

COLLEGE OF EDUCATION AND HUMAN SERVICES

Dr. David Wiley, Dean

SCHOOL OF EDUCATION

Dr. Monica Campbell, Chair

FACULTY:

Associate Professors Terri Barrett, Janet Painter

Assistant Professors Monica Campbell, Joyce Davis, Kim Matthews

Instructors Joan Huffman, Angela Vandett

MAJORS: Birth-Kindergarten Education (BA), Deaf and Hard of Hearing Education (BA), Elementary Education (BA), Middle School Education (BA), Teaching English as a Second Language (BA), Child and Family Intervention (BA)

For Secondary Education Teacher Programs, see Major

To earn a degree at Lenoir-Rhyne University, students must complete major courses, the L-R core courses, and if needed, elective courses equal a minimum of 128 hours. Some majors require more hours.

We believe that Lenoir-Rhyne University education graduates are reflective practitioners who are aware of factors affecting student learning and who recognize and value individual needs in planning instruction and creating a learning community. The unit has designed a heavily field-based program which prepares students at both the initial and advanced levels to develop knowledge of self, content knowledge, knowledge of human development, awareness of "schooling," and strategies used with students and clients. The undergraduate Education major earns a B.A. degree.

In addition, Education, in conjunction with other academic programs, offers an Interdisciplinary Studies concentration in Child and Family Intervention. Please refer to the Interdisciplinary Studies section of the catalog.

Reciprocity Agreements: The programs in teacher education and school counseling at Lenoir-Rhyne University are approved by the North Carolina State Board of Education and The National Council for the Accreditation of Teacher Education.

MAJORS: BIRTH-KINDERGARTEN EDUCATION, DEAF AND HARD-OF-HEARING EDUCATION, ELEMENTARY EDUCATION, MIDDLE SCHOOL EDUCATION, AND TEACHING ENGLISH AS A SECOND LANGUAGE.

TEACHER LICENSURE may be added to the following undergraduate liberal arts majors:

GRADES 9-12: Biology, English, Mathematics, Science for Teachers, and Social Studies (see Economics, History, Political Science, Psychology or Sociology).

GRADES K-12: Music, Physical Education and Spanish.

MINORS: Birth-Kindergarten Education and English as a Second Language.

A minor in Birth-Kindergarten Education requires twenty-one credits consisting of Education 262, 264, 361, 363, 365, 366, and 493.

A minor in English as a Second Language requires twenty-one credits consisting of Education 210, 211, 212, 302, 313, 314, and Psychology 250.

HONORS: Students majoring in Education and judged qualified by the faculty may, upon invitation, elect to pursue honors work in Education. To graduate "With Honors in Education," students must have a minimum cumulative GPA of 3.0 and a minimum major GPA of 3.2. They must complete Education 499 and honors work in Education 430, 431, or 432 and 440, 441, or 442. In addition, they must orally defend a thesis or project and submit a video of exemplary student teaching experiences. Secondary or K-12 majors must meet honors guidelines in their respective major and Education Honors guidelines to receive Honors in Education.

CONCURRENT ENROLLMENT: INTERNSHIPS AND FIELD EXPERIENCE

The School of Education recommends that students not enroll concurrently in more than two courses with field experience or internship components, with the exception of the senior year, when students are enrolled in their methods courses and student teaching. During the senior year, students should be prepared to spend time in their assigned schools completing field-based assignments in the fall semester on a part-time basis and on a full-time basis during the spring semester.

Special requests for exceptions to program requirements must be submitted in writing to the Chair of the School of Education for review by faculty. Such requests should be submitted during early registration for the semester in advance of the exception being requested.

UNDERGRADUATE TEACHER EDUCATION CANDIDATES

Student curriculum check sheets with individual program goals are available in the Office of the Registrar or the School of Education.

NOTE: Statewide program revisions are occurring from Fall 2008 through Spring 2010 and will result in changes to curriculum and program requirements. Consult the School of Education for information about current requirements.

