

## EDUCATIONAL SPECIALTIES

Chair: Judith A. Losh

Dorea Bonneau	Betty Wells Brown	Kelly Cheek
Melody Chuang	Irina Falls	Zoe Locklear
Frankie Denise Powell	Marisa Scott	Kimberly Dial Sellers
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The Department of Educational 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.

<b>Course Requirements</b>	<b>Sem. Hrs.</b>
<b>Freshman Seminar and General Education</b>	<b>45</b>
<b>Educator Preparation Core</b>	<b>12</b>
EPC 2010, 2020, 2030, 2040, 3010, 3020	
<b>Essential Standards</b>	<b>27</b>
ECE 2020, 2030, 2040, 2050, 3110, 3120, 3130, 3140	
EDN 2900	
<b>Content Pedagogy</b>	<b>35</b>
ECE 4010, 4020, 4030, 4040, 4050, 4060, 4070, 4460, 4750	
<b>Electives</b>	<b>9</b>
	<b>Total: 128</b>

**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.

<b>Course Requirements</b>	<b>Sem. Hrs.</b>
<b>Freshman Seminar and General Education</b>	<b>45</b>
<b>Educator Preparation Core</b>	<b>15</b>
EPC 2010, 2020, 2030, 2040, 3010, 3020, 3030	
<b>Essential Standards</b>	<b>32</b>
SED 3110, 310, 3320, 3330, 3340, 3350, 4310, 4330, 4350, 4340	
EDN 2900	
<b>Content Pedagogy</b>	<b>18</b>
SED 3360, 4320, 4360, 4960	
<b>Professional Concentration</b> (18-24 depending upon concentration program requirements)	<b>18</b>
	<b>Total: 128</b>

**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 (19 hours)**

<b>Requirements for a Professional Concentration in Reading</b>	<b>Sem. Hrs.</b>
<b>Foundations Course:</b>	<b>3</b>
RDG 4010 Foundations of Reading and Language Development	
<b>Evaluation, Intervention, and Diagnosis</b>	<b>6</b>
RDG 4250 Diagnosis and Remediation of Reading Difficulties	
RDG 4510 Reading Practicum	
<b>Content</b>	<b>7</b>
ELE 4050 Literacy and Language Arts in the Elementary School II (4)	
EPC 3030 Reading Strategies for the 21st Century (3)	
<b>Literacy and Literature</b>	<b>3</b>
EDN 2400 Teaching with Children's Literature	
	<b>Total: 19</b>

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 Sem. Hrs.

#### Required courses:

- SED 3310 Introduction to the Exceptional Child
- SED 3340 Instructional Strategies for Students with Mild to Moderate Disabilities
- SED 3350 Assessment of Students with Mild to Moderate Disabilities
- SED 3360 Differentiation of Instruction for Special Education Students
- SED 4310 Discipline and Classroom Management
- SED 4320 Classroom Considerations and the IEP for Special Education Students

**Total: 18**

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 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, facilita-

tion, 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 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

### **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. PREQ: Admission to Teacher Education

### **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. PREQ: Admission to Teacher Education

### **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

### **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 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-kindergartners. 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 4260A, 4260B. Design and Implementation of Developmentally Appropriate Preschool 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 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.

## READING (RDG)

### **RDG 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.

### **RDG 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.

### **RDG 4510. Reading Practicum**

This course is the application of RDG 4250 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, RDG 4010 and RDG 4250.

## SPECIAL EDUCATION (SED)

### **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 communications 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 using sign language. The student will be evaluated on fluency, speed, and accuracy. Credit, 3 semester hours. PREREQ: SED 2810.

### **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 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, sensory, communicative, learning, and social limitations associated with disabilities. Credit, 2 semester hours. PREREQ: SED 3310, SED 3320.

### **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 edu-

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.

**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.

**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: 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: 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: 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: SED 3310, SED 3320.

**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 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, 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 compliment 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 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 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.