The B.S. degree in special education prepares teacher-candidates to lead and serve students with disabilities in public and private K–12 settings. The program features extensive clinical and field-based experiences across educational settings and culminates in a student-teaching placement. Degree candidates learn about trends and issues in the field, characteristics and needs of students with disabilities, specialized teaching methods for working with these students, strategies for collaboration with parents/families and colleagues, and technology applications that support student learning.

**Degree Outcomes**

- Graduates are eligible for licensure by the N.C. Department of Public Instruction in Special Education (K–12 general curriculum).
- Often pursue careers as special education teachers, inclusive education specialists, resource teachers, and case managers.
- Are professionals prepared for diverse roles in education and often grow into leadership roles.

**The Student Experience**

- Completion of four clinical field experiences, including a semester-long student-teaching placement.
- Experience working with individuals with and without disabilities across the lifespan in a variety of inclusive educational and community environments.
- Engaged scholarly inquiry through the conceptualization and implementation of a research project.
- Study under experienced faculty recognized nationally in their fields.
- Study abroad and service learning experiences.
- Access a state-of-the-art SELF (Student Educator Learning Factory) design studio that prepares pre-service teachers for the 21st-century classroom using a STEAM (Science, Technology, Engineering, Art, and Math) education lab.

**Accreditations & Affiliations**

- National Council for Accreditation of Teacher Education (NCATE)
- North Carolina Department of Public Instruction (NCDPI)
- Council for Exceptional Children

(continued on the next page)
**Additional Requirements**

This degree program follows the admission guidelines of the School of Education teacher programs; admission to the university does not guarantee admission to the major. Requirements include a minimum 3.0 overall GPA and a minimum passing score established by the N.C. Department of Public Instruction on the Professional Assessment for Beginning Teachers (Praxis I).