



**WATSON SCHOOL OF EDUCATION**  
**UNIVERSITY OF NORTH CAROLINA WILMINGTON**

**BACHELOR OF ARTS DEGREE IN ELEMENTARY EDUCATION**

***NOTE: This program sheet is for students whose catalog year is 200920 or sooner or who entered UNCW prior to SUMMER 2009***

**Program Goals and Objectives**

The goal of the elementary education program at UNCW is to assist in providing an appropriate education for children in grades K-6 through the preparation of teachers who are well educated and professionally competent. The conceptual framework for the elementary education program is one which is common to all teacher education programs at UNCW: Watson School of Education develops highly competent and effective professionals to serve in educational leadership roles.

Upon completion of the undergraduate Elementary Education Program (EEL), the student should be able to:

1. Demonstrate breadth of disciplinary knowledge relevant to elementary school curricula.
2. Demonstrate depth of knowledge in at least one area of study.
3. Communicate effectively in conventional formal English, both orally and in writing, in appropriate situations.
4. Adapt instruction to the developmental and learning needs of individuals, including exceptional children and children from diverse cultural backgrounds.
5. Establish a classroom climate conducive to learning.
6. Choose appropriate objectives consistent with state and local curriculum guidelines, the learning needs of students, and guidelines established by learned societies.
7. Provide effective objective-based instruction for a variety of types of learning in all of the subject areas of the elementary school curriculum.
8. Employ appropriate evaluation procedures and use evaluative information as a basis for revising and generating plans.
9. Implement appropriate technologies to facilitate learning.
10. Establish a pattern of reflective learning and inquiry leading towards confidence, professionalism, and effectiveness in the role of teacher.

### **Important Information**

1. University Basic Studies requirements must be completed prior to graduation.
  - MAT 141 and 142 are recommended to meet the Basic Studies math requirement and 6 hour math pre-requisite to EDN322.
  - EDN 300/ EDNL300 *Elementary Programs and Practices* and EDN 292 *Spanish for Educators* may be used as electives or substituted in the academic concentration.
  
2. Students wishing to pursue teacher preparation programs must be formally admitted to the Watson School of Education and to the Teacher Education Program. Requirements for admission are:
  - A. Completion of ENG 101/201 or 103, one math, and one natural science (life or physical) with lab with grades of "C" or better.
  - B. Completion of EDN 200 "Teacher, School, and Society" and EDNL 200 with a grade of "C" or better.
  - C. Completion of a minimum of 45 semester hours with a cumulative grade point average of 2.7 or better (4.0 scale) on work attempted at UNCW. Transfer students must earn a 2.7 on a minimum of 12 hours completed at UNCW.
  - D. Passing scores on teacher education entry tests specified and mandated by the Board of Education of the State of North Carolina. (For additional information on Praxis I or SAT score requirements, see [www.uncw.edu/ed/advising](http://www.uncw.edu/ed/advising))
  
- ★ Students must submit a completed application to be admitted into the Watson School of Education. Admission decisions are made at the end of the spring, summer II, and fall semesters. Applications are due by the last day of classes each term.
  
3. Students must be admitted into the Watson School of Education in order to be eligible to enroll in EDN courses numbered higher than EDN 303.
  
4. All courses in Area IV require admission to the Watson School of Education as one prerequisite. Other prerequisites for these courses are:

<u>Course</u>	<u>Prerequisite</u>
EDN 322	EDN 301, 6 hours of mathematics (CIS courses do not count as Math) (Co-requisite for EDN322 in Spring 2010 is EDNL 330
EDN 334	EDN 301, 6 hours of Social Studies (ANT, CRJ, ECN, GGY, HST, PLS, SOC, SWK)
EDN 336	EDN 301, 2 science courses
EDN 340	EDN 301 (Co-requisite for EDN340 in Spring 2010 is EDNL 495 Ed Lab Reading)
EDN 348	EDN 301 and EDN 340
EDN 349	EDN 301
EDN 414 or 495	EDN 301

\*\*Note: Students should register for EDN 414 or EDN 495: Integrating the Arts, the semester prior to the internship

- **Lab requirements:** EDN 322 and EDN 340 have co-requisite lab requirements. These labs require extra hours for tutoring in the afternoon after school. Tutoring for EDNL 330 Math Lab requires a minimum of 10 hours and tutoring for EDNL 495 Reading Lab requires a minimum of 20 hours. These are actual contact hours with a child, and do not include preparation and/or planning time. If you have a job, family responsibilities in the afternoon, or a heavy course load, you should not take these two courses in the same semester.
- **EDN 495 Integrating the Arts** is a one-semester hour required course offered as an alternate to EDN 414: Integrating the Arts (3 hours). Students should plan to take either course **before** the internship semester- preferably with EDN 334, EDN 336, and EDN 348.

