

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

**BACHELOR OF ARTS DEGREE IN EDUCATION OF YOUNG CHILDREN**

**Program Goals and Objectives**

The goal of the Education of Young Children program at UNCW is to assist in providing an appropriate education of young children (birth through kindergarten) through the preparation of teachers who are well educated and professionally competent. The conceptual framework for the education of young children 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 Education of Young Children program (EYC), the student should be able to:

1. Demonstrate understanding of the typical and atypical course of development, including the underlying processes and prominent characteristics, of children from birth through kindergarten.
2. Delineate major philosophical, historical, and legal bases and characteristics of the field of early childhood education, including special education.
3. Demonstrate knowledge of the trends, issues, and research in early intervention and early childhood education.
4. Develop skill in assessment of children's development (typical and atypical), including varied techniques for observing, recording, and analyzing for the purpose of providing for individual needs and guiding young children appropriately.
5. Acquire knowledge and skill in creating and adapting learning environments which are developmentally appropriate (including methods for sensorimotor, cognitive, adaptive, language/communication, social, aesthetic, emotional and physical development) for young children with a wide range of learning and maturational needs.
6. Demonstrate knowledge for providing individual and group learning environments for children with and without disabilities through a variety of formats including play, environmental routines, parent-mediated activities, and inquiry strategies.
7. Demonstrate knowledge and skill in fostering self-regulation, self-control, problem-solving, and independence in children.
8. Demonstrate knowledge of health-related issues in early childhood settings, interpret medical histories, and select appropriate health appraisal procedures to guide parents and make referrals.
9. Demonstrate sensitivity and respect for differences in families, view parents as partners in the education process, and establish collaborative relationships with them.
10. Acquire knowledge of the interdisciplinary approach for meeting the needs of young children by learning about relevant legislation, and interagency roles and collaboration.

11. Demonstrate the ability to create environments and engage in interactions that are sensitive to diversity (e.g., cultural, linguistic, geographic, ethnic, and socioeconomic), as well as promoting an anti-bias perspective.
12. Implement appropriate technologies to facilitate learning.
13. Establish a pattern of reflective learning and inquiry leading towards confidence, professionalism, and effectiveness in the role of educator of young children.

### **Important Information**

1. University Basic Studies requirements must be completed prior to graduation.
2. Students wishing to pursue this program must be formally admitted to the Watson School of Education. Requirements for admission are:
  - A. Completion of the University requirements in English, mathematics, and science laboratory course with a grade of a “C” or better in each course.
  - 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. Admissions 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. All Education courses above EDN 303 require admission into the Watson School of Education and completion of the requirements listed in #2 above. Some of the courses have prerequisites, and students should ensure that these have been met before enrolling in Interdisciplinary or Specialty core courses. The prerequisites are listed in the Undergraduate Catalogue.
4. To enroll in EDN 465, a student must have achieved a “C” or better in all courses in Area II and Area III on the following pages and must have a 2.7 cumulative GPA on all work attempted at UNCW. Students are required to apply for student teaching (EDN 465) 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.
5. Students must comply with the Watson School of Education’s *Standards of Professional Conduct*.
6. Mastery of all technology competencies required by the State of North Carolina must be achieved prior to recommendation for licensure.
7. A minimum of 124 credit hours 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.

For more information: [www.uncw.edu/ed/advising](http://www.uncw.edu/ed/advising)

5/2009

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

**Education of Young Children (Birth – Kindergarten)**

**I. Basic Studies**

**English Composition**

ENG 103 or  
ENG 101 and 201

**Physical Education:** PED 101

**Humanities**

English Literature  
History  
Philosophy  
Language

**Fine Arts**

**Natural and Mathematical Sciences**

Natural Sciences  
Life Sciences  
Physical Sciences  
Mathematical Sciences

**Social and Behavioral Sciences**

**Interdisciplinary Perspectives** (optional)

**II. Interdisciplinary Core (21 Hours)**

BIO 160 Genetics in Human Affairs (3)  
EDN 200 Teacher, School & Society (3)  
EDNL 200 Field Studies (1)  
EDN 204 Intro to Early Childhood Education (2)  
EDN 303 Instructional Technology (3)  
HEA 207 Nutrition & Behavior (3)  
PSY 220 Child Psychology (3) or  
PSY 223 Life Span Human Development (3)  
SOC 349 Sociology of Childhood (3) or  
SOC 345 Sociology of the Family (3)

**III. Interdisciplinary Specialty (41 Hours)**

EDN 227 Aesthetic Development in Young Children (2)  
EDN 302 Child Observation and Assessment (3)

