

## EDUCATIONAL SPECIALTIES

Chair: Marisa Roach Scott<sup>4</sup>

**Faculty:** Dorea Bonneau, Betty Wells Brown, Melody Chuang, Irina Falls<sup>1</sup>, Karen Granger<sup>2</sup>, Zoe W. Locklear<sup>3</sup>, Frankie Denise Powell, Gretchen Robinson, Kimberly Dial Sellers<sup>5</sup>, Laura Staal

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

Undergraduate programs in the School of Education prepare committed, collaborative, and competent professional educators who are responsive to equity and diversity; who are knowledgeable, effective, and reflective; and who provide leadership in the classroom, school, and profession. These programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina State Board of Education and provide the means for candidates to earn a Standard Professional I license to teach in the state of North Carolina.

At the graduate level, the department offers the Master of Arts in Education (M.A.Ed.) degree in Reading Education. The M.A.Ed. is designed for classroom and reading teachers to prepare them as leaders in the field of literacy instruction and as reading specialists. Since the program builds on the knowledge base and experience of the practitioner, teachers who enter the M.A.Ed. must be licensed in North Carolina. Graduate study in reading education will enable teachers to develop expertise in the teaching of reading, the diagnosis and remediation of problems, and the development of successful reading programs. Teachers will also have opportunities to develop leadership competence in the design, delivery, and assessment of reading and services. The M.A.Ed. in Reading Education is organized around four major standards established by the International Reading Association (IRA) for Master's level literacy specialists.

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

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

Coordinator: Irina Falls

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

Course Requirements	Sem. Hrs.
<b>Freshman Seminar and General Education</b>	45
<b>Professional Studies Core</b>	12
EDN 2100, SED 3310, ECE 2030, RDG 2000	
<b>Content Courses</b>	24
ECE 2020, 2040, 2050, 3110, 3120, 3130, 3140	
EDN 2900	
<b>Content Pedagogy</b>	33
ECE 4010, 4020, 4030, 4040, 4060, 4150, 4170, 4460, 4750	
<b>Electives</b>	12
	<b>Total: 126</b>

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

Coordinator: Marisa Scott

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

<b>Course Requirements</b>	<b>Sem. Hrs.</b>
<b>Freshman Seminar and General Education</b>	<b>45</b>
<b>Professional Studies Core</b>	<b>15</b>
EDN 2100, 3130, 3150, SED 3310, RDG 2000	
<b>Content Courses</b>	<b>24</b>
SED 3040, 3110, 3320, 3330, 3350, 4030, 4250 EDN 2900	
<b>Content Pedagogy</b>	<b>27</b>
SED 3340, 4310, 4320, 4330, 4340, 4360, 4960	
<b>Content Area Option</b> (13-16 depending upon selection)	<b>13-16</b>
Special Education majors are required to select one of the three (3) content areas:	
<b>English Language Arts/ELA Content Area Courses (15 hours)</b>	
ENG 3460. Aspects of the English Language (3); ENG 3710. English Grammar (3); RDG 2000. Foundations of Reading and Language Acquisition (3); RDG 2020. Teaching with Children's Literature (3); RDG 3200. Diagnosis and Remediation of Reading Difficulties (3)	
<b>Mathematics Content Area Courses (13-15 hours)</b>	
MAT 1070. College Algebra (3)/MAT 1080. Plane Trigonometry (3) OR MAT 1090. Precalculus (4); MAT 1080. Plane Trigonometry (3); MAT 2110. Survey of Geometry (3); MAT 2210. Calculus I (4); MAT 2500. Introduction to Teaching Mathematics in Middle and Secondary Schools (2)	
<b>Science Content Area Courses (16 hours)</b>	
PHS 1100. Physical Science I (3); PHS 1110. Physical Science II (3); GLY 1150. Earth Science (3); SCE 3000. Early Experiences for Prospective Science Teachers (1); SCE 3010. Early Laboratory Experiences for Prospective Science Teachers (3); SCE 3500. The Teaching of Science in the Middle Grades (3)	
	<b>Total: 124-127</b>

**ACADEMICALLY AND INTELLECTUALLY GIFTED (AIG) EDUCATION  
ADD-ON LICENSURE**

Coordinator: Karen Granger

This program is designed to lead to North Carolina add-on licensure in Education of the Academically or Intellectually Gifted (AIG), K-12. This add-on licensure program requires 12 semester hours of study beyond licensure in an academic content area or grade level. The required courses for the AIG Licensure program at UNCP will be delivered in online and/or hybrid formats. Upon completion of the program, students can add this area to either the Standard Professional I or "M" license. A valid North Carolina Teaching License and a Plan of Study from the School of Education are required.

