

Department of Curriculum and Instruction
<http://www.ncat.edu/~schofed/SOE%20curric.htm/>
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OBJECTIVES

The Department of Curriculum and Instruction provides the professional studies component for the preparation of effective teachers and school personnel at the bachelor's degree and master's degree levels. The department cooperates with the various academic departments of the University for teacher education preparation. In addition, the department offers graduate programs in the areas of elementary education and instructional technology.

DEGREES OFFERED

Elementary Education – Bachelor of Science
Special Education – Bachelor of Science
Elementary Education General, General – Master of Science*
Instructional Technology – Master of Science *
* *See the Graduate School Bulletin*

PROFESSIONAL STUDIES COMPONENT

The professional studies component of the Teacher Education Program is designed to provide for the development of those competencies essential to the professional role of the teacher. Integrated throughout the professional component are standards for teacher education programs which are diversity, assessment, reflection and technology (DART).

Undergraduate. Approximately eighteen percent of the undergraduate curriculum constitutes the professional studies component. Specific teacher competencies are developed through the provision of:

1. A study of the processes and theories of human growth development, learning and teaching with field experiences.
2. A humanistic study of the problems, issues and trends in education within a historical, philosophical, sociological, economical and governmental framework.
3. Instruction and experiences in creating and using learning environments.
4. A study of the process and techniques for analyzing and evaluating the teaching learning environment.
5. Experiences for the acquisition of knowledge, attitudes, and skills for positive human and social relationships (dispositions).
6. Integrating technology throughout the program.

ELEMENTARY EDUCATION PROGRAM

The objectives of the undergraduate elementary education program are: to provide a course of study to prepare students for teaching; to offer a course of study which promotes the development of general content and professional knowledge that serves as a foundation for appropriate educational practices; and to provide opportunities which develop knowledge, skills and disposition.

The emphasis of the program is on the application of learning theory, pedagogy as it relates to instructional practice. The program provides opportunities for prospective teachers to plan, organize, and implement developmentally appropriate instructional experiences. Experiences that expedite development and learning in the following areas are emphasized: cognitive, language, physical, social, psychological and aesthetic. Also, the program provides for sequentially planned field experiences, which enables potential teachers to apply knowledge and skill to actual learning situations (theory to practice).

Candidates must meet the requirements for admission, retention, and exit from the University's Teacher Education Program. Students majoring in Special Education will also have to take a corollary studies concentration consisting of approximately 18 hours (see advisor for corollary studies alternatives).

SPECIAL EDUCATION GENERAL CURRICULUM PROGRAM

The Special Education General Curriculum Program is designed to develop professional competencies and skills needed to teach students with high incidence disabilities (learning, behavioral and mental) who are mild to moderately disabled. The program is interdisciplinary and requires a minimum of 128 semester credit hours. Satisfactory completion of the curriculum leads to the Bachelor of Science degree in Special Education General Curriculum and to North Carolina Teacher Licensure in grades K-12. Candidates must meet the requirements for admission, retention, and exit from the University's Teacher Education Program.

DEPARTMENTAL REQUIREMENTS

Candidates majoring in elementary education and special education at the undergraduate level must complete 128 semester hours consistent with the curriculum guide. The curriculum guide for elementary education includes corollary study hours in a basic academic discipline. Candidates must meet the requirements for admission to teacher education. Individuals should refer to the section entitled *Teacher Education Admission and Retention Standards (Undergraduate Bulletin)* for pertinent information relative to requirements as a teacher education candidate. Students must accumulate a minimum of "C" in major courses and specialty area courses.

INITIAL LICENSURE REQUIREMENTS

Undergraduate Students - The candidate is required to take the Praxis I (Pre-Professional Skills Tests) (PPST) or the Computer-Based Tests (CBT) tests in reading, writing, and mathematics. For licensure, candidates must take the Praxis II (Specialty Area or Subject Assessment Tests). Candidates must attain passing scores on these respective tests as established by the State Board of Education.

Graduate Students - Individuals who have graduated from an accredited college/university and did not pursue a program of study or complete requirements leading to teacher certification should file application for admission to the School of Graduate Studies. Refer to the section, *Procedures or Graduates Who Completed A Non-Teacher Education (undergraduate) Program* for explicit instructions.

