The Department of Education Specialties offers the Bachelor of Science degree in Birth-Kindergarten Education and Special Education.

Undergraduate programs in the School of Education prepare committed, collaborative, and competent professional educators who are responsive to equity and diversity; who are knowledgeable, effective, and reflective; and who provide leadership in the classroom, school, and profession. All professional programs for the preparation of educators at the baccalaureate and master’s level are accredited by the National Council for Accreditation of Teacher Education (NCATE), the North Carolina State Board of Education, and the Southern Association of Colleges and Schools.

The School of Education recommends licensure for undergraduate candidates in Birth to Kindergarten Education, Elementary Education, Middle Grades Education, and Special Education.

The School of Education offers a well-articulated series of courses in educational theory and practice. Faculty provide students with careful advising and supervision as they progress through their program of study.

**BACHELOR OF SCIENCE IN BIRTH-KINDERGARTEN EDUCATION (B-K)**

Coordinator: Judith Anne Losh

Upon successful completion of the program of study in Birth-Kindergarten Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Sem. Hrs.</th>
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<tbody>
<tr>
<td>Freshman Seminar and General Education</td>
<td>45</td>
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<tr>
<td>Educator Preparation Core</td>
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<tr>
<td>EPC 2010, 2020, 2030, 2040, 3010, 3020</td>
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</tr>
<tr>
<td>Essential Standards</td>
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<tr>
<td>ECE 2020, 2030, 2040, 2050, 3110, 3120, 3130, 3140</td>
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<tr>
<td>EDN 2900</td>
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<tr>
<td>Content Pedagogy</td>
<td>35</td>
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<tr>
<td>ECE 4010, 4020, 4030, 4040, 4050, 4060, 4070, 4460, 4750</td>
<td>9</td>
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<tr>
<td>Electives</td>
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</table>
BACHELOR OF SCIENCE IN SPECIAL EDUCATION (K-12)
Coordinator: Marisa Scott

Upon successful completion of the program of study in Special Education and related requirements, graduates are eligible for a Standard Professional I license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements

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<tr>
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<tr>
<td>SED 3360, 4320, 4360, 4960</td>
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<tr>
<td>Professional Concentration (18-24 depending upon concentration program requirements)</td>
<td>18</td>
</tr>
</tbody>
</table>

Total: 128

PROFESSIONAL CONCENTRATIONS

For students seeking a baccalaureate degree in Elementary Education, Physical Education, or Special Education, an academic/professional concentration is required. Students seeking a baccalaureate degree in Middle Grades Education must complete an academic or professional concentration, in addition to one teaching specialty area, as part of their degree requirements. Although the Board of Governors dropped the academic concentration for Special Education majors, the UNCP Teacher Education Program continues to require an academic concentration for degree seekers in this major. Areas of concentration are offered through the School of Education and through academic departments in the College of Arts and Sciences. The School of Education offers professional concentrations in Reading and Special Education.

PROFESSIONAL CONCENTRATION – Reading (18-19 hours)

Requirements for a Professional Concentration in Reading

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Sem. Hrs.</th>
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</thead>
<tbody>
<tr>
<td>Foundations Course: EDN 4010 Foundations of Reading and Language Development</td>
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<tr>
<td>Evaluation, Intervention, and Diagnosis</td>
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<tr>
<td>1. EPC 2040 Introduction to Exceptional, Diverse, and At-Risk Students</td>
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</tr>
<tr>
<td>2. Choose 1:</td>
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<tr>
<td>EDN 4250 Diagnosis and Remediation of Reading Difficulties (Education Majors)</td>
<td></td>
</tr>
<tr>
<td>SED 4340 Diagnosing and Remediating Reading and Writing Problems (Special Education Majors)</td>
<td></td>
</tr>
<tr>
<td>3. EDN 4510 Reading Practicum</td>
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<tr>
<td>Content: Choose 1</td>
<td>3-4</td>
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<tr>
<td>ELE 4050 Literacy and Language Arts in the Elementary School II (4)</td>
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</tr>
<tr>
<td>EPC 3030 Reading Strategies for the 21st Century (3)</td>
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</tr>
<tr>
<td>Literacy and Literature</td>
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</tr>
<tr>
<td>EDN 2400 Teaching with Children’s Literature</td>
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</tr>
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</table>