<b>Course Requirements</b>	<b>Sem. Hrs.</b>
SED 3050 Introduction to Gifted Education	3
SED 4060 Differentiating Instruction for the Gifted	3
SED 4830 Methods and Models of Gifted Education	3
SED 4840 Trends and Issues in Gifted Education/Social and Emotional Needs of Gifted Students	3
	<b>Total: 12</b>

## PROFESSIONAL CONCENTRATIONS

For students seeking a baccalaureate degree in Elementary Education or Health and Physical Education, an academic/professional concentration is required. Students seeking a baccalaureate degree in Middle Grades Education must complete an academic or professional concentration, in addition to one teaching specialty area, as part of their degree requirements. Areas of concentration are offered through the School of Education and through academic departments in the College of Arts and Sciences. The School of Education offers professional concentrations in Reading and Special Education.

### PROFESSIONAL CONCENTRATION – Reading (18-24 hours)

<b>Requirements for a Professional Concentration in Reading</b>	<b>Sem. Hrs.</b>
<b>Foundations Strand</b>	<b>9</b>
RDG 2000 Foundations of Reading and Language Acquisition	
*RDG 2010 Foundations of Reading and Writing Across Content Areas K-6	
*RDG 2020 Foundations of Reading and Writing through Literature	
<b>Assessment Strand</b>	<b>9</b>
RDG 3200 Assessment of Reading Difficulties I	
*RDG 3400 Assessment of Reading Difficulties II	
*RDG 4000 Best Practices in Reading	
<b>***Highly Qualified Strand</b>	<b>6</b>
**EDN 3130 Content Area Reading	
*RDG 3010 Special Issues in Reading Education	
	<b>Total: 18</b>
	<b>(24 with HQ)</b>

\*Course requires admission to the Teacher Education Program and RDG 2000 as prerequisites.

\*\* Course requires admission to the Teacher Education Program.

\*\*\* Optional for Elementary Education Majors (who only need 18 hours unless seeking Highly Qualified status)

### PROFESSIONAL CONCENTRATION – Special Education (18 hours)

<b>Requirements for a Professional Concentration in Special Education</b>	<b>Sem. Hrs.</b>
<b>Required courses:</b>	
SED 3110 Assistive Technology	
SED 3320 Special Education Law, Policies, and Procedures	
SED 3340 Instructional Strategies for Students with Mild to Moderate Disabilities	
SED 3350 Assessment of Students with Mild to Moderate Disabilities	
*SED 4310 Discipline and Classroom Management	
*SED 4320 Classroom Considerations and the IEP for Special Education Students	
	<b>Total: 18</b>
*Course requires admission to the Teacher Education Program.	

## COURSES

### **BIRTH TO KINDERGARTEN (ECE)**

#### **ECE 2020. Foundations of Early Childhood Education (3 credits)**

This course is designed to introduce students to the field of early childhood education. Topics include the history, theories, and approaches of early childhood education, professional roles and expectations, and current trends in the field. All topics will be explored using the perspective that diversity influences both development and implementation of early childhood programs and practices. PREREQ: Must have no less than a 2.0 overall QPA.

#### **ECE 2030. The Developing Young Child (3 credits)**

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

#### **ECE 2040. The Child as Teacher (3 credits)**

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

#### **ECE 2050. Young Children and Families in a Diverse World (3 credits)**

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

#### **ECE 3110. Behavior and Environments for Early Childhood Education (3 credits)**

This course is designed to help address the growing questions posed by many early childhood professionals regarding the "whys?" of a child's challenging behavior. Research-validated practices will be presented that will help future and current professionals understand and address a child's persistent behavior(s) and create environments to encourage young children to use socially appropriate behaviors in early childhood and kindergarten settings. There is a required field experience in this course. PREREQ: Admission to Teacher Education

#### **ECE 3120. Community Partnerships with Families & Agencies (3 credits)**

This course provides students with theory, general principles, and procedures for developing collaborative partnerships with families, young children, professionals, and other stakeholders. Emphasis is placed on a comprehensive review of family systems theory and its application to diverse families who have young children with disabilities. Principles are presented that support the establishment, facilitation, and maintenance of family-professional and professional-professional partnerships. There is a required field experience in this course. PREREQ: Must have no less than a 2.0 overall QPA.