REQUIRED MAJOR COURSES FOR ELEMENTARY EDUCATION

Students must attain a grade of "C" in the following courses:

CUIN 101	CUIN 401	CUIN 513
CUIN 102	CUIN 404	CUIN 514
CUIN 103	CUIN 415	CUIN 515
CUIN 104	CUIN 436	CUIN 542

CUIN 301	CUIN 510	CUIN 543
CUIN 316	CUIN 511	CUIN 544
CUIN 400	CUIN 512	CUIN 559

**CURRICULUM GUIDE FOR ELEMENTARY EDUCATION
FRESHMAN YEAR**

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ENGL 100	3	ENGL 101	3
MATH 101	3	MATH 102	3
HIST 201, 202,204, or 205)	3	CHEM 100	3
BIOL 100	4	CUIN 104 (Take Praxis I Tests)	0
CUIN 101	1	SPCH 250	3
CUIN 102	2	GEOG 210	3
CUIN 103	<u>1</u>	PHED 200	<u>2</u>
	17		17

SOPHOMORE YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ENGL 200	3	ENGL 201 or 333	3
HEFS 311	3	PHED 442	2
SPED 350	3	PHED 310	3
PSYC 320	3	CUIN 316	3
CUIN 301	2	Corollary Studies	<u>6</u>
Corollary Studies	<u>3</u>		17
	17		

Benchmark: Student MUST pass Praxis I and be admitted to Teacher Education. Student MUST pass CUIN 301, CUIN 102, CUIN 316, PHED 310 and SPED 350. Student MUST complete sixty (60) hours before applying to the Teacher Education Program. Student MUST maintain a 2.8 GPA.

JUNIOR YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
CUIN 400	3	ELED 510	2
CUIN 401	3	ELED 511	3
ELED 415	3	ELED 512	2
CUIN 436	3	ELED 513	2
Second Concentration	<u>3</u>	ELED 514	2
	15	Second Concentration	<u>6</u>
			17

Benchmark: Students must pass ELED 515, 542, 543, 544 AND 404 as well as the Specialty Area Tests of Praxis II before Student Teaching. Student MUST maintain a 2.8 GPA.

SENIOR YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
CUIN 404	0	CUIN 559	<u>12</u>
CUIN 542	3		12
CUIN 543	3		
CUIN 544	3		
CUIN 515	2		
Second Concentration	<u>6</u>		
	17		

Total Credit Hours: 129

Benchmark: To graduate, Student MUST meet all requirements of the Program.

COROLLARY STUDIES

Elementary Education Majors MUST Select One Area (18 hours)

Diverse Learners Corollary: CUIN 302, SPED 351, SPED 564, CUIN 641, HEFS 401, HEFS 551

Spanish Corollary: FOLA 320, FOLA 321, FOLA 440, FOLA 441, FOLA 442, FOLA 450

Math, Science & Technology Corollary: MATH 625, CUIN 557, CUIN 611, CUIN 617. Choose three hours from the following: PHYS 10, PHYS 105, MATH 626, OR BIOL 369. Choose three hours from the following: EASC 201, EASC 309, EASC 330

REQUIRED MAJOR COURSES FOR SPECIAL EDUCATION

Students must attain a grade of "C" in the following courses:

SPED 325	SPED 441	SPED 546
SPED 350	SPED 442	SPED 548
SPED 351	SPED 536	SPED 549
SPED 352	SPED 539	SPED 564
SPED 353	SPED 545	SPED 565
SPED 354		

CURRICULUM GUIDE FOR SPECIAL EDUCATION

FRESHMAN YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ENGL 100	3	ENGL 101	3
MATH 101	3	MATH 102	3
CHEM 100	4	BIOL 100	3
HIST 201, 202, 204 or 205)	3	HIST 201, 202, 204 or 205	3

CUIN 101	1	SPCH 250	3
CUIN 102	2	HPED 442	<u>2</u>
SPED 325	<u>1</u>		17
	17		

SOPHOMORE YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
ENGL 200, 201, or 333	3	ENGL 200, 201, or 333	3
GEOG 200 or 210 or EASC 201	3	PSYC 324 or HEFS 311	3
SPED 350	3	CUIN 415	2
CUIN 301	2	SPED 351	3
Second Concentration	<u>6</u>	SPED 352	3
	17	Second Concentration	<u>3</u>
			17

Benchmark: Students must pass Praxis I and be admitted to the Teacher Education Program to remain a special education major. Must pass CUIN 102, 301, 415, SPED 350, 351 and 352. Must complete sixty (60) hours before applying to the Teacher Education Program and maintain a 2.8 GPA.

