

## PROFESSIONAL EDUCATION PROGRAMS

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The Department of Professional Education Programs offers the Bachelor of Science degree in Birth-Kindergarten Education, Elementary 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: Karen Stanley

### BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION (K-6)

Coordinator: Swanee Dickson

### BACHELOR OF SCIENCE IN SPECIAL EDUCATION (K-12)

Coordinator: TBA

Program Descriptions, Standards, Goals and Objectives, and Course Requirements are found in the Teacher Education Program section under the heading Undergraduate Licensure Programs.

### 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 hours)

Requirements for a Professional Concentration in Reading

Foundations: Choose 1

(Select the course not required in licensure program.)

EDN 4080 Language and Literacy in the Early Years

EDN 4090 Early Literacy: Learning to Read in the Elementary School

Sem. Hrs.

3

<b>Evaluation, Intervention, and Diagnosis (all required)</b>	<b>9</b>
EDN 4250 Classroom Diagnosis of Reading Difficulty	
SED 3000 Introduction to Exceptional, Diverse, and At-Risk Students	
EDN 4510 Practicum in the Diagnosis of and Prescription for Corrective and Remedial Reading	
<b>Content: Choose 1</b>	<b>3</b>
EDN 4100 Content Area Literacy in the Elementary School	
EDN 4190 Content Area Literacy in Middle and Secondary Schools	
<b>Literacy and Literature: Choose 1</b>	<b>3</b>
EDN 2400 Teaching with Children's Literature	
EED 3840 Literature and Reading for Adolescents	

**Total: 18**

NOTE: The 4000-level courses in the concentration require admission to the Teacher Education Program. If a student seeks "Highly Qualified" status, he/she can choose 6 additional hours from the following elective choices: ENG 3460, 3710, 4810, 4830, or 4850

## PROFESSIONAL CONCENTRATION – Special Education (18 hours)

Requirements for a Professional Concentration in Special Education	Sem. Hrs.
<b>Required courses:</b>	
SED 3000 Introduction to Exceptional, Diverse, and At-Risk Students	
SED 3030 Special Education Curriculum for Students with Mild Disabilities	
SED 3410 Strategies of Instruction for Students with Mild Disabilities	
SED 4020 Special Education Assessment for Students with Mild Disabilities	
SED 4720 Techniques, Materials, and Resources in Special Education for Students with Mild Disabilities	
SED 4900 Discipline and Classroom Management	

**Total: 18**

NOTE: The 4000-level courses in the concentration require admission to the Teacher Education Program.

## COURSES

### BIRTH TO KINDERGARTEN (ECE)

#### **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 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: EDN 3060 Required for Birth-Kindergarten Majors.

**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. 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 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 assess-

ment, 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 setting and relevant agency or early childhood program placements. Intensive field experience is an opportunity to work with children and 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 Individual 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 2310. Race, Culture, and the Lumbee Experience (AIS 2310)**

This course will examine and explore the fundamental psychosocial elements that constitute race, prejudice, and discrimination using Lumbee ethnicity as the model for examination. Credit, 3 semester hours.

#### **EDN 2400. Teaching with Children's Literature**

The study and integration of literature, encompassing PK-6, either expressly written for children or given to children, including folklore, poetry, fantasy, modern realistic fiction, biography, historical fiction, multicultural, international, and informational books. Credit, 3 semester hours.

#### **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 3020. Foundations of Education**

This course provides students with knowledge of the philosophical, historical, sociological, legal, fi-

nancial, and structural foundations of education and with opportunities to analyze contemporary issues, problems, and trends in the field of education. As students develop their professional knowledge base, they begin to construct their own conceptual frameworks for teaching and learning. Course activities and field assignments are designed to nurture the professional disposition for critical reflection. A field experience is required. Credit, 3 semester hours. PREREQ: Must have completed at least 30 semester hours of college/university work and have no less than a 2.0 overall QPA.