MISSION STATEMENT

The mission of the School of Education is to provide an environment wherein teachers who complete a program at Lenoir-Rhyne University are expected to know their content, know how to teach, be successful with a diverse population, be leaders, be reflective about their practice for effective change, and be respectful and caring.

CONCEPTUAL FRAMEWORK

[Note: Although the Counselor Education Program is structurally located in the School of Counseling and Human Services (thus outside the School of Education), it is addressed within this conceptual framework because school counseling is an educational licensure program. As a licensure program, School Counseling operates

within the larger framework of the Teacher Education Council and shares the conceptual framework with the School of Education.] **The School of Education and all education programs adhere to the Reflective Practitioner Model. The Conceptual Framework that follows is the overall model. The model as it applies to Graduate Programs is addressed in the Graduate Section of the Catalog.**

The educator/counselor as reflective practitioner is the model that underlies the knowledge base of the Teacher Education and Counselor Education programs. Courses and experiences are geared toward developing critical thinkers who consider the multitude of factors affecting human beings in learning and counseling situations.

Reflective practitioners actively consider the impacts of their actions both in the process of teaching/counseling and afterward to provide future direction. Students at Lenoir-Rhyne learn to consider the technical and practical nature of teaching/ counseling, as well as the ethical and moral implications of teaching/ counseling. Graduates of Lenoir-Rhyne University's education programs are expected to demonstrate critical thinking and reflection on their practice by the compilation of a portfolio during their course work. The portfolio serves not only as a tool to facilitate reflection, but also to synthesize reconstruction of "self-as-practitioner" as a means toward continued professional development beyond the training experience. It is the intent of the Education program at Lenoir-Rhyne to enable students to analyze and think critically in order to go beyond the institutional limitations which perpetuate "schooling," to recognize and find positive challenges in dilemmas, and to find unique, professionally sound ways to solve those dilemmas. Reflective practitioners from Lenoir-Rhyne will become more aware of themselves as practitioners (e.g., in the classroom or counseling setting) and perceive that alternatives or changes are possible. This awareness requires a sense of reflective self-renewal as practitioners continually evolve in the process of self-directed growth and critical consciousness.

The outcome will be empowerment, intentionally, and leadership in assuming a greater role and responsibility in the direction of classroom and school affairs. Teachers and school counselors can participate in developing partnerships with students, families, administrators, and communities in developing educational policy within both the content and consequences of reflective thinking.

TEACHER EDUCATION PROGRAM GOALS AND OBJECTIVES:

What should Lenoir-Rhyne teacher education candidates know and be able to do? Specific competencies that Lenoir-Rhyne College public school licensure candidates should be able to demonstrate are:

KEY:	C	Content Knowledge
	P	Pedagogical Knowledge
	PK	Professional Knowledge
	S	Professional Skill
	D	Disposition

1. Lenoir-Rhyne public school licensure candidates should know their content. They should:
 - [C] Have a broad knowledge base appropriate for their field
 - [S] Apply field-specific concepts and tools to their practice
 - [K] Understand ways their field-specific content connects to the broader school curriculum

