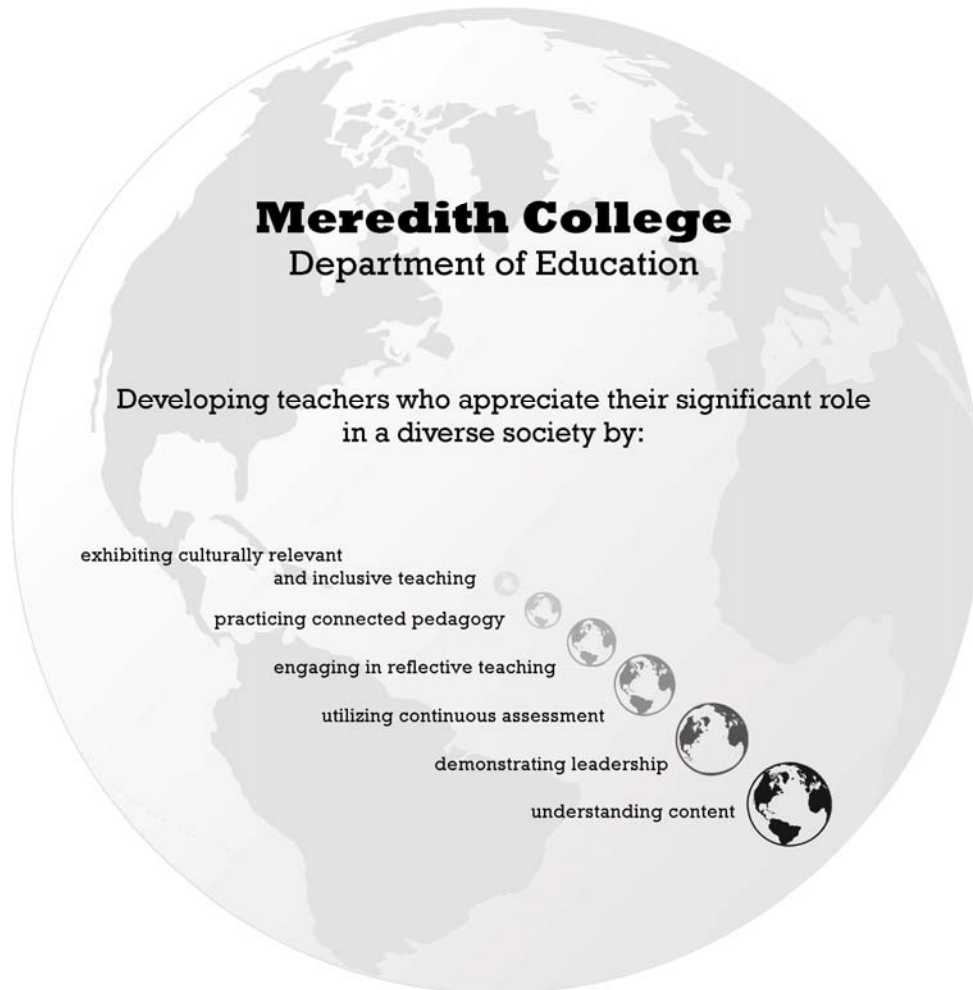


TEACHER EDUCATION PROGRAM HANDBOOK



**MEREDITH COLLEGE
DEPARTMENT OF EDUCATION
RALEIGH, NORTH CAROLINA
2007-2008**

Nondiscriminatory Policy: Meredith College admits women students of any age, race, creed, sexual orientation, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the College. It does not discriminate on the basis of race, color, national origin, religion, sex, disability, veteran's status, sexual orientation or age (as defined by the Age Discrimination in Employment Act) in administration of its educational policies, admissions policies, scholarship and load programs, and other school-administered programs. Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of disability as defined by Section 504 of the Rehabilitation Act of 1973. The Vice President for Business and Finance at Meredith coordinates the College's non-discriminatory policy on the basis of disability.

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Introduction

The purpose of the *Teacher Education Handbook* is to serve as a guide to successful completion of the teacher education program at Meredith College. This document, combined with the Meredith College catalog and academic advising provided throughout the College and within the Department of Education, will allow a student to progress through the teacher education program at Meredith. However, it is the Meredith College student's responsibility to meet with her adviser, register for the appropriate courses, and monitor her progress throughout her college career. The teacher education program follows the guidelines outlined under the approval program process of the North Carolina Department of Public Instruction (NCDPI) and the National Council for Accreditation of Teacher Education (NCATE), and their policies and procedures are subject to change. When changes occur either at the state or national level, we are committed to informing students, faculty and staff at Meredith of those changes as quickly as possible.

Mission and Vision of the Teacher Education Program at Meredith College

The mission of the Department of Education is to prepare educators with the knowledge, skills and values to teach all students. With a foundation in the liberal arts, Meredith College students are transformed by a rigorous education that fosters leadership, promotes reflective practice and cultivates passion for learning and the art of teaching. We develop teachers who embrace their significant role in a diverse society.



Meredith College

Department of Education

Developing teachers who appreciate their significant role
in a diverse society by:

exhibiting culturally relevant
and inclusive teaching

practicing connected pedagogy

engaging in reflective teaching

utilizing continuous assessment

demonstrating leadership

understanding content

PROFESSIONAL EXPECTATIONS OF THE MEREDITH COLLEGE EDUCATION PROGRAM

We, at Meredith, are very proud of the professional educators we graduate. Becoming a professional is a process that involves more than just coursework; it also involves the continual development of behaviors and attitudes that will enable a person to make a strong positive contribution to the teaching profession. We expect the following:

A respect for the people with whom you are working: While on campus this is reflected in classroom behaviors such as attending classes regularly and on time, notifying the instructor of absences and turning in adequately prepared work in a timely fashion. Such standards should also be maintained while conducting fieldwork.

A respect for the diversity represented by the people with whom you are working: This involves demonstrating attitudes and behaviors that indicate fairness and sensitivity to all people and openness to other cultures and ideas.

An awareness of the significance of the individual's role in social interactions: This involves developing an awareness of how to communicate effectively and an understanding of how your manner of communication affects others.

A consistent demonstration of professional behavior: This is reflected in such behaviors as assuming responsibility for behavior, demonstrating initiative, displaying enthusiasm and a positive attitude toward professional responsibilities, and a willingness to make ethical decisions.

Conceptual Framework

The conceptual framework was developed by the professional community invested in teacher preparation at Meredith College including the public school partners as well as Meredith faculty. The conceptual framework that guides the work in the Department of Education is research-based and is aligned with professional and state standards. It embraces the vision of globalization set forth by both the College and the State Board of Education and is focused on preparing teachers who are well-equipped to meet the needs of the diverse students found in our schools.

Our courses and fieldwork prepare our students to be teachers who will:

- **Exhibit culturally relevant and inclusive teaching.** Teacher candidates recognize that they participate in a diverse global community and maintain high expectations for all students. In making instructional decisions, they consider the needs of all students and are inclusive of every student. They practice culturally relevant teaching, are open to cultures and ideas other than their own, and affirm the cultural diversity that their students bring to their classrooms. They know how to modify instruction to support the unique learning needs of each student and provide a relevant and rigorous education to all students.
- **Practice connected pedagogy.** Teacher candidates understand that teaching and learning must be relevant to the students. As such they connect the content they teach to the lives of their students. Candidates lead student-centered classrooms designed with an understanding of their students' development and consideration of the needs of their students. They are able to design instruction to address individual differences and learning preferences, and when appropriate, respond to diversity in cultural practices and exceptionalities.
- **Engage in reflective teaching.** Teacher candidates believe that reflection is essential to improving the quality of their teaching. They are able to examine the dilemmas of classroom practice within the cultural contexts in which they teach. They are able to question the assumptions they bring to teaching and strive to understand how their actions impact their students. Teacher candidates are able to engage in reflection not only within their own classroom but also within a community of professionals who have the common goal of improving student learning.
- **Utilize continuous assessment.** Teacher candidates are knowledgeable in the use of formal and informal assessment and use this data to inform instruction. They are able to use a variety of authentic and traditional forms of assessment to determine their students' understanding and are able to interpret this information and use it to meet the instructional needs of each student. Teacher candidates know how to use appropriate technology in both collecting assessment data and recording that data for analysis.
- **Demonstrate leadership.** Teacher candidates demonstrate the professional dispositions necessary to become teacher leaders. They provide leadership by collaborating with colleagues, participating in and forging community-school partnerships, and structuring classrooms as communities of learners.
- **Understand content.** Teacher candidates demonstrate strong content knowledge learned in their general education and liberal arts majors and are able to combine that content knowledge with professional knowledge of pedagogy and best practices. They are able to utilize technology effectively in both helping students understand content as well as expanding their own content knowledge. In addition, teacher candidates are able to connect content to the student's community, and understand how cultural diversity and diversity in learning needs can interact with content understandings.

INTASC Standards

Interstate New Teacher Assessment and Support Consortium

1. ***Content Knowledge.*** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. ***Student Development.*** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
3. ***Diverse Learners.*** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. ***Multiple Instructional Strategies.*** The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. ***Motivation & Management.*** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. ***Communication & Technology.*** The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. ***Planning.*** The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. ***Assessment.*** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. ***Reflective Practice & Professional Growth.*** The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. ***School & Community Involvement.*** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

Admission to Teacher Education

Admission to Teacher Education is open to all Meredith students who meet the standards established by the Meredith College Teacher Education Committee. Because there are a number of specific teacher education requirements within the general education requirements of the College, students planning on licensure who apply early for admission to the Teacher Education Program have an advantage in scheduling and may be able to reduce the time required to complete the degree program and licensing program.

Note: Students can take block semester classes only if formally admitted to the internship.

***Non-degree (licensure-only) and lateral entry, see page 73 .**

PROCEDURE:

1. Discuss obtaining a teaching license with your faculty advisor, decide on the area of licensure desired, and complete a Declaration of Major form.
2. The Registrar furnishes the Department of Education with a copy of the student's Declaration of Major form and transcript. If your overall GPA is 2.0 or better, you will receive the Information/Application package. However, admission is not granted until the student's overall GPA is 2.50 or better on a 4-point scale. **No more than one-half of the professional education courses may be taken before formal admission to the program. Students seeking middle or secondary licensure areas must be formally admitted to Teacher Education before enrolling in the methods course or have special permission from the instructor.**
3. Take the Praxis I: Academic Skills Assessment Test (Reading, Writing, Math) by the end of your sophomore year (or as soon as possible thereafter), making the required minimum scores or better. Request that official copies of your scores be sent to Meredith College. **Or, acceptable SAT or ACT scores may be accepted in place of Praxis I .**

The tests are as follows:

Pre-Professional Skills (paper -based)	Test Code	Minimum Score
PPST Reading	10710	176
PPST Writing	20720	173
PPST Mathematics	10730	173
		OR Total 522
Computer-Based Test		
Computerized PPST Reading	5710	176
Computerized PPST Writing	5720	173
Computerized PPST Mathematics	5730	173
		OR Total 522

The following exemptions are for SAT and/or ACT scores:

SAT and ACT Scores	PRAXIS I Reading	PRAXIS I Writing	PRAXIS I Math
SAT - Total Score 1100	<i>Exempt</i>	<i>Exempt</i>	<i>Exempt</i>
SAT/Verbal - 550 or above	<i>Exempt</i>	<i>Exempt</i>	
SAT/Math - 550 or above			<i>Exempt</i>
ACT - Total Score 24	<i>Exempt</i>	<i>Exempt</i>	<i>Exempt</i>
ACT/English - 24 or above	<i>Exempt</i>	<i>Exempt</i>	
ACT/Math - 24 or above			<i>Exempt</i>

SAT /Writing is not included as of Fall 2007

- Attend an "Orientation to Education" required meeting (scheduled twice during the fall and spring semesters).
- Complete and return forms as quickly as possible. (Note: For Fall semester internships the deadline for admission to the teacher education program is November 30th of prior year; for Spring semester internships the deadline for admission to the teacher education program is June 30th of prior year.)

A completed application includes:

- Application cover sheet: To be completed by student.
 - Student Essay: Follow the directions provided.
 - Recommendations: Provide at least 2 faculty recommendations, one of which must be from a faculty member of the Department of Education and one from a faculty member in the major. You are encouraged, but not required, to provide a recommendation(s) from another faculty member who is familiar with your abilities. The 3 faculty recommendation forms are included in the admissions packet.
 - Planned Program: List all completed and anticipated courses to be taken for degree and licensure requirements through "block" semester. List by name and course number. See your advisor for assistance and have the form signed by your advisor.
- When all required forms are received by the Department of Education, the application will be reviewed for admission.
 - You will be notified of formal admission in writing by the Chair of the Department of Education.

Special Note: All students must demonstrate speech competency prior to their internship. Have a faculty person from whom you've taken an approved "oral communications thread" course (e.g. EDU 232, Foundations of American Education) complete the **Speech Competencies Screening Form** (pg. 82) and have the results sent to the Department of Education.

Student Internship

The following requirements must be met before a student is permitted to register for the internship:

1. Attend a meeting for information on the internship during the semester prior to block semester. This is a required meeting of which you will be advised, and during which the application for internship placement is reviewed with instructions for its completion.
2. Have an overall GPA of 2.50 or better on a 4-point scale at the end of the semester or summer session prior to the semester in which student teaching is done. Students seeking 6/9, 9/12 or K/12 licenses must have a cumulative GPA of 2.50 or better in their content area courses.
3. Have a C or P grade or better in all professional education requirements: general, methods, and practicum courses. A P grade in professional education courses requires a minimum grade of C.
4. Two midpoint assessments, one completed by a methods instructor; the other, general or professional education or major instructor.
5. Have a field experiences log complete that documents experiences with students during your program at Meredith.
6. Have a physical exam and submit the completed Health Certificate to the Department of Education.
7. Have a speech competency screening form completed and on file in Department of Education.
8. If applicable, it is recommended that the honor thesis be completed prior to internship.

Licensure

You must satisfactorily meet the following requirements to receive the institutional recommendation for a North Carolina teaching license:

1. Have a baccalaureate degree and successfully complete all the requirements of the Meredith College Teacher Education Program with a cumulative grade point average of 2.5 on a 4.0 point scale.
2. If applicable, take the PRAXIS II for the appropriate area(s) before or during the BLOCK semester and achieve the scores required by the North Carolina State Board of Education (NCSBE). Be sure to check with the Department of Education at Meredith if you have any questions about which tests to take. Have an official report of your scores sent to Meredith College.
3. Complete the professional portfolio/technology requirement.
4. Complete the appropriate application for licensure. The application is available from the Department of Education at Meredith and will be available at final seminar during internship. It should be completed in blue/black ink.

The Performance Based Assessment Process

A 5-Point Assessment Plan (Initial Preparation)

Students will be assessed based on a 5-point assessment system.

