

**Department of Teacher Education/Higher
Education**

**Secondary Teacher Education Program
(STEP)
Handbook**



based on the undergraduate catalog of

2011 - 2012

Revised: November 2011

This handbook was prepared by:

Office of Student Services

(in conjunction with the Secondary Teacher Education Program)

First Floor, School of Education Building, 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 Office of Student Services reserves the right to revise any part without notice or obligation.

OFFICE OF STUDENT SERVICES
First Floor, School of Education Building, UNCG
(336) 334-3410

The mission of the School of Education Office of Student Services is to assist current and prospective undergraduate students interested in K-12 teaching. We strive to empower students to be active participants in their educational, personal, and professional development. To support students to reach their full potential, we:

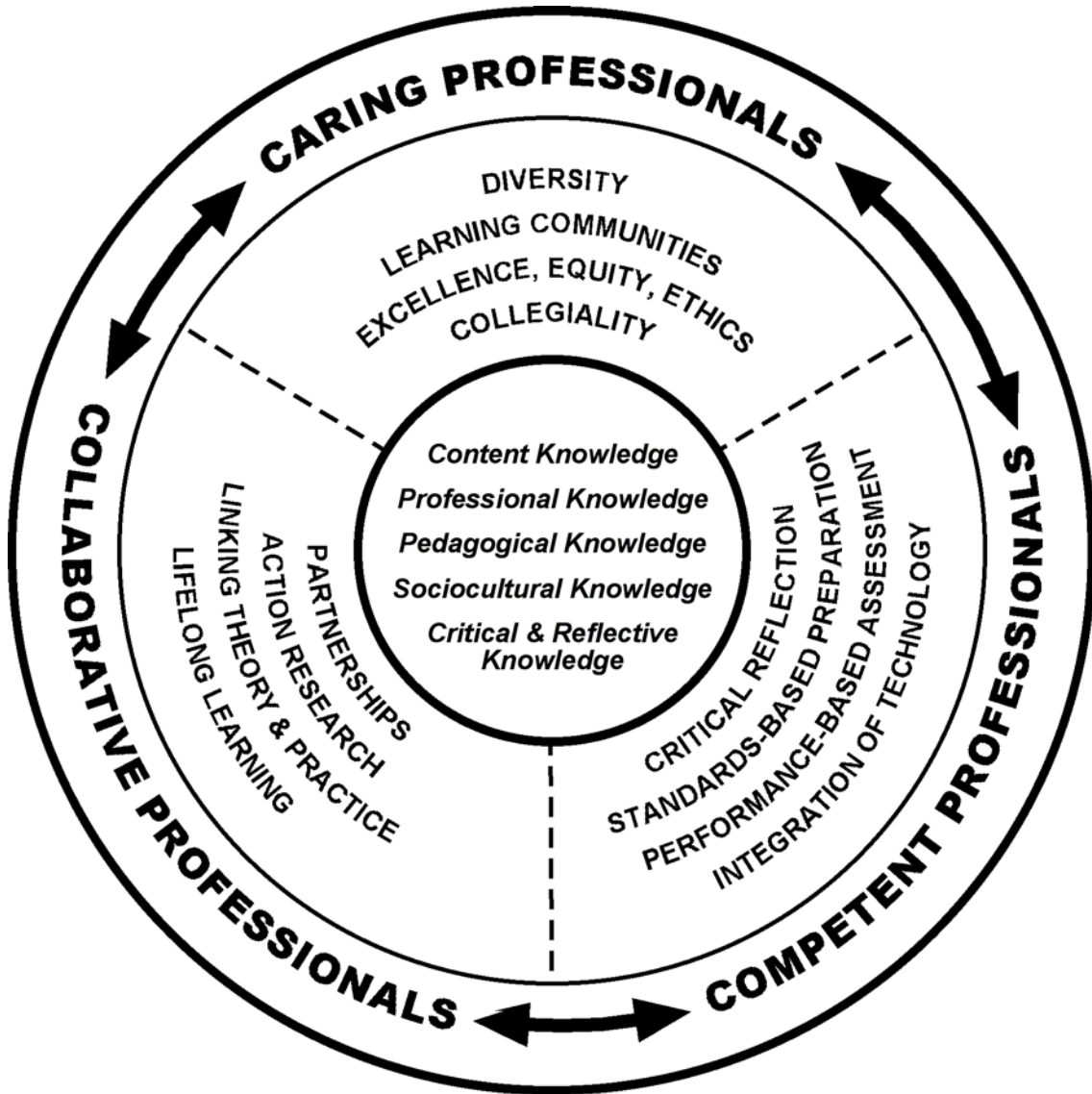
- Help students develop a thorough knowledge of degree/licensure requirements for Office of Student Services majors
- Help students understand the various academic options and resources available within the School of Education
- Assist students with making educational plans that are consistent with their goals, abilities, and interests
- Provide students with clear and accurate information regarding University/School of Education policies, procedures, and services
- Offer recommendations and strategies for academic success
- Refer students to appropriate campus offices and resources

The OSS Staff during the 2011-2012 Academic year:

Jacqueline Dozier, Director
Debra Ackerman, Associate Director
Annette Cline, Associate Director
Ciara Marable, Assistant Director
Brian Strickland, Assistant Director
Jennifer Stephens, Director of Teaching Fellows
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GREENSBORO

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 (Approved December, 2008)

The University of North Carolina at Greensboro will redefine the public research university for the 21st century as an inclusive, collaborative, and responsive institution making a difference in the lives of students and the communities it serves. UNCG is a . . .

- Learner-centered, accessible, and inclusive community fostering intellectual inquiry to prepare students for meaningful lives and engaged citizenship;
- Research university where collaborative scholarship and creative activity enhance quality of life across the lifespan;
- Source of innovation and leadership meeting social, economic, and environmental challenges in the Piedmont Triad, North Carolina, and beyond; and
- Global university integrating intercultural and international experiences and perspectives into 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 (NCSBPSA) 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; NCSBPSA 1)
- act with integrity, fairness, and in an ethical manner (ISLLC 5; NCSBPSA 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; NCSBPSA 8)
- are members of learning communities who pursue lifelong learning (NBPTS 5; NCSBPSA 10)
- collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources (ISLLC 4; NCSBPSA 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 Office of Student Services by the middle of the spring semester of each academic year. There is one application for all scholarships, and this application is available online.**

- ***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>***

Secondary Education

Procedures Checklist

Secondary Teacher Education Program (STEP)

Advising Worksheets

Secondary Comprehensive Social Studies

Anthropology
Economics
Geography
History
Political Science
Psychology
Sociology

Secondary Comprehensive Science

Biology
Chemistry
Physics
Liberal Studies – Integrated Science

English

Mathematics

Foreign Language*

French
Spanish

Classical Studies (Latin)*

*Foreign Languages (French and Spanish) and Classical Studies (Latin) offer a K-12 Licensure option. Students must contact the department for admission requirements and advising. Please see page 53 of this handbook for further information and contacts.

PROCEDURES CHECKLIST FOR SECONDARY EDUCATION MAJORS

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. It is also important that you know the specific requirements for your major.** 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.

You will have at least two advisors, one in your major department, and one in the Office of Student Services in the School of Education.

My major/department advisor is _____.

Until you are admitted to Teacher Education, your secondary education advisor will be assigned in the Office of Student Services, First Floor, School of Education Building. Individual appointments may be made by calling 334-3410.

My secondary education advisor is _____.

NOTE: Your secondary advisor will advise you in conjunction with your major advisor. After your junior year, your primary advisor within the School of Education will be your methods professors.

2. Print and become familiar with the Secondary Teacher Education Program (STEP) Handbook (available online)

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

4. Print and become familiar with your major/department handbook(s) (if applicable)

SOPHOMORE YEAR

Transfers: first year on campus

5. 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 Office of Student Services, 334-3410.

You must take all three sections of the PPST (unless exempt; see Appendix B) and provide a printed copy to the Office of Student Services in order to be admitted to Teacher Education. Until you pass the PPST, you may NOT enroll in more than 50% of your professional education courses. When scheduling the test, allow time to retake any part necessary until you receive a combined passing score. 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	You must earn a <u>combined</u> score of 522 on the Praxis I examination.
Writing	0720	
Math	0730	

registered for exam

took exam

passed exam

(or) exempt for all or portions of the PPST according to the Praxis I Substitution Table (See Appendix E) _____

6. Meet the minimum major GPA requirement for admission to Teacher Education (if applicable) _____

- Biology: 2.50
- Comprehensive Social Studies: 2.75
- English: 2.75
- Integrated Science: 2.50 in science courses
- Mathematics: 2.50
- Physics: 2.00 in PHY and MAT courses

7. Complete an application for admission to Teacher Education _____

(applications available online or in the Office of Student Services, School of Education)

Requirements:

- *Satisfactory progress toward completion of all courses needed to fulfill the “General Education Core requirements”
- *Background Check (request form can be obtained from: http://www.uncg.edu/tes/documents/CriminalBackgroundCheck_new_2_2011.pdf and submitted via fax or mail directly to Background Investigation Bureau (BIB) prior to beginning first internship
- *Recommendation of major school/department (obtained by the Office of Student Services after submission of application)
- *Achievement of minimum score requirements as set by the North Carolina Department of Public Instruction on the PPST/PRAXIS I (PRAXIS I tests are waived for second degree students and may be waived if SAT/ACT scores are acceptable. See Appendix B.)
- *Submission of PRAXIS I test scores (*if taken*) and Admission Application for Undergraduate Teacher Education to 136 School of Education Building
- *2.50 cumulative GPA (or higher depending on major)
 - Majors requiring higher cumulative GPA:
 - Comprehensive Social Studies: 2.75
 - English: 2.75
- *Achievement of a C or better in specific content and licensure courses is required for satisfactory progress toward licensure. (See Major and STEP advisors for further information on these courses).

Junior Year

Fall Semester Only

8. Successfully complete the following courses:

- TED 445 – Human Diversity, Teaching, and Learning (25-hr. internship) _____
- ERM 401 (1 sh, online) – Assessment I: Accountability in the Nation’s Schools _____
- TED 401 (1 sh, online) – Child and Adolescent Development and Learning _____

Junior Year

Spring Semester Only

9. Complete an application for admission to Student Teaching _____

(applications available online or in Office of Student Services)

- To be eligible, maintain the minimum cumulative and major GPAs, receive major school or department recommendation, and be admitted to Teacher Education. The **deadline** is between Jan. 1 and Feb. 15 of the year **before** you plan to student teach.

10. Successfully complete the following courses:

- LIS 120 (1 sh) (if not already taken) – Instructional Technology _____
- ERM 402 (1 sh, online) – Assessment II: Standardized Tests _____
- TED 403 (1 sh, online) – English for Speakers of Other Languages _____
- SES 401 (1 sh, online) – Special Education _____
(25-hr. internship tied to TED 403 and SES 401)
- *TED 558: Math Secondary Education Majors (BA and BS) _____

11. Start your Career Services Center Credential File.

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

Requirements:

*Achievement of a C or better in specific content and licensure courses is required for satisfactory progress toward licensure. (See Major and STEP advisors for further information on these courses).

SENIOR YEAR
Fall Semester Only

14. Successfully complete the following courses:

- TED 535 (if not already taken) – Literacy in the Content Area
- ERM 403 (1 sh, online) – Assessment III: Classroom Assessment
- TED 5XX – Teaching Practices and Curriculum (50-hr. internship)
- TED 551: English
- TED 553: Social Studies
- TED 557: Mathematics
- TED 559: Sciences

15. Complete the Piedmont Alliance Form. (forms distributed in class)

SENIOR YEAR
Spring Semester Only

16. Complete and submit the TaskStream Portfolio by March.

The portfolio must pass before you can be recommended for licensure.

17. Successfully complete TED 465 (12 sh) (student teaching credits and seminar).

18. It is RECOMMENDED that you take the PRAXIS II.

At present (Fall 2011), Praxis II is not required for the 9-12 aforementioned licensure areas. The Secondary Teacher Education Program RECOMMENDS that students take the test as another professional credential. Additionally, other states may require Praxis II passing scores for teacher licensure. For details regarding registration, contact the SAC, 334-3410.

Deadline: During the semester you plan to student teach

19. 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

20. Apply for teacher licensure in 136 School of Education Building.

(application available online)

DO NOT TURN IN until approximately two 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.

SECONDARY TEACHER EDUCATION PROGRAM (STEP)

PROGRAM PURPOSE:

The Undergraduate Secondary Teacher Education Program (STEP) at the University of North Carolina at Greensboro is designed for students who wish to pursue teacher licensure in the following content areas: English, Comprehensive Social Studies, Mathematics, and Comprehensive Science.

Areas of licensure are listed below with their corresponding degrees/majors:

- 1) Mathematics, BA & BS (Applied Mathematics, Computer Science, Pure Mathematics, Statistics)
- 2) English, BA
- 3) Science:
 - i) Biology, BA & BS
 - ii) Chemistry, BA & BS
 - iii) Physics, BA & BS
 - iv) Integrated Science (Special Programs in Liberal Studies)
- 4) Social Studies:
 - i) Anthropology, BA
 - ii) Economics, BA & BS
 - iii) Geography, BA
 - iv) History, BA
 - v) Political Science, BA
 - vi) Psychology, BA
 - vii) Sociology, BA
 - viii) *Foreign Languages (French and Spanish) and Classical Studies (Latin) offer a Secondary Teacher Education Licensure option. Students must contact the department for admission requirements and advising. Please see page 53 of this handbook for further information and contacts.

NOTE: STEP does not award degrees. The College of Arts and Sciences (CAS) and the Bryan School of Business confer degrees. The STEP provides teacher licensure courses; the CAS and Bryan School of Business offer general education and content area courses.

PROGRAM DESCRIPTION:

Students who are pursuing teaching licensure in the aforementioned content areas combine a rigorous academic program with a sequenced clinical practice at partnership schools. These preservice teachers take content area courses and teacher licensure courses, with their first clinical experience beginning during the first semester of their junior year. Three internships (100+ contact hours) are required prior to student teaching. UNCG faculty work closely with public school faculty, who we call On-Site Teacher Educators (OSTEs), to plan a range of “theory into practice” experiences.

Core, diversity, and technology standards are first introduced and assessed in core courses of the Secondary Teacher Education Program (STEP). Also, students are provided opportunities to demonstrate mastery and are further assessed on these standards in the specialty area courses. The STEP coordinator and methods professors/advisors oversee the instruction, placement, advising, and supervision of students as students participate in methods courses, internships, and student teaching.

PROGRAM GOALS:

The primary goal of the Secondary Teacher Education Program is to prepare caring, competent, and collaborative professionals to teach academic core subjects (English, social studies, mathematics, and science) in grades 9-12. To qualify for initial licensure, candidates must meet the following program goals:

- Become involved in the identification of issues in secondary teacher education generally as well as those related to specific content areas and the search for solutions.
- Become critical thinkers capable of effectively expressing themselves in oral and written communication.
- Develop a knowledge base in their specialty area.
- Develop self-awareness and an understanding of their own world view and how that perspective influences their learning and teaching.
- Understand cultural differences and appreciate the rich cultural heritage that each high school student brings to the classroom.
- Understand the unique learning characteristics, needs, and capacities of high school students from diverse cultural and linguistic backgrounds and of varying exceptionalities.

Additional goals of STEP are to:

- Develop strong links between (a) faculty members in the Department of Teacher Education/Higher Education who focus on secondary pedagogy, (b) field-based colleagues who work with UNC-Greensboro preservice teachers and collaborate on partnership schools projects, and (c) content experts in the College of Arts of Sciences as well as other academic units on campus.
- Seek to educate professionals who can successfully teach students from a wide range of backgrounds with diverse educational needs so that they may become active, contributing citizens upon graduation from high school.
- Develop and support a community of secondary teacher educators, teacher candidates, practitioners, and content faculty to promote and sustain collegiality among everyone involved in the preparation of secondary teachers.