2. Lenoir-Rhyne University public school licensure candidates should possess pedagogical, and professional knowledge and skills. They should know how to teach/counsel by:
 - [PK] Understanding how learning and change take place
 - [S] Using a variety of methods to facilitate learning and change
 - [P] Planning to meet student needs
 - [S] Using a variety of assessment approaches to inform practice appropriately
 - [S] Communicating effectively with all constituents
 - [S] Enhancing practice with appropriate use of technology
 - [D,S,PK] Creating a context for learning/counseling that is supportive and inclusive
 - [D,S] Promoting teamwork, cooperation, and leadership
 - [P] Aligning classroom instruction to the required curriculum in a student-centered manner
 - [D] Instilling and modeling a love for life-long learning and development
 - [S] Using inquiry to promote critical thinking and problem-solving
3. Lenoir-Rhyne public school licensure candidates should appreciate diversity by:
 - [D,S] Demonstrating the belief that all students can learn and be successful through accommodating for individual needs in society
 - [D] Demonstrating their belief that diversity in the classroom, school, and society is a strength
 - [D] Knowing, respecting, and using the influence race, ethnicity, gender, religion and other aspects of culture on a child's development and learning
 - [D,S] Working collaboratively with families, public school personnel and community resource personnel to enhance student success
4. Lenoir-Rhyne public school licensure candidates should be leaders who:
 - [D,S] Advocate for and/or with students, families, and the profession
 - [D] Demonstrate high ethical standards of professional practice
 - [D] Function effectively within an ever-changing environment
 - [S] Demonstrate self-knowledge, self-advocacy and continued professional and personal development
 - [D] Realize there are strengths in diverse types of leaders
5. Lenoir-Rhyne public school licensure candidates should be reflective as they:
 - [P] Analyze and evaluate the results of their practice
 - [S] Use research to inform practice
 - [S] Conduct research to expand knowledge base and improve practice
 - [P,PK] Construct and articulate rationale for what is done in practice and why
6. Lenoir-Rhyne public school licensure candidates should be respectful and caring by:
 - [D] Showing an interest in students' development and life
 - [D] Being responsive to students and families
 - [D] Promoting dignity of students and families
 - [D] Expressing pride in student efforts
 - [D] Building self-confidence and a positive self concept in students

TITLE II REPORT

As required by the U.S. Department of Education, as specified in the Higher Education Act, institutions of higher education (IHEs) with teacher education programs must publicly report their Title II report. The Title II Report for Lenoir-Rhyne University for the academic year 2007-2008 is included below.

CONTEXTUAL INFORMATION

Overview of the Institution

Lenoir-Rhyne University, an independent, coeducational, comprehensive liberal arts institution affiliated with the Evangelical Lutheran Church in America, enrolls over 1,550 students in more than 40 undergraduate degree programs. Lenoir-Rhyne also sponsors master degree programs in the fields of business, counseling and education. With its School of Life Long Learning, Lenoir-Rhyne strives to serve the non-traditional population, including those majoring in elementary and birth-kindergarten education. The primary concern of L-R is the development of the whole person. To that end, all undergraduate students regardless of major must complete 57-59 hours of core courses comprising arts, sciences, social science, religion and language. The college seeks to liberate the mind and spirit, clarify personal faith, foster physical wholeness, build a sense of community and promote responsible leadership for service in the world. Lenoir-Rhyne holds the conviction that wholeness of personality, true vocation, and the most useful service to God and the world are best discerned from within the perspective of the Christian faith.

Special Characteristics

The mission of the teacher education program at Lenoir-Rhyne University is to prepare teachers who know their content, know how to teach, are successful with a diverse population, are leaders, are reflective about their practice for effective change, and are respectful and caring. Likewise, counselors who complete a program at Lenoir-Rhyne demonstrate a strong theoretical foundation, mastery of clinical skills, and the ability to practice as a reflective counselor with diverse populations in a variety of agency settings and public schools. Given its Christian foundation and the personal, nurturing contact provided students, a hallmark of the teacher education program at Lenoir-Rhyne is the preparation of reflective practitioners who are caring professionals. It is our sincere desire to send professionals into school environments who know children and youth and can therefore be nurturing of their needs in order to support learning. In our work with the public schools, we have adopted the guiding principle of striving to develop a Community of Learners, with the idea being that professionals in the field teach our students while we also further school professionals' development as well as our own. This relationship should be collaborative, reciprocal, and collegial where leadership and reflective practice are modeled and provided. It is also our hope that the college mission of responsible leadership for service to the world is modeled with the value of altruism reflected practice are modeled and provided. It is also our hope that the college mission or responsible leadership for service to the world is modeled with the value of altruism reflected as education students see faculty engaged in life-long learning as they give back to their field. Lenoir-Rhyne offers initial programs in Birth-Kindergarten, Elementary Education, Middle Grades Education, Teaching English as a Second Language, and Deaf and Hard-of-Hearing Education; Secondary (9-12)

Education in Biology, English, Mathematics, Comprehensive Science, and Social Studies; and the K-12 areas of Reading, Art Education, ESL, Music, Physical Education, and Spanish. Advanced programs are offered in B-K and School Counseling.

