentration. _____

Complete during advising session.

SOPHOMORE YEAR

Transfers: first year on campus

4. Pass the Reading, Writing, and Math Components of the Pre-Professional skills test (PRAXIS I). Check registration and administration dates during the first week of Fall semester. For details regarding registration, contact SARC, 334-3410.

You must pass all three sections of the PPST and provide a printed copy to your advisor in order to be admitted to teacher education. When scheduling the test, allow time to retake any part you may not pass. If you take the test in the summer, printed copies of the scores may not be available in time for you to be admitted to the program and begin the fall semester.

Pre-Professional Skills Test (PPST)

	Code	Score	
Reading	0710	176	
Writing	0720	173	
Math	0730	173	
registered for exam			_____
took exam			_____
passed exam			_____

(OR) equivalent computer based test at Pro Metrics, 854-4230

5. **Successfully complete the prerequisite education course at UNCG.**
CUI 250 Teaching as a Profession _____

6. **Complete an application of admission to Teacher Education.**
(applications available in CUI 250)

Requirements:

2.75GPA _____

specified minimum scores on the PPST _____

grade of "C" or above and CUI 250 _____

Transfers:

complete 12 semester hours at UNCG _____

2.75 GPA _____

specified minimum scores on the PPST _____

grade of "C" or better in CUI 250 _____

7. **Register for appropriate fall CUI classes**
(with assistance from your advisor) _____

You will register for fall classes but do not assume that this will be your exact schedule. **(Do not buy textbooks until fall when you meet your team leader and know your exact schedule.) You will need to commit all day Mondays, Wednesdays, and Fridays to CUI classes and internship (minimum of 10 hours per week).** Occasionally, CUI classes are scheduled in the late afternoon and may meet at an area public school.

8. **Complete and mail form notifying the Department of your preference(s) for a team** _____

Once you are admitted, you will receive a letter from the chair of the Department of Curriculum and Instruction during the summer. You will be invited to select a team and will remain with this team during the next two years. It is important for you to let the department know that you are planning to join the program. This allows the department to plan for the correct number of students and **assures you a place on the team.**

JUNIOR YEAR
Fall Semester Only

Students do not purchase books until placement into a team.

9. **Attend Orientation on the first day of classes** _____

This meeting is very important. You will meet your team leader who will become your advisor and you will learn your schedule. Generally, you will have a class or other activities in the afternoon of this first day. (Team activities will vary from this point forward.)

If, for any reason, you cannot attend this first day, you must notify the CUI office at 334-3437 or you will be dropped from the roster.

10. **Be sure you know and have met with your new advisor.** _____

My advisor is _____

11. Successfully complete the following courses:

CUI 350 Internship I: Inquiry in Teaching and Learning (2) _____

*CUI methods course(s) as advised _____

JUNIOR YEAR
Spring Semester Only

12. Complete an application for admission to Student Teaching. _____

Contact the Teachers Academy, 321 Curry. To be eligible, you must maintain the minimum GPA and be admitted to Teacher Education.

Deadline: between Jan. 15 and Feb. 15 of the year **before** you plan to student teach.

13. Successfully complete the following courses:

CUI 375 Internship II: Inquiry in Teaching and Learning (2) _____

CUI methods course(s) as advised _____

14. Start your Career Services Center Credential File. _____

Contact the Career Services Center, EUC Ground Floor, 334-5454.

15. Request a course audit from the Office of Student Academic Services. _____

Discuss audit results with your advisor during registration. _____

SENIOR YEAR

Fall Semester Only

16. Successfully complete the following courses:

CUI methods course(s) as advised _____

17. Complete the Piedmont Alliance Form. Forms will be distributed in class. _____

SENIOR YEAR
Spring Semester Only

18. Successfully complete the following courses:

CUI 462—Student Teaching and Seminar _____

19. Take Specialty Area test of the PRAXIS II.

The test is mandatory for certification in North Carolina. For details regarding registration, contact SARC, 334-3410 and your advisor.