1. Application to Teacher Preparation Program

- Student essay – used to guide field placements
- Attendance at orientation session
- Letters of recommendation – used to guide advising
- PRAXIS I or acceptable scores on the SAT or ACT
- GPA - 2.5 overall and in content area (middle/secondary/K-12)
- Planned program signed by advisor

2. Midpoint: Registration for Methods Course(s)

- Conference with Program Director or designates
- Methods courses by permission of instructor
- Advising meeting with Program Coordinator/instructor to discuss teacher candidate's readiness for the teaching internship.
- Teacher candidates with action plans: Follow up meeting with the program coordinator/instructor to evaluate teacher candidate's progress on the action plan.
- Verification of other criteria required for internship:
- GPA – 2.5 overall (B-K and elementary); overall and in content area (K-12, middle, and secondary)
- Speech competency screening form completed and on file
- Updated planned program, if necessary
- Completed coursework, C or better in all professional education courses
- Completed Triangle Alliance application and health form
- Midpoint recommendations

3. Formative Assessment of Teaching Internship: Midterm Evaluation

- Mid-term Internship Evaluation Worksheet in *Internship Handbook*:
 - Cooperating Teacher, College Supervisor/methods instructor
- Midterm conference

4. Summative Assessment of Teaching Internship: Final Evaluation

- Final Assessment Instrument in *Internship Handbook*:
 - Cooperating Teacher, College Supervisor/methods instructor
 - Professional Portfolio
 -

5. Recommendation for Licensure

- Successful completion of professional portfolio
- Successful completion of internship
- Successful completion of planned program
- Passing scores on PRAXIS II (if applicable)
- GPA - 2.5 Overall or higher

General Education

Purpose

The purpose of Meredith's general education program is to empower women as responsible citizens and lifelong learners. Graduates of Meredith College will be able to inquire critically, solve problems creatively, make decisions ethically, and communicate effectively. As educated women, they will understand that they have the moral responsibility to use their skills as engaged citizens. They will know that global problems can be addressed through local action. Understanding knowledge as complex and ever changing, they will have the courage and curiosity to be adaptable, lifelong learners.¹

Through this integrated program of study, Meredith students will...

MAKE CONNECTIONS

- With one another through academic courses and college events
- With their faculty through small classes and active and collaborative learning
- With the local community through service learning and field experiences
- With the global community through the CORE curriculum and study abroad

MAKE A DIFFERENCE

- As empowered critical thinkers and effective communicators
- As creative problem-solvers
- As ethical leaders and decision-makers
- As responsible, engaged citizens
- As lifelong learners

Goals

Through completing her general education coursework every Meredith graduate will:

- *Gain* knowledge of self, others, and the world.
- *Think* critically, quantitatively, and creatively.
- *Communicate* effectively.
- *Participate* responsibly and ethically in society, the global community, and the natural world.
- *Develop* a broad and discerning understanding of the richness of artistic expression and creative imagination.
- *Develop* a thoughtful awareness of the spiritual dimension of human experience.
- *Lead* physically active, health-enhancing lives.
- *Develop* an understanding of the complexity of knowledge and a desire to engage in lifelong learning.

¹ Meredith College General Education Advising Handbook (retrieved from website 9/05).

i Course Requirements of the New General Education Program – effective Fall 2003

<p>Core Curriculum</p> <ul style="list-style-type: none"> • The Context of Culture – common course w/ experiential learning component • Cultural Connections – approved study abroad with independent study – OR – two-course linked learning community (Note: A minimum of one course in the learning community must fulfill a Fields-of-Knowledge requirement. If one course in the linkage fulfills a Fields-of-Knowledge area, this requirement is counted as three credit hours. If both courses in the learning community fulfill a Fields-of-Knowledge area, this requirement is counted as zero.) • Global Perspectives – framework for many types of courses, each w/ cooperative problem solving component <p><i>And</i></p> <p>ENG 111 – Principles of Writing</p> <p>ENG 200 – Texts and Contexts</p> <p>Western Civilization (HIS 101 or 102) or Modern World History (HIS 103)</p> <p>Religion (REL 101, or 102, or 103, or 104, or 105)</p>	<p>4</p> <p>variable credit (maxi. addtl hrs. is 3)</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p>
<p>Fields of Knowledge</p> <ol style="list-style-type: none"> 1. Data Analysis, Abstract Reasoning and Problem Solving <ul style="list-style-type: none"> -Mathematics -<i>Quantitative elective – includes Mathematics as well as courses in a variety of other disciplines</i> 2. World Cultures and Languages <ul style="list-style-type: none"> -Foreign Language competency – demonstrated by successful completion of a competency exam -Literature elective -Cultural Perspectives elective – includes many courses in the Arts and Humanities 3. Scientific Literacy <ul style="list-style-type: none"> -Natural Sciences <ul style="list-style-type: none"> Laboratory Sciences Science in Society <i>elective</i> -Behavioral and Social Sciences – includes courses in many disciplines 4. Aesthetics and the Arts <ul style="list-style-type: none"> -Art, Dance, Music, or Theater 5. Health and Physical Learning <ul style="list-style-type: none"> -Four HPED activity courses – one Health course may apply 	<p>3</p> <p>3</p> <p>0-12</p> <p>3</p> <p>3</p> <p>4</p> <p>3</p> <p>6</p> <p>3</p> <p>4-5</p>
<p>Independent and Experiential Learning Threads</p> <p>Threads</p> <p>2 writing, 1 ethics, 1 oral communication, and 1 information retrieval</p> <p>Experiential Learning</p> <p>12 convocation/cultural events</p> <p>1 other EL experience such as <i>Internship, Research, Service Learning, Student Teaching, Study Abroad, etc.</i></p> <p>Information Technology Competency Requirement</p> <p>Fundamental computer skills – demonstrated by successful completion of IT skills matrix</p>	<p>Embedded in general education and major courses</p>
<p>Total = The total number of credit hours for general education ranges from 51 to 67 credit hours based on a student's choice and competency. However, for the vast majority of students we estimate the total credit hours will be 57 hours.</p>	

Professional Teaching Portfolio

All applicants seeking initial teaching licensure at Meredith College must demonstrate attainment of the North Carolina Standards for Teacher Preparation. One way attainment of standards will be documented is through the development a Professional Teaching Portfolio. This is to be a combination “process” and “showcase” portfolio that is based upon the *Interstate New Teacher Assessment and Support Consortium (INTASC) standards*.

The purposes of the Professional Teaching Portfolio are:

1. To be a vehicle for thoughtful and knowledgeable reflection on the relationship between the pre-service teacher’s work and the *INTASC* standards
2. To demonstrate knowledge and skills that lead to effective teaching. These will be presented in the form of “work products” or “artifacts” and evidences of applications with connections to the *INTASC* standards.

Acquiring and Applying Professional Knowledge, Skills, & Dispositions: Products, Evidence, Reflections

As students move through their methods courses, they will acquire professional knowledge and skills as identified in the *INTASC* standards. In methods courses, licensure students will produce a variety of instructional products, such as activities or lesson plans, to demonstrate attainment of those professional skills and knowledge. However, pre-service teachers must go beyond the mere attainment of professional knowledge and skills. Candidates must demonstrate evidence that the knowledge and skills attained can be effectively applied and evaluated via reflection in authentic instructional settings provided through field experiences and internships. The Professional Teaching Portfolio will include Instructional products that are created in various methods courses or internships and then applied and evaluated in authentic instructional settings. Because one of the goals of the portfolio process is for interns to document their attainment of the *INTASC* standards, the relevance or connection of each portfolio entry product and evidence to each standard must be also be provided.

Minimally, the final portfolio, which is submitted for summative evaluation during the final internship, will have 2 pieces of evidence for each of the 10 INTASC standards. *Please note that specific licensure programs may specify additional items for the portfolio that document attainment of professional standards specific to that licensure area.

Beginning the Portfolio

The Professional Portfolio begins in the course EDU 241. In EDU 241, licensure students will receive an overview of the *N.C. Standards for Professional Educators*, a detailed description of the portfolio process, and then begin actually creating products or artifacts that demonstrate attainment of selected technology competencies. As you progress through your licensure program, you will have more opportunities to create and use additional standards-based instructional products in program-specific methods courses. All work products created in methods classes should be saved for future use and possible inclusion in one’s portfolio.

- Meetings & workshops

Portfolio Format

Portfolios will be published in digital format (CD-ROM) **and** may be placed on your Meredith account site, XYTHOS. Electronic portfolios (“e-portfolios) have hyperlinks to artifacts that are included as evidence of meeting required standards. E-portfolios have many advantages, including “convenience, interactivity, connectivity, development of technology skills in the course of assembling the portfolio, and demonstration of those skills to supervisors or potential employers” (Bullock & Hawk, 2001, p. 124). They are also an excellent way to integrate and demonstrate your attainment and application of both technology and teaching standards. They are also an excellent way to integrate and demonstrate your attainment and application of both technology and teaching standards. In addition to a CD, you will be able to put your portfolio on your website through Xythos (Digital Locker).

Basic Steps for Creating an E-Portfolio

1. Select the products and experiences you want to include in your e-portfolio including: MS Word files, PowerPoint documents, scanned artifacts, digital pictures, graphics, audio files, digital photos or video.
2. Reflect on each selected artifact, explaining the setting in which the product was implemented, how the artifact and experience meets specific standards and indicators, and what you learned professionally as a result of the experience. General guidelines for reflections are provided.
3. Store all components for your e-portfolio in digital format in one file. Publish final version of e-portfolio on a CD-ROM and/or on the web.

Portfolio Requirements

Minimally, every portfolio should contain the following items:

- Cover page
- Introduction
- Resume or curriculum vitae
- Philosophy of Teaching and Learning
- “Portfolio-at-a-Glance”
- Artifacts with reflections
- Final, overall reflection (conclusion)
- Formal evaluations of your teaching

Cover Page

Basic information about you and your licensure area will be here. Include local and permanent addresses and phone numbers, email address, and your licensure area(s).

Introduction

The introduction is an important element of your portfolio. It should tell the reader who you are & where you completed your education and licensure requirements. It should provide information about your major(s) and also brief autobiographical information. It

should tell the reader a little about your portfolio artifacts and experiences. It should be no longer than 1 page on the web.

Suggested topics to include in your Introduction:

- Internship experiences, with a focus on the breadth of your experiences
- Teaching strengths
- Technology skills
- Experiences working with diverse learners
- Awards, honors
- Favorite experience, artifact
- Photograph of self
- Special talents

Your Resume or Curriculum Vitae

Philosophy of Teaching and Learning

In either video or written format, you will describe your philosophy of teaching and learning. Be specific and clear. If you use someone else's ideas, you must attribute your sources, using APA format if your philosophy section is written; however, the majority of the ideas should be yours. Use a conversational, "first-person" tone, as if your audience is a principal or a team of teachers who may become your colleagues.

Some points to consider in developing your philosophy might include:

- What are your underlying assumptions about teaching and learning at the elementary, middle, or secondary level?
- How is your philosophy related to the national professional standards, such as INTASC and ISTE/NETS?
- What enactive (experiential) and symbolic (i.e. course readings) experiences have shaped your assumptions?
- Why do you want to teach at the elementary, middle, or secondary level?
- What do you, as a future educator, have to offer students, parents, and colleagues?
- How does your discipline contribute to the total school program?
- How do you plan to engage in teaching so that there are optimal benefits for all students?

Portfolio-at-a-Glance

This table will help you organize your artifacts and reflections according to the *N.C. Professional Standards for Educators*. In an e-portfolio, this table will allow you to link your artifacts to the N.C. Standards via hyperlinks.

The "Portfolio-at-a-Glance" is a table with *INTASC* standards listed vertically and the *ISTE/NETS* Technology Standards across the top, horizontally. This configuration reflects the philosophy that technology is a tool to enhance teaching and learning and should be integrated throughout one's program and the teaching and learning process. With an e-portfolio, in your "At-a-Glance" table you can create a hyperlink from each standard in the table to the full text of that particular standard. Inside the appropriate box in your table you will list the artifact(s) that demonstrate(s) your attainment of those Standards, with a hyperlink to the artifact and reflection.

“Portfolio At-a-Glance” Template

ISTE/NETS Standards ⇒	Technology 1: Concepts Operations	Technology 2: Planning/ Designing Learning Environments & Experiences	Technology 3: Teaching Learning Curriculum	Technology 4: Assessment & Evaluation	Technology 5: Productivity & Professional Practice	Technology 6: Social Legal, & Ethical Issues
INTASC Standards ⇩						
1.Content Pedagogy			<u>Unit Plan: Famous African Americans</u>		<u>NC Webquest</u>	
2.Student Development						
3.Diverse Learners			<u>Developing a Playscript</u>			
4.Critical Thinking						
5.Management & Motivation						
6.Technology & Communication						
7.Planning						
8.Assessment						
9.Reflective Practice & Professional Development						
10.School & Community Involvement						

Notes regarding artifacts

1. You do not have to include a separate artifact for *INTASC* Standard 9, Reflective Practice, since you will be providing reflections for all of your artifacts. See the section below which describes the process for reflecting upon each artifact. Feel free to include other reflections that you have completed, such as journal-writings.
2. You do not have to fill each box to have a complete portfolio, but you do need to have evidence that all Standards have been met.

Reflections

After you select work products and experiences that meet the Standards, you will write a substantive reflection about each artifact, approximately 1 paragraph in length. The reflections should be written in narrative, paragraph form and be thoughtful in tone. Minimally, each reflection must include the following sections:

1. Description
 - What is the artifact?
 - Was it used? Where and under what circumstances (include a description of the students.
 - What took place?
2. Connection to INTASC and ISTE/NETS Standards
 - Identify the specific INTASC and ISTE/NETS Standards that are met by the artifact and experience.
 - Briefly explain how the artifact and experience meets the identified Standards.
3. Evaluation of Artifact and Experience
 - If you used the artifact, ascertain how it impacted (a) student learning, (b) your relationship with parents or colleagues, and/or (c) your professional development?
 - What evidence do you have regarding the efficacy of the artifact &/or experience?
 - If technology was utilized, was it effective? Explain.
4. Transformation of Teaching
 - If you used the artifact, what would you do differently next time and why?
 - Explain what you learned from creating the product and/or the experience that will transform your teaching.

Portfolio Conclusion

As you conclude your internship and design your portfolio, reflect on the experience through a written conclusion. Your conclusion should be summative in nature as you reflect upon your experiences in teacher education, especially as diversity and technology relate to your teaching area. Emphasize your successes and your development as a teacher, once again highlighting the areas of diversity and technology.

Discuss things you learned during your teacher preparation program about students, the curriculum, and schools. Identify and briefly describe 1-2 areas of particular strength and 1-2 areas where you intend to continue your professional development, with specific reference to the *INTASC* and *ISTE/NETS* standards. The conclusion, which should provide a “macro” view, or “pull together” all of the artifacts and experiences in the portfolio.

Portfolio Assessment

Portfolios are due during the final internship. The final due date is determined by your licensure area program coordinator with consensus from college supervisors. Portfolios will be assessed by a team that, minimally, consists of your Meredith College supervisor and, possibly, your cooperating teacher. Successful completion of the portfolio is required before your teaching license can be issued.

References

Bullock, A.A., and Hawk, P. P. (2001). *Developing a teaching portfolio: A guide for preservice and practicing teachers*. Upper Saddle River, New Jersey: Prentice Hall.