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

EDN 382 Literacy Development in the Early Years (2)  
EDN 383 Math and Science for the Early Years (2)  
EDN 385 Field Experience in Early Childhood Education (1)  
EDN 386 Field Experience in Infant/Toddler Education (1)  
EDN 387 Field Exp: Working w/ Child w/ Spec. Needs (1)  
EDN 424 Child Guidance (2)  
EDN 430 Preschool Curriculum (3)  
EDN 450 Infant and Toddler Program Models (3)  
EDN 451 Adaptive Practices in Early Childhood (3)  
EDN 460 Administration of Preschool Programs(3)  
NSG 345 Health Maint Needs of Young Children  
NSGL 345 (Lab)  
PED 350 Motor Behavior (3)  
PSY 320 Psychology of Infancy and Early Childhood (3)  
PSY 322 Psychology of Exceptional Children (3) or  
SED 250 Introduction to Special Education (3)  
SWK 311 Child Abuse and Neglect (3)

**IV. Professional Semester (14 Hours)**

EDN 463 Child, Family & Teacher Relations (2)  
EDN 465 Practicum in Education of Young Children (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 463 & 465) and attend student teacher orientation meetings during the semester prior to their scheduled internship semester.

- ◆ Attention should be given to prerequisites in selection of courses in Basic Studies, the Interdisciplinary Core, Specialty, and Professional areas.
- ◆ Not all of the EDN courses are offered each semester. Please check with your advisor to ensure the proper sequencing of courses.
- ◆ Students are required to apply for Student Teaching (EDN 465) during the semester prior to their student teaching. Student Teachers are also required to attend mandatory orientation meetings prior to student teaching.
- ◆ Students planning to teach kindergarten are required to take the Early Childhood Content Knowledge-0022 or Praxis II Specialty test for Elementary (K-6)
- ◆ Students seeking the non-licensure option are required to complete EDN 467(non-licensure practicum (6)) in lieu of EDN 465. For more information contact the EYC program coordinator.

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

**B.A. in Education of Young Children (Birth – Kindergarten)**

**STUDENT** \_\_\_\_\_

**ADVISOR** \_\_\_\_\_

<b>I. BASIC STUDIES</b>	<b>Cr.</b>	<b>Hours</b>
	<b>Req'd</b>	<b>Earned</b>
<b>ENGLISH COMPOSITION (6 hours) ENG 103 or</b>		
<b>ENG 101</b> ("C" or better required)	3	
<b>ENG 201</b> ("C" or better required)	3	
<b>PHYSICAL EDUCATION (2 hours) PED 101</b>	2	
<b>HUMANITIES (12-18 hours)</b> Required: A minimum of 12 and a maximum of 18 hours elected from the following 4 categories with a minimum of 3 hours in each category.		
<b>Literature</b> (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>CRW</b> 203; <b>FRH</b> 209, 321, 322; <b>GER</b> 209; <b>PRT</b> 210; <b>SPN</b> 209, 210, 321, 322	3	
<b>History</b> (3-9) - <b>HST</b> 101, 102, 103, 201, 202, 237, 261, 271, 273, 275, 276	3	
<b>Philosophy</b> (3-9) – <b>PAR</b> 101, 103, 110, 115, 125, 201, 202, 205, 211, 215, 225, 230, 232, 233, 235, 236, 238, 240, 242	3	
<b>Language</b> (3-9 hours, of which at least three must be in a foreign language) <b>CHN</b> 101, 102 <b>COM</b> 110 <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, 120, 201, 202, 203, 305;	3	
<b>Fine Arts</b> (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; <b>FNA</b> 101, 102; <b>FST</b> 110, 210; <b>THR</b> 112, 121, 136, 225, 226, 227; <b>MUS</b> 105 or 106, 111; <b>MUSL</b> 111; <b>MUS</b> 114, 115, 116, 117, 118, 119, 140, 184*, 185*, 186*, 187* *Basic studies credit from <b>MUS</b> 184, 185, 186, and 187 may not exceed a total of three semester hours.	3	
<b>NATURAL SCIENCES (7-12)</b> 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 it has a lab.) <b>Life Science:</b> <b>ANT</b> 210; <b>BIO</b> 105*, 140, 150, 160, 170, 180, 190, 201, 202, 240*, 241*; <b>BIOL</b> 140*; <b>EVS</b> 195; <b>EVSL</b> 195; <b>GLY</b> 135; <b>PED</b> 216*, 217 <b>BIO</b> 160 is required later in the program	3-4	
<b>Physical Science:</b> <b>CHM</b> 101*, 102*, 105; <b>GGY</b> 130*, 230; <b>GLY</b> 101*, 120 ( <b>EVS</b> 120), 125, 150, 172*; <b>GLYL</b> 120* ( <b>EVSL</b> 120*); <b>PHY</b> 101*, 102*, 103, 105*, 201*, 202*, 260	3-4	
<b>Mathematical Sciences (3-8)</b> 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 and 215 may not exceed three semester hours. <b>MATH</b> 141 is recommended for education students	3	