Deadline: during the semester you plan to student teach—**not before!**

Specialty Area:

registered _____

took exam _____

passed exam _____

20. Submit a technology portfolio demonstrating mastery of the NC Advanced Technology Competencies to your program area. For more information contact your advisor or Instructional Technology 322 Curry, 334-3402. _____

21. **check the status of your credential file**

_____ make an appointment with a placement counselor

meet with a placement counselor

22. **Apply for teacher licensure in the Teachers Academy, Curry Bldg.**

DO NOT MAIL ANYTHING TO RALEIGH!
Deadline: Approximately four weeks before graduation

License: If you have a teaching position, your license will be mailed to your new school. If you do not, it will be mailed to your home address.

BACHELOR OF SCIENCE IN MIDDLE GRADES EDUCATION

122 semester hours, to include at least 36 hours at or above the 300 course level

Philosophy: The primary goal of the Middle Grades Education programs is to prepare teachers to teach academic core subjects (math, language arts, science, and social studies) in grades 6-9. The concepts central to curriculum and instruction in our department include: an inquiry approach focusing on learning styles and teaching strategies that effectively promote multiple forms of literacy, that encourage creativity and problem solving, that provide opportunities for discovery, and that foster a sense of well being and accomplishment appropriate to life long learning.

Goals:

- 11.3 Become involved in the identification of educational problems and the search for solutions.
- 11.3 Become critical thinkers capable of effectively expressing themselves in oral and written communication.
- 11.3 Develop self-awareness and an understanding of their own worldview and how that perspective influences their own learning and teaching.
- 11.3 Understand the cultures of schools and classrooms and the professional roles of teachers in those cultures.
- 11.3 Understand cultural differences and appreciate the rich culture heritage that each child brings to the classroom.
- 11.3 Understand the unique learning characteristics, needs, and capacities of children of different ages and developmental levels, of different cultural and language backgrounds, and of varying exceptionalities.
- 11.3 Gain a deeper understanding of multiple ways of knowing, and understand what it means to know something well.
- 11.3 Develop a knowledge base in the content areas that elementary school teachers must deliver.
- 11.3 Develop skills in observing students' development and learning strategies and in creating appropriate learning opportunities and managing instruction responsively.
- 11.3 Use educational technology in innovative ways to enhance classroom learning.
- 11.3 Develop a perspective of the teacher as researcher and gain confidence in their own ability to contribute to theoretical and pedagogical discussions on the nature and development of human learning.

OBJECTIVES: See Appendix B

Middle Grades Education Major with 6-9 Teacher Licensure

Degree: Bachelor of Science

AOS Code: U254

Required: 122 semester hours, to include at least 36 hours at or above the 300 course level

Requirements

General Education Core Requirements (GEC)

All students in this program must complete GEC requirements. See pp.51-56 (Undergraduate Bulletin) for a detailed listing of the complete GEC area requirements and courses meeting those requirements.

General Education Marker Requirements

All students in this program must complete GE Marker Requirements. See the Undergraduate Bulletin for details and courses. It is possible to meet all GE Marker Requirements while completing the GE Core requirements or courses required by the major/concentration.

1. Global/Global-Nonwestern Perspectives (GL/GN)
12 hours of courses carrying GL/GN markers; at least one course must carry the GN marker.
2. One Writing Intensive (WI) Course
In addition to this WI Marker requirement, students must also complete a second WI course within the major. All programs have identified at least one course among their major requirements which is taught as Writing Intensive.
3. One Speaking Intensive (SI) Course
In addition to this SI Marker requirement, students must also complete a second SI course within the major.

Major Requirements (36 semester hours)

CUI 250 (prerequisite for admission to the major)

CUI 335, 350, 375, 400, 442, 462

Two methods courses to match concentrations (CUI 518, 519, 520)

Licensure Requirements

1. ELC 381
2. HDF 303
3. HEA 201 or 341

(continued on next page)

Second Concentration Requirements

(27-29 semester hours)

Student must complete a coherent course of study of 27-29 semester hours in a basic academic discipline. Depending on the academic discipline selected, a maximum of 6 hours of the second concentration may be counted toward the all-university liberal education requirements. The following second concentrations have been approved for Middle Grades Education:

CONCENTRATION I

The course of study offered to Middle Grades Education majors by the following departments is recognized by the University as a **concentration**:

Science
Social Studies
Mathematics
Language Arts

CONCENTRATION II

Middle Grades Education majors also must complete **an additional concentration** in a different subject area over and above their first concentration. This 15 hour requirement will provide the teaching candidate adequate background when securing a second teaching licensure area upon completion of the PRAXIS II for that area.

