SCHOOL OF EDUCATION

Contact Information
School of Education
soe.unc.edu (http://soe.unc.edu)
Peabody Hall, CB# 3500
(919) 966-1346

Kara GrawOzburn, Assistant Director of Student Affairs
kara@unc.edu

FOUAD ABD-EL-KHALICK, Dean

Introduction
The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and predispositions of candidates, the knowledge and abilities of faculty members, and the contextual elements of academic and field settings. The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty members and peers. All of these elements work together to build a solid foundation for exemplary practices in education.

Programs of Study
Students are subject to the requirements in place when they are admitted to the School of Education; consequently, the requirements for approved programs described in this catalog particularly apply to students admitted to the school during the 2016–2017 academic year.

Advising
To best facilitate completion of all requirements students are strongly encouraged to meet with an academic advisor every semester.

Kara GrawOzburn is the School of Education’s academic advisor for students interested in all education programs. Ms. GrawOzburn sees students for advising both in Steele Building and in Peabody Hall. Based on your education program you may receive all of your academic advising from Ms. GrawOzburn, or you may also need to continue to meet with an advisor in the College of Arts and Sciences.

Admission to the School of Education
All School of Education programs are by admission.

UNC Baccalaureate Education in Science and Teaching (UNC–BEST) and Music Education
The criteria for admission to the UNC–BEST and music education undergraduate programs include, but may not be limited to, good academic progress, commitment to the teaching profession and to children, strong letters of recommendation, and passing scores on the PRAXIS I: Pre-Professional Skills Test (PPST: Reading, Writing, and Mathematics) or approved scores on the SAT or ACT. Special consideration for admission is given to students with teaching-related scholarships and to students who would enhance the diversity of the teaching profession. In addition, students must have a minimum grade point average of 2.5 at the time they apply. Applicants also need to complete a form stating whether they have ever been convicted of a violation of law other than a minor traffic violation. This information has an impact on the school’s ability to place students in public school field experiences, including student teaching, and also affects eligibility for teaching licensure. Applications are available online at soe.unc.edu (http://soe.unc.edu). Interested students should check with advisors in the General College or on the School of Education’s Web site for the application deadline. Questions about application requirements may be directed to the school’s Office of Student Affairs at (919) 966-1346.

Education Minor
Admission to the minor in education is offered every semester. The application period will open on the first day of classes in the fall and spring semester and will be open for approximately one month. Admission is based on, but not limited to, good academic standing, expressed interest in the field of education, and space available.

Human Development and Family Studies
Admission to the human development and family studies major is offered every semester. The application period will open on the first day of classes in the fall and spring semesters and will be open for approximately one month. Admission is based on, but not limited to, a 2.75 grade point average, good academic standing, expressed interest in the helping professions, and space available.

Bachelor’s–Master’s M.A.T.
The bachelor’s–master’s M.A.T. program has two different types of admission as follows.

Full admission to the M.A.T. portion of the program is required of every student entering the M.A.T.. Students should complete the full application for the M.A.T. the semester prior to their intended semester of full-time enrollment. This program offers only a summer or fall start. Applications will always be due in the spring semester. For full application and admissions information to this graduate program, please refer to this School of Education admissions page (http://soe.unc.edu/services/apply/grad).

Assured admission to the bachelor’s option of this program is available to current UNC–Chapel Hill undergraduate students. This type of admission is not required but will give students assured admission to the M.A.T. if they meet all full admissions criteria and submit a complete M.A.T. application according to the application deadline for the year in which they wish to enter the program. Students who have assured admission will also have priority registration for the M.A.T. courses that will be offered each fall and spring semester and will be open to undergraduate students.

Please direct all admissions questions to the School of Education Office of Student Affairs and to Kara GrawOzburn.

Major

• Human Development and Family Studies, B.A.Ed. (http://catalog.unc.edu/undergraduate/programs-study/human-development-family-studies-baed)

Minor

• Education Minor (http://catalog.unc.edu/undergraduate/programs-study/education-minor)

On this page:

• Bachelor’s–Master of Arts in Teaching (p. __________)
• Establishing Licensure (p. __________)
Music Education: K–12 Licensure
The K–12 music education licensure program is a collaboration between the School of Education and the College of Arts and Sciences. This innovative program offers undergraduate music majors the opportunity to complete the requirements for a bachelor of music and obtain licensure as a music teacher in North Carolina in four years.