<b>Social &amp; Behavioral Sciences (6-12)</b> Required: a minimum of 6 and maximum of 12 hours elected from the following, with no more than 6 hours for any one discipline. <b>ANT</b> 105, 205 ( <b>SOC</b> 205), 206, 207; <b>COM</b> 104, 160, 220; <b>CRM</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>SOC</b> 105, 205 ( <b>ANT</b> 205), 215, 220; <b>SWK</b> 235. <b>PSY</b> 220 or 223 is required later in the program. <b>SOC</b> 105 is required.	6	
<b>INTERDISCIPLINARY PERSPECTIVES</b> (Optional, may take two courses to count towards Basic Studies) <b>GRN</b> 101; <b>HON</b> 110, 210; <b>PSY</b> 210; <b>SHS</b> 210; <b>WMS</b> 210		
<b>II. PROFESSIONAL CORE (21 Hours)</b> (Pre-requisite in parenthesis)	<b>Credit Req'd</b>	<b>Hours Earned</b>
<b>BIO</b> 160	3	
<b>EDN</b> 200 ("C" or better required)	3	
<b>EDNL</b> 200 (Co-requisite EDN 200)	1	
<b>EDN</b> 204	2	
<b>EDN</b> 303	3	
<b>HEA</b> 207	3	
<b>PSY</b> 220 or <b>PSY</b> 223	3	
<b>SOC</b> 349 or <b>SOC</b> 345 ( <b>SOC</b> 105)	3	
<b>III. CURRICULAR FOUNDATIONS (41 Hours)</b> (Pre-requisite in parenthesis)		
<b>EDN</b> 227	2	
<b>EDN</b> 302	3	
<b>EDN</b> 382	2	
<b>EDN</b> 383	2	
<b>EDN</b> 385 (EDN 204)	1	
<b>EDN</b> 386 (EDN 204 and Co-requisite EDN 450)	1	
<b>EDN</b> 387 (EDN 204 and Co-requisite EDN 451)	1	
<b>EDN</b> 424 (EDN 204)	2	
<b>EDN</b> 430 (EDN 204)	3	
<b>EDN</b> 450 (EDN 204)	3	
<b>EDN</b> 451 (EDN 204)	3	
<b>EDN</b> 460 (EDN 204)	3	
<b>NSG</b> 345 (Co-requisite <b>NSGL</b> 345)	2	
<b>NSGL</b> 345 (Co-requisite <b>NSG</b> 345)	1	
<b>PED</b> 350	3	
<b>PSY</b> 320 ( <b>PSY</b> 220 or 223)	3	
<b>PSY</b> 322 or <b>SED</b> 250 ( <b>PSY</b> 322 pre-req is <b>PSY</b> 105 and 220 or 223)	3	
<b>SWK</b> 311	3	
<b>IV. SPECIAL EDUCATION FOUNDATIONS (14 Hours)</b> (Pre-requisite in parenthesis)		
<b>EDN</b> 465*	12	
<b>EDN</b> 463*	2	
*To enroll in these classes, a student must have achieved a "C" or better in all courses in Areas II, III, IV, V and must have a 2.7 cumulative GPA on all work attempted at UNCW. Students are required to apply for student teaching ( <b>SED</b> 410 & 411) and attend student teacher orientation meetings during the semester prior to their scheduled internship semester.		

**MINIMUM OF 124 HRS REQUIRED FOR GRADUATION**

**Degree Requirements for Undergraduate Program  
Education of Young Children  
Sample Schedule (effective 2005-2006)**

**FIRST YEAR**

<u>Fall Semester</u>	Hours	<u>Spring Semester</u>	Hours
Basic Studies	15	Basic Studies	15
<b>TOTAL</b>	<b>15</b>	<b>TOTAL</b>	<b>15</b>

**SECOND YEAR**

<u>Fall Semester</u>	Hours	<u>Spring Semester</u>	Hours
EDN 200 Teacher, School & Society	3	BIO 160 Genetics in Human Affairs	3
EDNL 200 Field Experience	1	EDN 204 Introduction to ECE	2
PED 350 Motor Behavior	3	EDN 227 Aesthetic Dev. in Young Children	2
PSY 220 Child Psychology <b>or</b>	3	SOC 345 Sociology of the Family <b>or</b>	3
PSY 223 Life Span Human Development		SOC 349 Sociology of Childhood	
Basic Studies	6	Basic Studies	6
<b>TOTAL</b>	<b>16</b>	<b>TOTAL</b>	<b>16</b>