Birth - Kindergarten (B/K)

INTRODUCTION

The purpose of the Birth-Kindergarten Program at Meredith College is to offer a competency-based undergraduate curriculum which reflects a developmental curriculum and includes a core body of knowledge, skills, and attitudes for working with children ages birth through five years and their families that has been clearly identified by the National Association for the Education of Young Children (NAEYC), the Division for Early Childhood of the Council for Exceptional Children (DEC) and the National Board for Professional Teaching Standards (NBPTS), *Preparing Early Childhood Professional* (2003), Washington, DC: NAEYC). The Program seeks to prepare early childhood teachers to work with children from birth through five years and their families in a manner that ensures awareness and sensitivity to issues of diversity and prepares students to serve diverse populations, including children with disabilities and their families; to develop and supervise field experiences that will provide opportunities for students to gain information, insights, and ideas from family members and professionals of various disciplines in service agencies and educational programs that work with typically and atypically developing young children and their families; to assist graduates of the B-K program in the procurement of appropriate placements serving young children and their families throughout North Carolina.

The goal of the Birth-Kindergarten Program at Meredith College is to prepare prospective B-K teachers in the six overlapping dimensions of the teacher preparation program as it relates to the teaching of children ages birth through five years old: content understandings, leadership, culturally relevant and inclusive teaching, connected pedagogy, reflective teaching, and continuous assessment.

GUIDELINES

Students completing the B-K program will:

- Foster optimal development of all young children by structuring quality programs based on current research and values regarding best practices for young children and their families.
- Recognize the importance of creating partnerships with families and will be responsive to the priorities, concerns, and needs of families.
- Create inclusive, developmentally appropriate, nurturing environments featuring concrete, exploratory materials and hands-on experiences.
- Collaborate with children to build an emergent curriculum, encourage child-initiated learning, and adapt to individual children's strengths, needs, interests, and learning styles.
- Build and support children's social competence, including the development of friendships, group entry, cooperative play, problem solving and conflict negotiation.
- Observe, assess, and document young children's behavior, interpret the data, and establish appropriate and functional goals for young children, in partnership with families.

- Communicate clearly and effectively and to work as a team member with families, professionals and agencies.
- Function effectively in diverse settings, facilitating growth and development of young children, building their self-esteem, and supporting and celebrating the cultures and values of their families.
- Apply knowledge of family and social systems in accessing formal and informal supports and services designed to strengthen the family unit.
- Present themselves as competent beginning professionals by preparing a portfolio that highlights their academic and service records, their career goals, and their personal philosophy of the education and care of young children.

Faculty will inform students of the variety of job possibilities in the field of early childhood, appropriate strategies for gathering information on available positions, and possible contact agencies and individuals in the regions in which they plan to locate.

It is anticipated that most students interested in the B-K program will pursue a major in child development or psychology. Required courses are listed below. **A student may not take more than 24 hours of italicized courses prior to admission to the teacher education program.**

General Education courses required by the College.

Non-italicized courses below meet general education and B-K requirements (11-14 hours)

PSY 210 or	Lifespan Developmental Psychology	3 c.h.	_____	_____
PSY 310	Child and Adolescent Psychology	3 c.h.	_____	_____
PSY 200 or	Statistical Methods in Psychology	3 c.h.	_____	_____
MAT 245	Statistics I	3 c.h.	_____	_____
HED 200	First Aid	2 c.h.	_____	_____
CD 234	<i>Preschool Child</i>	3 c.h.	_____	_____
EDU 232	<i>Foundations of Education</i>	3 c.h.	_____	_____
SOC 335	Race and Ethnic Relations	3 c.h.	_____	_____
PSY 312	Exceptional Individual	3 c.h.	_____	_____
PSY 422	<i>Psychological Testing and Evaluation</i>	3 c.h.	_____	_____
CD 340	<i>Young Children's Learning Environments</i>	3 c.h.	_____	_____
BK 341	<i>Variations in Early Development</i>	3 c.h.	_____	_____
BK 350	<i>Emergent Literacy and Technology Transfer</i>	3 c.h.	_____	_____
BK 342	<i>Practicum</i>	1 c.h.	_____	_____
CD 334	<i>Infant Development</i>	3 c.h.	_____	_____
CD345	<i>Preschool Curriculum</i>	4 c.h.	_____	_____
CD 434	<i>Infant Curriculum</i>	3 c.h.	_____	_____
CD 440	<i>Readings in Preschool Education and Early Intervention</i>	3 c.h.	_____	_____
CD 438	<i>Supporting & Strengthening Families</i>	3 c.h.	_____	_____
BK 337	<i>Observation of Young Children</i>	3 c.h.	_____	_____
BK 445	<i>Advanced Curriculum Development</i>	3 c.h.	_____	_____
BK 465	<i>Teaming and Collaboration</i>	3 c.h.	_____	_____
CD 436	<i>Admin. of Prog. Young Children</i>	3 c.h.	_____	_____
BK 460	<i>Clinical Internship: Infant/Toddler</i>	3 c.h.	_____	_____
BK 469	<i>Field Experience</i>	1 c.h.	_____	_____
EDU 490	<i>Observation & Directed Teaching</i>	3 c.h.	_____	_____

Elementary Education (K-6)

INTRODUCTION

The purpose of elementary education is to provide appropriate learning experiences to meet the needs, capabilities, and interests of elementary school students. The program is designed to assist individuals in acquiring knowledge, developing skills and dispositions within a learning environment focused on active involvement and integrated learning activities.

Teacher preparation at Meredith College is embedded in a liberal arts context; Meredith College undergraduate teacher candidates fulfill general education requirements, major requirements in an academic discipline, and general professional education and methods courses. The Conceptual Framework for Teacher Preparation embodies the mission for the College and for the School of Education and centers on developing women leaders. Life-long professional growth begins in the teacher preparation program. Quality teaching requires growth and development in six overlapping dimensions: content understandings, leadership, culturally relevant and inclusive teaching, connected pedagogy, reflective teaching, and continuous assessment. Actively observing, describing, reflecting, analyzing, connecting, communicating, and acting are necessary processes in both teaching and in life-long learning. Moreover, leadership in public schools requires knowledge, skills, and dispositions related to diversity and technology; therefore, consideration of diversity and technology is woven into the fabric of the conceptual framework.

GUIDELINES

Students completing the elementary teacher education program will:

- Demonstrate knowledge and understanding of the theories and principles of learning, growth and development and their implications for providing learning environments appropriate to the needs of elementary school students.
- Understand basic principles of curriculum and implementation and organizational patterns used in elementary schools.
- Demonstrate knowledge of learning strategies consistent with the developmental needs of elementary school students.
- Use knowledge of language/literacy research and theory to plan and implement classroom programs that are balanced and prepare students to communicate effectively.
- Use knowledge and understanding of the basic structure of mathematics, the mathematical processes and the understanding of mathematical concepts and their implications for developing learning environments appropriate for elementary students.
- Use knowledge of science concepts, principles, and experiences to provide an integrated, discovery-centered classroom science program appropriate for elementary students.
- Use knowledge of and appreciation for the interplay of social sciences with the multi-cultural forces in society and development of the abilities and attitudes to provide an integrated, comprehensive classroom social studies program that reflects the role of the individual in society.

- Understand the arts (dance, music, theatre arts, and visual arts) and their value especially in relationship to the development of positive attitudes, creativity, perceptual awareness, and higher-order thinking skills.
- Understand health, safety and physical education needs of elementary students and their integration within the elementary curriculum.

**Program Requirements for
Elementary Education (K-6)**
(Advising recommendations for Meredith Degree Students in Appendix)

I. General Education courses required by the College.

Within the general education requirements of the College, the following:

English/Language Arts

ENG 111, Principles of Writing	3 c.h.	_____
ENG 200, Texts and Contexts	3 c.h.	_____
ENG 206, Survey of American literature	3 c.h.	_____

Social Studies

HIS 101, The Emergence of Western Civilization, OR HIS 102, Modern Western Civilization, OR HIS 103, The World in 20 th Century	3 c.h.	_____
HIS 214, American History to 1876 OR HIS 314, Colonial American History	3 c.h.	_____

Psychology

PSY 210, Developmental Psychology OR PSY 310, Child and Adolescent Psychology (Prerequisite: EDU 234 or PSY 100)	3 c.h.	_____
PSY 312, The Psychology of Exceptional Individuals	3 c.h.	_____

Scientific Literacy

BIO 101, General Biology I	3 c.h.	_____
BIO141, General Biology I Lab	1 c.h.	_____
GEO 200, Earth Science	3 c.h.	_____
GEO 240, Earth Science Lab* (with EDU 359 meets Science in Society elective)	1 c.h.	_____

Mathematics

MAT 141, College Algebra AND MAT 143, Trigonometry OR MAT 144, Functions & Graphs OR Any Calculus Course	3 - 4 c.h.	_____
MAT 130, Exploring with Mathematics OR MAT 245, Statistics	3 c.h.	_____

Aesthetics and the Arts

Art 244	1 c.h.	_____	Music 244	1 c.h.	_____
Dance 244	1 c.h.	_____	Theatre 244	1 c.h.	_____

(Fundamental concepts courses)

Note: Additional Requirement: SOC 335, Race & Ethnic Relations, for students who do not complete all CORE 100, 200, 400 General Education requirements.

II. Major program of study in an area other than Education

III. Professional Studies Requirements for Elementary Education (K-6)

Professional Education, General

EDU 232, Foundations of American Education	3 c.h.	_____
EDU 234, Educational Psychology	3 c.h.	_____

Professional Studies Courses

EDU 255, Literature for Children and Early Adolescents	2 c.h.	_____
EDU 241, Introduction to Instructional Media	1 c.h.	_____
ESS 742, Methods of Healthful Living	3 c.h.	_____
EDU 300, Introduction to Language Arts (Prerequisite: EDU 255)	2 c.h.	_____
EDU 358, Social Studies in the Elementary School	2 c.h.	_____
EDU 359*, Science in the Elementary School (Prerequisites: BIO 101 & 141 and GEO 200 & 240)	2 c.h.	_____

Pre-block semester (semester prior to internship)

EDU 400*, Reading in the Elementary School (Prerequisite: EDU 300)	3 c.h.	_____
EDU 401*, Mathematics in the Elementary School	3 c.h.	_____
EDU 402*, Preservice Practicum	1 c.h.	_____

Block Semester (Student Teaching Semester - Full time)

EDU 440*, Seminar in Education	1 c.h.	_____
EDU 443*, Teaching in the Elementary School	3 c.h.	_____
EDU 444*, The Arts in the Elementary School	2 c.h.	_____
EDU 445*, Teaching ESL Students	1 c.h.	_____
EDU 490*, Observation and Directed Student Teaching	6 c.h.	_____

***Must be admitted to Teacher Education Program**

Middle Grades Education (6-9)

INTRODUCTION

The purpose of the middle grades program at Meredith College is to prepare prospective middle grades teachers in the six overlapping dimensions of the teacher preparation program as it relates to the teaching of middle school students: content understandings, leadership, culturally relevant and inclusive teaching, connected pedagogy, reflective teaching, and continuous assessment.

The middle grades program at Meredith College prepares teachers to lead and direct middle school students in an appropriate balance of teacher-directed and student-directed learning activities that will: (1) give the students the assistance they need in making the transition from intermediate to secondary experiences; (2) enhance the academic, personal, and social growth of students; (3) provide opportunities for the students to explore content areas through concrete and abstract cognitive processes; and (4) help students to develop the attitudes, motivation, and skills for making them less dependent and more self-directed in their learning. Prospective middle grades teachers develop the skills to assist their students to achieve the competencies and guidelines outlined in the North Carolina Standard Course of Study in English Language Arts, Mathematics, Science, and Social Studies.

GUIDELINES

Students in the middle grades program will:

- Demonstrate a thorough knowledge of the physical, social, emotional, intellectual and moral development of the early adolescent, and the teaching/learning process to facilitate this development.
- Create and maintain a developmentally responsive program and learning environment.
- Articulate and apply the philosophy of middle level education and its organizational structure.
- Implement and support a balanced, integrated middle level curriculum that supports the *North Carolina Course of Study*.
- Promote curricula for the early adolescent that includes skills for continued learning that includes exploratory and enrichment experiences and teacher-based guidance.
- Demonstrate a profound understanding of their content, and understand the importance of and seek to understand the content in contexts of students' communities and individual learning needs.
- Value student differences and can create learning experiences for diverse learners.
- Employ a variety of assessment strategies appropriate for early adolescents.
- Support and promote middle level education, the middle school philosophy and concept.

Program Requirements for Middle Grades (6-9) Licensure

One/Two concentrations with literacy/ESL - Traditional student

I. General Education courses required by the College.

Within the general education requirements of the College, the following:

Behavioral and Social Sciences Elective

PSY 312, Psychology of Exceptional Children 3 c.h. _____
(Prerequisite, PSY 100 or EDU 234)

Cultural Perspectives Elective

EDU 345, Language Minorities in K-12 Classrooms 3 c.h. _____

Aesthetics and the Arts (2 of the 4)

Art 244 1 c.h. _____ Music 244 1 c.h. _____

Dance 244 1 c.h. _____ Theatre 244 1 c.h. _____

(Fundamental concepts courses)

Health and Physical Education

HED 100, Contemporary Health Issues 2 c.h. _____

II. A major study program in an area other than Education

III. If undergraduate, an additional concentration chosen from English/language arts, mathematics, science, social studies

A. English/Language Arts (6-9)

A concentration in English/language arts that includes:

ENG 111, Principles of Writing 3 c.h. _____

ENG 200, Texts and Contexts

OR Major British Authors 3 c.h. _____

ENG 206, Survey of American Literature 3 c.h. _____

ENG, (Literature elective)* 3 c.h. _____

ENG 358, Advanced Composition:

Expository and Technical 3 c.h. _____

ENG 240, Introduction to Film 3 c.h. _____

ENG 175, Grammar 1 c.h. _____

COM 225, Fundamentals of Public Speaking 3 c.h. _____

ENG 764*, The Teaching of English 2 c.h. _____

ENG 765**, Practicum in Teaching of English 2 c.h. _____

B. Mathematics (6-9)

A concentration in Mathematics that includes:

MAT 144, Functions and Graphs 3 c.h. _____

MAT 211, Calculus I 4 c.h. _____

MAT 220, Linear Algebra **OR**

MAT 212, Calculus II 3-4 c.h. _____

MAT 245, Statistics I 3 c.h. _____

MAT 250, Mathematical Reasoning	2 c.h.	_____
MAT 264, Topics in Mathematics for Middle Grades (6-9) Licensure	1-2 c.h.	_____
MAT 334, Modern College Geometry	3 c.h.	_____
Computer Science: CIS modules OR CSC 101, Beginning Programming	3 c.h.	_____
MAT 764**, Methods of Teaching Middle/ Secondary Mathematics	3 c.h.	_____

C. Science (6-9)

A concentration in Science that includes:

