

BACHELOR OF ARTS DEGREE IN MIDDLE GRADES EDUCATION

Program Goals and Objectives

The goal of the Middle Grades Education program at UNCW is to assist in providing an appropriate education for early adolescents in grades 6-9 through the preparation of teachers who are well educated and professionally competent. The conceptual framework for the middle grades 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 Middle Grades Education Program (EMG), the student should be able to:

1. Demonstrate breadth of disciplinary and general knowledge.
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 non-mainstream cultural backgrounds.
5. Establish a classroom climate conducive to the learning, social, and emotional needs of young adolescents.
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 two subject areas of the middle grades 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.
2. Students wishing to pursue teacher preparation programs must be formally admitted to the Watson School of Education. Requirements for admission are:
 - A. Completion of the University requirements in English, mathematics, and a natural science laboratory course with a grade of "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)
- ★ 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. All Education courses numbered above EDN 303 require admission to the Watson School of Education. Many of the courses have prerequisites, and students should ensure that these have been met before enrolling in methods or professional specialty courses. The prerequisites are listed in the Undergraduate Catalogue. Students are encouraged to take EDN 303 prior to enrolling in methods courses.
4. In the Middle School Education Program, EDN 318 is offered during the fall and spring semesters, and one summer term. EDN 320 and 352 are offered in the fall and spring; EDN 323, 335, 338, and 355 are offered in the fall only. Students should check with their advisor to ensure proper sequencing of courses.
5. Note that EDN 301 and EDN 318 are pre-requisite for all of the methods courses: EDN 323, 335, 338, and 355. EDN 352 is a pre-requisite for the Language Arts Methods EDN 355.
6. 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 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 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.
7. Students must comply with the Watson School of Education's *Standards in Professional Conduct*.
8. Students must complete 24 semester hours of content courses in their Academic Concentration licensure area and complete 18 credit hours in their Additional Teaching Field or take the Praxis II in that subject area. Registration and study materials are available online at www.ets.org/praxis. Additional study materials are available at <http://www.uncw.edu/ed/advising/documents/praxisIItest.pdf>
9. Mastery of all technology competencies required by the state of North Carolina must be achieved prior to recommendation for licensure.
10. A minimum of 124 semester hours credit is required for graduation.

The University of North Carolina at Wilmington is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender or disability. Moreover, the University of North Carolina at Wilmington is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of black students.

LICENSURE AREAS

Persons planning to teach at the middle grades level must complete coursework in an Academic Concentration and an Additional Teaching Field in order to be licensed in two subject areas. A methods course is required for each area of licensure. Students will select two licensure areas from: Language Arts, Mathematics, Science, and Social Studies. One of their licensure areas will be based on the academic concentration and the other licensure area will be based on the teaching field.

ACADEMIC CONCENTRATION (24 Hours)

The Academic Concentrations listed below are options for middle grades majors. The specific courses for each area are delineated on the following pages. A minimum of 24 hours is required in the Academic Concentration.

Language Arts (Language Arts Licensure)
Mathematics (Mathematics Licensure)
Science (Science Licensure)
Social Studies (Social Studies Licensure)

ADDITIONAL TEACHING FIELD (18 Hours)

The Additional Teaching Field must be in an area different from the Academic Concentration. The specific courses for each area are delineated on the following pages. A minimum of 18 hours is required in the Additional Teaching Field.

Language Arts (Language Arts Licensure)
Mathematics (Mathematics Licensure)
Science (Science Licensure)
Social Studies (Social Studies Licensure)

NOTE: Students must take Praxis II in the Additional Teaching Field area if they have less than 24 hours of content courses to be recommended for licensure.

Students may use courses in Basic Studies to fulfill requirements in both their Academic Concentration and their Additional Teaching Field requirements.

SCIENCE

ACADEMIC CONCENTRATION FOR MIDDLE GRADES SCIENCE

CORE COURSES		
CHM 101	Chemistry	4 hours
CHM 102	Chemistry	4 hours
BIO 105	Biology	4 hours
SELECTED COURSES - Select 12 hours from the following:		
PHY 103	Intro to Physics	3 hours
PHY 111	Naked Eye Astronomy	3 hours
GGY 230	Weather and Climate	3 hours
GLY 101	Principles of Geology	4 hours
EVS 195	Environmental Studies	3 hours

Total hours = 24 including Basic Studies (Higher number course for each of these science disciplines, with the exception of Chemistry, may be substituted.)

ADDITIONAL TEACHING FIELD FOR MIDDLE GRADES SCIENCE

CORE COURSES		
CHM 101	Chemistry	4 hours
BIO 105	Biology	4 hours
SELECTED COURSES - Select minimum of 10 hours from the following:		
PHY 103	Intro to Physics	3 hours
PHY 111	Naked Eye Astronomy	3 hours
GGY 230	Weather and Climate	3 hours
GLY 101	Principles of Geology	4 hours
EVS 195	Environmental Studies	3 hours

Total hours = 18 including Basic Studies (Students may substitute a higher number course in each of the disciplines.)