Total: 18-19

NOTE: The 4000-level courses in the concentration require admission to the Teacher Education Program. In order to achieve “Highly Qualified” status, a total of 24 hours must be taken. Additional hours may be taken from the following: ENG 3460, 3710, 4810, 4830, or 4850
PROFESSIONAL CONCENTRATION – Special Education (18 hours)

Requirements for a Professional Concentration in Special Education

<table>
<thead>
<tr>
<th>Sem. Hrs.</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>18</td>
<td>Required courses:</td>
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<td></td>
<td>SED 3310 Introduction to the Exceptional Child</td>
</tr>
<tr>
<td></td>
<td>SED 3340 Instructional Strategies for Students with Mild to Moderate Disabilities</td>
</tr>
<tr>
<td></td>
<td>SED 3350 Assessment of Students with Mild to Moderate Disabilities</td>
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<td></td>
<td>SED 3360 Differentiation of Instruction for Special Education Students</td>
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<tr>
<td></td>
<td>SED 4310 Discipline and Classroom Management</td>
</tr>
<tr>
<td></td>
<td>SED 4320 Classroom Considerations and the IEP for Special Education Students</td>
</tr>
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<td></td>
<td>Total: 18</td>
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</tbody>
</table>

NOTE: All the courses in the Special Education Concentration require admission to the Teacher Education Program.

COURSES

BIRTH TO KINDERGARTEN (ECE)

ECE 2030. The Developing Young Child
This course is designed to systematically explore the development of young children from conception to early childhood. Emphasis will be placed on the principles and theories of child development, as well as the interconnectedness among theory, research, and practice. There is a required field experience in this course. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 2040. The Child as Teacher
This course provides an opportunity to interact with young children as an observer of their behavior. Emphasis will be placed on students’ acquisition of observation skills to facilitate planning of appropriate learning experiences for individuals and groups within early childhood education settings. There is a required field experience in this course. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 2050. Young Children and Families in a Diverse World
This course is designed to offer students the opportunity to examine the critical importance of values and beliefs related to culture, ethnicity and language traditions. Focus on the practice of culturally sensitive interventions and effective communication and interaction among family, school, and other professionals will allow students to develop the skills to become culturally competent early childhood educators. There is a required field experience in this course. Credit: 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 3010. Introduction to Early Childhood Education Programs and Practices
This course is designed as an introduction to inclusive education programs for young children, birth-five years. Current theories of child development, historical programs, professional practices and trends in the field will be discussed. Diversity and the influence of development in the context of family and community will be addressed. Credit: 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 3110. Behavior and Environments for Early Childhood Education
This course is designed to help address the growing questions posed by many early childhood professionals regarding the “whys?” of a child’s challenging behavior. Research-validated practices will be presented that will help future and current professionals understand and address a child’s persistent behavior(s) and create environments to encourage young children to use socially appropriate behaviors in early childhood and kindergarten settings. There is a required field experience in this course. Credit, 3 semester hours. PREREQ: Admission to Teacher Education
ECE 3120. Community Partnerships with Families & Agencies
This course provides students with theory, general principles, and procedures for developing collaborative partnerships with families, young children, professionals, and other stakeholders. Emphasis is placed on a comprehensive review of family systems theory and its application to diverse families who have young children with disabilities. Principles are presented that support the establishment, facilitation, and maintenance of family-professional and professional-professional partnerships. There is a required field experience in this course. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 3130. Early Childhood Educators as Leaders
This course examines the leadership role of the early childhood educator. Topics include qualities of leaders, leadership skills development, early childhood professional organizations and their contributions to the field of early childhood education, and strategies for using leadership skills in the classroom, school, and community. There is a required field experience in this course. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 3140: Health Issues in Birth - Kindergarten Education
This course will prepare early childhood professionals to identify and address the special health, safety and nutrition issues of young children, birth-5 years, with and without disabilities, in a variety of educational settings. Students will demonstrate competence in strategies required to manage health issues in classroom settings, collaborate with other professionals, and to communicate with parents in caring for the health needs of young children. Credit: 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 3150. Guiding Children, Birth - Five Years
This course provides students with knowledge of research and best practices from early childhood, early childhood special education and child development in guiding children toward healthy social and emotional growth in educational settings. Diversity in contexts of development, abilities, language and ethnic backgrounds will be considered by students as they construct environments and strategies to nurture growth of all young children. Field experiences allow students to refine and reflect upon their beliefs and practices. Credit: 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 3200. Curriculum and Environments in Infant/Toddler Programs
A course designed for the study of the developmental needs of infants and toddlers as related to group care situations, curriculum decisions, and the design of early learning environments. Emphasis is placed on family involvement as well as caregiver roles and current curriculum issues. Credit: 3 semester hours. PREREQ: EDN 3060, must have no less than a 2.0 overall QPA.

