

DEPARTMENT OF EDUCATION

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Irene Aiken
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 Emily R. Long
 Willie McNeill Jr
 Sara Simmons

Warren Baker
 Rhoda Collins
 Janet Fortune
 Charles Jenkins
 Linda Marsh
 Lawrence Schultz
 Karen Stanley

Betty Wells Brown
 Swanee Dickson
 Karen Granger
 Robert Kreger
 Otis McNeil
 Sharon Sharp
 Debra Thompson

The Department of Education of The University of North Carolina at Pembroke seeks to provide the curriculum and environment that will produce future public school professionals who (1) are student centered, (2) possess the knowledge, skills, and dispositions for being effective in the classroom and school, and (3) are lifelong learners involved in their disciplines and professional development.

All professional programs for the preparation of teachers at the baccalaureate and master's level are accredited by the National Council for Accreditation of Teacher Education (NCATE) and by the North Carolina Department of Public Instruction. The department offers programs in Elementary Education at the undergraduate and graduate level, Middle Grades Education at the undergraduate and graduate level, Special Education at the undergraduate level, Birth to Kindergarten at the undergraduate level, Reading Education at the graduate level, and a Master's level program in School Administration (MSA), as well as a professional concentration in Reading at the undergraduate level.

The department offers a well-articulated series of courses in educational theory and practice. Department faculty provide students with careful advising and supervision throughout their progress toward an educational degree.

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

Coordinator: Karen Stanley

Program Description, Standards, Goals and Objectives, and Course Requirements are included in the section on Undergraduate Licensure Programs.

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION (K-6)

Coordinator: Swanee Dickson

Program Description, Standards, Goals and Objectives, and Course Requirements are included in the section on Undergraduate Licensure Programs.

BACHELOR OF SCIENCE IN MIDDLE GRADES EDUCATION (6-9)

Coordinator: Janet Fortune

Program Description, Standards, Goals and Objectives, and Course Requirements are included in the section on Undergraduate Licensure Programs.

BACHELOR OF SCIENCE IN SPECIAL EDUCATION (K-12)

Coordinator: Lawrence Schultz

Program Description, Standards, Goals and Objectives, and Course Requirements are included in the section on Undergraduate Licensure Programs.

PROFESSIONAL CONCENTRATION

Requirements for a Professional Concentration in Reading

EDN 408 or 409; EDN 410 or 419; EDN 240 or EED 384;
EDN 425; EDN 451; SED 300

Sem. Hrs.

Total: 18

NOTE: If a student seeks “Highly Qualified” status, he/she can choose 6 additional hours from the following elective choices: ENG 346, 371, 481, 483, or 485

COURSES

BIRTH TO KINDERGARTEN (ECE)

ECE 301. Introduction to Early Childhood Education Programs and Practices

This course is designed as an introduction to inclusive education programs for young children, birth-five years. Current theories of child development, historical programs, professional practices and trends in the field will be discussed. Diversity and the influence of development in the context of family and community will be addressed. Fall, Spring. Credit: 3 semester hours.

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 390. Practicum in Child Study, Birth-Five

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

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.

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 450. Practicum for Professionals in Pre-Kindergarten Settings

This course is designed to assist practicing pre-kindergarten teachers without BK licensure as they develop and refine the skills necessary to apply successful instructional practices in an early childhood classroom setting. Emphasis will be placed on understanding the role of the practitioner and implementation of developmentally and individually appropriate practices with pre-kindergarteners. Students will reflect upon current theory and research as they integrate and develop professional skills. Fall, Spring. Credit, 3 semester hours. 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 earned hours or graduation requirements). Open to all students. Fall, Spring. Credit, 3 semester hours.

EDN 240. Teaching with Children's Literature

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

To provide assistance to pre-service teachers, child care workers, Head Start teachers, preschool teachers, early childhood and special education teachers in the planning, implementation, and evaluation of developmentally appropriate programs for children, ages birth to five. Pass/Fail grading. 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 one or 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 451. Practicum in the Diagnosis of and Prescription for Corrective and Remedial Reading

This course has students apply the knowledge and skills from EDN 425. Students will study the causes of reading difficulties, applied instruction in the administration and interpretation of tests, and use case histories in the analysis of data. There will be a practical experience in a classroom setting. Small group and individual student diagnosis and remediation are employed through a 20 hr. practicum.. Spring Credit, 3 semester hours. PREREQ: EDN 425

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, 9 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. Equitable Assessment in Democratic Classrooms

Students learn how to create and manage democratic classroom environments in which diverse learners are treated equitably. Emphasis is on aligning assessment practices and procedures with democratic principles. 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.

EDNS 4xx. Special Topics

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

SPECIAL EDUCATION (SED)

SED 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 300. Introduction to Exceptional, Diverse, and At-Risk Students

Theories and practices related to the successful integration of exceptional, diverse, and at-risk students into appropriate programs and educational settings are explored. Students are introduced to the characteristics, psychological/educational aspects, collaboration, behavioral management, best-practice principles, and current and future challenges of individuals with special needs. Fall, Spring, Credit, 3 semester hours. Field experience required.

SED 303. Special Education Curriculum for Students with Mild Disabilities

A study of the development of curriculum for students with special needs. Emphasis will be placed on scope and sequence as well as the uniqueness of the curriculum for the individual. 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. Students with Behavioral-Emotional Disabilities

Designed to teach skills in the recognizing, understanding, and developing alternative strategies for remediating emotional handicaps and behavior disorders in the classroom and in the home. 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. Strategies of Instruction for Students with Mild Disabilities

Research-validated instructional and behavioral strategies that facilitate learning across the curriculum are explored. 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 402. Special Education Assessment for Students with Mild Disabilities

An overview of the assessment process, including basic concepts of measurement, test administration, and interpretation, and the application of assessment information as it relates to special needs learners. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

SED 405. Adapting Technology for Students with Special Needs

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

SED 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 472. Techniques, Materials, and Resources in Special Education for Students with Mild Disabilities

A study of the problems, methods, techniques, and materials used in teaching students with special needs. A diagnostic-prescriptive orientation is used. 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. Supporting Families of Preschool Children with Disabilities

This course provides an in-depth study of family dynamics in a home with a disabled preschooler. Effective techniques for supporting families and fostering preschool/home collaboration will be discussed. Community resources and access to services will be reviewed, focusing on the strengths of the child and family. 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 (M.A.Ed.) or Master of Arts in Teaching (M.A.T.), see School of Graduate Studies.