JUNIOR YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
CUIN 400	3	SPED 353	3
CUIN 511	3	SPED 441	2
CUIN 514	2	SPED 536	3
CUIN 401	3	SPED 548	3
SPED 564	3	Second Concentration	<u>6</u>
Second Concentration	<u>3</u>		17
	17		

Benchmark: Students must pass CUIN 400, 401, 511, 514, SPED 353, 441, 536, 548 and 564 and must maintain 2.8 GPA.

SENIOR YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
PHED 563	3	SPED 545	2
SPED 546	2	CUIN 560	9
SPED 565	3	SPED 442	<u>1</u>
Second Concentration	<u>6</u>		12
	14		

Total Credit Hours: 128

Benchmark: Students must pass PHED 563, SPED 546, 565 and pass Praxis II before student teaching. Must maintain a 2.8 GPA. All requirements of the

program must be met to graduate.

SECOND CONCENTRATIONS: Art, Biology, English, History, Math, and Spanish

**CURRICULUM GUIDE FOR PROFESSIONAL STUDIES COMPONENT
FOR SECONDARY AND SPECIALTY AREAS
SOPHOMORE YEAR**

<i>Fall Semester</i>	<i>Credit</i>	<i>Spring Semester</i>	<i>Credit</i>
CUIN 102	2	CUIN 301	<u>2</u>
*PSYC 320	<u>3</u>		2
	5		

JUNIOR YEAR

<i>Fall Semester</i>	<i>Credit</i>	<i>Spring Semester</i>	<i>Credit</i>
CUIN 400	3	CUIN 436	3

SENIOR YEAR

<i>Spring Semester</i>	<i>Credit</i>
CUIN 500	3
CUIN 525 or appropriate methods course	3
CUIN 560	6
CUIN 624	<u>3</u>
	15

**COURSE DESCRIPTIONS IN CURRICULUM AND INSTRUCTION
Undergraduate**

CUIN 101. Computer Fundamentals for Teachers

Credit 1 (0-2)

This course provides a comprehensive set of experiences designed to meet the North Carolina Department of Public Instruction's requirements for basic level computer competencies for public school teachers. Topics include word processing, spreadsheet usage, database design and management, teacher utilities, and fundamentals of modem computing. Students should expect to spend at least one hour a week outside of class time using a computer. Grade: Pass/Fail. **(F;S)**

CUIN 102. Introduction to Teacher Education I

Credit 2(2-0)

This course is designed to provide prospective (new and freshman) teacher education students with an orientation to the Teacher Education Program requirements and to assist them in preparation for the Praxis I (mathematics, reading and writing) examinations. This course is required of all undergraduate prospective teacher education majors. Students are required to have 6 hours of computer practice time per week. Grade: Pass/Fail. **(F; S;SS)**

CUIN 103. Reasoning and Writing

Credit 1(1-0)

This course is designed to help students make the transition to conceptual learning, critical thinking and writing. The course emphasizes the use of graphic organizers and reasoning strategies to enhance learning and the writing process as a response to critical thinking and conceptual learning across disciplines. Grade: Pass/Fail. **(F;S;SS)**

CUIN 104. Introduction to Teacher Education II

Credit 0(1-0)

This course provides students with information relative to the application process for formal admission to the Teacher Education Program. Students are required to take the Praxis I (mathematics, reading, and writing) examinations either on the scheduled Educational Testing Service (ETS) dates or on the Computer Based Test (CBT) format. Grade: Satisfactory/Unsatisfactory. **(F;S)**

CUIN 301. Philosophical and Sociological Foundations of Education

Credit 2(2-0)

This course provides a view of the educative process and its philosophical foundations with emphasis on the philosophical implications of education as they relate to student curriculum, teacher and the institution. There will be classroom observation/participation experiences. **(F;S;SS)**