BIO 101, General Biology I	3 c.h.	_____
BIO 141, General Biology I Lab	1 c.h.	_____
BIO 102, General Biology II	3 c.h.	_____
BIO 142, General Biology II Lab	1 c.h.	_____
CHE 111, General Chemistry I	3 c.h.	_____
CHE 141, General Chemistry I Lab	1 c.h.	_____
PHY 100, Principles of Physical Science OR Physics I with Physics Lab	3-4 c.h.	_____
GEO 200, Earth Science	3 c.h.	_____
GEO 240, Earth Science Lab	1 c.h.	_____
SCI 764**, The Teaching of Science	3 c.h.	_____

D. Social Studies (6-9)

A concentration in Social Studies that includes:

HIS 101, Emergence of Western Civilization OR HIS 102, Modern Western Civilization	3 c.h.	_____
HIS 214, American History to 1876 OR HIS 215, American History Since 1876	3 c.h.	_____
Two courses that study either a) two different areas of non-Western history and culture OR b) one area of non-Western history and culture AND HIS 103, The World in the 20 th Century	6 c.h.	_____
To be selected from the following: HIS 103, The World in the 20 th Century HIS 224, Introduction to Asian History HIS 281, Introduction to African History HIS 282, The Modern Middle East HIS 310, Modern China IDS 280, China Today Any 940-49 courses that may be offered on non-Western topics by the History and Politics Department in non-Western History		
HIS 320, History of North Carolina	3 c.h.	_____
Economics course selected from ECO 100, Principles of Macroeconomics OR ECO 101, Principles of Microeconomics OR ECO 274, Consumer Economics	3 c.h.	_____
Geosciences course selected from		

GEO 205, World Regional Geography
 OR GEO 322, Economic Geography
 OR GEO 326, Environmental Resources
 OR GEO 368, Political Geography 3 c.h. _____

Politics course selected from
 POL 100, American Political Systems 3 c.h. _____
 OR POL 210, International Politics 3 c.h. _____
 HIS 764**, The Teaching of Social Studies 3 c.h. _____

IV. Professional Education Requirements

EDU 232, Foundations of American Education 3 c.h. _____
 EDU 234, Educational Psychology 3 c.h. _____
 EDU 241, Introduction to Instructional Media 1 c.h. _____
 EDU 255, Literature for Children and Early Adolescents 2 c.h. _____
 EDU 300, Introduction to Language Arts 2 c.h. _____
 (Pre-requisite: EDU 255)
 EDU 345, Language Minorities in K-12 Classrooms 3 c.h. _____
 EDU 350*, Teaching in the Middle School 3 c.h. _____
 **Methods as appropriate to concentration 3 c.h. _____

Block Semester (Student Teaching Semester - Full time)

EDU 440*, Seminar in Education 1 c.h. _____
 EDU 450*, Reading in the Content Area 2 c.h. _____
 EDU 466*, Pre-Adolescent/Adolescent Behavior 3 c.h. _____
 EDU 467*, Secondary School (optional) 3 c.h. _____
 EDU 490*, Observation and Directed Teaching 6 c.h. _____

***Must be admitted to Teacher Education Program**

****Methods classes can be taken only if admitted to the Teacher Education Program or by permission of the instructor.**

Secondary Education (9-12)

INTRODUCTION

The purpose of the secondary education program at Meredith College is to prepare prospective high school teachers in the six overlapping dimensions of the teacher preparation program as it relates to the teaching of adolescence: content understandings, leadership, culturally relevant and inclusive teaching, connected pedagogy, reflective teaching, and continuous assessment.

In a competitive marketplace, the best jobs go to those who are well prepared. Teacher preparation at Meredith College is embedded in a liberal arts context: Meredith College undergraduate teacher candidates fulfill General Education requirements, major requirements in an academic discipline, and general professional and methods courses. The teacher preparation program at Meredith College is designed to prepare its prospective secondary teachers as leaders in today's high schools and to provide prospective secondary school teachers with specific knowledge, skills, and dispositions.

GUIDELINES

Students completing the secondary program will:

- Demonstrate a thorough knowledge of the physical, social, emotional, intellectual and moral development of the high school student, and the teaching/learning process to facilitate this development.
- Create and maintain a developmentally responsive program and learning environment.
- Implement and support a balanced curriculum that supports the *North Carolina Course of Study* within their content area.
- Demonstrate a profound understanding of their content, and understand the importance of and seek to understand the content in contexts of students' communities and individual learning needs.
- Value student differences and can create learning experiences for diverse learners.
- Employ a variety of assessment strategies.

Prospective high school teachers are prepared as educators through (1) completion of a well-rounded, interdisciplinary General Education program; (2) a strong degree major or concentration in English, mathematics, biology, chemistry, or history; (3) a professional studies program that supports the development of women teacher-leaders within a public school setting by providing a variety of courses, field experiences, and clinical practice that encourage reflective teaching; (4) work with diverse student populations; (5) association with peers across disciplines who have strong academic backgrounds and a desire to excel in teaching; and, (6) employing a variety of technology strategies throughout their program.

Block Semester (Student Teaching Semester - Full time)

EDU 440*, Seminar in Education	1 c.h.	_____
EDU 450*, Reading in the Content Area	2 c.h.	_____
EDU 466*, Pre-Adolescent/Adolescent Behavior	3 c.h.	_____
EDU 467*, Secondary School	3 c.h.	_____
EDU 490*, Observation and Directed Teaching	6 c.h.	_____

III. Specific Requirements for Licensure (includes major content requirements)

English/Language Arts Licensure (9-12)

INTRODUCTION

The curriculum for prospective teachers of English consists of general studies, an English major, and professional studies. Because English is a many-faceted discipline—including language, composition, literature, research, and film—and because these facets must be integrated, all English courses provide prospective teachers with opportunities to develop a variety of skills. In all English courses, students are taught to communicate clearly and correctly and to read with understanding and appreciation. Furthermore, they are encouraged in both class discussion and written work to think critically, to argue persuasively, and to come to independent judgments about primary materials. The ability to learn independently is developed through research requirements, large and small, which occur throughout our curriculum.

The objectives for the English curriculum are explicitly stated in the college catalogue. They are to foster the ability to think logically and independently, to develop skills in speaking, writing, and research, to develop an appreciation of and enjoyment of literature and film, to develop an understanding of and appreciation for the English language, and to develop an appreciation of human values.

GUIDELINES

The goals of the English language arts curriculum work to ensure competency of the teaching of English by prospective high school teachers by achieving the following competencies. The English language arts licensure program at Meredith College supports the overall secondary education program goals and prepares prospective English teachers who:

- Demonstrate a broad general knowledge of the humanities, arts, and sciences, and their interrelatedness.
- Use knowledge and skills in writing and speaking.
- Demonstrate knowledge of language, literature, and film and exhibit a continued interest in these areas.
- Demonstrate an appreciation of the human values to be found in literature and film.
- Use knowledge and understanding of diverse populations to enhance their classroom.
- Demonstrate competency in the teaching of language arts.
- Understand and demonstrate the role of technology in the classroom.
- Develop various methods of assessment of students in the language arts classroom.
- Use knowledge and experiences necessary to develop reflective thinking about teaching and learning.

Program Requirements for English/Language Arts (9-12)

A. All prospective teachers of English take the following courses:

ENG 111, Principles of Writing	3 c.h.	_____
ENG 175, Grammar	1 c.h.	_____
ENG 200, Texts and Contexts	3 c.h.	_____
ENG 202, Development of English Literature	3 c.h.	_____
ENG 206, Survey of American Literature	3 c.h.	_____
ENG 240, Introduction to Film	3 c.h.	_____
ENG 351, Old English	3 c.h.	_____
ENG 330, African-American Writers	3 c.h.	_____
ENG 358, Advanced Composition: Expository and Technical	3 c.h.	_____
ENG 270, Literary Research & Critical Theory	1 c.h.	_____
ENG 499 or 498, Thesis	1 c.h.	_____

B. In addition, prospective teachers must take:

One course in world literature that is not American or British.	3 c.h.	_____
One seminar course (ENG 357, 359, 360 or 495)	3 c.h.	_____
One course in Shakespeare (ENG 355 or 356)	3 c.h.	_____
One course in 18 th or 19 th century (ENG 340, 365, 367, or 368)	3 c.h.	_____
One course in 20 th century (ENG 335, 345, 350, 364, 370, or 371)	3 c.h.	_____

All prospective teachers are strongly urged to take one course in communication or theatre.

C. Methods Course(s)

ENG 764**, The Teaching of English	2 c.h.	_____
ENG 765**, Practicum in Teaching of English	1 c.h.	_____

****Methods classes can be taken only if admitted to the Teacher Education Program or by permission of the instructor.**

Mathematics Licensure (9-12)

INTRODUCTION

The curriculum for prospective teachers of 9-12 mathematics consists of general studies, a major in mathematics, and professional studies. Mathematics is a discipline of computation, abstraction, application, and modeling. The program of studies provides students with a variety of experiences with mathematical study to ensure breadth and an understanding of the relationship of mathematics to other disciplines.

The program of studies will assist students in:

- acquiring specific skills in mathematics and appreciation of its applications;
- developing the ability to think logically and creatively in problem-solving situations;
- gaining self-confidence in their abilities in mathematics, and developing a positive disposition and initiative towards problem solving and continued learning in mathematics;
- understanding the secondary school mathematics curriculum; and,
- understanding secondary school students as learners of mathematics, and developing teaching practices that are effective for them.

GUIDELINES

The goal of the secondary mathematics curriculum is to ensure competency of the teaching of mathematics by prospective high school teachers by achieving the following competencies. The mathematics licensure program at Meredith College supports the overall secondary education program goals and prepares prospective mathematics teachers who:

- Demonstrate a broad general knowledge of the humanities, arts, and sciences, and their interrelatedness.
- Recognize and solve mathematical problems in a variety of contexts.
- Demonstrate a thorough understanding of algebra and algebraic structures.
- Reason and prove in mathematical language.
- Demonstrate an understanding of the mathematical topics of geometry, transformations, probability, statistics, and discrete mathematics.
- Articulate clearly expectations for secondary school performance in mathematics.
- Plan and implement instruction that addresses the needs of diverse learners in a school environment.
- Use a variety of resources including current research and “best practice” literature in developing a comprehensive program for student success in mathematics.
- Use knowledge and understanding of diverse populations.
- Demonstrate competency in the teaching of mathematics.
- Understands and demonstrates the role of technology in the classroom.
- Develop various methods of assessment of students in the mathematics classroom.
- Use knowledge and experiences necessary to develop reflective thinking about teaching and learning.

Program Requirements for Mathematics (9-12)

A. All prospective teachers of Mathematics take the following courses:

MAT 144, Functions and Graphs	3 c.h.	_____
MAT 211, Calculus I	4 c.h.	_____
MAT 212, Calculus II	4 c.h.	_____
MAT 220, Linear Algebra OR	3 c.h.	_____
MAT 245, Statistics I	3 c.h.	_____
MAT 250, An Introduction to Mathematical Reasoning	2 c.h.	_____
MAT 313, Calculus III	3 c.h.	_____
MAT 321, Modern Abstract Algebra	3 c.h.	_____
MAT 334, Modern College Geometry	3 c.h.	_____
MAT 340, Mathematical Probability and Statistics	3 c.h.	_____

B. In addition, prospective teachers must take:

CIS modules OR CSC 101, Beginning Programming	4 c.h.	_____
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C. Methods Course(s)

MAT 764**, The Teaching of Mathematics	3 c.h.	_____
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****Methods classes can be taken only if admitted to the Teacher Education Program or by permission of the instructor.**

Approval Pending

Comprehensive Science Licensure (9-12)

The curriculum for prospective science educator in secondary school consists of general studies, a biology or chemistry major, and science courses in all areas. Courses required for a major in biology or chemistry will vary depending on the program chosen. However, the range of total courses required for a biology or chemistry major is usually between 35% and 40% of the total hours required for graduation. The comprehensive science licensure program at Meredith College covers all science areas, biology, chemistry, the earth sciences, physics, and environmental science. Courses in mathematics that assist the development of skills in analytical reasoning and problem solving provide a broader basis for the interpretation of scientific phenomena. In all science courses, students are taught the evolving nature of scientific theories, the importance of thoughtful, careful, unbiased experimentation, and the necessity of concise and clear communication of all results. Furthermore, all students are encouraged to question, to think critically and logically, to develop good laboratory techniques, and to acquire quantitative problem solving skills.

GUIDELINES

The goal of the science licensure program for secondary school teachers is to ensure competency of the teaching of science by prospective science teachers by achieving the following competencies. The secondary education program in science at Meredith College supports the overall secondary education program goals and prepare prospective high school science teachers who:

- Demonstrate a broad general knowledge of the humanities, arts, and sciences, and their interrelatedness.
- Demonstrate knowledge and skills in all scientific disciplines including chemistry, physics, the earth sciences, and environmental science stressing the interrelatedness of the major concepts within the various sciences.
- Demonstrate various methods of instruction and the use of materials suitable for teaching all the sciences in secondary school.
- Understands and demonstrates the role of technology in the classroom
- Demonstrate competence in working with diverse populations.
- Demonstrate the basic use of communication skills when relating scientific concepts and knowledge to others.
- Demonstrate the commitment for continued learning in the field of science.
- Develop various methods of assessment of students in the science classroom.
- Demonstrate competency for the teaching of science in the secondary school classroom.
- Engage in reflective thinking about teaching and learning.

Program Requirements for Comprehensive Science Licensure (9-12)

A. All prospective teachers of Science with a major in **Biology** take the following courses:

BIO 101/141 General Biology I w/lab	4 c.h. _____
BIO 102/142 General Biology II w/lab	4 c.h. _____
BIO 211/241 Plant Biology w/ lab	4 c.h. _____
BIO 222/242 Invertebrate Zoology w/lab	4 c.h. _____
BIO 251, Cell Biology	3 c.h. _____
OR BIO 334/344, Microbiology w/Lab	4 c.h. _____
OR BIO 431/461 Genetics w/Lab	4 c.h. _____
BIO 254, Evolution of Biological Systems	3 c.h. _____
BIO 321/345, Comparative Vertebrate w/Lab	4 c.h. _____
BIO 352, Symbiology	3 c.h. _____
BIO 358, Aquatic Field Studies	2 c.h. _____
BIO 359, Terrestrial Field Studies	2 c.h. _____
BIO 234/244, Principles of Ecology w/Lab	4 c.h. _____
OR BIO 325, Environmental Science	4 c.h. _____
CHE 111/141, General Chemistry I w/Lab	4 c.h. _____
CHE 112/142, General Chemistry II w/Lab	4 c.h. _____
CHE 221/241 Organic Chemistry I w/Lab	4 c.h. _____
CHE 436/446 Biochemistry w/Lab	4 c.h. _____
GEO 200/240, Earth Science w/Lab	4 c.h. _____
Physics 211/241*, General Physics I w/Lab	4 c.h. _____
Physics 202, Astronomy	3 c.h. _____
MAT 141/MAT 144 or competency	3 c.h. _____
MAT 211*, Calculus (if calculus-based physics)	4 c.h. _____
MAT 245, Statistics	3 c.h. _____

*If Phy 100 is taken, MAT 211 is not required.