ECE 3210. Curriculum and Environments in Preschool Programs, 3-5 years
To provide assistance to pre-service early childhood teachers and service providers, in the planning, implementation, and evaluation of developmentally appropriate curriculum and environments for children, ages three to five. Credit: 3 semester hours. PREREQ: EDN 3060, must have no less than a 2.0 overall QPA.

ECE 3400. Creative Experiences in the Early Years
This course will focus on theory and skills relative to holistic development of young children, birth – five years. The creative process will be discussed in the context of integrated curricula, with emphasis on art, music, movement and dramatic play. Students will gain knowledge of developmentally appropriate materials, environments and methods which nurture typically and atypically developing young children in the creative process. Credit: 3 semester hours. PREREQ: EDN 3060, must have no less than a 2.0 overall QPA.
ECE 3600. Parent and Child Advocacy/Networking
This course will focus on collaboration and networking between families, schools, and service agencies in the community. A review of current community, state and national resources will be provided. Students will develop competencies in communication and collaboration skills’ developing inter-agency networks, team building and professional development. Credit: 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 3900. Practicum in Child Study, Birth-Five
This course is designed as an extensive field experience that will allow students to utilize a variety of methods to observe, record and analyze developmental growth in young children with and without disabilities. Emphasis will be placed on the following domains: physical, social, emotional, cognitive, and communication. Students will use data to develop appropriate learning experiences for individual children and reflect on their interaction. Credit: 3 semester hours. PREREQ: Admission to the Teacher Education Program.

ECE 4000. Developmental Assessment for Young Children
This course begins with a study in all aspects of typical and atypical development children ages birth through five. The course also provides diagnostic skills preparation in sufficient depth to develop competencies in screening and developmental assessment. Students will become knowledgeable in assessment tools and techniques appropriate for assessing the young child and planning appropriate programs to meet individual needs of all young children. Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program.

ECE 4010. Integrated Curricula and Appropriate Practices: Infants & Toddlers
This course is designed to explore the unique educational and developmental needs of infants and toddlers in home and group settings. Emphasis will be placed on designing early learning environments to facilitate development of cognitive, language, physical, and social-emotional skills as well as on family involvement in the education of these young children. There is a required field experience in this course. Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program.

ECE 4020. Integrated Curricula and Appropriate Practices: Preschoolers
This course provides a study of curricula and program models appropriate for implementation in inclusive preschool classrooms. Emphasis will be placed on integration of disciplines through application of Foundations: Early Learning Standards for North Carolina Preschoolers, ages 3-4 years. Participants will plan and implement center-based instructional activities designed to motivate young children to engage in discovery learning, as well as engage in assessment of children and reflection of teaching. There is a required field experience in this course. Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program.

ECE 4030. Integrated Curricula and Appropriate Practices: Kindergarteners
This course provides a study of curricula and program models appropriate for implementation in the inclusive kindergarten classroom. Emphasis is placed on integration of disciplines through developmentally appropriate application of NC Standard Course of Study and methods to motivate young children to engage in active learning. Planning, implementation, assessment and reflection are critical components of the course. There is a required field experience in this course. Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program.