CUIN 302. Field Experiences and Community Services

Credit 1-3

This course provides field experiences as tutor, assistant participant or employee in a school or education related institution, organization, agency, community, church, business or industrial program involving interaction with children, youth or adults. Evaluation and written reports planned in consultation with an instructor will be required. **(F;S;SS)**

CUIN 303. Socio-Philosophical Aspects of Education

Credit 4(4-0)

This course examines past and contemporary factors in American education through philosophical and sociological perspectives. Problems and possibilities inherent in relating theory and practice in education will be explored. **(F;S;SS)**

CUIN 315. Family, Community, and School

Credit 3(3-0)

This course studies the relationships of the family, community, and school that involve the learner, with emphasis on the young child. Attention will be given to family structure, parent education and involvement with the school and community, community development and participation in education. Research and identification of current problems and issues will be considered and projects relating to the local community will be completed. **(F;S;SS)**

CUIN 316. Creative Art

Credit 3(3-0)

This course addresses the creative process and co-relation/integration of the arts (visual, dance, music, and theatre) to enhance student learning in other subject areas. The course will present a study in art education of sufficient depth to enable the student to understand what the arts are and their value, especially in relationship to the development of positive attitudes, perceptual awareness, and higher-order thinking skills. Students will demonstrate an understanding of the basic concepts, elements, and knowledge of resources and materials for use in the K-6 classroom. **(S;SS)**

CUIN 400. Psychological Foundations of Education – Growth and Development

Credit 3(2-2)

This course is restricted to Teacher Education students and studies the psychological principles governing the interests and needs of pre-adolescence and adolescence; emphasis is placed on general principles of growth and development, physical, motor, intellectual, social, emotional and moral aspects. Observing, recording and interpreting human behavior including functional conceptions of learning will be provided in laboratory settings. (Field Experience Required). Prerequisite: CUIN 102 (Formal admission to Teacher Education). **(F;S;SS)**

CUIN 401. Classroom and Behavioral Management

Credit 3(3-0)

This course is designed to give preservice elementary and special education majors a broad range of philosophies and concepts about classroom and student behavior management. Concepts will include preventive, diagnostic, and prescriptive behavior planning and implementation for classroom management.

(F;S;SS)

CUIN 402. Extramural Studies I

Credit 1-3

This course provides off-campus experiences, testing or exploring relevance of education to real world situations in an agency, organization, institution or business. There will be a project report and evaluation by permission of department. **(F; S; SS)**

CUIN 404. Teacher Licensure - Review Seminar

Credit 0(1-0)

This course offers students an opportunity to discuss, review and prepare for the required state licensure examinations. Students will be expected to acquire the passing score on the specialty area licensure examination in order to receive a "Satisfactory" in this course. Grade: Satisfactory/

Unsatisfactory. Prerequisite: Admission to Teacher Education. **(F;S;SS)**

CUIN 412. Classroom Management

Credit 3(3-0)

This course examines major schools of thought involved in classroom management and motivation. Alternative ways to help children develop self-control and acquire practical strategies and techniques for successful classroom management to maximize student learning will be explored.

Prerequisites: CUIN 102. **(F;S;SS)**

CUIN 413. Learning and Practice

Credit 3(3-0)

This course is a survey and analysis of learning theories and the learning process with applications to education. The integration of theoretical viewpoints and research findings with observations and experience in classroom situations will be studied. Prerequisite: PSYC 320. **(F;S;SS)**

CUIN 415. Curriculum Design and Instructional Planning in the Elementary School

Credit 2(2-0)

This course emphasizes planning a developmentally appropriate and integrated classroom program, which reflects proven educational practices and researches. The course includes exposure to various sources of curriculum relative to content, organization and instruction. **(S;SS)**

CUIN 436. Evaluation and Assessment

Credit 3(2-2)

This course is a basic study of standardized and teacher-made measuring devices, acceptable methods selecting, administering, and interpreting all types of tests applicable to the school and classroom. Prerequisite: CUIN 102. **(F;S;SS)**

CUIN 451. Foundations of Early Childhood Education

Credit 2(2-0)

This course is the study of the historical background and the sociological, philosophical, economic factor and current issues relating to early childhood education; (the physical plant, equipment, supplies and other facilities necessary for appropriate experiences). **(F;S;SS)**

All courses numbered 500 and above require formal admission to the Teacher Education Program.

