

# SCHOOL OF EDUCATION

Dean: Zoe Woodell Locklear

The School of Education offers the Bachelor of Science degree with majors in Birth-to-Kindergarten Education, Elementary Education, Middle Grades Education, and Special Education. The Department of Health, Physical Education, and Recreation offers the Bachelor of Science degree with majors in Community Health Education and Physical Education.

The University of North Carolina at Pembroke also offers master's degrees, including the Master of Arts in Education (M.A.Ed.) in a number of areas, including Elementary Education, Middle Grades Education, and Reading Education. Students interested in any of these programs should consult the School of Graduate Studies section of the catalog to obtain information about academic requirements for a specific master's degree program.

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**DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, & RECREATION ..... 221**

Chair: Tommy Thompson

**DEPARTMENT OF AEROSPACE STUDIES ..... 232**

Director: Captain Phillip Petersen (Air Force)

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Director: Master Sergeant Johnny Torre (Army)

## TEACHER EDUCATION PROGRAM

### Education Faculty

Georgia Abeyounis<sup>10</sup>  
Paul J. Berghoff  
Rhoda Collins  
Charles R. Jenkins  
Susan M. Moody<sup>9,15</sup>  
Sara C. Simmons

Irene P. Aiken<sup>13</sup>  
Betty Brown<sup>7</sup>  
Wanda S. Dickson<sup>2</sup>  
Otis McNeil<sup>5</sup>  
Lawrence R. Schultz<sup>6</sup>  
Karen L. Stanley<sup>1</sup>

Warren Baker<sup>4,11</sup>  
Pam Carroll<sup>12</sup>  
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Sharon L. Sharp<sup>3,8,14</sup>  
Judith L. Wish

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<sup>9</sup>Director of Instructional Technology

<sup>2</sup>Elementary Education Coordinator (Undergraduate)

<sup>10</sup>Asst. Director of Instructional Technology

<sup>3</sup>Elementary Education Coordinator (Graduate)

<sup>11</sup>Director of University-School Programs

<sup>4</sup>Middle Grades Education Coordinator (All levels)

<sup>12</sup>Asst. Dir., University-School Programs

<sup>5</sup>School Administration Coordinator (Graduate)

<sup>13</sup>Director of Teaching Fellows Program

<sup>6</sup>Special Education Coordinator

<sup>14</sup>NCTeach Director

<sup>7</sup>Reading Education Coordinator (Graduate)

<sup>15</sup>Licensure Officer

<sup>8</sup>Professional Studies Coordinator

### THE TEACHER EDUCATION PROGRAM ORGANIZATION

The Teacher Education Program at UNCP is a cross-disciplinary program, governed by the Teacher Education Committee and administered by the Dean, School of Education. General information about admission to the Teacher Education Program, policies and procedures, licensure and testing requirements, special programs, and resources appears in the next section. Please note that some licensure areas or majors are housed in the School of Education and some are housed in their respective academic departments in the College of Arts and Sciences. If you are looking for information about a specific program area, refer to the chart below to find out where it is housed and the name of the program coordinator.

Licensure Program Area	Location	Program Coordinator
Biology Education (secondary 9-12)	Dept. of Biology	Dr. Sue Bowden
English Education(secondary 9-12)	Dept. of English, Theatre, and Languages	Dr. Dennis Sigmon
Mathematics Education (secondary 9-12)	Dept. of Mathematics and Computer Science	Dr. Gilbert Sampson
Science Education (secondary 9-12)	Dept. of Chemistry and Physics	Dr. Pete Wish
Social Studies Education(secondary 9-12)	Dept. of History	Dr. Kathleen Hilton
Art Education (K-12)	Dept. of Art	Dr. Ann Horton
Music Education (K-12)	Dept. of Music	Timothy Altman
Physical Education (K-12)	Dept. of Health, Physical Education, and Recreation	Dr. Tommy Thompson
Birth to Kindergarten(B-K)	School of Education	Dr. Karen Stanley
Elementary Education(K-6)	School of Education	Dr. Wanda Dickson
Exceptional Children(K-12)–Learning Disabilities, Mental Retardation	School of Education	Dr. Lawrence Schultz
Middle Grades Education(6-9)–Language Arts, Science, Mathematics, and Social Studies	School of Education	Dr. Warren Baker

## Teacher Education Mission Statement

The Teacher Education Program at the University of North Carolina at Pembroke prepares and promotes the further development of effective professionals for service as teachers and student support personnel in the schools of North Carolina and the nation. The Teacher Education Program, in addition, supports and enhances the University's mission, which calls for a balanced program of teaching, research, and services, and shares its commitment to academic excellence, cultural diversity, and lifelong learning.