Science
Mathematics

Social Studies
Language Arts

Specific courses will be approved by the student's advisor to fulfill North Carolina Licensure requirements.

Dual licensure in elementary and middle grades education is available under advisement.

**Middle Grades Second Academic Concentration/
MDED Primary Content Concentrations**

Interdisciplinary Middle Grades Science: 29 hours

BIO 111	Principles of Biology I	4 s.h.
BIO 112	Principles of Biology II	4 s.h.
BIO 301	Ecology OR BIO 392 Genetics	3 s.h.
GEO 106	Geosystems Science (with 1 hour lab)	4 s.h.
CHE 106	Introductory Chemistry (with 1 hour lab)	4 s.h.
PHY 205	Conceptual Physics (with lab 1 hour lab)	4 s.h.

Choose one from: 3 s.h.

PHY 209	Solar System
PHY 203	Conceptual Astronomy
PHY 235	The Universe

Additional Chemistry, Physics or Earth Science course 3 s.h.

Interdisciplinary Middle Grades Social Studies: 27 hours

African History 3 sh.

Choose one:

HIS 203, HIS 204, HIS 303 or HIS 306

American History 3 sh.

Choose one:

HIS 211, HIS 212, a 300 level HIS or an American History* course from list below

Asian History 3 sh.

Choose one:

HIS 215, HIS 216, HIS 383, or HIS 384

European History 3 sh.

Choose one:

HIS 221, 368, 222, or 223

Soviet History 3 sh.

Choose one:

HIS 377 or HIS 378

North Carolina History 3 s.h.

HIS 347 North Carolina History

PSC 100 American Politics 3 s.h.

GEO 105 Cultural Geography 3 s.h.

One additional course 3 s.h.

Choose one:

HIS 392- the Holocaust

ECO101 Introduction to Economics

REL 111- Non-Western Religion

HIS 324- American Frontier*

HIS 328/329- Women in History

HIS 301/302- African American History*

HIS 326-Using Photographs as Historical evidence

HIS 327- American Cultural History*

HIS 335- The American Colonial Period*

HIS 336- The Age of The Democratic Revolution 1764-1789*

HIS 337- The Age of Jefferson & Jackson*

HIS 338- Civil War, Reconstruction and Reunion*

HIS 339- War, Society and Reform: America 1896-1945*

HIS 340- America since WWII*

HIS 343- The Old South*

HIS 344- The New South*

Middle Grades Mathematics: 27 hours

Math CORE: 9 s.h.

MAT 191- Calculus I

MAT 292- Calculus II

STA 271- Fundamental Concepts of Statistics

Licensure CORE: 12 s.h.

MAT 303- Topics in Mathematics

MAT 503- Problem Solving

MAT 504- Foundations of Geometry for Teachers

MAT 505- Foundations of Mathematics for Teachers

Choose 2 additional courses from the following: 6 s.h.

MAT 220- Plane and Solid Analytic Geometry

MAT 253- Discrete Mathematics

MAT 293- Calculus III

MAT 310- Matrix Theory

MAT 295- Proofs and Mathematical Structures

MAT 311- Modern Algebra

MAT 353- Discrete Mathematics II

MAT 390- Ordinary Differential Equations

MAT 513- Historical Development of Mathematics

Middle Grades Language Arts: 27 hours

Language and Writing: 6 s.h.

ENG 321 Linguistics for Teachers

ENG 322 Teaching of Writing

English and American Literature: 9 s.h.

Choose 3 courses from the following:

ENG 211 Major British Authors: Medieval-Neoclassical

ENG 212 Major British Authors: Romantic/Modern

ENG 251 Major American Authors- Colonial/Romantic

ENG 252 Major American Authors- Realist/modern

Expressive Writing: 3 s.h.

Choose 1 course from the following:

ENG 221 The Writing of Poetry

ENG 225 The Writing of Fiction

ENG 223 The Writing of Essays

ENG 323 Literary Non-Fiction

Literature Cluster: 6 s.h.

Choose 2 courses from the following:

200/300 level literature courses as determined with advisor

Elective: 3 s.h.

