

The Reich College of Education

The Reich College of Education

Melba C. Spooner, Dean

David A. Wiley, Associate Dean

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The Reich College of Education (RCOE) exists to prepare graduates for outstanding service to the public in the fields of education and human services. This preparation includes a broad range of degree programs at the Baccalaureate, Master's, Specialist, and Doctoral levels, as well as licensure and certification programs.

The faculty and staff of the Reich College of Education (RCOE) are committed to preparing our students to understand and serve the communities in which they will work, with a particular emphasis on global engagement, intercultural diversity, and issues of social justice. We view ourselves as a collaborative community of practice that promotes excellence in teaching, learning, research, scholarship, and outreach. We strive to develop professionals who are knowledgeable in their fields, responsive to the needs of others, embrace a reflective approach to their practice, and actively work to establish and sustain ethical and caring working environments. We also embrace new forms of teaching and learning and the applications of emerging technologies central to education in the 21st century and beyond.

The Reich College of Education seeks to maintain a cooperative, forward-thinking posture, with emphasis on:

1. Providing programs of rigor and excellence that challenge its faculty and students to do their best
2. Creating bold initiatives that recognize emerging societal needs with new programs, teaching strategies, and technologies that will keep it on the frontiers of knowledge
3. Supporting the integration of multi-cultural and global orientations in all program areas
4. Seeking to further define and deliver a comprehensive body of knowledge suitable for each of its majors
5. Engaging in an active program of exchange and interchange with its varied publics
6. Continuing to develop a faculty that seeks excellence in its teaching, breadth in its service, and creativity in its scholarship and research

The Reich College of Education has primary responsibility for the preparation of child development B-K, elementary, middle grades, and Career Technical Education Teachers, as well as teachers in special subject areas including library media coordinators, reading teachers, special educators, supervisors, instructional technology specialists, counselors, teachers of higher education, administrators for the public schools and institutions of higher education, child care professionals, and related human development specialists for community agencies. One goal of the college is to provide an efficient delivery system of preservice and inservice preparation to individuals pursuing a career in any of the above listed areas. Additionally, the college houses the Mathematics and Science Education Center and the National Center for Developmental Education. The College collaborates with other colleges at the University in the preparation of K-12 teachers of music, health and physical education, art and secondary teachers.

Departments

The Reich College of Education consists of the following departments:

- Curriculum and Instruction
- Family and Child Studies
- Human Development and Psychological Counseling
- Leadership and Educational Studies
- Reading Education and Special Education

Adult Basic Skills Professional Development (ABSPD)

ABSPD works to improve the quality of basic reading, writing, math, and technology skills by training basic skills trainers, administrators, and instructors throughout the state. ABSPD provides a professional development structure upon which all North Carolina community college basic skills instructors can build a successful literacy program.

ABSPD also provides professional development for community-based literacy organizations, publication of training manuals, production of CD-ROMs and videos, and numerous workshops throughout the state.

James Center for Appalachian Educators www.jamescenter.appstate.edu

The James Center for Appalachian Educators, named after Steve and Judy James, serves teacher education majors at Appalachian State University. We provide information for prospective students, professional development opportunities, and services for current students. Our learning communities include the Appalachian Community of Education Scholars (ACES) and Transfer Educators. ACES is a group of dedicated future teachers who live together their first two years and participate in leadership and service opportunities. Transfer Educators are a similar group of future teachers who are transfer students.

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The James Center is located on the fifth floor of the College of Education. Our staff also advises the Appalachian Educators club, which is one of the most active clubs on campus. We host campus visits, Open Houses, and Freshmen Preview Day for prospective students, as well hosting events for current students. We offer advising and support for all education majors from the moment they arrive on campus during Orientation until they are our guests at a Graduation Reception at Commencement.

Mathematics and Science Education Center

www.msec.appstate.edu

Phillip E. Johnson, Director

The Appalachian Mathematics and Science Education Center is one of several centers in the University of North Carolina System. The mission of the center is to improve the quality and quantity of mathematics and science teachers in the state. Consequently, the ASU Center offers courses, workshops, institutes, and conferences, both on campus and at various sites throughout the region for teachers and for students preparing to teach.

The Center, located in the College of Education Building, houses a vast array of science and mathematics materials which can be checked out and used not only by Appalachian faculty and area public school teachers, but by students as well. Science and mathematics manipulative kits, journals, video tapes, DVDs, textbooks, and models are available for use by students enrolled in methods classes or who are student teaching. Appalachian faculty and students are welcome to come in and browse through the Center's materials.

National Center for Developmental Education

www.ncde.appstate.edu

Hunter Reed Boylan, Director

The Center is the nation's primary resource for information, training and research in the field of developmental education. Developmental education is concerned with the learning and human development needs of academically underprepared students attending colleges and universities. Each year hundreds of postsecondary educators take advantage of Center services.

The National Center for Developmental Education, located on the fourth floor of the Education Building, offers a variety of resources and services to college and university personnel throughout the United States who are concerned with the educational needs of academically underprepared college students.

The Center resources include a specialized library and a computerized network linking persons from across the nation knowledgeable in the ways of teaching, counseling and motivating underprepared students. The Center offers conferences, workshops and seminars for practitioners in the field; conducts research, and works closely with the Department of Leadership and Educational Studies in the implementation of the graduate programs in developmental education. The Center also sponsors the Kellogg Institute for the Training and Certification of Developmental Educators, which provides advanced training to selected professionals from across the United States. In addition, the Center publishes the leading periodical in the field, the *Journal of Developmental Education*, as well as a bi-monthly newsletter, *Research in Developmental Education*. The Center also provides consultation and technical assistance to colleges and universities seeking to improve their programs and services to students with academic deficiencies.

Degrees

The Reich College of Education offers the Bachelor of Science degree leading to teacher licensure in the fields of child development: birth through kindergarten; elementary education (K-6); middle grades education (6-9) with concentrations in language arts, mathematics, science, and social studies; special education with concentrations in adapted curriculum K-12, and general curriculum K-12; 9-12 licensure in business education with concentrations in business education, or business and marketing education; and family and consumer sciences, secondary education. The Reich College of Education works to assist other colleges by delivering licensure requirements in the Bachelor of Music degree with K-12 teacher licensure, the Bachelor of Science degree with teacher licensure (9-12) in English, secondary education; history, social studies education; technology education with concentrations in secondary education, or trade and industry; mathematics, secondary education; biology, secondary education; chemistry, secondary education; geology, secondary education; and physics, secondary education. The Reich College of Education also assists other colleges with the Bachelor of Science degree with K-12 teacher licensure in art education (K-12); languages, literatures, and cultures with concentrations in French and francophone studies, education (K-12) and Spanish, education (K-12); physical education teacher education (K-12) and teaching theatre arts (K-12). Non-teaching degrees offered through the Reich College of Education are: Bachelor of Science degree in Child Development (non-teaching) with a concentration in Family and Consumer Sciences.

NOTE: *Although the requirements for most degree programs at Appalachian can be met within the minimum of 122 semester hours, the student should be aware that certain programs of study require additional hours. Students are advised to check with the department of their intended major early in their studies. Meeting graduation requirements is the student's responsibility.*

Professional Core Curriculum Goals

Goals of the Reich College of Education's Undergraduate Professional Core Curriculum are to develop prospective teachers who:

1. Have the ability and desire to reason soundly, to communicate clearly, and to demonstrate critical reading, listening, and viewing skills

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2. Understand the organizational structure of knowledge about teaching and who can access that knowledge with current and emerging technologies
3. Are reflective, professional decision makers
4. Help students develop an integrated view of knowledge and reject narrow specialization and fragmentation
5. Help students develop a concept of ethics and justice, and a desire to work towards eliminating injustices in schools and society
6. Help students acquire respect for learning and compassion for people, especially students in their schools
7. Are creative, reform minded individuals who possess the leadership ability and courage to have a direct impact on students and the school/community
8. Obtain knowledge of learning theories
9. Obtain knowledge of national and state programs and standards that will affect them as teachers in the twentieth century
10. Understand childhood and the processes of social, cognitive, and physical development
11. Understand the issues of technology and their impact on society
12. Understand the social context of schooling and the complex relationship between schools and society
13. Enter into the ongoing conversation about what the aims of education and schooling ought to be in a pluralistic democratic society
14. Have the opportunity to understand and address the ethnical and professional issues of teaching in public schools in a democratic society
15. Foster the intellectual and moral character necessary to become a thoughtful and effective teacher
16. Understand the implications of student diversity for teaching and learning
17. Understand and apply current and emerging technologies for instruction

Bachelor of Science Degree (with teacher licensure)

To earn the Bachelor of Science degree with teacher licensure, the following requirements must be met:

1. Completion of at least 122 semester hours with a grade-point average of at least 2.70. A transfer student must have at least a 2.70 grade-point average on all work at Appalachian.
2. Completion of the general education requirements
3. Demonstration of proficiency in reading, speech, and written English
4. Completion of a major consisting of 24 to 56 semester hours from one of the fields listed below.
 - Art education (K-12) (BFA Degree)
 - Biology, secondary education
 - Chemistry, secondary education
 - Career & Technical Education with concentrations in Business, Finance and Information Technology, Business, Marketing and Entrepreneurship, Family and Consumer Sciences Education, Technology, Engineering and Design, and Trade and Industry.
 - Child development: birth through kindergarten
 - Elementary education
 - English, secondary education
 - Geology, secondary education
 - History, social studies education
 - Languages, literatures, and cultures with a concentration in French and francophone studies, education (K-12)
 - Languages, literatures, and cultures with a concentration in Spanish, education (K-12)
 - Mathematics, secondary education
 - Middle grades education (6-9) with concentrations in language arts, mathematics, science, and social studies
 - Music education (K-12) [bachelor of music degree]
 - Health and Physical education teacher education (K-12)
 - Physics, secondary education
 - Special education with concentrations in adapted curriculum K-12 and general curriculum K-12
 - Teaching theatre arts (K-12) Elementary education
 - Physics, secondary education
 - Special education with concentrations in adapted curriculum K-12 and general curriculum K-12A student must have at least a 2.70 grade-point average to be admitted to the teacher education program and must maintain a 2.70 grade-point average overall and a minimum 2.00 grade-point on all work in the major. Transfer students must have at least a 2.00 grade-point on all work at Appalachian in the major.
5. Completion of the following 24 semester hours of professional education requirements:
 - CI 2300 Teaching and Learning in the Digital Age (2 s.h.)
Required prior to admission to teacher education.

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- FDN 2400 Critical Perspectives on Learning and Teaching (2 s.h.)
(Prerequisite or corequisite: CI 2300.) Required prior to admission to teacher education.
- PSY 3010 Psychology Applied to Teaching (3 s.h.)
(Prerequisite or corequisite: CI 2300.) May be taken prior to or after admission to teacher education.
- SPE 3300 Creating Inclusive Learning Communities (3 s.h.)
(Prerequisites: CI 2300, FDN 2400, PSY 3010) Admission to teacher education required.
- CI 3400 Policies and Practices in Educational Assessment (2 s.h.)
(Prerequisites: CI 2300, FDN 2400, PSY 3010) Admission to teacher education required.
- CI 4900 Student Teaching (12 s.h.)
(All courses in the professional core must be completed with grades of "C" (2.0) or higher prior to student teaching, along with other courses identified within the major that must be completed prior to student teaching.)

Professional courses in Reading+, and/or Methods*+, may be required in the major. The department advisor, departmental requirements, and major programs of study should also be consulted.

Elementary education, middle grades education, and health education (see program requirements in the Department of Curriculum and Instruction)

Special education (see program requirements in the Department of Reading Education and Special Education)

Child development (B-K) and Family and consumer sciences, secondary education (see program requirements in the Department of Family and Consumer Sciences)

Secondary education (9-12): CI 2300+#, FDN 2400+#, PSY 3010+, SPE 3300+*, CI 3400+*, CI 4900*, and reading course+, methods course*+, and major courses as identified by major*+.

Special subject majors (K-12): CI 2300+#, FDN 2400+#, PSY 3010+, SPE 3300+*, CI 3400+*, CI 4900*, and reading course+, methods course*+, and major courses as identified by major*+.

Students must earn 12 semester hours credit for student teaching.

These courses may not be taken under the pass-fail grading system.

+ A grade of "C" (2.0) or higher must be made in each of these courses.

Course must be taken prior to admission to teacher education.

* Admission to teacher education required before enrolling in these courses.

6. Electives to complete a minimum of 122 semester hours
7. Completion of residency requirements
8. Compliance with regulations concerning the settlement of all expense accounts
9. Recommendation of the faculty
10. Take PRAXIS I Academic Skills Assessments: Reading, Writing and Mathematics (SAT and ACT scores may be used in lieu of PRAXIS I scores provided required minimum scores are met), and, if required in the student's field, PRAXIS II Subject Assessment or Specialty Area test. (The North Carolina State Board of Education has designated PRAXIS II as the standard examination.) A table of minimum cut-off scores is available in the RCOE Dean's Office (COE 400).
11. Students majoring in elementary education (K-6); secondary education; middle grades education (6-9); or Health and Physical education, (K-12) are required to complete a second academic concentration.

Admission to Reich College of Education

1. When students have completed at least 30 semester hours, including credit for RC 1000 or an equivalent course and credit for or current enrollment in UCO 1200 or an equivalent course, and have obtained at least a 2.0 GPA, they will be notified that they may officially declare their major. Students should have completed the speech prerequisite for admission to teacher education prior to declaring their major. After the major is declared, students' academic and advisement records will be forwarded to the degree granting college. This also applies to transfer students.
2. Students will be assigned an advisor in their major area. Students enrolled in the child development, elementary education, family and consumer sciences, middle grades education, health education, business education, or special education programs will be notified of their assigned advisor.

Admission to Undergraduate Teacher Education

To be admitted to a teacher education program, a student must make formal application to the Dean's Office in the Reich College of Education. Applications are electronic and are available in the "student services" section of self-service. Students must have:

1. Completed at least 45 semester hours.
2. Earned a cumulative grade-point average of at least 2.70 (a grade-point average of at least 2.70 must be maintained thereafter). Transfer students, including those with 45 or more semester hours, must earn a 2.7 cumulative GPA on a minimum of

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12 semester hours of courses completed at Appalachian.

3. Attained acceptable scores on PRAXIS: Academic Skills for educators (3 tests: Reading; Writing; and Mathematics) or, SAT or ACT scores in lieu of the PRAXIS. Minimum passing scores are set by the North Carolina State Department of Public Instruction.
4. Completed the Candidate for Professional Licensure form (CPL). This form is required by UNC's General Administration and the North Carolina State Department of Public Instruction to determine how many students are enrolled in licensure programs. The form is also used in initiating the licensure process.
5. Completed CI 2300 and FDN 2400 with a "C" (2.0) or higher
6. Completed the English proficiency and Reading proficiency as follows:
 - English proficiency:** completion of ENG 1000 with a 2.00 or better and successful completion of PRAXIS I: Writing with minimum scores set by state are required. (SAT and ACT scores may be used in lieu of PRAXIS I scores.)
 - Reading proficiency:** successful completion of PRAXIS I: Reading with minimum scores set by state and a cumulative grade-point average of at least 2.70 on a minimum of 45 s.h. Students transferring in 45 or more semester hours must earn a 2.70 cumulative GPA on a minimum of 12 s.h. at Appalachian. (SAT and ACT scores may be used in lieu of PRAXIS I scores.)
7. Declaration of a **second academic concentration** (if a second academic concentration is required).
8. Criminal background checks must be current (within previous six months) at the time of admission to teacher education.
9. Grades of "I" (Incomplete) must be removed prior to admission to teacher education.

If all admission criteria are not met when the formal application to teacher education is made, the application will be returned to the student. Students will be formally notified if they are not accepted into the teacher education program.

Course Restrictions Prior to Admission

The progression of potential undergraduate candidates in teacher education programs is limited to introductory courses only until formal admission requirements have been satisfied. Formal admission to teacher education must occur at least one semester, excluding summer, prior to student teaching.

Students will be permitted to take only the following professional studies courses before being formally admitted to a teacher education program:

- CI 2300 (2 s.h.)
- FDN 2400 (2 s.h.)
- PSY 3010 (3 s.h.)