#### **ECE 3130. Early Childhood Educators as Leaders (3 credits)**

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

#### **ECE 3140. Health Issues in Birth - Kindergarten Education (3 credits)**

This course will prepare early childhood professionals to identify and address the special health, safety and nutrition issues of young children, birth-5 years, with and without disabilities, in a variety of

educational settings. Students will demonstrate competence in strategies required to manage health issues in classroom settings, collaborate with other professionals, and to communicate with parents in caring for the health needs of young children. Credit: 3 semester hours. PREREQ: Must have no less than a 2.0 overall QPA.

#### **ECE 4010. Integrated Curricula and Appropriate Practices: Infants & Toddlers (3 credits)**

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

#### **ECE 4020. Integrated Curricula and Appropriate Practices: Preschoolers (3 credits)**

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

#### **ECE 4030. Integrated Curricula and Appropriate Practices: Kindergarteners (3 credits)**

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

#### **ECE 4040. Differentiation, Individualization, and Universal Design (3 credits)**

This course provides the opportunity to learn about variations in learning styles and student needs while examining strategies to individualize instruction within inclusive classrooms for young children. Topics addressed in this course include: differentiation and individualization of instruction; universal design for learning (UDL); strategies for developing and implementing modifications and accommodations; and appropriate use of technology to meet individual student needs. There is a required field experience in this course. PREREQ: Admission to Teacher Education

#### **ECE 4050. Practicum I (4 credits)**

This practicum provides opportunities to refine and implement assessment and leadership skills developed in prerequisite courses. Students will work with an agency partner that provides services to families of young children with and without disabilities to conduct program evaluations. PREREQ: Admission to the Teacher Education Program AND completion of, or simultaneous enrollment in, the following: ECE 3120, ECE 3130, and ECE 4060.

#### **ECE 4060. Assessment Strategies and Application (3 credits)**

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

#### **ECE 4070. Practicum II (4 credits)**

This practicum provides opportunities to determine the learning needs of preschoolers and kindergartners with and without disabilities. Emphasis will be placed on creating caring, developmentally and ability appropriate environments, events, and lessons for individuals and groups of students.

PREREQ: Admission to the Teacher Education Program AND completion of, or simultaneous enrollment in, the following: ECE 4020, ECE 4030, and ECE 4040.

**ECE 4150. Agency Partners (3 credits)**

This course provides opportunities to refine and implement assessment and leadership skills developed in prerequisite courses. Students will work with an agency partner that provides services to families of young children with and without disabilities to conduct program evaluations. PREREQ: Admission to the Teacher Education Program AND completion of, or simultaneous enrollment in, the following: ECE 3120, ECE 3130, and ECE 4060.

**ECE 4170. Learning Environments and Teaching in Preschool and Kindergarten (3 credits)**

This course provides opportunities to determine the learning needs of preschoolers and kindergartners with and without disabilities. Emphasis will be placed on creating caring, developmentally and ability appropriate environments, events, and lessons for individuals and groups of students. PREREQ: Admission to the Teacher Education Program AND completion of, or simultaneous enrollment in, the following: ECE 4020, ECE 4030, 2186 and ECE 4040.

**ECE 4460. Internship in Birth-Kindergarten Programs (9 credits)**

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

**ECE 4500. Practicum for Professionals in Pre-Kindergarten Settings (3 credits)**

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

**ECE 4750. Professional Seminar for Pre-service Birth-Kindergarten Teachers (3 credits)**

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

**EDUCATION (EDN)**

**EDN 0104. College Reading (3 credits)**

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.

**EDN 2100. Introduction to Education (3 credits)**

This course provides students with knowledge of the philosophical, historical, sociological, legal, financial and structural foundations of education with opportunities to analyze contemporary issues, problems and trends in the field of education. Course activities and field assignments are designed to nurture the professional disposition for critical reflection. All teacher education majors will be required to enroll in and earn a grade of "C" or better. Required for admission into the Teacher Education Program. Field experience is required. PREQ: 30 semester hours and 2.0 GPA.

**EDN 2310. Race, Culture, and the Lumbee Experience (AIS 2310) (3 credits)**

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

**EDN 3130. Content Area Reading (3 credits)**

This course is designed to help K-12 students understand the roles of language and literacy in the teaching of various content areas. Focus will be given to disciplinary literacy using distinct instructional strategies that can assist 21st century adolescent students in understanding how reading and writing are used in a discipline, as well as how they will apply to this life outside of school. PREREQ: Admission to Teacher Education Program.