Program Requirements
EDUC 689  Foundations of Special Education (may substitute EDUC 516 or EDUC 690)  3
EDUC 532  Introduction to Development and Learning (may substitute EDUC 532/EDUC 403 pair)  3
EDUC 615  Schools and Community Collaboration (may substitute EDUC 533)  3
EDUC 593  Internship/Student Teaching (Music Education)  1-12
EDUC 601  Education Workshops  1-3
MUSC 168  Basic Conducting  3
MUSC 226  Woodwinds, Brass, Percussion, and Strings Techniques  3
MUSC 227  Keyboard, Vocal, and Elementary Music Techniques  3
MUSC 228  Principles of Teaching Music  3
MUSC 309  Advanced Lessons in Conducting  3

Establishing Licensure
North Carolina licensure requirements are distinct from the School of Education’s degree requirements. In their senior year, elementary education (K–6) students who plan to obtain North Carolina licensure upon graduation must pass the North Carolina Foundations of Reading and General Curriculum examinations. It is anticipated that a licensure examination will be developed and required for the North Carolina birth-kindergarten license. Child development and family studies students should speak with their advisors and refer to the testing Web page on the School of Education Web site (http://soe.unc.edu/services/student_affairs/licensure/undergrad_praxis.php). Middle grades education students should take the Subject Assessment Tests (PRAXIS II) in both of their content areas. UNC–BEST and music education students should take the appropriate PRAXIS II examination(s); information can also be found on the School of Education Web site (http://soe.unc.edu/services/student_affairs/licensure/undergrad_praxis.php).

Fees are charged for all licensure examinations. Information is available in 103 Peabody Hall. PRAXIS information is also available online (http://www.ets.org/praxis/nc/requirements), and at the North Carolina Foundations of Reading and General Curriculum (http://www.nc.nesinc.com) examinations.

Early in the semester in which a student plans to apply for graduation, initial teacher licensure forms for North Carolina must be completed and submitted to the licensure officer in 103 Peabody. Licensure application information is now available by program on the School of Education Web site (http://soe.unc.edu/services/student_affairs/licensure/undergrad.php). After the official posting of a degree, the licensure application is processed by the School of Education’s licensure officer and forwarded to the North Carolina State Department of Public Instruction.

The programs described in this bulletin are approved by the North Carolina Department of Public Instruction, the State Board of Education, and the National Council for the Accreditation of Teacher Education.

Bachelor’s–Master of Arts in Teaching
This program MAY be used to enter the MAT program for licensure but does not qualify you for licensure with the completion of a bachelor’s degree.

This program is intended to allow undergraduate students to indicate their intent to pursue the M.A.T. program prior to their senior year and to facilitate early planning in their undergraduate coursework that will allow them to integrate graduate degree requirements into their semesters as an undergraduate.

Up to 12 credit hours of approved EDUC coursework taken while an undergraduate can be applied to the master’s degree if the coursework is not also being used to satisfy graduation requirements for the bachelor’s degree. Full details for the Bachelor’s–Master of Arts in Teaching program can be found on the School of Education Web site (http://soe.unc.edu/new-mat).

UNC Baccalaureate Education in Science and Teaching (UNC–BEST)
UNC–BEST is a collaboration between the School of Education and the College of Arts and Sciences. This innovative program offers undergraduate science (biology, chemistry, geology, physics) and mathematics majors the opportunity to complete the requirements for a bachelor of arts or bachelor of science degree and obtain licensure as a secondary science or mathematics teacher in North Carolina in four years. Students will be prepared for North Carolina teaching licensure for grades nine through 12 in comprehensive sciences or mathematics.

UNC–BEST students are enrolled in their respective major in the College of Arts and Sciences and, once accepted into the UNC–BEST program, complete the requirements to earn North Carolina teaching licensure. Admission into the program requires a grade point average of 2.5 at UNC–Chapel Hill and successful completion of a minimum of six hours of mathematics (if applying for mathematics) or science (if applying for science) coursework on the UNC–Chapel Hill campus.