Students must have taken and met minimum scores on PRAXIS I: Core Academic Skills (Reading, Writing and Mathematics) or, SAT or ACT (in lieu of testing); achieved a 2.70 GPA on 45 semester hours (transfer students must have achieved a 2.70 cumulative GPA on a minimum of 12 semester hours of courses completed at Appalachian); and established proficiencies in reading, English, and speech prior to being admitted to teacher education.

Students will not be allowed to proceed in teacher education beyond the above mentioned courses until all entrance requirements have been successfully completed. Students may not take SPE 3300, CI 3400, CI 4900, SPE 4900, methods courses or reading courses prior to admission to teacher education.

Advisement

All freshmen will be advised in the University College Academic Advising Office. ALL teacher education students with majors housed in the Reich College of Education are assigned an advisor when a teacher education major is declared. All majors housed in other colleges are encouraged to seek advisement in their major department or in their college/school Dean's Office. Advisement for majors housed in the Reich College of Education is mandatory and students will not be allowed to preregister until they have consulted with their advisor. Admission and licensure information is available from the Reich College of Education Dean's Office (COE Building, Room 400). Advisement within the College is an ongoing process and generally proceeds with the following steps.

1. All students entering Appalachian State University are required to attend an orientation session prior to registration. Students desiring to major in teacher education programs meet with representatives from the Reich College of Education. During the orientation meeting and throughout the advising process, students are informed of the probability of their success regarding admission to and continuation in a teacher education program within the University.
2. All students in University College have mandatory advising with an advisor. A record of advising sessions is kept in the student's folder while in the University College and after the student is admitted to a teacher education program.
3. After moving from University College and officially declaring a teacher education major as a career goal, students will be assigned an advisor in their major.
 - a. Elementary education, middle grades education, special education, business education, family and child studies, and child development students are required to meet with an advisor from the Reich College of Education.
 - b. Secondary education (9-12), and special subject (K-12) majors, will meet with an advisor from their major department/college and their advisors will consult as needed with the RCOE Dean's Office, COE Room 400.

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4. After being admitted to teacher education, students will be advised as follows:
 - a. Reich College of Education majors will continue to be advised by an assigned advisor in the appropriate major within the college.
 - b. Secondary education (9-12) and special subject (K-12) majors will continue to be advised by an advisor in their major department/college and, when needed, their advisors will consult with the Reich College of Education's Dean's Office.

As students move through their teacher education program, their progress will be carefully monitored by personnel in the Dean's Office using the BANNER Student Information System and through the RCOE Assessment System.

Student Teaching

During the seventh or eighth semester, students who are taking undergraduate programs of study leading to teacher licensure will student teach for one semester. This work will consist of full-time teaching under the supervision of a competent and experienced teacher. Student teaching provides the student with a professional field experience in the appropriate area. There are no provisions to fulfill the student teaching requirement during the summer session. Students must be admitted to teacher education at least one semester, excluding summer, prior to student teaching and must have a cumulative GPA of 2.70 or higher to student teach.

Students will be notified in advance concerning their assignments. Student teaching assignments will conform to the local schools schedule and calendar.

Special field experience programs are required during the sophomore, junior and/or senior years. Information may be obtained from the appropriate departmental chair or program coordinator.

Internship

Students planning to take internships/practica should contact individual departments in the Reich College of Education to inquire about requirements and procedures for entering these experiences.

Conditions Prerequisite to Student Teaching

The following requirements must be met prior to student teaching:

1. All proficiencies and professional education courses including reading and methods courses must have been completed satisfactorily with a grade of 2.00 or better. A cumulative GPA of 2.70 is required for student teaching.
2. A student who has completed all prerequisites for student teaching will be unconditionally placed. Others may be tentatively placed until all prerequisites have been satisfied. However, no student will be permitted to begin student teaching unless all prerequisites have been satisfied. Students must be fully admitted to teacher education at least one semester, excluding summer, prior to student teaching. Students will not be eligible for student teaching if cumulative GPA is less than 2.70.
3. Prior to student teaching, elementary education majors must have satisfactorily (2.0 or higher) completed: CI 2300, FDN 2400, PSY 3010, SPE 3300, CI 3400, CI 3110, RE 3030, RE 4030, CI 4000, CI 4030, CI 4401, CI 3750, HED 3645, PE 3556, ENG 3240/RE 3240, MAT 3030/CI 3030, MAT 2030, CI 3000/SPE 3000, CI 3015/FDN 3015, ART 3021 or CI 3021 or MUS 2024 or THR 3856. Students must also complete HIS 2201 or HIS 2204 and GHY 3013 or HIS 3728 prior to student teaching. Students must refer to departmental requirements for additional prerequisites for student teaching.
4. Prior to student teaching, middle grades education majors must have satisfactorily (2.0 or higher) completed CI 2300, FDN 2400, PSY 3010, SPE 3300, CI 3400, CI 3750, CI 3900, CI 3910, CI 3920, CI 4400, CI 4450, RE 4630, and two (2) required methods courses. Students must refer to departmental requirements for additional prerequisites for student teaching.
5. Prior to student teaching, child development (B-K) majors must have satisfactorily (2.0 or higher) completed CI 2300, FDN 2400, PSY 3010, SPE 3300, CI 3400, RE 3902, required methods courses, and other major requirements prerequisite for student teaching.
6. Prior to student teaching, secondary majors (9-12) must have satisfactorily (2.0 or higher) completed CI 2300, FDN 2400, PSY 3010, SPE 3300, CI 3400, and required reading and methods courses. Secondary majors must refer to departments for additional prerequisites for student teaching. English majors are required to take RE 4620 in lieu of RE 4630.
7. Special subject (K-12) students (art, music, health and physical education, foreign languages, and special education) must have satisfactorily (2.0 or higher) completed prior to student teaching: CI 2300, FDN 2400, PSY 3010, SPE 3300, CI 3400 and required reading and methods courses. Also, special subject students must refer to departmental requirements for additional prerequisites for student teaching.
8. Each applicant must agree to student teach full-time for one semester.
9. Students seeking multiple licensures must make particular arrangements with the Director of Field Experiences to meet student teaching requirements.

Steps in Application for Student Teaching

1. Students must have been fully admitted to the Reich College of Education's teacher education program at least one semester;
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excluding summers, prior to student teaching, and must have met all student teaching prerequisites before they will be allowed to student teach. (See the appropriate section of this catalog for specifics.) Students must have a cumulative GPA of 2.70 or higher to student teach.

2. Those students planning to student teach in either the fall or spring semesters of a given academic year must attend the student teaching orientation meeting one academic year prior to their actual placement. Contact the Office of Field Experiences for date, time, and location of the meeting.
 - A. Students attending the orientation meeting will receive:
 - 1) Copies of application for student teaching forms; students must complete the student teaching application online at www.ced.appstate.edu/students/teaching/.
 - 2) A copy of the teacher education—information sheet. This sheet lists the requirements for admittance to the teacher education program, requirements in the teacher education program and prerequisite courses for student teaching. Note: The application forms must be completed by the student and returned to the Office of Field Experiences, COE Room 400.
 - 3) Information regarding criminal background checks
 - B. Additional information presented at the orientation meeting will include:
 - 1) Identification of possible geographic placement areas
 - 2) Identification of student teacher supervisors within each placement area
 - 3) General procedures/rules concerning placement, course prerequisites, and advising procedures. Students having questions concerning particular student teaching situations should contact the Director of Field Experiences in the College of Education Building, Room 400.

Teacher Licensure

All Appalachian State University teacher education programs have received appropriate approval by the State Board of Education and lead to North Carolina teacher licensure. Licensure is a function of the state through the Department of Public Instruction. Students must meet all requirements of the state as the final step in the licensure process.

Persons who desire to receive teacher licensure from Appalachian and who are college graduates with non-teaching degrees, those who are lateral entry, and those who wish to be licensed in a second teaching area must make formal application to the Office of the Dean of the Reich College of Education. As part of the licensure only student application process, students will indicate types and areas of any licensure they hold and the area and level in which they desire licensure. Completed transcripts of all previous college credit must accompany the application. No licensure commitments will be made by the University until completed application and transcripts have been received and reviewed by the chair of the involved academic department and by the Associate Dean's Office of the Reich College of Education and the student accepted as a licensure only student. A person seeking such licensure must meet criteria for admission to teacher education (see note below regarding 2.70 GPA), the same or comparable licensure requirements, and demonstrate proficiencies required of regular Appalachian State University teacher education degree seeking students and students seeking similar licensure. Students who do not, at time of baccalaureate degree, have a minimum cumulative grade-point average (GPA) of at least 2.70 (on a 4.0 scale) must pass the Praxis I tests (or use SAT or ACT scores in lieu of Praxis I tests) and have one of the following:

- GPA of 3.0 in the major field of study
- GPA of 3.0 on all work completed in the senior year or
- GPA of 3.0 on a minimum of 12 semester hours beyond their undergraduate degree which must be taken at Appalachian

In order to enter as a licensure only student, recommended deadlines for application and supporting documentation are:

- for Fall Semester, JULY 1
- for Spring Semester, NOVEMBER 1
- for Summer Session I, APRIL 1
- for Summer Session II, MAY 1

Department of Curriculum and Instruction (CI)

Susan A. Colby, Chair

*M. Elizabeth Bellows
Leslie U. Bradbury
Herbert F. Brown
J. Allen Bryant, Jr.
Ann-Marie Clark
Chris M. Cook
Chrystal O. Dean
Shanan H. Fitts
Damiana D. Gibbons*

*Tracy Goodson-Espy
Eric C. Groce
Lisa A. Gross
Diane B. Marks
Gregory S. McClure
Jennifer R. McGee
Diana L. Moss
Linda C. Pacifici
Lisa L. Poling*

*Arthur J. Quickenton
Laurie A. Ramirez
Theresa A. Redmond
Tracy W. Smith
Holly J. Thornton
David A. Wiley
Rachel E. Wilson
Sara O. Zimmerman*

The Department of Curriculum and Instruction offers undergraduate degrees in career and technical education, elementary education, and middle grades education. Courses are also offered which lead to K-12 licensure.

Master of Arts degrees are available in the areas of elementary education, educational media, curriculum specialist, and middle grades education (6-9). Courses which lead to graduate licensure in K-12 and secondary education are also available. Graduate certificate programs are available in Elementary Math Education and Middle and Secondary Teaching. See the *Graduate Bulletin* for additional information.

Undergraduate majors in the Department of Curriculum and Instruction must meet all requirements for admission into the Reich College of Education and into Appalachian's teacher education program.

Career & Technical Education Program (CTE)

The Career and Technical teacher education program is designed to prepare teacher candidates for a wide range of careers and future educational opportunities in the fields of:

- Business, Marketing, Entrepreneurship and Information Technology Education
- Technology, Engineering and Design Education
- Family and Consumer Sciences Education
- Trade and Industrial

Goals and objectives:

- Students are expected to develop specific content knowledge and skills as preparation for teaching.
- Students are expected to apply learned subject matter in a classroom setting as a career and technical education teacher.
- Students are expected to demonstrate competencies in subject matter, knowledge, classroom management, teaching skill, learning psychology, and student evaluation.
- Students are expected to demonstrate their ability to foster learning development and applications through logical thinking, reasoning, and problem-solving regarding their specific content area problems.

The Bachelor of Science degree in Career and Technical Education (456*/13.1299) with teacher licensure

For the Bachelor of Science in Career and Technical Education, students must select one of the following concentrations.

Business, Finance and Information Technology Education concentration (456B)[T]

The program of study is available at: www.programsofstudy.appstate.edu/career-and-technical-education-bs-business-finance-and-information-technology-education-456b-2016-2017

Business, Marketing and Entrepreneurship Education concentration (456C)[T]

The program of study is available at: www.programsofstudy.appstate.edu/career-and-technical-education-bs-business-marketing-and-entrepreneurship-education-456c-2016-2017

Family and Consumer Sciences Education concentration (456D)[T]

The program of study is available at: www.programsofstudy.appstate.edu/career-and-technical-education-bs-family-and-consumer-sciences-education-456d-2016-2017

Technology, Engineering and Design Education concentration (456E)[T]

The program of study is available at: www.programsofstudy.appstate.edu/career-and-technical-education-bs-technology-engineering-and-design-education-456e-2016-2017

Trade and Industry Education concentration (456F)[T]

The program of study is available at: www.programsofstudy.appstate.edu/career-and-technical-education-bs-trade-and-industry-education-456f-2016-2017

Career and Technical Education Core Requirements (13 SH):

- CTE 4619 Career and Technical Education Curriculum (3)
- CTE 4629 Management of Career and Technical Education Programs and CTSOs (3)
- CTE 4660 Methods and Materials in Career and Technical Education (3)
- CTE 4910 Practicum in Career and Technical Education (1)
- CTE 4650 Research in Career and Technical Education (3)

"C" or better required in all core courses

Minor in Business and Information Technology Education (456/13.1299) (18 semester hours)

The program of study is available at: www.programsofstudy.appstate.edu/business-and-information-technology-education-minor-456-2016-2017

Child Development: Birth Through Kindergarten (B-K Licensure)

The Departments of Family and Child Studies; Curriculum and Instruction; and Reading Education and Special Education cooperate to offer the **Bachelor of Science degree in Child Development: Birth Through Kindergarten (510G/13.1209) [T] leading to teacher licensure**. The degree is conferred by the Department of Family and Child Studies.

The program of study is available at: www.programsofstudy.appstate.edu/child-development-birth-through-kindergarten-bs-524a-2014-2015

Elementary Education (Grades K-6 licensure)

Students in the Bachelor of Science degree in Elementary Education are expected to demonstrate:

- mastery of basic content in several disciplines, including communication skills, mathematics, the sciences, the social sciences, health education, and the arts
- knowledge of the principles of curriculum and learning theories and understanding of their relationship to instructional programs for children
- successful teaching in a variety of learning environments and in the various subject matter areas included in their preparation program
- effective instructional practices, including planning, implementing, evaluating, and reflecting
- knowledge of contemporary issues and trends in education within a historical, philosophical, and sociological framework
- an understanding of human growth and development with emphasis on the elementary years
- competence with technology as required for licensure

The Bachelor of Science degree in Elementary Education (441A/13.1202)[T] with teacher licensure

Elementary Education majors must also complete a second academic concentration.

The program of study is available at: www.programsofstudy.appstate.edu/elementary-education-bs-441a-2016-2017

Middle Grades Education (Grades 6-9 licensure)

The Bachelor of Science degree in Middle Grades Education with concentrations in Language Arts, Mathematics, Science, and Social Studies seeks to prepare middle grades teachers who:

- are knowledgeable about the developmental stage of early adolescence and aware of the educational implications of that knowledge
- have in-depth knowledge in at least two subject matter areas
- have specialized skills and knowledge regarding appropriate teaching strategies for middle grades students
- have a clear, working knowledge of the concept of developmentally responsive models of middle level schooling

The Bachelor of Science degree in Middle Grades Education (470*/13.1203)[T] with teacher licensure

Prospective middle grades teachers must complete two of the following concentrations: Language Arts (470B)[T], Mathematics (470C)[T], Science (470D)[T], and Social Studies (470E)[T]. The possible combinations are listed below:

Language Arts (470B)[T] and Mathematics (470C)[T] concentrations

The program of study is available at: www.programsofstudy.appstate.edu/middle-grades-education-bs-language-arts-and-mathematics-470b-470c-2016-2017

Language Arts (470B)[T] and Science (470D)[T] concentrations

The program of study is available at: www.programsofstudy.appstate.edu/middle-grades-education-bs-language-arts-and-science-470b-470d-2016-2017

Language Arts (470B)[T] and Social Studies (470E)[T] concentrations

The program of study is available at: www.programsofstudy.appstate.edu/middle-grades-education-bs-language-arts-and-social-studies-470b-470e-2016-2017

Mathematics (470C)[T] and Science (470D)[T] concentrations

The program of study is available at: www.programsofstudy.appstate.edu/middle-grades-education-bs-mathematics-and-science-470c-470d-2016-2017

Mathematics (470C)[T] and Social Studies (470E)[T] concentrations

The program of study is available at: www.programsofstudy.appstate.edu/middle-grades-education-bs-mathematics-and-social-studies-470c-470e-2016-2017

Science (470D)[T] and Social Studies (470E)[T] concentrations

The program of study is available at: www.programsofstudy.appstate.edu/middle-grades-education-bs-science-and-social-studies-470d-470e-2016-2017

All concentration courses must be completed with a grade of C (2.0) or better.