SOCIAL STUDIES

ACADEMIC CONCENTRATION FOR MIDDLE GRADES SOCIAL STUDIES

CORE COURSES		
GGY 180	World Geography I (Europe, Americas)	3 hours
GGY 181	World Geography II (Africa, Asia, Oceania)	3 hours
HST 201	American History	3 hours
HST 202	American History	3 hours
Select one of the following two:		
PLS 111	Politics and Government in Global Perspective	3 hours
PLS 202	Contemporary American Political Issues	3 hours
Select one of the following two:		
GGY 210	Economic Geography	3 hours
ECN 125	Survey of Economics	3 hours
Select one of the following Anthropology/Sociology:		
ANT 105	Introduction to Anthropology	3 hours
ANT 206	Cultural Anthropology	3 hours
SOC 215	Modern Social Problems	3 hours
SOC 220	Sociology of Birth and Death	3 hours
GGY 282*	Geography of North Carolina	3 hours
Select one of the following Multicultural:		
HST 261	African-American History	3 hours
HST 336	American Indian History to 1900	3 hours
AAS 130	Introduction to African-American Studies	3 hours
ANT 305	North American Indians	3 hours

Total Hours = 24 including Basic Studies *Prerequisite: GGY 140, or consent of instructor

ADDITIONAL TEACHING FIELD FOR MIDDLE GRADES SOCIAL STUDIES

CORE COURSES		
HST 201	American History	3 hours
HST 202	American History	3 hours
Select one of the following two:		
PLS 111	Politics and Government in Global Perspective	3 hours
PLS 202	Contemporary American Political Issues	3 hours
Select one of the following two:		
GGY 210	Economic Geography	3 hours
ECN 125	Survey of Economics	3 hours
Select one of the following Geography:		
GGY 140	Introduction to Human Geography	3 hours
GGY 180	World Geography I (Europe, Americas)	3 hours
GGY 181	World Geography II (Africa, Asia, Oceania)	3 hours
Select one of the following ANT/SOC/ Multicultural:		
ANT 105.	Introduction to Anthropology	3 hours
ANT 206.	Cultural Anthropology	3 hours
ANT 305.	North American Indians	3 hours
GGY 282*	Geography of North Carolina	3 hours
SOC 215	Modern Social Problems	3 hours
SOC 220	Sociology of Birth and Death	3 hours
HST 261	African-American History	3 hours
HST 336	American Indian History to 1900	3 hours
AAS 130	Introduction to African-American Studies	3 hours

Total Hours = 18 including Basic Studies *Prerequisite: GGY 140, or consent of instructor

MATHEMATICS

ACADEMIC CONCENTRATION FOR MIDDLE GRADES MATHEMATICS

Select one of the following two:		
MAT 111 – 112	College Algebra – Trigonometry	6 hours
MAT 115	Precalculus (Preferred)	3 hours
CORE COURSES		
MAT 142	Basic Concepts of Mathematics II	3 hours
MAT 161	Calculus with Analytic Geometry	4 hours
MAT 243	Concepts and Applications of Discrete Mathematics *	3 hours
MAT 345	Modern College Geometry**	3 hours
MAT 346	Historical Development of Mathematics***	3 hours
STT 215	Introduction to Statistics****	3 hours
Suggested additional mathematics courses if more credit hours are needed to total 24:		
MAT 275	Axiomatic Structures	3 hours
MAT 162	Calculus with Analytic Geometry II	4 hours
MAT 335	Linear Algebra with Matrices	3 hours

Total Hours = 24 including Basic Studies

* Prerequisite: MAT 142; MAT 151 or MAT 161

** Prerequisite: MAT 275

*** Corequisite: MAT 275 or consent of instructor

**** Prerequisite: MAT 111 or 115

ADDITIONAL TEACHING FIELD FOR MIDDLE GRADES MATHEMATICS

MAT 142	Basic Concepts of Mathematics II	3 hours
MAT 111 – 112	College Algebra – Trigonometry	6 hours
MAT 161	Basic Calculus with Applications	3 hours
MAT 243	Concepts and Applications of Discrete Mathematics *	3 hours
STT 215	Introduction to Statistics**	3 hours
Suggested additional mathematics courses if more credit hours are needed to total 18:		
MAT 275	Axiomatic Structures	3 hours
MAT 152	Basic Calculus with Applications II	3 hours
MAT 335	Linear Algebra with Matrices	3 hours