**EDN 3140. Aspects of Human Development and Educational Psychology (Grades 6-12) (3 credits)**

An in-depth study of the aspects of human development and educational psychology as they apply to students in Grades 6-12. The course is structured around the topics of physical, intellectual, emotional and social development from middle childhood through middle adolescence; and explores the influences of applied educational psychology pertaining to 6th- through 12th-grade students.

**EDN 3150. Developmental Perspectives of Educational Psychology (Grades K-12) (3 credits)**

An in-depth study of the psychology of education and human development. Centered around the main topics of emotional, cognitive, physical, and social development of children and adolescents, this course explores the influences of education, psychology of learning, motivation and behavior. An emphasis in this course will be on how educational psychology can be applied at various stages of development.

**EDN 3400. Philosophy and Curriculum of Middle Grade (3 credits)**

This course examines the contemporary Middle School, including historical antecedents, concepts, philosophy, trends, issues, instructional strategies, and models. Specific attention is focused on the middle school child, the middle school teacher, integrated and interdisciplinary instruction; standards based curriculum, and assessment. PREREQ: 30 semester hours and 2.5 GPA.

**EDN 3900. Research and Writing in Education (3 credits)**

This course is an introduction to writing in education, with an emphasis on formulation and execution of researchable topics within various content area disciplines of education. The course is designed to help students master competencies related to in-depth research, content knowledge, communication and composition including the use of current technologies. PREREQ: ENG 1050 and ENG 1060; Admission to Teacher Education Program.

**EDN 4490. Internship (Full Semester) (9 credits)**

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. PREREQ: Admission to the Professional Semester.

**EDN 4560. Internship in the Middle Grades (9 credits)**

Provides continuous full time internship experiences in an off campus school at the middle grades level. PREREQ: Admission to the Professional Semester.

**EDN 4760. Instructional Approaches to Middle School Grades (3 credits)**

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. PREREQ: Admission to the Professional Semester.

**EDNS 4xxx. Special Topics (1-3 credits)**

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. PREREQ: Permission of Instructor.

**READING (RDG)****RDG 2000. Foundations of Reading and Language Acquisition (3 credits)**

This course explores the teaching of reading with an emphasis on the linguistics and psychological base of the reading process, stages in the development of reading ability and sequences of skill acquisition. Students will study models of reading instruction for language and literacy learning, the role of the classroom teacher of reading and forces influencing that role. This includes an examination of role of phonological awareness, phonics, vocabulary, fluency and comprehension play in how one learns to read. This course will provide comprehensive coverage of topics important in helping teachers develop a constructivist, balanced literacy program agenda for their future classrooms. Field Experience Required. PREREQ: 2.0 QPA.

**RDG 2010. Foundations of Reading and Writing Across the Content Areas K-6 (3 credits)**

This course is designed to build upon the literacy knowledge base for pre-service teachers to develop methods for incorporating reading and writing across the curriculum with a focus on content reading and writing, questioning and discussion, vocabulary, study strategies and integrating literature across the curriculum. This course will highlight a variety of developmentally appropriate resources for cross-curricular classroom use, appropriate strategies for evaluation and selection of those resources, and current issues that affect curriculum decisions. Field Experience Required. PREREQ: Admission to Teacher Education and RDG 2000.

**RDG 2020. Reading and Writing through Literature (3 credits)**

This course is built upon the literacy knowledge base candidates have gained in the reading education concentration as candidates develop their understanding of reading and writing as tools for thinking, learning, and living. Specifically in this course candidates will examine a variety of developmentally appropriate resources for cross-curricular classroom use, appropriate strategies for evaluation and selection of those resources, and current issues that affect curriculum decisions. Likewise, literacy strategies that create independence in reading and writing across the content areas are also emphasized to accomplish the goal of creating confident, critical thinkers and literacy users. As candidates respond to and integrate children's literature, technology, and content reading strategies, a goal of this course is to become reflective about responding to text, creating meaning from text, and internalizing strategies to support learning about the world and understand the society in which we live. Field Experience Required. PREREQ: Admission to Teacher Education and RDG 2000.

**RDG 3010. Special Issues in Reading Education (3 credits)**

This course uniquely prepares pre-service teachers to examine a variety of literacy strategies, methods, and developmentally appropriate resources for cross-curricular classroom use for special populations (Special Education/AIG) as well as appropriate strategies for evaluation and selection of those resources, and current issues that affect curriculum decisions for meeting the diverse needs of these populations. Field Experience Required. PREREQ: Admission to Teacher Education and RDG 2000.

