

WATSON SCHOOL OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON

BACHELOR OF ARTS DEGREE IN SPECIAL EDUCATION
General Curriculum

Program Goals and Objectives

The Special Education General Curriculum track will prepare teachers to provide research-validated instruction and behavior supports to maintain students with disabilities enrolled in the North Carolina Standard Course of Study at grade level. The program of study will emphasize intensive and explicit individual and small group instruction for students with disabilities who are achieving below grade level in basic skills; implementation of positive behavior supports for students with disabilities; collaboration with general education teachers to maintain students with disabilities in the standard curriculum at grade level; leadership in special education procedures and policies; and consultation with general education teachers, parents, and other professionals. The conceptual framework of the Special Education General Curriculum track is one which is common to all teacher education programs at UNCW: Watson School of Education develops highly competent and effective professionals to serve in educational leadership roles. The program emphasis is on the special education teacher making instructional and curricular decisions and reflecting on practice so that students with disabilities in the NC Standard Course of Study and Educational Programs will make progress academically, behaviorally, and developmentally as demonstrated through state and federal accountability programs.

Upon completion of the undergraduate Special Education General Curriculum Program, students should be able to:

1. Demonstrate leadership

- Lead in their classrooms
- Demonstrate leadership in the school
- Lead the teaching profession
- Advocate for schools and students
- Demonstrate high ethical standards

2. Establish a respectful environment for a diverse population of students

- Provide an environment in which each child has a positive, nurturing relationship with caring adults
- Embrace diversity in the school community and in the world
- Treat students as individuals
- Adapt their teaching for the benefit of students with special needs
- Work collaboratively with the families and significant adults in the lives of their students

3. Know the content they teach

- Align their instruction with the North Carolina Standard Course of Study.
- Know the content appropriate to their teaching specialty
- Recognize the interconnectedness of content areas/disciplines.
- Make instruction relevant to students.

4. Facilitate learning for their students

- Know the ways in which learning takes place, and know the appropriate levels of intellectual, physical, social, and emotional development of their students
- Plan instruction appropriate for their students
- Use a variety of instructional methods
- Integrate and utilize technology in their instruction
- Help students develop critical thinking and problem-solving skills
- Help students work in teams and develop leadership qualities
- Communicate effectively
- Use a variety of methods to assess what each student has learned

5. Reflect on their practice

- Analyze student learning
- Link professional growth to their professional goals
- Function effectively in a complex, dynamic environment

Important Information

1. Formal Criminal Background Check Requirement

All students completing degree or non-degree programs leading to NC teacher licensure must complete a formal criminal background check as they enter education coursework and again as they begin the student-teaching internship semester. Failure to complete the background check will prohibit you from taking any education coursework in which field experience is required.

2. University Basic Studies requirements must be completed prior to graduation.

3. Students wishing to pursue this program must be formally admitted to the Watson School of Education. Requirements for admission are:

- A. Completion of the University requirements in English, mathematics, and science laboratory course with a grade of a “C” or better in each course.
- B. Completion of EDN 200 “Teacher, School, and Society” and EDNL 200 with a grade of “C” or better.
- C. Completion of a minimum of 45 semester hours with a cumulative grade point average of 2.7 or better (4.0 scale) on work attempted at UNCW. Transfer students must earn a 2.7 on a minimum of 12 hours completed at UNCW.
- D. Passing scores on teacher education entry tests specified and mandated by the Board of Education of the State of North Carolina. (For additional information on Praxis I or SAT scores requirements, see www.uncw.edu/ed/advising).

★ Students must submit a completed application to be admitted into the Watson School of Education. Admission decisions are made at the end of the spring, summer II, and fall semesters. Applications are due by the last day of classes each term.

4. Many courses in the special education program are offered only in the fall or spring semesters. Check with your advisor to ensure proper sequencing of courses.

5. Students must be admitted to the Watson School of Education in order to be eligible to enroll in EDN/SED courses numbered higher than EDN/SED 303.

6. To enroll in SED 410 and 411, students must earn a “C” or better in all professional education courses and have a cumulative GPA of 2.7 on all work completed at UNCW. Students are required to apply for student teaching (SED 410 and 411) during the semester prior to their student teaching. Student teachers are also required to attend mandatory orientation meetings prior to student teaching. Internship placements are made in Professional Development System Partnership School Districts. Internship is fulltime for the duration of the semester.

7. Students must comply with the Academic Achievement and Professional Behavior expectations described in the Watson School of Education’s *Standards of Professional Conduct*.

8. Passing scores on Praxis II Specialty Area tests must be on file at UNCW in order for a student to be recommended for licensure. Students are encouraged to take these tests the semester prior to student teaching/internship. Registration materials and study guides are available at www.ets.org/praxis

9. Mastery of all technology competencies required by the state of North Carolina must be achieved prior to recommendation for licensure.