Total Hours = 18 including Basic Studies

** Prerequisite: MAT 111 or 115

* Prerequisite: MAT 142; MAT 151 or MAT 161

LANGUAGE ARTS

ACADEMIC CONCENTRATION FOR MIDDLE GRADES LANGUAGE ARTS

CORE COURSES			
ENG 205	Critical Writing About Literature*	3 hours	
ENG 304	Writing for Teachers	3 hours	
Select one of the following:			
ENG 320	Introduction to Linguistics	3 hours	
ENG 321	Structure of the English Language	3 hours	
Select one of the following:			
ENG 382	Ways of Teaching Literature	3 hours	
ENG 383	Classics Reconsidered	3 hours	
Select one of the following American Literature:			
ENG 223, 224, 232, 350, 351, 352, 353, 354, 355, 356		3 hours	
SELECTED COURSES: Select one course each from three of the following groups (total of 9 hrs):			
Group 1 – may select one	ENG 380	Literature for Children	3 hours
	ENG 381	Literature for Young Adults	3 hours
Group 2 – may select one	ENG 332	Shakespeare's Early Plays and Poems	3 hours
	ENG 333	Shakespeare's Later Plays	3 hours
Group 3: Non-canonical or non-Western literature – may select one			
ENG 230, 232, 340, 341, 342, 355, 356, or 373		3 hours	
Group 4: Writing – may select one			
ENG 202, 204, 302, 303, 306, 310, 311, or 315		3 hours	
CRW 201, 206, 207, 208, 209		3 hours	
Group 5: Additional American, British, or European literature – may select one			
ENG 211, 212, 223, 224, 225, 226, 232, 233, 290, 335, 336, 337, 338, 361, 362, 365, 370, 374, or 375		3 hours	

Total Hours = 24 including Basic Studies

ADDITIONAL TEACHING FIELD FOR MIDDLE GRADES LANGUAGE ARTS

ENG 304	Writing for Teachers	3 hours
ENG 380	Literature for Children	3 hours
Select one of the following:		
ENG 320	Introduction to Linguistics	3 hours
ENG 321	Structure of the English Language	3 hours
Select one additional English course beyond ENG 101, 103, and 201		3 hours
Select one of the following:		
COM 110	Public Speaking	3 hours
COM 116	Performance of Literature	3 hours
COM 210	Performance of Children's Literature	3 hours
THR 121	Introduction to the Theatre	3 hours
THR 130	Improvisation	3 hours
THR 225	History and Appreciation of Film: Silent	3 hours

Total Hours = 18 including Basic Studies

WATSON SCHOOL OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON

MIDDLE GRADES EDUCATION (6-9)

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

Social & Behavioral Sciences

Interdisciplinary Perspectives

II. ACADEMIC CONCENTRATION
(24 Hrs.)

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 221 Adolescent Psychology
OR
PSY 223 Lifespan Human Development

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

IV. PROFESSIONAL SPECIALTY AREA
(15 Hrs.)

EDN 318 Middle School Programs & Practice
EDN 320 Diverse Learners (6-9)
EDN 352 Developing Reading Competence in the Middle Grades

2 Content methods courses (based on licensure areas):
EDN 323 (Math)
EDN 335 (Social Studies)
EDN 338 (Science)
EDN 355 (Language Arts)

V. PROFESSIONAL SEMESTER (15 Hrs.)

EDN 410 Seminar in Education
EDN 411 Practicum

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.

VI. ADDITIONAL TEACHING FIELD (18 Hrs.)

18 Hours as specified on the LICENSURE AREAS sheet

A MINIMUM OF 124 HOURS IS REQUIRED FOR GRADUATION

RECOMMENDED PROGRAM OF STUDIES FOR MIDDLE GRADES EDUCATION

FRESHMAN YEAR

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

SOPHOMORE YEAR

<u>First Semester</u>	Hours	<u>Second Semester</u>	Hours
EDN 200 Teacher, School and Society	3	PSY 221 Adolescent Psychology or 223 Lifespan Psychology	3
EDNL 200 Field Studies	1	Academic Concentration ¹	3
EDN 203 Psychological Foundations of Teaching	3	Additional Teaching Field	6
Basic Studies	9	Basic Studies	6
TOTAL	16	TOTAL	18

JUNIOR YEAR

<u>First Semester</u>	Hours	<u>Second Semester</u>	Hours
EDN 301 Instructional Design	3	EDN 320 Diverse Learners ⁴	3
Academic Concentration ¹	6	EDN 352 Dev. Reading Competence in Mid. Gr. ⁵	3
EDN 303 Instructional Technology	3	EDN 318 Middle Grades ^{1,5}	3
Additional Teaching Field	3	Additional Teaching Field	3
TOTAL	15	Academic Concentration ¹	3
		TOTAL	15

SENIOR YEAR

<u>First Semester</u>	Hours	<u>Second Semester</u>	Hours
EDN 3xx ^{2,3}	6	EDN 410 Seminar in Education	3
Additional Teaching Field	6	EDN 411 Practicum	12
Academic Concentration ¹	6	TOTAL	15
TOTAL	18		

- ¹ EDN 318 is a prerequisite for EDN323, EDN335, EDN 338 and EDN355
- ² Offered in fall semester only
- ³ Choose from EDN 323(Math), 335(Social Studies), 338(Science), 355(Language Arts) depending upon licensure area(s)
- ⁴ Offered in fall & spring semesters
- ⁵ Offered in fall, spring, and one summer session

A MINIMUM OF 124 HOURS REQUIRED FOR GRADUATION

ISTE National Educational Technology Standards for Teachers

http://cnets.iste.org/teachers/t_stands.html

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.