Secondary Education (Grades 9-12 licensure)**Special Areas (Grades K-12 licensure)**

The professional education requirements for licensure in **secondary education** are as follows:

CI 2300+# Teaching and Learning in the Digital Age	2 s.h.
FDN 2400+# Critical Perspectives on Learning and Teaching.....	2 s.h.
PSY 3010+ Psychology Applied to Teaching	3 s.h.
SPE 3300+* Creating Inclusive Learning Communities.....	3 s.h.
CI 3400+* Policies and Practices in Educational Assessment.....	2 s.h.
Methods Course(s)*+ in area of teaching specialty	2-6 s.h.
RE 4630+ Reading in the Content Areas (or as designated in major)	2-3 s.h.
<i>(English majors take RE 4620+, 3 s.h.)</i>	
CI 4900* Internship/Student Teaching	12 s.h.

A student preparing to teach a special area (grades K-12 in art, health and physical education, French, Spanish, theatre, or music) must complete CI 2300+#, FDN 2400+#, PSY 3010+, SPE 3300+*, CI 3400+*; reading+* and methods+* course or courses as required in the major; and CI 4900*. (Secondary Education and special area majors should refer to the Reich College of Education section of this catalog for additional information and requirements.)

Media Studies Minor (467/13.0501) (15 semester hours)

In addition to the programs listed above, an undergraduate minor in Media Studies is available.

The program of study is available at: www.programsofstudy.appstate.edu/media-studies-minor-467-2016-2017

Teacher Education Minor (409/13.1299) (18 semester hours)

The program of study is available at: www.programsofstudy.appstate.edu/teacher-education-minor-409-2016-2017

Courses of Instruction in Curriculum and Instruction (CI), Career and Technical Education (CTE), and Business Education (BE)

This catalog reflects fall and spring semester offerings. Go to www.summerschool.appstate.edu for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

CURRICULUM AND INSTRUCTION (CI)**CI 2010. Narrative, New Media, and Gaming (3).F;S.**

GEN ED: Integrative Learning Experience (Theme: "How We Tell Stories")

This course addresses the ways in which we tell stories in the digital age. Through exploring storytelling in social media, mobile

contexts, and gaming, students in this course will experience a range of different narratives in many types of digital media, such as interactive online stories, podcasts, and video games. We examine forms of digital storytelling within media, marketing, and education, with opportunities for students to research, participate within, and to create original narratives as they share their own stories in a variety of media. (Same as ITC 2010.)

CI 2250. Education as the Practice of Freedom (3).F;SS.

GEN ED: Integrative Learning Experience (Theme: "Critical Consciousness: Learning for Equity and Justice")

In the public imagination, education is often reduced to teaching and schooling, while educators, politicians and philosophers for centuries have linked education with personal and political freedom. Engaging directly with this tension, this course will explore educational traditions that have focused on emancipation, social justice, and equity. Students will reflect on their own educative experiences and explore approaches to education that recognize individual experiences as being central to meaningful learning. In particular, the course will consider how aspects of identity like race, class, gender, ability, and sexual orientation intersect with education and the realization of freedom.

CI 2300. Teaching and Learning in the Digital Age (2).F;S.

This course will examine how emerging technologies are transforming our society and schools, as well as the implications these changes have for teaching and learning. Strategies for building teacher education candidates' critical habits of mind with respect to new technologies and media will be developed in the context of a broad definition of literacy that includes traditional and emerging literacies. As teacher education candidates learn to integrate technology into their teaching and to produce media themselves, the ethical, legal, and pedagogical issues related to technology creation and use will be emphasized. Throughout the course, teacher education candidates will explore the institutional context for the use of technology in schools and will develop skills at identifying and addressing the constraints and contradictions implicit in using technology creatively in public school classrooms. A grade of "C" (2.0) or higher must be earned. Must be taken prior to admission to teacher education. FDN 2400 and/or PSY 3010 may be taken concurrently with this course. Prerequisite: sophomore status with identified intended or declared major in teacher education.

CI 2350. Critical Media Literacy and/as Civic Engagement (3).S;SS.

GEN ED: Integrative Learning Experience (Theme: "Critical Consciousness: Learning for Equity and Justice")

This course examines how issues of diversity and difference exist in popular culture through analyses of examples of contemporary popular culture. Based on place-based education, civic engagement, and critical media literacy, by exploring examples of popular culture and media, students will experience a range of media texts created and distributed globally, nationally, and even more importantly, locally. Students will move beyond analysis in this course through producing their own popular culture and/or media artifacts that represent their own lived experiences with media within their own lives and/or communities as the students learn to think critically and creatively. Moreover, in fitting with the Critical Consciousness: Learning for Equity and Justice Theme, this course will focus on students developing a sense of how they fit into our media-saturated world as "academically skilled and engaged citizens" as they learn to "reflect on ethical issues and to make reasoned, intelligent judgments about complex moral problems" presented in media.

CI 3000. Learner Diversity: Teaching English Language Learners (3).F;S.

This course examines current literature and instructional practices related to working with English language learners (ELLs) in mainstream classrooms, especially in the areas of understanding cultural differences, and developing language and content learning. Emphasis is placed on developing positive dispositions towards and empathy for the challenges faced by linguistically diverse students and their families. Instructional strategies and interventions will be observed, modeled, discussed, and analyzed. Coursework is integrated with K-6 field experiences to provide real-world contexts for classroom instruction and discussion. (Same as SPE 3000.)

CI 3010. Classroom Management for Secondary Teachers (1).F.

This course provides opportunities for students to study, observe, and participate in using classroom management strategies in secondary schools. Reflection on, and analysis and discussion of practicum experiences are integrated into regularly scheduled seminar classes. Emphasis is placed on: making and documenting classroom management decisions; taking action and communicating these actions to students and parents; and strategies for becoming a reflective practitioner. Lecture and laboratory hours required.

CI 3015. Developing and Using Classroom Assessments (2).On Demand.

An overview of the basic concepts used in developing and using classroom assessments. Students are introduced to strategies used to set objectives and assess student learning including traditional, authentic, and performance techniques. Topics include: test item construction, test score statistics, item analysis, standardized tests, and grading and reporting to parents. Effective assessment strategies are modeled and applied to educational settings in North Carolina. Links quality assessment to effective teaching and effective schools. (Same as FDN 3015.)

CI 3021. Visual Art in the Elementary School (3). On Demand.

A general orientation to visual art teaching/learning for the elementary level classroom teacher. Students will study the broad subject

of visual art (aesthetics, history, criticism, and studio) and will acquire the ability to devise and evaluate worthwhile art lessons that are comprehensive, integrated, and multi-cultural in nature. Students will create and teach their own visual arts lesson, devise a curriculum, engage in studio activities, etc. Two hours per week lecture; two hours per week studio. Prerequisite: ART 2011.

CI 3030. Investigating Mathematics and Learning (4).F;S.

GEN ED: Junior Writing in the Discipline (WID)

This course prepares prospective teachers to construct a comprehensive understanding of effective mathematics instruction in grades K-6 with selected instructional activities designed for implementation during field placement experiences. The course includes content, methods, and materials of elementary school mathematics instruction. Topics include the content strand number and operations and process strands connections, communication, problem solving, reasoning and proof, and representation. The course emphasizes instructional design principles for teaching number and operation. Effective communication of mathematical ideas is a focal point of the course. Prerequisites: MAT 2030 and RC 2001 or its equivalent. (Same as MAT 3030.)

CI 3031. Band Techniques and Materials (2).S.

A survey of the materials and methods in teaching bands. Lecture two hours. Prerequisite: admission to the music education degree program. (Same as MUS 3031.)

CI 3032. Choral Techniques and Literature I (2).F.

A survey of the materials, methods and literature in choral teaching. Lecture two hours. Prerequisite: admission to the music education degree program. (Same as MUS 3032.)

CI 3033. Orchestral Techniques and Materials (2).S. Alternate years.

A survey of materials and methods employed in teaching orchestras. Prerequisite: admission to the music education degree program. Music Education (string) majors only. Lecture two hours. (Same as MUS 3033.)

CI 3034. Methods for Teaching General Music (3).F.

Methods and foundations for teaching elementary and secondary general music education will be presented. Public school field experiences are included in this course. Lecture two hours, laboratory two hours. Prerequisite: MUS 2034 and admission to the music education degree program. (Same as MUS 3034.)

CI 3060. Social Studies in the Middle Grades (3).F.

This course focuses on the comprehensive study of social studies, instructional strategies, resource materials, the North Carolina Standard Course of Study, national standards, and the assessment of student learning. Other key topics include: using technology, changing demographics, integrative curriculum and instruction, and community service.

CI 3070. Teaching Theatre, 9-12 (3).F.

Methods for teaching theatre in the 9-12 classroom. This course includes strategies, organization and administration for classroom and production activities in theatre arts. Experiences include developing lesson plans and actual high school teaching experience. It is strongly advised that all requirements for licensure (except student teaching) be completed prior to taking this methods course.

CI 3090. Teaching High School Science (2).F;S.

Students will have 30 hours of teamed experience in public school classrooms in addition to class. It is strongly advised that all other requirements for licensure (except student teaching) be completed prior to the methods course.

CI 3100. Teaching High School Social Studies (3).F;S.

National, state, and program standards for the social studies, current research in social studies education, social studies content, and knowledge and abilities of the learner are used to build lessons and limits in social studies. Constructing knowledge, understanding major social studies concepts, and developing skills based on the North Carolina Standard Course of Study are emphasized. Major topics include selecting materials and resources, instructional strategies, applying technology, assessing learning, and classroom management. Includes a 45-hour internship in a regional high school. Course is to be taken concurrently with RE 4630 the semester before student teaching.

CI 3104. Practicum I (3).S.

This practicum is designed to provide opportunities for students to plan and implement developmentally appropriate learning environments, learning experiences, and interactions with children and their families. In addition, students are required to demonstrate a basic level of reflection and professional behavior. Students in this practicum will be required to work with children ages birth-2 or 3-5 years of age. The practicum consists of a minimum of 150 contact hours in a program serving young children. Periodic seminars will be required. Prerequisite: consent of the instructor. Graded on an S/U basis. (Same as FCS 3104/SPE 3104.)

CI 3105. Practicum II (3).F.

GEN ED: Junior Writing in the Discipline (WID)

This practicum is designed to build on and extend competencies learned in Practicum I. Students in this practicum will be required to work with children ages birth-2 or 3-5 years of age, depending on prior practicum placement. Students also will be required to plan and implement developmentally appropriate environments, learning experiences, and interactions with children and their families. In addition, students will be expected to demonstrate an advanced level of reflection and integration, as well as appropriate professional behavior. The practicum consists of a minimum of 150 contact hours in a program serving young children. Periodic seminars will be required. Prerequisites: FCS 3104/CI 3104/SPE 3104 or permission of the instructor; and RC 2001 or its equivalent. Graded on an S/U basis. (Same as FCS 3105/SPE 3105.)

CI 3110. Social Studies in the Elementary School (3).F;S.

National, state, and program standards for the social studies, current research in social studies education, social studies content, and knowledge of the learner are used to build lessons and units in social studies. Constructing knowledge, understanding major social studies concepts, developing skills, and connecting social studies to the broader elementary curriculum is emphasized. Major topics include selecting materials and resources, instructional strategies, applying technology, integration with other subjects, and assessing learning. Coursework is integrated with the K-6 field internship and includes a service-learning component.

CI 3120. Teaching Languages: Theory and Practice (6).F.

A study of theories, methods, and best practices for teaching second languages, including instructional strategies, materials and assessment in the K-12 curriculum. This course is designed to allow students to meet the Standards for Second Language Teachers as defined by the NC State Board of Education. Experiences will include development of lesson and unit plans, classroom observations and micro-teaching. (Same as LLC 3120.) Required for B.S. degree with K-12 teacher licensure.

CI 3142. Language and Literature in the Elementary School (4). On Demand.

A study of communication skills in the elementary school curriculum with emphasis on language arts and children's literature. (Same as RE 3142.)

CI 3160. Methods of Teaching Industrial Education (3).F;S.

An introduction to methods, instructional strategies, organization and administration for teaching classroom and laboratory activities in industrial education subjects. Experiences will include development of unit and lesson plans, demonstrations, presentation, discussion techniques and field observation. Lecture three hours.

CI 3400. Policies and Practices in Educational Assessment (2).F;S.

Prospective teachers will critically examine factors that influence assessment practices and policies in districts, schools, and classrooms. They will consider how formative and summative data are and can be used to evaluate student learning and improve teacher instruction. They will design and develop a variety of assessments for student learning. Prospective teachers will analyze accountability systems, standardized testing, and high-stakes decision making. A grade of "C" (2.0) or higher must be earned. Prerequisites: CI 2300, FDN 2400, PSY 3010, and admission to teacher education.

CI 3500. Independent Study (1-3).F;S.

CI 3520. Instructional Assistance (1).F;S.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

CI 3530-3549. Selected Topics (1-4). On Demand.

CI 3551. Teacher, Leader, Citizen (3).F;S.

The purpose of this course is to prepare pre-service teachers for their roles as civic leaders, educational leaders, and role models in their classrooms. Through a series of readings, class discussions, and service activities, future teachers will be encouraged to play an active role in their society and local community.

CI 3552. Environmental Literacy in 21st Century Schools and Society (3).F;S.

This course focuses on developing field-based instructional strategies for integrating current science and real-life scientific problem solving with the range of curricula covered by the North Carolina Standard Course of Study. During the course, preservice teachers will explore multi-faceted ecological issues in their community, developing teaching approaches that bring together science content with math, technology, literacy, and social studies tools.

CI 3553. Issues of Language and Culture in Public Schools (3).F;S.

This course examines the concepts of language and culture and their relationships to teaching and learning in U.S. public schools. Students will develop an understanding of the history of linguistic diversity and language education in the U.S., theoretical foundations of the relationship between language, culture, and identity, as well as how immigration influences the cultural and linguistic diversity of schools. Through the use of case studies in the second half of the course, students will develop applied knowledge of how these issues interact in public school settings.

CI 3554. Investigating the Past and Present through the Experiences of Children (3).F;S.

Students will strengthen their own content knowledge as well as develop perspectives on events children and young adolescents have experienced in the past and the present. Students will explore and compare experiences of how children around the world lived in the past and how children live today. Using children's literature, primary and secondary sources, and current events, students will investigate the resilience of young people experiencing war, oppression, natural disaster, and other hardships both in the past and in the present. Students will conduct a service project directed toward children who are experiencing major challenges such as social injustice, poverty, or natural disaster.

CI 3555. Seeing the World through Mathematics (3).On Demand.

Using the lens of mathematics, students construct a comprehensive understanding of their world. Students will investigate what it means to be a global society and what responsibilities they hold as members. The course will examine current social issues, defining the issues and using numbers to paint a concise picture. This course includes a 20 hour service project.

CI 3556. Children at Risk (3).On Demand.

This course provides information and research about at-risk conditions that affect the success of children in the public schools. The academic and nonacademic indicators that predispose students for being at risk will be examined. Students will have the opportunity to learn strategies for working with children in challenging situations, especially those associated with poverty. This course requires a 20 hour service project.

CI 3750. Integrating Media and Technology into Teaching (3).F;S.

Prospective elementary education teachers gain experience integrating media and technology into instruction. This course focuses on using a variety of media to enhance content area instruction, while meeting the needs of diverse learners. Prospective teachers learn skills for designing and producing quality materials using media forms such as photography and video, the Microsoft Office Suite of programs, online resources, and emerging technologies.

CI 3900. Middle Grades Internship (3).S.

GEN ED: Junior Writing in the Discipline (WID)

Prospective middle grades teachers are introduced to middle level classrooms and school communities through field experiences in professional development schools. Observation, participation, and teaching experiences ranging from individual to large group settings are included. Reflection, analysis, and discussions of practicum experiences are integrated into regularly scheduled seminars. Students will complete inquiry projects, and participate in interdisciplinary teaming while developing rapport with young adolescents and examining the context of effective middle level learning environments. This course is taken concurrently with CI 3910 and CI 3920. Lecture 20 hours; laboratory 60 hours. Graded on an S/U basis. Prerequisite: RC 2001 or its equivalent.

CI 3910. Middle Level Education (3).S.