B. Methods Course

SCI 764**, The Teaching of Science	3 c.h. _____
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****Methods classes can be taken only if admitted to the Teacher Education Program or by permission of the instructor.**

OR

A. All prospective teachers of Science with a major in **Chemistry** take the following courses:

CHE 111/141, General Chemistry I/Lab	4 c.h.	_____
CHE 112/142, General Chemistry II/Lab	4 c.h.	_____
CHE 221/241, Organic Chemistry I/Lab	4 c.h.	_____
CHE 222/242, Organic Chemistry II/Lab	4 c.h.	_____
CHE 350, Quantitative Analytical Chemistry	4 c.h.	_____
CHE 490, Chemistry Seminar	1 c.h.	_____
Chemistry Electives	6 c.h.	_____
BIO 101/141, General Biology I/Lab	4 c.h.	_____
BIO 102/142, General Biology II/Lab	4 c.h.	_____
BIO 254, Evolution of Biological Systems	3 c.h.	_____
BIO 234/244, Principles of Ecology/Lab	3 c.h.	_____
OR BIO 325, Environmental Science	4 c.h.	_____
PHY 211/241, General Physics I/Lab	4 c.h.	_____
PHY 212/242, General Physics II	4 c.h.	_____
PHY 202, Astronomy	3 c.h.	_____
GEO 200/240, Earth Science/Lab	4 c.h.	_____
MAT 211, Calculus I	4 c.h.	_____
MAT 245 Statistics	3 c.h.	_____

B. Methods Course

SCI 764**, The Teaching of Science	3 c.h.	_____
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****Methods classes can be taken only if admitted to the Teacher Education Program or by permission of the instructor.**

Social Studies Licensure (9-12)

INTRODUCTION

The curriculum for prospective teachers of social studies consists of general studies, a major from a selected discipline, the social studies program, and professional studies. Because social studies licensure is a many faceted concentration, including history, economics, geography, politics, and sociology, the social program requires the successful complete of 21 hours from the history discipline and 21 hours from the social sciences, chosen from at least three separate areas. The usual major selected is history, politics, American civilization, international studies, social studies, sociology, or economics although it is possible for a student to major in another discipline and secure the hours required for completion of the social studies program.

The program of studies in social studies will assist students in:

- Gaining the essentials of civic understanding and to explain and demonstrate the responsibilities of citizens in a democratic society;
- Acquiring information to use in problem-solving, decision-making, and planning units of study;
- Applying concepts, generalizations, and theories to analyze and explain
 - o the structure, function, and operations of the economic, social, and political institutions of the United States and other societies and the economic, social and political behavior of people.
 - o the historical development and unique characteristics of past and present societies.
 - o persistent issues and problems.
 - o basic geographic concepts.
- Demonstrating values consistent with the fundamental tenets of democracy;
- Exhibiting constructive attitudes toward change, conflict, diversity, and uncertainty;
- Demonstrating concern for others, especially those who are associated with religious, racial, or ethnic minorities and those who are mentally and physically handicapped;
- Explaining the present environmental problems and demonstrating our responsibility in solving them;
- Obtaining the knowledge base appropriate to the social studies;
- Displaying an informed attitude toward the modern world in its many and diverse historical and political dimensions; and,
- Understanding the importance in being objective and discerning about the ideas and institutions of other peoples and cultures.

GUIDELINES

The goal of the secondary social studies curriculum is to ensure competency of the teaching of social studies by prospective high school teachers by achieving the following competencies. The secondary education program in social studies at Meredith College supports the overall secondary education program goals and prepares prospective social studies teachers who:

- Demonstrate a broad general knowledge of the humanities, arts, and sciences, and their interrelatedness.
- Demonstrate values consistent with the fundamental tenets of democracy.
- Exhibit constructive attitudes toward change, conflict, diversity, and uncertainty.
- Demonstrate a concern for others, especially those who are associated with religious, racial, or ethnic minorities and those who are mentally and physically handicapped.
- Demonstrate our responsibility in solving present environmental problems.
- Demonstrate an informed attitude toward the modern world in its many and diverse historical and political dimensions.
- Demonstrate an objective and discerning attitude about the ideas and institutions of other peoples and cultures.
- Demonstrate competency in teaching social studies.
- Understands and demonstrates the role of technology in the classroom.
- Develop various methods of assessment of students in the social studies classroom.
- Use knowledge and experiences necessary to develop reflective thinking about teaching and learning.

Program Requirements for Social Studies (9-12)

All prospective teachers of Social Studies take the following courses:

A. History Knowledge

HIS 101, Emergence of Western Civilization	3 c.h.	
HIS 102, Modern Western Civilization	3 c.h.	
HIS 214, American History to 1876	3 c.h.	
HIS 215, American History Since 1876	3 c.h.	

6 hrs of Non-Western History chosen from the following:

HIS 200, Introduction to Latin America	3 c.h.	
HIS 224, Introduction to Asian History	3 c.h.	
HIS 310, Modern China	3 c.h.	
HIS 325, Asian Civilizations	3 c.h.	

OR from a special studies courses that may be offered in the history of Africa and the Middle East and other non-Western areas

Twentieth century history selected from the following:

HIS 308, Twentieth Century Europe	3 c.h.	
POL 309, The Politics of the Vietnam War	3 c.h.	
HIS 319, Contemporary American History since 1945	3 c.h.	
HIS 330, U.S. and World History	3 c.h.	

B. Social Science Knowledge

9 hours required chosen from the following:

ECO 101, Microeconomic Principles	3 c.h.	
POL 100, American Political System	3 c.h.	
Geography course selected from the following:		
GEO 205, World Regional Geography	3 c.h.	
GEO 326, Environmental Resources	3 c.h.	
GEO 322, Economic Geography	3 c.h.	
GEO 368, Political Geography	3 c.h.	

Courses selected from the following or from the GEO courses listed above:

ECO 100, Macroeconomic Principles	3 c.h.	_____
POL 300, Law and Society	3 c.h.	_____
POL 301, The Constitution and the Rights of Americans	3 c.h.	_____
POL 340, State and Local Political Systems	3 c.h.	_____
SOC 230, Principles of Sociology	3 c.h.	_____
SOC 335, Race and Ethnic Relations	3 c.h.	_____

OR approved electives from anthropology, economics, human geography, politics, sociology

C. Methods Course

HIS 764**, The Teaching of Social Studies	3 c.h.	_____
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****Methods classes can be taken only if admitted to the Teacher Education Program or by permission of the instructor.**

Family and Consumer Sciences Education (7-12)

INTRODUCTION

The mission of the Family and Consumer Sciences Education Program is to develop the knowledge, skills, and practice of professionals whose work will be able to help individuals and families manage the challenges of living and working in a diverse, global society across the life span. This program focuses on empowering individuals, strengthening families, and enabling communities through teaching, research, and service. The program prepares students to assume the role of a teacher in public schools at the middle and high school level.

GUIDELINES

The goal of the vocational family and consumer sciences education is to ensure competency of the teaching of family and consumer sciences by prospective middle and high school teachers by achieving the following competencies. The 7-12 program in family and consumer sciences at Meredith College supports the overall middle and secondary education program goals and prepares prospective family and consumer sciences teachers who:

- Demonstrate a broad general knowledge of the humanities, arts, and sciences, and their interrelatedness.
- Integrate knowledge from the disciplines of human environmental sciences to promote the well being of families, individuals, and communities.
- Promote the personal, social and economic health of people.
- Utilize theories and research to balance personal, home, family, and work lives.
- Address problems in diverse family, community, and work environments.
- Apply appropriate technology to maximize human potential.
- Develop high standards of professional practice.
- Actively assume the role of a teacher by demonstrating leadership, culturally relevant teaching, reflective practice, and authentic assessment.

Program Requirements for Family and Consumer Sciences (7-12)

General Education courses required by the College.

Within the general education requirements of the College, the following:

PSY 312, Psychology of Exceptional Individuals (Prerequisite: PSY 100 or EDU 234)	3 c.h.	_____
SOC 335, Race and Ethnic Relations (Prerequisite: SOC 230, SOC 260, <u>or</u> EDU 232)	3 c.h.	_____

II. Major study in Family and Consumer Sciences:

Child Development

CD 234, Preschool Child	3 c.h.	_____
CD 335, Marriage and Family Relationships	3 c.h.	_____
CD 436, Administration of Programs for Young Children	3 c.h.	_____

Clothing and Fashion Merchandising

FMD 115, Principles of Clothing Construction	3 c.h.	_____
FMD 418, Textiles	3 c.h.	_____

Foods and Nutrition

FN 124, Principles of Food	3 c.h.	_____
FN 227, Nutrition	3 c.h.	_____
FN 310, Food Service Management 1	3 c.h.	_____
FN 312, Food Service Management for FCS Majors	1 c.h.	_____

Interior Design and Housing

ID 245, Housing	3 c.h.	_____
ID 144 or ART 144, Interior Design I	3 c.h.	_____

Consumer Resource Management

FCS 355, Family Resource Management	3 c.h.	_____
FCS/ECO 274, Consumer Economics	3 c.h.	_____

Additional required courses

FCS 765, Family and Consumer Science Education	3 c.h.	_____
HED 100, Contemporary Health Issues	2 c.h.	_____
FCS 290, Professional Symposium	1 c.h.	_____
FCS 325, Supervised work experiences in FCS		
Or 2000 hours of work in FCS field	4 c.h.	_____
PSY 210 Developmental Psychology		
OR SOC 340, Aging and Retirement		
OR SWK 308, Human Behavior for SWK Practice: Adulthood thru Death	3 c.h.	_____

6 hours of electives chosen from the following:

CD 438, Supporting and Strengthening Families	3 c.h.	_____
FMD 226, Tailoring	3 c.h.	_____
FMD 427, Apparel Design	3 c.h.	_____
ID 246, Interior Design Materials	3 c.h.	_____

III. Professional Studies Courses

EDU 232, Foundations of American Education	3 c.h.	_____
EDU 234, Educational Psychology	3 c.h.	_____
EDU 241, Instructional Media	1 c.h.	_____
EDU 350*, Teaching in the Middle School	3 c.h.	_____
FCS 765** Methods of Teaching FCS	3 c.h.	_____

Block Semester (Student Teaching Semester - Full time)

EDU 440*, Seminar in Education	1 c.h.	_____
EDU 450*, Reading in the Content Area	2 c.h.	_____
EDU 466*, Pre-Adolescent/Adolescent Behavior	3 c.h.	_____
EDU 467*, Secondary School (optional)	3 c.h.	_____
EDU 490*, Observation and Directed Teaching	6 c.h.	_____

***Must be admitted to Teacher Education Program**

****Methods class, FCS 765, can be taken only if admitted to the teacher education program or by permission of the instructor.**

Art Education (K-12)

INTRODUCTION

The curriculum for prospective teachers of art consists of general studies, an art major, and professional studies. Courses in Art comprise a minimum of 33% of the student's four year program. The visual arts involve so many forms including drawing, painting, design, printmaking, ceramics, sculpture, and the crafts. These areas must be integrated; therefore, all art courses provide prospective teachers the opportunity to develop a variety of concepts and skills. In all Art courses, students are taught visual concepts and technical skills which enable them to seek creative solutions to visual problems. In addition, quality teaching requires growth and development in six overlapping dimensions: content understandings, leadership, culturally relevant and inclusive teaching, connected pedagogy, reflective teaching, and continuous assessment. Students are encouraged to discuss and write about these concepts and processes in an intelligent manner.

GUIDELINES

Students in art education will:

- Develop competence in concepts and skills germane to the teaching of Art K-12.
- Be exposed to the artistic production, philosophy and cultural context of creative people in diverse and local cultures.
- Develop skills in creative problem solving with an emphasis on original thinking in problem resolution.
- Demonstrate strategies for the assessment of their own work, that of future students, and that of professionals in the field.
- Develop awareness of the importance of visual literacy and the visual legacy to humankind past, present, and future.
- Develop visual observation skills.
- Demonstrate strategies for synthesizing and applying information from many disciplines while seeking creative solutions to problems.
- Experience service-learning.
- Develop leadership and team-building skills through field experience teaching and other hands-on teaching roles.
- Maintaining a minimum of 2.5g.p.a. or better in major courses.

Program Requirements for Art Education (K-12)

I. General Education courses required by the College

Within the general education requirements of the College, the following:

PSY 210 Developmental Psychology	3 c.h. _____
OR PSY 310 Child and Adolescent Development	3 c.h. _____
PSY 312 The Psychology of Exceptional Individuals (Prerequisite: PSY 100 or EDU 234)	3 c.h. _____
SOC 335 Race and Ethnic Relations (Prerequisite: SOC 230, SOC 260, <u>or</u> EDU 232)	3 c.h. _____

II. Major study in Art

ART 101 Drawing I	3 c.h. _____
ART 105 2-D Design	3 c.h. _____
ART 201 Drawing II	3 c.h. _____
ART 206 Color Theory	3 c.h. _____
ART 221 Art History Survey I	3 c.h. _____
ART 222 Art History Survey II	3 c.h. _____
ART 324 Topics in Modern Art History	3 c.h. _____
ART 495 Portfolio Photography	1 c.h. _____
ART 496 Professional Practices	3 c.h. _____

Additional required courses

ART 160 Ceramics	3 c.h. _____
ART 207 Three Dimensional	3 c.h. _____
ART 210 Painting	3 c.h. _____
ART 270 Fibers or OR ART 275 Metals	3 c.h. _____
ART 300, Computer Design	2 c.h. _____
ART 350 Printmaking	3 c.h. _____
ART 365 Sculpture	3 c.h. _____
ART 393, Junior Seminar	1 c.h. _____
ART History elective	3 c.h. _____

III. Professional Studies Courses

EDU 232, Foundations of American Education	3 c.h. _____
EDU 234, Educational Psychology	3 c.h. _____
EDU 241, Instructional Media	1 c.h. _____
ART 734, Foundations in Art Education	3 c.h. _____
ART 735**, Teaching and Methods: Art Pre K-5	3 c.h. _____
ART 736**, Teaching and Methods: Art in Grades 6-12	3 c.h. _____

Block Semester (Student Teaching Semester - Full time)

EDU 440*, Seminar	1 c.h. _____
EDU 450*, Reading in the Content Area	2 c.h. _____

EDU 466*, Preadolescent & Adolescent Behavior

OR EDU 467*, The Secondary School

3 c.h. _____

EDU 490*, Observation and Directed Teaching

6 c.h. _____

***Must be admitted to the Teacher Education program.**

****Admission to Teacher Education program before last Methods class is taken.**

Dance Education (K-12)

INTRODUCTION

The curriculum for prospective dance educators consists of general studies, a core curriculum of dance technique and theory, dance education courses, professional education studies, and other supporting courses. Students are engaged in the philosophical, theoretical, and historical/cultural aspects of dance, while simultaneously developing her skills as a dancer and teacher. In the Dance Education courses students are encouraged to integrate the theoretical with the experiential – to connect thinking with doing. Particularly, students are engaged in a two-year process which continually integrates observation, reflection, and discussion of the teaching-learning process while becoming knowledgeable and skillful as both dancer and teacher. The program promotes quality teaching that requires growth and development in six overlapping dimensions: content understandings, leadership, culturally relevant and inclusive teaching, connected pedagogy, reflective teaching, and continuous assessment.