Choose one additional 200/300 level literature or writing course with advisor

Middle Grades Second Concentration

Guidelines: Middle Grades Education Majors must complete an additional concentration over and above their second major. This 15 hour requirement will provide the teaching candidate adequate background when securing a second teaching licensure area upon completion of the PRAXIS II for that area.

The areas for the second concentration are as follows:

Language Arts:

Choose one course from each of the following clusters:

English Structure/Grammar

ENG 321- Linguistics for Teachers

Language and Writing:

ENG 321- Linguistics for Teachers

ENG 322- Teaching of Writing

Literature:

200/300 level literature courses as determined with advisor

Expressive Writing:

ENG 221- The Writing of Poetry

ENG 225- The Writing of Fiction

ENG 223- The Writing of Essays

ENG 323- Literary Non-Fiction

Methods

CUI 530- Middle Grades Language Arts Methods

Mathematics:

MAT 503 - Problem Solving in Mathematics*

MAT 504 - Foundation of Geometry*

MAT 505 - Foundations of Mathematics for Teachers*

A Statistics/probability course

CUI 518 - Math Methods

* Calculus I & II or permission of instructor are prerequisites.

Science:

One (1) Biology course* chosen from:

BIO 111- Principles of Biology I
BIO 112- Principles of Biology II
BIO 301- Ecology
BIO 392- Genetics

GEO 106- Geosystems Science
CHE 106-Introductory Chemistry*
PHY 205- Conceptual Physics
PHY 209 or 203 or 235 – Solar System or Conceptual Astronomy or The Universe

Methods

CUI 519- Middle Grades Science methods

*Either the biology requirement OR the chemistry requirement may be counted as part of GEC-making a total of 15 science hours beyond GEC

Social Studies:

African History

Choose one:

HIS 203, HIS 204, HIS 303 or HIS 306

Asian History

Choose one:

HIS 215, HIS 216, HIS 383, HIS 384.

HIS 347- North Carolina History

GEO 105- Cultural Geography

CUI 520- Social Studies Methods

APPENDIX A

Objectives of the Bachelor of Science in Elementary Education

We believe that an inquiry approach best captures our orientation to learning and teaching. Inquiry has stood the test of time as an effective means of instilling in students a desire for lifelong learning and an ability to think critically and act on their observed visions and learning's. It was the hallmark of John Dewey's "reflective action" (1933) and is the foundation of current reform proposals that would return decision-making to the local level. It emphasizes careful listening and observing so that teachers can respond with sensitivity and compassion in creating learning opportunities for each individual. It promotes deep understandings and intellectual enjoyment. It is liberating education firmly grounded in the liberal arts. Program objectives include, but are not limited to the following:

- 11.3 Critical analysis of different philosophical approaches to elementary education.
- 11.3 Identification of historical and current issues affecting the elementary school curriculum.
- 11.3 Exploration of instructional programs and practices across the elementary school curriculum including interdisciplinary programs.
- 11.3 Inquiry and reflection on the effectiveness of a variety of instructional strategies and techniques at the elementary school level.
- 11.3 Develop confidence and competence in expressing ideas orally and in writing.
- 11.3 Learn to become attentive listeners.
- 11.3 Gain skills in reflecting on the expressed ideas of others in ways that honor both the speaker and the listener.
- 11.3 Design, implement, and evaluate an action research project that focuses on a component of the elementary school curriculum.
- 11.3 Reflection on their own life experiences and their socio-historical context and how these influence their ways of knowing and being.
- 3.2 Reflection on the educational values that were expressed through the curriculum and instructional activities in their own schooling experience and how these values have influenced their own philosophy of education.
- 11.3 Understand the concept of schools as culture and identify the variations of culture reflected in classrooms.
- 11.3 Understand the roles of teachers as transmitters of culture and identify how their own values influence the culture they create within their classrooms.