Prospective middle grades teachers will have the opportunity to learn about effective middle level programs and practices. Emphasis is placed on a historical perspective of middle level programs and schools, components of highly successful middle level schools and programs, current trends and issues in middle level schooling, and middle level research. Prospective middle grades teachers examine the implications of shifting demographics on middle level education, including the study of urban and rural middle level schools and programs. There is an emphasis on the study of exemplary programs and practices for meeting the needs of young adolescents and their families.

CI 3920. Teaching Young Adolescents (3).S.

Prospective middle grades teachers will have the opportunity to learn about the educational implications of the developmental period of early adolescence. The course focuses on applying what is known about young adolescents to models of effective middle grades teaching, learning, and schooling. Particular attention is paid to issues of ethnicity, race, gender, class, and ability and how these factors influence the developmental needs of young adolescents. The role of middle grades teachers in working with family and community members is also emphasized.

CI 4000. Elementary School Curriculum and Instruction (4).F;S.

An examination of the basic principles of curriculum, instruction, and assessment in relation to children in grades K-6. Topics focusing on classroom management, working with parents, and demonstrating performance on teaching standards will also be presented. Emphasis is placed on selecting, planning, and utilizing materials, strategies, and experiences based on the developmental needs of children and young adolescents. Students apply their knowledge when teaching and assessing elementary students in a K-6 field

experience culminating in a full-time internship during the last five weeks of the semester.

CI 4020. Teaching Physical Education (3).F;S.

Students will have 30 hours of teamed experiences in public school classrooms in addition to class. It is strongly advised that all other course requirements for licensure (except student teaching) be completed prior to the methods course. Prerequisites: PE 3003, PE 3008, PE 3012 and PE 3032 with a grade of "C" or higher in each.

CI 4030. Teaching Mathematics in the Elementary School (3).F;S.

A study of mathematics and pedagogy for prospective K-6 teachers. Mathematical content strands include measurement and geometry and process strands connections, communication, problem solving, reasoning and proof, and representation with the integration of technology and assessment. Selected assessment and instructional activities will be designed for implementation with elementary students during field placement experiences. Prerequisites: MAT 2030 and CI 3030/MAT 3030.

CI 4040. Mathematics in the Middle Grades (3).F.

This course focuses on the comprehensive study of instructional strategies for teaching middle grades mathematics. Emphasis is placed on utilization of resource materials, the North Carolina Standard Course of Study, national standards, technology use, integrative curriculum and instruction, and the assessment of student learning.

CI 4085. Teaching High School Mathematics (3).F.

This course prepares prospective secondary mathematics teachers to understand effective mathematics curricula based on national, state, and program standards, and to implement effective instruction and assessment in grades 8-12. Major topics include current research in mathematics education, understanding abilities of diverse learners, instructional strategies (including interpreting secondary mathematics content for learners), applying instructional technology, assessing learning, and secondary classroom management. An instructional design plan (IDP) will be created and at least two lessons from that IDP will be taught to students during the internship. Students will have an internship experience in public school classrooms. It is strongly advised that all other requirements for licensure (except student teaching) be completed prior to the methods course. A grade of "C" (2.0 or higher) must be earned in this class to proceed in teacher education. [Dual-listed with CI 5085.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

CI 4131. Teaching Family and Consumer Sciences (Grades 9-12) (3).F.

A study of the organization and management of the family and consumer sciences program in the secondary school (9-12) setting. Emphasis will be placed on instructional objectives and planning, curriculum development and utilization, classroom management and evaluation techniques. Includes an intensive, 30-hour field experience in a public school setting. Prerequisites: admission to teacher education and FCS 3700, or approval of the instructor. (Same as FCS 4131.)

CI 4200. Families in the Educational Process for Children: Birth Through Kindergarten (3).F.

The purpose of this course is to provide knowledge and skills in communicating with families as partners in educational planning for young children. Students will apply skills with families of infants, toddlers, preschoolers, and kindergarteners having typical and atypical educational needs.

CI 4300. Literacy, Language, and Culture in Middle Grades Education (3).F.

Prospective middle grades teachers will have the opportunity to learn about the foundational and current issues and methods of instruction regarding literacy education at the middle grades level. Emphasis is placed on the politics of language and identity, socio-cultural contexts for adolescent literacy development, diverse literacy learners, and effective instructional strategies. Students enrolled in the course learn to assess students' literacy needs and acquire knowledge of a range of practices that support the literacy development of young adolescents. Prospective middle grades teachers will work with cooperating public school teachers to plan and implement literacy strategies and assessments in middle grades classrooms. (Same as RE 4300.)

CI 4401. Methods of Elementary Science Teaching (3).F;S.

This course focuses on developing instructional strategies for teaching science content as a means for achieving scientific literacy in the 21st century. A broad range of science content will be explored in the context of the North Carolina Standard Course of Study (NCSCOS) strands: Nature of Science, Science as Inquiry, Science and Technology, and Science in Personal and Social Perspectives. Students will be exposed to a variety of science teaching models with an emphasis on social constructivism and integrated instruction in a community context. Throughout the course, class work will be connected to the field experience, as students will develop school-based projects, lessons, and assessments for implementation during their internship.

CI 4421. Art Education: Age 13 Through Adulthood (3).F.

Recommended to be taken concurrently with ART 4422. Art teaching-learning for teenagers through adults for public schools and on-traditional groups, stressing personal development, concepts, environmental influences, and interdisciplinary relationships. Practicum

experiences in middle school, high school, and relevant alternate sites. Prerequisites: ART 2421 and ART 3422. Prerequisites may be waived for non- licensure students with permission of the instructor.

CI 4450. Seminar in Middle Grades: Portfolio/Exhibition (1).S.

Prospective middle grades teachers will be provided technological assistance as they create professional portfolios and prepare exhibitions. Time will be scheduled for the exhibition and assessment of these products. Emphasis will be placed on fulfilling graduation and initial licensure requirements as well as the transition to career status. Graded on an S/U basis.

CI 4490. Middle Grades Curriculum, Instruction, and Assessment (4).F.

Middle grades teacher candidates select, implement, and evaluate approaches to curriculum, instruction, and assessment that are designed to improve student learning. Candidates work collaboratively with university faculty, master teachers, and interdisciplinary teams in university cohorts and professional development school settings to improve and expand their professional knowledge. Emphasis is placed on integrative curriculum practices, understanding diversity, assessment of teaching and student learning, and the use of technology. In the field experience, emphasis is placed on implementing teaching and assessment practices that are responsive to diverse students' needs, management of students, time, and resources, and participation in reflective practices. Candidates have opportunities to participate in professional association meetings, seminars, and conferences. Lecture 40 hours, laboratory 150 hours.

CI 4552. Advanced Video Production (3).S.

This course will give students the opportunity to engage in the professional video production process as they create a video program for a client or for their portfolio. Students will learn skills in pre-production planning, production and post-production editing, and they will also learn to operate and maintain professional quality equipment. Additionally, as they act as crew on one another's projects and critique one another's work, students will learn to be a part of a video production team. Emphasis in this course is placed on thorough and creative planning, collaborative production and a progressive step-by-step approach to post-production. Prerequisite: CI 4840 or permission of the instructor.

CI 4553. Issues in Transdisciplinary Service Delivery (3).S.

This seminar emphasizes the foundations for professional development, positive attitudes toward children and families, and the strong commitment toward continuous, life-long study of young children and their learning. Class discussions and assignments are designed to prepare B-K teachers to participate fully in interdisciplinary and transdisciplinary early childhood teams and to collaborate across agencies dealing with young children and their families. (Same as FCS 4553/SPE 4553.)

CI 4556. Infant/Toddler Curriculum (3).F.

The purposes of this course are (1) to apply the principles of developmentally appropriate practice to planning, implementing, and evaluating curriculum experiences for infants and toddlers; and (2) to develop strategies for integrating a range of developmental needs and disabilities within the planned curriculum. Prerequisites: FCS 2101 and SPE 3274, or consent of the instructor. (Same as FCS 4556/SPE 4556.)

CI 4591. Theory and Practice in the Teaching of High School English (3).F;S.

This course gives preservice teachers an opportunity to think about and explore pedagogy and curriculum for Secondary English through reading, discussion, planning, projects and presentations. Participants will also be asked to consider institutional issues and conditions that impact teaching, as well as needs and concerns of adolescents, societal influences on schools, and conceptions of what constitutes good teaching and learning. This course should be taken the semester prior to student teaching. (Same as ENG 4591.)

CI 4602. Preschool Curriculum and Instruction (3).F.

The purposes of this course are (1) to apply the major cognitive, language, affective, social and physical development theories to curriculum planning and implementation for all young children; and (2) to develop strategies for integrating a range of learning needs and disabilities into the planning and implementation of an early childhood curriculum. Emphasis will be on education services in public schools and other settings serving young children with typical and atypical needs. Prerequisite: SPE 3274 or consent of the instructor. (Same as FCS 4602/SPE 4602.)

CI 4660. Classroom Management and Assessment Practicum in Secondary Education (2-3).F.

Provides opportunities for students to study, observe, and participate in using performance assessment and classroom management strategies in public schools. Reflection, analysis and discussion of practicum experiences are integrated into regularly scheduled seminar classes. Emphasis is placed on: multiple assessment strategies, including portfolio assessment; making and documenting classroom management decisions; taking action and communicating these actions to students and parents; and becoming a reflective practitioner. Lecture and laboratory hours required. (Same as BE 4660.)

CI 4680. Kindergarten Curriculum (3).F.

Designed for both birth-kindergarten and elementary education majors, this course provides information on the history of the

kindergarten movement, an overview of development of five and six year olds, classroom organization and management, as well as specific, developmentally appropriate assessments and methods for teaching children in kindergarten. Lecture three hours. Prerequisite: admission to teacher education. (Same as FCS 4680/SPE 4680.)

CI 4740. Photography and Digital Imaging (3).F;S.

Basic theory, principles, and techniques of photography and digital imaging.

CI 4770. Intermediate Photography and Digital Imaging (3).S.

An intermediate photographic production course which strengthens previously acquired skills in photography and provides advanced work in digital imaging.

CI 4810. Introduction to Sight and Sound (3).F;S.

An introduction to the basic knowledge and skills underlying any effective audiovisual presentation. Students will have the opportunity to learn the aural and visual aesthetic principles involved in the creation of effective media presentations. They will also have the opportunity to learn the theory and operation of various common sight and sound devices, including microphones, digital audio recorders, and digital audio editing software; still cameras, and digital image editing software; video cameras and digital video editing tools; and projection devices and presentation systems. Emphasis will be placed not only on understanding how the equipment works, but on the common theoretical background shared by all these communication devices.

CI 4825. Non-fiction Film and Video (3).F;S.

Students view and analyze a variety of non-fiction films and videos in terms of both form and content. Emphasis is placed on understanding the wide range of purposes for which non-fiction programs are made, and on examining the variety of techniques used to achieve those purposes. Students also engage in some hands-on experiences attempting to capture reality on videotape as part of an effort to explore what happens to reality when it is shaped into a film or video.

CI 4830. Media Literacy (3).F.

The course examines what it means to be literate in a media era. Key concepts and principles from the field of media literacy are studied through an examination of motion pictures, advertising, television, photo journalism, broadcast news, and the Internet. Emphasis is placed upon understanding media texts, media industries, media narratives, and the form and language of a variety of different media. Students are provided with critical frameworks for analyzing media as well as with tools and techniques to be applied in several class projects aimed at deconstructing media messages.

CI 4835. Media: Image, Influence, and Identity (3).S.

This media literacy course concentrates on media representations, media audiences, and media effects, including the socio-cultural contexts of consumption and production. Media, ranging from mass media to social media, are studied in terms of their depiction of individuals, institutions, and issues. Key categories of exploration include examining identity and media representations of race, class, gender, sexuality, ability, etc. Case studies may include representations of the family, adolescence, and minorities.

CI 4840. Beginning Video Production (3).F;S.

This course is a basic introduction to the creative and technical skills needed to produce effective, low-budget video programs on location. Students will use the department's digital cameras and non-linear computer editing system to learn how to express themselves clearly in a wide variety of programming formats through the language of video. Students will gain experience in each of the three stages in the production process: pre-production, production, and post-production.

CI 4860. Audio Documentary Production (3).S.

In this course, students listen to and analyze a variety of non-fiction audio programs in terms of both form and content. Emphasis is placed on understanding the wide range of purposes for which non-fiction programs are made, and on examining the variety of techniques used to achieve those purposes. The class will explore the advantages and disadvantages of creating and distributing documentaries in an audio format. Students also engage in some hands-on experiences creating sound documentaries using a variety of digital audio hardware and software. The short audio documentaries produced by each member of the class will be podcast.

CI 4900. Internship/Student Teaching (6-12).F;S.

GEN ED: Capstone Experience

Teaching experiences under supervision for one semester for students who plan to teach B-12. Graded on an S/U basis.

CAREER AND TECHNICAL EDUCATION (CTE)

CTE 3500. Independent Study (1-4).On Demand.

CTE 3520. Instructional Assistance (1).On Demand.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

CTE 3530-3549. Selected Topics (1-4).On Demand.

Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course.

CTE 3530-3549. Selected Topics (1-4).On Demand.

Subject matter may vary from term to term depending on student interest and need. A student may enroll more than once in a selected topics course provided that the content does not duplicate that of the previous course.

CTE 3900. Internship (6 or 9).On Demand.

CTE 4619. Career and Technical Education Curriculum (3).F.

This course provides an overview of career and technical education (CTE) curriculum development and programs of study in North Carolina. Students will utilize the North Carolina Standard Course of Study curriculum guides to prepare detailed units of instruction and daily lesson plans, along with appropriate instructional resources and assessments.

CTE 4629. Management of Career and Technical Education Programs and CTSOs (3).S.

This course is designed to provide prospective Career and Technical Education (CTE) teachers with the knowledge and skills necessary to effectively organize and manage CTE educational programs and career technical student organizations (CTSO's). Topics to be studied include: an overview of CTE, management and evaluation of CTE programs, and organization and administration of CTE student organizations. Students will also learn to plan, implement, and direct various work-based learning programs, as well as engage in professional development activities.

CTE 4650. Research in Career and Technical Education (3).S.

GEN ED: Writing in the Discipline (WID)

This course provides students with an opportunity to conduct original and unique research in the field of career and technical education. Students will conduct research and design and develop an original project in their specific area of study based on the specific content area skills they have developed in their previous coursework.

CTE 4660. Methods and Materials in Career and Technical Education (3).F.

This course provides a study of instructional strategies appropriate for use in Career and Technical Education (CTE) classrooms (grades 6-12). It places emphasis on the following areas of study: learning theory, standards-based instructional planning, teaching methods, and classroom management.

CTE 4810. Seminar (3).On Demand.

CTE 4910. Practicum in Career and Technical Education (1).F.

Prospective Career and Technical Education (CTE) teachers are introduced to CTE classrooms and school communities through field experiences in secondary schools. Observation, participation, and teaching experiences ranging from individual to large group settings are included. Reflection, analysis, and discussions of practicum experiences are integrated into regularly scheduled seminars. Co-requisite: CTE 4660.

BUSINESS EDUCATION (BE)

BE 1021. Introductory Keyboarding (1). On Demand.

A course designed to teach touch keyboarding skills to enable students to more efficiently use computer terminals, microcomputers, information processors, and other typewriter designed keyboards.

BE 1030. Computer Digital Input Systems (3).F;S.

Provides opportunities for students to use speech recognition to efficiently input data; use emerging alternative digital input devices such as handheld computers, scanners, digital cameras, and cell phones. Basic skills such as formatting letters, manuscripts, and other business documents are also reinforced.

BE 1060. Business Mathematics (2). On Demand.

The fundamental process of mathematics and their application to common business practices. Topics included are trade, merchandising, valuation of assets, payrolls, taxes, insurance, banking, investments, credit, business ownership and distribution of earnings, and income taxes.

BE 1590. Personal Money Management (3).F.

Planning and managing personal finances. Emphasis is placed on controlling expenditures, consumption, emergencies, borrowing, insurance, home ownership, taxes, savings, investing, retirement, and personal estate planning.

BE 2110. Word Processing Skills for Desktop Publishing (3).F;S.

This course will provide opportunities for students to gain a basic understanding of advanced word processing and desktop publishing skills that enable students to produce a variety of products. Included are work with online systems, basic computer components and concepts, file management, word processing applications, desktop publishing applications, and integrated related technologies such as Internet applications and multimedia applications needed to produce a variety of sophisticated products. Prerequisite: BE 1030 or the equivalent.

