

WATSON SCHOOL OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON



BACHELOR OF ARTS DEGREE IN ELEMENTARY EDUCATION

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 Basic Studies math requirement and 6 hour math pre-requisite to EDN322.
 - ENG 380 may **NOT** be substituted for EDN 344, *Literature in the Elementary School*.

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, ACT, or SAT score exemptions, see 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. EDN 322 Number and Algebraic Reasoning is a prerequisite for EDN 325 Geometry, Measurement, and Data. Note: 6 hours of college level math is a pre-requisite to EDN322.

5. Students are urged to follow the outlined course sequence on page 6 of this document. There are three Apprentice Field Experience (I, II, & III) required for all Elementary program students. If adherence to the outlined course sequencing on page 6 is not possible, please read and follow the instructions below to ensure proper registration and co-requisites:

Apprentice Field experiences I, II & III must be completed prior to the Professional (Internship) Semester.

During Apprentice Field Experience I (EDNL 331) students will spend 4 hours, one day per week in a public school placement site for ten weeks during the semester. Co-requisites of EDNL 331 are EDN 319, EDN 344 and EDN 349.

During Apprenticeship Field Experience II (EDNL 332) students will spend 6 Mondays (7:30 AM-3:30 PM) in a public school placement site during the semester. During Apprenticeship Field Experience II (EDNL 333) students will spend two full weeks (a total of 10 days) in a public school placement site. Co-requisites of EDNL 332 and EDN L333 are: EDN 325, EDN 334, EDN 336, EDN 348 and EDN 414, totaling 17 credit hours.

Students may complete field experience requirements for all of the methods coursework (excluding EDNL 330 Reading Lab and EDNL 330 Math Lab) that they are taking in a semester during the time allotted for the Apprentice Field Experience. In any given semester or summer session that a student takes methods courses but is not registered for an Apprentice Field Experience, the field hours associated with those courses must still be completed as required for each course.

Field experience expectations may be found at

<http://www.uncw.edu/ed/professionalexperience/fieldexperience.html#CourseRequirements>

6. It is highly recommended that students take EDN 322, EDN 340, and EDNL 330 Reading Lab (1/2 credit) and EDNL 330 Math Lab (1/2 credit) during the same semester. Note a total of 1.0 hours of EDNL 330 credit is required. EDNL 330 Reading Lab and EDNL 330 Math Lab require supervised tutoring in the Education Lab. Students will tutor a child two days a week for approximately one hour. Tutoring will take place in the afternoons between the hours of 3:00pm and 6:00pm.
7. To enroll in EDN 413, EDN 419, and EDN 411, the Professional Semester, 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 internship (Professional Semester consisting of EDN 413, 419, 411) during the semester prior to their intended internship. Interns are also required to attend mandatory orientation meetings prior to internship. Placements are made in Professional Development System Partnership School Districts. Internship is fulltime for the duration of the semester.
8. Students must comply with the Watson School of Education's *Standards of Professional Conduct*.
9. 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 and <http://www.uncw.edu/ed/advising>.
10. Mastery of all technology competencies required by the state of North Carolina must be achieved prior to recommendation for licensure.
11. 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.

DEGREE REQUIREMENTS FOR ELEMENTARY EDUCATION (K-6)

Basic Studies

Students should follow basic studies requirements of the University of North Carolina Wilmington as outlined in the undergraduate catalogue.

The major in Elementary Education requires 82 hours (64 hours of education courses and 18 hours in an academic concentration) as follows:

Professional Core

{	EDN 200	Teacher, School and Society
{	EDNL 200	Field Studies
{	EDN 203	Psychological Foundations of Teaching
{	EDN 300	Elementary Programs and Practices
{	EDNL 300	Elementary Programs and Practices Field Experience
{	EDN 301	Instructional Design and Evaluation
{	EDN 303	Instructional Technology

Professional Education (Methods Courses)