PROGRAM INFORMATION

Total number of students admitted into teacher preparation, all specializations, in academic year 2008-09.	277 students were admitted and enrolled in the teacher education program in 2008-09.
Number of students in supervised student teaching in academic year 2007-08.	42
Number of faculty members who supervised student teachers:	
• Full-time faculty in professional education.	5
• Part-time faculty in professional education but full-time in the institution.	2
• Part-time faculty in professional education, not otherwise employed by the institution.	7
• Total Faculty student teaching supervisors	14
Student teacher/faculty ratio	3.0
The average number of student teaching hours per week required.	40
The total number of weeks of supervised student teaching required.	15
Average total number of hours required.	600

TEST SCORE INFORMATION

Specialty Area/	Lenoir-Rhyne Results # Attempting Specialty Area Exam	Passed Specialty Area at any time	
		#	%
Art (K-12)			
Biology			
Business Education			
Elementary Education (K-6)	26	26	100%
English			
English as a Second Language	3	3	100%
Hearing Impaired			
Language Arts (6-8)			
Mathematics (6-8)			
Mathematics (9-12)			
Music			
Physical Education			
Reading (bachelor's level)			
Science (6-8)			
Science (Comprehensive)			
Social Studies (6-8)			
Social Studies (Comprehensive)			
Spanish (K-12)			
Overall SA Pass Rate	26	26	100%
PPST/CBT	42	42	100%

PRAXIS II is required for Elementary Education (K-6), English as a Second Language, and Middle Grades candidates with less than 24 credits in a specialization.

ADMISSION TO TEACHER EDUCATION

NOTE: Statewide revisions occurring from 2008-2010 will result in Teacher Education admissions requirement changes.

Admission to the University does not guarantee admission to the Teacher Education Program, and all Teacher Education Program requirements are subject to change as directed by the state and national accrediting agencies. Statewide program revisions are occurring between Fall 2008 and Spring 2010. Consult the Director of Teacher Education to determine the current admission requirements. Students desiring entrance into teacher education should apply and be accepted for admission before the end of their sophomore year. A student who has not met all criteria for admission to teacher education before the end of the sophomore year may not enroll in 300 or 400 level Education/Special Education courses. Criteria for entrance include the following:

1. Passing scores on Praxis I Tests (Composite score of 522). These tests should be passed prior to the end of the sophomore year. Junior transfer students should pass the tests during their first semester at Lenoir-Rhyne. Students with an SAT score at or above 1100 or an ACT score of 24 or higher may waive the PRAXIS I requirement with score verification.
2. A minimum cumulative grade point average of 2.5 by the end of the sophomore year. Junior transfer students must earn the minimum 2.5 in their first semester at Lenoir-Rhyne University.
3. A completed application for admission into Teacher Education, which includes acceptable ratings from two references, must be filed in the School of Education before the end of the sophomore year (for transfer students, the completed application must be filed before the end of their first semester at Lenoir-Rhyne.)
4. Successful completion of at least one 200-level Education course.
5. Completion of a certified background check.
6. A conference with the student's academic advisor to discuss successful completion of the program and endorsement of the application.
7. A recommendation from the applicant's major department.
8. Approval of the Teacher Education Council.

ADMISSION TO STUDENT TEACHING

At least two semesters before a student expects to student teach, Teacher Education candidates apply for student teaching. This process is likely to begin at the end of student's first semester of the junior year. Admission to student teaching requires:

- 2.5 cumulative GPA;
- Successful interview and review of developing professional portfolio is reviewed;
- Completion of a certified background check;
- Completion the primary courses required for licensure with a grade no lower than "C."