- 5.1 Demonstrate an awareness of and sensitivity to students from diverse backgrounds, with consideration to race, gender, socio-economic status, cultural heritage, and exceptionalities.
- 11.3 Gain a better understanding of the richness of different cultures and the influence of cultural heritage on development and learning.
- 11.3 Analyze and evaluate the effectiveness of instructional/learning materials for children from diverse populations.
- 11.3 Demonstrate knowledge and understanding of the cognitive development of elementary school children.
- 11.3 Identify socio-emotional needs of students that affect cognitive development.
- 11.3 Observe patterns of growth and development in relation to the learning process.
- 11.3 Identification and development of learning activities that foster creativity and the development of problem-solving skills.
- 11.3 Observe and identify environmental influences that contribute to individual differences in learning.
- 11.3 understand and apply differentiated learning activities that emphasize active student involvement such as manipulative and other concrete experiences, inquiry learning, brainstorming, questioning, learning centers, small-and large-group projects, simulations, learning games, and discussions.
- 11.3 Identify and apply current developments in technology within classroom instruction and teacher management programs.

APPENDIX B

Objectives of the Bachelor of Science in Middle Grades Education

- 11.3 Become aware of the educational, ethical, social, and political realities that confront American society.
- 11.3 Understand how schools reflect and mediate the wider culture and society.
- 11.3 Understand the connection of education to the pursuit of equity, and will understand the critical barriers to learning for children at risk of being failed by schools.
- 11.3 Understand the importance of a life-long perspective on learning and development.
- 11.3 Examine expectations and challenges for teachers in a culturally pluralistic society.
- 11.3 See themselves as active participants in proposing solutions to educational problems.
- 11.3 Gain experience in critical thinking and problem solving through reflection, analysis, application, synthesis, and evaluation activities.
- 11.3 Strengthen their skills in effective listening, speaking, writing, and oral presentation.
- 11.3 Reflect upon their own experiences as learners and examine how those experiences influence their attitudes and beliefs about education.
- 11.3 Reflect upon their own life experiences and how those experiences have shaped their attitudes and beliefs.
- 11.3 Identify their own learning style and temperament and reflect upon how those factors influence the way they view the world.
- 11.3 Examine the culture of a school and explore the impact of the school's culture on teaching and learning.
- 11.3 Observe and analyze the various roles that teachers play in classrooms and schools.
- 11.3 Understand the concept of the "hidden curriculum" and the role of teachers and schools in socializing student into the beliefs and values of society.
- 11.3 Understand the role of teacher as major decision maker about pedagogical issues in the classroom.

- 11.3 Gain experience in consultation with specialty teachers in working toward integrating the curriculum across subject areas and in better addressing the needs of individual students.
- 11.3 Demonstrate an awareness of an sensitivity to individuals from diverse backgrounds including race, religion, socio-economic status, cultural/ethnic heritage, and gender.
- 11.3 Examine their own experiences regarding diverse student populations and explain how those experiences affect the prejudices and stereotypes that they hold.
- 11.3 Examine how their attitudes about divers populations influence their beliefs about teaching children from those populations.
- 11.3 Appreciate diverse worldviews (intergroup and intragroup) as they relate to basic values about family and education.
- 11.3 Recognize which of their own perceptions and attitudes interferes with effective instruction of at-risk students from diverse backgrounds.
- 11.3 Understand the process of development and the complexity of factors that influence it, and the relationship of growth and development to the learning process.
- 11.3 Gain skill in interpreting behavior expressed in the affective, cognitive, and physical domains and understand the relationship of those behaviors to student assessment of performance.
- 11.3 Analyze the nature of individual differences and exceptionalities as related to the 6-9 curriculum.
- 11.3 Develop a sensitivity to the multi-cultural context of public education and an awareness of the problems inherent in tracking, categorizing, or labeling the ability or intelligence of students.
- 11.3 Understand that different people have different ways of understanding the same phenomenon.
- 11.3 Identify different learning styles and develop instructional strategies appropriate to varying styles.
- 7.3 Gain an understanding for how students' ways of knowing differ from adults' ways of knowing.
- 11.3 Understand that various disciplines have their own ways of knowing, and appreciate that knowledge is not defined by any single way of knowing but is diverse.