**THIRD YEAR**

<u>Fall Semester</u>	Hours	<u>Spring Semester</u>	Hours
EDN 303 Instructional Technology	3	EDN 383 Math & Science for the Early Years	2
EDN 302 Child Observation & Assessment	3	EDN 386 Field Experience- Infant/Toddler Ed	1
EDN 385 Field Experience in EYC	1	EDN 450 Infant/Toddler Program Models	3
EDN 430 Preschool Curriculum	3	NSG 345 Health Maint. Needs of Young Child	2
HEA 207 Nutrition & Behavior	3	NSGL 345 Health Maint. Needs of Young Child	1
Basic Studies /Elective	3	PSY 320 Psych of Infancy & Early Childhood	3
		PSY 322 Psych of Exceptional Children <b>or</b>	3
		SED 250 Introduction to Special Education	
<b>TOTAL</b>	<b>16</b>	<b>TOTAL</b>	<b>15</b>

**FOURTH YEAR**

<u>Fall Semester</u>	Hours	<u>Spring Semester</u>	Hours
EDN 382 Literacy Dev in the Early Years	2	EDN 463 Child, Family and Teacher Relations	2
EDN 387 Field Exp- Child w/ Special Needs	1	EDN 465 Practicum in EYC	12
EDN 424 Child Guidance	2	<b>TOTAL</b>	<b>14</b>
EDN 451 Adaptive Practices in Early Child	3		
EDN 460 Admin of Preschool Programs	3		
SWK 311 Child Abuse & Neglect	3		
Electives/Basic Studies	3		
<b>TOTAL</b>	<b>17</b>		

**Requirements for Birth Through Kindergarten Add-On Licensure  
Teachers Licensed (Certified) in Elementary Education  
and/or Special Education**

**Education of Young Children  
Sample Schedule**

**FIRST YEAR**

<u>Fall Semester</u>	Hours	<u>Spring Semester</u>	Hours
EDN 303 Instructional Technology	3	EDN 384 Creating Preschool Environments	3
<b>EDN 302 Child Observation &amp; Assessment</b>	3	EDN 386 Field Exp- Infant/Toddler Ed	1
EDN 387 Field Experience - Special Needs	1	<b>EDN 450 Infant/Toddler Program Models</b>	3
EDN 424 Child Guidance	2	EDN 463 Child, Family & Teacher Relations	2
<b>EDN 451 Adaptive Practices in Early Child</b>	3		
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<b>TOTAL</b>	<b>12</b>	<b>TOTAL</b>	<b>9</b>

**SECOND YEAR**

<u>Fall Semester</u>	Hours
EDN 412 Extended Practicum	6 or
<b>EDN 466 Enhanced Practicum in Preschool Settings</b>	3
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<b>TOTAL</b>	<b>6 or 3</b>

- Credit for previous course work may be substituted on an individual basis.
- Courses listed in BOLD type are core methods courses that must be taken at UNCW, even if the student has taken a similar course at another institution.
- EDN 412 includes 30 full days (six-weeks) of practicum placement.
- EDN 466 may be substituted for EDN 412 if the student, at the time all other course requirements are complete, is currently teaching B-K level in an approved setting for the practicum.
- Students planning to complete EDN 466 or EDN 412 are required to inform the EYC Program Coordinator of their plan in writing during the semester prior to their practicum.

**Requirements for Birth Through Kindergarten Add-On Licensure  
Teachers Licensed (Certified) in Secondary Education & Allied Fields**

**Education of Young Children  
Sample Schedule**

**First Year**

<b>Fall Semester</b>		<b>Spring Semester</b>	
	Hours		Hours
<b>EDN 302 Child Observation &amp; Assessment</b>	3	EDN 384 Creating Preschool Environments	3
EDN 382 Literacy Development - Early Years	2	EDN 386 Field Exp-Infant/Toddler Education	1
EDN 424 Child Guidance	2	<b>EDN 450 Infant &amp; Toddler Program Models</b>	3
EDN 303 Instructional Technology	3	EDN 463 Child, Family & Teacher Relations	2
EDN 387 Field Experience- Special Needs	1	PSY 320 Psy of Infancy & Early Childhood	3
<b>EDN 451 Adaptive Practices- Early Child</b>	3		
<hr/>		<hr/>	
<b>TOTAL</b>	<b>14</b>	<b>TOTAL</b>	<b>12</b>