The Teacher Education Program is committed to providing preservice and inservice teachers and student support personnel with an understanding that the dynamic interrelationship among theory, practice, and reflection provides the foundation for continuous professional development. The Teacher Education Program is also committed to influencing positive change in professional education systems through school/university partnerships, collaborative improvement projects, and continuous education opportunities.

## Accreditation and Licensure

All bachelor's degree teacher preparation programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina State Board of Education.\* Accreditation provides for reciprocal licensure with other states that recognize national accreditation. (\*Note: The Birth - Kindergarten Education program has been fully accredited by the North Carolina State Board of Education but is awaiting the next NCATE re-accreditation visit.)

The State of North Carolina Department of Public Instruction issues licenses to teach in the public schools of North Carolina. Requirements for licensure are established by the NC State Board of Education and are subject to change.

## The Teacher Education Curriculum

The program of study, or curriculum, for teacher education majors is comprised of three components: the General Education component, the Major/Specialty Area/Multidisciplinary Core component, and the Professional Studies component. The General Education component includes study of the fine arts, literature, history, philosophy/religion, the social sciences, the natural sciences, mathematics, and physical education. The Major/Specialty Area/Multidisciplinary Core component is designed to provide in-depth understanding, skills, and knowledge specific to the chosen specialty/licensure area. Outlines of the various specialty area requirements may be found in the catalog section referenced in the chart above.

The Professional Studies component includes study of the historical, social, psychological, and philosophical foundations of education; human growth and development; learning theories; curriculum, instruction; exceptional children, communication skills; and the integration of instructional technology. To help the prospective teacher make connections between theory and practice, most professional education courses require field experiences. The culminating professional development experience for prospective teachers is the senior internship (student teaching) under the direct supervision of a master teacher in a clinical setting.

## Special Requirement for Some Teacher Education Majors: Academic Concentration

As required by the Board of Governors of The University of North Carolina, all students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education must complete an academic concentration in a basic academic discipline as part of their degree requirements. The 24-27 hours comprising these academic concentrations have been selected to provide students with a cohesive study of a basic academic discipline. Academic concentrations are available in American Indian Studies, Art, Biology, English, Geography, Geology, History, Mathematics, Music, Physics, Political Science, Psychology, Spanish, and Sociology. Students may choose to earn a second major of 30 hours in Philosophy or Religion rather than an academic concentration. Academic concentration requirements are listed with the respective department.

## Declaration of Major and Advising

As soon as the student decides to major in education, a Declaration of Major Form should be submitted to the Office of the Registrar in Lumbee Hall. The Declaration of Major Form is then forwarded to the School of Education where an advisor in the chosen program area is assigned to the student. A major advisor is critical to a student's timely and efficient progress through the Teacher Education Program.

## Admission to the Teacher Education Program

The Teacher Education Committee selectively admits and periodically evaluates students in the Teacher Education Program on the basis of scholastic aptitude and suitability for teaching. Admission into the University as a student does not automatically satisfy eligibility requirements for admission to the Teacher Education Program. Eligibility for admission into the Teacher Education Program will be determined by regulations current at the time initial application is made for admission into the program.

To be eligible for admission to the Teacher Education Program an individual must:

1. Have not more than 8 hours of the General Education requirements remaining.
2. Have earned a "C" (2.0) or better in EDN 302.
3. Have earned a grade of at least a "C-" (C if the course was repeated) in all required major and/or professional course work completed at the time of admission. (NOTE: Major and/or professional courses may be repeated only one time.)
4. Have at least a 2.5 cumulative Quality Point Average (QPA) on a 4.0 scale on all prior college/university course work.
5. Satisfactorily complete the Praxis I Series. Scores must be sent to UNCP by the Educational Testing Service. Students must meet the scores in effect at the time they apply to and qualify for admission to the Program [see next section for details].
6. Satisfactorily complete an admission interview.
7. Secure the endorsement/recommendation of his/her Foundations of Education instructor, advisor, program coordinator, and respective Department Chairperson.
8. Complete a Candidate for Professional Licensure (CPL) form. CPL forms are available in the School of Education.