PROGRAM OF STUDY: The following is a proposed plan of study for the courses in the STEP:

FALL OF JUNIOR YEAR:

- *TED 445 – Cultural Diversity and Learning (25-hr. internship)
- *ERM 401 (1 sh, online) – Assessment I: Accountability in the Nation’s Schools
- *TED 401 (1 sh, online) – Child and Adolescent Development and Learning

SPRING OF JUNIOR YEAR:

- LIS 120 (1 sh, or sooner) – Instructional Technology
- *ERM 402 (1 sh, online) – Assessment II: Standardized Tests
- *TED 403 (1 sh, online) – English for Speakers of Other Languages
- *SES 401 (1 sh, online) – Special Education
(25-hr. internship tied to TED 403 and SES 401)

FALL OF SENIOR YEAR:

- TED 535 (or sooner) – Literacy in the Content Area
- *ERM 403 (1 sh, online) – Assessment III: Classroom Assessment
- *TED 5XX – Teaching Practices and Curriculum (50-hr. internship)
 - TED 551: English
 - TED 553: Social Studies
 - TED 557: Mathematics
 - TED 559: Sciences

SPRING OF SENIOR YEAR:

- *TED 465 (12 sh) – Student Teaching

*Courses must be taken in the four-semester sequence. NO EXCEPTIONS. *Additional courses may be required by the major/department. See Appendix F for the Preparing for High School Teaching Timeline.*

ADVISING WORKSHEETS

Due to the constant revision of curriculum and major requirements within the various schools and departments, these advising worksheets are intended for organizational guidance only. It is the student's responsibility to cross-reference any worksheets with the Undergraduate Bulletin and the student's online degree evaluation. Any noted discrepancies should be discussed with the major and secondary education advisors. The Office of Student Services reserves the right to revise any portion of the worksheets without notice or obligation.

**SECONDARY
COMPREHENSIVE
SOCIAL STUDIES**

UNDERGRADUATE SECONDARY SOCIAL STUDIES EDUCATION PROGRAM

PURPOSE AND NATURE OF THE CURRICULUM:

The Undergraduate “A” Licensure Social Studies Program is designed to prepare candidates to help secondary school-aged students to become active, informed, and responsible citizens of the state and nation. Program candidates will interpret and understand how the social studies increase students’ awareness of their world, nation, and state, giving them a fundamental understanding of their own society and others both past and present. Program candidates will help secondary students acquire and perfect the skills of individual and group inquiry and help students examine a broad range of peoples and cultures. In addition, program candidates will acquire the knowledge, skills, attitudes, and values that will enable them to assist secondary students in their efforts at being problem-solvers, good decision-makers, and wise planners.

GOALS OF THE PROGRAM:

- 1) The program will enhance the development of initial social studies teachers through participation in a planned curriculum resulting in an initial licensure in secondary social studies.
- 2) The program will develop candidates who understand the philosophy and mission of secondary social studies education.
- 3) The program will develop candidates who understand human development and the implications for secondary education.
- 4) The program will stimulate candidate’s sensitivity to the differing environments, customs, and values that condition the behavior of individuals, groups, and societies.
- 5) The program will develop candidates who critically evaluate the historical and contemporary conceptualizations of secondary social studies.
- 6) The program will assure that the candidate acquires an understanding of the social, psychological, anthropological, political, geographical, economic, and historical factors operating in societies.
- 7) The program will provide for the development of skills required to formulate objectives, use resources, select content, use effective teaching strategies, evaluate learning outcomes, and interact with students, parents, and the community.
- 8) The program will develop the candidate’s awareness of the necessity for continuing education and professional development.

PROFESSIONAL EDUCATION REQUIREMENTS:

- 1) STEP Courses
- 2) Secondary Social Studies Licensure Competencies (for all Social Studies majors):
 - ECO 101 – Introduction to Economics (also a GSB)
 - HIS 308 – Navigating World History (fall or spring of so. yr., or fall of jr. yr.)
 - HIS 316 – Interpreting American History (fall or spring of so. yr., or fall of jr. yr.)
 - HIS 3XX – Elective in American or World History (fall or spring of so. yr., or fall of jr. yr.)
 - *HIS 430 (fall, jr. yr.) – Historical Methods for Social Studies (also RI and WI)
 - *HIS 440 (spring, jr. yr.) – Principles and Practices of Teaching History
 - *Prerequisites: 9 hrs. in history, including HIS 308, 316, and 300-level elective

Additionally, History Majors will choose 5 courses in at least three different disciplines from the following list:

Anthropology: ATY 213 (recommended), 258, 325, 330, 333,
Geography: GEO 104, 105, 106/106L, 306, 315, 344, 491, 560
Political Science: PSC 100 (recommended), 260, or 290
Psychology: PSY 121, 230, 240, 250, 260, 280, or 385
Sociology: SOC 101, 202, 323, 335, 344, 362, 365, or 420

Secondary Teacher Education Program – Comprehensive Social Studies Curriculum

<http://www.uncg.edu/~awjourne/Students>

In addition to fulfilling the requirements for either a BA in Anthropology, Geography, History, Political Science, Psychology, or Sociology or a BA or BS in Economics, students seeking Secondary (9-12) Teaching Licensure in Comprehensive Social Studies must complete the following courses:

Sophomore Year

HIS 308 - Navigating World History (fall or spring, or fall of junior year) (Wider World Category for History Majors)

HIS 316 - Interpreting American History (fall or spring, or fall of junior year) (U.S. Category for History Majors)

HIS 300-Elective in American or World History (fall or spring, or fall of junior year)

Fall Junior Year

TED 445 - Cultural Diversity and Learning (formerly Diverse Learners) (25-hr. internship)

ERM 401 – Assessment I: Accountability in the Nation’s Schools (1 hr., online)

TED 401 – Child and Adolescent Development and Learning (1 hr., online)

HIS 430 - Historical Methods for Social Studies (RI for History Majors) (prereqs.: 9 hrs. in history, including HIS 308, 316, and 300-level elective)

Spring Junior Year

LIS 120 - Instructional Technology (1 hr.) (or earlier)

TED 403 – English for Speakers of Other Languages (1 hr., online)

SES 401 – Understanding and Teaching Students with Disabilities (1 hr., online)
(25-hour internship tied to TED 403 and SES 401)

ERM 402 - Assessment II: Standardized Tests (1 hr., online)

HIS 440 - Principles and Practices of Teaching History (prereqs.: 9 hrs. in history, including HIS 308, 316, and 300-level elective)

Fall Senior Year

TED 535 - Literacy in the Content Area (online) (or earlier)

TED 553 - Teaching Practices and Curriculum in Social Studies (50-hr. internship)

ERM 403 - Assessment III: Classroom Assessment (1 hr., online)

Spring Senior Year

TED 465 - Student Teaching (12 hrs.)

Work into any semester

ECO 101 – Introduction to Economics (GSB)

For History Majors Only:

Choose 5 courses in at least 3 different disciplines from the following list (GSB’s):

Anthropology: ATY 213 (rec.), 258, 325, 330, 333

Geography: GEO 104, 105, 106/106L (GPS w/ lab), 306, 315, 344, 491, 560

Political Science: PSC 100 (rec.), 260, or 290

Psychology: PSY 121, 230, 240, 250, 260, 280, or 385

Sociology: SOC 101, 202, 323, 335, 344, 362, 365, or 420

Anthropology with Licensure in Social Studies High School Teaching (U102) – BA (122 hrs)¹

Name _____	ID _____	Optional Second Major or Minor _____
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General Education Core (GEC)

Literature (GLT) _____	Historical Perspectives on Western Culture (GHP): GMO _____	Reasoning and Discourse (GRD): ENG 101, FMS 115, or RCO 101 (choose one) _____	Natural Sciences (GNS): GLS: ATY 253 and 253L (1 sh) _____	Social and Behavioral Sciences (GSB): ATY 213* _____
Fine Arts (GFA) _____	Mathematics (GMT): STA 108 _____	GRD additional _____	GNS additional _____	GSB additional: #ECO 101 _____
Philosophical, Religious, Ethical Principles (GPR) _____	General Education Marker Requirements (p. 71-8 of Bulletin): <ul style="list-style-type: none"> *Four Global/Global Non-Western Perspectives (GL/GN) (one must be GN) <ol style="list-style-type: none"> 1. ATY 213 (GN) _____ 2.-4. Three additional GL/GN courses _____ (ATY 258) One Speaking Intensive (SI) _____ One Writing Intensive (WI) _____ 			

College of Arts and Sciences Additional Requirements (CAR)

GHP: GPM (in addition to GEC req.) _____	GLT (in addition to GEC req.) _____	GNS: GPS (in addition to GEC req.) _____	GSB (in addition to GEC req.): ATY 258 _____	Four WI (including GEC and major req.) _____
**Foreign Language (GFL) _____ (101, 102, 203, 204)	**Intermediate-level proficiency in one language (placement test or completion of course work through course number 204)			

Major Requirements/Electives

ATY 411 (jr./sr. only) _____	ATY 595 (sr. only) _____	ATY 360, 476 (alt. spr.), or 553 (choose one) _____	Five ATY courses at or above the 300 level _____
Electives sufficient to complete 122 semester hours required for degree (including a total of 36 semester hours at or above the 300-level): _____			
<ul style="list-style-type: none"> One Speaking Intensive (SI) _____ (ATY 595) One Writing Intensive (WI) _____ (ATY 595) 			

Secondary Teacher Licensure Courses

TED 445 (formerly 545) (25-hr. internship) (fall. jr. yr.) _____	ERM 401 (1 sh) (fall jr. yr.) _____	TED 401 (1 sh) (fall jr. yr.) _____	ERM 402 (1 sh) (spr. jr. yr.) _____	TED 403 (1 sh) (spr. jr. yr.) _____
SES 401 (1 sh) (spr. jr. yr.) _____	LIS 120 (1 sh) (sum. or spr. jr. yr.) _____	TED 535 (online) (sum. or fall sr. yr.) _____	TED 553 (50-hr. internship) (fall sr. yr.) _____	ERM 403 (1 sh) (fall sr. yr.) _____
TED 465 (12 sh) (student teaching) (spr. sr. yr.) _____	#HIS 308 _____	#HIS 316 _____	#One 300-level HIS Elective in American or World History _____	#HIS 430^ _____
#HIS 440^ _____	#Required for Standard Professional I License in Secondary Social Studies.		^Prerequisites: 9 sh in History, including HIS 308, 316, and 300-level elective	

¹ Fulfilling all requirements for Anthropology with Secondary Social Studies licensure may take more than 122 credit hours.

Economics with Licensure in Social Studies High School Teaching (U309) – BA (122 hrs) ²		
Name	ID	Optional Second Major or Minor

General Education Core (GEC)

Literature (GLT) _____	Historical Perspectives on Western Culture (GHP) _____	Reasoning and Discourse (GRD): ENG 101, FMS 115, or RCO 101 (choose one) _____	Natural Sciences (GNS) (laboratory course) _____	Social and Behavioral Sciences (GSB): *#ECO 101 _____
Fine Arts (GFA) _____	Mathematics (GMT): *MAT 120 or 191 _____ (prereq.: MAT 115, or 150 and 151, respectively)	GRD additional: CST 105 _____	GNS additional (from different department) _____	GSB additional: *#ECO 202 _____
Philosophical, Religious, Ethical Principles (GPR): PHI 361** _____	Additional GLT, GFA, or GPR course _____	General Education Marker Requirements (p. 71-8 of Bulletin): <ul style="list-style-type: none"> **Four Global/Global Non-Western Perspectives (GL/GN): <ol style="list-style-type: none"> PHI 361 (GN) _____ 2.-4. Three additional GL/GN courses _____ One Speaking Intensive (SI) _____ One Writing Intensive (WI) _____ 		

Major Requirements/Electives

*ISM 110 _____	*ECO 250 _____	ECO 301 _____	ECO 346 (spr. only) _____	Five ECO electives (15 sh) _____
Electives sufficient to complete 122 semester hours required for degree (including a total of 36 semester hours at or above the 300-level): _____				
<ul style="list-style-type: none"> One Speaking Intensive (SI) _____ One Writing Intensive (WI) _____ 				
At least 50% of the major hours must be earned at UNCG				
Minimum *GPA of 2.00 in ECO 202 and 250				
Minimum cumulative *GPA of 2.00				
*Required for admission to Bryan.				

Secondary Teacher Licensure Courses

TED 445 (formerly 545) (25-hr. internship) (fall jr. yr.) _____	ERM 401 (1 sh) (fall jr. yr.) _____	TED 401 (1 sh) (fall jr. yr.) _____	ERM 402 (1 sh) (spr. jr. yr.) _____	TED 403 (1 sh) (spr. jr. yr.) _____
SES 401 (1 sh) (spr. jr. yr.) _____	LIS 120 (1 sh) (sum. or spr. jr. yr.) _____	TED 535 (online) (sum. or fall sr. yr.) _____	TED 553 (50-hr. internship) (fall sr. yr.) _____	ERM 403 (1 sh) (fall sr. yr.) _____
TED 465 (12 sh) (student teaching) (spr. sr. yr.) _____	#HIS 308 _____	#HIS 316 _____	#One 300-level HIS Elective in American or World History _____	#HIS 430^ _____
#HIS 440^ _____	#Required for Standard Professional I License in Secondary Social Studies.		^Prerequisites: 9 sh in History, including HIS 308, 316, and 300-level elective	

² Fulfilling all requirements for Economics (BA) with Secondary Social Studies licensure may take more than 122 credit hours.

Economics with Licensure in Social Studies High School Teaching (U311) – BS (122 hrs) ³		
Name	ID	Optional Second Major or Minor

General Education Core (GEC)

Literature (GLT) _____	Historical Perspectives on Western Culture (GHP) _____	Reasoning and Discourse (GRD): *ENG 101, FMS 115, or RCO 101 (choose one) _____	Natural Sciences (GNS) (laboratory course) _____	Social and Behavioral Sciences (GSB): *#ECO 101 _____
Fine Arts (GFA) _____	Mathematics (GMT): *MAT 120 or 191 _____ (prereq.: MAT 115, or 150 and 151, respectively)	GRD additional: *CST 105 _____ and *ENG 102 _____	GNS additional (from different department) _____	GSB additional: *#ECO 202 _____
Philosophical, Religious, Ethical Principles (GPR): PHI 361** _____	Additional GLT, GFA, or GPR course: _____	General Education Marker Requirements (p. 71-8 of Bulletin): <ul style="list-style-type: none"> **Four Global/Global Non-Western Perspectives (GL/GN): 1. ECO 300 (major req.) _____ 2. PHI 361 (GN) _____ 3.-4. Two additional GL/GN courses _____ One Speaking Intensive (SI) _____ One Writing Intensive (WI) _____ 		

Major Requirements/Electives

*ISM 110 _____	*ACC 201 _____	*ACC 202 _____	*ECO 250 _____	ECO 300** _____
ECO 301 _____	ECO 346 (spr. only) _____	Three ECO electives (9 sh) at or above the 300-level _____	FIN 315 _____	SCM 302 _____
MGT 309 (jr. only) _____	Electives sufficient to complete 122 semester hours required for degree (including a total of 36 semester hours at or above the 300-level): _____			
<ul style="list-style-type: none"> One Speaking Intensive (SI) _____ (MGT 309) One Writing Intensive (WI) _____ (MGT 309) 				
At least 50% of the major hours must be earned at UNCG				
Minimum *GPA of 2.00 in ECO 101 or 201, 202, and 250				
Minimum cumulative *GPA of 2.00				
*Required for admission to Bryan.				