GUIDELINES

Students completing the dance education program will:

- Use a variety of dance skills including technique, improvisation, composition, performance, and production of dance.
- Understand dance as an expression of creative arts education.
- Understand the K-12 dance goals, objectives, and approach to an integrated curriculum as stated in the North Carolina Standard Course of Study.
- Know who to conceptualize, organize, and evaluate consonant with the state curriculum.
- Understand methodologies of teaching and learning, are cognizant of concepts of reflective teaching and personal pedagogy, and translate these into practice.
- Understand goals of multicultural education and integrate these goals into the public school dance curriculum.
- Understand the contribution of dance to an aesthetic process which may liberate human potential and enhance human sensitivity and awareness.
- Have the interest and capability for continued learning in the field of dance and education.

Program Requirements for Dance Licensure (K-12)

I. General Education courses required by the College.

Within the general education requirements of the College, the following:

PSY 210 Developmental Psychology	
OR PSY 310 Child and Adolescent Development	3 c.h. _____
PSY 312 The Psychology of Exceptional Individuals	3 c.h. _____
(Prerequisite: PSY 100 or EDU 234)	
SOC 335 Race and Ethnic Relations	3 c.h. _____

(Prerequisite: SOC 230, SOC 260, or EDU 232)

II. Dance Core Courses

DAN 150, Perspectives in Dance	1 c.h.	_____
DAN 159, Improvisation I	2 c.h.	_____
DAN 250, Movement Fundamentals	2 c.h.	_____
DAN 255, Movement Fundamentals Lab	1 c.h.	_____
DAN 200, Dance Appreciation	3 c.h.	_____
DAN 256, Composition	3 c.h.	_____
DAN 257, Music for Dance	2 c.h.	_____
DAN 350, Movement Fundamentals II	3 c.h.	_____
DAN 352, Dance Repertory	2 c.h.	_____
DAN 355, Creative Arts Touring Company	2 c.h.	_____
DAN 356, Dance Composition II	3 c.h.	_____
DAN 357, Creative Arts Touring Company Assistantship	1 c.h.	_____
DAN 359, Dance History	3 c.h.	_____
HED 282, Prevention & Care of Movement Injuries	2 c.h.	_____
BIO 322, Human Anatomy and Physiology	3 c.h.	_____
BIO 342, Human Anatomy and Physiology Lab	1 c.h.	_____

III. Dance Techniques – Total of ten hours to include:

Modern II, III ,and/or IV	1-2 c.h.	_____
Ballet II, III, and/or IV)	1-2 c.h.	_____
Jazz II, III, and/or IV	1-2 c.h.	_____
Technique Electives (Dance should include DAN 152, Folk and Square)	3 c.h.	_____

IV. Professional Studies Courses

EDU 232, Foundations of American Education	3 c.h.	_____
EDU 234, Educational Psychology	3 c.h.	_____
EDU 241, Instructional Media	1 c.h.	_____
DAN 761**, Theory/Methods of Teaching Dance, K-6	3 c.h.	_____
DAN 762**, Theory/Methods of Teaching Dance, 7-12	3 c.h.	_____
DAN 763**, Reflective Teaching	3 c.h.	_____

Block Semester (Student Teaching Semester - Fulltime)

EDU 440, Seminar in Education-Dance	1 c.h.	_____
EDU 450, Reading in the Content Area	2 c.h.	_____
EDU 490, Observation and Directed Teaching	6 c.h.	_____

***Must be admitted to the Teacher Education program.**

****Admission to Teacher Education program before last Methods class is taken.**

English as a Second Language (K-12)

INTRODUCTION

Meredith College was approved by the NC Department of Public Instruction to offer initial K-12 teaching licensure in ESL in spring 2003. The state changed the regulations in October 2002 to allow teachers to get their first license in ESL. The program is designed for traditional undergraduates as well as for non-degree students and teacher assistants. The ESL stand-alone licensure is available to students with any major.

The ESL licensure program at Meredith emphasizes language and communication skills, teaching methods, literacy, and hands-on experience in school classrooms. In addition, the general education program requires all undergraduates to participate in courses that emphasize foreign language competency, cultural awareness, and global perspectives. The ESL licensure program believes that quality teaching requires growth and development in six overlapping dimensions: content understandings, leadership, culturally relevant and inclusive teaching, connected pedagogy, reflective teaching, and continuous assessment.

GUIDELINES

Students completing the English as a second Language program will:

- Demonstrate a high level of competence as an English language model and an understanding of language as a system
- Demonstrate understanding of concepts, theories, research, and practice related to the language acquisition and literacy development of limited English proficient students
- Demonstrate understanding of the major theories and research related to the nature of culture and cultural groups
- Demonstrate understanding of laws, regulations, and policies of the federal, state and local levels that relate to serving limited English proficient students
- Apply effective methods, practices, and strategies based on second language acquisition theories and research to plan, implement, and manage ESL and content instruction
- Identify, choose, and adapt a wide range of materials, resources, and technologies in ESL and content instruction
- Develop literacy in limited English proficient students
- Use a variety of assessments as they relate to the education of limited English proficient students
- Recognize how diverse languages, cultures, family backgrounds, and abilities affect the learning of English as a second language
- Utilize and respect the diversity in the languages and cultures of limited English proficient students
- Affirm that all students with limited English proficiency can learn English
- Stay current on research, trends, policies, and legal mandates affecting ESL programs
- Advocate for LEP students and ESL programs by encouraging communication and partnerships among students, families, communities and schools

- Collaborate within the educational community and serve as resources and models for their peers to enhance and encourage cross-cultural interaction

Program Requirements for English as a Second Language K-12

I. General Education courses required by the College.

Within the general education requirements of the College, the following:

Core Curriculum

CORE 100, The Context of Culture	4 c.h.	_____
CORE 200, Cultural Connections	1-3 c.h.	_____
CORE 400, Global Perspectives	3 c.h.	_____
ENG 111, Principles of Writing	3 c.h.	_____
ENG 200, Texts and Contexts	3 c.h.	_____
HIS 103, World in the Twentieth Century	3 c.h.	_____
REL 102, World Religions	3 c.h.	_____

World Culture and Languages

Foreign Language competency

Mid-Intermediate foreign language competency, as defined by ACTFL

Literature elective

ENG 335, World Literature in Translation	3 c.h.	_____
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Cultural Perspectives elective

COM 390, Intercultural Communication	3 c.h.	_____
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Scientific Literacy

Behavioral and Social Sciences

PSY 210 Developmental Psychology		
OR PSY 310 Child and Adolescent Development	3 c.h.	_____
(Prerequisite: PSY 100 or EDU 234)		
PSY 312 Psychology of Exceptional Individuals	3 c.h.	_____
SOC 335 Race and Ethnic Relations	3 c.h.	_____
(Prerequisite: SOC 230, SOC 260, <u>or</u> EDU 232)		

II. Major program of study in an area other than Education

III. Additional Required Courses for ESL Licensure

ENG 175 English Grammar	1 c.h.	_____
ENG 505 Study of Linguistics	3 c.h.	_____

IV. Professional Studies

EDU 232, Foundations of Education	3 c.h.	_____
EDU 234, Education Psychology	3 c.h.	_____
EDU 241, Instructional Media	1 c.h.	_____
EDU 255, Literature for Children and Early Adolescents	2 c.h.	_____
EDU 300, Introduction to Language Arts	2 c.h.	_____
EDU 400, Reading in the Elementary School	3 c.h.	_____

EDU 402, Preservice Practicum	1 c.h.	_____
EDU 345, Language Minorities in Public Schools	3 c.h.	_____
EDU 745**, Introduction to Methods of Teaching ESL	3 c.h.	_____

Block Semester (Student Teaching Semester - Full time)

EDU 440*, Seminar in Education	1 c.h.	_____
EDU 450*, Reading in the Content Area	2 c.h.	_____
EDU 466*, Pre-Ad & Adolescent Behavior	3 c.h.	_____
EDU 467*, The Secondary School	3 c.h.	_____
EDU 490*, Observation and Directed Teaching	6 c.h.	_____

***Must be admitted to Teacher Education Program**

****Methods class, EDU 764, can be taken only if admitted to the teacher education program or by permission**

Theatre Education Licensure (K-12)

INTRODUCTION

The curriculum for prospective teachers of theatre includes theatre production and performance, teaching knowledge, and self-knowledge. Learning experiences consistently relate theory to practice in a process that emphasizes knowledge, understanding, and wisdom. The goal of the theatre education program is to ensure competency of the teaching of theatre in PK-12 schools by requiring growth and development in six overlapping dimensions: content understandings, leadership, culturally relevant and inclusive teaching, connected pedagogy, reflective teaching, and continuous assessment.

The program of studies in theatre education will assist students in:

- Competency in the teaching of theatre by guiding the student's involvement in public performance of theatre;
- Development of visual and aural perceptions related to performance;
- Understanding of developmental and activity-oriented production processes such as acting, directing, scenic design, costume design, writing of traditional experimental theatrical forms, and basic technical operations related to productions;
- Familiarity with and competence in fundamental theatre techniques;
- Acquaintance with the historical and cultural dimensions of theatre as they include the works of leading playwrights, actors, directors, and designers, both past and present;
- Understanding and evaluation of contemporary thinking about theatre and related arts; and,
- informed assessment of quality works of theatre.

GUIDELINES

The goal of the theatre education program is to ensure competency of the teaching of theatre by prospective theatre teachers by achieving the following competencies. The theatre education program at Meredith College supports the overall elementary, middle, and secondary education program goals and prepares prospective theatre teachers who:

- Demonstrate a broad general knowledge of the humanities, arts, and sciences, and their interrelatedness.
- Communicate what playwrights seek to convey and how that is intensified through theatrical production.
- Assist their students in using and controlling emotions for communication, strengthening the imagination, expanding intellectual horizons to include an aesthetic awareness.
- Provide students a basic understanding and critical appreciation of theatre arts.
- Promote skills in observation and communication, and the ability to exercise critical thinking and make decisions through theatrical experiences.
- Encourage in their students confidence, creative potential, personal discipline, involvement in the creative process, and their ability to work effectively with others.

- Prepare their students for future education, avocational and/or vocational theatre arts experiences.
- Understands and demonstrates the role of technology in the classroom.
- Develop various methods of assessment of students in the theatre classroom.
- Use knowledge and experiences necessary to develop reflective thinking about teaching and learning.

Program Requirements for Theatre Education (K-12)

I. General Education courses required by the College.

Within the general education requirements of the College, the following:

PSY 210, Developmental Psychology	3 c.h. _____
OR PSY 310, Child and Adolescent Development (Prerequisite: PSY 100 or EDU 234)	3 c.h. _____
PSY 312, Psychology of Exceptional Individuals	3 c.h. _____
SOC 335, Race and Ethnic Relations (Prerequisite: SOC 230, SOC 260, <u>or</u> EDU 232)	3 c.h. _____

II. Theatre Courses

DAN 159, Movement Improvisation	2 c.h. _____
THE 114, Introduction to Theatre	3 c.h. _____
THE 130, Performance Practicum	1 c.h. _____
THE 137, Stage Management Practicum	1 c.h. _____
THE 141, Publicity Practicum	1 c.h. _____
THE 150, Voice and Articulation	3 c.h. _____
THE 214, Creative Dramatics	3 c.h. _____
THE 224, Basic Acting	3 c.h. _____
THE 245, Stagecraft	3 c.h. _____
THE 246, Lighting and Sound	3 c.h. _____
THE 247, Costume & Makeup	3 c.h. _____
COM 330, Video Production	3 c.h. _____
THE 316- 317 History of Theatre I & II	6 c.h. _____
THE 320, Puppetry	3 c.h. _____
THE 350, Modern Drama	3 c.h. _____
OR ENG 355, Shakespeare	3 c.h. _____
OR ENG 356, Shakespeare	3 c.h. _____
THE 425, Directing	3 c.h. _____
THE 496, Seminar in Musical Theatre	3 c.h. _____
THE 490, Project: Area of Specialization	1-3 c.h. _____

III. Professional Studies Courses

EDU 232, Foundations of American Education	3 c.h. _____
EDU 234, Educational Psychology	3 c.h. _____
EDU 241, Instructional Media	1 c.h. _____
EDU 255, Literature for Children and Early Adolescents	2 c.h. _____
THE 735**, Methods of Teaching Theatre K-12	3 c.h. _____

Block Semester (Student Teaching Semester - Fulltime)

EDU 440*, Seminar in Education	1 c.h.	_____
EDU 450*, Reading in the Content Areas	2 c.h.	_____
EDU 467*, The Secondary School	3 c.h.	_____
EDU 490*, Observation and Directed Teaching	6 c.h.	_____

***Must be admitted to the Teacher Education program.**

****Admission to Teacher Education program before last Methods class is taken.**

Second Languages

French Licensure (K-12) Spanish Licensure (K-12)

INTRODUCTION

The curriculum for prospective teachers of second language (French and Spanish) consists of general studies, a foreign language major, and professional studies. Courses required for the foreign language major comprise approximately 25% of the students' four-year program. Foreign language is a multi-faceted discipline - including language, literature, and culture - and because these facets must be integrated, all foreign language courses provide prospective teachers with the opportunity to develop a variety of skills. In courses, prospective second language teachers are expected to communicate clearly and correctly and to read with understanding and appreciation. By means of class discussion and written work, prospective second language teachers are encouraged to think critically and to express independent judgments about primary materials. Finally, at every level, prospective second language teachers develop an appreciation for foreign culture. The second language program at Meredith College believes that quality teaching requires growth and development in six overlapping dimensions: content understandings, leadership, culturally relevant and inclusive teaching, connected pedagogy, reflective teaching, and continuous assessment.

GUIDELINES

The goal of the second language (French and Spanish) curriculum is to ensure competency of the teaching of French and Spanish by prospective second language teachers by achieving the following competencies. The second language program in French and Spanish at Meredith College supports the overall elementary, middle, and secondary education program goals and prepares prospective French and Spanish teachers who:

- Demonstrate a broad general knowledge of the humanities, arts, and sciences, and their interrelatedness.
- Use knowledge and skills in writing, speaking, reading, and listening.
- Demonstrate knowledge of French and/or Spanish and literature, and exhibit a continued interest in these areas.
- Develop in their students an appreciation of foreign culture.
- Demonstrate an appreciation of the human values to be found in literature.
- Use knowledge and understanding of diverse populations to enhance their classroom.
- Demonstrate competency in the teaching of French and/or Spanish.
- Understands and demonstrates the role of technology in the classroom.
- Develop various methods of assessment of students in the French and/Spanish classroom.
- Use knowledge and experiences necessary to develop reflective thinking about teaching and learning.