**Second Year**

<b>Fall Semester</b>	
	Hours
<b>EDN 412 Extended Practicum</b>	6 or
<b>EDN 466 Enhanced Practicum-Preschool Settings</b>	3
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<b>TOTAL</b>	<b>6 or 3</b>

- Credit for previous course work may be substituted on an individual basis.
- Courses listed in BOLD type are core methods courses that must be taken at UNCW, even if the student has taken a similar course at another institution.
- EDN 412 includes 30 full days (six-weeks) of practicum placement.
- EDN 466 may be substituted for EDN 412 if the student, at the time all other course requirements are complete, is currently teaching B-K level in an approved setting for the practicum.
- Students planning to complete EDN 466 or EDN 412 are required to inform the EYC Program Coordinator of their plan in writing during the semester prior to their practicum.

## Requirements for Individuals with Bachelor Degrees but No Licensure

### Education of Young Children Sample Schedule

#### First Year

Fall Semester	Hours	Spring Semester	Hours
EDN 200 Teacher, School & Society	3	EDN 204 Introduction to ECE	2
EDNL 200 Field Experience	1	PSY 320 Psy. Of Infancy & Early Childhood	3
EDN 302 Child Observation & Assessment	3	EDN 387 Field Experience Special Needs	1
EDN 303 Instructional Technology	3	<b>EDN 451 Adaptive Practices in Early Child</b>	3
EDN 385 Field Experience in EYC	1	SED 250 Intro to Special Ed	3
<b>TOTAL</b>		<b>TOTAL</b>	
	<b>11</b>		<b>12</b>

#### Second Year

Fall Semester	Hours	Spring Semester	Hours
EDN 382 Literacy Development- Early Yrs	2	EDN 463 Child, Family & Teacher Relations	2
EDN 386 Field Exp Infant/Toddler Education	1	<b>EDN 465 Practicum in EYC</b>	12
EDN 424 Child Guidance	2	<b>EDN 466 Enhanced Practicum- Preschool Settings</b>	<b>or</b> 3
<b>EDN 430 Preschool Curriculum</b>	3		
<b>EDN 450 Infant &amp; Toddler Program Models</b>	3		
<b>TOTAL</b>		<b>TOTAL</b>	
	<b>11</b>		<b>14 or 5</b>

- Credit for previous course work may be substituted on an individual basis.
- Courses listed in BOLD type are core methods courses that must be taken at UNCW, even if the student has taken a similar course at another institution.
- EDN 466 may be substituted for EDN 465 if the student, at the time all other course requirements are complete, is currently teaching B-K level in an approved setting for the practicum.
- Students are required to apply for student teaching (EDN 465) during the semester prior to their student teaching. Student teachers are also required to attend mandatory orientation meetings prior to student teaching.
- Students planning to teach kindergarten are required to take the Early Childhood Content Knowledge – 0022 or Praxis II specialty test for Elementary (K-6).

## Requirements for Preschool Add-on Licensure Teachers Licensed Certified in Elementary Education, Special Education, or Child Development (Home Economics)

The Preschool Add-on license is designed for individuals who currently hold a clear license in elementary education, special education, or child development (home economics) and are currently teaching at the preschool level in public school settings. This license does not replace the Birth-Kindergarten License, and does not qualify teachers to work with children under 3 years of age.

The Watson School of Education offers this option only for individuals who fit the description above. A total of 16 semester hours must be completed, including a 3-hour practicum in the teacher's own classroom. In almost all cases, teachers who are licensed in one of the above areas must complete all of the courses below to be recommended for the Preschool Add-on license. The teacher must also present a letter from her/his supervisor verifying at least one year of successful teaching experience in the current Pre-Kindergarten setting, at the time coursework is completed.

### Required Courses

<b>EDN 302</b>	<b>Child Observation and Assessment</b>	3
<b>EDN 384</b>	<b>Creating Preschool Environments</b>	3
EDN 424	Child Guidance	2
<b>EDN 451</b>	<b>Adaptive Practices in Early Childhood</b>	3
EDN 463	Child, Family & Teacher Relations	2
<b>EDN 466</b>	<b>Enhanced Practicum in Preschool Settings</b>	3
<b>TOTAL</b>		<b>16</b>

- Credit for previous coursework may be substituted on an individual basis.
- Courses listed in BOLD type are core methods courses that must be taken at UNCW, even if the student has taken a similar course at another institution.
- Students planning to complete EDN 466 are required to inform the EYC Coordinator of their plan in writing during the semester prior to their practicum.

## **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.