Program Requirements
Select one of the following Teaching Methods courses in the major: 4
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<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 410</td>
<td>Principles and Methods of Teaching Biology</td>
</tr>
<tr>
<td>CHEM 410</td>
<td>Instructional Methods in the Chemistry Classroom</td>
</tr>
<tr>
<td>GEOL 412</td>
<td>Principles and Methods of Teaching Earth Science</td>
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<td>MATH 410</td>
<td>Teaching and Learning Mathematics</td>
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</tbody>
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Up to 12 credit hours of approved EDUC coursework taken while an undergraduate can be applied to the master’s degree if the coursework is not also being used to satisfy graduation requirements for the bachelor’s degree. Full details for the Bachelor’s–Master of Arts in Teaching program can be found on the School of Education Web site (http://soe.unc.edu/new-mat).
EDUC 601  Education Workshops  1-3
FOUAD ABD-EL-KHALICK, Dean

Deborah Eaker-Rich, Senior Associate Dean, Chief Academic Officer and Director of Graduate Studies
Anne Bryan, Assistant Dean for Student Affairs
Diana Lys, Assistant Dean of Program Assessment, Accreditation and Teacher Preparation
John Plummer, Assistant Dean for Administration and Finance

Professors
Patrick Akos, Kathleen Brown, Gregory Cizek, Sharon Derry, Fenwick English, Susan Friel, John Galassi, Madeleine R. Grumet, Jill Hamm, Catherine Marshall, Linda Mason, G. Williamson McDiarmid, Judith Meece, George Noblit, Sam Odom, Xue Lan Rong, Keith Sawyer, Rune Simeonsson, Lynda Stone, Lynne Vernon-Feagans, William Ware, Barbara Wasik.

Associate Professors
Harriet Able, Cheryl Mason Bolick, Lora Cohen-Vogel, Jocelyn Glazer, Jeff Greene, Dana Griffin, Leigh Hall, Eric Houck, Sherick Hughes, Steve Knotek, Rebecca New, Rita O’Sullivan, Eileen Parsons, James Trier.

Assistant Professors
Janice Anderson, Claire Baker, Juan Carrillo, Claudia Cervantes-Soon, Dana Thompson Dorsey, Gemma Mojica, Kelly Ryoo.

Professors of the Practice

Research Professors
Donald Bailey, Virginia M. Buysse, Martha Cox, Karen Erickson, Malbert Smith, A. Jackson Stenner, Carl Swartz.

Research Associate Professors
Kristen Kainz, Kelly Maxwell, Desiree Murray, Ellen Peisner-Feinberg, Sharon Ritchie.

Research Assistant Professor
Kara Hume.

Clinical Professors
Suzanne Gulledge, Audrey Heining-Boynton, Stephen Hooper.

Clinical Associate Professors
Leslie Babinski, Jennifer Diliberto-Fender, Kathleen Gallagher, Daniel Huff, Sharon Palsha, Stanley Schainker, Neal J. Shipman, James Veitch.

Clinical Assistant Professors
Marco Barker, Clinton Bolton, Todd Boyette, Nick Cabot, Taffye Clayton, Jennifer Coble, Melissa DeRosier, Deborah Eaker-Rich, Sandra Evarrs, Michael Follo, Amy Gauthier, Caroline Hextall, Martinette Horner, Cheryl Horton, Derrick Jordan, Alvera Lesane, Mollie Lloyd, Deborah Manzo, Cayce McAmis, Denise Morton, Stacey Parker, Robert Pleasants, Catherine Scott, Holly Sopko, Eric Sparks, Alex Tabori, Julie Vandiver, Meghan Walter, Anne Wheeler, Lynn Williford, Jennifer Wooten, Susan Wynn.

Clinical Instructors
Aaron Bachenheimer, Brittany Bahlim, Kathryn Bartholomew, Andrea Becker, Amy Blackburn, John Brodeur, Winston Crisp, Cynthia Demetriou, Christy Dunston, Jess Evans, Jeffrey Fuchs, Cristina Gillanders, Jacqueline Gist, Emily Gomez, Suzanne Harbour, Thomas Hardiman, Ciji Heiser, James LoFrese, Priscilla Maynor, George McFarley Jr., Mary Faith Mount-Cors, Katherine Nobles, Ion Outerbridge, Christina Perry, Jeff Sackaroff, Bettina Shuford, Daniel Thomas Jr., Miranda Thomas, Jason VanHeukelman, Christy Walker.