Program Requirements for French Licensure (K-12)

I. General Education courses required by the College.

Within the general education requirements of the College, the following:

PSY 210, Developmental Psychology	3 c.h. _____
OR PSY 310, Child and Adolescent Development (Prerequisite: PSY 100 or EDU 234)	
PSY 312, Psychology of Exceptional Individuals	3 c.h. _____
SOC 335, Race and Ethnic Relations (Prerequisite: SOC 230, SOC 260, <u>or</u> EDU 232)	3 c.h. _____

II. Major Study in French

FRE 205, Intermediate French I	3 c.h. _____
FRE 206, Intermediate French II	3 c.h. _____
FRE 304, French Civilization	3 c.h. _____
FRE 305, Phonetics and Phonology	3 c.h. _____
FRE 306, Advanced Grammar, Composition, and Linguistics	3 c.h. _____
FRE 307, Advanced Conversation	3 c.h. _____
FRE 364, Discoveries in French Literature I	3 c.h. _____
FRE 365, Discoveries in French Literature II	3 c.h. _____
FRE 350, Seminar (2 semesters)	2 c.h. _____

6-12 elective hours chosen from:

FRE 301, Business French	3 c.h. _____
FRE 308, Francophone Literature	3 c.h. _____
FRE 309, French Women Writers	3 c.h. _____
FRE 300, Life and Study Abroad	

(Study in a country of the target language is highly recommended; credit hours are usually counted as elective)

900 level courses in French can be substituted for 300 level courses.

Substitutions for required literature courses are also possible. The department head will have information and approval.

III. Professional Studies

EDU 232, Foundations of American Education	3 c.h. _____
EDU 234, Educational Psychology	3 c.h. _____
EDU 241, Instructional Media	1 c.h. _____
FL 764**, The Teaching of Foreign Language in the Elementary, Middle, and Secondary Schools	4 c.h. _____

Block Semester (Student Teaching Semester - Full time)

EDU 440*, Seminar in Education	1 c.h. _____
EDU 450*, Reading in the Content Area	2 c.h. _____
EDU 466*, Pre-Adolescent/Adolescent Behavior	3 c.h. _____
EDU 467*, Secondary School (optional)	3 c.h. _____
EDU 490*, Observation and Directed Teaching	6 c.h. _____

***Must be admitted to Teacher Education Program**
****Methods class, FL 764, can be taken only if admitted to the teacher education program or by permission of the instructor.**

Program Requirements for Spanish Licensure (K-12)

I. General Education courses required by the College.

Within the general education requirements of the College, the following:

PSY 210, Developmental Psychology	3 c.h. _____
OR PSY 310, Child and Adolescent Development (Prerequisite: PSY 100 or EDU 234)	
PSY 312, Psychology of Exceptional Individuals	3 c.h. _____
SOC 335, Race and Ethnic Relations (Prerequisite: SOC 230, SOC 260, <u>or</u> EDU 232)	3 c.h. _____

II. Major study in Spanish

SPA 205, Intermediate Spanish I	3 c.h. _____
SPA 206, Intermediate Spanish II	3 c.h. _____
SPA 303, Civilization of Spain	
OR SPA 304, Spanish American Civilization	3 c.h. _____
SPA 305, Phonetics and Phonology	3 c.h. _____
SPA 306, Advanced Grammar, Composition, And Linguistics	3 c.h. _____
SPA 307, Advanced Conversation	3 c.h. _____
SPA 350, Seminar (2 semesters)	2 c.h. _____

12 elective hours chosen from the following:

SPA 308, Readings in Hispanic Literature	3 c.h. _____
SPA 351, The Development of Poetry	3 c.h. _____
SPA 352, The Development of Theatre	3 c.h. _____
SPA 353, The Development of Short Fiction	3 c.h. _____
SPA 354, The Development of Long Narrative in Spanish Literature	3 c.h. _____
SPA 300, Life and Study Abroad	

(Study in a country of the target language is highly recommended; credit hours are usually counted as elective)

900 level courses in Spanish can be substituted for 300 level courses.

Substitutions for required literature courses are also possible. The department head will have information and approval.

III. Professional Studies

EDU 232, Foundations of American Education	3 c.h. _____
EDU 234, Educational Psychology	3 c.h. _____
EDU 241, Instructional Media	1 c.h. _____
FL 764**, The Teaching of Foreign Language in the Elementary, Middle, and Secondary Schools	4 c.h. _____

Block Semester (Student Teaching Semester - Full time)

EDU 440*, Seminar in Education	1 c.h.	_____
EDU 450*, Reading in the Content Area	2 c.h.	_____
EDU 466*, Pre-Adolescent/Adolescent Behavior	3 c.h.	_____
EDU 467*, Secondary School (optional)	3 c.h.	_____
EDU 490*, Observation and Directed Teaching	6 c.h.	_____

***Must be admitted to Teacher Education Program**

****Methods class, FL 764, can be taken only if admitted to the teacher education program or by permission of the instructor.**

Music Education (K-12)

INTRODUCTION

The curriculum for prospective teachers of music consists of general studies, music, professional studies, and elective courses. Courses in music and music education comprise 60% of the student's four-year program. In the music program at Meredith College, courses are designed to assist students in developing skills that enhance performance, analysis, understanding, and appreciation of the discipline. The mission of the program is to emphasize the importance of professional training of the highest caliber for students who plan to pursue careers in the performing arts. Consequently, quality teaching in music requires growth and development in six overlapping dimensions: content understandings, leadership, culturally relevant and inclusive teaching, connected pedagogy, reflective teaching, and continuous assessment. The curriculum reflects a clear perception of the diverse experiences that should be a part of the role of a music teacher in the public schools.

GUIDELINES

The goal of the music education program is to ensure competency of the teaching of theatre by prospective music teachers by achieving the following competencies. The music education program at Meredith College supports the overall elementary, middle, and secondary education program goals and prepares prospective music teachers who:

- Demonstrate a broad general knowledge of the humanities, arts, and sciences, and their interrelatedness.
- Perform with musical understanding and technical proficiency.
- Demonstrate competency in singing, accompanying and conducting.
- Demonstrate and relate the historical context of music.
- Formulate and articulate a reflective philosophy of music education.
- Develop proficiency on instruments representative of a K-12 music program.
- Knowledge of administration techniques and K-12 music program building.
- Develop strategies for the implementation of the NC Standard Course of Study at all levels.
- Use knowledge and understanding of diverse populations to enhance their classroom.
- Demonstrate understanding of the learning environment through the implementation of lessons that employ a variety of teaching procedures.
- Understands and demonstrates the role of technology in the classroom.
- Develop assessment procedures appropriate to the K-12 music program.
- Use knowledge and experiences necessary to develop reflective thinking about teaching and learning.

Program Requirements for Music Education (K-12)

I. General Education courses required by the College.

Within the general education requirements of the College, the following:

PSY 312, Psychology of Exceptional Individuals (Prerequisite PSY 100 or EDU 234)	3 c.h. _____
SOC 335, Race and Ethnic Relations (Prerequisite: SOC 230, SOC 260, <u>or</u> EDU 232)	3 c.h. _____

II. Music and Professional Education

Music courses for Choral/General Emphasis

MUS 100, 101, Elementary Theory I&II	6 c.h. _____
MUS 202, 203, Intermediate Theory I&II	6 c.h. _____
MUS 140,141,242, 243, Keyboard	4 c.h. _____
MUS 150, 151, 252, 253, Ear Training	4 c.h. _____
MUS 215, Music Literature	2 c.h. _____
MUS 310,311,312,313, Music History	8 c.h. _____
MUA 060, String Instruments	2 c.h. _____
MUA 068, Guitar Lab	1 c.h. _____
MUA 070, Woodwind Instruments	2 c.h. _____
MUA 080, Brass and Percussion Instruments	2 c.h. _____
MUS 300 and 301, Conducting	4 c.h. _____
MUS 304, Instrumentation	1 c.h. _____
MUS 308, Choral Arranging	2 c.h. _____
MUS 722, Materials and Methods Secondary	2 c.h. _____
Principles Applied Study	14 c.h. _____
Students whose principal applied study is not voice should take 3 hours of voice as secondary applied or elective.	
Secondary applied study(ies)	3 c.h. _____
MUS 491, Graduation Recital	1 c.h. _____
Ensembles	7 sem. _____
Keyboard Proficiency	

Music courses for Instrumental Emphasis

MUS 100, 101, Elementary Theory I&II	6 c.h.	_____
MUS 202, 203, Intermediate Theory I&II	6 c.h.	_____
MUS 140,141,242,243, Keyboard	4 c.h.	_____
MUS 150,151,252,253, Ear Training	4 c.h.	_____
MUS 215, Music Literature	2 c.h.	_____
MUS 310,311,312,313, Music History	8 c.h.	_____
MUA 060,String Instruments	2 c.h.	_____
MUA 068, Guitar Lab	1 c.h.	_____
MUA 070, Woodwind Instruments	2 c.h.	_____
MUA 080, Brass and Percussion Instruments	2 c.h.	_____
MUS 300 and 302, Conducting	4 c.h.	_____
MUS 304, Instrumentation	1 c.h.	_____
MUS 306, Orchestration	2 c.h.	_____
MUS 723, Materials and Methods Instrumental	2 c.h.	_____
Principles Applied Study	14 c.h.	_____
Secondary applied study(ies) (must include 1 hour of voice)	2 c.h.	_____
MUS 491, Graduation Recital	1 c.h.	_____
Instrumental Ensembles	7 sem.	_____
Keyboard proficiency		

III. Professional Studies Courses

EDU 232, Foundations of American Education	3 c.h.	_____
EDU 234, Educational Psychology	3 c.h.	_____
EDU 241, Instructional Media	1 c.h.	_____
MUS 720**, Materials and Methods, Elementary	2 c.h.	_____
MUS 721**, Materials and Methods, Middle	2 c.h.	_____
MUS 722**, Materials and Methods, Secondary		
OR MUS 723**, Materials and Methods (Instrumental)	2 c.h.	_____

Block Semester (Student Teacher Semester - Fulltime)

EDU 440*, Seminar in Education (as recommended by Program. Coordinator.)	1 c.h.	_____
EDU 450*, Reading in the Content Areas	2 c.h.	_____
EDU 466*, Preadolescent/Adolescent Behavior	3 c.h.	_____
OR EDU 467, The Secondary School	3 c.h.	_____
EDU 490, Observation and Directed Teaching	6 c.h.	_____

***Must be admitted to the Teacher Education program.**

****Admission to Teacher Education program before last Methods class is taken.**

Physical Education Licensure (K-12)

INTRODUCTION

The goals and objectives of the physical education program are in support of the College and departmental philosophy as well as keeping with the National Content Standards for Beginning Physical Education Teachers (NASPE document). These goals and objectives are stated clearly in writing, published in the Departmental Majors Handbook, on the departmental web site, as well as the K-12 program coordinators faculty web page. The goal of physical education program is to ensure competency of the teaching of physical education by prospective physical education teachers by supporting the elementary, middle, and secondary education program goals and competencies. In addition, the program believes in quality teaching that requires growth and development in six overlapping dimensions: content understandings, leadership, culturally relevant and inclusive teaching, connected pedagogy, reflective teaching, and continuous assessment.

GUIDELINES

The goal of physical education program is to ensure competency of the teaching of physical education by prospective physical education teachers by achieving the following competencies. The physical education program at Meredith College supports the overall elementary, middle, and secondary education program goals and prepares prospective physical education teachers who:

- Demonstrate a broad general knowledge of the humanities, arts, and sciences, and their interrelatedness.
- Understand physical education content, disciplinary concepts and tools of inquiry related to the development of a physically educated person.
- Demonstrate a conceptual and experiential understanding of the subject matter of exercise and sport science and how this knowledge relates to diverse learners and other disciplines.
- Exhibit proficiency in varied exercise, motor, and sports skills.
- Actively participate in opportunities for observing, planning, teaching, assessing, and developing curriculum for educational experiences at elementary, middle, and secondary levels.
- Demonstrate knowledge of the importance of physical activity and sport as life enriching and health enhancing.
- Exhibit continued learning, professional development and reflective practice in the field of physical education; and,
- Demonstrates an understanding of the use of technology in the field of exercise and sport science education.

Program Requirements for Physical Education (K-12)

I. General Education courses required by the College

Within the general education requirements of the College, the following:

PSY 210 Developmental Psychology			
OR PSY 310 Child and Adolescent Development	3 c.h.		
(Prerequisite: PSY 100 or EDU 234)			
SOC 335 Race and Ethnic Relations	3 c.h.		
(Prerequisite: SOC 230, SOC 260, <u>or</u> EDU 232)			

II. Physical Education Core Courses

HED 100, Contemporary Health Issues	2 c.h.		
HED 200, Responding to Emergencies	2 c.h.		
BIO 322, Human Anatomy and Physiology	3 c.h.		
BIO 342, Human Anatomy and Physiology Lab	1 c.h.		
(Prerequisites BIO 101/141)			
ESS 200, Foundations of Physical Education, Sport and Fitness	3 c.h.		
ESS 220, Principles of Strength Training and Conditioning	2 c.h.		
ESS 255, Lifespan Motor Development	3 c.h.		
ESS 300, Issues and Management of Sport and Physical Education	3 c.h.		
ESS 320, Assessment in Physical Education, Sport and Fitness	3 c.h.		
ESS 475, Motor Learning and Skill Performance	3 c.h.		
ESS 482, Kinesiology	3 c.h.		
ESS 485, Exercise Physiology	3 c.h.		
ESS 487, Exercise Physiology Lab	1 c.h.		
ESS 460, Senior Seminar	2 c.h.		

III. Theory and Practice of Skill Acquisition*

ESS 210, Selected Sports Activity	1 c.h.		
ESS 215, Outdoor Leisure Activities	1 c.h.		
PED 110,125,210, 310 or swimming proficiency	1 c.h.		
PED 120,121,122,126, physical fitness activities	1 c.h.		
PED 141,241, Badminton	1 c.h.		
PED 146,246,346,476, Tennis	1 c.h.		
PED 152, Folk and Square Dance	1 c.h.		
PED 161,162,163,164 (select two different)	2 c.h.		

***All activity courses (any course with a PED/DAN prefix) taken to fulfill the requirements for the Exercise and Sports Science major must be taken for a grade.**

IV. Professional Studies

EDU 232, Foundations of American Education	3 c.h.	_____
EDU 234, Educational Psychology	3 c.h.	_____
EDU 241, Instructional Media	1 c.h.	_____
ESS 743**, Teaching P.E. in the Elementary School for the Physical Educator	3 c.h.	_____
ESS 745**, Teaching P.E. in the Middle and Secondary School	3 c.h.	_____
ESS 746** Teaching P.E. for Individuals with Special Needs (K-12)	3 c.h.	_____

Block Semester (Student Teaching Semester - Full time)

EDU 440, Seminar in Education-Physical Education	1 c.h.	_____
EDU 450, Reading in the Content Areas	2 c.h.	_____
EDU 490, Observation and Directed Teaching	6 c.h.	_____

***Must be admitted to the Teacher Education program.**

****Admission to Teacher Education program before last Methods class is taken.**

Master of Education

The Master of Education Degree Program is designed for the K-12 teacher who has a baccalaureate degree and a teaching license. Students take a common core of courses, and select a concentration (Reading, English as a Second Language (ESL), or Elementary Education). The area of concentration enables students to develop expertise in one of the instructional areas of the school curriculum. A concentration in a licensure area will result in an M-level license in that area. Additionally, choosing the ESL or Reading concentration will result in K-12 licensure in that area.