Secondary Teacher Licensure Courses

TED 445 (formerly 545) (25-hr. internship) (fall. jr. yr.) _____	ERM 401 (1 sh) (fall jr. yr.) _____	TED 401 (1 sh) (fall jr. yr.) _____	ERM 402 (1 sh) (spr. jr. yr.) _____	TED 403 (1 sh) (spr. jr. yr.) _____
SES 401 (1 sh) (spr. jr. yr.) _____	LIS 120 (1 sh) (sum. or spr. jr. yr.) _____	TED 535 (online) (sum. or fall sr. yr.) _____	TED 553 (50-hr. internship) (fall sr. yr.) _____	ERM 403 (1 sh) (fall sr. yr.) _____
TED 465 (12 sh) (student teaching) (spr. sr. yr.) _____	#HIS 308 _____	#HIS 316 _____	#One 300-level HIS Elective in American or World History _____	#HIS 430^ _____
#HIS 440^ _____	#Required for Standard Professional I License in Secondary Social Studies.		^Prerequisites: 9 sh in History, including HIS 308, 316, and 300-level elective	

³ Fulfilling all requirements for Economics (BS) with Secondary Social Studies licensure may take more than 122 credit hours.

Geography with Licensure in Social Studies High School Teaching – BA (122 hrs) ⁴		
Name	ID	Optional Second Major or Minor

General Education Core (GEC)

Literature (GLT) _____	Historical Perspectives on Western Culture (GHP): GMO _____	Reasoning and Discourse (GRD): ENG 101, FMS 115, or RCO 101 (choose one) _____	Natural Sciences (GNS): GPS: GEO 103 or GEO 106/106L (choose one) _____	Social and Behavioral Sciences (GSB): #ECO 101 _____
GLT additional _____	Mathematics (GMT) _____	GRD additional _____	GNS additional (from different department) (if GEO 103 was taken instead of GEO 106/106L, then must take a laboratory course) _____	***GSB additional _____
Fine Arts (GFA) _____	Philosophical, Religious, Ethical Principles (GPR) _____	General Education Marker Requirements (p. 71-8 of Bulletin): <ul style="list-style-type: none"> • Four Global/Global Non-Western Perspectives (GL/GN) (one must be GN) _____ • One Speaking Intensive (SI) _____ • One Writing Intensive (WI) _____ 		

College of Arts and Sciences Additional Requirements (CAR)

*Foreign Language (GFL) _____ (101, 102, 203, 204)	GHP: GPM (in addition to GEC req.) _____	GNS: GLS (in addition to GEC req.) _____	***GSB (in addition to GEC req.) _____	Four WI (including GEC and major req.) _____
*Intermediate-level proficiency in one language (placement test or completion of course work through course number 204)				

****Major Requirements/Electives**

GEO 121, 322, 357 (formerly 321), or 359 (formerly 323) (choose one) _____	***GEO 105, 306 (formerly 202), or 315 (formerly 114) (choose one) _____	***GEO 102, 104, or 344 (choose one) _____	Additional GEO courses at or above the 200-level for a total of 27 semester hours (may include aforementioned major course requirements if taken at the 300-level): _____ () () () _____	
Electives sufficient to complete 122 semester hours required for degree (including a total of 36 semester hours at or above the 300-level): _____				
<ul style="list-style-type: none"> • One Speaking Intensive (SI) _____ • One Writing Intensive (WI) _____ 				
**Only courses fulfilling major requirements in which a C- or better is earned may count toward the major.				
***Course counts as a GSB.				

Secondary Teacher Licensure Courses

TED 445 (formerly 545) (25-hr. internship) (fall. jr. yr.) _____	ERM 401 (1 sh) (fall jr. yr.) _____	TED 401 (1 sh) (fall jr. yr.) _____	ERM 402 (1 sh) (spr. jr. yr.) _____	TED 403 (1 sh) (spr. jr. yr.) _____
SES 401 (1 sh) (spr. jr. yr.) _____	LIS 120 (1 sh) (sum. or spr. jr. yr.) _____	TED 535 (online) (sum. or fall sr. yr.) _____	TED 553 (50-hr. internship) (fall sr. yr.) _____	ERM 403 (1 sh) (fall sr. yr.) _____
TED 465 (12 sh) (student teaching) (spr. sr. yr.) _____	#HIS 308 _____	#HIS 316 _____	#One 300-level HIS Elective in American or World History _____	#HIS 430^ _____
#HIS 440^ _____	#Required for Standard Professional I License in Secondary Social Studies.		^Prerequisites: 9 sh in History, including HIS 308, 316, and 300-level elective	

⁴ Fulfilling all requirements for Geography with Secondary Social Studies licensure may take more than 122 credit hours.

History with Licensure in Social Studies High School Teaching (U177) – BA (122 hrs) ⁵				
Name	ID	Optional Second Major or Minor		
General Education Core (GEC)				
Literature (GLT) _____	***Historical Perspectives on Western Culture (GHP): GMO _____	Reasoning and Discourse (GRD): ENG 101, FMS 115, or RCO 101 (choose one) _____	^Natural Sciences (GNS) (laboratory course) _____	##Social and Behavioral Sciences (GSB): ATY 213 (preferred) _____
Fine Arts (GFA) _____	Mathematics (GMT) _____	GRD additional _____	GNS additional (from different department) _____	##GSB additional: PSC 100 (preferred) _____
Philosophical, Religious, Ethical Principles (GPR) _____	General Education Marker Requirements (p. 71-8 of Bulletin): <ul style="list-style-type: none"> • Four Global/Global Non-Western Perspectives (GL/GN) (one must be GN) _____ • One Speaking Intensive (SI) _____ • One Writing Intensive (WI) _____ 			
College of Arts and Sciences Additional Requirements (CAR)				
***GHP: GPM (in addition to GEC req.) _____	GLT (in addition to GEC req.) _____	GNS/GLS or GPS (choose one) (in addition to GEC req.) _____	##GSB (in addition to GEC req.): ECO 101 _____	Four WI (including GEC and major req.) _____
*Foreign Language (GFL) _____ (101, 102, 203, 204)	*Intermediate-level proficiency in one language (placement test or completion of course work through course number 204)			
Major Requirements/Electives				
Europe: HIS 206**, 208, 220****, 221****, 222****, 223, 251****, or 252 (choose one) _____	**United States: HIS 211**** or 212**** (choose one) _____	**Wider World: HIS 203****, 204, 207****, 209, 215****, 216, 217, 218, 239, or 240 (choose one) _____	** Wider World: HIS 308 (fall so. yr. or fall jr. yr.) _____	**United States: HIS 316 (fall so. yr. or fall jr. yr.) _____
**Europe: HIS 309 (occ.), 310 (alt. yrs.), 311, 312, 315, 348 (fall only), 349 (spr. only), 351, 353, 354, 355, 360, 364, 365, 368, 369, 371, 373, 374, 375, 376, 392, 393, 395, 397 (choose one) _____		Choose ONE additional United States, Wider World, OR Europe course: _____ **United States: HIS 301, 302, 324, 325, 326, 327, 328, 329, 335, 336, 337, 338, 339, 340, 343, 344, 345, 347, 359, 394 **Wider World: HIS 303, 304, 306, 320, 321, 370, 377, 378, 381, 383, 384, 385, 386, 389, 396, 399 (fall only) **Europe: refer to Europe list		
#HIS 430 (RI) (fall jr. yr.) _____	HIS 440 (spr. jr. yr.) _____		Choose ONLY one course from any of the following fields (fall sr. yr.): _____ **Europe: HIS 511B **United States: HIS 511A **Wider World: HIS 511C	
Electives sufficient to complete 122 semester hours required for degree (including a total of 36 semester hours at or above the 300-level): _____				
Minimum GPA of 2.00 in History courses: _____				
<ul style="list-style-type: none"> • One Speaking Intensive (SI) _____ (HIS 511) • One Writing Intensive (WI) _____ (HIS 511) 				
**Must take at least six hours from each of the three fields (Europe, United States, and Wider World), with at least three of the six hours from each field at or above the 300-level				
***Course counts as a GMO.		***Course counts as a GPM.		#Research Intensive course serves as the prerequisite for HIS 511A/B/C.
Secondary Teacher Licensure Courses				
TED 445 (formerly 545) (25-hr. internship) (fall. jr. yr.) _____	ERM 401 (1 sh) (fall jr. yr.) _____	TED 401 (1 sh) (fall jr. yr.) _____	ERM 402 (1 sh) (spr. jr. yr.) _____	TED 403 (1 sh) (spr. jr. yr.) _____
SES 401 (1 sh) (spr. jr. yr.) _____	LIS 120 (1 sh) (sum. or spr. jr. yr.) _____	TED 535 (online) (sum. or fall sr. yr.) _____	TED 553 (50-hr. internship) (fall sr. yr.) _____	ERM 403 (1 sh) (fall sr. yr.) _____
TED 465 (12 sh) (student teaching) (spr. sr. yr.) _____	##Choose five courses TOTAL from <i>at least three</i> of the following fields: ATY 213 (GSB) _____ PSC 100 (GSB) _____ Three Additional Courses from the following fields: _____ <ul style="list-style-type: none"> • Anthropology: ATY 258, 325, 330, 333 • Geography: GEO 104, 105, 106/106L^, 306, 315, 344, 491, 560 • Political Science: PSC 260, 290 • Psychology: PSY 121, 230, 240, 250, 260, 280, 285 • Sociology: SOC 101, 202, 323, 335, 334, 362, 365, 420 			
##Required for Standard Professional I License in Secondary Social Studies. Courses <i>may</i> count as Gen. Ed. GSB.		^GEO 106/106L will count as Gen. Ed. GPS with lab.		

⁵ Fulfilling all requirements for History with Secondary Social Studies licensure may take more than 122 credit hours.

Political Science with Licensure in Social Studies High School Teaching (U199) – BA (122 hrs) ⁶		
Name _____	ID _____	Optional Second Major or Minor _____

General Education Core (GEC)

Literature (GLT) _____	Historical Perspectives on Western Culture (GHP): GMO _____	Reasoning and Discourse (GRD): ENG 101, FMS 115, or RCO 101 (choose one) _____	Natural Sciences (GNS) (laboratory course) _____	Social and Behavioral Sciences (GSB): PSC 100 _____
GLT additional _____	Mathematics (GMT) _____	GRD additional _____	GNS additional (from different department) _____	GSB additional: PSC 240* _____
Fine Arts (GFA) _____	Philosophical, Religious, Ethical Principles (GPR) _____	General Education Marker Requirements (p. 71-8 of Bulletin): <ul style="list-style-type: none"> • *Four Global/Global Non-Western Perspectives (GL/GN) (one must be GN) <ol style="list-style-type: none"> 1. PSC 240 (GL) _____ 2. PSC 260 (GL) _____ 3. One additional GL/GN course _____ 4. One GN course _____ • One Speaking Intensive (SI) _____ • One Writing Intensive (WI) _____ 		

College of Arts and Sciences Additional Requirements (CAR)

**Foreign Language (GFL) _____ (101, 102, 203, 204)	GHP: GPM (in addition to GEC req.) _____	GNS/GLS or GPS (choose one) (in addition to GEC req.) _____	GSB (in addition to GEC req.): #ECO 101 _____	Four WI (including GEC and major req.) _____
**Intermediate-level proficiency in one language (placement test or completion of course work through course number 204)				

Major Requirements/Electives

PSC 260 _____	PSC 301 _____	Any PSC course at or above the 200-level _____	Choose five (15 sh) PSC courses at or above the 300-level _____
The prelaw concentration requires additional courses: PSC 316 and three courses (9 sh) from the following: PSC 300 (needs departmental approval), 312, 313, 314, 318, 320, 336, 341, 399 (needs departmental approval), or 516.			
Electives sufficient to complete 122 semester hours required for degree (including a total of 36 semester hours at or above the 300-level): _____			
<ul style="list-style-type: none"> • One Speaking Intensive (SI) _____ • One Writing Intensive (WI) _____ 			

Secondary Teacher Licensure Courses

TED 445 (formerly 545) (25-hr. internship) (fall. jr. yr.) _____	ERM 401 (1 sh) (fall jr. yr.) _____	TED 401 (1 sh) (fall jr. yr.) _____	ERM 402 (1 sh) (spr. jr. yr.) _____	TED 403 (1 sh) (spr. jr. yr.) _____
SES 401 (1 sh) (spr. jr. yr.) _____	LIS 120 (1 sh) (sum. or spr. jr. yr.) _____	TED 535 (online) (sum. or fall sr. yr.) _____	TED 553 (50-hr. internship) (fall sr. yr.) _____	ERM 403 (1 sh) (fall sr. yr.) _____
TED 465 (12 sh) (student teaching) (spr. sr. yr.) _____	#HIS 308 _____	#HIS 316 _____	#One 300-level HIS Elective in American or World History _____	#HIS 430^ _____
#HIS 440^ _____	#Required for Standard Professional I License in Secondary Social Studies.		^Prerequisites: 9 sh in History, including HIS 308, 316, and 300-level elective	

⁶ Fulfilling all requirements for Political Science with Secondary Social Studies licensure may take more than 122 credit hours.

Psychology with Licensure in Social Studies High School Teaching (U217) – BA (122 hrs) ⁷		
Name	ID	Optional Second Major or Minor

General Education Core (GEC)

Literature (GLT) _____	Historical Perspectives on Western Culture (GHP): GMO _____	Reasoning and Discourse (GRD): ENG 101, FMS 115, or RCO 101 (choose one) _____	Natural Sciences (GNS) (laboratory course) _____	Social and Behavioral Sciences (GSB): PSY 121 _____
GLT additional _____	Mathematics (GMT): STA 108, MAT 115, or MAT 150 (choose one) _____	GRD additional _____	GNS: GLS: PSY 230 _____	GSB additional: #ECO 101 _____
Fine Arts (GFA) _____	Philosophical, Religious, Ethical Principles (GPR) _____	General Education Marker Requirements (p. 71-8 of Bulletin): <ul style="list-style-type: none"> • Four Global/Global Non-Western Perspectives (GL/GN) (one must be GN) _____ • One Speaking Intensive (SI) _____ • One Writing Intensive (WI) _____ 		

College of Arts and Sciences Additional Requirements (CAR)

*Foreign Language (GFL) _____ (101, 102, 203, 204)	GHP: GPM (in addition to GEC req.) _____	GNS: GPS (in addition to GEC req.) _____	GSB (from different department) (in addition to GEC req.) _____	Four WI (including GEC and major req.) _____
*Intermediate-level proficiency in one language (placement test or completion of course work through course number 204)				

Major Requirements/Electives

PSY 122 (1 sh) _____	PSY 310 (or STA 271) (4 sh) _____	PSY 311 (4 sh) _____	PSY 240, 250, 260, 265, 275, or 280 (choose at least three) _____	**Choose two courses at or above the 300-level _____
**Choose two courses at or above the 400-level _____	Electives sufficient to complete 122 semester hours required for degree (including a total of 36 semester hours at or above the 300-level): _____			
<ul style="list-style-type: none"> • One Speaking Intensive (SI) _____ (PSY 311) • One Writing Intensive (WI) _____ (PSY 311) 				
**PSY 314 and 433 may not be used to satisfy requirements for the major.				