Lecturer
Vergie Taylor.

Professors Emeriti

EDUC—Education
Undergraduate-level
EDUC 65. First-Year Seminar: School Daze: What's School Got to do with Getting an Education?. 3 Credits.
This seminar explores the concepts of schooling and education. Students will be challenged to reconsider their experiences and notions about pre-K through 12 schooling and to examine alternatives.
Grading status: Letter grade.

EDUC 89. First-Year Seminar: Special Topics. 3 Credits.
Course content will vary each semester.
Repeat rules: May be repeated for credit; may be repeated in the same term for different topics; 6 total credits. 2 total completions.
Grading status: Letter grade.

EDUC 121. Tutoring in the Schools I. 2 Credits.
Provides a basic introduction to teaching and education. This course consists of a seminar based with field placements in different levels of schools.
Grading status: Letter grade.

EDUC 122. Tutoring in the Schools II. 1 Credit.
Combines tutoring training with a field placement for tutoring in literacy and mathematics in grades kindergarten through three.
Grading status: Letter grade.

EDUC 130. Navigating the Research University. 1 Credit.
This course will provide students with knowledge to succeed at a research university. Students will consider what it means to have a liberal arts education and will learn about motivation, resiliency, and self-advocacy. Students will reflect on their current work toward academic success and their path to graduation.
Grading status: Letter grade.
EDUC 131. Career Exploration. 1 Credit.
Provides students an opportunity for exploration of career choices.
Grading status: Pass/Fail.

EDUC 132. Career Planning. 1 Credit.
This course is designed for juniors and seniors who are preparing to embark on their post-Carolina job search. Students will learn how to develop the necessary tools and skills required to execute an effective job search.
Grading status: Pass/Fail.

EDUC 181. Introduction to Human Development and Family Studies. 3 Credits.
Introduces students to theories and major research areas in human development and family studies while connecting this theory and research to careers in the helping professions. Students shadow a professional in a field of their choice.
Grading status: Letter grade.

EDUC 221. Tutoring in the Schools III. 1 Credit.
Combines tutoring training with a field placement for tutoring in literacy and mathematics in grades four through eight.
Grading status: Letter grade.

EDUC 222. Tutoring in the Schools IV. 1 Credit.
Focuses on the relationship among arts, creativity, and education.
Grading status: Letter grade.

EDUC 231. Thriving in College and Beyond. 3 Credits.
Learn about the science of thriving and strengths-based strategies for young adult development. The course will bridge contemporary literature on positive psychology (e.g., hope, optimism), developmental assets, resiliency, cultural competence, engagement/connectedness, positive youth development, and more. In particular, learn and work on thriving as a student at UNC-Chapel Hill.
Gen Ed: SS, CI.
Grading status: Letter grade.

EDUC 250. Risk and Resiliency: Challenges and Opportunities in Education. 4 Credits.
Explores factors that put children at risk for educational failure and interventions to increase resiliency. Service and learning experiences in educational and community agencies are integral to the course.
Grading status: Letter grade.

EDUC 301. Junior Transfer Seminar - Thriving in Transition. 3 Credits.
Course challenges students to think critically about educational issues as they transition to a research university. Through readings, videos and activities, students explore the value of higher education, the development of intelligence, and the role of habit and happiness in college success. Students also conduct and present original qualitative research.
Gen Ed: SS, EE-Field Work.
Grading status: Letter grade.

EDUC 309. An Examination of Quality and the Pursuit of Betterness. 3 Credits.
A three-credit seminar on leadership styles, philosophies, and issues related to leadership. Each class will overlap these concepts (topical or theory/practice, service, and self-awareness.)
Grading status: Letter grade.

EDUC 316. Advanced Leadership Development Seminar. 3 Credits.
This is a three-credit course with a focus on delving deeper into issues relevant to leadership and education. This course is open to seniors, juniors, and sophomores with student organization experience and an interest in an advanced exploration of leadership.
Grading status: Letter grade.