- 11.3 Appreciate the influence of cultural/ethnic heritage, gender, socioeconomic status, and exceptionalities on ways of knowing.
- 11.3 Recognize what it means to know something well and be able to identify when a child takes him/herself from one level of understanding to another.
- 11.3 Appreciate the virtues of not knowing as motivation to figure things out, and will understand the value of mistakes/errors as opportunities to understand the child's present way of knowing about the phenomena.
- 11.3 Understand the structure of different content areas.
- 11.3 Understand the scope and sequence of the different content areas.
- 11.3 Demonstrate ability to use a variety of teaching methods in the different content areas.
- 11.3 Demonstrate knowledge about evaluation of student performance in the different content areas.
- 11.3 Gain skill in observing children in classrooms and in reflecting on the meaning of what they see.
- 11.3 Gain skill in utilizing a variety of instructional strategies, and behavioral indicators of learning.
- 11.3 Develop observational skills appropriate to evaluating both children's learning and models of teaching.
- 11.3 Analyze the various ways in which learning is integrated across the curriculum, and will be able to plan ways to extend the integration.
- 11.3 Identify instructional strategies appropriate for different learning styles, exceptionalities, and other individual differences that influence how children develop and learn.
- 11.3 Learn strategies for organizing and managing instruction responsively.
- 11.3 Learn the uses of educational technology appropriate to each of the content areas.
- 11.3 Understand how educational technology can enhance classroom learning and allow them to be innovative in their teaching.
- 11.3 Appropriately use educational technology in addressing individual learning styles in children.
- 11.3 Plan and analyze the effects of educational technology for assessment and evaluation.

- 11.3 Gain confidence in their own ability to contribute to the theoretical and pedagogical discussions on learning and development.
- 11.3 Analyze how models of teaching influence how students success is defined and how teaching is evaluated.
- 11.3 Plan ways to assess individual learning as well as the effects of different instructional strategies, and will be able to incorporate their findings into curriculum development and instructional activities.

APPENDIX C

Curriculum and Instruction Departmental Policies and Procedures

Grade Point Average: Student whose GPA drops below 2.75 have one semester to raise their overall GPA back to 2.75 or higher. Failure to achieve the 2.75 after one semester results in a student not being able to continue in his/her respective cohort.

Student Teaching: Eligibility to enter student teaching requires maintaining a GPA of 2.75 or better after being admitted to the major and achieving a grade of C or better in each professional course.

Teacher Education Appeals: Appeals concerning requirements monitored by the Teachers Academy, (e.g., PPST/NTE, GPA of 2.75 for admission to teacher education or to student teaching, or waiver of any other requirement), should be submitted by the respective program administrator to the Appeals Committee of the Teachers Academy.

Students wishing to make an appeal concerning policies monitored by the Teachers Academy must obtain a “Teacher Education Appeal Form” from the Teachers Academy. Upon completion of Sections I, II, and III, the student must have the advisor or designated faculty member complete Section IV. The student’s advisor or designee must then forward the Teacher Education Appeal Form to the Teachers Academy Appeal Committee, whereupon the committee will rule on the appeal and so notify the advisor and student. In some cases, the Director of the Teachers Academy may act as a “court of last resort.”

Graduation with Honors: Honors are awarded to graduating seniors. For summa cum laude, a minimum GPA of 3.90 is required; for magna cum laude, 3.7; for cum laude, 3.5. The designation of graduation with honors is based on all grades for which grades and grade points are given.

Appendix D

Professional Competencies Policies

As teachers develop they acquire characteristics such as open-mindedness, introspection and willingness to accept responsibilities for their decisions and actions. They are willing to consider new evidence and are willing to admit to the possibility of error. They use ethical as well as educational criteria to examine the consequences of their decisions, choices and implemented solutions. Professional competencies are important throughout our professional development schools program (PDS) at UNCG and this includes coursework, internships and other related activities. The purpose of this list of competencies is to clearly and explicitly articulate desirable competencies. The purpose of the concerns form is to allow faculty members to communicate their concerns about a student's professional competencies. The procedures form delineates the steps in the process of bringing concerns about a student's professional competencies to the elementary education committee.