Students with disabilities who may require special accommodations should consult the Dean of the School of Education.

Students should apply for admission to the Teacher Education Program during the second semester of the sophomore year or first semester of the junior year. Applications are available in the School of Education. (NOTE: Students are limited in their progression in Professional Education courses until they have been formally admitted to the Teacher Education Program.)

Students will receive written notification from the School of Education that their program application was approved or disapproved by the Teacher Education Committee. A student is not considered admitted to the Teacher Education Program until such notification is received.

## The Praxis I Series Examination

Students seeking admission to the Teacher Education Program must satisfactorily complete the Praxis I Series - three subtests in reading, writing, and mathematics. Students must meet the required scores in effect at the time they apply to and qualify for admission to the program. These tests will normally be taken at the time General Education requirements are completed, usually by the second semester of the sophomore year or the first semester of the junior year. The School of Education must receive an official copy of the scores before the student may be admitted to the Teacher Education Program. The Educational Testing Service must send scores directly to UNCP. Student copies of scores are not acceptable. For more information about the Praxis I Series or other requirements for admission to the Teacher Education Program, consult your advisor.

## Continuation in the Teacher Education Program

If a student earns a course grade lower than “C-” in a major or professional education course, if a student’s quality point average falls below a 2.5, or if a student’s application for admission to the Professional Semester of the Teacher Education Program is disapproved for any reason, the student is suspended from the Teacher Education Program. Students suspended from the program may not continue to progress in the program until the deficiencies are corrected. Required major and professional education courses in which a grade lower than a “C-” was earned must be repeated and a grade of “C” (2.0) or better must be earned. The course may be repeated one time only. Upon correction of the deficiencies, students suspended from the program may request reinstatement.

## Enrollment in the Professional Semester

Enrollment in the Professional Semester is the culminating experience of the UNCP undergraduate Teacher Education Program. No student accepted for enrollment in the Professional Semester is permitted to register for any course other than those approved for the Professional Semester. The application for enrollment in the Professional Semester must be filed with the Office of University-School Programs.

To be eligible for consideration by the Teacher Education Committee and approved for enrollment in the Professional Semester, each candidate must:

1. Have completed all required General Education courses.
2. Have satisfactorily completed all professional education requirements, excluding those in the Professional Semester.
3. Have not more than six semester hours of program requirements remaining. The six hours must be approved by the student’s advisor and the Dean of the School of Education.
4. Have an overall quality point average of 2.5 or better as well as a 2.5 or better in the student’s major field of study.
5. Present a final recommendation as to character, suitability, and aptitude for teaching by the student’s advisor, program coordinator, and respective department chairperson.
6. Secure a health clearance statement from the University Student Health Center.

Students with disabilities who may require special accommodations during the Professional Semester should contact the Director of University-School Programs.

Students will receive written notification from University-School Programs that their enrollment application was approved or disapproved by the Teacher Education Committee. A student is not officially enrolled in the Professional Semester until such notification is made AND all University registration procedures are completed.

## Graduation

Students must apply for graduation. Applications, which are available in the Registrar’s Office, must be submitted at least two semesters before graduation (December 1st of the year prior is the deadline for December graduation; May 1st of the year prior is the deadline for May graduation). Application for graduation is a University policy, separate from any Teacher Education Program policies and procedures.

## NC State Licensure Examination Requirement: The Praxis II Series

All persons qualifying for a teaching license in North Carolina must pass the designated Praxis II specialty area tests. The Praxis II is normally taken during the Professional Semester. The School of Education must receive an official copy of satisfactory scores before a recommendation for licensure can be forwarded to the NC State Department of Public Instruction.

Students should have their scores sent directly to the University by the Educational Testing Service. Student copies are not accepted. Applications and information about the tests are available in the Office of University-School Programs.

The appropriate specialty area exam must be taken for each area of licensure sought.

## One Repeat Policy

Required major and professional education courses in which a grade lower than a “C-” was earned (“C” in EDN 302) must be repeated and a grade of “C” (2.0) or better must be earned. The course may be repeated only one time. Students who do not earn the required “C” (2.0) or better when repeating the course are not eligible for admission to or continuation in the Teacher Education Program.