- **Summer course availability:** EDN 334 (Social Studies), EDN 336 (Science), and EDN 348 (Communication Arts) ***are not*** typically offered in summer school due to the difficulty of arranging adequate field experience sites.
5. To enroll in EDN 410 and EDN 411, a student must have achieved a "C" or better in all courses in Areas III and IV and must have a 2.7 cumulative GPA on all work attempted at UNCW. Students are required to apply for student teaching (EDN 410, 411) during the semester prior to their student teaching. Student teachers are also required to attend mandatory orientation meetings prior to student teaching. Internship placements are made in Professional Development System Partnership School Districts. Internship is fulltime for the duration of the semester. NOTE: EDN 414 is no longer required during the internship semester. Please take EDN 495: Integrating the Arts prior to the internship semester.
  6. Students must comply with the Watson School of Education's *Standards of Professional Conduct*.
  7. Passing scores on PRAXIS II Specialty Area tests must be on file at UNCW in order for a student to be recommended for licensure. Students are encouraged to take these tests the semester prior to student teaching/internship. Study materials are available online at [www.ets.org/praxis](http://www.ets.org/praxis) and <http://www.uncw.edu/ed/advising/documents/praxisIItest.pdf>
  8. Mastery of all technology competencies required by the state of North Carolina must be achieved prior to recommendation for licensure.
  9. A minimum of 124 semester hours credit is required for graduation.

The University of North Carolina at Wilmington is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex, age, color, gender, national origin, ethnicity, creed, religion, disability, sexual orientation, political affiliation, marital status, veteran status or relationship to other university constituents – except where sex, age, or ability represent bona fide educational or occupational qualifications or where marital status is a statutorily established eligibility criterion for state-funded employee benefit programs.

**Watson School of Education**  
**University of North Carolina Wilmington**

**Elementary Grades Education (K-6)**

**I. BASIC STUDIES**

**English Composition**

ENG 103 or  
ENG 101 and 201

**Physical Education**

PED 101

**Humanities**

English Literature  
History  
Philosophy or Religion  
Language

**Fine Arts**

**Natural & Mathematical Sciences**

Natural Sciences  
Life Science  
Physical Science  
Mathematical Sciences (2)

**Social & Behavioral Sciences**

**Interdisciplinary Perspectives**

**II. ACADEMIC CONCENTRATION**  
**(24 Hrs.)**

**Area:**

Information on courses required for  
Academic Concentrations is available  
in the Dean's Office.

**A MINIMUM OF 124 HOURS IS REQUIRED FOR  
GRADUATION**

**III. PROFESSIONAL CORE (16 Hrs.)**

EDN 200 Teacher, School & Society  
EDNL 200 Field Studies  
EDN 203 Psych Foundations of Teaching  
EDN 301 Instructional Design & Evaluation  
EDN 303 Instructional Technology  
PSY 223 Lifespan Human Development

**NOTE:** *The courses listed below require admission to the  
Watson School of Education.*

**IV. PROFESSIONAL SPECIALTY AREA (27 Hrs.)**

EDN 319 Meeting Needs of Special Students in  
Elementary Schools  
EDN 322 Teaching of Mathematics (K-6)  
EDNL 330 Math Laboratory (Spring 2010)  
EDN 334 Social Studies Curriculum & Instruction (K-6)  
EDN 336 Teaching of Science (K-6)  
EDN 340 Reading Foundations  
EDN 495 Education Reading Lab (Spring 2010)  
EDN 344 Lit in Elementary School  
(ENG 380 may be substituted)  
EDN 348 Teaching of Communication Arts (K-6)  
EDN 349 Teaching of Health & Physical Education (K-  
6)  
EDN 495 or  
EDN 414 Integrating the Arts in the Elem Curriculum

**V. PROFESSIONAL SEMESTER (15 Hrs.)**

EDN 410 Seminar in Education  
EDN 411 Practicum

To enroll in these classes, a student must have achieved a "C" or  
better in all courses in Area III and IV and must have a 2.7  
cumulative GPA on all work attempted at UNCW. Students are  
required to apply for student teaching (EDN 410,411) and attend  
student teacher orientation meetings during the semester prior to their  
scheduled internship semester.