**RDG 3200. Assessment of Reading Difficulties (3 credits)**

This course explores the use of reading and writing assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading and writing acquisition, factors that impact literacy success or failure, and the nature of literacy difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing, monitoring progress, and evaluating instruction. Field experience required. PREREQ: Admission to Teacher Education and RDG 2000.

**RDG 3400. Assessment of Reading Difficulties II (3 credits)**

This course is a continuation of RDG 3200 in the exploration of the use of reading, writing, spelling assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading, spelling, and writing acquisition, factors that impact literacy success or failure, and the nature of literacy difficulties. This information serves as a context for learning about the implementation, administration, and interpretation of formal and informal classroom as-



assessments for the purposes of screening, diagnosing, monitoring progress, and evaluating instruction. Field Experience Required. PREREQ: Admission to Teacher Education and RDG 3200.

### **RDG 4000. Best Practices in Reading (3 credits)**

This course continues the development of the theoretical and practical aspects of pedagogy as it applies to effective and scientific research based methods of teaching reading. This course will continue the development of the understanding of the 5 elements of reading (phonological awareness, phonics, vocabulary, fluency and comprehension) and how the aspects of the elements are used in correcting reading problems. This course allows pre--service teachers to understand the roles of diversity, individual needs and abilities in reading instruction; and how to organize their classrooms and select materials to teach reading. Teaching strategies, including technology, for comprehending written material will be studied and practiced. The reading/writing (composition) connecting will also be addressed. Field Experience Required. PREREQ: Admission to Teacher Education and RDG 2000.

## **SPECIAL EDUCATION (SED)**

### **SED 2800. Sign Language I (3 credits)**

Students will learn to fingerspell, to use manual communications from vocabulary development up through the sentence level (500 words), and to describe categories of hearing loss.

### **SED 2810. Sign Language II (3 credits)**

Students will develop a larger vocabulary (1000 words) and greater facility with manual communications through the paragraph level. PREREQ: SED 2800.

### **SED 2820. Sign Language III (3 credits)**

The student will continue to develop vocabulary and fluency in manual communications through the conversational level (1200+ words) in addition to cultural implications and ethics associated with using sign language. The student will be evaluated on fluency, speed, and accuracy. PREREQ: SED 2810.

### **SED 3040. Working with Families of Diverse Students with Disabilities (3 credits)**

This course is designed to offer students the opportunity to examine the critical importance of using culturally responsive practices when working with families of diverse students with disabilities. Focus on values and beliefs regarding disabilities, culture, ethnicity, and language will be discussed. This course will emphasize the need to meet the academic and social-emotional needs of diverse students with disabilities by working with their families.

### **SED 3050. Introduction to Gifted Education (3 credits)**

An introduction to the education of gifted students, emphasizing historical foundations of gifted education; definitions; federal, state, and local laws and guidelines; characteristics; theories of intelligence; methods of identification; and options for service delivery. PREREQ: Valid teaching license and plan of study on file in Licensure Office.

### **SED 3110. Assistive Technology for Students with Special Needs (3 credits)**

This course of study is designed to give teacher candidates the knowledge and skills to determine the appropriate current research-validated instructional technologies for learners with disabilities. Topics including selection, modification, and classroom use of technology to accommodate the physical, sensory, communicative, learning, and social limitations associated with disabilities. Students will receive hands-on experience with utilizing various assistive technology devices. Field experience is required. PREREQ: SED 3310, SED 3320.

### **SED 3310. Introduction to the Exceptional Child (3 credits)**

This course is designed to provide an introduction to the foundations of special education: the concept, purposes and responsibilities, laws and policies, principles and practices for meeting the educational needs of children with disabilities. The course provides a study of the needs, characteristics, and categories of exceptional children, as well as the important role parents and families play in the educational planning and decision-making process. Three hours of Field Experience is required.

**SED 3320. Special Education Law, Policies, and Procedures (3 credits)**

This course is designed to give teacher candidates a thorough understanding of the North Carolina Policies Governing Services for Children with Disabilities and the federal laws covering special education. Through this knowledge the teacher candidate will understand the policies, process and procedures for providing special education services. Field experience required.

**SED 3330. Teaching Students Who Need Adaptive or Functional Curricula (3 credits)**

This course is designed to give teacher candidates a broad working knowledge of the definitions, characteristics, causes, assessment, and services for students who require either an adaptive or functional curriculum. Characteristics will be addressed in relation to why and how specialized instruction can meet the learning and developmental needs of these individuals, specifically in areas of instructional and assistive learning. Field experience required. PREREQ: SED 3310, SED 3320.