BE 3340. Business Communications (3).F;S.

GEN ED: Junior Writing in the Discipline (WID)

Students gain experience in written and spoken business communications. Activities include writing e-mail, memoranda, letters, proposals, and reports. Oral, nonverbal, and intercultural communications are emphasized. Prerequisite: RC 2001 or its equivalent. (Global Learning Opportunity course)

BE 3380. Information Systems for Business and Education Professionals (3).S.

This course provides instruction in computers as essential components in business and education. Students are instructed about concepts related to information systems design, networking, e-commerce, and programming languages. Students will have the opportunity to engage in some hands-on experiences related to the course objectives.

BE 3500. Independent Study (1-4).F;S.

BE 3520. Instructional Assistance (1).F;S.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

BE 3820. Records Management and Control (3). On Demand.

Study of the planning, implementation, and maintenance of records management and control programs (creation, distribution, retention, utilization, storage, retrieval, protection, preservation, and final disposition) in organizations in order to reduce costs in handling records and to develop efficient systems and procedures for the storage and retrieval of records at the corporate level, public governmental units; local, state, regional and national levels.

BE 3900. Internship (6-9).F;S.

A full-time work experience in business. Nine semester hours of credit are granted for a normal 15-week internship with six semester hours granted for a 10-week internship. Students are encouraged to do internships during the summer between their junior and senior years of study. Prerequisite: full admission to the Reich College of Education, junior or senior standing, and permission of the departmental chair and the program coordinator. Graded on an S/U basis.

BE 4030. Cooperative Office Education (2). On Demand.

Actual work in an office. Group conferences to be arranged. (By permission of department only.)

BE 4510. Office Management (3).F.

Study of the responsibilities, problems, and duties of the office manager approached from a management viewpoint; study made in managing the modern office from both a traditional and computerized office systems approach; study of administering systems and procedures in office work and expansion of knowledge and techniques used to reduce and control office costs. [Dual-listed with BE 5510.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

BE 4550. Network Administration for Business and Education Professionals (3).F.

This course provides instruction in the administration of client/server networks with a major emphasis on network operating system software and the establishment of working network servers and core networking concepts. Students will have the opportunity to engage in hands-on experiences related to the course objectives.

BE 4650. Computer Applications for Business and Education Professionals (3).F.

This course involves extensive hands-on activities that include word processing, spreadsheets, databases, presentation and publication software. Internet activities, including web page design, will be integrated into practical projects that will build on student knowledge and skills. [Dual-listed with BE 5650.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

BE 4660. Classroom Management and Assessment Practicum in Secondary Education (2-3).F.

Provides opportunities for students to study, observe, and participate in using performance assessment and classroom management strategies in public schools. Reflection, analysis and discussion of practicum experiences are integrated into regularly scheduled seminar classes. Emphasis is placed on: multiple assessment strategies, including portfolio assessment; making and documenting classroom management decisions; taking action and communicating these actions to students and parents; and becoming a reflective practitioner. Lecture and laboratory hours required. (Same as CI 4660.) [Dual-listed with BE 5660.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

BE 4755. Methods and Materials in Business and Marketing Education (4).F.

This course will provide students with opportunities to acquire knowledge and skills needed to effectively teach business and marketing education courses in school settings. It places emphasis in the following areas of study: lesson and unit plans, assessment, curriculum, teaching strategies, and delivery of lessons. This course also incorporates the history of CTE, legislation affecting business and marketing education, and CTE student organization and work-based learning programs. The course requires observation and participation in public school classrooms in addition to scheduled classes.

BE 4810. Seminar (3). On Demand.

[Dual-listed with BE 5810.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

BE 4850. Management of Occupational Education Youth Organizations (3).S.

A study of how to organize and administer youth organizations in occupational business and marketing education for teachers in order to establish an excellent learning situation. [Dual-listed with BE 5850.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

Department of Family and Child Studies (FCS)

Ellen S. Carpenter, Chair

*Denise M. Brewer
Patricia F. Hearron*

*Cheryl L. Lee
Rhonda D. Russell*

*Carol S. Soulé
Teresa Sumrall*

Family and Child Studies' mission is to create a community of engagement around the capacity for learning and competence of children by exploring how children develop and learn in the context of their families and communities. Within this community, we prepare professionals who work with children and families across a variety of settings. Inspired by the pedagogical practices of Reggio Emilia, we aspire to create professionals who consider the cultures within which the child grows and develops. Students are supported in developing sensitivity to all through critical thinking and community engagement. By embracing our obligation to create healthy, just and sustainable societies, we equip our students to be knowledgeable, compassionate and dedicated in their professional endeavors; to respond to others with humility; and to recognize the dignity of all.

The Department of Family and Child Studies offers the following undergraduate degree programs:

Bachelor of Science degree in Child Development (non-licensure) with a concentration in Family and Consumer Sciences

Bachelor of Science degree in Child Development with a concentration in Birth Through Kindergarten (with teacher licensure)

The teacher education program is accredited by NCATE and meets the North Carolina Department of Public Instruction standards for teaching licensure.

A common core of subjects in liberal education, as well as in family and child studies, is required of all majors. The general education requirements are designed to provide instruction in the natural and social sciences, the arts and humanities, and in general family and consumer sciences areas. In all programs, families and individuals are the primary foci. The program offers educational preparation for professional careers, entry into continuing education programs and graduate study.

In addition to program course work, the department is home for the Lucy Brock Child Development Laboratory Program.

The Lucy Brock Child Development Laboratory Program serves as a laboratory for child development students and for students from other university departments/programs as well. It provides opportunities for observation and direct experiences with children.

Students majoring in Child Development (non-licensure); Child Development: Birth Through Kindergarten; and Family and Consumer Sciences, Secondary Education are required to make a grade of "C" (2.0) or higher in all major requirements.

Child Development (Non-teaching)

The Bachelor of Science degree in Child Development (non-licensure) with a concentration in Family and Consumer Sciences is designed to give the student a broad base of knowledge about children and families. Majors will take courses in all areas of family and consumer sciences. Because of the broad base of courses and the number of electives including a variety of course opportunities across the university, advisors are able to help students prepare for exciting careers working with children and families. Within the major, students select from at least one area of focus: Infant/Toddler, PreK/Kindergarten, Middle Childhood, Child Life, and Child Development Research.

The Bachelor of Science degree in Child Development (510*/19.0706) with a concentration in Family and Consumer Sciences (510F)

The program of study is available at: www.programsofstudy.appstate.edu/child-development-bs-family-and-consumer-sciences-510f-2016-2017

The Bachelor of Science degree in Child Development (510*/19.0706) with a concentration in Birth Through Kindergarten (510G)[T]

The program of study is available at: www.programsofstudy.appstate.edu/child-development-bs-birth-through-kindergarten-510g-2016-2017

Minors in Family and Child Studies

Students not majoring in the Department of Family and Child Studies may earn one of the two minors listed below by the completion of the prescribed 17-18 semester hours.

Child Development Minor (510/19.0706) (17-18 semester hours)

The program of study is available at: www.programsofstudy.appstate.edu/child-development-minor-510-2016-2017

Family and Consumer Sciences (general) Minor (526/19.0101) (17-18 semester hours)

The program of study is available at: www.programsofstudy.appstate.edu/family-and-consumer-sciences-minor-526-2016-2017

Courses of Instruction in Family and Consumer Sciences (FCS)

This catalog reflects fall and spring semester offerings. Go to www.summerschool.appstate.edu for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

FAMILY AND CONSUMER SCIENCES (FCS)

FCS 1100. Development and Relationships: Conception through Middle Years (3). On Demand.

A study of the development of children from conception through middle school age, incorporating the psycho-social, physical and cognitive components of development and relationships. Lecture two hours, laboratory two hours.

FCS 1300. Housing Environments (3).F.

Study of individual and family housing needs, housing acquisition decisions, and housing space. Students will apply the elements and principles of design to choose and to create functional, safe and aesthetically pleasing living environments which foster individual and family well-being and accommodate relevant life cycle stages. Selection of household furnishings, housing policy, trends, energy use, and material quality are explored. Lecture three hours.

FCS 1400. Professional Orientation (1).F;S.

Factors and personalities influencing the history of family and consumer sciences; present status of the discipline, future responsibilities and career opportunities. Lecture one hour. Required of all family and consumer sciences majors. To be completed either the first or second semester enrolled as a family and consumer sciences major.

FCS 2101. Child Development: Birth-2 Years (3).F;S.

In-depth study of infancy to include concepts, principles and developmental theories. Students will observe, record, and analyze the social, emotional, physical and cognitive development of the typical and atypical infant and toddler in the social and cultural context. Lecture two hours, laboratory two hours.

FCS 2102. Child Study and Guidance (3).F;S.

Child study techniques and child guidance principles and strategies appropriate for use with young children in group care and hospital settings. Includes weekly laboratory experiences and observational reports. Lecture two hours, laboratory two hours. Prerequisite: FCS 2104.

FCS 2103. Family Development: Origins and Movement (3).F;S.

GEN ED: Social Science Designation; Liberal Studies Experience

A study, using the multicultural life span approach, of factors affecting human and family development. Theories, patterns, structures and functions of diverse family groupings and interactions and interrelationships in family processes and development will be considered in relation to current research. Students will research their individual family origins and movement over time to understand the current change in ethnic diversity. Students will also study and analyze critical family issues and compare these issues within different cultures in the United States and around the world. Lecture three hours.

FCS 2104. Child Development: 3-K Years (3).F;S.

Examines, with a multidisciplinary approach, the growth and development of preschool children, both typical and atypical. Students will observe, record, and analyze motor, social, emotional and intellectual development of typical and atypical children using developmental theory. Lecture two hours, laboratory two hours.

FCS 2110. Global Awareness: Examining the Human Condition (3).F;S.

GEN ED: Integrative Learning Experience (Theme: "Sustainability and Global Resources")

A human ecological approach to the issues related to hunger, child and maternal mortality, access to primary education, and reproductive health. Economic, social, political, and geographic concepts will be related to current indicators of the United Nations Millennium Development Goals in order to analyze impacts on individuals and families. Students will develop and evaluate strategies that enhance living conditions for families in local and global contexts. Emphasis will be directed toward families most affected by negative living conditions. Lecture three hours.

FCS 2111. Social History of the Family (3).F;S.

GEN ED: Liberal Studies Experience

This course will examine family as an institution through cross-cultural, social, and historical contexts. The purpose of the course is to provide students with an introduction to theoretical perspectives used in the study of families, knowledge of the history of family

life, and learning experiences that provide opportunities to think critically, communicate intelligently, and make informed opinions about contemporary family issues. Connections to other courses within the individual and society theme will focus on individual and group decision making within the context of the family. Lecture three hours.

FCS 2355. Equipment, Technology, and Management in the Home (3). On Demand.

Selection, use, and application of equipment and technology in the home. Study and practical application of the principles and procedures of home management. Lecture two hours, laboratory two hours. Prerequisite: FCS 1300.

FCS 2500. Independent Study (1-4). On Demand.

FCS 2600. Family Economics (3).S.

A study of the management of human and material resources designed to develop competence as consumers of goods and services in a modern economic society. Lecture three hours.

FCS 3100. Early Intervention for Young Children (3).F.

This course will examine how early intervention (EI) professionals provide services in a variety of settings (e.g., home, child care, schools, agencies, community settings such as parks, grocery stores), as well as the Federal laws associated with EI. The course will also examine specific disabilities and possible EI strategies that individualize for children and families. Teaming with professionals and families is emphasized. Prerequisites: FCS 2101 and FCS 2104, or permission from instructor.

FCS 3101. Enriching Experiences for Young Children (3).S.

Planning, developing and evaluating creative activities to meet the total needs of young children in preschool programs. Lecture two hours, laboratory two hours. Prerequisite: FCS 2102.

FCS 3102. Family, Child and Professional Interactions: A Focus on Young Children (3).F.

GEN ED: Junior Writing in the Discipline (WID)

A family development approach to parent, child and professional interactions with a specific focus on communication patterns and family structure. Students will study and evaluate strategies which enhance positive interactions relevant for working with parents and professionals. Emphasis will be directed toward normative and catastrophic family issues. Lecture three hours. Prerequisites: FCS 2103, FCS 2104; and RC 2001 or its equivalent.

FCS 3104. Practicum I (3).S.

This practicum is designed to provide opportunities for students to plan and implement developmentally appropriate learning environments, learning experiences, and interactions with children and their families. In addition, students are required to demonstrate a basic level of reflection and professional behavior. Students in this practicum will be required to work with children ages birth-2 or 3-5 years of age. The practicum consists of a minimum of 150 contact hours in a program serving young children. Periodic seminars will be required. Prerequisite: consent of the instructor. Graded on an S/U basis. (Same as CI 3104/SPE 3104.)

FCS 3105. Practicum II (3).F.

GEN ED: Junior Writing in the Discipline (WID)

This practicum is designed to build on and extend competencies learned in Practicum I. Students in this practicum will be required to work with children ages birth-2 or 3-5 years of age, depending on prior practicum placement. Students also will be required to plan and implement developmentally appropriate environments, learning experiences, and interactions with children and their families. In addition, students will be expected to demonstrate an advanced level of reflection and integration, as well as appropriate professional behavior. The practicum consists of a minimum of 150 contact hours in a program serving young children. Periodic seminars will be required. Prerequisites: FCS 3104/CI 3104/SPE 3104 or permission of the instructor; and RC 2001 or its equivalent. Graded on an S/U basis. (Same as CI 3105/SPE 3105.)

FCS 3106. Adolescent Development (3).S.

Examination of the physical, cognitive, social, and emotional development of adolescents in the contexts of family, peers, school, work, and culture. Emphasis on the search for identity, sexuality, autonomy, and interpersonal relations. Observation and participation with adolescents.

FCS 3107. Variations in Development: Birth through Kindergarten (3).F.

This course will examine the variations in development that occur during early childhood. Students will explore the range of developmental outcomes in young children and how development results from characteristics within children and/or from the environment. A strengths-based approach will be taken in exploring strategies for intervention in meeting the needs of young children. Prerequisites: FCS 2101 and FCS 2104.

FCS 3109. Child Development: Ages 5-12 (3).F.

A study of children as they enter the school years until they reach adolescence. The course will examine normal expectations related to physical growth and development such as: health issues, cognitive development including school expectations and language, and the social development observed in the emergence of peer relationships. This course also studies developmental criteria that include children with and without disabilities.

FCS 3110. Enriching Experiences and Programming for Children (3).F.

Planning, developing, and implementing developmentally enhancing experiences to meet the total needs of children in a variety of programs, including after school programs, hospital programs, summer camps and institutes, YMCAs, etc. Lecture two hours, laboratory two hours per week. Prerequisite: FCS 3109.

FCS 3500. Independent Study (1-4).On Demand.

FCS 3520. Instructional Assistance (1).On Demand.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours. Approved contract required.

FCS 3522. Introduction to Birth-Kindergarten (3).On Demand.

An introduction to professional practices for working with young children, birth to five years, and their families. Students will examine concepts related to developmentally appropriate practices with young children, as well as exploring professional requirements and standards for those who work with young children.

FCS 3530-3549. Selected Topics (1-4). On Demand.

FCS 3700. Introduction to Family and Consumer Sciences Education (3).S.

Survey of the North Carolina program of studies in secondary family and consumer sciences and the vocational student organization (FCCLA). Guided observation and participation in educational settings. Prerequisite: approval of the instructor.

FCS 3901. Practicum (3).On Demand.

This course is designed for students to develop their skills in interacting with children. Students are required to observe and reflect about interactions with children and to begin designing interactions that promote development. The practicum consists of 200 direct contact hours with children. Prerequisite: FCS 2102, 20 s.h. of family and consumer sciences courses; 2.0 grade-point average overall. Graded on an S/U basis.

FCS 4102. Critical Issues: Stressors in Child and Family Development (3).S.

Study of various critical issues affecting children with an emphasis on infancy and early childhood. Lecture three hours. Prerequisites: FCS 2103 and FCS 2104.

FCS 4131. Teaching Family and Consumer Sciences (Grades 9-12) (3).F.