### **EDN 3040. Curriculum in the Elementary School**

A study of curriculum with emphasis focused on the interrelationships between content, method, child development, and planning in implementing developmentally appropriate elementary programs. Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program or EDN 3020 and EDN 3070.

### **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 3070. Middle Childhood Development**

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 elementary-aged 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 3100. Birth Through Young Adult Development**

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 birth through young adult 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 3110. Foundations of Elementary Curriculum**

A study of elementary school curricula with emphasis on the history of curricula in the United States, influences on curriculum, theorists and models, curriculum development, organizational patterns and North Carolina's Standard Course of Study. Prerequisites; EDN 3020 and EDN 3070 or Admission to the Teacher Education Program; must have no less than a 2.0 overall QPA. Credit, 1 semester hour.

### **EDN 3120. Early Adolescent through Young Adult Development**

A study of social, emotional, physical, moral and cognitive development of the adolescent; course provides a brief overview of human lifespan development with primary course emphasis on scientific research and theory concerning the adolescent as learner. Course meets human development requirement for middle grades and secondary education majors. A field experience is required. Credit, 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

### **EDN 3270. Integrating Technology into the Elementary Classroom**

A study of the NC Computer/Technology Skills curriculum with emphasis on developing strategies and materials to integrate technology into K-6 subject areas. Students will use multimedia applications and the Internet to design instructional activities that correlate with the North Carolina Standard Course of Study and the National Education Technology Standards for Teachers. Credit: 2 semester hours.

**EDN 3500. Educational Psychology**

This course focuses on the analysis of scientific theory, research, methodology, and the application of those principles and practices to learning communities. A required field experience enables pre-service teachers to examine the theoretical principles in clinical settings. Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

**EDN 4000. Methods of Teaching in the Secondary School (EED 4000, MAT 4000, SCE 4000, SSE 4000)**

Purposes, methods, materials, and evaluation procedures in the subject or area indicated; directed observation in the public schools; preparation of teaching plans and materials: (a) social studies, (b) mathematics, (c) science, (d) English. Accelerated. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

**EDN 4050. Foundations and Curriculum Development for Middle Grades**

An introduction to the foundational principles and rationale of the middle school. Study of trends, current issues, and the design, implementation, and evaluation of curriculum for the middle grades. Credit, 3 semester hours. PREREQ: EDN 3090 and 3120 and 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 4090. Early Literacy: Learning to Read in the Elementary School**

A study of thinking and language development, early literacy, and developmentally appropriate environments and instructional strategies for reading development. Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

**EDN 4100. Content Area Literacy in the Elementary School**

In this course, pre-service teachers study the principles correlating learning effectiveness with language processes (reading, writing, talking, and listening) and development, and the application of those principles to the design and implementation of language-based instruction. A required field experience enables elementary majors and special education majors to assess the efficacy of their plans in the clinical setting through critical self-reflection. Field experience required. Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program and EDN 4090.

**EDN 4180. Measurement and Evaluation in Public Schools**

A study of current educational measurement. Includes the use and construction of standardized mental and achievement tests, and of informal, teacher-made tests. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

**EDN 4190. Content Area Literacy in Middle and Secondary Schools**

In this course, pre-service teachers study the principles correlating learning effectiveness with language processes (reading, writing, talking, and listening) and development, and the application of those principles to the design and implementation of language-based instruction. A required field experience enables pre-service teachers in middle grades, secondary, and special subject areas to assess the efficacy of their plans in the clinical setting through critical self-reflection. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

**EDN 4210. Teaching Language Arts in the Elementary School**

A study of language acquisition and development theory as it relates to the teaching of language arts (listening, reading, writing and viewing) in the elementary grades (K-6) with emphasis on children's

literature and creative dramatics. Field experience required. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

**EDN 4230. Research in Elementary Education**

An introduction to research, designed to allow student investigation and report of a problem in elementary education with the approval and guidance of the instructor. Credit, 1-6 semester hours. PREREQ: Admission to Teacher Education Program.