**SED 3340. Instructional Strategies for Students with Mild to Moderate Disabilities (3 credits)**

This course is designed to give teacher candidates a broad working knowledge of research-validated cognitive and meta-cognitive learning strategies for use with students with mild to moderate disabilities. PREREQ: SED 3310, SED 3320.

**SED 3350. Assessment of Students with Mild to Moderate Disabilities (3 credits)**

This course is designed to give teacher candidates a variety of assessment strategies and sources to determine students' prior knowledge, skills, interests and learning styles. As a result, teacher candidates will be able to use regular, frequent, valid, and reliable outcome measures to evaluate and respond to the progress of individual students toward annual goals. PREREQ: SED 3310, SED 3320.

**SED 3500. Teaching Students with Academic Gifts (3 credits)**

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.

**SED 4030. Collaboration in School and Community for School Professionals (3 credits)**

This course of study is designed to give teacher candidates a thorough understanding of policies, process and procedures for planning for successful collaboration among teachers of students with disabilities within inclusive settings as well as among the special educator and paraprofessionals and other professionals. Focus will be given to collaboration with community partners. Field Experience is required. Prerequisites: Admission to Teacher Education, SED 3310, SED 3320, SED 3350.

**SED 4060. Differentiating Instruction for the Gifted (3 credits)**

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

**SED 4250. Transition Planning for Students with Disabilities (3 credits)**

This course of study is designed to give teacher candidates a thorough understanding of policies, process and procedures for planning for transitioning for preschool, school, and postsecondary/ adult students. Field experience required. PREREQ: Admission to Teacher Education Program, SED 3310, SED 3320, SED 3350.

**SED 4310. Discipline and Classroom Management (3 credits)**

This course is designed to give teacher candidates the knowledge and skills to teach students the appropriate behaviors to promote academic and social development. Teacher candidates will learn small group and individualized behavior management strategies for students with behavior problems. Field experience required. PREREQ: Admission to Teacher Education Program, SED 3310, SED 3320, SED 3350.

**SED 4320. Classroom Considerations and the IEP for Special Education Students (3 credits)**

This course of study is designed to give teacher candidates a thorough understanding of the IEP devel-

opment and implementation. Field experience required. PREREQ: Admission to Teacher Education Program, SED 3310, SED 3320, SED 3350.

**SED 4330. Diagnosing and Remediating Mathematics Problems (3 credits)**

This course of study is designed for teacher candidates to have the knowledge and skills to use systematic, explicit, multi-sensory methods to diagnose and remediate mathematics skills. Candidates will also learn how to understand and provide the essential components of math instruction. Field experience required. PREREQ: Admission to Teacher Education, SED 3310, SED 3320, SED 3350.

**SED 4340. Diagnosing and Remediating Reading and Writing Problems (3 credits)**

This course of study is designed to give teacher candidates the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skill, reading and written expression. Field experience required. PREREQ: Admission to Teacher Education Program, SED 3310, SED 3320, SED 3350.

**SED 4360. Internship in Special Education (3 credits)**

The seminar is specifically designed to coincide with the teacher candidate internship experience. Through the seminar, teacher candidates are supported with the appropriate resources to compliment their teaching experience in off-campus public school settings. Emphasis is placed on the purpose, organization and administration of schools and school systems as well as the role of the special education teacher. The teacher candidate is given continual opportunities to reflect on the application of the total instructional process in special education to determine effective teaching practices. Graded on a Pass/Fail basis. The course may be repeated. PREREQ: Completion of all General Education and Special Education courses, minimum 2.5 QPA.

**SED 4830. Methods and Models of Gifted Education (3 credits)**

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

**SED 4840. Trends and Issues in Gifted Education/Social and Emotional Needs of Gifted Students (3 credits)**

This course examines the unique social and emotional needs of children and youth who are gifted, including those from special populations. This course focuses on program design/program evaluation, identification of underserved populations, identification of underachieving gifted learners, and identification of resources for gifted education. PREREQ: SED 3050, Introduction to Gifted Education, is recommended.

**SED 4960. Internship for Special Education Teacher Candidates (9 credits)**

The teacher candidate internship provides a full-time full-semester teaching experience in off-campus special education classes in public school settings. The candidate's elementary or secondary placement is dependent upon the candidate's concentration and the internship will be closely monitored by a clinical teacher and university supervisor. PREREQ: Admission to the Professional Semester. COREQ: SED 4360.

**GRADUATE COURSES**

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