General Curriculum (GC)
The Special Education General Curriculum track prepares teachers to provide instruction and behavior supports to assist students with learning and behavioral disabilities (high-incidence disabilities) who are enrolled in the general education curriculum. Among the most common learning problems these students experience are learning disabilities, mild intellectual disabilities, and behavior problems. Training includes 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 and collaboration with general education teachers. This program leads to a B.A. degree and licensure in General Special Education (K_12). In addition, Special Education majors who complete the four-year General Special Education (K-12). In addition, Special Education majors who complete the four-year General Curriculum Program are also eligible for licensure in Elementary Education by passing the required licensure test for both Special Education and Elementary Education.

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

- Demonstrate leadership
  - lead in their classrooms
  - demonstrate leadership in the school
  - lead the teaching profession
  - advocate for schools and students
  - demonstrate high ethical standards

- Establish a respectful environment for a diverse population of students
  - Provide an environment in which each child has a positive, nurturing relations 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

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

- 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 in 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 address what each students has learned

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