ECE 4040. Differentiation, Individualization, and Universal Design
This course provides the opportunity to learn about variations in learning styles and student needs while examining strategies to individualize instruction within inclusive classrooms for young children. Topics addressed in this course include: differentiation and individualization of instruction; universal design for learning (UDL); strategies for developing and implementing modifications and accommodations; and appropriate use of technology to meet individual student needs. There is a required field experience in this course. Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program.
ECE 4050. Practicum I
This practicum provides opportunities to refine and implement assessment and leadership skills developed in prerequisite courses. Students will work with an agency partner that provides services to families of young children with and without disabilities to conduct program evaluations. Credit, 4 semester hours. PREREQ: Admission to the Teacher Education Program AND completion of, or simultaneous enrollment in, the following: ECE 3120, ECE 3130, and ECE 4060.

ECE 4060. Assessment Strategies and Application
This course is designed to provide an understanding of standardized and authentic screening and diagnostic assessment practices as used with young children ages birth through five years. Students will develop proficiency in using assessment manuals, protocols, and instruments. In addition, students will develop competencies in reading and interpreting assessment reports to develop Individualized Family Service Plans (IFSP), Individualized Education Plans (IEP), and modifying classroom lesson plans to meet individual student needs. There is a required field experience in this course. Credit, 3 semester hours. PREREQ: Admission to Teacher Education

ECE 4070. Practicum II
This practicum provides opportunities to determine the learning needs of preschoolers and kindergartners with and without disabilities. Emphasis will be placed on creating caring, developmentally and ability appropriate environments, events, and lessons for individuals and groups of students. Credit, 4 semester hours. PREREQ: Admission to the Teacher Education Program AND completion of, or simultaneous enrollment in, the following: ECE 4020, ECE 4030, and ECE 4040.

ECE 4200. Administration of Early Childhood Programs
This course is designed to prepare the early childhood program administrator for a variety of settings, both public and private. Attention will be given to program planning, personnel supervision, assessment of facility and equipment needs, appropriate program and financial management and assessment, and state regulations which govern programs for young children. Credit: 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

ECE 4460. Internship in Birth-Kindergarten Programs
This course is designed to provide a semester long full-time internship experience in a public school or other DPI-approved early childhood setting. Intensive field experience is an opportunity to teach children and work with families in home, school, and community settings. Credit: 9 semester hours. COREQ: ECE 4750. PREREQ: Admission to the Professional Semester.

ECE 4500. Practicum for Professionals in Pre-Kindergarten Settings
This course is designed to assist practicing pre-kindergarten teachers without BK licensure as they develop and refine the skills necessary to apply successful instructional practices in an early childhood classroom setting. Emphasis will be placed on understanding the role of the practitioner and implementation of developmentally and individually appropriate practices with pre-kindergarteners. Students will reflect upon current theory and research as they integrate and develop professional skills. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester and completion of all coursework in the student’s Licensure Education Plan.

ECE 4750. Professional Seminar for Pre-service Birth-Kindergarten Teachers
Seminar designed to parallel the full semester internship experience. Emphasis is on helping these on-site pre-service teachers understand the purpose, organization, and administration of various service delivery sites; and the role of a Birth-Kindergarten practitioner. Students continually review and reflect on elements of the total service delivery process in early childhood education and the developmentally appropriateness of instructional approaches, assessment strategies, behavior management systems, curriculum models, and home/school/community collaboration. Credit: 3 semester hours. PREREQ: Admission to the Professional Semester. COREQ: ECE 4460.
EDUCATION (EDN)

EDN 0104. College Reading
This course is designed to foster effective and efficient reading. Vocabulary, comprehension, and strategies for reading college texts are addressed. (Will not count toward graduation requirements.) Open to all students. Credit, 3 semester hours.

EDN 1020. Language Skills in Teaching Reading
A study designed for helping prospective elementary teachers improve their power in the use of language skills in the teaching of reading. Credit, 3 semester hours.

EDN 2020. Foundations of Early Childhood Education
This course is designed to introduce students to the field of early childhood education. Topics include the history of early childhood education, professional roles and expectations, and current trends in the field. All topics will be explored using the perspective that diversity influences development and implementation of early childhood programs and practices. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

EDN 3010. Early Childhood Curriculum
A study of curriculum emphasizing the interrelationships between content, method, and child development. Required of all early childhood majors. (Must be taken prior to teaching internship.) Credit, 3 semester hours. PREREQ: EDN 3020.