**WATSON SCHOOL OF EDUCATION  
UNIVERSITY OF NORTH CAROLINA WILMINGTON**

**B.A. IN ELEMENTARY (K-6) EDUCATION**

STUDENT \_\_\_\_\_

ADVISOR \_\_\_\_\_

I. Basic Studies	Credit Required	Hours Earned	two courses) HON 110, 210, SHS 210, GRN 101, PSY 210		
<b>ENGLISH COMPOSITION: ENG 103 or</b>	3		<b>II. ACADEMIC CONCENTRATION: (24 hours)</b>		
<b>ENG 101 ("C" or better required)</b>	3		Area:		
<b>&amp; ENG 201 ("C" or better required)</b>	3		<b>NOTE The following courses may count in any concentration:</b>		
<b>PHYSICAL EDUCATION (2 hours) PED 101</b>	2		EDN300/EDNL 300 (3 hours) : EDN414 (3 hours) ; EDN292 (Spanish for Educators)		
<b>HUMANITIES (12-18 hours)</b>					
<i>Literature</i> (3-9) - <b>ENG</b> 110, 209 ( <b>CLA</b> 209), 210 ( <b>CLA</b> 210), 211, 212, 223, 224, 225, 226, 230, 232, 233, 290, <b>CLA</b> 209 ( <b>ENG</b> 209), 210 ( <b>ENG</b> 210), ( <b>FRH</b> 209, 321, 322), ( <b>GER</b> 209) ( <b>PRT</b> 210), ( <b>SPN</b> 209, 210, 321, 322)	3				
<i>History</i> (3-9) – <b>HST</b> 101, 102, 103, 201, 202, 237, 261, 271, 273, 275	3				
<i>Philosophy</i> (3-9) - <b>PAR</b> 101, 103, 110, 115, 125, 201, 202, 205, 211, 215, 230, 232, 233, 235, 236, 238, 240, 242	3		TOTAL		
<i>Language</i> (3-9 hours of which at least three must be in a foreign language) – <b>FRH</b> 101, 102, 115, 120, 201, 202, 215, 301; <b>GER</b> 101, 102, 120, 201, 202, 305; <b>ITN</b> 101, 102, 201, 202; <b>JPN</b> 101, 102, 201, 202; <b>LAT</b> 101, 102, 201, 202; <b>PRT</b> 101, 102, 201, 202; <b>RUS</b> 101-102 <b>SPN</b> 101, 102, 103, 104, 120, 201, 202, 203,305; <b>COM</b> 110	3		<b>III. PROFESSIONAL CORE (16 Hours)</b> Students are required to have a "C" or better in all courses in section III		
<i>Fine Arts</i> (3-9) Required: a minimum of 3 and a maximum of 9 hours elected from the following, with no more than 6 hours from any one discipline. <b>ARH</b> 201, 202, 205; <b>COM</b> 116; <b>CRW</b> 201, 202; <b>FNA</b> 101; <b>FST</b> 225, ( <b>THR</b> 225), 226, ( <b>THR</b> 226), 227 ( <b>THR</b> 227); <b>THR</b> 112, 121, 136, 225 ( <b>FST</b> 225), 226 ( <b>FST</b> 226), 227 ( <b>FST</b> 227); <b>MUS</b> 105 or 106, 111, <b>MUSL</b> 111, 114, 115, 116, 117, 118, 119, 140, 184*, 185*, 186*, 187* *Basic studies credit from <b>MUS</b> 184, 185, 186, & 187 may not exceed a total of three semester hours.	3		<b>EDN 200 ("C" or better required)</b> 3		
<b>NATURAL SCIENCES</b> (7-12) Required: At least one laboratory science course (from either Life Science or Physical Science area- * means this course is a 4 hr course b/c has lab) <i>Life Science:</i> <b>ANT</b> 210; <b>BIO</b> 105*, 140*, 150, 160, 170, 180, 190, 204*, 205*, 206*, 240*, 241*; <b>EVS</b> 195; <b>GLY</b> 135; <b>PED</b> 216*, 217*	3-4		<b>EDNL 200 (Co-requisite EDN 200)</b> 1		