Reflective Decision Making

- Reflects on one's strengths and weaknesses

- Thinks critically about educational issues

- Makes appropriate decisions about content, teaching methods and assessment

Professional Commitment

- Attends all class sessions and notifies instructor in advance of unavoidable absences due to illness or emergency

- Is punctual, dependable, responsible & dresses appropriately

- Completes assignments in a timely fashion and attends class regularly

- Prepares lessons and gather materials well in advance of the lesson

- Is proactive, seeks out opportunities to help, takes initiative

Communication Skills

- Uses standard English grammar when speaking and writing

- Communicates openly and clearly with others

Interpersonal Skills

- Gets along well with students, faculty, teachers and peers

- Establishes positive rapport

- Is tolerant, sensitive, supportive and encouraging

- Honors the feelings of others

Communicating within the Educational Environment

- Is positive, enthusiastic, resourceful, energetic empathetic, adaptable, polite, tactful, attentive & exercises self-control

- Accepts responsibility; does not blame others for difficulties

- Reacts appropriately in stressful situations

- Is pleasant and refrains from negative comments and complaints

Depth of Knowledge

- Is academically and intellectually curious

- Is receptive to suggestions for improving products

UNCG Professional Competencies Concerns Procedures

1. Team Leaders are responsible for disseminating both this procedure form and a copy of the concerns form itself to all students on their team at the beginning of the junior year. Team leaders are also responsible for disseminating this form to adjunct methods faculty teaching courses in which their students are enrolled.

2. If an instructor has concerns with a student s/he completes a concerns form, give a copy to the student and then meet with the student.
 1. If issues remain, then a consultation with the team leader, the instructor and the student will occur.

 2. When this meeting is scheduled, a copy of the concerns form will simultaneously be filed with the Team Leader and with the Elementary Education Committee.

 3. Upon additional written concerns expressed by any faculty member or team leader, the elementary education committee will meet and decide to recommend, deny or defer a student's further progress in the program.

 4. The student may appeal any decision to the elementary education committee. The appeal decision is final.

UNCG Professional Competencies Concerns Form

Student's Name: _____

Faculty Member's Name: _____

Date: _____

I have the following concerns about the student whose name is given above:

I have suggested the following plan for improvement:

Faculty Signature

Date

Student Signature

Date

Team Leader Consultation Requested: _____

Action by the Elementary Education Committee:

Continue

Deny

Defer

Appendix E

Appeals Process

CUI Grade Appeals Process

Grade Appeals: As stated in the Undergraduate Bulletin, if a student wishes to appeal an assigned grade for a course, the student should first discuss the concerns with the instructor. If desired, the student may further appeal to the Department Head, the Dean of the School of Education, and the Provost, in that order.

Program Admission Or Continuation Appeals : If a student wishes to appeal denial of admission to a program or denial for continuation in a program (Elementary, Middle Grades, Secondary) she or he should appeal to the CUI appeals committee using the same guidelines as required by the University Academic Appeal Committee. Circumstances that merit an appeal include personal or family emergencies, short term unexpected medical difficulties or serious short term psychological difficulties. In all cases, grounds for continuation appeals presume and are predicated on good faith and persistent efforts to alert the student's advisor of potential problems with academic or internship performance as early as practicable during the semester(s) in question.

Guidelines:

Appeals must be submitted one week before classes begin. Decisions will be made as soon as possible, but no later than the first day of classes. Information to be included in the appeal:

- _____ A typed letter of appeal that should not exceed two double-spaced pages. The letter should explain the category of circumstances for an appeal (i.e., personal or family emergency, medical problems, psychological or emotional difficulties), the events (with dates) and circumstances that were detrimental to your performance as well as an explanation of how these circumstances have been addressed to improve the probability of future success.
- _____ Documentation to support the appeal (death notices, accident reports, medical reports, invoices, etc.)
- _____ College transcripts that show academic performance over time as well as the most recent g.p.a (Transfer students should send a copy of transcripts from other institutions). These do not have to be official transcripts as long as they are clearly marked with the name of the institution.
- _____ Letters from professionals who have knowledge of the circumstances you describe such as your advisor, team leader, OSTE, counselor, doctor, etc. (These are optional, but encouraged.)

The appeals committee will seek information from the student's advisor and/or other faculty who have knowledge of the student's academic or internship performance history. The advisor and/or other faculty will read the letter of appeal and respond to it in writing or orally to the entire appeals committee. Decisions will be sent to the student in writing. Appeals to the committee's recommendations can be made to the Department Chair, Teachers Academy, Dean, and Provost, following the standard UNCG appeals process.