CUIN 500. Principles and Curricula of Secondary Schools*

Credit 3(3-0)

This course examines the history, nature, and function of the secondary school and its relationship to the elementary school and adult life.

Prerequisite: 12 semester hours in education and psychology. **(F;S;SS)**

CUIN 501. Methods of Research and Evaluation in Health Physical Education

Credit 2(1-2)

This course utilizes various research methods as applied to health education and physical education and the study of methods of evaluating biological, social, and physiological outcomes for health education and physical education. Elementary statistical procedures are utilized. Prerequisite: CUIN 436. **(F;S;SS)**

CUIN 510. Language Arts in the Elementary School

Credit 2(2-0)

This course focuses on content, resources and materials for teaching language arts in grade K-6. Emphasis is on the interrelatedness of listening, speaking, viewing, reading, and writing. To be taken with 511, 512, 513, 514. Prerequisite: CUIN 102. **(F;S)**

CUIN 510. Language Arts Lab

Credit 0(0-0)

Candidates will complete 2 hours of field experience per week.

CUIN 511. Reading in the Elementary School

Credit 3(30)

This course focuses on content and materials used in reading instruction grades K-6. Attention to the acquisition, development and extension of language will be emphasized in this course. To be taken with 510, 512, 513, 514. Prerequisite: CUIN 102. **(F;S)**

CUIN 512. Social Studies in the Elementary School

Credit 2(2-0)

This course addresses the instructional program in social studies for grades K-6. Emphasis is on content, resources, and materials in this course. To be taken with 510, 511, 513, 514. Prerequisite: CUIN 102. **(F;S)**

CUIN 513. Science in the Elementary School

Credit 2(2-0)

This course stresses an integrated discovery-centered program with developmentally appropriate experiences for children in grades K-6. Emphasis is

on the processes of science and assessment of student learning. To be taken with 510, 511, 512, 514. Prerequisite: CUIIN 102. **(F;S)**

CUIIN 514. Mathematics in the Elementary School

Credit 2(2-0)

This course focuses on the elementary mathematics content and materials. Emphasis is on developing an understanding of concepts and skills through discovery. To be taken with 510, 511, 512, 513. Prerequisite: CUIIN 102. **(F;S)**

CUIIN 515. Methods of Teaching

Credit 2 (2-0)

This course emphasizes an interdisciplinary approach to the course of study in various subject-matter areas. It is designed to enable students to observe master teachers and to test methods, materials, resources and techniques to facilitate student learning. This course should be taken in conjunction with the content courses preceding the student- teaching experience. Students are required to participate in a minimum of 60 hours per week in a classroom setting. Prerequisite: CUIIN 102. **(F;S)**

CUIIN 519. Preschool Materials, Methods and Practicum

Credit 3(2-2)

This course examines methods, materials and program planning for the preschool child. There will be directed observation and participation in an established pre-school program such as a day care center, nursery or kindergarten. **(F;S;SS)**

CUIIN 525. Methods of Teaching Art*

Credit 3(3-0)

This course is a study of aims, objectives, methods and techniques of art teaching in the modern schools. Special attention given to planning courses of material and correlation. Required of those wishing to qualify as art teachers. Prerequisites: 30 hours of Art and 15 hours of education and psychology. **(F;S)**

CUIIN 526. Methods of Teaching English*

Credit 3(3-0)

This course is a study of materials and methods of teaching English in the high school. Required of those planning to teach English. Prerequisites: English 450, 430; 24 additional hours of English courses above English 100 and 15 semester hours in education and psychology. **(F;S)**

CUIIN 527. Methods of Teaching Foreign Languages*

Credit 3(3-0)

This course is a study of the problems and strategies in teaching foreign languages. Special attention given to the matter of classroom aids, equipment, etc. Required of those students planning to teach the subject. Prerequisites: 27 hours of French and 15 semester hours of education and psychology. **(F;S;SS)**

CUIIN 528. Methods of Teaching Home Economics*

Credit 3(3-0)

This course is a study of the objectives, methods, and techniques necessary for teaching vocational home economics on the secondary level. **(F;S)**