<i>Physical Science:</i> <b>CHM</b> 101*, 102*, 105, <b>GGY</b> 130*, 230, <b>GLY</b> 101*, 120 ( <b>EVS</b> 120), 150, 172*; <b>GLYL</b> 120* ( <b>EVSL</b> 120*), <b>PHY</b> 101*, 102*, 103, 105*, 201*, 202*, 260	3-4		<b>EDN 203 (Will count in Psychology Academic Concentration)</b> 3		
<b>Mathematical Sciences</b> (3-8) <b>ELEMENTARY MAJORS</b> NEED 6 Hours Minimum : <b>MAT</b> 141 & 142 recommended  Required: one of the following courses: <b>MAT</b> 101, 111, 112, 115, 141, 151, 161. Additional credit may be earned by electing from the following list: <b>CSC</b> 105, 112, 121; <b>MAT</b> 102, 112, 142, 151, 152, 161, 162, 275; <b>PAR</b> 218; <b>STT</b> 210, 215.  Basic Studies credit from <b>CSC</b> 112, and 121 may not exceed three semester hours; basic studies credit from <b>STT</b> 210, & 215 may not exceed three semester hours. <b>CSC</b> courses will not count towards <b>EDN 322 pre-requisite later in program</b>	6 Required for Elemen. Education		<b>EDN 301</b> 3		
<b>Social &amp; Behavioral Sciences</b> (6-12) Required: a minimum of 6 and maximum of 12 hours elected from the following, with no more than 6 hours from any one discipline. <b>ANT</b> 105, 205 ( <b>SOC</b> 205), 206, 207; <b>COM</b> 104, 160, 220; <b>CRJ</b> 105; <b>ECN</b> 125, 221, 222; <b>GGY</b> 140, 180, 181, 210; <b>PLS</b> 101, 111, 202, 203, 206, 207; <b>PSY</b> 105, 145, 220, 223; <b>SWK</b> 235; <b>SOC</b> 105, 205 ( <b>ANT</b> 205), 215, 220. <b>PSY 223 recommended for education students</b>	3		<b>EDN 303</b> 3		
<b>INTERDISCIPLINARY PERSPECTIVES</b> (Optional may take	0		<b>EDN 223</b> 3		
			<b>IV. PROFESSIONAL SPECIALTY AREA (27-29 Hours)</b> (Prerequisites) Students are required to have a "C" or better in all courses in section IV		
			<b>EDN 319</b> 3		
			<b>EDN 322 (EDN 301, 6 hours of mathematics<sup>1</sup>)</b> 3		
			<b>EDNL 330 (Co-requisite EDN 322)</b> 1		
			<b>EDN 334 (EDN 301, 6 hours of social studies<sup>2</sup>)</b> 3		
			<b>EDN 336 (EDN 301, 2 science courses)</b> 3		
			<b>EDN 340 (EDN 301)</b> 3		
			<b>EDN 495 Reading Lab (Co-requisite EDN 340)</b> 1		
			<b>EDN 344 (EDN 301)( ENG 380 will count here &amp; in English Concentration)</b> 3		
			<b>EDN 348 (EDN 301 and EDN 340)</b> 3		
			<b>EDN 349 (EDN 301)</b> 3		
			<b>EDN 495 or EDN 414 Integrating the Arts (EDN 301)</b> 1-3		
			<b>V. PROFESSIONAL SEMESTER (15 Hours)</b>		
			<b>EDN 410*</b> 3		
			<b>EDN 411*</b> 12		
			*To enroll in these classes, a student must have achieved a "C" or better in all courses in Area III and IV and must have a 2.7 cumulative GPA on all work attempted at UNCW. Students are required to apply for student teaching (EDN 410, 411) and attend student teacher orientation meetings during the semester prior to their scheduled internship semester.		
			<b>A MINIMUM OF 124 HOURS IS REQUIRED FOR GRADUATION.</b>		
			1 = Recommend Math 141 and 142 to serve as pre-requisites for EDN 322 2 = Social Studies classes include HST, GGY, ANT, CRJ, ECN, PLS, and SOC. Not PSY.		