Education majors complete all remaining teaching specialty courses prior to beginning student teaching. Admission to student teaching is granted by the Teacher Education Council. Student Teaching occurs in the spring semester and involves a full 15 week commitment. Students also spend part of the fall semester in their internship placement(s).

A student who does not pass Student Teaching must follow the approval process before being allowed to repeat Student Teaching. The process requires:

1. A written request for readmission to the School of the Education along with a professional development plan.
2. A recommendation from the School Chair, the Director of Teacher Education, and/or specialty area Program Coordinator for those who wish to attempt student teaching in the semester immediately following their first attempt.
3. Formal appeal before the Teacher Education Council which will review the progress of the student and make the decision.

LICENSURE FOR UNDERGRADUATE DEGREE-SEEKING STUDENTS

To be recommended to the Public Schools of North Carolina for teacher licensure, a student must successfully complete an approved program as outlined in the catalog and graduate from Lenoir-Rhyne. Specific program requirements are listed with each major. Additionally, the student must pass any testing and/or evidence requirements as outlined by the state of North Carolina and/or the School of Education, complete student teaching with a minimum grade of a “B–“, and have a positive recommendation from the North Carolina education agency in which student teaching or interning was completed. All Praxis score requirements specified herein are subject to revision by the School of Education as mandated by the state of North Carolina. Courses in content methodology, exceptionalities, and literacy must be taken through state approved accredited Teacher Education programs.

BIRTH-KINDERGARTEN EDUCATION

NOTE: Due to statewide revising of all Teacher Education programs during 2008-2010, additional changes are anticipated. Check with the School of Education for current licensure requirements.

This major is intended to prepare professionals to work with very young children, ages zero to five, with and without disabilities, and their families. The requirements provide breadth in the liberal arts and specialization in interdisciplinary study in the fields of education, psychology, sociology, and nursing. Student teaching occurs in a publicly funded setting with a North Carolina licensed teacher during the spring semester of the senior year.

BIRTH—KINDERGARTEN EDUCATION MAJOR: 77 CREDITS

Education:

220. Child & Adolescent Development	3
241. Curriculum, Instruction & Environmental Design	4
262. B–K Developmental Curriculum	3
264. Family Diversity, Involvement, & Partnership	3
274. Global Education	3
279. Assessment, Research & Decision Making	3
343. Introduction to Exceptionalities	3
361. Foundations of Integrated Preschool Education	3
363. B–K Assessment & Environmental Design	3
365. Preschool Exceptional Children & Agency Collaboration	3
366. Speech, Language & Emerging Literacy	3
378. Consultation & Collaboratory in Education	3
402. Teaching Leadership Seminar	2
431. Field Experience in Elementary, Hearing Impaired, B-K Education	1
441. Student Teaching in the Elementary School & B-K Settings	12

Nursing:

220. Health Issues in Young Children 2

Psychology:

100. General Psychology 3

320. Developmental Psychology 4

Other Requirements:

Twenty-one credits from: 21

ACC 231

BUS any 300 Level Course

CSC 175

EDU 207, 239, 256

HCS 304

HES 280, 285, 287

PSY 201, 250, 332

SED 209, 228, 235, 240, 281, 282, 492, 497

SOC 207, 317, 379

SPA 218, 228, 336

(The above requirements may be satisfied through courses completed in an AAS degree in Early Childhood)

Take a Comprehensive Assessment Examination in the major 0

DEAF AND HARD-OF-HEARING EDUCATION MAJOR (K-12)

NOTE: As programs are under revision, the undergraduate Deaf and Hard of Hearing Education major will no longer enroll new majors after Spring 2009. Check with the School of Education regarding licensure options in Deaf and Hard of Hearing Education.