## Time Limit Policy

Students will have five years from the date of completing course work toward licensure to be recommended by UNCP for initial licensure. After five years have lapsed, a student’s program of study will be reviewed and additional course work may be required before a recommendation will be made for initial licensure.

Major/professional education course work taken more than five years ago is subject to review and may not be accepted toward initial licensure.

## Residency Requirements for Teacher Education Programs

Undergraduate students enrolled in one of the licensure programs in teacher education at UNCP will complete a minimum of 30 semester hours (2 semesters) of course work at the University prior to enrollment in the Professional Semester. This course work may be in the student’s major and/or professional education.

## Transfer Credit for Professional Education Courses

Upon the review and approval from the School of Education, up to six (6) hours transfer credit may be granted for professional education courses. Transfer credit will be accepted only from four-year colleges and universities with teacher education programs approved by at least one of the following: (1) North Carolina State Department of Public Instruction; (2) National Council for the Accreditation of Teacher Education (NCATE); or (3) appropriate regional accrediting agencies, e.g., Southern Association of Colleges and Schools. Transfer credit for professional education courses will not be accepted from two-year colleges or institutions including junior colleges, technical colleges or institutes, or community colleges.

## Licensure-Only

The North Carolina Department of Public Instruction issues licenses to teach in the public schools. Individuals who already possess a baccalaureate degree must satisfy the same requirements for licensure as undergraduate teacher education majors. To determine which requirements have been met through previous study, an individual must complete a Request for an Individualized Education Program (IEP) form available from the School of Education. Transcripts from each institution attended must accompany the Request. Based upon review of the transcript(s) by the School of Education and the appropriate program coordinator, an individualized program of study is developed. Upon successful completion of the prescribed program of study, the student may apply for licensure recommendation from The University of North Carolina at Pembroke. Licensure-only students are subject to the same Teacher Education Program admission and continuation regulations as degree-seeking students.

Additional information is available from the School of Education.

## Special Resources and Facilities

**The Curriculum Laboratory:** The Curriculum Laboratory, housed in the Educational Center, is an essential part of the Teacher Education Program. It contains professional and instructional materials supporting all licensure programs in the Teacher Education Program. The Laboratory has textbooks used in K - 12 schools with supporting technological resources, teaching units, North Carolina Standard Course of Study, instructional media and equipment, professional books and journals, curriculum outlines, Praxis I review materials, equipment and resources for the construc-

tion of instructional materials, and satellite access for professional development service delivery.

**The Education Technology Center (ETC):** The ETC is a student computer lab housed in the Educational Center specifically designed for teacher education preparation. Hardware, software, and training are available to provide preservice teachers with opportunities to demonstrate mastery of the North Carolina Technology Competencies for Educators at both the basic and advanced levels. The ETC also houses a variety of materials designed to assist students preparing to take the Praxis I Series. All teacher education majors are encouraged to utilize the resources available in this Center.

**The Learning Laboratory:** The Learning Lab is a unit housed in the Educational Center. The lab, which is utilized by professors and education majors, provides space for the study and development of instructional materials, commercial and teacher-made. In addition to a wide collection of manipulative and multi-sensory materials, the Learning Lab also houses furniture and other physical equipment appropriate for creating flexible educational environments.

### **Special Programs: Teaching Fellows**

The University of North Carolina at Pembroke is one of the fourteen institutions participating in the North Carolina Teaching Fellows Program. The Program is funded by the State of North Carolina to attract the “best and brightest” students to the teaching profession. High school students apply to the Teaching Fellows Program in the fall of the senior year. Following a state-wide selection process, four hundred Teaching Fellows are selected annually by the North Carolina Teaching Fellows Commission. Each Teaching Fellow receives a \$26,000 scholarship (\$6500/year for four years) and is required to teach in North Carolina for at least four years.

Teaching Fellows choosing to attend UNC Pembroke participate in an academically and culturally enriched teacher education program. Entering Teaching Fellows participate in a summer orientation program designed to introduce students to the teaching profession and acquaint them with the University, faculty, staff, administrators, and fellow students. Teaching Fellows enroll in a special section of the required Freshman Seminar course (FRS 100) taught by the Teaching Fellows Program Director.