- Add-On licensure options include Reading (K-12) and ESL (K-12).
- Courses are scheduled for fall, spring, and summer so that working teachers can continue both professional service and career development simultaneously.

PROGRAM GOALS

Six goals of the Master of Education program

The student will be able to:

1. examine critically the purposes of education and articulate a personal philosophy of education.
2. demonstrate instructional expertise by applying the theoretical, philosophical and research bases for educational practice in P-12 settings to improve student learning.
3. incorporate knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, reflection on, and evaluation of instruction.
4. conduct and use research to examine and improve instructional effectiveness and student achievement.
5. demonstrate advanced depth and breadth of knowledge and skills in the academic discipline and in education
6. engage in continued professional development and provide leadership at the classroom, school, and community levels, and within the profession.

The goals of the ESL curriculum are to insure that students demonstrate:

1. proficiency in spoken and written English commensurate with the teacher's role as an English-language role model;
2. competency to evaluate students' progress in the development of language proficiency, to identify students' strengths and weaknesses in performance, and to design their instruction appropriately;
3. understanding of the process in the development of students' ability to communicate effectively with other native speakers in both academic and non-academic settings;
4. the ability to select and use a variety of approaches, methods, techniques and materials appropriate to effective language teaching at a variety of language proficiency levels;

5. familiarity with curriculum development and the adaptation of existing curricular materials appropriate for language minority learners;
6. understanding of the psychological, social, and intellectual implications of learning a second language;
7. experience as a second-language learner, to increase both one's cognitive understanding of a language system other than one's own and one's affective understanding of what it is to be a second-language learner;
8. comparison of the factors that make up the cultural life styles of American and non-American cultures and the ability to relate these cultural factors to language teaching and learning; and,
9. an integration of theory and practice through the incorporation of "real world" experiences throughout the curriculum.

Reading Licensure Goals:

The goals of the Reading Licensure Program are to insure that students demonstrate:

1. familiarity with reading theories and an understanding of the implications of holding these theories has for instructional practice;
2. a familiarity with the use of assessment of the reading process as an instructional tool;
3. an understanding of how to meet diverse instructional needs of children with respect to literacy acquisition;
4. an openness to using technology to assist children in learning to read; and
5. a willingness to assume a leadership role with respect to reading instruction.

Elementary Licensure Goals:

The goals of the Elementary Licensure Program are to insure that students demonstrate:

1. further development of how to teach reading to students of diverse abilities and backgrounds in mainstream classrooms;
2. increased understanding of how to teach Limited English Proficiency (LEP) students in mainstream classrooms;
3. increased understanding of how to teach mathematics to students of diverse abilities and backgrounds in mainstream classrooms;
4. increased understanding of how to practice inclusion in mainstream classrooms;
5. increased understanding of the development and evaluation of technology in the elementary classroom.

Teacher Tuition Assistance:

Teachers enrolled in the Master of Education program are eligible to receive tuition assistance of \$200 for each three-credit course. Students must be under contract in a North Carolina public or private school at the K-12 level.

Master of Education Program of Study

Choices	Professional Studies Courses	Specialty Courses
Master of Education with a concentration in ESL: 33-36 credit hours	Choose four of the following: EDU 600 Curriculum Development EDU 605 Design and Evaluation of Instructional Materials EDU 610 Advanced Educational Psychology *EDU 620 Education in Society EDU 625 Inclusive Teaching **EDU 671 Reading Across the Curriculum	EDU 641 Methods of Teaching ESL EDU 645 Culture and the Language Teacher EDU 643 Second Language Acquisition EDU 647 Teaching ESL in the Public Schools EDU 649 Advanced Methods of Teaching ESL Plus required competencies in English grammar, linguistics, foreign language Research: EDU 630 Educational Research EDU 650/651 Thesis
Licensure-Only in ESL 15 hours + competencies	N/A	EDU 641 Methods of Teaching ESL EDU 645 Culture and the Language Teacher EDU 643 Second Language Acquisition EDU 647 Teaching ESL in the Public Schools EDU 649 Advanced Methods of Teaching ESL Plus required competencies in English grammar, linguistics, foreign language
Master of Education with a concentration in Reading 33-36 credit hours	Choose four of the following: EDU 600 Curriculum Development EDU 605 Design & Eval. Of Instruct. Materials EDU 610 Advanced Educational Psychology EDU 620 Education in Society EDU 625 Inclusive Teaching EDU 671 Reading Across the Curriculum Research: EDU 630 Educational Research EDU 650/651 Thesis	EDU 670 Reading: Past, Present, Future EDU 675 Intervention in the Reading Process EDU 676 Clinical Application of the Reading Process EDU 677 Teaching Writing in the K-12 Classroom One approved elective
Licensure-Only in Reading 18 credit hours	N/A	EDU 670 Reading: Past, Present, Future EDU 671 Reading Across the Curriculum EDU 675 Intervention in the Reading Process EDU 676 Clinical Application of the Reading Process EDU 677 Teaching Writing in the K-12 Classroom One approved elective
Master of Education with a concentration in Elementary Education 33-36 credit hours	EDU 600 Curriculum Development EDU 610 Advanced Educational Psychology EDU 620 Education in Society EDU 671 Reading Across the Curriculum Research: EDU 630 Educational Research EDU 650/651 Thesis	EDU 605 Design and Eval of Instructional Materials EDU 615 Mathematical Thinking in Children EDU 625 Inclusive Teaching One course in ESL (choose from EDU 641, 645, or 647) Once course in Reading (choose from EDU 670, 675, or 677)

APPENDIX

K-6 Licensure – Advising Recommendations for Meredith Degree Students

Students pursuing K-6 licensure may choose any major and should begin education course work in their *sophomore* year. Freshmen do not take education coursework.

Within the General Education requirements of the College the following requirements meet North Carolina Program Standards for K-6 licensure.

Language Arts	Social Studies	Psychology	Scientific Literacy	Mathematics	Aesthetics & the Arts
ENG 111	HIS 101, 102, OR 103	PSY 210 OR PSY 310	BIO 101 & 141	MAT 141 & MAT 143 OR MAT 144 OR any Calculus course	ART 244 MUS 244 THE 244 DAN 244
ENG 200	HIS 214 OR HIS 314	PSY 312	GEO 200 & GEO 240	MAT 130 OR MAT 245	
ENG 206	SOC 335*				

***For students who do not complete CORE 100, 200, & 400.**

For students with SIX semesters remaining to fulfill licensure requirements:

Semester 1 or 2	Semester 1 or 2
EDU 232, Foundations of American Education EDU 255, Literature for Children & Early Adolescents ART 244, Fundamental Concepts of Art	EDU 234, Educational Psychology MUS 244, Fundamental Concepts of Music DAN 244, Fundamental Concepts of Dance

Semester 3 or 4	Semester 3 or 4
ESS 742, Methods of Healthy Living EDU 300, Introduction to Language Arts EDU 358, Social Studies in the Elementary School	EDU 359, Science in the Elementary School** EDU 241, Introduction to Instructional Technology THE 244, Fundamental Concepts of Theatre

Semester 5	Semester 6 – BLOCK
These courses are co-requisites and are offered on T/TH mornings from 8:00-11:30 am EDU 400, Reading in the Elementary School** EDU 401, Mathematics in the Elementary School** EDU 402, Practicum**	(No additional course work this semester) EDU 440, Seminar in Education** EDU 443, Teaching in the Elementary School** EDU 444, The Arts in the Elementary School** EDU 445, Teaching ESL Students** EDU 490, Observation and Directed Teaching***

For students with FIVE semesters remaining to fulfill licensure requirements:

Semester 1	Semester 2
EDU 232, Foundations of American Education EDU 255, Literature for Children & Early Adolescents ART 244, Fundamental Concepts of Art MUS 244, Fundamental Concepts of Music	EDU 234, Educational Psychology ESS 742, Methods of Healthy Living EDU 300, Introduction to Language Arts

Semester 3	Semester 4
EDU 241, Introduction to Instructional Technology EDU 358, Social Studies in the Elementary School THE 244, Fundamental Concepts of Theatre DAN 244, Fundamental Concepts of Dance	EDU 359, Science in the Elementary School** These courses are co-requisites and are offered on T/TH mornings from 8:00-11:30 am EDU 400, Reading in the Elementary School** EDU 401, Mathematics in the Elementary School** EDU 402, Practicum**

Semester 5-Block
(No additional course work this semester) EDU 440, Seminar in Education** EDU 443, Teaching in the Elementary School** EDU 444, The Arts in the Elementary School** EDU 445, Teaching ESL Students** EDU 490, Observation and Directed Teaching**

****Must be admitted to Teacher Education Program**

Program Requirements: Licensure Only

Initial Licensure (Class A):

The Teacher Education Program is open to college graduates who meet the standards established by the Meredith College Teacher Education committee and the Department of Education. Initial licensure candidates must take a minimum of 30 hours of course work at Meredith, which may include courses in general education. Exceptions will be determined on an individual basis by the Department of Education.

In addition to the satisfactory completion of course requirements, the student must take the PRAXIS I exams in Reading, Writing and Mathematics during the first semester of her enrollment, meeting the minimum score requirements. An official report of the scores must be furnished to the college which may be accomplished by correctly coding the Critical information Form (found in the PRAXIS bulletin) for the particular test. PRAXIS II exams should be taken during the student internship semester.

Those interested in obtaining initial licensure through Meredith College should proceed as follows:

1. Submit a copy (need not be certified) of your undergraduate transcripts(s) to the Department of Education for evaluation. An overall grade point average of 2.50 or better on a 4.0 scale is required for admission. If you attended school overseas, you must have an official translation completed by the World Education Services, Inc. (WES) -www.wes.org.
2. Accompany the transcript(s) with a letter requesting an evaluation of credits for your area of interest (see page 3 for a list of license areas).
3. After receiving the written evaluation, contact the Department of Education to schedule an appointment with an advisor. During your meeting, a planned program will be prepared and further information about admission will be furnished. During your first semester, order a certified copy of your transcript(s) to be sent directly to the Department of Education at Meredith College.
4. Upon submission of the required documents and validation of passing scores on the PRAXIS I Reading, Writing and Mathematics tests, the applicant will be advised in writing of admission to the Teacher Education Program.
5. In order to be eligible for student teaching, the candidate must have an overall grade point average of 2.50 or better upon completion of the semester prior to student teaching. Students seeking a licensure in an area other than K-6 must have an overall GPA of 2.50 in their content area.

Subsequent Licensure

Holders of current class A North Carolina licenses who wish to add an area of licensure, may do so through the Teacher Education Program at Meredith. PRAXIS I tests are not required but the applicant must take the appropriate Specialty Area portion(s) of the PRAXIS during her final semester. Student teaching will be required except when sufficient documentation of specific satisfactory experience is submitted to the Dean of the Department of Education for evaluation. Decisions will be made on an individual basis.

Those interested in subsequent licensure should follow the procedure outlined for initial licensure candidates. In addition to the transcript(s) submitted, a Xerox copy of the applicant's current teaching license should be included with the cover letter.

Scheduling Information

Persons who wish to begin the licensure program in the fall semester should have their transcript evaluation completed and have met with an advisor in the Department of Education prior to June 30.

Those wishing to begin the program in the spring semester should have their transcript evaluation completed and have met with an advisor in the Department of Education prior to October 30.

Financial Assistance

Applicants are not eligible for financial assistance in the form of student loans until after formal admission to the Teacher Education Program. Admission requires: an evaluation of transcript(s); a meeting with an advisor in the Department of Education; an overall grade point average of 2.50 or better on a 4-point scale; submission of the application, two recommendations, a completed planned program, passing scores on the PRAXIS I: reading, writing and math tests, and student essay. An application/information package is given to the prospective student during her initial meeting with an advisor in the Department of Education.

Note: Transcript evaluations may take up to 2-3 weeks to be completed and must be done prior to meeting with an advisor. The results are mailed to prospective students.
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Directions for Completing the Speech Competencies Screening Form for the Licensure Student

Department of Education

The purpose of the Speech Competencies Screening Form is to document the licensure student's ability to communicate effectively within an educational setting.

Speech competency will be demonstrated in these three areas:

- A. ***Interpersonal Communication:*** Verbal and Non-Verbal: e.g. gestures, facial expressions, eye contact, awareness of space, organization of thought, expression, poise, and personality.
- B. ***Voice and Articulation:*** e.g. breath techniques, voice, quality, volume, articulation, variety of voice, and pronunciation.
- C. ***Public Speaking and Oral Presentation:*** e.g. opening, main points, transitions, closing, coherence, and time awareness.

Directions to Student:

1. Fill-out the information at the top of the form.
2. Give the form to a faculty member from whom you have taken an approved "oral communications thread" (OC) course and ask that they complete the remainder of the form.

Directions for faculty/evaluator:

1. Complete the form and make and recommendations based on your observations of the student during the OC course
2. Return completed form in a sealed envelope to the Department of Education- 207 Ledford Hall

The assessment will determine if further speech experiences are necessary to meet the competency requirement prior to the internship semester.

If you have any questions, contact the Department of Education at 919-760-8315.

Speech Competencies Screening Form for the Licensure Student

Directions to student: Fill out the information at the top of this form. Then please ask a professor from whom you've taken an approved "oral communications thread" course to complete the remainder of the form. When done, the faculty member will submit this form directly to the education office.

Name of Student _____ Student ID# _____

Advisor's Name _____ Dept. _____

OC Course # _____ Semester taken _____

Directions for faculty/evaluator: Please complete this form for the licensure student. Your evaluations and recommendation(s) should be based on your observations of the student during the above-referenced OC course. Return completed form in a sealed envelope to Education Office, 207 Ledford.

Rate each competency on a scale of . . .	3 Strong	2 Satisfactory	1 Needs Improvement
a. <i>Interpersonal Communication - Verbal and Non-verbal:</i> (e.g. gestures, facial expressions, eye contact, awareness of space, organization of thought, expression, poise, personality)			
b. <i>Voice and Articulation:</i> (e.g. breath techniques, voice quality, volume, articulation, variety of voice, pronunciation)			
c. <i>Public Speaking and Oral Presentation:</i> (e.g. opening, main points, transitions, closing, coherence, time awareness)			

Based on your assessment, does the Licensure student need further speech experiences to satisfy the Speech Competencies Requirement? (circle one) yes no

Comments: _____

If yes, please attach a brief letter of explanation to recommend courses or experiences deemed appropriate.

Evaluator's Signature _____ Date _____

Position _____ Department _____

Directions for Academic Advisor: If warranted, please conference with the student and help design an appropriate plan of study. Complete this section of the form and return a copy in a sealed envelope to the Education Office, 207 Ledford.

Describe actions being taken to satisfy the Speech Competencies requirement:

Academic Advisor's signature _____ Date _____

Student signature _____ Date _____

cc: Academic Advisor Student File Director of Licensure Program

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