CUIIN 529. Methods of Teaching Mathematics*

Credit 3(3-0)

This course is an evaluation of subject matter, materials, methods, and techniques and objectives in the teaching of mathematics in the junior and senior high schools. Required of those planning to teach the subject. Prerequisites: 30 hours of mathematics and 15 hours of education and psychology. **(F;S)**

CUIIN 530. Public School Music Methods*

Credit 2(2-0)

This course is a comprehensive study of materials and methods in the teaching of public school music. **(F;S)**

CUIIN 531. Vocal Methods and Materials*

Credit 3(3-0)

The teaching of vocal music in the public schools and vocal literature for vocal combinations in the public schools is studied in this course. **(F;S)**

CUIIN 532. Band Methods*

Credit 3(3-0)

This course is a study of the school band organization and administration. **(F)**

CUIIN 533. The Teaching of Physical Education*

Credit 3(3-0)

This course is a study of the teaching/learning process in health and physical education within the middle and secondary school. It emphasizes the planning, implementation and evaluation of health and physical education activities within the school setting. Prerequisites: Admission to Teacher

Education and approval of the HPER chairperson. **(F;S;SS)**

CUIN 534. The Teaching of Health Education*

Credit 2(2-0)

This course examines methods, materials and procedures for the teaching of health in the elementary and secondary schools. Field experiences will include: observation, and service as aides and assistants. Prerequisites: Health Education 220, 440, and 442; Zoology 469 and 560. **(F;S;SS)**

CUIN 535. Methods of Teaching of Science*

Credit 4(3-1)

This course is a study of methods, materials and techniques of teaching biology, chemistry, physics, general science, and environmental science in the high school. Required of all those planning to teach in this field. Prerequisites: 27 hours of science and 15 semester hours of education and psychology. **(F;S;SS)**

CUIN 536. Methods of Teaching Social Sciences*

Credit 3(3-0)

This course is a study of the techniques of social science instruction on the high school level. Required of those planning to teach the subject. Prerequisites: 27 hours of Social Studies and 15 semester hours of education and psychology. **(F;S;SS)**

CUIN 539. Methods of Teaching Speech and Theatre*

Credit 3(3-0)

This course is a study of the aims, objectives, problems and difficulties experienced in teaching speech in the modern school. Special attention is given to the organization and coordination of both speech and theatre curriculums, to planning courses of study, its presentation, and to the selection of materials and equipment required of all speech and Theatre Education majors. Prerequisites: 27 hours of Speech and 15 hours of Education and Psychology. **(F;S;SS)**

CUIN 542. Children's Literature and Instructional Media

Credit 3(3-0)

This course provides multimedia approaches to literature for children with emphasis on the integration of literature across the curriculum. **(F;S;SS)**

CUIN 543. Educational Media

Credit 3(3-0)

This course deals with the integration of educational media in the classroom. Candidates will examine how to promote effective teaching through the use of technology in the curriculum. **(F;S;SS)**

ELED 544. Diagnostic-Prescriptive Reading Instruction in Elementary Education

Credit 3(3-0)

The study of diagnostic instruments, formal and informal testing procedures, report writing, and development of educational prescriptions. The candidates will work with individual students or small groups identified as problem readers. **(F;S;SS)**

CUIN 556. Curriculum and Methods in Literature, Language Arts, and Social Studies in Early Childhood Education

Credit 3(2-2)

This course is the study of basic principles underlying the social studies and language arts curriculum, children's literature, appropriate materials and methods for kindergarten-primary grades. Concepts and skills relating to the scope and importance of social studies and language arts in the total program will be developed. There will also be laboratory and observation experiences. **(F;S;SS)**

CUIN 557. Curriculum and Methods in Science and Mathematics in Early Childhood Education

Credit 3(2-2)

This course is a study of the underlying basic principles are underlying the science and mathematics curriculum. Consideration of appropriate materials and methods for kindergarten through primary grades will be given. Concepts and skills relating to the scope and importance of science and mathematics in the schools programs will be developed. There will be simulated teaching experiences. **(F;S;SS)**

CUIN 558. Student Teaching and Seminar in Early Childhood Education

Credit 6(2-8)