A study of the organization and management of the family and consumer sciences program in the secondary school (9-12) setting. Emphasis will be placed on instructional objectives and planning, curriculum development and utilization, classroom management and evaluation techniques. Includes an intensive, 30-hour field experience in a public school setting. Prerequisites: admission to teacher education and FCS 3700, or approval of the instructor. (Same as CI 4131.)

FCS 4315. Habitats and Public Policy (3). On Demand.

Historical and current politico-economic climates and their influences on the physiological, psychological and sociological aspects of housing. The interrelationships of the physical environment with people in urban, suburban, and rural housing situations. Current developments in housing with emphasis on private and federal programs. Lecture three hours. Prerequisite: junior standing.

FCS 4400. Professional Seminar (1).F;S.

GEN ED: Junior Writing in the Discipline (WID)

A study of concepts and skills essential for successful entry into the professional world including job search strategies, resume development, interview strategies, written and oral communication, professional ethics, and career management and development. Lecture one hour. Prerequisites: FCS 1400 and senior level standing or approval of the major advisor. Should be completed before taking FCS 4900.

FCS 4450. Contemporary Issues in Family and Consumer Sciences (2).F;S.

An integrative study of contemporary issues in relation to individuals and families: child development, family relations, parenting,

resource management, housing, interior design, apparel and textiles, food and nutrition. Team building and problem solving skills using interdisciplinary group assignments will be incorporated into presentation and discussion. Prerequisites: FCS 1400, FCS 2103, junior or senior level standing.

FCS 4551. Families in Later Life (3).F.

In-depth study of factors influencing interrelationships in family development in the later years. Lecture three hours. Prerequisite: FCS 2103 or permission of the instructor. [Dual-listed with FCS 5551.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

FCS 4553. Issues in Transdisciplinary Service Delivery (3).S.

This seminar emphasizes the foundations for professional development, positive attitudes toward children and families, and the strong commitment toward continuous, life-long study of young children and their learning. Class discussions and assignments are designed to prepare B-K teachers to participate fully in interdisciplinary and transdisciplinary early childhood teams and to collaborate across agencies dealing with young children and their families. (Same as CI 4553/SPE 4553.)

FCS 4556. Infant/Toddler Curriculum (3).F.

The purposes of this course are (1) to apply the principles of developmentally appropriate practice to planning, implementing, and evaluating curriculum experiences for infants and toddlers; and (2) to develop strategies for integrating a range of developmental needs and disabilities within the planned curriculum. Prerequisites: FCS 2101 and SPE 3274, or consent of the instructor. (Same as CI 4556/SPE 4556.)

FCS 4602. Preschool Curriculum and Instruction (3).F.

The purposes of this course are (1) to apply the major cognitive, language, affective, social and physical development theories to curriculum planning and implementation for all young children; and (2) to develop strategies for integrating a range of learning needs and disabilities into the planning and implementation of an early childhood curriculum. Emphasis will be on education services in public schools and other settings serving young children with typical and atypical needs. Prerequisite: SPE 3274 or consent of the instructor. (Same as CI 4602/SPE 4602.)

FCS 4609. Seminar in Vocational Education (1).F.

A study of the historical, legislative, and philosophical bases of vocational education; organization of vocational education in North Carolina; and contemporary issues in vocational education. Prerequisites: approval of the instructor. [Dual-listed with FCS 5609.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

FCS 4610. Administration of Early Childhood Programs (3).S.

A study of the role of the program administrator in a variety of early childhood settings, both public, private and non-profit. This study will involve program planning, staff administration, assessment of facility and equipment needs, appropriate program and financial management using computer management software and studying the state regulations that govern programs for young children. Lecture three hours. Prerequisite: FCS 4556 or FCS 4602 or FCS 3110 or permission of the instructor. [Dual-listed with FCS 5610.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

FCS 4611. The Hospitalized Child (3).S.

This course is designed to help students understand the procedures, illnesses, and stress that are experienced by children and families during hospitalization. This course will stress both theory and practice in working with children and families for professionals in non-medical areas. [Dual-listed with FCS 5611.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

FCS 4680. Kindergarten Curriculum (3).F.

Designed for both birth-kindergarten and elementary education majors, this course provides information on the history of the kindergarten movement, an overview of development of five and six year olds, classroom organization and management, as well as specific, developmentally appropriate assessments and methods for teaching children in kindergarten. Lecture three hours. Prerequisite: admission to teacher education. (Same as CI 4680/SPE 4680.)

FCS 4701. Educational Methods for Family and Consumer Sciences (3).F.

A study of the principles of teaching and learning applied to family and consumer sciences content. The course will address instructional methods appropriate for formal and non-formal educational settings, focusing on specific oral strategies and computer applications. Prerequisite: FCS 3700 or approval of the instructor.

FCS 4709. Middle Grades Career Exploration (3).On Demand.

A study of the newer conceptual and pragmatic models of middle grades career exploration. Development of competencies of

teachers in relation to the development of models, integration of cluster concepts, occupational information, and resources which might be utilized in career exploration. Meets requirements for licensure and license renewal credit for teachers involved in career education. Prerequisites: FCS 4609, FCS 4131/CI 4131 or equivalent, or permission of the instructor. Lecture two hours, laboratory two hours.

FCS 4710. Middle Grades Career Exploration Labs (3).On Demand.

Study of the occupational clusters and the methods and techniques of teaching in each of the middle grades career exploration labs. Meets requirements for licensure and license renewal credit for teachers involved in middle grades career education. Prerequisite: FCS 4609, FCS 4131/ CI 4131, FCS 4709, or equivalent, or permission of the instructor. Lecture two hours, laboratory two hours.

FCS 4900. Internship (3-12).F;S.

GEN ED: Capstone Experience

Field experience or employment in the area of the student's interest in child development. Supervision and evaluation by the employer and the faculty member.

Prerequisites:

- A. 2.00 overall grade-point average
- B. College rank: juniors (60+ s.h.)
- C. Completed 35 semester hours of family and child studies courses including FCS 4400 (except 24 semester hours for family and consumer sciences secondary education licensure).
- D. Internship proposal fully approved
- E. Major courses in Child Development completed:
FCS 2101, FCS 2102, FCS 2103, FCS 2104, FCS 3107, FCS 4408; NUT 2201.

Graded on an S/U basis. Hours requirement for three credit hours is 120 hours with 40 hours required for each additional credit.

Department of Human Development and Psychological Counseling (HPC)

Lee Baruth, Chair

*Karen L. Caldwell
Catherine R. Clark
Laura Gambrel
Elizabeth G. Graves
Dominique Hammonds*

*Glenda Johnson
Nickolas A. Jordan
James M. Lancaster
Geri A. Miller
Christina M. Rosen*

*Mark Schwarze
Melia Snyder
Jill Van Horne
Diane M. Waryold
Jon L. Winek*

The Department of Human Development and Psychological Counseling is responsible for organizing and providing instructional programs in counseling and other human development functions for public schools, colleges/universities, and various agencies.

The department offers courses of instruction leading to a Master of Arts degree with the following options:

1. The Clinical Mental Health Counseling program is designed to prepare counselors and other "helping" professionals to work in a wide variety of human service agencies (including mental health centers, social service agencies, business and industry employee assistance programs, etc.) Degree concentrations include: Addictions Counseling; Marriage and Family Counseling; Expressive Arts Therapy; Clinical Mental Health Counseling, General; and Body Centered Therapy.
2. The Professional School Counseling program (K-12) is designed to meet North Carolina licensure requirements and to prepare counselors for elementary, middle, and secondary schools.
3. The College Student Development program is designed to prepare student development specialists to work in a variety of areas (residence life, career development, student activities, leadership, academic advising, etc.) within colleges and universities. Degree concentrations include: College Outdoor Program Administration, and Student Affairs Practice.
4. The Marriage and Family Therapy program is designed to prepare counselors to work specifically with families in a wide variety of work settings. The program meets the educational requirements for clinical membership in the American Association for Marriage and Family Therapy (AAMFT), and North Carolina licensure.

The master's degree programs in Clinical Mental Health Counseling and Professional School Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body. Graduates are immediately eligible to take the examination of the National Board for Certified Counselors, Inc., to become National Certified Counselors. The program in College Student Development (Student Affairs Practice concentration) is designed to meet the curriculum guidelines of the Council for the Advancement of Standards in Higher Education (CAS). The Professional School Counseling program is also accredited/approved by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction. The Marriage and Family Therapy Program is accredited by the Commission on Accreditation for Marriage and Family Education of the American Association for Marriage and Family Therapy, 1133 Fifteenth Street, N.W., Suite 300, Washington, DC 20005-2710, (202) 452-0109.

All courses are taught from a multicultural perspective which emphasizes the differing experiences, cultures, histories, and perspectives of people from a variety of ethnic, gender, racial, and social class backgrounds.

The department also provides group methods, human relations, and other human development courses at the graduate and undergraduate levels for the Reich College of Education and the University. These courses are valuable for majors in other departments. A course in life and career planning and courses in leadership development are offered for undergraduate students. The department offers a variety of summer institutes to enhance the learning of both graduate students and practitioners seeking continuing education opportunities in human service fields.

A student proposing to major in any of the degree programs or to seek licensure through the department must be fully admitted as degree seeking. Students must also complete a departmental questionnaire as part of the application process. See the *Graduate Bulletin* for the requirements of each degree program.

Minor in Leadership Studies (429/13.1102) (18 semester hours)

In collaboration with the Center for Student Involvement and Leadership, the Department of Human Development and Psychological Counseling offers an undergraduate minor in Leadership Studies.

The program of study is available at: www.programsofstudy.appstate.edu/leadership-studies-minor-429-2016-2017

Courses of Instruction in Human Development and Psychological Counseling (HPC)

This catalog reflects fall and spring semester offerings. Go to www.summerschool.appstate.edu for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

HUMAN DEVELOPMENT AND PSYCHOLOGICAL COUNSELING (HPC)

HPC 2200. Life/Career Planning (3).F;S.

This individually oriented study helps students consider those career choices and related factors contributing to satisfaction and happiness in life. The process of decision making, goal setting and self-management by objectives will be studied in order for the student to plan systematically for a career.

HPC 2700. Principles of Leadership (3).F;S.

Designed to introduce students to models and theories of leadership and to create an understanding of and an appreciation for the increasing complexity of leading diverse organizations. The course will provide students with opportunities for self-discovery, personal growth and skill development through active learning and group discussions.

HPC 3150. Peer Leader Seminar (3).F.

This seminar course prepares Peer Leaders for their role in the First Year Seminar class (UCO 1200) and provides important skills that can be applied in any leadership setting. Focuses on public speaking and group facilitation skills, leadership, and helping skills. Open only to First Year Seminar Peer Leaders.

HPC 3390. An Introduction to and Procedures in the Helping Professions (3). On Demand.

Historical, philosophical, and legal aspects of the helping professions. Emphasis placed on understanding the various approaches to counseling. Contributions of paramedical and other areas are discussed.

HPC 3400. Resident Assistant Development (3).F;S.

Designed to enhance the personal and professional growth of resident assistants. Emphasis is given to the residential living/learning environment and related student development theory; leadership development and styles; communication skills/styles; and situational topics relative to the resident assistant position. Open only to approved prospective or current Appalachian resident assistants.

HPC 3500. Independent Study (1-4). On Demand.

HPC 3520. Instructional Assistant (1). On Demand.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

HPC 3530-3549. Selected Topics (1-4). On Demand.

HPC 3700. Applied Leadership Development in Student Organizations (3).F;S.

Designed to study the component parts of organizational leadership while assisting leaders in various student clubs and organizations to develop further their leadership skills. The course format will combine instruction, discussion, and experiential learning in order to bridge the appropriate theories with the reality of organizational leadership. The course is limited to students in existing club/organization leadership roles.

HPC 4300. Advanced Student Leadership Development (3).F.

Designed for designated student body officers/leaders to develop and practice their leadership capabilities. It combines the theoretical understanding through the classroom setting with the practical concepts through a practicum. Emphases include an understanding of the University community, clear organizational goals, advanced leadership concepts, and related topics/issues. The course is limited to those invited and approved by the instructor.

HPC 4570. The Addictive Process (3).F;S.

An examination of sociological and psychological contributors to alcohol and drug addiction and abuse in our society. The addictive process and its impact on the individual and society are described, as well as treatment and prevention program efforts. Students will also examine their own feelings and attitudes about alcohol and drug use and abuse. [Dual-listed with HPC 5560.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

HPC 4700. Capstone Seminar in Leadership (3).S.

This course is the capstone course for the undergraduate minor in Leadership Studies. It provides students with the opportunity to synthesize their minor coursework and their co-curricular involvement, and it also provides students with the opportunity to develop

high level leadership skills such as consensus building and ethical decision-making. Prerequisites: HPC 2700, senior standing, and consent of the instructor.

HPC 4710. Teaching Sex Education within a Family Context (3).F.

This course is designed to help health educators learn and develop strategies for teaching family living and sexuality to different age groups such as elementary, middle grades, secondary and adults. Topics to be included are reproductive anatomy, physiology, STDs and AIDS, varying cultural differences, and gaining community support. Each student will be responsible for developing appropriate curricular materials for the age group she or he will be teaching.

HPC 4790. Group Methods and Processes (3).F;S.

A study of group dynamics, experimentation in groups, leadership roles, and applicability to other settings. [Dual-listed with HPC 5790.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

HPC 4800. Basic Dream Interpretation (3). On Demand.

A review of C.G. Jung's life and the development of analytical psychology. This review includes the beginning and expansion of his analytical approach to dream analysis. Special attention will be given to the structure of dreams, dream images and how dreams relate to the life of the dreamer. Students will begin to explore their dreams via the analytical method.

HPC 4840. Human Relations and Interaction (3).F;S.

Examines the key elements in effective interpersonal communication. Students will be exposed to one or more human relations models that are designed to improve their communication skills. Emphasis will be given to applying constructive methods of human relations in a variety of settings including business, schools, and social service agencies. [Dual-listed with HPC 5840.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

HPC 4900. Internship in Public Schools (1-9). On Demand.

Designed for school counselor graduate students who do not possess an "A" teaching license and who must have an extended internship in a public school setting prior to obtaining an "M" license. Each internship is arranged and coordinated on an individual basis consistent with state policies. This course will be limited to students accepted into the school counselor program and the course credit will not count toward the graduate degree. Graded on an S/U basis. [Dual-listed with HPC 5000.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

Department of Leadership and Educational Studies (LES)

Terry McClannon, Chair

Roma B. Angel

Kim E. Becnel

Leslie Bolt

Hunter R. Boylan

Amelia W. Cheney

Michael W. Dale

Audrey Dentith

Louis B. Gallien, Jr.

William M. Gummerson

David R. Hostetler

Barbara B. Howard

Richard D. Howe

Alecia Youngblood Jackson

Andrew Koricich

Nita J. Matzen

Patricia Levine-Brown

Jennifer Luetkemeyer

George A. Maycock

Terry W. McClannon

Vachel W. Miller

Robin A. Moeller

Precious Mudiwa

Peter J. Nelsen

George H. Olson

Patrick M. O'Shea

Christopher R. Osmond

Alvin C. Proffit

Matthew A. Thomas-Reid

John H. Tashner

Krista P. Terry

Gayle M. Turner

Paul R. Wallace

Brandy S. Wilson

The Department of Leadership and Educational Studies serves the education community and the public through:

- foundations of education courses for teacher education majors
- research courses to help students develop skills and knowledge needed to understand the design, implementation and evaluation of educational research
- graduate programs in public school administration; community college and higher education administration and teaching, developmental education and adult education; library science; and educational media/instructional technology

The Master's degree programs are described as follows:

Educational Media (M.A.) (437*/13.0501) and (434*/13.0501) is an interdepartmental program in the Department of Leadership and Educational Studies and the Department of Curriculum and Instruction which offers a choice of five concentrations:

- (a) Instructional Technology Specialist/Computers (437D)[T]
- (b) Instructional Technology Specialist/Computers, General (437E)
- (c) Instructional Technology Specialist/Media Literacy (434G)
- (d) Instructional Technology Specialist/Media Production (434F)
- (e) Instructional Technology Specialist/New Media and Global Education (434H)

Graduates of the program will be prepared to assume leadership roles in various fields of media and technology.