EDN 3060. Psychology of Early Childhood
In this course, pre-service teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the young child as learner. During a required field experience, the pre-service teacher validates, through critical reflection, the theoretical principles learned. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

EDN 4010. Foundations of Reading and Language Development
This course explores the foundation of reading and writing development, how children become literate, and the social, cultural and environmental factors that influence language development. This course examines the stages of literacy development with respect to reading, writing, speaking, listening, and thinking and focuses on research-based assessment and instructional strategies for diverse learners at all levels. Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 4080. Language and Literacy in the Early Years
A critical review of theories and practices related to speech and language development and emerging literacy. Emphasis will be given to practical application of theories to the early childhood setting. Topics include: stages of language development, languages and dialectical differences, language acquisition, speech disorders, fostering language development, and best practices for facilitating emerging literacy. Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 4250. Diagnosis and Remediation of Reading Difficulties
This course explores the use of reading and writing assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading and writing acquisition, factors that impact literacy success or failure, and the nature of literacy difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing, monitoring progress, and evaluating instruction. Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program and EDN 4010.
EDN 4260A, 4260B. Design and Implementation of Developmentally Appropriate Pre-school Programs
To provide assistance to pre-service teachers, child care workers, Head Start teachers, preschool teachers, early childhood and special education teachers in the planning, implementation, and evaluation of developmentally appropriate programs for children, ages birth to five. Pass/Fail grading. Credit, 3-6 semester hours. (3 Hours may be repeated once for total of 6 semester hours credit.)

EDN 4510. Reading Practicum
This course is the application of EDN 4250 and SED 4340 and is designed to provide students with a semester of field experience in reading and writing assessment, diagnosis, and remediation. A final clinical report will be created to document all implemented assessments, interventions, and recommendations for future instructional recommendations. Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program, EDN 4010, and EDN 4250 or SED 4340.

EDN 4670. Practicum: Pre-School Education
Provides majors and/or non-majors an opportunity to attain experience with very young children in a group setting. Practicum will provide supervised experience in a high quality infant care, day care, nursery school or other approved preschool setting. Credit, 3 semester hours.

EDN 4770. Resources for Education of Young Children
Introduces early childhood majors to strategies for utilizing human and physical resources for the education of young children. Emphasis will be placed on: (1) early and continuous involvement of parents or caregiver agencies serving children and families, as well as on community and school support personnel. (2) selection and evaluation of environments, equipment, and materials; and (3) the utilization of state and community resources. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 4880. Foundations of Reading Instruction I
This course is designed to familiarize the non-reading teacher with the basic concepts and skills related to the teaching of reading. Emphasis will be given to the organization and management of reading instruction within the classroom. The basic skills of reading growth and their scope and sequence will be developed. Familiarity with reading instructional materials and methods will be attained. Credit, 3 semester hours. Restriction: May be taken only by those students without any background or current A level licensure in reading, or permission of the instructor.

EDN 4890. Foundations of Reading Instruction II
This course is a continuation of EDN 4880, Foundations of Reading Instruction I, with emphasis on the characteristics and uses of the most recent materials, methods, and skills for teaching reading. Consideration will be given to the historical bases for contemporary reading issues and trends, and the individuals who have made significant contributions to reading instruction. Credit, 3 semester hours. PREREQ: EDN 4880 or permission of the instructor.

SPECIAL EDUCATION (SED)
SED 2000. Introduction to Children with Exceptionality
Introduction to the principles, problems, characteristics, and psychological aspects of children who are classified exceptional. Includes the study of children who have mental handicaps; learning disabilities; visual impairments; hearing handicaps; communication disorders; behavior disorders; multiple, severe, and physical disorders; as well as talents and gifts. Credit, 3 semester hours.

SED 2800. Sign Language I
Students will learn to fingerspell, to use manual communications from vocabulary development up through the sentence level (500 words), and to describe categories of hearing loss. Credit, 3 semester hours.
SED 2810. Sign Language II
Students will develop a larger vocabulary (1000 words) and greater facility with manual communica-
tions through the paragraph level. Credit, 3 semester hours. PREREQ: SED 2800.

SED 2820. Sign Language III
The student will continue to develop vocabulary and fluency in manual communications through the
conversational level (1200+ words) in addition to cultural implications and ethics associated with us-
ing sign language. The student will be evaluated on fluency, speed, and accuracy. Credit, 3 semester
hours. PREREQ: SED 2810.