Throughout their program of study at UNCP, Teaching Fellows participate in monthly seminars on topics including cultural diversity, leadership development, and other issues of importance to future teacher. The seminars are led by faculty, area educators, and leaders from the public and private sectors. Teaching Fellows work closely with select faculty mentors on research and special projects.

Educational and recreational field trips provide Teaching Fellows the opportunity for personal and professional development. Special social events are scheduled each semester. Teaching Fellows participate in activities coordinated by the Public School Forum during the summers following their freshman, sophomore, and junior years.

Additional information on the program is available from the School of Education and the Teaching Fellows Program Director.

## **BACHELOR OF SCIENCE: BIRTH-TO-KINDERGARTEN EDUCATION**

Coordinator: Karen Stanley

The Department of Education offers a program leading to the Bachelor of Science degree in Birth-to-Kindergarten Education with recommendation for North Carolina licensure. Curriculum check sheets are available from the program coordinator and the School of Education. Students must meet the criteria stated in the University catalog for admission to the Teacher Education Program.

<b>Requirements</b>	<b>Sem. Hrs.</b>
Freshman Seminar	1
General Education*	44
Major Requirements	30
ECE 301, 302, 320, 321, 340, 360, 400, 420, EDN 465, SED 322, 482	
Multidisciplinary Core	15
HED 106, 109, 206, SOC 303, PSY 315	
Professional Education Requirements	24
EDN 302, 306, 350, 408, ECE 446, 475	
Electives	14
<b>Total:</b>	<b>128</b>

\*Students who plan to major and desire teacher licensure in Birth-to-Kindergarten Education should consult with the Program Coordinator or program advisors prior to registering for General Education courses.

## **BACHELOR OF SCIENCE : ELEMENTARY EDUCATION**

Coordinator: Wanda (Swanee) Dickson

The Department of Education offers a program leading to the Bachelor of Science degree in Elementary Education with recommendation for North Carolina licensure. Curriculum check sheets are available from program advisors and the School of Education. Students must meet the criteria stated in the University catalog for admission to the Teacher Education Program. The Elementary Education program is approved by the International Reading Association.

<b>Requirements</b>	<b>Sem.Hrs.</b>
Freshman Seminar	1
General Education*	44
Major Requirements	34
ART 305, MUS 224; HED 109, PED 316; HST 317 EDN 304, 409, 421, 453, 455, 463, 465	
Academic Concentration**	18
Professional Education Requirements	
EDN 302, 307, 350, 410, 430, 446, 475	25
Electives	6
<b>Total:</b>	<b>128</b>

\*Students who plan to major and desire teacher licensure in Elementary Education should consult with the Program Coordinator or program advisors prior to registering for General Education courses.

\*\* Some overlap may exist between Academic Concentration requirements and General Education requirements.

## BACHELOR OF SCIENCE : MIDDLE GRADES EDUCATION

Coordinator: Warren Baker

The Department of Education offers a program leading to the Bachelor of Science degree in Middle Grades Education with recommendation for North Carolina licensure. Curriculum check sheets are available from program advisors and the School of Education. Students must meet the criteria stated in the University catalog for admission to the Teacher Education Program.

<b>Requirements</b>	<b>Sem.Hrs.</b>
Freshman Seminar	1
General Education Requirements*	44
Major Requirements	
EDN 405; CSC 405	6
Teaching Concentrations and Academic Concentration**	49
Professional Educational Requirements	22
EDN 302, 309, 350, 419, 430, 456, 476	
Electives	6
	<b>Total: 128</b>

\*Students who plan to major in Middle Grades Education should consult with the Program Coordinator or program advisors prior to registering for General Education Courses.

\*\*Middle grades education majors are required to complete two teaching concentrations and an academic concentration. Teaching concentrations are available in Language Arts (English, Theatre and Languages Department), Mathematics, Science (see Science Education Program), and Social Studies (History Department). Information on the requirements for these concentrations is described in the respective department section in this catalog.