Higher Education (M.A.) (454*/13.0406) prepares students who wish to work in postsecondary institutional settings. Students must select one of the following concentrations: Adult and Developmental Education (454F), Community College and University Leadership (454G), or Teaching (454E). The teaching concentration (454E) is designed to prepare students to teach in two-year community colleges and four-year institutions. The degree in Higher Education does not lead to North Carolina public school teaching, administration, or supervision licensure.

Library Science, General (MLS) (465A/25.0101) is approved by the North Carolina State Department of Public Instruction and reflects Media Coordinator (School Librarian) competencies required by the state as well as Public Librarian Certification competencies of the North Carolina Public Librarian Certification Commission, depending on the concentration pursued by the student.

School Administration (MSA) (433A/13.0409)[T] prepares persons for a school principalship at all levels of public schools. Such a program leads to initial licensure as a school administrator in North Carolina. It is designed to prepare entry level leaders in the governance and administration of the public schools. The focus is essentially directed toward site-based administration.

The Education Specialist degree in the Department of Leadership and Educational Studies is a 30-semester hour degree program offered in the following areas:

Educational Administration (Ed.S.) (428A/13.0401)[T] provides advanced graduate work for public school administration. This degree leads to sixth-year licensure as a superintendent.

Higher Education (Ed.S.) (455*/13.0406) provides advanced graduate work beyond the M.A. degree for professionals in the area of postsecondary education. This degree is for individuals interested in advancing their careers, preparing for a doctoral program, or expanding their professional area to include one of three concentrations. Students must select one of the following concentrations: Adult and Developmental Education (455F), Community College and University Leadership (455G), or Teaching (455E). The degree in Higher Education does not lead to North Carolina public school teaching, administration, or supervision licensure.

A student working toward a degree and/or licensure in the Department of Leadership and Educational Studies must develop her/his Program of Study in consultation with an approved advisor. Candidacy forms must be submitted to the Office of Graduate Studies and Research before the student has completed 12 semester hours of course work. Degree students taking courses without being officially assigned an advisor and receiving the advisor's approval do so at the risk of not having the courses approved as part of the degree program.

Consult the *Graduate Bulletin* for further information.

Courses of Instruction in Foundations of Education (FDN), Instructional Technology/Computers (ITC) and Research (RES)

This catalog reflects fall and spring semester offerings. Go to www.summerschool.appstate.edu for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

FOUNDATIONS OF EDUCATION (FDN)

FDN 2150. Discourses in Democracy: The Effects of Policy on Lived Experiences (3).S;SS.

GEN ED: Integrative Learning Experience (Theme: "Critical Consciousness: Learning for Equity and Justice")

Why does policy look different in real life than it does when policymakers and politicians talk about it? An example of this disconnect between policy discourse, policy, and educational realities can be seen when politicians and policies perpetually set out to change education while many perceive that education is still "failing." In this course, we will consider the ways policy looks different depending on your perspective – how the building and understanding of policy knowledge is influenced by power. We will engage with the ideas, the concepts of democracy that we use – to understand how our thinking frameworks impact both how we understand an issue and how we then formulate responses. To root our collective understanding of 'policy problems,' the course will begin with a brief introduction to the policy world – considering educational as well as social, economic, and environmental issues. We will continue to think about the frameworks or discourses surrounding them, considering the policy documents and processes, but also the lived experiences of those affected to critically examine how policy and our frameworks for understanding policy can be a major driver in the reproduction of inequality. This course will focus on students developing a sense of how they fit into the discourses of democracy and what that means for their everyday practice to offer just and sustainable solutions.

FDN 2250. Why Read? The Literature of Love, Learning, and Liberation (3).S.

GEN ED: Literary Studies Designation; Integrative Learning Experience (Theme: "Critical Consciousness: Learning for Equity and Justice")

This course will focus on the genre of novels, short stories, and works of narrative non-fiction (including philosophical works) that explore the act of reading itself. A rich and intriguing body of novels and short stories explores and examines through characters and human relationships the question of Why Read? Through our encounters with these books and stories, both in silently reading alone and in conversations with others, we will begin to see how stories about reading and learning to read reveal to us answers to the questions of what is the value and purpose of reading and its relationship to critical consciousness. In surprising and fascinating ways this engagement will also begin to show us the value of a liberal education in our lives and its relationship to liberation from the limiting consequences of oppressive socialization.

FDN 2350. Unlearning Racism: Racial Literacy for Responsible Citizenship (3).F.

GEN ED: Social Science Designation; Integrative Learning Experience (Theme: "Critical Consciousness: Learning for Equity and Justice")

Understanding and developing racial literacy is at the core of this course and is particularly important in an increasingly multicultural and global world. In this course, students will acquire the tools and the abilities to critically analyze racial/racist ideologies, racial norms, and racial patterns embedded in society and in institutions. The goal of this course is to produce racially literate citizens capable of problematizing the constructions of race and racist practices. Consequently, this course requires a commitment to break the taboos of talking about race by grappling with and appreciating diverse and unfamiliar experiences and recognizing that there is much to learn. The content and major modes of inquiry that guide this course are highly interdisciplinary and include sociology, social psychology, Critical Race Theory, Critical Social Theory, qualitative studies, history, and anthropology.

FDN 2400. Critical Perspectives on Learning and Teaching (2).F;S.

Learning and teaching and the relations between learners and teachers are inherently moral, intellectual, and emotional. Beginning with the deceptively simple questions *Why Learn?* and *Why Teach?*, this course provides students with the opportunity to explore such questions in the context of what education should mean for democratic life. Examining schooling from the perspective of the reflective practitioner, the course helps students inquire into and voice understandings of the varied ways that social, cultural, and political issues impact teaching and learning, especially the intersections of race, class, gender, sexuality and religion. Students and professors will work together to develop specific questions that will guide students as they engage in an inquiry project in a school or in the community. The ability to ask and answer questions is fostered throughout the course and is put into practice in the inquiry project. Lecture two hours, laboratory one hour. Must be taken prior to admission to teacher education. Prerequisite or corequisite:

CI 2300. May also be taken concurrently with PSY 3010.

FDN 3015. Developing and Using Classroom Assessments (2). On Demand.

An overview of the basic concepts used in developing and using classroom assessments. Students are introduced to strategies used to set objectives and assess student learning including traditional, authentic, and performance techniques. Topics include: test item construction, test score statistics, item analysis, standardized tests, and grading and reporting to parents. Effective assessment strategies are modeled and applied to educational settings in North Carolina. Links quality assessment to effective teaching and effective schools. (Same as CI 3015.)

FDN 3100. Classroom Use of Microcomputers in Grades K-12 (2). F;S.

An introduction to the applications of microcomputer technology in instructional settings. Topics included are popular computer systems used in schools; word processing; data storage and retrieval; software evaluation, selection and use; and computer languages designed for classroom instruction.

FDN 3500. Independent Study (1-4). F;S.

FDN 3520. Instructional Assistance (1). On Demand.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for a total credit of three semester hours.

FDN 3530-3549. Selected Topics (1-4). On Demand.

FDN 4200. Psychology of Reading for the Classroom Teacher (3). On Demand.

Provides classroom teachers with a comprehensive overview of modern learning theories as they apply to the psychology of reading behavior and the psychology of reading instruction. The course is organized in such a way that students are guided into critical evaluation and analysis of reading practices in relation to prevalent theories of learning. Students are encouraged to formulate ways in which learning theories can be translated into reading behavior and used to develop teaching strategies for teaching instruction.

FDN 4800. Education of the Culturally Diverse (3). On Demand.

A general survey of situations encountered by the teacher in a culturally diverse society. As emphasis on the development of the empathetic teacher and the creation of teacher strategies and materials. Open to graduates and seniors. [Dual-listed with FDN 5801.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

FDN 4810. Education in Appalachian America (3). On Demand.

A course designed to assist the teacher of mountain children in understanding the pupil and school in the Appalachian culture. Various Appalachian cultural descriptors and their effect on schooling will be discussed with attention to the creation of teaching strategies and materials. Open to graduates and seniors. [Dual-listed with FDN 5810.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

INSTRUCTIONAL TECHNOLOGY/COMPUTERS (ITC)

ITC 2010. Narrative, New Media, and Gaming (3). F;S.

GEN ED: Integrative Learning Experience (Theme: "How We Tell Stories")

This course addresses the ways in which we tell stories in the digital age. Through exploring storytelling in social media, mobile contexts, and gaming, students in this course will experience a range of different narratives in many types of digital media, such as interactive online stories, podcasts, and video games. We examine forms of digital storytelling within media, marketing, and education, with opportunities for students to research, participate within, and to create original narratives as they share their own stories in a variety of media. (Same as CI 2010.) (Global Learning Opportunity course)

RESEARCH (RES)

RES 4600. Educational Statistics (3). F;S.

A study of descriptive statistics, correlational techniques, and simple regression as applied to practice and research in education and counseling. Instruction in and extensive use of SPSS statistical package included. (ND Prerequisite: passing the math placement test or successful completion of MAT 0010.) [Dual-listed with RES 5600.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

Department of Reading Education and Special Education (RESE)

Woodrow Trathen, Chair

Beth A. Buchholz
Aftynne Cheek
Elizabeth M. Frye
Justin Garwood
J. Thomas Gill
Connie R. Green
Robin D. Groce

Rebecca Jordan
Elin M. Hoffman
David A. Koppenhaver
Larry J. Kortering
Rose Marie Matuszny
Darrell Morris
Susan Mayfield Pogoloff

Rebecca K. Shankland
Catherine C. Smith
Woodrow R. Trathen
Christopher L. Van Loan
Devery Mock Ward
Margaret G. Werts

The Department of Reading Education and Special Education includes professionals in reading and special education. This enables the department to provide innovative programs focusing, in a transdisciplinary fashion, on all facets of language, reading and specific areas of exceptionality. All students pursuing programs in the Department of Reading Education and Special Education must meet all requirements for admission into the Reich College of Education.

The Department of Reading Education and Special Education offers the following undergraduate degree program:

Bachelor of Science degree in Special Education (478*/13.1011)[T] (with concentrations in Adapted Curriculum K-12 (478C)[T] and General Curriculum K-12 (478B)[T])

For information on the graduate programs in the Department of Reading Education and Special Education, please consult the current *Graduate Bulletin* or contact the department chair.

Reading Education

The responsibility for all undergraduate reading and language arts courses is maintained by the Reading and Language Arts Program in the Department of Reading Education and Special Education. These include courses required of all majors in child development (RE 3902), elementary education (RE 3030, RE 3240, RE 4030), health education (RE 4630), business education (RE 4630), middle grades education (RE 3150, RE 4630), secondary education and special areas (RE 4620 or RE 4630), and special education (RE 3900, RE 4710, RE 4620). Students should consult their advisor for any revisions in their program major. For students interested in North Carolina licensure in reading (K-12), the Reading and Language Arts Program offers an MA program in reading as well as courses leading to add-on licensure. Please consult the *Graduate Bulletin* for information.

Bachelor of Science degree in Special Education (478*/13.1011)[T]

(with concentrations in Adapted Curriculum K-12 and General Curriculum K-12)

The Department of Reading Education and Special Education offers the Bachelor of Science degree in Special Education (478*/13.1011)[T] with concentrations in Adapted Curriculum K-12 (478C)[T] and General Curriculum K-12 (478B)[T]. Completion of this degree leads to certification in either Special Education: General Curriculum K-12, or Special Education: Adapted Curriculum K-12, depending upon the concentration chosen. Included in the requirements for this degree are two internships and a 15-week student teaching placement. All students majoring in special education will be placed in one of the following school districts for all field-based activities: Alexander, Alleghany, Ashe, Avery, Burke, Caldwell, Catawba, Mitchell, Wilkes, or Watauga County.

Students must choose one of the following concentrations (Adapted Curriculum K-12 or General Curriculum K-12). A student may elect to complete both concentrations, with the understanding that additional course work will be required.

Adapted Curriculum K-12 concentration (478C)[T]

This concentration will prepare students to teach students in grades K-12 who will likely require more significant modifications and adaptation in order to access the general curriculum, and may not be candidates for a career prep, college/tech prep, or college prep diploma from the North Carolina Public Schools. These would include students with mental retardation, emotional/behavioral disorders, autism, and other health impairments, and others.

The program of study is available at: www.programsofstudy.appstate.edu/special-education-bs-adapted-curriculum-k-12-478c-2016-2017

or

General Curriculum K-12 concentration (478B)[T]

This concentration will prepare students to teach students in grades K-12 who will likely be expected to complete the general curriculum requirements for a career prep, college/tech prep, or college prep diploma from the North Carolina Public Schools. These would include students with learning disabilities, mental retardation, emotional/behavioral disorders, traumatic brain injury, other health impairments, and others.

The program of study is available at: www.programsofstudy.appstate.edu/special-education-bs-general-curriculum-k-12-478b-2016-2017

Special Education, General Minor (487/13.1001)

A student may earn an undergraduate minor in Special Education which generally consists of a minimum of 15 semester hours of credit from courses offered by the special education program. Each minor is individually designed by the student and the coordinator of the special education program. Students must design the minor prior to the last two semesters of residence at Appalachian, and they must seek approval from their home college prior to contracting for the minor in special education.

The program of study is available at: www.programsofstudy.appstate.edu/special-education-general-minor-487-2016-2017

Teacher Education Minor (409/13.1299) (18 semester hours)

The program of study is available at: www.programsofstudy.appstate.edu/teacher-education-minor-409-2016-2017

Courses of Instruction in Reading (RE) and Special Education (SPE)

This catalog reflects fall and spring semester offerings. Go to www.summerschool.appstate.edu for courses offered in summer terms. (For an explanation of the prefixes used in the following courses, see the listing of Course Prefixes.)

READING (RE)

RE 1010. Power Reading (1).F;S.

This course is an elective course designed to provide college students with strategies and applied practice to read different types of texts as efficiently as possible. Effective readers must adjust and adapt their reading speed and strategies to fit the purpose of the reading. Students practice methods to scan and skim as well as reading comprehension strategies to help them when they need to read closely to retain more complex material. RE 1010 may be repeated for a total credit of two semester hours.

RE 2500. Independent Study (1-4).F;S.

RE 3030. Foundations of Literacy (3).F;S.

This course focuses on early reading and writing development (K-3). Students will explore critical issues of literacy acquisition, assessment, instruction, and intervention. Special attention will be given to effective methods for reading, writing, and word knowledge instruction, including materials, strategies, and organization to meet the needs of all learners. Selected assessment and instructional activities will be designed for implementation with elementary students during field placement experiences.

RE 3070. Media for Young People (3).S.

Survey of literature, films and television for adolescents; criteria for selection and use; methods of encouraging critical use of media by young people.

RE 3142. Language and Literature in the Elementary School (4). On Demand.

A study of communication skills in the elementary school curriculum with emphasis on language arts and children's literature. (Same as CI 3142.)

RE 3150. Language Arts in the Middle Grades (3).F.

A study of communication skills (speaking, reading, composition, and related components) where the language arts are viewed as the core of middle grades curriculum. Students learn how to design learning environments which promote meaningful engagement in developmentally appropriate communication skills. Emphasis is given to instructional activities that focus on a process approach to learning. This course includes internship experiences in professional development schools.

RE 3240. World Literature for Children (3).F;S.

Students will read and analyze translations and other children's books in English from countries around the world. Literary analysis of the books will form the basis for comparing and contrasting cultures, historical periods, and differing national worldviews of childhood. Other issues such as racism and sexism will also be examined. (Same as ENG 3240.)

RE 3500. Independent Study (1-4).F;S.

RE 3520. Instructional Assistance (1).F;S.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for total credit of three semester hours.

RE 3530-3549. Selected Topics (1-4). On Demand.

RE 3900. Principles of Reading Instruction for the Classroom Teacher (3).F;S.

This course is a major professional course which prepares teachers to teach reading in grades K-12. Knowledge objectives of the course focus on the developmental nature of language and reading ability, along with some major issues and instructional materials and practices associated with reading instruction. Performance objectives are designed to develop skills in (1) diagnosing individual differences, (2) setting goals and objectives for reading instruction, (3) evaluating reading behavior, (4) developing instructional strategies, and (5) utilizing resources for reading instruction. (This course may be used to meet licensure requirements for teachers in grades K-6, and in special education.)

RE 3902. Emergent Literacy (3).F;S.

This course prepares early childhood educators and reading specialists to understand and facilitate the literacy development of young children. Emphasis will be placed on oral language development, beginning reading and writing, and literature for the very young.