This course includes the observation and study of the guided teaching experiences in the kindergarten through grade three to include ninety or more clock hours of actual teaching. The study of the application and practice of methods, techniques and materials of instruction in a real classroom situation under supervision, includes purposeful observation, organization of teaching materials, participation in other activities will be included. **(F;S;SS)**

ELEN 559. Student Teaching in the Elementary School

Credit 12(0-24)

This course provides candidates observation and supervised teaching experiences in the elementary grades (K-6). It includes the study of application and practice of methods, techniques and materials of instruction in a classroom situation will be demonstrated and observed. Students must be admitted to the Teacher Education Program. Students will meet periodically during student teaching for purposes of group discussion. This is a full semester experience. **(F;S)**

CUIN 560. Observation and Student Teaching*

Credit 6(2-8)

This course examines the application and practice of methods, techniques, and materials on instruction in a real classroom situation under supervision, includes purposeful observation; organization of teaching materials; participation in other activities which will aid in developing a teacher (Guidance activities, child accounting, cocurricular activities, parent-teacher associations, teachers' meetings), and ninety or more clock hours of actual teaching. Prerequisites: Overall GPA of 2.80 in both the professional and major components and approval of major department. **(F;S)**

CUIN 562. Seminar in Elementary Education*

Credit 3(1-0)

A consideration of selected topics and current trends in the field of elementary education. Topics differ in response to current interests, issues and research findings. Candidates will participate in-group sessions during the student teaching experience. The sessions may be conducted at a selected school or on campus. **(F;S;SS)**

CUIN 611. Utilization of Education Media

Credit 3(2-2)

Applies basic concept to problems in teaching and learning with school and adult audiences. Relates philosophical and psychological bases of communications to teaching. Discusses the role of communications in problem-solving, attitude formation, and teaching. Methods of selecting and using educational media materials effectively in teaching. Experience in operating equipment, basic techniques in media preparation. Practice in planning and presenting a session. Prerequisite: CUIN 102. **(F;S;SS)**

CUIN 613. Media and Literature for Children

Credit 3(3-0)

This course will entail a study of children's literature with emphasis on aids and criteria for selection of books and other materials for preschool through late childhood ages; story-telling, and an investigation of reading interests. Prerequisite: CUIN 102. **(F;S;SS)**

CUIN 629. Classroom Diagnosis in Reading Instruction

Credit 3(3-0)

Methods, techniques and materials used in the diagnosis of reading problems in the kindergarten-primary area through the intermediate level. Attention upon the pupil and the interpretation of physiological, psychological, sociological, and educational factors affecting learning to read. Opportunity for identification, analysis, interpretation on, and strategies for fulfilling the reading needs of all pupils. Prerequisite: CUIN 511. **(F;S)**

CUIN 632. Basic Technology Literacy for K-12 Educators

Credit 3(3-0)

This course provides instruction in basic computer literacy skills and classroom integration for K- 12 educators. The instruction is designed to meet the North Carolina Department of Public Instruction's requirements for basic level computer competencies for public school teachers. Topics include word processing, spreadsheet usage, database design and management, teacher utilities, and fundamentals of modem computing. **(F;S;SS)**

CUIN 641. Teaching and Learning in a Multicultural Classroom

Credit 3(3-0)

The course focuses on curricular and pedagogical practices that embrace the intellectual, emotional, and contextual realities of a multicultural classroom, Holistic teaching methods that stress an inclusive, democratic, cooperative and multicultural environment consistent with a social justice framework will be emphasized in this course. **(F;S;SS)**

COURSE DESCRIPTIONS IN SPECIAL EDUCATION

SPED 350. Introduction to Exceptional Children

Credit 3(3-0)

An overview of the educational needs of exceptional or "different" students in the regular classroom situation. Emphasis is placed on classroom techniques known to be most helpful to low incidence students having hearing losses, speech disorders, visual problems, and high incidence disabilities with behavioral and learning disabilities. **(F;S;SS)**

SPED 325. Orientation to Special Education

Credit 1(1-0)

This orientation course seeks to expose the freshman special education major to the diverse exceptional students and the settings in which they are served in the public schools. (F;S;SS)

SPED 351. Introduction to Learning Disabilities

Credit 3(3-1)

The identification and education of children and youth with learning disabilities, including teaching strategies, theories, programs and materials. (Field Experience) (F;S;SS)