Secondary Teacher Licensure Courses

TED 445 (formerly 545) (25-hr. internship) (fall. jr. yr.) _____	ERM 401 (1 sh) (fall jr. yr.) _____	TED 401 (1 sh) (fall jr. yr.) _____	ERM 402 (1 sh) (spr. jr. yr.) _____	TED 403 (1 sh) (spr. jr. yr.) _____
SES 401 (1 sh) (spr. jr. yr.) _____	LIS 120 (1 sh) (sum. or spr. jr. yr.) _____	TED 535 (online) (sum. or fall sr. yr.) _____	TED 553 (50-hr. internship) (fall sr. yr.) _____	ERM 403 (1 sh) (fall sr. yr.) _____
TED 465 (12 sh) (student teaching) (spr. sr. yr.) _____	#HIS 308 _____	#HIS 316 _____	#One 300-level HIS Elective in American or World History _____	#HIS 430 [^] _____
#HIS 440 [^] _____	#Required for Standard Professional I License in Secondary Social Studies.		[^] Prerequisites: 9 sh in History, including HIS 308, 316, and 300-level elective	

⁷ Fulfilling all requirements for Psychology with Secondary Social Studies licensure may take between 157-165 credit hours.

Sociology with Licensure in Social Studies High School Teaching (U223) – BA (122 hrs) ⁸		
Name	ID	Optional Second Major or Minor

General Education Core (GEC)

Literature (GLT) _____	Historical Perspectives on Western Culture (GHP): GMO _____	Reasoning and Discourse (GRD): ENG 101, FMS 115, or RCO 101 (choose one) _____	Natural Sciences (GNS) (laboratory course) _____	Social and Behavioral Sciences (GSB): SOC 101 _____
GLT additional _____	Mathematics (GMT) _____	GRD additional _____	GNS additional (from different department) _____	GSB additional: #ECO 101 _____
Fine Arts (GFA) _____	Philosophical, Religious, Ethical Principles (GPR) _____	General Education Marker Requirements (p. 71-8 of Bulletin): <ul style="list-style-type: none"> • Four Global/Global Non-Western Perspectives (GL/GN) (one must be GN) _____ • One Speaking Intensive (SI) _____ • One Writing Intensive (WI) _____ 		

College of Arts and Sciences Additional Requirements (CAR)

*Foreign Language (GFL) _____ (101, 102, 203, 204)	GHP: GPM (in addition to GEC req.) _____	GNS/GLS or GPS (choose one) (in addition to GEC req.) _____	GSB (in addition to GEC req.) _____	Four WI (including GEC and major req.) _____
*Intermediate-level proficiency in one language (placement test or completion of course work through course number 204)				

Major Requirements/Electives

SOC 225 _____	SOC 290 _____	SOC 301 _____	SOC 302 _____	SOC 490 _____
Choose six additional SOC courses (at least four at or above the 300 level) _____		Electives sufficient to complete 122 semester hours required for degree (including a total of 36 semester hours at or above the 300-level): _____		
<ul style="list-style-type: none"> • One Speaking Intensive (SI) _____ • One Writing Intensive (WI) _____ (SOC 301) 				
Minimum GPA of 2.00 in Sociology				

Secondary Teacher Licensure Courses

TED 445 (formerly 545) (25-hr. internship) (fall jr. yr.) _____	ERM 401 (1 sh) (fall jr. yr.) _____	TED 401 (1 sh) (fall jr. yr.) _____	ERM 402 (1 sh) (spr. jr. yr.) _____	TED 403 (1 sh) (spr. jr. yr.) _____
SES 401 (1 sh) (spr. jr. yr.) _____	LIS 120 (1 sh) (sum. or spr. jr. yr.) _____	TED 535 (online) (sum. or fall sr. yr.) _____	TED 553 (50-hr. internship) (fall sr. yr.) _____	ERM 403 (1 sh) (fall sr. yr.) _____
TED 465 (12 sh) (student teaching) (spr. sr. yr.) _____	#HIS 308 _____	#HIS 316 _____	#One 300-level HIS Elective in American or World History _____	#HIS 430 [^] _____
#HIS 440 [^] _____	#Required for Standard Professional I License in Secondary Social Studies.		[^] Prerequisites: 9 sh in History, including HIS 308, 316, and 300-level elective	

⁸ Fulfilling all requirements for Sociology with Secondary Social Studies licensure may take more than 122 credit hours.

**SECONDARY
COMPREHENSIVE
SCIENCE**

UNDERGRADUATE SECONDARY SCIENCE EDUCATION PROGRAM

PURPOSE AND NATURE OF THE CURRICULUM:

The Undergraduate Secondary Science Initial Licensure Programs are designed to prepare candidates to help secondary school students become active, informed, scientifically literate, and responsible citizens. Program candidates will interpret and understand how the sciences increase students' awareness of the physical and natural world. Program candidates will help secondary students acquire and perfect the skills of individual and group inquiry and help students examine a broad range of science concepts. In addition, program candidates will acquire the knowledge, skills, attitudes, and values that will enable them to assist secondary students in their efforts at being problem-solvers, good decision-makers, and wise planners.

GOALS OF THE PROGRAM:

- 1) The program will enhance the development of initial science teachers through participation in a planned curriculum resulting in an initial licensure in secondary science.
- 2) The program will develop candidates who understand the philosophy and mission of secondary science education.
- 3) The program will develop candidates who understand human development and the implications for secondary education.
- 4) The program will develop candidates who critically evaluate the historical and contemporary conceptualizations of the sciences.
- 5) The program will provide for the development of skills required to formulate objectives, use resources, select content, use effective teaching strategies, evaluate learning outcomes, and interact with students, parents, and the community.
- 6) The program will develop the candidate's awareness of the necessity for continuing education and professional development.

PROGRAM IN INTEGRATED SCIENCE:

The new baccalaureate program in integrated science provides an opportunity for students to develop a knowledge base in the sciences, explore one science area in depth, and study the interconnectedness of the sciences in real world situations. The program will be the foundation for a comprehensive science teacher licensure program, and provides a valuable undergraduate program for students interested in a technical foundation to accompany a liberal education. It will serve students interested in technical writing, science policy, patent law, and even professional school - a student who selects the biology or chemistry focus would complete almost all core courses recommended for pre-professional preparation. The program includes foundation courses in biology, chemistry, earth science, and physics. Students take at least three upper level courses in one science area, and several courses that investigate the nature scientific discovery, development of scientific knowledge, and the applications of science.

Student Learning Objectives:

1. Provide strong foundational knowledge in the traditional disciplines of biology, chemistry, earth science and physics
2. Provide opportunities for students to explore science as it integrates across the traditional disciplines
3. Evaluate real world problems that require interdisciplinary knowledge of the sciences
4. Provide a program for students preparing for licensure in comprehensive science at the secondary level

PROFESSIONAL EDUCATION REQUIREMENTS:

- 1) STEP Courses
- 2) Secondary Science Licensure Competencies:
For Biology Majors: GEO 103; one from GEO 111, 205, 311, 314; MAT 151 or 191; and PHY 211 and 212 or PHY 291 and 292.
For Chemistry Majors: BIO 111; BIO 112; GEO 103; and one from GEO 111, 205, 311, 314.
For Physics Majors: BIO 111; BIO 112; GEO 103; and one from GEO 111, 205, 311, 314.

Secondary Teacher Education Program – Comprehensive Science Curriculum

In addition to fulfilling the requirements for either a BA in Liberal Studies – Integrated Science or a BA or BS in Biology, Chemistry, or Physics, students seeking Secondary (9-12) Teaching Licensure in Comprehensive Science must complete the following courses:

Fall Junior Year

TED 445 - Cultural Diversity and Learning (formerly Diverse Learners) (25-hr. internship)

ERM 401 – Assessment I: Accountability in the Nation’s Schools (1 hr., online)

TED 401 – Child and Adolescent Development and Learning (1 hr., online)

Spring Junior Year

LIS 120 - Instructional Technology (1 hr.) (or earlier)

TED 403 – English for Speakers of Other Languages (1 hr., online)

SES 401 – Special Education (1 hr., online) (proposed 25-hour internship tied to TED 403 and SES 401)

ERM 402 - Assessment II: Standardized Tests (1 hr., online)

Fall Senior Year

TED 535 - Literacy in the Content Area (online) (or earlier)

TED 559 - Teaching Practices and Curriculum in Science (50-hr. internship)

ERM 403 - Assessment III: Classroom Assessment (1 hr., online)

Spring Senior Year

TED 465 - Student Teaching (12 hrs.)

Work into any semester

BIO 111 and 111L – Principles of Biology I

BIO 112 and 112L – Principles of Biology II (prereqs.: BIO 111 and 111L)

CHE 111 and 112 – General Chemistry I

CHE 114 and 115 – General Chemistry II (prereqs.: CHE 111 and 112)

PHY 211/212 or 291/292:

BA in Liberal Studies – Integrated Science:

PHY 211 and 211L – General Physics I

PHY 212 and 212L – General Physics II (prereqs.: PHY 211 and 211L)

BS in Chemistry:

PHY 291 and 291L – General Physics I with Calculus

PHY 292 and 292L – General Physics II with Calculus (prereqs.: PHY 291 and

291L)

BA or BS in Biology, BA in Chemistry, BA or BS in Physics:

PHY 211 and 211L or PHY 291 and 291L

PHY 212 and 212L or PHY 292 and 292L

GEO 111, 205, 311, 314 (choose one) – Geology Elective

GEO 103 – Introduction to Earth Science (**BIO, CHE, and PHY majors only**; exclude for the BA in Liberal Studies – Integrated Science)

MAT 191 – Calculus I (prereqs.: MAT 150 and 151) (**CHE, PHY, and Liberal Studies – Integrated Science majors only**; BIO majors may take MAT 151 or MAT 191)

Biology with High School Teaching Licensure in Comprehensive Science (U119) – BA (123-135 hrs)		
Name	ID	Optional Second Major or Minor

General Education Core (GEC)

Literature (GLT) _____	Historical Perspectives on Western Culture (GHP) _____	Reasoning and Discourse (GRD): ENG 101, FMS 115, or RCO 101 (choose one) _____	Natural Sciences (GNS): GLS: BIO 111 (4 sh) _____	Social and Behavioral Sciences (GSB) _____
GLT additional _____	Mathematics (GMT): MAT 151 or 191 _____ (prereq.: MAT 150)	GRD additional _____	GNS: GPS: #GEO 103 _____	GSB additional _____
Fine Arts (GFA) _____	Philosophical, Religious, Ethical Principles (GPR) _____	General Education Marker Requirements (p. 71-8 of Bulletin): <ul style="list-style-type: none"> • Four Global/Global Non-Western Perspectives (GL/GN) (one must be GN) _____ • One Speaking Intensive (SI) _____ • One Writing Intensive (WI) _____ 		

College of Arts and Sciences Additional Requirements (CAR)

*Foreign Language (GFL) _____ (101, 102, 203, 204)	GNS additional: BIO 112 (4 sh) _____	GHP/GPM or GMO (choose one) (in addition to GEC req.) _____	GSB (in addition to GEC req.) _____	Four WI (including GEC and major req.) _____
*Intermediate-level proficiency in one language (placement test or completion of course work through course number 204)				

Major Requirements/Electives

BIO 301 _____	CHE 111 and 112 (1 sh) _____	CHE 114 and 115 (1 sh) _____	BIO 355 _____	BIO 392 _____
BIO 302 (1 sh), 356 (1 sh), or 393 (1 sh) (choose at least two) _____	BIO 322 and 322L (4 sh) (fall only), 341 (4 sh) (spr. only), 354 and 354L (4 sh) (spr. only), or 370 (fall only) (choose one) _____	Additional BIO courses at or above the 200-level** for a total of 30 sh _____ (____) (____)	Highly Recommended Courses: <ul style="list-style-type: none"> • CHE 351, 352, 354 • MAT 191, 292 • STA 271, or 571 and 571L • PHY 211, 212 	
Electives sufficient to complete 122 semester hours required for degree (including a total of 36 semester hours at or above the 300-level): _____				
<ul style="list-style-type: none"> • One Speaking Intensive (SI) _____ (BIO 322) • One Writing Intensive (WI) _____ (BIO 302, 356, 393) 				
Minimum GPA of 2.00 in Biology courses completed at UNCG, with at least 6 sh taken at UNCG			** Only four hours at the 200-level may be counted toward the major	

Secondary Teacher Licensure Courses

TED 445 (formerly 545) (25-hr. internship) (fall jr. yr.) _____	ERM 401 (1 sh) (fall jr. yr.) _____	TED 401 (1 sh) (fall jr. yr.) _____	ERM 402 (1 sh) (spr. jr. yr.) _____	TED 403 (1 sh) (spr. jr. yr.) _____
SES 401 (1 sh) (spr. jr. yr.) _____	LIS 120 (1 sh) (sum. or spr. jr. yr.) _____	TED 535 (online) (sum. or fall sr. yr.) _____	TED 559 (50-hr. internship) (fall sr. yr.) _____	ERM 403 (1 sh) (fall sr. yr.) _____
TED 465 (12 sh) (student teaching) (spr. sr. yr.) _____	#GEO 111, 205, 311, or 314 (choose one) _____	#PHY 211 (4 sh) and 212 (4 sh), or 291 (4 sh) and 292 (4 sh) (choose one sequence) _____	#Required for secondary teaching licensure in comprehensive science.	

Biology with High School Teaching Licensure in Comprehensive Science (U218) – BS (134-146 hrs)		
Name _____	ID _____	Optional Second Major or Minor _____

General Education Core (GEC)

Literature (GLT) _____	Historical Perspectives on Western Culture (GHP) _____	Reasoning and Discourse (GRD): ENG 101, FMS 115, or RCO 101 (choose one) _____	Natural Sciences (GNS): GLS: BIO 111 (4 sh) _____	Social and Behavioral Sciences (GSB) _____
GLT additional _____	Mathematics (GMT): MAT 151 or 191 _____ (prereq.: MAT 150)	GRD additional _____	GNS: GPS: #GEO 103 _____	GSB additional _____
Fine Arts (GFA) _____	Philosophical, Religious, Ethical Principles (GPR) _____	General Education Marker Requirements (p. 71-8 of Bulletin): <ul style="list-style-type: none"> • Four Global/Global Non-Western Perspectives (GL/GN) (one must be GN) _____ • One Speaking Intensive (SI) _____ • One Writing Intensive (WI) _____ 		

College of Arts and Sciences Additional Requirements (CAR)

*Foreign Language (GFL) _____ (101, 102, 203, 204)	GNS additional: BIO 112 (4 sh) _____	GHP/GPM or GMO (choose one) (in addition to GEC req.) _____	GSB (in addition to GEC req.) _____	Four WI (including GEC and major req.) _____
*Intermediate-level proficiency in one language (placement test or completion of course work through course number 204)				

Major Requirements/Electives

BIO 301 _____	CHE 111 and 112 (1 sh) _____	CHE 114 and 115 (1 sh) _____	BIO 355 _____	BIO 392 _____
BIO 302 (1 sh), 356 (1 sh), or 393 (1 sh) (choose at least two) _____	BIO 322 and 322L (4 sh) (fall only), 341 (4 sh) (spr. only), 354 and 354L (4 sh) (spr. only), or 370 (fall only) (choose one) _____	At least one 500-level course _____	Additional BIO courses at or above the 200-level** for a total of 30 sh _____ () ()	CHE 351 (4 sh) (fall and sum. only) _____
CHE 352 and 354 (1 sh) (spr. and sum. only) _____	MAT 292 or STA 271 (or STA 571 and 571L) (choose one) _____	#PHY 211 (4 sh) (spr. and sum. only) and 212 (4 sh) (fall and sum. only) or PHY 291 (4 sh) (spr. only) and 292 (4 sh) (fall only) (choose one sequence) _____	Highly Recommended Courses: BIO 499 or BIO 493 (for 2+ semester hours)	
Electives sufficient to complete 122 semester hours required for degree (including a total of 36 semester hours at or above the 300-level): _____				
<ul style="list-style-type: none"> • One Speaking Intensive (SI) _____ (BIO 322) • One Writing Intensive (WI) _____ (BIO 302, 356, 393) 				
Minimum GPA of 2.00 in Biology courses completed at UNCG, with at least 6 sh taken at UNCG			** Only four hours at the 200-level may be counted toward the major	

Secondary Teacher Licensure Courses

TED 445 (formerly 545) (25-hr. internship) (fall. jr. yr.) _____	ERM 401 (1 sh) (fall jr. yr.) _____	TED 401 (1 sh) (fall jr. yr.) _____	ERM 402 (1 sh) (spr. jr. yr.) _____	TED 403 (1 sh) (spr. jr. yr.) _____
SES 401 (1 sh) (spr. jr. yr.) _____	LIS 120 (1 sh) (sum. or spr. jr. yr.) _____	TED 535 (online) (sum. or fall sr. yr.) _____	TED 559 (50-hr. internship) (fall sr. yr.) _____	ERM 403 (1 sh) (fall sr. yr.) _____
TED 465 (12 sh) (student teaching) (spr. sr. yr.) _____	#GEO 111, 205, 311, or 314 (choose one) _____	#PHY 211 (4 sh) and 212 (4 sh), or 291 (4 sh) and 292 (4 sh) (choose one sequence) _____	#Required for secondary teaching licensure in comprehensive science.	