EDUC 317. Dynamics of Effective Leadership. 1 Credit.
The course is intended to provide an introduction to leadership theory, a forum for reflection upon personal strengths and contributions to leadership, and an opportunity to explore the nature of working in teams and groups.
Grading status: Pass/Fail.

EDUC 318. Peer Leadership in the University Environment. 2 Credits.
This course revolves around and centers on the Relational Leadership Model which defines leadership as the relational and ethical process of people together attempting to accomplish positive change.
Gen Ed: EE-Mentored Research.
Grading status: Letter grade.

EDUC 330. The Science of Learning. 3 Credits.
Students study several facets of learning in the modern world, and investigate what scholarship in cognitive psychology, educational psychology, and the learning sciences can do to help us maximize that learning.
Gen Ed: SS.
Grading status: Letter grade.

EDUC 387. Peer Tutoring. 3 Credits.
Peer Tutoring is an APPLES service-learning course that provides undergraduates the opportunity to serve fellow students through tutoring. Tutors must have an overall GPA of 3.0 or higher.
Repeat rules: May be repeated for credit. 6 total credits. 2 total completions.
Grading status: Pass/Fail.

EDUC 390. Special Topics in Education. 3 Credits.
This course provides students the opportunity for intensive exploration and discussion of selected topics in education.
Repeat rules: May be repeated for credit; may be repeated in the same term for different topics.
Grading status: Letter grade.

Advanced Undergraduate and Graduate-level
EDUC 400. Autism in Our Communities: An Interdisciplinary Perspective. 3 Credits.
Students have 30 hours of service-learning with individuals with autism at community partner sites. Class discussions introduce students to diverse topics related to autism spectrum disorder. This is an APPLES course.
Gen Ed: EE-Service Learning.
Grading status: Letter grade
Same as: SPHS 400.

EDUC 401. Introduction to Early Childhood Development: Birth to Eight. 3 Credits.
This course examines the field of child development as it contributes to the teaching and learning of children in early childhood and elementary educational settings, ages birth to eight.
Grading status: Letter grade.
EDUC 402. Models of Early Childhood Service Delivery. 3 Credits.
This seminar serves as an introduction to the field of child development and early childhood education and special education. Students learn about the primary professional disciplines and agencies serving young children and their families. Current policy, recommended practices, and research innovations are reviewed.
Grading status: Letter grade.

EDUC 403. Families, Schools, and Communities. 1-3 Credits.
This course examines issues of diversity among and across families within 21st-century schools and communities. The course stresses strategies for effective communication and collaboration with families, professional team members, and school and community resources.
Grading status: Letter grade.

EDUC 404. Infant/Toddler Assessment and Intervention. 3 Credits.
Restricted to majors. Permission of the instructor for nonmajors. Provides students with knowledge of program models and curricula/intervention strategies for working with infants and toddlers with and without disabilities. Information is provided regarding identification and assessment strategies for infants, toddlers, and two-year-olds. Program models for working with families are emphasized.
Requisites: Prerequisite, EDUC 401.
Grading status: Letter grade.

EDUC 413. Language and Literacy Learning. 3 Credits.
Permission of the instructor for nonmajors. This course covers the theoretical and developmental aspects of language and literacy processes and practices. The course will cover reading, writing, speaking, listening and viewing practices, birth to age 12.
Grading status: Letter grade.

EDUC 416. Curriculum Integration: Science, Math, and Technology. 3 Credits.
Permission of the instructor for nonmajors. The focus of this course is children's development in mathematical and scientific ways of knowing and the use of technology to support this development.
Grading status: Letter grade.

EDUC 421. Community Organizations and Children I. 1 Credit.
Provides an understanding of the community contexts of schools and an experience working in community group. This is the first semester of a two-semester course.
Grading status: Letter grade.

EDUC 422. Community Organizations and Children II. 1 Credit.
Provides prospective teachers with an understanding of the community contexts of the schools. Second semester of a two-semester course.
Requisites: Prerequisite, EDUC 421.
Grading status: Letter grade.