{	EDN 322	Foundations of Number and Algebraic Reasoning (K-6)
{	EDNL 330	Education Laboratory
{	EDN 340	Reading Foundations (K-6)
{	EDNL 330	Education Laboratory
{	EDN 319	Meeting Needs of Special Students in Elementary Schools
{	EDNL 331	Apprentice Field Experience I
{	EDN 344	Literature in the Elementary School (K-6)
{	EDN 349	The Teaching of Health and Physical Education (K-6)
{	EDN 414	Integrating the Arts in the Elementary Curriculum
{	EDN 325	Foundations of Geometry, Measurement, and Data (K-6)
{	EDNL 332	Apprentice Field Experience II
{	EDNL 333	Apprentice Field Experience III
{	EDN 334	Social Studies Curriculum and Instruction (K-6)
{	EDN 336	The Teaching of Science (K-6)
{	EDN 348	The Teaching of Communication Arts (K-6)

Professional Semester (Internship)

{	EDN 419	Seminar in Education (K-6)
{	EDN 411	Practicum (K-6)
{	EDN 413	Classroom Management Seminar (K-6)

Note: Admission to the Watson School of Education is required for enrollment in education courses numbered higher than EDN 303. A grade of "C" or better is required in all professional courses in the elementary program. Students may repeat courses in which they earn a grade lower than a "C" only with the permission of the dean of the Watson School of Education. A cumulative grade point average of 2.70 is required of eligibility for the practicum semester.

Academic Concentration

An academic concentration of 18 semester hours is required. Specific course requirements for the various concentrations may be obtained from the advising website: www.uncw.edu/ed/advising. Academic concentrations may be chosen from one of the eight composites: Language Arts, Social Studies, Math & Technology, Science & Health, Fine Arts, English as a Second Language, International Studies, or Behavioral Studies.

MINIMUM OF 124 HOURS is REQUIRED FOR GRADUATION

SEE IMPORTANT CO-REQUISITES AND PRE-REQUISITES FOR EDN COURSES on pages 2 & 3

RECOMMENDED PROGRAM OF STUDIES FOR ELEMENTARY EDUCATION

RECOMMENDED COURSE SEQUENCE FOR ELEMENTARY EDUCATION

Freshman Year	
<i>Fall (15 hours)</i>	<i>Spring (15 - 18 hours)</i>
Basic or University Studies Requirements	Basic or University Studies Requirements

Sophomore Year	
<i>Fall (15 - 18 hours)</i>	<i>Spring (15 - 18 hours)</i>
Basic or University Studies & Academic Concentration	Basic or University Studies & Academic Concentration

Junior Year	
FALL (17 hours)	<i>Spring (17 hours)</i>
{ EDN 200 Teacher, School and Society (3) { EDN 200L Field Studies (1) EDN 203 Psychological Foundations of Teaching (3) { EDN 300 Elementary Programs & Practices (2) { EDNL 300 Elementary Programs & Practices Lab (1) EDN 301 Instructional Design and Evaluation (3) EDN 303 Instructional Technology (3)	{ EDN 322 Number & Algebraic Reasoning (3) { EDNL 330 Math Lab (.5) { EDN 340 Reading Foundations (3) { EDNL 330 Reading Lab (.5) { EDNL 331 Apprentice Field Experience I (1) { EDN 344 Literature in the Elementary School (3) { EDN 349 Health & Physical Education (3) { EDN 319 Special Students in Elementary Schools (3)

Senior Year	
Fall (17 hours)	Spring (17 hours)
{ EDN 325 Geometry, Measurement, Data (3) { EDN 414 Integrating the Arts in the Curriculum(3) { EDN 334 Social Studies Instruction(3) { EDN 336 Teaching of Science(3) { EDN 348 Teaching of Communication Arts (3) { EDNL 332 Apprentice Field Experience II (1) { EDNL 333 Apprentice Field Experience III (1)	{ EDN 419 Seminar in Education (1 hr) { EDN 413 Classroom Management Seminar (1 hr) { EDN 411 Practicum (12 hrs)

A MINIMUM OF 124 HOURS IS REQUIRED FOR GRADUATION

NC Community College transfer credit will be given for EDU 216 and PSY 263 in substitution for EDN/EDNL 200 and EDN 203, respectively.

FIELD EXPERIENCE DETAILS: EDNL331: 4 hours a week for 10 weeks
 EDNL332: 6 consecutive Mondays (7:30AM-3:30PM)
 EDNL333: 5 days a week all day for two full weeks

See the above course sequence and co-requisites (in brackets). Further important details about these field requirements are shown on page 2 (#5) of this document.

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 pre-service 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.