This major is intended to prepare teachers to work with students who are deaf and hard-of-hearing in grades P-12 in a variety of settings. The requirements provide breadth in the liberal arts, study in the professional discipline of education, study in a related field, and study in a comprehensive-based approach to deaf and hard-of-hearing education. Students begin taking course work in Deaf and Hard-of-Hearing Education as early as the freshmen year. In the sophomore, junior and senior years, courses may be taken at the North Carolina School for the Deaf, as well as Lenoir-Rhyne University. Student teaching will be during the Spring semester of the senior year.

DEAF & HARD-OF-HEARING EDUCATION MAJOR (K-12): 63 CREDITS**Education:**

210. Theories and Principles of Second Language Acquisition 3

241. Curriculum, Instruction & Environmental Design 4

274. Global Education 3

279. Assessment, Research & Decision Making 3

373. Adaptation, Accommodation & Differentiation 4

378. Consultation & Collaboration in Education 3

402. Elementary & Deaf Education Student Teaching Leadership Seminar 2

431. Field Experience—Deaf/Elem/B–K 1

Special Education:

209. Introduction in the Education of Youngsters with Hearing Losses 4

228. Fundamentals of Speech Production 3

235. Auditory Assessment & Aural Habilitation 3

240. Pediatric Auditory Assessment & Aural Habilitation	3
281. American Sign Language I	3
282. American Sign Language II	3
394. Adapting and Accommodating Methods, Materials, & Environments in D/HH Learners	3
480. Internship—Deaf and Hard-of-Hearing Education	12
492. Language Analysis & Interventions for students with Hearing Loss	3
497. Reading & Writing: Learners with Hearing Loss	3
Other Requirements:	
Take a Comprehensive Assessment Examination in the major	0
Recommended electives, completion of which yields eligibility for licensure:	
1. Birth-Kindergarten	24
Education:	
262. B–K Developmental Curriculum	
264. Family Diversity, Involvement, & Partnership	
361. Foundations of Integrated Preschool Education	
363. Preschool Screening, Assessment & Program Development	
365. Preschool Exceptional Children & Agency Collaboration	
366. Speech, Language, and Emerging Literacy	
493. Internship in B–K, Settings	
Psychology:	
320. Developmental Psychology	
2. English as a Second Language	24
Education:	
210. Approaches and Methods in Second Language Acquisition	
211. Approaches and Methods in Teaching English as a Second Language	
212. Linguistics: The Science of Language	
219. Practicum in ELL Literacy Development	
225. Practicum in ELL Sheltered Instruction	
313. Issues in Teaching English as a Second Language in the Public Schools	
314. Evaluation & Testing in ESL Education	
381. Special Topics in TESL	
Psychology:	
250. Multicultural Perspectives	

ELEMENTARY EDUCATION (K-6)

NOTE: Due to statewide revising of all Teacher Education programs during 2008-2010, additional changes are anticipated. Check with the School of Education for current licensure requirements.

The major is intended to prepare teachers of children in grades K-6 and is blended with preparation to address special needs students using the general curriculum. The requirements provide breadth in the liberal arts, and extensive study in the professional discipline of education, including many field experiences with children. Methods classes, plus an intensive internship, are taken in the fall of the senior year prior to student teaching during the spring of the senior year.

ELEMENTARY EDUCATION MAJOR:

97 CREDITS

Biology:

110. Concepts in Biology*	3
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Education:

241. Curriculum, Instruction & Environmental Design	4
274. Global Education	3
279. Assessment, Research & Decision Making	3
256. Integrated Elementary Visual and Performing Arts Educational Methods	3
327. Foundations of Reading	3
329. Foundation of Elementary Math	3
373. Adaptation, Accommodation & Differentiation	4
378. Consultation & Collaboration in Education	3
402. Elementary & Deaf Education Student Teaching Leadership Seminar	2
404. Inclusive Elementary Curriculum—Mathematics	3
405. Inclusive Elementary Curriculum—Social Studies	3
408. Inclusive Elementary Curriculum—Science	3
409. Inclusive Elementary Curriculum—Language Arts	3
431. Field Experience in Elementary, Hearing Impaired, B-K Education	1
441. Student Teaching in Elementary Schools & B-K Settings	12