SED 3000. Introduction to Exceptional, Diverse, and At-Risk Students
Theories and practices related to the successful integration of exceptional, diverse, and at-risk students
into appropriate programs and educational settings are explored. Students are introduced to the char-
acteristics, psychological/educational aspects, collaboration, behavioral management, best-practice
principles, and current and future challenges of individuals with special needs. Credit, 3 semester
hours. Field experience required. PREREQ: Must have no less than a 2.0 overall QPA.

SED 3030. Special Education Curriculum for Students with Mild Disabilities
A study of the development of curriculum for students with special needs. Emphasis will be placed on
scope and sequence as well as the uniqueness of the curriculum for the individual. Credit, 3 semester
hours. PREREQ: Must have no less than a 2.0 overall QPA.

SED 3050. Introduction to Gifted Education
An introduction to the education of gifted students, emphasizing historical foundations of gifted edu-
cation; definitions; federal, state, and local laws and guidelines; characteristics; theories of intelligence;
methods of identification; and options for service delivery. Credit, 3 semester hours.

SED 3100. Introduction to Mental Retardation
Study of people with mental handicaps as educational, psychological, and social issues; includes char-
acteristics, identification, prevalence, and educational provisions. Credit, 3 semester hrs. PREREQ:
Must have no less than a 2.0 overall QPA.

SED 3110. Assistive Technology for Students with Special Needs
This course of study is designed to give teacher candidates the knowledge and skills to determine the
appropriate current research-validated instructional technologies for learners with disabilities. Topics
including selection, modification, and classroom use of technology to accommodate the physical, sen-
sory, communicative, learning, and social limitations associated with disabilities. Credit, 2 semester
hours. PREREQ: Admission to Teacher Education Program, SED 3310, SED 3320.

SED 3200. Teaching Individuals with Severe Handicaps
Study of people with severe and profound mental handicaps as educational, psychological, and so-
cial issues; includes characteristics, identification, prevalence and educational provisions. Credit, 3
semester hours.

SED 3220. Curriculum and Environments for Children with Special Needs, Birth-Five
This course gives the student the opportunity to apply knowledge of the young child’s development
(both typical and atypical) in designing, adapting, and implementing appropriate activities across the
curriculum for infants, toddlers, and preschoolers with special needs. Students will develop competen-
cies in methodology, instruction techniques, and the development and implementation of specific
curriculum as these relate to early intervention. Credit: 3 semester hours. PREREQ: EDN 3060.

SED 3300. Students with Behavioral-Emotional Disabilities
Designed to teach skills in the recognizing, understanding, and developing alternative strategies for
remediating emotional handicaps and behavior disorders in the classroom and in the home. Credit,
3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.
SED 3310. Introduction to the Exceptional Child
This course is designed to provide an introduction to the foundations of special education: the concept, purposes and responsibilities, laws and policies, principles and practices for meeting the educational needs of children with disabilities. The course provides a study of the needs, characteristics, and categories of exceptional children, as well as the important role parents and families play in the educational planning and decision-making process. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

SED 3320. Special Education Law, Policies, and Procedures
This course is designed to give teacher candidates a thorough understanding of the North Carolina Policies Governing Services for Children with Disabilities and the federal laws covering special education. Through this knowledge the teacher candidate will understand the policies, process and procedures for providing special education services. Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

SED 3330. Teaching Students Who Need Adaptive or Functional Curricula
This course is designed to give teacher candidates a broad working knowledge of the definitions, characteristics, causes, assessment, and services for students who require either an adaptive or functional curriculum. Characteristics will be addressed in relation to why and how specialized instruction can meet the learning and developmental needs of these individuals, specifically in areas of instructional and assistive learning. Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program, SED 3310, SED 3320.

SED 3340. Instructional Strategies for Students with Mild to Moderate Disabilities
This course is designed to give teacher candidates a broad working knowledge of research-validated cognitive and meta-cognitive learning strategies for use with students with mild to moderate disabilities. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program, SED 3310, SED 3320.