SPED 352. Introduction to Emotional Disturbance

Credit 3(3-0)

An introductory course in the education of students with behavioral and emotional disorders. Psychological, sociological, and educational implications will be emphasized. (F;S;SS)

SPED 353. Introduction to Mental Retardation

Credit 3(3-0)

A study of the diagnosis and classification of mental retardation, including historical development, curriculum, and theoretical strategies. (F;S;SS)

SPED 439. Behavior Management of Exceptional Children and Youth

Credit 3(3-0)

A survey of relevant research and techniques that are applicable for positive behavior support systems in learning situations for exceptional children and youth. (F;S;SS)

SPED 441. Teacher-Parent Community Resources for Exceptional Children

Credit 2(2-0)

A survey of the psychological and sociological factors affecting exceptional children and their families as well as techniques used in working and communicating with families of exceptional children and community resources. (F;S;SS)

SPED 442. Research Seminar

Credit 1(1-0)

Students will learn basic research skills and APA writing format. A mini collaborative research project will be conducted, analyzed, and written for journal submission. (F;S;SS)

SPED 536. Educational Assessment and Curriculum Development for the Exceptional Infant and Young Child*

Credit 3(3-1)

Evaluation, methods and curriculum used with the very young and preschool child with mild and moderate disabilities. (Field Experience) (F;S;SS)

SPED 545. Special Education Seminar

Credit 2(2-0)

This course is designed for the participant to examine the major components of those teaching acts which research has associated with effectiveness in the classroom. Instructional practices and student experiences that are consistently productive in the classroom of our most effective teachers will be presented. (F;S;SS)

SPED 546. Occupational Orientation and Training for the Exceptional Youth

Credit 2(2-0)

Background development of on-the-job training and transition planning, covering aspects of occupational adjustments in terms of practical academic experiences and employment opportunities. (F;S;SS)

SPED 548. Diagnostic Prescriptive Teaching

Credit 3(3-0)

This course will provide a study of the diagnostic prescriptive model of special education with emphasis on assessment and writing individualized programs for exceptional children and youth. Students will develop a knowledge base and application skills in identification, referral, assessment, and placement of students with mild/moderate disabilities. (F;S;SS)

SPED 564. Materials, Methods, and Problems in Teaching the Special Needs Child

Credit 3(3-0)

This course is designed to present an array of teaching methods and materials which are particularly useful for students with learning and behavioral problems. Basic organization of programs, materials, equipment, instructional planning, techniques, and strategies for the education of children and youth with special needs. (Field Experience) (F;S;SS)

SPED 565. Teaching Exceptional Strategies for Students in Inclusive Settings

Credit 3(3-0)

This course is designed for both the general and special educator working with special needs students in the inclusive classroom. Effective instructional strategies for diverse learners, consultation and collaborative problem solving techniques, and the cooperative teaching model will be explored. **(F;S;SS)**

SPED 660. Introduction to Exceptional Children

Credit 3(3-0)

A survey of children and youth with special needs focusing on historical and current treatment. Emphasis will be on psychological, sociological, physiological, and educational needs of special needs children. **(F;S;SS)**

SPED 661. Psychology of the Exceptional Child

Credit 3(3-0)

An analysis of psychological factors affecting identification and development of individuals with high and low incidence disabilities. **(F;S;SS)**

SPED 662. Mental Deficiency

Credit 3(3-0)

An overview of mental retardation across the life span including causes, characteristics of at various functioning levels, testing, classification, and legal issues, and current "best practices" for school and community inclusion. **(F;S;SS)**

SPED 663. Measurement and Evaluation in Special Education

Credit 3(3-0)

The selection, administration, and interpretation of individual tests; intensive study of problems in testing exceptional students. **(F;S;SS)**

SPED 667. Specific Learning Disabilities

Credit 3(3-0)

This course will address specific learning problems associated with reading, writing, language, cognition, perception, attention, mathematics, social and emotional disabilities. **(F;S;SS)**

SPED 668. Children & Youth with Behavioral Disorders

Credit 3(3-0)

A survey of various behavioral disorders including causes, characteristics, classification and legal issues, and interventions designed to permit functioning in least restrictive school and community environments. **(F;S;SS)**

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