EDUC 441. Education in American Society. 3 Credits.
A reflective examination of beliefs and attitudes associated with 1) the historical, philosophical, sociological, political, and economic forces affecting education and schooling in the United States; 2) the structure and function of the school system; and 3) current issues and trends in American schooling and education.
Grading status: Letter grade.

EDUC 464. Teaching Profession. 3 Credits.
Introduction to teaching. Course covers foundations and philosophies of education, current issues, and trends in public schooling.
Grading status: Letter grade.

EDUC 465. Introduction to Teaching. 2 Credits.
Offered concurrently with EDUC 466. Restricted to students admitted to the middle grades teacher education program. Initiates students into the teaching profession. The course stresses what it is like to be a teacher, with concurrent emphasis on the life of the student and the study of schools.
Grading status: Letter grade.

EDUC 466. Planning for Teaching in the Middle Grades. 3 Credits.
Offered concurrently with EDUC 465. Restricted to students admitted to the middle grades teacher education program. Helps students learn how to plan and develop skills to meet the unique and diverse needs of young adolescents as they prepare to teach.
Grading status: Letter grade.

EDUC 469. Developing Skills for Teaching. 3 Credits.
Helps students develop a variety of basic teaching skills used by classroom teachers. This course will be conducted primarily as a laboratory course.
Requisites: Prerequisites, EDUC 465 and 466.
Gen Ed: EE-Field Work.
Grading status: Letter grade.

EDUC 493. Practicum. 1-6 Credits.
Permission of the instructor for nonmajors. Students gain familiarity with the operations and complexity of teaching. Students observe instruction, interact with school personnel, work with students, and apply skills learned in previous courses. Prepares students for internship or student teaching.
Gen Ed: EE-Field Work.
Repeat rules: May be repeated for credit; may be repeated in the same term for different topics.
Grading status: Letter grade.

EDUC 496. Independent Study. 1-3 Credits.
Permission of the instructor. Provides readings and research under the direction of a faculty member. May be repeated for a maximum of six credit hours.
Repeat rules: May be repeated for credit; may be repeated in the same term for different topics; 12 total credits. 4 total completions.
Grading status: Letter grade.

EDUC 503. Leadership Seminar. 1-3 Credits.
Course asks students to consider what it means to participate in schools as educational leaders. Students consider how to collaborate effectively with school colleagues, advocate for children and families, participate in the politics of schools and education, and examine what it means to be change agents in classrooms and schools.
Grading status: Letter grade.

EDUC 504. Learning in the Modern World. 3 Credits.
Students learn about current educational emphases and controversies as well as what the research and scholarship in the fields of education and cognition can contribute to our understanding of these phenomena.
Gen Ed: SS.
Grading status: Letter grade.

EDUC 505. Leadership in Educational/Nonprofit Settings. 3 Credits.
Introduces students to a research-based, highly practical understanding of leadership frames/styles prominent in educational/nonprofit organizations. Emphasizes continued student engagement with various leadership models and principles.
Gen Ed: SS.
Grading status: Letter grade.
EDUC 506. Politics, Policymaking, and America’s Schools. 3 Credits.
Through extensive case study and conversations with policy actors, students will learn the stages model of policy making and understand conflicting values that play out in policy decisions.
Gen Ed: SS.
Grading status: Letter grade.

EDUC 508. Cultural Competence, Leadership, and You. 3 Credits.
This course was developed to confront and address questions of global cultural competence and self-critique. Culturally competent leaders work to understand their own biases and patterns of discrimination.
Gen Ed: SS, GL.
Grading status: Letter grade.

EDUC 509. Helping Youth Thrive in K-12 Schools. 3 Credits.
Learn strengths-oriented approaches in education practice, research, and policy. The course takes up contemporary literature on positive psychology, developmental assets, resiliency, cultural competence, school readiness, school engagement/connectedness, and positive youth development.
Gen Ed: SS.
Grading status: Letter grade.

EDUC 510. Mexican American and Chicana/o Experience in Education. 3 Credits.
This course examines the political, cultural, and historical dimensions of the Mexican American and Chicana/o experience in education. A critical exploration of K-12 schools, higher education, and various social initiatives intended to address inequities in education for Mexican Americans and Chicanas/os will also be a focus of this class.
Gen Ed: HS, US.
Grading status: Letter grade.