**RECOMMENDED PROGRAM OF STUDIES FOR ELEMENTARY EDUCATION**

**FRESHMAN YEAR**

<u>First Semester</u>		<u>Second Semester</u>	
	<b>Hours</b>		<b>Hours</b>
Basic Studies	15	Basic Studies	18
<b>TOTAL</b>	<b>15</b>	<b>TOTAL</b>	<b>18</b>

**SOPHOMORE YEAR**

<u>First Semester</u>		<u>Second Semester</u>	
	<b>Hours</b>		<b>Hours</b>
EDN 200 Teacher, School & Society	3	PSY 223 Lifespan Human Development	3
EDNL 200 Field Studies	1	Academic Concentration	9
EDN 203 Psychological Foundations	3	Basic Studies	6
Basic Studies	9		
<b>TOTAL</b>	<b>16</b>	<b>TOTAL</b>	<b>18</b>

**JUNIOR YEAR**

<u>First Semester</u>		<u>Second Semester</u>	
	<b>Hours</b>		<b>Hours</b>
EDN 301 Instructional Design	3	EDN 319 Meeting Needs of Special Stud.	3
Academic Concentration	9	{ EDN 322 Teaching Math	3
EDN 303 Instructional Technology	3	{ EDNL 330 Math Laboratory	1
		{ EDN 340 Reading Foundations	3
		{ EDN 495 Reading Laboratory	1
		Academic Concentration	6
<b>TOTAL</b>	<b>15</b>	<b>TOTAL</b>	<b>17</b>

**SENIOR YEAR**

<u>First Semester</u>		<u>Second Semester</u>	
	<b>Hours</b>		<b>Hours</b>
EDN 349 Teaching Health & PE	3	EDN 410 Seminar in Education	3
EDN 334 Social Studies	3	EDN 411 Practicum	12
EDN 336 Science	3		
EDN 344 Literature (K-6)	3		
EDN 348 Communication Arts (K-6)	3		
EDN 414 or 495 Integrating the Arts	1-3		
<b>TOTAL</b>	<b>16-18</b>	<b>TOTAL</b>	<b>15</b>

**A MINIMUM OF 124 HOURS IS REQUIRED FOR GRADUATION**

## **Educational Technology Standards and Performance Indicators for All Teachers**

Building on the NETS for Students, the ISTE NETS for Teachers (NETS•T), which focus on preservice teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards.

The six standards areas with performance indicators listed below are designed to be general enough to be customized to fit state, university, or district guidelines and yet specific enough to define the scope of the topic. Performance indicators for each standard provide specific outcomes to be measured when developing a set of assessment tools. The standards and the performance indicators also provide guidelines for teachers currently in the classroom.

### **1 TECHNOLOGY OPERATIONS AND CONCEPTS.**

*Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:*

- demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)
- demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

### **2 PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.**

*Teachers plan and design effective learning environments and experiences supported by technology. Teachers:*

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- apply current research on teaching and learning with technology when planning learning environments and experiences.
- identify and locate technology resources and evaluate them for accuracy and suitability.
- plan for the management of technology resources within the context of learning activities.
- plan strategies to manage student learning in a technology-enhanced environment.

### **3 TEACHING, LEARNING, AND THE CURRICULUM.**

*Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.*

*Teachers:*

- facilitate technology-enhanced experiences that address content standards and student technology standards.
- use technology to support learner-centered strategies that address the diverse needs of students.
- apply technology to develop students' higher order skills and creativity.
- manage student learning activities in a technology-enhanced environment.

### **4 ASSESSMENT AND EVALUATION.**

*Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:*

- apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

### **5 PRODUCTIVITY AND PROFESSIONAL PRACTICE.**

*Teachers use technology to enhance their productivity and professional practice. Teachers:*

- use technology resources to engage in ongoing professional development and lifelong learning.
- continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- apply technology to increase productivity.
- use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

### **6 SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.**

*Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:*

- model and teach legal and ethical practice related to technology use.
- apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- identify and use technology resources that affirm diversity
- promote safe and healthy use of technology resources.
- facilitate equitable access to technology resources for all students.