**EDN 4250. Classroom Diagnosis of Reading Difficulties**

Methods and materials used in the diagnosis and remediation of reading difficulties. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

**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 4300. Including Students with Special Needs**

In this course, the pre-service teacher studies the theories and practices related to the successful integration of individuals with special needs (birth - 12th grade) into appropriate community programs and educational settings. Designed to integrate theory and practice; a case study project is required. Credit, 1 semester hour. PREREQ: Admission to Teacher Education.

**EDN 4330. Research in Secondary Education**

An introduction to research designed to allow student investigation and report of a problem in secondary education with the approval and guidance of the instructor. Credit, 1-6 semester hours.

**EDN 4340. Problems in Contemporary Education**

Designed for individual study of trends, practices, and instructional materials related to current problems in education. Credit, 1-3 semester hours. PREREQ: Admission to Teacher Education Program.

**EDN 4460. Internship in the Elementary School (K-6)**

Provides a semester long full-time internship experience in both early childhood and intermediate levels in an off-campus public school setting. Pass/Fail grading. Credit, 9 semester hrs. PREREQ: Admission to the Professional Semester

**EDN 4480. Internship in the Secondary School**

Provides continuous full-time internship experiences in an off-campus public school in the subject area for which the candidate is preparing to teach. Pass/Fail grading. Credit, 6 semester hours. PREREQ: Admission to the Professional Semester

**EDN 4490. Internship (Full-Semester)**

Provides continuous full-time, full-semester teaching experience in off-campus public school settings in the subject area in which the candidate seeks licensure. Includes placement at two levels (elementary, middle, secondary) for K-12 licensure areas. Pass/Fail grading. Credit, 9 semester hours. PREREQ: Admission to the Professional Semester.

**EDN 4510. Practicum in the Diagnosis of and Prescription for Corrective and Remedial Reading**

This course has students apply the knowledge and skills from EDN 4250. Students will study the causes of reading difficulties, applied instruction in the administration and interpretation of tests, and use case histories in the analysis of data. There will be a practical experience in a classroom setting. Small group and individual student diagnosis and remediation are employed through a 20 hr. practicum. Credit, 3 semester hours. PREREQ: EDN 4250

**EDN 4530. Teaching Social Studies in the Elementary School**

Designed to provide the prospective and/or in-service teacher with the opportunity to gain proficiency in analyzing social studies content and evaluating materials, trends and issues in the elementary school. Field experience required. Credit, 3 semester hours. PREREQ: General Education requirements in history and Admission to Teacher Education Program.

**EDN 4550. Teaching Science and Health in the Elementary School**

Designed to assist prospective and/or in-service teachers in developing competencies for teaching elementary school science and health. Special emphasis will be placed on the content, methods, and curriculum appropriate for teaching science and health education in grades K-6. Field experience required. Credit: 3 semester hours. PREREQ: General Education requirements in science and Admission to Teacher Education Program.

**EDN 4560. Internship in the Middle Grades**

Provides continuous full-time internship experiences in an off-campus school at the middle grades level. Credit, 9 semester hours. PREREQ: Admission to the Professional Semester.

**EDN 4630. Teaching of Mathematics in the Elementary School**

A laboratory-type course designed to help students further develop their understanding of mathematics content and processes while learning to focus on how children learn mathematics and to design and/or implement developmentally appropriate methodology for the teaching of mathematics in the elementary school. A tutorial field experience is required. (Must be taken prior to internship.) Credit, 3 semester hours. PREREQ: General Education requirement in mathematics and Admission to Teacher Education Program.