The University of North Carolina at Wilmington is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex, age, color, gender, national origin, ethnicity, creed, religion, disability, sexual orientation, political affiliation, marital status, veteran status or relationship to other university constituents – except where sex, age, or ability represent bona fide educational or occupational qualifications or where marital status is a statutorily established eligibility criterion for state-funded employee benefit programs.

Watson School of Education
University of North Carolina Wilmington

Special Education- General Curriculum (K-12)

I. Basic Studies

Students should follow Basic or University Studies Requirements as outlined in the degree audit. However, to satisfy program requirements, the following courses must be taken: PSY 223 (pre-requisite PSY 105) and 6 hrs of Math courses (courses with MAT or STT prefix). In addition, it is recommended that Spanish be taken to satisfy the foreign language requirement.

II. Professional Core (16 hours)

EDN 200	(3)	Teacher, School, and Society
EDNL 200	(1)	Field Studies
EDN 203	(3)	Psychological Foundations of Teaching
EDN 301	(3)	Instructional Design and Evaluation
EDN 303	(3)	Instructional Technology
PSY 223	(3)	Life Span Human Development

Courses requiring admission to Watson:

III. Curricular Foundations (20 hours)

Language Arts

SED 368	(3)	Teaching Reading to Learners with Special Needs
SEDL 368	(1)	Teaching Reading to Learners with Special Needs Lab
(Select one of the following two)		
EDN 352	(3)	Developing Reading Competence in the Middle Grades
EDN 355	(3)	Language Arts Methods for Middle Grades

Mathematics

SED 369	(3)	Teaching Mathematics to Learners with Special Needs
SEDL 369	(1)	Teaching Mathematics to Learners with Special Needs Lab
EDN 323	(3)	Teaching Mathematics in Middle Grades

Social Studies (Select one of the following two)

EDN 334	(3)	Social Studies Curriculum and Instruction K-6
EDN 335	(3)	Social Studies Education in Middle Grades

Science (Select one of the following two)

EDN 336	(3)	The Teaching of Science K-6
EDN 338	(3)	The Teaching of Science 6-9

IV. Special Education Foundations (15 hours)

SED 250	(3)	Introduction to Special Education (exception- does not require admission to Watson)
SED 352	(3)	Behavioral Development
SED 370	(3)	Assessment in Special Education
SED 372	(3)	Program Development in Special Education
SED 375	(3)	Collaboration Strategies in Special Education

V. Specialty Area – General Curriculum (33 hours)

SED 350	(3)	Children and Adolescents with Learning Disabilities
SED 354	(3)	Intellectual & Developmental Disabilities
SED 355	(3)	Children and Adolescents with Behavioral Disorders
SED 360	(3)	Teaching Students with Learning Problems
SED 362	(3)	Teaching Students with Social, Emotional, and Behavioral Problems
SED 374	(3)	Applied Behavior Analysis for Teachers
SED 410**	(3)	Seminar in Special Education (K-12)
SED 411**	(12)	Practicum in Special Education (K-12)

NOTE: All courses in Major (Professional Core, Curricular Foundations, Special Education Foundations, and Specialty Area) must be completed with a grade of "C" or better.

** To enroll in these courses a student must have a "C" or better in all other courses in the major and a 2.7 cumulative GPA on all work attempted at UNCW.

RECOMMENDED PROGRAM OF STUDIES FOR SPECIAL EDUCATION- GENERAL CURRICULUM

Shaded courses require admission to Watson

FRESHMAN YEAR

<u>First Semester</u>		<u>Second Semester</u>	
Basic or University Studies		Basic or University Studies	
TOTAL	16	TOTAL	16

SOPHOMORE YEAR

<u>First Semester</u>		<u>Second Semester</u>	
EDN 200 & Lab- Teacher, School, & Society ^{1,2}	4	EDN 203 Psychological Foundations ²	3
SED 250- Intro SPED ^{1,2}	3	EDN 301- Instructional Designs ²	3
PSY 223 Lifespan Human Development	3	EDN 303- Instructional Technology ²	3
Basic or University Studies	6	SED 350 Learning Disabilities¹	3
		Basic or Univ. Studies (or 2 nd math class)	3
TOTAL	16	TOTAL	15

JUNIOR YEAR

<u>First Semester</u>		<u>Second Semester</u>	
SED 368 & Lab- Reading³	4	SED 369 & Lab- Math⁴	4
EDN 336 or EDN 338 Science¹	3	SED 372- Program Development^{1,3}	3
SED 354- Intellectual & Develop Disabilities¹	3	SED 362 Teach Stud. w/ BEH & Soc. Prob.^{1,5}	3
SED 352 Behavioral Development^{1,2,5}	3	SED 374- Applied Behavior Analysis¹	3
SED 355 Behavioral Disorders^{1,5}	3	EDN 334¹ or EDN 335¹	3
TOTAL	16	TOTAL	16

SENIOR YEAR

<u>First Semester</u>		<u>Second Semester</u>	
EDN 323 Teaching Math¹	3	SED 410- Seminar in SPED	3
SED 370 Assessment^{1,4}	3	SED 411- SPED Practicum	12
SED 360 Teaching Students w/ LD¹	3		
EDN 352 or 355¹	3		
SED 375 Collaboration Strategies in SPED¹	3		
TOTAL	15	TOTAL	15

- 1 Field placement or lab required
- 2 Offered every summer
- 3 Offered every odd year summer
- 4 Offered every even year summer
- 5 SED 352 and SED 355 (fall) are pre-requisites for SED 362 (spring)

Many EDN and SED courses are only offered one semester per academic year. Many courses have required pre-requisites or co-requisites. See page 5 of this document for details.