Special Education:

252. Classroom Management in Inclusive & Special Educational Settings	3
361. Special Education Assessment & Planning	3

English:

131. Critical Thinking & Writing*	4
231. Writing About Literature*	4

Healthful Living:

286. Health Education for the Elementary and Middle Schools	2
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History:

121. U.S. History I <i>or</i> 122. U.S. History II	3
248. North Carolina History	3
Choose one course from:	3
102. World Civilizations II*	
230. The Twentieth Century: A Global History	

Mathematics:

Any course 113 or above*	3-4
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Political Science:

120. American Government*	3
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Psychology:

100. General Psychology*	3
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Science:

110. Physical Science for the Elementary Teacher*	4
300. Environmental Science*	3

Other Requirements:

Take a comprehensive assessment examination in the major	0
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* Course will also fulfill core requirements.

MIDDLE GRADES EDUCATION (6-9)

NOTE: Due to statewide revising of all Teacher Education programs during 2008-2010, additional changes are anticipated. Check with the School of Education for current licensure requirements.

This major is intended to prepare teachers for middle or junior high schools. The requirements provide breadth in the liberal arts and study in the professional

discipline of education, with emphasis on the instructional needs of the young adolescent. Specialization areas are: Language Arts, Mathematics, Science, and Social Studies. Student teaching is done in one of grades 6 through 9 during the spring semester of the senior year.

MIDDLE GRADES EDUCATION MAJOR: 69-74 CREDITS

Education:

Choose one course from:	1
219. Practicum in ELL Literacy Development	
225. Practicum in ELL Sheltered Instruction	
381. Special Topics	
239. Literature for Adolescents	3
241. Curriculum, Instruction & Environmental Design	4
274. Global Education	3
279. Assessment, Research & Decision Making	3
358. Curriculum Integration and Middle Grades Philosophy	3
373. Adaptation, Accommodations & Differentiation	4
378. Consultation & Collaboration in Education	3
410. Middle School Student Teaching Leadership Seminar	2
435. Literacy Across the Content Areas	2
435L. Literacy Across the Content Areas Lab	0
432. Field Experience in the Middle Grades Education	1
442. Student Teaching in the Middle Grades	12

Healthful Living:

286. Healthful Education for the Elementary and Middle Schools	2
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Political Science:

120. American Government	3
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Psychology:

100. General Psychology	3
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Other Requirements:

Take a Comprehensive Assessment Examination in the major	0
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Choose one area of specialization and nine (9) hours from a second concentration:

1. Language Arts 26

Education:

429. Middle School Curriculum—Language Arts

English:

- 131. Critical Thinking and Writing
- 231. Writing About Literature
- 270. Reading Fiction
- 271. Reading Poetry
- 370. Reading Drama
- 371. Advanced Rhetoric and Writing

2. Mathematics 23

Education:

424. Middle School Curriculum—Mathematics

Mathematics:

- 165. Calculus I
- 200. Discrete Math Structures
- 215. Applied Statistics

- 240. College Geometry
- 280. Linear Algebra
- 400. History & Philosophy of Mathematics

3. Science **29**

- Astronomy:
 - 110. Concepts in Astronomy
- Biology:
 - 105. Principles of Biology I
 - 106. Principles of Biology II
 - Choose one course from:
 - 203. Vertebrate Zoology
 - 260. Natural History & Field Biology
- Chemistry:
 - 110. Concepts in Chemistry
- Earth Science:
 - 110. Physical Geology
- Education:
 - 428. Middle School Curriculum—Science
- Physics:
 - 110. Concepts of Physics
- Science:
 - 300. Environmental Science

4. Social Studies **26**

- Economics:
 - 121. Principles of Macroeconomics
- Education:
 - 425. Middle School Curriculum—Social Studies
- Geography:
 - 101. Principles of Geography or 102. Regional Geography
- History:
 - 121. U. S. History to 1865
 - 122. U. S. History since 1865
 - 230. The Twentieth Century: A Global History
 - 248. North Carolina History
 - 251. History of Asian Civilizations or 252. History of African Civilizations
- Political Science:
 - 120. American Government

**TEACHING ENGLISH AS A SECOND LANGUAGE
EDUCATION (K-12)**

NOTE: As programs are under revision, the undergraduate Teaching English as a Second Language major will no longer enroll new majors after Spring 2009. Check with the School of Education regarding licensure options in Teaching English as a Second Language.