RE 4030. Development of Literacy for Learning (3).F;S.

This course further develops issues covered in RE 3030, Foundations of Literacy, with special attention to upper elementary grades (3-6). Topics explored in this course include reading comprehension and vocabulary development, instructional strategies to promote development in all language arts (reading, writing, listening, speaking, visually representing), and effective methods to integrate language arts across the curriculum. Several projects will be developed for implementation during the field experience to put into practice concepts and strategies learned in the course. Prerequisite: RE 3030, Foundations of Literacy.

RE 4300. Literacy, Language, and Culture in Middle Grades Education (3).F.

Prospective middle grades teachers will have the opportunity to learn about the foundational and current issues and methods of instruction regarding literacy education at the middle grades level. Emphasis is placed on the politics of language and identity, socio-cultural contexts for adolescent literacy development, diverse literacy learners, and effective instructional strategies. Students enrolled in the course learn to assess students' literacy needs and acquire knowledge of a range of practices that support the literacy development of young adolescents. Prospective middle grades teachers will work with cooperating public school teachers to plan and implement literacy strategies and assessments in middle grades classrooms. (Same as CI 4300.)

RE 4620. Reading Instruction in the Middle/Junior and Senior High School (3).F;S.

In addition to covering the content and skills presented in RE 4630, this course covers the following; (1) the developmental reading program, (2) organizing and administering the high school reading program, (3) reading interests and tastes, (4) providing reading instruction for special groups, (5) meeting needs of the individual reader.

RE 4630. Reading in the Content Areas (2).F;S.

This course prepares content area teachers to utilize reading as an instructional process in their classrooms. In addition, reading is used to gain perspective on broader learning processes. Course topics include: (1) classroom assessment procedures, including textbook evaluation and selection, and classroom diagnostic techniques; (2) accommodating individual differences; (3) general lesson and unit planning strategies; (4) focused instructional strategies, which include specific teaching activities for reading and learning. (This course may be used to meet licensure requirements for secondary (9-12) and special subject (K-12) teachers who teach subjects such as English, social studies, math, science, biology, health and physical education, sociology, geography, business, music, art, and so on.)

RE 4640. Workshop in Teaching Reading (2).SS.

RE 4650. Linguistics and Reading (3).On Demand.

Relates these areas of linguistics to the process of reading: phonetics, syntax, semantics, rhetoric and dialect.

RE 4710. Diagnosis and Remediation of Reading Problems (3).F;S.

Prepares students to administer and interpret commonly used informal reading tests and to plan appropriate instruction for different types of remedial readers.

RE 4720. Diagnostic and Remedial Reading I (3).F;S.

The course deals with commonly used reading tests and how to locate causes of reading difficulties and to prescribe corrective procedures for the severely disabled reader. Prerequisites: RE 3900, RE 4620 or RE 4710.

RE 4730. Diagnostic and Remedial Reading II (3).F;S.

Students are assigned to individual or small groups for diagnostic and remedial teaching. Prerequisite: RE 4720.

RE 4904. Field Experience (3).On Demand.

Students register only by permission of the advisor in reading. Graded on an S/U basis.

SPECIAL EDUCATION (SPE)

SPE 2500. Independent Study (1-4).F;S.

SPE 3000. Learner Diversity: Teaching English Language Learners (3).F;S.

This course examines current literature and instructional practices related to working with English language learners (ELLs) in mainstream classrooms, especially in the areas of understanding cultural differences, and developing language and content learning. Emphasis is placed on developing positive dispositions towards and empathy for the challenges faced by linguistically diverse students and their families. Instructional strategies and interventions will be observed, modeled, discussed, and analyzed. Coursework is integrated with K-6 field experiences to provide real-world contexts for classroom instruction and discussion. (Same as CI 3000.)

SPE 3100. Introduction to Special Education (3).On Demand.

This course provides an overview of disabilities as well as the services available to persons with disabilities through special education in public schools and through other institutions, agencies, and professionals. For special education majors, this course is prerequisite to admission to the program.

SPE 3104. Practicum I (3).S.

This practicum is designed to provide opportunities for students to plan and implement developmentally appropriate learning environments, learning experiences, and interactions with children and their families. In addition, students are required to demonstrate a basic level of reflection and professional behavior. Students in this practicum will be required to work with children ages birth-2 or 3-5 years of age. The practicum consists of a minimum of 150 contact hours in a program serving young children. Periodic seminars will be required. Prerequisite: consent of the instructor. Graded on an S/U basis. (Same as CI 3104/FCS 3104.)

SPE 3105. Practicum II (3).F.

GEN ED: Junior Writing in the Discipline (WID)

This practicum is designed to build on and extend competencies learned in Practicum I. Students in this practicum will be required to work with children ages birth-2 or 3-5 years of age, depending on prior practicum placement. Students also will be required to plan and implement developmentally appropriate environments, learning experiences, and interactions with children and their families. In addition, students will be expected to demonstrate an advanced level of reflection and integration, as well as appropriate professional behavior. The practicum consists of a minimum of 150 contact hours in a program serving young children. Periodic seminars will be required. Prerequisites: FCS 3104/CI 3104/SPE 3104 or permission of the instructor; and RC 2001 or its equivalent. Graded on an S/U basis. (Same as CI 3105/FCS 3105.)

SPE 3274. Developmental/Educational Assessment: Birth-5 (3).S.

This course will introduce the basic concepts involved in formal and informal observation approaches and authentic assessment for infants, toddlers, preschoolers and families. Skills in observation, data collection, analysis of data, and uses of data will be developed. Service coordination and transdisciplinary intervention with families will be addressed. Cultural and experiential influences will be considered. Prerequisites: FCS 2101 and FCS 2104, or approval of the instructor.

SPE 3300. Creating Inclusive Learning Communities (3).F;S.

This course will prepare 21st century teacher education candidates in all disciplines and grade levels to create inclusive learning communities for all students. 21st century teacher education candidates will recognize and accommodate the individual needs of students from differing abilities, backgrounds, and cultures. The course will inform teacher education candidates of the legal requirements and issues, evaluation procedures, individualized instruction, assessment, and strategies for including students with disabilities and from diverse backgrounds in inclusive education environments, with an emphasis on Universal Design for Learning, self-determination, and assessing student progress. A grade of "C" (2.0) or higher must be earned. Forty (40) hours of field experiences are required. Prerequisites: CI 2300, FDN 2400, PSY 3010, and admission to teacher education.

SPE 3310. Research and Issues in Special Education (3).F;S.

This course is designed to explore a variety of current topics in the special education field and to guide students in selecting an area of interest. Students will complete an in-depth study of their area of interest to demonstrate depth of knowledge in a focused area of special education.

SPE 3350. Characteristics, Theories, and Diagnosis of Students with Learning Differences: General and Adapted Curriculum (3).F;S.

This is a course in the education of students with learning differences. This course studies the definition, identification, characteristics, and etiology of persons with learning differences. This course also includes current educational planning, programs, and theories related to the field.

SPE 3360. Psychoeducational Strategies with Special Needs Learners: General and Adapted Curriculum (3).F;S.

A survey of the psychoeducational management of children with disabilities in both the general and adapted curriculum. Emphasis is placed upon affective considerations, models of interventions, instructional planning, and classroom practices.

SPE 3370. Introduction to Developmental Disabilities: General and Adapted Curriculum (3).F;S.

This course is designed to introduce prospective teachers to students with developmental disabilities, including students with intellectual disability and students with autism spectrum disorders who also have an intellectual disability. The course will include definitions, etiology, prevalence, and characteristics of individuals with intellectual disabilities. Additionally, students in this course will investigate service delivery, roles of various professionals, current trends, and philosophies related to persons with intellectual disabilities. We will examine learning characteristics, instructional content, teaching strategies, assessment, instructional settings, legal issues, and ethics for students with intellectual disabilities.

SPE 3374. Assessment in Special Education (3).F.

The basic principles of assessment as they relate to referral and evaluation procedures. This course introduces a variety of standardized tests and scoring and interpretation procedures.

SPE 3380. Assistive Technology in Special Education (3).F;S.

This course provides an understanding of universal design for learning and assistive technology and application in instructional programs and life skills for students with disabilities. Students will learn to design appropriate instructional programs utilizing instructional and assistive technologies. Students will be provided with hands-on practice and demonstration of technologies that will enable them to consider, select, and implement effective technologies for their students in school, home, and community environments.

SPE 3500. Independent Study (1-4).F;S.

SPE 3520. Instructional Assistance (1).F;S.

A supervised experience in the instructional process on the university level through direct participation in a classroom situation. Graded on an S/U basis. Prerequisite: junior or senior standing. May be repeated for total credit of three semester hours.

SPE 3530-3549. Selected Topics (1-4). On Demand.

SPE 4205. Inclusion (3).F;S.

This course examines inclusion as it relates to students with disabilities and how to integrate them into general education classrooms and K-12 schools. Current issues, collaborative relationships, and effective teaching and modification approaches for all students will be discussed. Prerequisite: SPE 3100 or permission of the instructor. [Dual-listed with SPE 5205.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

SPE 4215. Strategies for Teaching Mathematics to Students with Disabilities (3).F.

The purpose of this course is to teach principles of remediation in mathematics to students with disabilities. Throughout the course, emphasis is placed on instructional modifications for establishing a remedial instruction program in mathematics. Students will become familiar with and implement scientifically-based instructional approaches.

SPE 4225. Collaborative Relationships in Special Education (3).F.

This course examines the following areas in special education: self-determination and Person Centered Planning; collaborating with families, employers and adult service providers; and transition and secondary special education issues. This course must be taken concurrently with SPE 4215, SPE 4405, SPE 4496, and SPE 4705 by students majoring in Special Education with a concentration in General Curriculum K-12; and concurrently with SPE 4215, SPE 4410, SPE 4420, and SPE 4496 by students majoring in Special Education with a concentration in Adapted Curriculum K-12.

SPE 4405. Strategies for Students with Disabilities: General Curriculum (3).F.

This course provides information on cognitive and metacognitive strategies with emphasis on how to assess, plan, design, and implement strategies for K-12 students with disabilities. There is a focus on writing strategies instruction.

SPE 4410. Individualized Assessment and Curriculum: Adapted Curriculum (3).F.

This course examines current issues and methods related to assessment, personalized curriculum development, and the planning, implementation, and evaluation of instruction of students with moderate and severe disabilities. This course is required for students majoring in Special Education with a concentration in Adapted Curriculum K-12.

SPE 4420. Methods for Students with Disabilities: Adapted Curriculum (3).F.

This course is designed to examine scientifically-based methods for instruction and the implementation of these methods in the

planning and delivery of instructional and behavioral programs for students in special education.

SPE 4430. Positive Behavior Supports: Adapted Curriculum (3).S.

This course examines positive behavior supports and the behavioral interventions that are guided by functional assessment and focus on generalized outcomes. The skills learned in this course emphasize the use of a collaborative problem-solving process to develop individualized interventions that stress prevention and remediation of problem behaviors through the provisions of effective educational programming. This course is required for students majoring in Special Education with a concentration in Adapted Curriculum K-12, and must be taken concurrently with SPE 4495, SPE 4570, and SPE 4601.

SPE 4495. Practicum I (3).S.

Practicum in schools in the areas listed below according to the chosen concentration. During this course, students will complete portfolio assignments required for graduation. Graded on an S/U basis.

Practicum in General Curriculum: Practicum in K-12 schools with students who are likely to complete the requirements for a career prep, college/tech prep, or college prep diploma from the North Carolina Public Schools.

Practicum in Adapted Curriculum: Practicum in K-12 schools with students who may not earn a career prep, college/tech prep, or college prep diploma from the North Carolina Public Schools.

SPE 4496. Practicum II (3).F.

Practicum in schools in the areas listed below according to the chosen concentration. During this course, students will complete portfolio assignments required for graduation. Prerequisite: SPE 4495, Practicum I. Graded on an S/U basis.

Practicum in General Curriculum: Practicum in K-12 schools with students who are likely to complete the requirements for a career prep, college/tech prep, or college prep diploma from the North Carolina Public Schools.

Practicum in Adapted Curriculum: Practicum in K-12 schools with students who may not earn a career prep, college/tech prep, or college prep diploma from the North Carolina Public Schools.

SPE 4497. Practicum III (3).On Demand.

Practicum in schools in the areas listed below according to the chosen concentration. During this course, students will complete portfolio assignments required for graduation. This course is to be taken only if students are completing both Adapted and General Curriculum program areas. Prerequisites: SPE 4495 Practicum I and SPE 4496 Practicum II. Graded on an S/U basis.

Practicum in General Curriculum: Practicum in K-12 schools with students who are likely to complete the requirements for a career prep, college/tech prep, or college prep diploma from the North Carolina Public Schools.

Practicum in Adapted Curriculum: Practicum in K-12 schools with students who may not earn a career prep, college/tech prep, or college prep diploma from the North Carolina Public Schools.

SPE 4553. Issues in Transdisciplinary Service Delivery (3).S.

This seminar emphasizes the foundations for professional development, positive attitudes toward children and families, and the strong commitment toward continuous, life-long study of young children and their learning. Class discussions and assignments are designed to prepare B-K teachers to participate fully in interdisciplinary and transdisciplinary early childhood teams and to collaborate across agencies dealing with young children and their families. (Same as CI 4553/FCS 4553.)

SPE 4556. Infant/Toddler Curriculum (3).F.

The purposes of this course are (1) to apply the principles of developmentally appropriate practice to planning, implementing, and evaluating curriculum experiences for infants and toddlers; and (2) to develop strategies for integrating a range of developmental needs and disabilities within the planned curriculum. Prerequisites: FCS 2101 and SPE 3274, or consent of the instructor. (Same as CI 4556/FCS 4556.)

SPE 4570. Advocacy and Legislation in Special Education (3).S.

GEN ED: Junior Writing in the Discipline (WID)

This course provides information and practice related to the roles and responsibilities of professionals with regard to advocacy and legislative mandates, including the special education process and individual education programs. Prerequisite: RC 2001 or its equivalent.

SPE 4592. Medical Aspects of Disability (3). On Demand.

This course includes a survey of major physical disabilities including cardiovascular disease, diabetes, AIDS, cancer, pain, obesity, eating disorders, and injury using a behavioral medicine orientation. Behavioral medicine represents a multidimensional approach to integrating behavioral and biomedical information in determining disease etiology and in prescribing comprehensive treatment.

SPE 4601. Classroom Management and Positive Behavior Supports (3).F.

This course will prepare prospective special educators with the skills necessary to support learning through the management and improvement of student behavior. This course provides a study of classroom management techniques and intervention strategies with all students. Positive Behavior Support is a technique for addressing student problem behavior and teaching appropriate replacement behaviors along the hierarchy ranging from generalized school-wide populations to individualized interventions.

SPE 4602. Preschool Curriculum and Instruction (3).F.

The purposes of this course are (1) to apply the major cognitive, language, affective, social and physical development theories to curriculum planning and implementation for all young children; and (2) to develop strategies for integrating a range of learning needs and disabilities into the planning and implementation of an early childhood curriculum. Emphasis will be on education services in public schools and other settings serving young children with typical and atypical needs. Prerequisite: SPE 3274 or consent of the instructor. (Same as CI 4602/FCS 4602.)

SPE 4680. Kindergarten Curriculum (3).F.

Designed for both birth-kindergarten and elementary education majors, this course provides information on the history of the kindergarten movement, an overview of development of five and six year olds, classroom organization and management, as well as specific, developmentally appropriate assessments and methods for teaching children in kindergarten. Lecture three hours. Prerequisite: admission to teacher education. (Same as CI 4680/FCS 4680/SPE 4680.)

SPE 4700. Introduction to the Teaching–Family Model (3). On Demand.

An introduction to the philosophy and implementation of the teaching–family model treatment approach. Emphasis will be placed on meeting the needs and remediating problems of the emotionally disturbed and delinquent youth. [Dual-listed with SPE 5700.] Dual-listed courses require senior standing; juniors may enroll with permission of the department.

SPE 4705. Methods for Students with Disabilities: General Curriculum (3).F.

This course addresses scientifically-based methods used in the implementation of the general curriculum, K-12.

SPE 4900. Student Teaching in Special Education (6 OR 12).F;S.

GEN ED: Capstone Experience

Teaching experiences under supervision for one semester for students planning to teach special needs students in grades K-12. Graded on an S/U basis.