SED 3350. Assessment of Students with Mild to Moderate Disabilities
This course is designed to give teacher candidates a variety of assessment strategies and sources to determine students’ prior knowledge, skills, interests and learning styles. As a result, teacher candidates will be able to use regular, frequent, valid, and reliable outcome measures to evaluate and respond to the progress of individual students toward annual goals. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program, SED 3310, SED 3320.

SED 3360. Differentiation of Instruction for Special Education Students
This course is designed to assist K – 12 candidates in effectively adapting lessons to meet the needs of a diverse group of learners. Candidates will explore creative teaching strategies, assessments, and technologies that support differentiated instruction and become familiar with strategies for managing a universally designed classroom. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program, SED 3310, SED 3320.

SED 3400. Children with Learning Disabilities
Definition, description, and educational remediation of childhood learning disabilities. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

SED 3410. Strategies of Instruction for Students with Mild Disabilities
Research-validated instructional and behavioral strategies that facilitate learning across the curriculum are explored. Credit, 3 semester hours.

SED 3500. Teaching Students with Academic Gifts
An applied course in the education of students with academic gifts. Emphasis is placed upon the psychological aspects of and methods for teaching students with academic gifts and talents. Credit, 3 semester hours.
SED 4020. Special Education Assessment for Students with Mild Disabilities
An overview of the assessment process, including basic concepts of measurement, test administration, and interpretation, and the application of assessment information as it relates to special needs learners. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

SED 4050. Adapting Technology for Students with Special Needs
Educational Applications of current technologies for learners with disabilities will be examined. Students will explore topics including selection, modification, and classroom use of technology to accommodate the physical, sensory, communicative, learning, and social limitations associated with disabilities. Credit, 1 semester hour. PREREQ: Admission to Teacher Education Program.

SED 4060. Differentiating Instruction for the Gifted
This course focuses on interdisciplinary approaches to instruction and integrative methods for designing learning experiences for gifted learners. Emphasis is placed on ways to use assessment data to extend basic differentiation of curriculum elements (i.e., content, process, product, and learning environment). PREREQ: SED 3050, Introduction to Gifted Education, is recommended.

SED 4310. Discipline and Classroom Management
This course is designed to give teacher candidates the knowledge and skills to teach students the appropriate behaviors to promote academic and social development. Teacher candidates will learn small group and individualized behavior management strategies for students with behavior problems. Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program, SED 3310, SED 3320.

SED 4320. Classroom Considerations and the IEP for Special Education Students
This course of study is designed to give teacher candidates a thorough understanding of the IEP development and implementation. Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program, SED 3310, SED 3320.

SED 4330. Diagnosing and Remediating Mathematics Problems
This course of study is designed for teacher candidates to have the knowledge and skills to use systematic, explicit, multi-sensory methods to diagnose and remediate mathematics skills. Candidates will also learn how to understand and provide the essential components of math instruction. Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program, SED 3310, SED 3320.

SED 4340. Diagnosing and Remediating Reading and Writing Problems
This course of study is designed to give teacher candidates the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skill, reading and written expression. Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program, SED 3310, SED 3320.

SED 4350. Transition and Collaboration
This course of study is designed to give teacher candidates a thorough understanding of policies, process and procedures for planning for successful collaboration and transitioning for preschool, school, and postsecondary/adult students. Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program, SED 3310, SED 3320.

SED 4360. Professional Seminar for Special Education Teacher Candidates
The seminar is specifically designed to coincide with the teacher candidate internship experience. Through the seminar, teacher candidates are supported with the appropriate resources to complement their teaching experience in off-campus public school settings. Emphasis is placed on the purpose, organization and administration of schools and school systems as well as the role of the special education teacher. The teacher candidate is given continual opportunities to reflect on the application of the total instructional process in special education to determine effective teaching practices. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester. COREQ: SED 4960.
SED 4490. Internship in Special Education
Provides continuous full-time full-semester teaching experience in off-campus public school settings in special classes for exceptional children. The categorical assignment will be dependent upon the preservice teacher's concentration and will include both elementary and secondary placements. Credit, 9 semester hours. PREREQ: Admission to the Professional Semester.