Middle grades education majors are advised that some combinations of teaching and academic concentrations require in excess of 128 semester hours. Combinations which are possible within the 128 semester hour program (if General Education courses are selected carefully) are:

<b>Academic Concentration</b>	<b>Teaching Concentration 1</b>	<b>Teaching Concentration 2</b>
English	Language Arts	Science
English	Language Arts	Mathematics
Mathematics	Mathematics	Science
History	Social Studies	Language Arts
History	Social Studies	Science

## BACHELOR OF SCIENCE: SPECIAL EDUCATION

Coordinator: Lawrence Schultz

The Department of Education offers a program leading to the Bachelor of Science degree in Special Education with recommendation for North Carolina Licensure. Curriculum check sheets are available from program advisors and the School of Education. Students must meet the criteria stated in the UNCP catalog for admission to the Teacher Education Program. This program is approved by the Council For Exceptional Children.

Requirements: Learning Disabilities Track	Sem.Hrs.
Freshman Seminar	1
General Education Requirements*	44
Major Requirements	30
SED 200, 302, 310, 340, 341, 401, 475; EDN 425, 47227	
Academic Concentration**	19
Professional Education Requirements	25
EDN 302, 310, 350, 409, 430, SED 449, 471	
Electives	12
<b>Total: 128</b>	

Requirements: Mental Retardation Track	Sem.Hrs.
Freshman Seminar	1
General Education Requirements*	44
Major Requirements	26
SED 200, 301, 310, 340, 400, 475; EDN 425, 472; PED 204; HED 106	
Academic Concentration**	19
Professional Education Requirements	25
EDN 302, 310, 350, 409, 430, SED 449, 470	
Electives	13
<b>Total: 128</b>	

\*Students who plan a major in Special Education should consult with the Program Coordinator or program advisors prior to registering for General Education courses.

\*\*The Special Education program recommends Psychology. Please see the program coordinator if you are considering another concentration. To complete an Academic Concentration (24-27 hours) students must plan for overlap with General Education courses.

## COURSES

### BIRTH TO KINDERGARTEN (ECE)

#### **ECE 301. Child Study: Typical & Atypical Development, Birth-Five**

A focus on the growth of individuals and the forces which influence this growth with special emphasis on the family context. Current theories of child development will be explored with major emphasis on the complex interaction between heredity and environmental factors. A framework will be utilized for objectively observing, recording, and interpreting children's behavior. Fall, Spring. Credit: 3 semester hours. COREQ: ECE 302.

#### **ECE 302. Practicum in Child Study, Birth-Five**

This course is designed as a field experience which will allow students to observe, record, and analyze children's physical, motor, social, emotional, moral, and cognitive development using developmental theory. Settings will include interactions between children and peers, children and adults, and children and their learning environments. Fall, Spring. Credit: 3 semester hours. COREQ: ECE 301.

**ECE 320. 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. Fall, Spring. Credit: 3 semester hours.

**ECE 321. Curriculum and Environments in Preschool Programs, 3-5 years**

To provide assistance to preservice early childhood teachers and service providers, in the planning, implementation, and evaluation of developmentally appropriate curriculum and environments for children, ages three to five. Fall, Spring. Credit: 3 semester hours.

**ECE 340. 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. Spring. Credit: 3 semester hours.

**ECE 360. 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 interagency networks, team building and professional development. Fall, Spring. Credit: 3 semester hours.

**ECE 400. 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. Fall, Spring. Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program.

**ECE 420. 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. Fall. Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program.

**ECE 446. Internship in Child and Family Development**

A semester long full-time internship experience in an off-campus setting. Intensive field experience is an opportunity to work with children and families in home, school, and community settings. Fall, Spring. Credit: 9 semester hours. COREQ: ECE 475. PREREQ: Admission to the Professional Semester.

**ECE 475. Professional Seminar for Preservice Birth-Kindergarten Teachers**

Seminar designed to parallel the full semester internship experience. Emphasis is on helping these on-site preservice 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. Fall, Spring. Credit: 3 semester hours. PREREQ: Admission to the Professional Semester. COREQ: ECE 446.

## EDUCATION (EDN)

### EDN 102. 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. As Announced. Credit, 3 semester hours.

### EDN 104. 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. Fall, Spring. Credit, 3 semester hours.

### EDN 301. 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.) As Announced. Credit, 3 semester hours. PREREQ: EDN 302.

### EDN 302. Foundations of Education

This course provides students with knowledge of the philosophical, historical, sociological, legal, financial, 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 technology portfolio is initiated in this course. A field experience is required. Fall, Spring. Credit, 3 semester hours.