A MINIMUM OF 124 HOURS REQUIRED FOR GRADUATION

**WATSON SCHOOL OF EDUCATION
UNIVERSITY OF NORTH CAROLINA WILMINGTON**

B.A. IN SPECIAL EDUCATION- GENERAL CURRICULUM (K-12)

STUDENT _____

ADVISOR _____

UNIVERSITY or BASIC STUDIES

CONSULT DEGREE AUDIT OR ADVISOR

II. PROFESSIONAL CORE (16 Hours) (Pre-requisite in parenthesis)	Credit Req	Hours Earned
EDN 200 ("C" or better required)	3	
EDNL 200 (Co-requisite EDN 200)	1	
EDN 203	3	
EDN 301	3	
EDN 303	3	
PSY 223	3	
III. CURRICULAR FOUNDATIONS (20 Hours) (Pre-requisite in parenthesis)		
SED 368 (EDN 301, co-requisite SEDL 368)	3	
SEDL 368 (co-requisite SED 368)	1	
EDN 352 or EDN 355	3	
SED 369 (EDN 301, co-requisite SEDL 369)	3	
SEDL 369 (co-requisite SED 369)	1	
EDN 323 (EDN 301, & 6 hrs of Math)	3	
EDN 334 or EDN 335 (EDN 301)	3	
EDN 336 or EDN 338 (EDN 301)	3	
IV. SPECIAL EDUCATION FOUNDATIONS (15 Hours) (Pre-requisite in parenthesis)		
SED 250	3	
SED 352	3	
SED 370 (EDN 301 & one of following: SED 250, 350, 354, 355)	3	
SED 372 (EDN 301 & one of following: SED 250, 350, 354, 355)	3	
SED 375	3	
V. SPECIALTY AREA (33 Hours) (Pre-requisite in parenthesis)		
SED 350	3	
SED 354	3	
SED 355 (SED 352 or consent of instructor)	3	
SED 360 (SED 250, 350, 354, & 355 or consent of instructor)	3	
SED 362 (SED 355 & 352 or consent of instructor)	3	
SED 374 (9 hrs of Curricular Foundations courses)	3	
SED 410* (co-req SED 411)	3	
SED 411* (co-req SED 410)	12	
*To enroll in these classes, a student must have achieved a "C" or better in all courses in Area II, III, IV, V and must have a 2.7 cumulative GPA on all work attempted at UNCW. Students are required to apply for internship (SED 410 & 411) and attend internship orientation meetings during the semester prior to their scheduled internship semester.		

MINIMUM OF 124 HRS REQUIRED FOR GRADUATION

Educational Technology Standards and Performance Indicators for All Teachers

Building on the NETS for Students, the ISTE NETS for Teachers (NETS•T), which focus on pre-service teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards.

The six standards areas with performance indicators listed below are designed to be general enough to be customized to fit state, university, or district guidelines and yet specific enough to define the scope of the topic. Performance indicators for each standard provide specific outcomes to be measured when developing a set of assessment tools. The standards and the performance indicators also provide guidelines for teachers currently in the classroom.

1 TECHNOLOGY OPERATIONS AND CONCEPTS.

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)
- demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

2 PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- apply current research on teaching and learning with technology when planning learning environments and experiences.
- identify and locate technology resources and evaluate them for accuracy and suitability.
- plan for the management of technology resources within the context of learning activities.
- plan strategies to manage student learning in a technology-enhanced environment.

3 TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

Teachers:

- facilitate technology-enhanced experiences that address content standards and student technology standards.
- use technology to support learner-centered strategies that address the diverse needs of students.
- apply technology to develop students' higher order skills and creativity.
- manage student learning activities in a technology-enhanced environment.

4 ASSESSMENT AND EVALUATION.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

5 PRODUCTIVITY AND PROFESSIONAL PRACTICE.

Teachers use technology to enhance their productivity and professional practice. Teachers:

- use technology resources to engage in ongoing professional development and lifelong learning.
- continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- apply technology to increase productivity.
- use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

6 SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- model and teach legal and ethical practice related to technology use.
- apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- identify and use technology resources that affirm diversity
- promote safe and healthy use of technology resources.
- facilitate equitable access to technology resources for all students.