SED 4720. Techniques, Materials, and Resources in Special Education for Students with Mild Disabilities
A study of the problems, methods, techniques, and materials used in teaching students with special needs. A diagnostic-prescriptive orientation is used. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

SED 4750. Professional Seminar for Pre-Service Special Education Teachers
A seminar designed to parallel the full semester student teacher experience. Emphasis will be placed on helping these on-site pre-service teachers understand the purpose, organization and administration of schools and school systems as well as the role of the special education teacher. Opportunities will be provided to continually review and reflect on elements of the total instructional process in special education and the application of effective teaching practices. Classroom management and discipline will be presented and subsequently discussed using a reflective case-based problem-solving approach. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

SED 4800. Developmental Assessment of the Preschool Child with Handicaps
This course begins with a study in all aspects of normal development and a survey of all exceptionalities as related to child development and learning. Further, the course will provide preparation in diagnostic skills in sufficient depth to develop competencies in screening and developmental assessment. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

SED 4810. Techniques, Materials, and Resources in Special Education/Preschool Handicapped
This course provides for competencies in methodology, techniques of instruction, development and implementation of specific curriculum as these relate to early intervention of preschool children with handicaps. Credit, 3 semester hrs. PREREQ: Admission to Teacher Education Program.

SED 4820. Supporting Families of Preschool Children with Disabilities
This course provides an in-depth study of family dynamics in a home with a disabled preschooler. Effective techniques for supporting families and fostering preschool/home collaboration will be discussed. Community resources and access to services will be reviewed, focusing on the strengths of the child and family. Credit, 3 semester hrs. PREREQ: Admission to Teacher Education Program.

SED 4830. Methods and Models of Gifted Education
This course focuses on methods and models of instruction for high-ability learners. Special emphasis is placed on effective instructional methods for gifted students, including problem-based learning, project-based learning, independent/self-directed learning, Socratic seminar, critical thinking, and creative problem solving. Credit, 3 semester hours. PREREQ: SED 3050, Introduction to Gifted Education, is recommended.

SED 4840 Trends and Issues in Gifted Education/Social and Emotional Needs of Gifted Students
This course examines the unique social and emotional needs of children and youth who are gifted, including those from special populations. This course focuses on program design/program evaluation, identification of underserved populations, identification of underachieving gifted learners, and identification of resources for gifted education. Credit, 3 semester hours. PREREQ: SED 3050, Introduction to Gifted Education, is recommended.
SED 4900. Discipline and Classroom Management
School and home applications of discipline techniques will be explored. Topics include consulting with teachers and other professionals, working with parents, and exploring a variety of interpersonal issues in the school environment. Participants will be presented with a variety of models of discipline and encouraged to choose the one(s) most compatible with their personality and goals. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

SED 4960. Internship for Special Education Teacher Candidates
The teacher candidate internship provides a full-time full-semester teaching experience in off-campus special education classes in public school settings. The candidate’s elementary or secondary placement is dependent upon the candidate’s concentration and the internship will be closely monitored by a clinical teacher and university supervisor. Credit, 9 semester hours. PREREQ: Admission to the Professional Semester. COREQ: SED 4360.

EDUCATIONAL MEDIA (EDM)
EDM 3600. Introduction to Graphic Arts
Designed as an introduction to handset and offset printing. Covers the areas of basic press operations, mechanics of type, copy camera operations, darkroom techniques, and plate processing. Pass/Fail grading. Credit, 3 semester hours. PREREQ: Permission of instructor.

EDM 3610. Advanced Graphic Arts
A continuation of EDM 3600. Pass/Fail grading. Credit, 3 semester hours. PREREQ: EDM 3600 and/or permission of instructor.

EDM 4600. Audio-Visual Materials and Procedures
Principles underlying the selection and use of multimedia materials for instructional purposes. Credit, 3 semester hours.

EDM 4610. Advanced Educational Media
Modern communications technology and its place in instruction. Problems of utilization, evaluation of learning materials and research; television, motion pictures, teaching machines, programmed instruction and experimental innovations. Credit, 3 semester hours.

EDM 4660. Workshop in Educational Media for Teachers
A workshop designed to acquaint in-service teachers with the role of educational media in the teaching-learning process with the selection and utilization of major types of audio-visual materials. Credit, 3 semester hours.

GRADUATE COURSES
For information about courses leading to the Master of Arts in Education (M.A.Ed.), see School of Graduate Studies.