Chemistry with High School Teaching Licensure in Comprehensive Science (U125) – BA (122 hrs)		
Name	ID	Optional Second Major or Minor

General Education Core (GEC)

Natural Sciences (GNS): GPS: CHE 111 and 112 (1 sh) _____	Historical Perspectives on Western Culture (GHP) _____	Reasoning and Discourse (GRD): ENG 101, FMS 115, or RCO 101 (choose one) _____	Literature (GLT) _____	Social and Behavioral Sciences (GSB) _____
Additional GNS: PHY 211 (4 sh) _____	Mathematics (GMT): MAT 191 _____ (prereq.: MAT 150, 151)	GRD additional _____	GLT additional _____	GSB additional _____
Fine Arts (GFA) _____	Philosophical, Religious, Ethical Principles (GPR) _____	General Education Marker Requirements (p. 71-8 of Bulletin): <ul style="list-style-type: none"> • Four Global/Global Non-Western Perspectives (GL/GN) (one must be GN) _____ • One Speaking Intensive (SI) _____ • One Writing Intensive (WI) _____ 		

College of Arts and Sciences Additional Requirements (CAR)

*Foreign Language (GFL) _____ (101, 102, 203, 204)	GNS: GLS: #BIO 111 (4 sh) _____	GHP/GPM or GMO (choose one) (in addition to GEC req.) _____	GSB (in addition to GEC req.) _____	Four WI (including GEC and major req.) _____ _____
*Intermediate-level proficiency in one language (placement test or completion of course work through course number 204)				

**Major Requirements/Electives

CHE 114 and 115 (1 sh) _____	CHE 331 and 333 (1 sh) (fall only) _____	CHE 342 (formerly 242) _____	CHE 351 (4 sh) (fall and sum. only) _____	CHE 352 and 354 (1 sh) (spr. and sum. only) _____
CHE 372 (2 sh) (spr. only) _____	CHE 401 (audit) (sr. only) _____	CHE 402 (1 sh) _____	CHE 420 (or 556 and 557) (fall only), 442 (spr. only), 481 (fall only), 531 (spr. only), 536 (spr. only), or 553 (fall only) (choose one) _____	
MAT 292 _____	PHY 212 (4 sh) (fall and sum. only) _____		CHE 406 (4 sh) (fall only) or 461 (4 sh) (fall only) (choose one) _____	
Electives sufficient to complete 122 semester hours required for degree (including a total of 36 semester hours at or above the 300-level): _____				
<ul style="list-style-type: none"> • One Speaking Intensive (SI) _____ (CHE 402) • One Writing Intensive (WI) _____ (CHE 333) 				
**Only courses fulfilling major requirements in which a C- or better is earned may count toward the major.				

Secondary Teacher Licensure Courses

TED 445 (formerly 545) (25-hr. internship) (fall. jr. yr.) _____	ERM 401 (1 sh) (fall jr. yr.) _____	TED 401 (1 sh) (fall jr. yr.) _____	ERM 402 (1 sh) (spr. jr. yr.) _____	TED 403 (1 sh) (spr. jr. yr.) _____
SES 401 (1 sh) (spr. jr. yr.) _____	LIS 120 (1 sh) (sum. or spr. jr. yr.) _____	TED 535 (online) (sum. or fall sr. yr.) _____	TED 559 (50-hr. internship) (fall sr. yr.) _____	ERM 403 (1 sh) (fall sr. yr.) _____
TED 465 (12 sh) (student teaching) (spr. sr. yr.) _____	#BIO 112 (4 sh) _____	#GEO 111, 205, 311, or 314 (choose one) _____	#GEO 103 _____	#Required for secondary teaching licensure in comprehensive science.

Chemistry with High School Teaching Licensure in Comprehensive Science (U126) – BS (122 hrs)

Name	ID	Optional Second Major or Minor
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General Education Core (GEC)

Natural Sciences (GNS): CHE 111 and 112 (1 sh) _____	Historical Perspectives on Western Culture (GHP) _____	Reasoning and Discourse (GRD): ENG 101, FMS 115, or RCO 101 (choose one) _____	Literature (GLT) _____	Social and Behavioral Sciences (GSB) _____
Additional GNS: PHY 291 (4 sh) _____	Mathematics (GMT): MAT 191 _____ (prereq.: MAT 150, 151)	GRD additional _____	GLT additional _____	GSB additional _____
Fine Arts (GFA) _____	Philosophical, Religious, Ethical Principles (GPR) _____	General Education Marker Requirements (p. 71-8 of Bulletin): <ul style="list-style-type: none"> • Four Global/Global Non-Western Perspectives (GL/GN) (one must be GN) _____ • One Speaking Intensive (SI) _____ • One Writing Intensive (WI) _____ 		

College of Arts and Sciences Additional Requirements (CAR)

*Foreign Language (GFL) _____ (101, 102, 203, 204)	GLS: #BIO 111 (4 sh) _____	GHP/GPM or GMO (choose one) (in addition to GEC req.) _____	GSB (in addition to GEC req.) _____	Four WI (including GEC and major req.) _____ _____
*Intermediate-level proficiency in one language (placement test or completion of course work through course number 204)				

****Major Requirements/Electives**

CHE 114 and 115 (1 sh) _____	CHE 331 and 333 (1 sh) (fall only) _____	CHE 342 (formerly 242) _____	CHE 351 (4 sh) (fall and sum. only) _____	CHE 352 and 354 (1 sh) (spr. and sum. only) _____
CHE 372 (2 sh) (spr. only) _____	CHE 401 (audit) (sr. only) _____	CHE 402 (1 sh) _____	CHE 420 (or 556 and 557) (fall only) _____	CHE 442 (spr. only) _____
MAT 292 _____	MAT 293 _____	PHY 292 (4 sh) _____	CHE 461 and 463 (4 sh) (fall only) _____	CHE 462 and 464 (4 sh) (spr. only) _____
CHE 481 (2 sh) (fall only) _____	CHE 531 and 533 (1 sh) (spr. only) _____	Electives sufficient to complete 122 semester hours required for degree (including a total of 36 semester hours at or above the 300-level): _____		
<ul style="list-style-type: none"> • One Speaking Intensive (SI) _____ (CHE 402) • One Writing Intensive (WI) _____ (CHE 333, 481, 533) 				
**Only courses fulfilling major requirements in which a C- or better is earned may count toward the major.				

Secondary Teacher Licensure Courses

TED 445 (formerly 545) (25-hr. internship) (fall. jr. yr.) _____	ERM 401 (1 sh) (fall jr. yr.) _____	TED 401 (1 sh) (fall jr. yr.) _____	ERM 402 (1 sh) (spr. jr. yr.) _____	TED 403 (1 sh) (spr. jr. yr.) _____
SES 401 (1 sh) (spr. jr. yr.) _____	LIS 120 (1 sh) (sum. or spr. jr. yr.) _____	TED 535 (online) (sum. or fall sr. yr.) _____	TED 559 (50-hr. internship) (fall sr. yr.) _____	ERM 403 (1 sh) (fall sr. yr.) _____
TED 465 (12 sh) (student teaching) (spr. sr. yr.) _____	#BIO 112 (4 sh) _____	#GEO 111, 205, 311, or 314 (choose one) _____	#GEO 103 _____	#Required for secondary teaching licensure in comprehensive science.

Physics with High School Teaching Licensure in Comprehensive Science (U195) – BA (127-139 hrs)		
Name _____	ID _____	Optional Second Major or Minor _____

General Education Core (GEC)

Literature (GLT) _____	Historical Perspectives on Western Culture (GHP) _____	Reasoning and Discourse (GRD): ENG 101, FMS 115, or RCO 101 (choose one) _____	Natural Sciences (GNS): GPS: PHY 291 (4 sh) or 211 (4 sh) (choose one) _____	Social and Behavioral Sciences (GSB) _____
GLT additional _____	Mathematics (GMT): MAT 191 _____ (prereq.: MAT 150, 151)	GRD additional _____	GNS additional: #GEO 103 _____	GSB additional _____
Fine Arts (GFA) _____	Philosophical, Religious, Ethical Principles (GPR) _____	General Education Marker Requirements (p. 71-8 of Bulletin): <ul style="list-style-type: none"> • Four Global/Global Non-Western Perspectives (GL/GN) (one must be GN) _____ • One Speaking Intensive (SI) _____ • One Writing Intensive (WI) _____ 		

College of Arts and Sciences Additional Requirements (CAR)

*Foreign Language (GFL) _____ (101, 102, 203, 204)	GHP/GPM or GMO (choose one) (in addition to GEC req.) _____	Any GLS course (in addition to GEC req.): #BIO 111 (4 sh) _____	GSB (from a different department) (in addition to GEC req.) _____	Four WI (including GEC and major req.) _____
*Intermediate-level proficiency in one language (placement test or completion of course work through course number 204)				

Major Requirements/Electives

Choose one sequence: _____ <ul style="list-style-type: none"> • If took PHY 291 to fulfill GEC req.: PHY 292 (4 sh) • If took PHY 211 to fulfill GEC req.: PHY 212 (4 sh) 	PHY 321 (spr. only) _____	PHY 323 (fall only) _____	PHY 325 (fall only) _____	PHY 401 (spr. only; sr. only) _____
PHY 327 (alt. fall only), 412 (alt. spr. only), or 413 (alt. spr. only) (choose one) _____	PHY 294 (1 sh), 321L (1 sh) (spr. only), 323L (1 sh) (fall only), 325L (1 sh) (fall only), or 395 (1 sh) (choose at least three) _____	CHE 111 and 112 (1 sh) _____	CHE 114 and 115 (1 sh) _____	CSC 130 _____
MAT 292 _____	MAT 293 _____	MAT 390 _____	MAT 394 _____	Minimum GPA of 2.00 in required PHY and MAT courses
Electives sufficient to complete 122 semester hours required for degree (including a total of 36 semester hours at or above the 300-level): _____				
<ul style="list-style-type: none"> • One Speaking Intensive (SI) _____ (PHY 401) • One Writing Intensive (WI) _____ (PHY 321L, 323L, 325L) 				

Secondary Teacher Licensure Courses

TED 445 (formerly 545) (25-hr. internship) (fall. jr. yr.) _____	ERM 401 (1 sh) (fall jr. yr.) _____	TED 401 (1 sh) (fall jr. yr.) _____	ERM 402 (1 sh) (spr. jr. yr.) _____	TED 403 (1 sh) (spr. jr. yr.) _____
SES 401 (1 sh) (spr. jr. yr.) _____	LIS 120 (1 sh) (sum. or spr. jr. yr.) _____	TED 535 (online) (sum. or fall sr. yr.) _____	TED 559 (50-hr. internship) (fall sr. yr.) _____	ERM 403 (1 sh) (fall sr. yr.) _____
TED 465 (12 sh) (student teaching) (spr. sr. yr.) _____	#BIO 112 (4 sh) _____	#GEO 111, 205, 311, or 314 (choose one) _____	#Required for secondary teaching licensure in comprehensive science.	

Physics with High School Teaching Licensure in Comprehensive Science (U196) – BS (137-149 hrs)		
Name	ID	Optional Second Major or Minor

General Education Core (GEC)

Literature (GLT) _____	Historical Perspectives on Western Culture (GHP) _____	Reasoning and Discourse (GRD): ENG 101, FMS 115, or RCO 101 (choose one) _____	Natural Sciences (GNS): GPS: PHY 291 (4 sh) or 211 (4 sh) (choose one) _____	Social and Behavioral Sciences (GSB) _____
GLT additional _____	Mathematics (GMT): MAT 191 _____ (prereq.: MAT 150, 151)	GRD additional _____	GNS additional: #GEO 103 _____	GSB additional _____
Fine Arts (GFA) _____	Philosophical, Religious, Ethical Principles (GPR) _____	General Education Marker Requirements (p. 71-8 of Bulletin): <ul style="list-style-type: none"> • Four Global/Global Non-Western Perspectives (GL/GN) (one must be GN) _____ • One Speaking Intensive (SI) _____ • One Writing Intensive (WI) _____ 		

College of Arts and Sciences Additional Requirements (CAR)

*Foreign Language (GFL) _____ (101, 102, 203, 204)	GHP/GPM or GMO (choose one) (in addition to GEC req.) _____	Any GLS course (in addition to GEC req.): #BIO 111 (4 sh) _____	GSB (from a different department) (in addition to GEC req.) _____	Four WI (including GEC and major req.) _____
*Intermediate-level proficiency in one language (placement test or completion of course work through course number 204)				

Major Requirements/Electives

Choose one sequence: _____ <ul style="list-style-type: none"> • If took PHY 291 to fulfill GEC req.: PHY 292 (4 sh) • If took PHY 211 to fulfill GEC req.: PHY 212 (4 sh) 	PHY 321 (spr. only) _____	PHY 323 (fall only) _____	PHY 325 (fall only) _____	PHY 401 (spr. only; sr. only) _____
PHY 327 (alt. fall only), 412 (alt. spr. only), or 413 (alt. spr. only) (choose one) _____	PHY 294 (1 sh), 321L (1 sh) (spr. only), 323L (1 sh) (fall only), 325L (1 sh) (fall only), or 395 (1 sh) (choose at least three) _____	PHY 330 (alt. spr. only), 421 (alt. spr. only), 423, 426 (spr. only), 543 (alt. fall only), and one additional course (PHY 294 (1 sh), 321L (1 sh) (spr. only), 323L (1 sh) (fall only), 325L (1 sh) (fall only), or 395 (1 sh) (in addition to any already taken)) (choose at least three) _____	CHE 111 and 112 (1 sh) _____	CHE 114 and 115 (1 sh) _____
CSC 130 _____	MAT 292 _____	MAT 293 _____	MAT 390 _____	MAT 394 _____
Electives sufficient to complete 122 semester hours required for degree (including a total of 36 semester hours at or above the 300-level): _____				
<ul style="list-style-type: none"> • One Speaking Intensive (SI) _____ (PHY 401) • One Writing Intensive (WI) _____ (PHY 321L, 323L, 325L) 				
Minimum GPA of 2.00 in required PHY and MAT courses				

Secondary Teacher Licensure Courses

TED 445 (formerly 545) (25-hr. internship) (fall. jr. yr.) _____	ERM 401 (1 sh) (fall jr. yr.) _____	TED 401 (1 sh) (fall jr. yr.) _____	ERM 402 (1 sh) (spr. jr. yr.) _____	TED 403 (1 sh) (spr. jr. yr.) _____
SES 401 (1 sh) (spr. jr. yr.) _____	LIS 120 (1 sh) (sum. or spr. jr. yr.) _____	TED 535 (online) (sum. or fall sr. yr.) _____	TED 559 (50-hr. internship) (fall sr. yr.) _____	ERM 403 (1 sh) (fall sr. yr.) _____
TED 465 (12 sh) (student teaching) (spr. sr. yr.) _____	#BIO 112 (4 sh) _____	#GEO 111, 205, 311, or 314 (choose one) _____	#Required for secondary teaching licensure in comprehensive science.	