### EDN 304. 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. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program or EDN 302 and EDN 307.

### EDN 306. Psychology of Early Childhood

In this course, preservice 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 preservice teacher validates, through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hours.

### EDN 307. Middle Childhood Development

In this course, preservice 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 preservice teacher validates through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hours.

### EDN 308. Adolescent Development

In this course, preservice 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 adolescent as learner. During a required field experience, the preservice teacher validates, through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hours.

### EDN 309. Early Adolescent Development

In this course, preservice 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 early adolescent as learner. During a required field experience, the preservice teacher validates, through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hrs.

### EDN 310. Birth Through Young Adult Development

In this course, preservice 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 preservice teacher validates,

through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hours.

**EDN 350. 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 preservice teachers to examine the theoretical principles in clinical settings. Field experience required. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

**EDN 400. Methods of Teaching in the Secondary School (EED 400, MAT 400, SCE 400, SSE 400)**

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. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

**EDN 405. 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. Fall, Spring. Credit, 3 semester hours. PREREQ: EDN 309.

**EDN 408. 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. Fall, Spring. Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program.

**EDN 409. 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. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

**EDN 410. Content Area Literacy in the Elementary School**

In this course, preservice 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. Fall, Spring. Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program and EDN 409.

**EDN 418. 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. As Announced. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

**EDN 419. Content Area Literacy in Middle and Secondary Schools**

In this course, preservice 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 preservice teachers in middle grades, secondary, and special subject areas to assess the efficacy of their plans in the clinical setting through critical self-reflection. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

**EDN 421. 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. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

**EDN 423. 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. As Announced. Credit, 1-6 semester hours. PREREQ: Admission to Teacher Education Program.

**EDN 425. Classroom Diagnosis of Reading Difficulties**

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

**EDN 426A, 426B. 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. As Announced. Credit, 3-6 semester hours. (3 Hours may be repeated once for total of 6 semester hours credit.)

**EDN 430. Including Students with Special Needs**

In this course, the preservice 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. Fall, Spring. Credit, 1 semester hour. PREREQ: Admission to Teacher Education.

**EDN 433. 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. As Announced. Credit, 1-6 semester hours.

**EDN 434. Problems in Contemporary Education**

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

**EDN 446. 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. Fall, Spring. Credit, 9 sem. hrs. PREREQ: Admission to the Professional Semester

**EDN 448. 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. Fall, Spring. Credit, 6 semester hours. PREREQ: Admission to the Professional Semester

**EDN 449. 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. Fall, Spring. Credit, 9 semester hours. PREREQ: Admission to the Professional Semester.

**EDN 453. Teaching Social Studies in the Elementary School**

Designed to provide the prospective and/or inservice 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. Fall, Spring. Credit, 3 semester hours. PREREQ: General Education requirements in history and Admission to Teacher Education Program.

**EDN 455. Teaching Science and Health in the Elementary School**

Designed to assist prospective and/or inservice 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. Fall, Spring. Credit: 3 semester hours. PREREQ: General Education requirements in science and Admission to Teacher Education Program.

#### **EDN 456. Internship in the Middle Grades**

Provides continuous full-time internship experiences in an off-campus school at the middle grades level. Fall, Spring. Credit, 6 semester hours. PREREQ: Admission to the Professional Semester.

#### **EDN 463. 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.) Fall, Spring. Credit, 3 semester hours. PREREQ: General Education requirement in mathematics and Admission to Teacher Education Program.

#### **EDN 465. Foundations, Educational Trends, and Practice in Pre-School Education**

A study of educational trends and emerging patterns of contemporary education for the preschool child. Emphasis placed on the roles and responsibilities of administrators, teachers, parents, volunteers and local agencies in the operation of preschool programs. Field experience required. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

#### **EDN 467. 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. Fall, Spring. Credit, 3 semester hours.

#### **EDN 472. 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.) As Announced. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

#### **EDN 475. 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 preservice 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 preservice 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. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

#### **EDN 476. 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. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

#### **EDN 477. 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. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

**EDN 488. 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 489. Foundations of Reading Instruction II**

This course is a continuation of EDN 488, 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 488 or permission of the instructor.

**SPECIAL EDUCATION (SED)****SED 200. 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. Fall. Credit, 3 semester hours.