TESL EDUCATION MAJOR **52-55 CREDITS**

- Education:**
- 210. Second Language Acquisition **3**
- 211. Approaches and Methods in TESL **3**
- 212. Linguistics in TESL **3**

219. Practicum in ELL Literacy	1
225. Practicum in ELL SIOP	1
241. Curriculum, Instruction & Environmental Design	4
274. Global Education	3
279. Assessment, Research & Decision Making	3
309. Advanced Methods in TESL	3
313. Issues in TESL	2
314. Evaluation & Testing in TESL	2
373. Adaption, Accommodation & Differentiation	4
381. Special Topics in TESL	1
412. K-12 Teaching Methodology Seminar	2
430. Field Experience K-12	1
440. Student Teaching K-12	12
480. Reflective Teaching/Research in TESL	2
Choose 1 course:	2-3
327. Foundations of Reading	
435. Literacy Across the Content Areas and	
435L. Literacy Across the Content Areas Lab	
Choose 1 course:	2-4
COM 142. Oral Communication	
ENG 315. Grammar of English Language	
EDU 256. Integrated Visual & Performing Arts	
GEO 101. Principles of Geography	
REL 273. World Religions	
SOC 250. Multicultural Perspectives	
Other Requirements:	
Take a comprehensive examination in the major	0

CHILD AND FAMILY INTERVENTION – DHH CHILDREN/FAMILIES

56-57 CREDITS

Choose 13-14 hours from:	13-14
BUS 300. Business Communication	
COM 120. Intro to Communication Appreciation	
COM 201. Oral Communications	
HIS 230. 20th Century: A Global History	
GEO 101. Principles of Cultural Geography	
Psychology:	
320. Developmental Psychology	4
Sociology:	
100. Introduction to Sociology	3
207. Marriage and Family	4
250. Multicultural Perspectives	4
Education:	
210. Second Language Acquisition	3
220. Child Development	3
373. Adaptation, Accommodation & Differentiation	4
Interdisciplinary Studies:	
480. Independent Study: Internship	3
Special Education:	
209. Introduction to the Education of Children with Hearing Loss	4

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235. Aural Habilitation	3
281. American Sign Language I	3
282. American Sign Language II	3
Choose 1 from:	3
SED 497. Reading/Writing: Learners with Hearing Loss	
EDU 366. Speech/Language/Literacy	

**CHILD AND FAMILY INTERVENTION – CHILD CARE/
EARLY INTERVENTION**

52-53 CREDITS

Choose 12-13 hours from:	12-13
BUS 300. Business Communication	
COM 120. Introduction to Communication Appreciation	
COM 142. Oral Communications	
HIS 230. 20th Century: A Global History	
GEO 101. Principles of Cultural Geography	
Psychology:	
320. Developmental Psychology	4
Sociology:	
100. Introduction to Sociology	3
207. Marriage and Family	4
250. Multicultural Perspectives	4
Education:	
220. Child and Adolescent Development	3
262. B-K Curriculum	3
264. Family Diversity, Involvement and Partnership	3
361. B-K Foundations	3
365. Preschool Exceptional Children and Agency Collaboration	3
366. Speech, Language and Emerging Literacy	3
373. Adaptation, Accommodation & Differentiation	4
Interdisciplinary Studies:	
480. Independent Study: Internship	3
Nursing:	
220. Health Issues of Young Children	2