Special Programs in Liberal Studies – Integrated Science Concentration with Secondary Science Licensure (U834) – BA (122 hrs.)		
Name	ID	Optional Second Major or Minor

General Education Core (GEC)

Literature (GLT) _____	Historical Perspectives on Western Culture (GHP) _____	Reasoning and Discourse (GRD): ENG 101, FMS 115, or RCO 101 (choose one) _____	Natural Sciences (GNS): GPS: CHE 111 and 112 (1 sh) _____	Social and Behavioral Sciences (GSB) _____
GLT additional _____	Mathematics (GMT): MAT 191 _____ (prereq.: MAT 150, 151)	GRD additional _____	GNS additional: PHY 211 (4 sh) _____	GSB additional _____
Fine Arts (GFA) _____	Philosophical, Religious, Ethical Principles (GPR) _____	General Education Marker Requirements (p. 71-8 of Bulletin): <ul style="list-style-type: none"> • Four Global/Global Non-Western Perspectives (GL/GN) (one must be GN) _____ • One Speaking Intensive (SI) _____ • One Writing Intensive (WI) _____ 		

College of Arts and Sciences Additional Requirements (CAR)

*Foreign Language (GFL) _____ (101, 102, 203, 204)	GHP/GPM or GMO (choose one) (in addition to GEC req.) _____	GLS course (in addition to GEC req.): BIO 111 (4 sh) _____	GSB (in addition to GEC req.) _____	Four WI (including GEC and major req.) _____
*Intermediate-level proficiency in one language (placement test or completion of course work through course number 204)				

Major Requirements/Electives

ISC 111 _____	ISC 211 _____	BIO 112 (4 sh) _____	CHE 114 and 115 (1 sh) _____	GEO 106 and 106L (4 sh) _____
GEO 311 and 311L (4 sh) _____	PHY 212 (4 sh) _____	10-13 sh in <u>one</u> of the following disciplines: _____ (____) (____) Biology (12 sh): BIO 301, 302 (1 sh), 355, 356 (1 sh), 392, and 393 (1 sh) Chemistry (11 sh): CHE 205 and 206 (1 sh) (fall) (or 351 (4 sh) (fall and sum.)), and CHE 372 (2 sh) (spr.), 406 (4 sh) (fall), and 407 (1 sh) (fall) Geography (13 sh): GEO 314 and 314 L (1 sh), and <u>three</u> from GEO 305, 330, 359, 510, and 511 Physics and Astronomy (10 sh): AST 209 (fall); and PHY 321 (spr.), 321L (1 sh) (spr.), and 345		
BIO 499; CHE 491 or 492; GEO 490; PHY 495 (choose one) _____	STA 271 _____	Electives sufficient to complete 122 semester hours required for degree (including a total of 36 semester hours at or above the 300-level): _____		
<ul style="list-style-type: none"> • One Speaking Intensive (SI) _____ • One Writing Intensive (WI) _____ 				
Minimum GPA of 2.50 in the science courses in the major is required for the degree.		Only courses fulfilling major and related-area requirements in which a C or better is earned may count toward the degree.		

Secondary Teacher Licensure Courses

TED 445 (formerly 545) (25-hr. internship) (fall. jr. yr.) _____	ERM 401 (1 sh) (fall jr. yr.) _____	TED 401 (1 sh) (fall jr. yr.) _____	ERM 402 (1 sh) (spr. jr. yr.) _____	TED 403 (1 sh) (spr. jr. yr.) _____
SES 401 (1 sh) (spr. jr. yr.) _____	LIS 120 (1 sh) (sum. or spr. jr. yr.) _____	TED 535 (online) (sum. or fall sr. yr.) _____	TED 559 (50-hr. internship) (fall sr. yr.) _____	ERM 403 (1 sh) (fall sr. yr.) _____
TED 465 (12 sh) (student teaching) (spr. sr. yr.) _____				

ENGLISH

UNDERGRADUATE SECONDARY ENGLISH EDUCATION PROGRAM

PROGRAM PHILOSOPHY:

The Undergraduate Secondary English Education Program is designed to produce highly skilled teachers for the profession. The program provides opportunities for the prospective teacher to become effective in the classroom, meeting the demands of a challenging and changing educational environment and satisfying state licensure requirements. We see our program as a community where students and teachers apply theoretical concepts, practice strategies and develop teaching approaches. The teacher in this community uses her knowledge to help support students in becoming critical, conscious thinkers. The classroom we envision is a community as well as where students are actively engaged in making knowledge, not merely receiving it. We promote in our courses this sort of consciousness and activity among students. We recognize that when students become critical thinkers themselves, they learn how to nurture critical thinking among students they will teach.

The Undergraduate Secondary English Education Program is grounded in a thorough preparation in the liberal arts, professional studies, and in specialty courses--all of which form a dynamic collaboration that combines theory and practice, content and skill. Our emphasis on a strong background in liberal arts and in English in particular is supported by many recent recommendations for improving teacher education programs nationally, including the influential 1986 Carnegie Commission report, which calls for a fifth year of professional preparation: "Four years is not enough time to master the subjects to be taught and acquire the skills to teach them. The undergraduate years should be wholly devoted to a broad liberal education and a thorough grounding in the subjects to be taught"(73). The intent of the recommendation is clearly to strengthen the training within subject matter areas and to provide students a broad base from which to develop teaching strategies. Our requirements allow students to acquire that kind of broad knowledge of their subject as well as practice in applying it within a four-year program.

PROFESSIONAL EDUCATION REQUIREMENTS:

- 1) STEP Courses
- 2) Secondary English Licensure Competencies: ENG 321 and 322

Secondary Teacher Education Program – Secondary English Curriculum

In addition to fulfilling the requirements for a BA in English, students seeking Secondary (9-12) Teaching Licensure in English must complete the following courses:

Fall Junior Year

TED 445 - Cultural Diversity and Learning (formerly Diverse Learners) (25-hr. internship)

ERM 401 – Assessment I: Accountability in the Nation’s Schools (1 hr., online)

TED 401 – Child and Adolescent Development and Learning (1 hr., online)

Spring Junior Year

LIS 120 - Instructional Technology (1 hr.) (or earlier)

TED 403 – English for Speakers of Other Languages (1 hr., online)

SES 401 – Special Education (1 hr., online) (proposed 25-hour internship tied to TED 403 and SES 401)

ERM 402 - Assessment II: Standardized Tests (1 hr., online)

Fall Senior Year

TED 535 - Literacy in the Content Area (online) (or earlier)

TED 551 - Teaching Practices and Curriculum in English (50-hr. internship)

ERM 403 - Assessment III: Classroom Assessment (1 hr., online)

Spring Senior Year

TED 465 - Student Teaching (12 hrs.)

Work into any semester

ENG 321 – Linguistics for Teachers

ENG 322 – The Teaching of Writing (prereq. or coreq.: ENG 321)

English with High School Teaching Licensure (U157) – BA (122 hrs)

Name	ID	Optional Second Major or Minor
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General Education Core (GEC)

**Literature (GLT) _____	Historical Perspectives on Western Culture (GHP) _____	Reasoning and Discourse (GRD): ENG 101, FMS 115, or RCO 101 (choose one) _____	Natural Sciences (GNS) (laboratory course) _____	Social and Behavioral Sciences (GSB) _____
**GLT additional _____	Mathematics (GMT) _____	GRD additional _____	GNS additional (from different department) _____	GSB additional _____
Fine Arts (GFA) _____	Philosophical, Religious, Ethical Principles (GPR) _____	General Education Marker Requirements (p. 71-8 of Bulletin): <ul style="list-style-type: none"> • Four Global/Global Non-Western Perspectives (GL/GN) (one must be GN) _____ • One Speaking Intensive (SI) _____ • One Writing Intensive (WI) _____ 		

College of Arts and Sciences Additional Requirements (CAR)

*Foreign Language (GFL) _____ (101, 102, 203, 204)	GHP/GPM or GMO (choose one) (in addition to GEC req.) _____	GNS/GLS or GPS (choose one) (in addition to GEC req.) _____	GSB (in addition to GEC req.) _____	Four WI (including GEC and major req.) _____
*Intermediate-level proficiency in one language (placement test or completion of course work through course number 204)				

******Major Requirements/Electives**

**Medieval to Enlightenment (choose one): ENG 211, 213, 251 _____	**Romantic to Postmodern (choose one): ENG 212, 214, 252 _____	World (choose one): ENG 201, 202, 204, 209, 315, 316 _____	ENG 303 _____	ENG 305 _____
***Pre-1800 (choose two): ENG 332, 336, 337, 338, 339 (or 340 or 540), 342, 343, 360, 372, 381, 450, 510, 537, 541, or 561 _____		Post-1800 (choose one): ENG 315, 316, 331, 333, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 358, 359, 373, 374, 375, 376, 377, 378, 379, 380, 382, 451, 545, 550, 558, 559, 563, 564, 565, or 582 _____		Choose two courses at or above the 200-level: ENG 321 _____ ENG 322 _____
Course counts as a GLT. *Only one course may be in Shakespeare.		****Only courses fulfilling major requirements in which a C- or better is earned may count toward the major.		
Electives sufficient to complete 122 semester hours required for degree (including a total of 36 semester hours at or above the 300-level): _____				
<ul style="list-style-type: none"> • One Speaking Intensive (SI) _____ (ENG 303 in spr.) • One Writing Intensive (WI) _____ (ENG 322) 				

Secondary Teacher Licensure Courses

TED 445 (25-hr. internship) (fall. jr. yr.) _____	ERM 401 (1 sh, online) (fall jr. yr.) _____	TED 401 (1 sh, online) (fall jr. yr.) _____	ERM 402 (1 sh, online) (spr. jr. yr.) _____	TED 403 (1 sh, online) (spr. jr. yr.) _____
SES 401 (1 sh, online) (spr. jr. yr.) _____	LIS 120 (1 sh) (sum. or spr. jr. yr.) _____	TED 535 (sum. or fall sr. yr.) _____	TED 551 (50-hr. internship) (fall sr. yr.) _____	ERM 403 (1 sh, online) (fall sr. yr.) _____
TED 465 (12 sh) (student teaching) (spr. sr. yr.) _____				

MATHEMATICS

UNDERGRADUATE SECONDARY MATHEMATICS EDUCATION PROGRAM

DEPARTMENT MISSION:

The mission of the Department of Mathematics and Statistics at the University of North Carolina at Greensboro is to provide intellectual leadership in the mathematical sciences that is of direct benefit to the State of North Carolina and that commands national and international respect for the quality of its educational programs and for its depth of scholarship.

PROGRAM CURRICULUM INFORMATION:

The Undergraduate Secondary Mathematics Education Program has its own handbook offering information on required courses, admissions processes, and a proposed plan of study. The *Secondary Mathematics Teacher Licensure Handbook* may be found at <http://www.uncg.edu/mat/undergraduate/LicensureHandbook.pdf>.

DEPARTMENT GOALS:

The Department of Mathematics and Statistics is committed to offering well-rounded academic programs, which will provide graduates with competitive job skills, to contributing to the advancement of knowledge and techniques in Mathematics and Statistics through an active research program and to:

- 1) Providing flexible, solid undergraduate and graduate programs emphasizing both theoretical and applied skills, which challenge the intellect and cater to the diverse interests of our students.
- 2) Building and maintaining a first-rate, enthusiastic and vigorous faculty across the broad spectrum of mathematical sciences with the aims that each individual is internationally recognized for the depth and originality of his or her contributions and that collaborations lead to an environment that enhances combined contributions.
- 3) Being a resource in the mathematical sciences for other disciplines whose own activities have an ever-increasing need for the power of mathematics and statistics and to encourage and promote interdisciplinary partnerships, both on campus and in the larger research community.
- 4) Advancing our role in providing high quality training in mathematics teacher education to supply the anticipated need for well-prepared, competent elementary and secondary school mathematics teachers.
- 5) Providing service to the university, community and profession.

PROFESSIONAL EDUCATION REQUIREMENTS:

- 1) STEP Courses
- 2) Secondary Mathematics Licensure Competencies:
 - MAT 330 (fall, jr. yr.)
 - MAT 405 (spring, jr. yr.)
 - TED 558 (spring, jr. yr.)
 - TED 557 (fall, sr. yr.)
 - MAT 406 (fall, sr. yr.)

Secondary Teacher Education Program – Secondary Mathematics Curriculum

In addition to fulfilling the requirements for either a BA in Mathematics or a BS in Applied Mathematics, Computer Science, Pure Mathematics, or Statistics, students seeking Secondary (9-12) Teaching Licensure in Mathematics must complete the following courses:

Fall Junior Year

TED 445 - Cultural Diversity and Learning (formerly Diverse Learners) (25-hr. internship)

ERM 401 – Assessment I: Accountability in the Nation’s Schools (1 hr., online)

TED 401 – Child and Adolescent Development and Learning (1 hr., online)

MAT 330 – Axiomatic Foundations of Geometry

Spring Junior Year

LIS 120 - Instructional Technology (1 hr.) (or earlier)

TED 403 – English for Speakers of Other Languages (1 hr., online)

SES 401 – Understanding and Teaching Students with Disabilities (1 hr., online) (25-hour internship tied to TED 403 and SES 401)

ERM 402 - Assessment II: Standardized Tests (1 hr., online)

TED 558 – Pedagogical Content Knowledge for Teaching Mathematics I

MAT 405 – Foundations of Mathematics for Teaching I (prereq.: MAT 310)

Fall Senior Year

TED 535 - Literacy in the Content Area (online) (or earlier)

TED 557 – Pedagogical Content Knowledge for Teaching Mathematics II (50-hr. internship)

ERM 403 - Assessment III: Classroom Assessment (1 hr., online)

MAT 406 – Foundation of Mathematics for Teaching II (prereq.: MAT 330)

Spring Senior Year

TED 465 - Student Teaching (12 hrs.)