**SED 280. Manual Communications I (Sign Language)**

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

**SED 281. Manual Communications II (Sign Language)**

Students will develop a large vocabulary and greater facility with manual communications. As Announced. Credit, 1 semester hour. PREREQ: SED 280.

**SED 282. 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. As Announced. Credit, 1 semester hour. PREREQ: SED 281.

**SED 301. Special Education Curriculum/Students with Mental Handicaps**

A study of the development of a compensatory curriculum for the individual who is mentally handicapped. Emphasis will be placed on scope and sequence as well as the uniqueness of the curriculum for individuals. Fall. Credit, 3 semester hours.

**SED 302. Special Education Curriculum/Students with Learning Disabilities**

A study of the development of curriculum for the student with a learning disability and its relationship to the regular curriculum. Emphasis will be placed on scope and sequence as well as the uniqueness of the curriculum for the individual. Fall. Credit, 3 semester hours.

**SED 310. Introduction to Mental Retardation**

Study of people with mental handicaps as educational, psychological, and social issues; includes characteristics, identification, prevalence, and educational provisions. Spring. Credit, 3 sem. hrs.

**SED 320. 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. As Announced. Credit, 3 semester hours.

**SED 322. 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. Fall, Spring. Credit: 3 semester hours.

### **SED 330. Teaching Individuals with Behavioral-Emotional Handicaps**

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. As Announced. Credit, 3 semester hours.

### **SED 340. Children with Learning Disabilities**

Definition, description, and educational remediation of childhood learning disabilities. Fall. Credit, 3 semester hours.

### **SED 341. Teaching Adolescents with Learning Disabilities**

A study of the adolescent with learning disabilities. Various service models are discussed and an in-depth study of several major models are offered. Spring. Credit, 3 semester hours.

### **SED 350. 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. As Announced. Credit, 3 semester hours.

### **SED 400. Educational Assessment of Children with Mental Handicaps**

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 learners with mental handicaps. Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

### **SED 401. Educational Assessment of Children with Learning Disabilities**

Provides an introduction to/and practical experience with formal and informal techniques used to evaluate children with learning disabilities. Emphasis includes the interpretation of assessment information for purposes of educational programming and individualization of instruction. Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

### **SED 449. 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. Fall, Spring. Credit, 9 semester hours. PREREQ: Admission to the Professional Semester

### **SED 470. Techniques, Materials, and Resources in Special Education/Children with Mental Handicaps**

A study of the problems, methods, techniques and materials used in teaching students with mental handicaps. A diagnostic and prescriptive approach will be taught with special emphasis on the age and academic level which the student plans to teach. Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

### **SED 471. Techniques, Materials, & Resources in Special Education/Learning Disabilities**

A study of the problems, methods, techniques and materials used in teaching students with learning disabilities. A diagnostic and prescriptive approach will be taught with special emphasis on the age and academic level which the student plans to teach. Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

### **SED 475. 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 preservice 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. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

#### **SED 480. 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. As Announced. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

#### **SED 481. 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. As Announced. Credit, 3 sem. hrs. PREREQ: Admission to Teacher Education Program.

#### **SED 482. Preschool Children with Handicaps in the Home/Community**

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. Fall. Credit, 3 sem. hrs. PREREQ: Admission to Teacher Education Program.

#### **SED 490. 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. As Announced. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

### **EDUCATIONAL MEDIA (EDM)**

#### **EDM 360. 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. As Announced. Credit, 3 semester hours. PREREQ: Permission of instructor.

#### **EDM 361. Advanced Graphic Arts**

A continuation of EDM 360. Pass/Fail grading. As Announced. Credit, 3 semester hours. PREREQ: EDM 360 and/or permission of instructor.

#### **EDM 460. Audio-Visual Materials and Procedures**

Principles underlying the selection and use of multimedia materials for instructional purposes. Fall, Spring. Credit, 3 semester hours.

#### **EDM 461. 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. As Announced. Credit, 3 semester hours.

#### **EDM 466. Workshop in Educational Media for Teachers**

A workshop designed to acquaint inservice teachers with the role of educational media in the teaching-learning process with the selection and utilization of major types of audio-visual materials. As Announced. Credit, 3 semester hours.

### **GRADUATE COURSES**

For information about courses leading to the Master of Arts in Education, see School of Graduate Studies.