**EDN 4650. Equitable Assessment in Democratic Classrooms**

Students learn how to create and manage democratic classroom environments in which diverse learners are treated equitably. Emphasis is on aligning assessment practices and procedures with democratic principles. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

**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 4720. Diagnostic and Remedial Mathematics Methods**

Students will learn techniques for diagnosis and remediation of mathematical skill problems of children in grades K through 9. Students will also demonstrate competency in using resources and research related to mathematics (in education.) Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

**EDN 4750. Professional Seminar for Pre-Service Teachers in the Elementary School**

A seminar designed to parallel the full semester internship experience. Emphasis will be 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 elementary teacher. Opportunities will be provided for these pre-service teachers to continuously review the developmentally appropriateness of instructional approaches, assessment strategies, behavior management systems, curriculum models, and the appropriate utilization of human and physical resources in the elementary school. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

**EDN 4760. Instructional Approaches to Middle School Grades**

Stresses the use of innovative teaching strategies and specialized materials and resources in the middle grades, including interdisciplinary team teaching. Faculty representing concentration areas in the middle grades will serve as resource persons. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

**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.

**EDNS 4xxx. Special Topics**

Examination of a special area or topic of special importance and relevance within the field of education. Topics to be considered will be announced prior to registration and may vary. This course may be repeated for different topics. Credit, 1-3 semester hours. PREREQ: Permission of 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. Manual Communications I (Sign Language)**

Students will learn to finger spell, to use manual communications, and to describe categories of hearing loss. Credit, 1 semester hour.

**SED 2810. Manual Communications II (Sign Language)**

Students will develop a large vocabulary and greater facility with manual communications. Credit, 1 semester hour. PREREQ: SED 2800.

**SED 2820. Manual Communications III (Sign Language)**

The student will continue to develop vocabulary and fluency. Video taping and other means of feedback will be used to enhance the skills of fluency, speed, and accuracy. Credit, 1 semester hour. 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 characteristics, 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 education; 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 characteristics, identification, prevalence, and educational provisions. Credit, 3 semester hrs. PREREQ: Must have no less than a 2.0 overall QPA.

**SED 3200. Teaching Individuals with Severe Handicaps**

Study of people with severe and profound mental handicaps as educational, psychological, and social 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 competencies 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 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 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 pre-service 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.

## **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.), Master of Arts in Teaching (M.A.T.), or Master of School Administration (M.S.A), see School of Graduate Studies.

## PROFESSIONAL STUDIES, MIDDLE GRADES, AND M.A.T.

Chair: Irene Pittman Aiken

Alfred Bryant

Karen Granger

David Oxendine

Nancy Cerezo

Shannon Hart

Reginald Oxendine, Jr.

Valjeaner Ford

Willie McNeill Jr.

Reginald Oxendine, Sr.

The Department of Professional Studies and Middle Grades houses the core professional studies faculty and offers the undergraduate and graduate degrees in Middle Grades Education (B.S. and M.A.Ed.).

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 MIDDLE GRADES EDUCATION (6-9)

Coordinator: Nancy Cerezo

Program Description, Standards, Goals and Objectives, and Course Requirements are found in the Teacher Education Program section under the heading Undergraduate Licensure Programs.

#### COURSES

##### EDUCATION (EDN)

See course listings in the Department of Professional Education Programs.

##### GRADUATE COURSES

For information about courses leading to the Master of Arts in Education (M.A.Ed.) and the Master of Arts in Teaching (M.A.T.) in Middle Grades Education, see School of Graduate Studies.

**PROFESSIONAL LEADERSHIP**

Chair: Carol Higy

Betty Wells Brown  
Charles Jenkins  
David Pitner  
Donnie Weeks

Heather Kimberly Dial  
Larry Mabe  
Sara Simmons

Leah Holland Fiorentino  
Olivia Oxendine  
Glen Walter

The Department of Professional Leadership offers graduate degrees in Elementary Education (M.A.Ed.), Professional School Counseling (M.A.Ed.), Reading Education (M.A.Ed.), and School Administration (M.S.A.).

For complete information about programs and courses leading to the Master of Arts in Education (M.A.Ed.) and Master of School Administration (M.S.A.), see School of Graduate Studies.