Mathematics with High School Teaching Licensure (U183) – BA (122 hrs)		
Name	ID	Optional Second Major or Minor

General Education Core (GEC)

Literature (GLT) _____	Historical Perspectives on Western Culture (GHP) _____	Reasoning and Discourse (GRD): ENG 101, FMS 115, or RCO 101 (choose one) _____	Natural Sciences (GNS) (laboratory course) _____	Social and Behavioral Sciences (GSB) _____
GLT additional _____	Mathematics (GMT): MAT 191 _____ (Prereq.: MAT 150, 151)	GRD additional _____	GNS additional (from different department) _____	GSB additional _____
Fine Arts (GFA) _____	Philosophical, Religious, Ethical Principles (GPR) _____	General Education Marker Requirements (p. 71-8 of Bulletin): <ul style="list-style-type: none"> • Four Global/Global Non-Western Perspectives (GL/GN) (one must be GN) _____ • One Speaking Intensive (SI) _____ • One Writing Intensive (WI) _____ 		

College of Arts and Sciences Additional Requirements (CAR)

*Foreign Language (GFL) _____ (101, 102, 203, 204)	GHP/GPM or GMO (choose one) (in addition to GEC req.) _____	GNS/GLS or GPS (choose one) (in addition to GEC req.) _____	GSB (in addition to GEC req.) _____	Four WI (including GEC and major req.) _____
*Intermediate-level proficiency in one language (placement test or completion of course work through course number 204)				

Major Requirements/Electives

MAT 253 _____	MAT 292 _____	MAT 293 _____	MAT 310 _____	MAT 390 (spr. only) _____
STA 290 _____	MAT 394 _____	MAT 311 _____	MAT 395 (fall only) _____	One 500-level MAT course (excluding MAT 503, 504, 505, and 513) _____
Electives sufficient to complete 122 semester hours required for degree (including a total of 36 semester hours at or above the 300-level): _____				
<ul style="list-style-type: none"> • One Speaking Intensive (SI): _____ (MAT 490 (1 sh) (sr. only)) • One Writing Intensive (WI): _____ (MAT 311) 				
Minimum GPA of 2.50 in required MAT/STA courses taken at UNCG				
If considering graduate studies in mathematics, then encouraged to take the following courses: <ul style="list-style-type: none"> • MAT 591, 592, 595, or 596 (choose at least two) • MAT 514, 515, 516, 517, 518, 522, 531, 532, 540, 541, 542, 545, 546, 549, 556, 591, 592, 595, or 596 (choose at least two) 				

Secondary Teacher Licensure Courses

TED 445 (formerly 545) (25-hr. internship) (fall. jr. yr.) _____	ERM 401 (1 sh) (fall jr. yr.) _____	TED 401 (1 sh) (fall jr. yr.) _____	ERM 402 (1 sh) (spr. jr. yr.) _____	TED 403 (1 sh) (spr. jr. yr.) _____
SES 401 (1 sh) (spr. jr. yr.) _____	#TED 558 (spr. jr. yr.) _____	LIS 120 (1 sh) (sum. or spr. jr. yr.) _____	TED 535 (online) (sum. or fall sr. yr.) _____	TED 557 (50-hr. internship) (fall sr. yr.) _____
ERM 403 (1 sh) (fall sr. yr.) _____	TED 465 (12 sh) (student teaching) (spr. sr. yr.) _____	#MAT 330 (fall jr. yr.) _____	#MAT 405 (spr. jr. yr.) _____	#MAT 406 (fall sr. yr.) _____

#Required for Standard Professional I License in Secondary Mathematics.

Mathematics (Applied Mathematics Concentration) with High School Teaching Licensure (U850) – BS (122 hrs)		
Name	ID	Optional Second Major or Minor

General Education Core (GEC)

Literature (GLT) _____	Historical Perspectives on Western Culture (GHP) _____	Reasoning and Discourse (GRD): ENG 101, FMS 115, or RCO 101 (choose one) _____	Natural Sciences (GNS) (laboratory course) _____	Social and Behavioral Sciences (GSB) _____
GLT additional _____	Mathematics (GMT): MAT 191 _____ (Prereq.: MAT 150, 151)	GRD additional _____	GNS additional (from different department) _____	GSB additional _____
Fine Arts (GFA) _____	Philosophical, Religious, Ethical Principles (GPR) _____	General Education Marker Requirements (p. 71-8 of Bulletin): <ul style="list-style-type: none"> • Four Global/Global Non-Western Perspectives (GL/GN) (one must be GN) _____ • One Speaking Intensive (SI) _____ • One Writing Intensive (WI) _____ 		

College of Arts and Sciences Additional Requirements (CAR)

*Foreign Language (GFL) _____ (101, 102, 203, 204)	GHP/GPM or GMO (choose one) (in addition to GEC req.) _____	GNS/GLS or GPS (choose one) (in addition to GEC req.) _____	GSB (in addition to GEC req.) _____	Four WI (including GEC and major req.) _____
*Intermediate-level proficiency in one language (placement test or completion of course work through course number 204)				

Major Requirements/Electives

Mat 253 _____	MAT 292 _____	MAT 293 _____	MAT 310 _____	MAT 390 (spr. only) _____
STA 290 _____	MAT 394 _____	MAT 311 _____	MAT 395 (fall only) _____	MAT 522, 531, 532, 540, 545, 546, 549, or 556 (choose one) _____
MAT 522, 531, 532, 540, 545, 546, 549, 556 (excluding the one already taken); CSC 523, 524, 526; STA 551, 552 (choose one) _____	PHY 291 (4 sh) (spr. only) and 292 (4 sh) (fall only); CHE 111 and 112 (1 sh) and 114 and 115 (1 sh); or BIO 111 (4 sh) and 112 (4 sh) (choose one sequence) _____	Any MAT course at or above the 200-level (excluding MAT 220, 303, 304, 503, 504, 505, 513); CSC 261, 322, 330, 523, 524, 526, 529, 539, 553, 555, 561; STA 351, 352, 551, 552, 573, 574, 575; ECO 301, 319, 351; PHY 323, 325, 423, 426; CHE 242, 461, 462 (choose three) _____		
Electives sufficient to complete 122 semester hours required for degree (including a total of 36 semester hours at or above the 300-level): _____				
<ul style="list-style-type: none"> • One Speaking Intensive (SI) _____ (MAT 490 (1 sh) (sr. only)) • One Writing Intensive (WI) _____ (MAT 311) 				
Minimum GPA of 2.50 in required MAT/STA courses taken at UNCG				
If considering graduate studies in mathematics, then encouraged to take the following courses: <ul style="list-style-type: none"> • MAT 591, 592, 595, or 596 (choose at least two) • MAT 514, 515, 516, 517, 518, 522, 531, 532, 540, 541, 542, 545, 546, 549, 556, 591, 592, 595, or 596 (choose at least two) 				

Secondary Teacher Licensure Courses

TED 445 (formerly 545) (25-hr. internship) (fall. jr. yr.) _____	ERM 401 (1 sh) (fall jr. yr.) _____	TED 401 (1 sh) (fall jr. yr.) _____	ERM 402 (1 sh) (spr. jr. yr.) _____	TED 403 (1 sh) (spr. jr. yr.) _____
SES 401 (1 sh) (spr. jr. yr.) _____	#TED 558 (spr. jr. yr.) _____	LIS 120 (1 sh) (sum. or spr. jr. yr.) _____	TED 535 (online) (sum. or fall sr. yr.) _____	TED 557 (50-hr. internship) (fall sr. yr.) _____
ERM 403 (1 sh) (fall sr. yr.) _____	TED 465 (12 sh) (student teaching) (spr. sr. yr.) _____	#MAT 330 (fall jr. yr.) _____	#MAT 405 (spr. jr. yr.) _____	#MAT 406 (fall sr. yr.) _____
#Required for Standard Professional I License in Secondary Mathematics.				

Mathematics (Computer Science Concentration) with High School Teaching Licensure (U854) – BS (122 hrs)

Name _____	ID _____	Optional Second Major or Minor _____
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General Education Core (GEC)

Literature (GLT) _____	Historical Perspectives on Western Culture (GHP) _____	Reasoning and Discourse (GRD): ENG 101, FMS 115, or RCO 101 (choose one) _____	Natural Sciences (GNS) (laboratory course) _____	Social and Behavioral Sciences (GSB) _____
GLT additional _____	Mathematics (GMT): MAT 191 _____ (Prereq.: MAT 150, 151)	GRD additional _____	GNS additional (from different department) _____	GSB additional _____
Fine Arts (GFA) _____	Philosophical, Religious, Ethical Principles (GPR) _____	General Education Marker Requirements (p. 71-8 of Bulletin): <ul style="list-style-type: none"> • Four Global/Global Non-Western Perspectives (GL/GN) (one must be GN) _____ • One Speaking Intensive (SI) _____ • One Writing Intensive (WI) _____ 		

College of Arts and Sciences Additional Requirements (CAR)

*Foreign Language (GFL) _____ (101, 102, 203, 204)	GHP/GPM or GMO (choose one) (in addition to GEC req.) _____	GNS/GLS or GPS (choose one) (in addition to GEC req.) _____	GSB (in addition to GEC req.) _____	Four WI (including GEC and major req.) _____
*Intermediate-level proficiency in one language (placement test or completion of course work through course number 204)				

Major Requirements/Electives

CSC 130 _____	MAT 253 or 353 (choose one) _____	MAT 292 _____	CSC 230 _____	MAT 293 _____
CSC 330 _____	MAT 310 _____	MAT 390 (spr. only) _____	STA 290 _____	MAT 394 _____
MAT 311 _____	MAT 395 (fall only) _____	CSC 339 (spr. only) or 340 (spr. only) (choose one) _____	***MAT 515, 531, 532, 541, 542, 549, 556; **CSC 523, 524, 526, 553, 555; STA 551, 552 (choose two) _____	
#Any ***MAT course at or above the 300-level (excluding MAT 303, 304, 503, 504, 505, and 513 and in addition to any already taken***); **CSC 523, 524, 526, 553, 555, 593, 594 (in addition to any already taken**); STA 351, 352, 551, 552, 573, 574, 575, 593, 594 (choose three) _____		**Two 400-level or 500-level CSC courses (if not already taken**) (____) (____)	***One 500-level MAT course (excluding MAT 503, 504, 505, and 513) (if not already taken***) (____)	PHY 291 (4 sh) (spr. only) and 292 (4 sh) (fall only); CHE 111 and 112 (1 sh) and 114 and 115 (1 sh); or BIO 111 (4 sh) and 112 (4 sh) (choose one sequence) _____
Electives sufficient to complete 122 semester hours required for degree (including a total of 36 semester hours at or above the 300-level): _____				
<ul style="list-style-type: none"> • One Speaking Intensive (SI) _____ (MAT 490 (1 sh) (sr. only)) • One Writing Intensive (WI) _____ (MAT 311) 				
Minimum GPA of 2.50 in required MAT/STA courses taken at UNCG				
If considering graduate studies in mathematics, then encouraged to take the following courses: <ul style="list-style-type: none"> • MAT 591, 592, 595, or 596 (choose at least two) • MAT 514, 515, 516, 517, 518, 522, 531, 532, 540, 541, 542, 545, 546, 549, 556, 591, 592, 595, or 596 (choose at least two) 				
#Must take nine semester hours with six hours at the 500-level				

Secondary Teacher Licensure Courses

TED 445 (formerly 545) (25-hr. internship) (fall. jr. yr.) _____	ERM 401 (1 sh) (fall jr. yr.) _____	TED 401 (1 sh) (fall jr. yr.) _____	ERM 402 (1 sh) (spr. jr. yr.) _____	TED 403 (1 sh) (spr. jr. yr.) _____
SES 401 (1 sh) (spr. jr. yr.) _____	#TED 558 (spr. jr. yr.) _____	LIS 120 (1 sh) (sum. or spr. jr. yr.) _____	TED 535 (online) (sum. or fall sr. yr.) _____	TED 557 (50-hr. internship) (fall sr. yr.) _____
ERM 403 (1 sh) (fall sr. yr.) _____	TED 465 (12 sh) (student teaching) (spr. sr. yr.) _____	#MAT 330 (fall jr. yr.) _____	#MAT 405 (spr. jr. yr.) _____	#MAT 406 (fall sr. yr.) _____
#Required for Standard Professional I License in Secondary Mathematics.				

Mathematics (Pure Mathematics Concentration) with High School Teaching Licensure (U851) – BS (122 hrs)		
Name _____	ID _____	Optional Second Major or Minor _____

General Education Core (GEC)

Literature (GLT) _____	Historical Perspectives on Western Culture (GHP) _____	Reasoning and Discourse (GRD): ENG 101, FMS 115, or RCO 101 (choose one) _____	Natural Sciences (GNS) (laboratory course) _____	Social and Behavioral Sciences (GSB) _____
GLT additional _____	Mathematics (GMT): MAT 191 _____ (Prereq.: MAT 150, 151)	GRD additional _____	GNS additional (from different department) _____	GSB additional _____
Fine Arts (GFA) _____	Philosophical, Religious, Ethical Principles (GPR) _____	General Education Marker Requirements (p. 71-8 of Bulletin): <ul style="list-style-type: none"> • Four Global/Global Non-Western Perspectives (GL/GN) (one must be GN) _____ • One Speaking Intensive (SI) _____ • One Writing Intensive (WI) _____ 		

College of Arts and Sciences Additional Requirements (CAR)

*Foreign Language (GFL) _____ (101, 102, 203, 204)	GHP/GPM or GMO (choose one) (in addition to GEC req.) _____	GNS/GLS or GPS (choose one) (in addition to GEC req.) _____	GSB (in addition to GEC req.) _____	Four WI (including GEC and major req.) _____
*Intermediate-level proficiency in one language (placement test or completion of course work through course number 204)				

Major Requirements/Electives

MAT 253 _____	MAT 292 _____	MAT 293 _____	MAT 310 _____	MAT 390 (spr. only) _____
STA 290 _____	MAT 394 _____	MAT 311 _____	MAT 395 (fall only) _____	MAT 514, 515, 517, 518, 519, 522, 531, 532, 540, 545, 591, 592, 595, or 596 (choose three) _____
Any MAT course at or above the 200-level (excluding MAT 220, 303, 304, 503, 504, 505, and 513); CSC 523, 524, 553, 555; STA 351, 352, 551, 552, 573, 574, 575 (choose three) _____	PHY 291 (4 sh) (spr. only) and 292 (4 sh) (fall only); CHE 111 and 112 (1 sh) and 114 and 115 (1 sh); or BIO 111 (4 sh) and 112 (4 sh) (choose one sequence) _____	If considering graduate studies in mathematics, then encouraged to take the following courses: <ul style="list-style-type: none"> • MAT 591, 592, 595, or 596 (choose at least two) • MAT 514, 515, 516, 517, 518, 522, 531, 532, 540, 541, 542, 545, 546, 549, 556, 591, 592, 595, or 596 (choose at least two) 		
Electives sufficient to complete 122 semester hours required for degree (including a total of 36 semester hours at or above the 300-level): _____				
<ul style="list-style-type: none"> • One Speaking Intensive (SI) _____ (MAT 490 (1 sh) (sr. only)) • One Writing Intensive (WI) _____ (MAT 311) 				
Minimum GPA of 2.50 in required MAT/STA courses taken at UNCG				

Secondary Teacher Licensure Courses

TED 445 (formerly 545) (25-hr. internship) (fall. jr. yr.) _____	ERM 401 (1 sh) (fall jr. yr.) _____	TED 401 (1 sh) (fall jr. yr.) _____	ERM 402 (1 sh) (spr. jr. yr.) _____	TED 403 (1 sh) (spr. jr. yr.) _____
SES 401 (1 sh) (spr. jr. yr.) _____	#TED 558 (spr. jr. yr.) _____	LIS 120 (1 sh) (sum. or spr. jr. yr.) _____	TED 535 (online) (sum. or fall sr. yr.) _____	TED 557 (50-hr. internship) (fall sr. yr.) _____
ERM 403 (1 sh) (fall sr. yr.) _____	TED 465 (12 sh) (student teaching) (spr. sr. yr.) _____	#MAT 330 (fall jr. yr.) _____	#MAT 405 (spr. jr. yr.) _____	#MAT 406 (fall sr. yr.) _____
#Required for Standard Professional I License in Secondary Mathematics.				

Mathematics (Statistics Concentration) with High School Teaching Licensure (U855) – BS (122 hrs)		
Name	ID	Optional Second Major or Minor

General Education Core (GEC)

Literature (GLT) _____	Historical Perspectives on Western Culture (GHP) _____	Reasoning and Discourse (GRD): ENG 101, FMS 115, or RCO 101 (choose one) _____	Natural Sciences (GNS) (laboratory course) _____	Social and Behavioral Sciences (GSB) _____
GLT additional _____	Mathematics (GMT): MAT 191 _____ (Prereq.: MAT 150, 151)	GRD additional _____	GNS additional (from different department) _____	GSB additional _____
Fine Arts (GFA) _____	Philosophical, Religious, Ethical Principles (GPR) _____	General Education Marker Requirements (p. 71-8 of Bulletin): <ul style="list-style-type: none"> • Four Global/Global Non-Western Perspectives (GL/GN) (one must be GN) _____ • One Speaking Intensive (SI) _____ • One Writing Intensive (WI) _____ 		

College of Arts and Sciences Additional Requirements (CAR)

*Foreign Language (GFL) _____ (101, 102, 203, 204)	GHP/GPM or GMO (choose one) (in addition to GEC req.) _____	GNS/GLS or GPS (choose one) (in addition to GEC req.) _____	GSB (in addition to GEC req.) _____	Four WI (including GEC and major req.) _____
*Intermediate-level proficiency in one language (placement test or completion of course work through course number 204)				

Major Requirements/Electives (p. 262-9 of Bulletin)

Mat 253 _____	MAT 292 _____	MAT 293 _____	MAT 310 _____	#MAT 390 (spr. only) _____
STA 290 _____	MAT 394 _____	STA 291 (spr. only) _____	#MAT 395 _____	STA 352 (spr. only) _____
Two STA course at or above the 300-level _____	One STA course at the 500-level _____	Any additional STA courses at or above the 300-level (excluding STA 571); MAT 353, 531, 541, 542; CSC 523, 524, 526 (choose two) _____	MAT 490 (1 sh) (sr. only) _____	Recommended Courses: <ul style="list-style-type: none"> • ISM 318 • ENG 327 • Coursework beyond the GEC req. in an area of application (e.g. BIO, PSY, etc.)
Electives sufficient to complete 122 semester hours required for degree (including a total of 36 semester hours at or above the 300-level): _____				
<ul style="list-style-type: none"> • One Speaking Intensive (SI) _____ (MAT 490 (1 sh) (sr. only)) • One Writing Intensive (WI) _____ (MAT 311) 				
Minimum GPA of 2.50 in required MAT/STA courses taken at UNCG				
If considering graduate studies in mathematics, then encouraged to take the following courses: <ul style="list-style-type: none"> • MAT 591, 592, 595, or 596 (choose at least two) • MAT 514, 515, 516, 517, 518, 522, 531, 532, 540, 541, 542, 545, 546, 549, 556, 591, 592, 595, or 596 (choose at least two) 				

Secondary Teacher Licensure Courses

TED 445 (formerly 545) (25-hr. internship) (fall. jr. yr.) _____	ERM 401 (1 sh) (fall jr. yr.) _____	TED 401 (1 sh) (fall jr. yr.) _____	ERM 402 (1 sh) (spr. jr. yr.) _____	TED 403 (1 sh) (spr. jr. yr.) _____
SES 401 (1 sh) (spr. jr. yr.) _____	#TED 558 (spr. jr. yr.) _____	LIS 120 (1 sh) (sum. or spr. jr. yr.) _____	TED 535 (online) (sum. or fall sr. yr.) _____	TED 557 (50-hr. internship) (fall sr. yr.) _____
ERM 403 (1 sh) (fall sr. yr.) _____	TED 465 (12 sh) (student teaching) (spr. sr. yr.) _____	#MAT 330 (fall jr. yr.) _____	#MAT 405 (spr. jr. yr.) _____	#MAT 406 (fall sr. yr.) _____
#Required for Standard Professional I License in Secondary Mathematics.				

FOREIGN LANGUAGE (FRENCH & SPANISH) AND CLASSICAL STUDIES (LATIN)

****Special Note: Foreign Language and Classical Studies Secondary Teacher Education Programs will be advised by their respective departments. Please contact the following individuals for more information:**

Latin: Dr. David Wharton (wharton@uncg.edu)

Classical Studies (Latin) Website: <http://www.uncg.edu/cla/acert.html>

Foreign Language: Marcia Payne Wooten (mpwooten@uncg.edu)

- **French:** Marcia Payne Wooten (mpwooten@uncg.edu)
- **Spanish:** Dr. Mariche Garcia de las Bayonas (megarcia@uncg.edu)

French Website: <http://www.uncg.edu/rom/french/programs.html>

Spanish Website: <http://www.uncg.edu/rom/spanish/programs.html>

Classical Studies (Latin): <http://www.uncg.edu/cla/>

APPENDIX A

Teacher Education Departmental Policies and Procedures

Grade Point Average: Student whose GPA drops below 2.50 (*or higher depending on major*) have one semester to raise their overall GPA back to 2.50 or higher. Failure to achieve the 2.50 or higher after one semester results in a student not being able to continue in his/her respective licensure program.

Student Teaching: Eligibility to enter student teaching requires maintaining a GPA of 2.50 (*or higher depending on major*) after being admitted to Teacher Education and achieving a grade of C or better in each professional course related to licensure, including content courses and pedagogical courses.

Teacher Education Appeals: Appeals concerning Teacher Education requirements, (e.g., PPST/NTE, GPA of 2.50 or higher 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 Office of Student Services Director.

Students wishing to make an appeal concerning Teacher Education policies must obtain a “Teacher Education Appeal Form” from the Office of Student Services. 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 Office of Student Services Director, whereupon the Director will rule on the appeal and so notify the advisor and student. In some cases, the Director of the Office of Student Services 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 B

Appeals Process

TED 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 TED 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, Office of Student Services, Dean, and Provost, following the standard UNCG appeals process.

APPENDIX C

Grading Policy

TED Departmental Grading Policy

The School of Education is a professional school, and the Teacher Education/Higher Education Department is responsible for preparing professional teachers. The criterion for excellence is embedded in the word “professional” -- that is, an ability to use professional knowledge creatively and adaptively and to engage in appropriate dispositional characteristics. TED instructors are dedicated to two propositions: (1) providing students with adequate background and scaffolding for them to understand the content and pedagogy in question and (2) assigning grades that reflect each student’s potential to be a professional. Consequently, you are not entitled to a particular grade by virtue of your admission to the School of Education; rather, your instructor has the responsibility to make a professional judgment about both your performance and your disposition and to assign a grade accordingly. Specifically, TED instructors will use the following criteria when assigning grades to assignments:

A – Excellent work that demonstrates not only a clear understanding of the material but also a **superior** ability to utilize that material in the assignment submitted. All criteria are met. The student’s work goes beyond the task and contains **additional, unexpected or outstanding features**.

B – A solid piece of work that demonstrates a good understanding of the material under study and utilizes that material well in the assignment submitted. The student meets the assignment criteria, with few errors or omissions, but there are few additional, unexpected or outstanding features.

C – Work that demonstrates a technical, or basic, understanding of the material under study and which utilizes that material adequately in the assignment submitted. The work meets the assignment criteria.

D – Work that fails to demonstrate a basic, or technical, understanding of the material under study and fails to use relevant material in the assignment submitted. Work may not address one or more criteria or may not accomplish what was asked.

F – Work that is incomplete, inappropriate, and/or shows little or no comprehension of the class material in the assignment submitted.

Regarding the final course grade, the instructor will compute scores on the course assignments according to the criteria specified in this syllabus. The instructor then has the obligation and reserves the right to raise or lower the final grade based on evidence regarding performance and/or disposition if, in his or her judgment, the work and/or disposition of the student warrants it.

APPENDIX D

GPA CALCULATION

Directions:

- Use your transcript, and/or degree audit to calculate your current semester GPA, project your future semester GPA, and calculate your semester and cumulative GPA.
- If you took classes here in the summer, you will need to include those grade points and attempted hours in order to calculate your cumulative GPA.

You may also use the information from the University Registrar's Office website and the Student Academic Services website to help calculate your UNCG GPA:

<http://www.uncg.edu/reg/Grades/GPAcalc.html>

<http://web.uncg.edu/adv/standing/gpacalc2.php>

Grade Point System

Grade	Grade Pts. Awarded Per Hour of Credit
A+	4.3
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F/WF	0.0

Notes: ENG 100 and MAT 100 do not count toward graduation and are not calculated in a student's GPA.

Courses graded on the P/NP or S/U basis and courses transferred from another institution (except those courses taken through the Consortium) may not be used in determining the UNCG grade point average.

See your academic advisor if you have questions!

Name: _____

Date: _____

Advisor: _____

Fall _____

Courses	Credit Hours x Grade Points = Total Grade Points
---------	--

_____ x _____ = _____

_____ x _____ = _____

_____ x _____ = _____

_____ x _____ = _____

_____ x _____ = _____

_____ x _____ = _____

_____ x _____ = _____

$$\frac{\text{Total Grade Points}}{\text{Attempted Hours}} = \text{Semester GPA}$$

Note: To calculate your semester GPA, divide the total grade points by the total number of attempted semester hours.

Spring _____

Courses	Credit Hours x Grade Points = Total Grade Points
---------	--

_____ x _____ = _____

_____ x _____ = _____

_____ x _____ = _____

_____ x _____ = _____

_____ x _____ = _____

_____ x _____ = _____

_____ x _____ = _____

$$\frac{\text{Total Grade Points}}{\text{Attempted Hours}} = \text{Semester GPA}$$

Note: To calculate your semester GPA, divide the total grade points by the total number of attempted semester hours.

Cumulative GPA

$$\frac{\text{Total Sum/Fall/Spring Grade Points}}{\text{Total Sum/Fall/Spring Attempted Hours}} = \text{Cumulative GPA}$$

APPENDIX E

Praxis I Substitution Table Effective January 5, 2006

	PRAXIS I READING	PRAXIS I WRITING	PRAXIS I MATHEMATICS
SAT Total \geq 1100	EXEMPT	EXEMPT	EXEMPT
SAT Total < 1100 Verbal \geq 550	EXEMPT	EXEMPT	Must take & pass Score \geq 173
SAT Total < 1100 Math \geq 550	Must take & pass Score \geq 176	Must take & pass Score \geq 173	EXEMPT
ACT Total \geq 24	EXEMPT	EXEMPT	EXEMPT
ACT Total < 24 English \geq 24	EXEMPT	EXEMPT	Must take & pass Score \geq 173
ACT Total < 24 Math \geq 24	Must take & pass Score \geq 176	Must take & pass Score \geq 173	EXEMPT

APPENDIX F

Preparing for High School Teaching Timeline

FR Fall	FR Spring
Get a good start on major requirements (especially prerequisites) & GEC & CAR.	Continue taking major requirements & GEC & CAR. Students interested in Social Studies Licensure should maximize the efficiency in their GSB choices.

SO Fall	SO Spring
Continue taking major requirements & GEC & CAR. Students interested in Social Studies Licensure should begin taking History requirements. Students should plan on taking the Praxis I unless they have a qualifying score on SAT (Verbal & Math total of at least 1100) or ACT (Composite of at least 24)	Continue taking major requirements & GEC & CAR. Students interested in Social Studies Licensure should continue taking History requirements. Candidates should apply for admission to the Teacher Education at the end of their Sophomore year. All candidates must be admitted no later than the first semester of their Junior year. NOTE: For secondary majors, these candidates must be admitted no later than the first day of the Fall semester of their senior year.

JR Fall	JR Spring
<p>TED 445 Cultural Diversity and Learning 3 sh</p> <p>MUST be taken in the Fall semester of the junior year. This is the first course secondary majors take for their internship experience. THE ONLY TIME UNDERGRADUATES CAN TAKE THIS COURSE IS IN THE FALL OF THEIR JUNIOR YEAR. There is no compromise on this. Students must follow a four-semester sequence of public school internship engagement (Fall of junior year – TED 445; Spring of junior year – TED 403 and SES 401; Fall of senior year – TED 5XX; Spring of senior year – TED 465X). If we do not follow this sequence, our program area could be in jeopardy with the NC Department of Public Instruction.</p> <p>ERM 401 Assessment I: Accountability in the Nation's Schools 1 sh</p>	<p>TED 403 English for Speakers of Other Languages 1sh</p> <p>SES 401 Special Education 1 sh</p> <p>TED 403 and SES 401 must be taken in the Spring semester of the junior year. The second (25-hr.) internship in students' internship experience is tied to TED 403 and SES 401.</p> <p>ERM 402 Assessment II: Standardized Testing 1 sh</p> <p>LIS 120 Instructional Technology 1 sh</p> <p>Applications for student teaching must be submitted to the Office of Student Services 1 year prior to student teaching (February 15 deadline). There is a 2.5 GPA requirement for students to be admitted to the Teacher Education; HOWEVER, students must also maintain department GPA requirements (ranging from 2.5 to 3.0 depending on the particular program area) for Teacher Education admission AND for student teaching.</p>
<p>TED 401 Child and Adolescent Development 1 sh</p>	

SR Fall	SR Spring
<p>TED 5XX Teaching Practices & Curriculum in *** 3 sh</p> <p>Must be taken in the Fall semester of the senior year. Only time offered. If students miss taking this, they have to wait a whole year to take it again. This the third course in students' internship experience. They will be required to complete at least 50 contact hours in their internship.</p> <p>TED 535 Literacy in the Content Area 3 sh</p> <p>ERM 403 Assessment III: Classroom Assessment 1 sh</p>	<p>TED 465 Student Teaching & seminar 12 sh</p> <p>Must be taken in the Spring semester of their senior year. Only time offered. This is the student teaching experience. This is a full time experience for students (8+ hours a day/ 5 days a week/ semester long). Students should NOT be taking any other courses during their student teaching experience. A job is also not recommended.</p> <p>It is recommended that students register for, take and pass PRAXIS II licensure area exams. (As of Fall 2010, Praxis II is not required in NC for secondary licensure areas.)</p> <p>Submit Teaching Portfolio via TaskStream.</p> <p>Apply for Teaching Licensure.</p>

APPENDIX G

Online Resources for Secondary Education Students

Teacher Education: <http://www.uncg.edu/ted/documents/Handbook.TA.UG.0210.09.pdf>

Teacher Education Application:

<http://www.uncg.edu/ted/documents/TeachersAcademyApplication101115x.pdf>

Student Teaching Application:

<http://www.uncg.edu/ted/documents/StudentTeachingApplication101117x.pdf>

Undergraduate Licensure Application:

<http://www.uncg.edu/ted/documents/UndergraduateLicensureApplication9-10.pdf>

PRAXIS Exams: <http://www.ets.org/praxis>

Secondary Licensure Areas:

English Licensure: <http://www.uncg.edu/eng/undergraduate/requirements.html>

Mathematics Licensure: <http://www.uncg.edu/mat/undergraduate/LicensureHandbook.pdf>

Social Studies Licensure: <http://www.uncg.edu/~awjourne/Students>

Anthropology Degree: <http://www.uncg.edu/ant/program/major.html>

Economics Department: <http://www.uncg.edu/bae/econ/>

Geography Degree: <http://www.uncg.edu/geo/undergraduate.html>

History Department: <http://www.uncg.edu/his/undergrad.html>

Political Science Degree: <http://www.uncg.edu/psc/majors.html>

Psychology Department: <http://www.uncg.edu/psy/undergrad/index.html>

Sociology Department: <http://www.uncg.edu/soc/undergrad/index.html>

Science Licensure:

Biology Department: <http://www.uncg.edu/bio>

Chemistry Department: <http://www.uncg.edu/che/undergrad/index.html>

Physics Department: <http://www.uncg.edu/phy/>

Liberal Studies – Integrated Science Program:

http://www.uncg.edu/aas/isc/Program%20Catalog%20Entry_March_2010.html

Project ExSEL: <http://www.uncg.edu/soe/ExSEL/>