EDUC 511. Politics of Reading. 3 Credits.
Course explores the politics and policies involved in literacy curriculum and pedagogy. Critical policy analysis is used as a tool to explore and understand the political issues involved in teaching young children to read and write.
Grading status: Letter grade.

EDUC 513. Methods for Teaching in the Elementary School. 3-9 Credits.
Permission of the instructor for nonmajors. This methods block is a field based, integrated collection of science, literacy, and math courses designed to prepare pre-service teachers for planning and implementing instruction in elementary schools.
Repeat rules: May be repeated for credit; may be repeated in the same term for different topics.
Grading status: Letter grade.

EDUC 515. The Arts as Integrative Teaching. 2 Credits.
Restricted to students admitted to the elementary education program or the child development and family studies program. Explores integration of the arts in the curriculum.
Grading status: Letter grade.

EDUC 516. Introduction to the Education of Exceptional Learners. 3 Credits.
Offers an overview of the special education field and its relevance to the classroom teacher. The course is based on an interdisciplinary perspective toward serving exceptional learners and collaboratively coordinating services. Course content emphasizes inclusive programming and the teacher’s role in facilitating students’ unique learning needs.
Grading status: Letter grade.

EDUC 519. Senior Seminar. 3 Credits.
Course is restricted to majors. Permission of the instructor for nonmajors. The senior seminar is inquiry based and directly connects student teachers with classroom practices. Throughout the semester student teachers develop and implement inquiry projects.
Requisites: Prerequisite, EDUC 593.
Grading status: Letter grade.

EDUC 520. Early Language and Literacy Learning-Birth to Third Grade. 3 Credits.
Course is restricted to majors. Permission of the instructor for nonmajors. Course focuses on the language, reading, and writing development of children birth through third grade. Promotes early literacy learning for all children with and without disabilities, including those at risk.
Grading status: Letter grade.

EDUC 521. Schools, Cultures, and Communities I: Youth. 3 Credits.
Focus on youth in schools. This course considers the history and present lives of youth, primarily as teenagers/adolescents. It seeks recognition and understanding of the uniqueness of their lives.
Grading status: Letter grade.

EDUC 522. Schools, Cultures, and Communities II: Schools. 3 Credits.
Course focuses on schools and educational issues as they relate to practices and policies. Fulfills central ideas of the minor in education in consideration of the history and present conditions of schooling in a democratic society.
Grading status: Letter grade.

EDUC 523. Teaching Early Mathematics-Birth to Third Grade. 3 Credits.
Course is restricted to majors. Permission of the instructor for nonmajors. Students study the teaching and learning of mathematics for young children, birth to third grade. Emphasis is placed on content for math, as well as materials, techniques, and teaching aids.
Grading status: Letter grade.

EDUC 525. Human Abilities and Online Learning. 3 Credits.
Learn about the scientific basis of thinking and learning and what this implies for guiding children and adults, for personal development and for building environments that help people learn and grow successfully in a rapidly changing technological world.
Gen Ed: SS.
Grading status: Letter grade.

EDUC 526. Ethics and Education: From Global Problems to Classroom Dilemmas. 3 Credits.
Among the topics examined are ethical implications of democratic schooling for a democratic society, educators as moral agents, and education as an institution with incumbent responsibilities. Students explore the explicit and implied ethics of education and schooling as they relate to policy makers, educators, and citizens concerned about social justice.
Grading status: Letter grade.

EDUC 527. Screen Education: Representations of Education in Popular Culture. 3 Credits.
Explore and analyze how education has been represented in popular culture. “Education” refers to teachers, students, principals, other educators, and the everyday processes of schooling, and “popular culture” refers to school films (fictional films), school documentaries, television shows, music videos and song lyrics, animation, and other media forms.
Grading status: Letter grade.
EDUC 529. Education in American Society. 3 Credits.
Explore history of American schools to inform students’ understandings of contemporary schools. Examine policies, issues, and controversies through a chronological examination of schools and society.

Gen Ed: HS.

EDUC 531. Effective Teaching: First Steps. 2 Credits.
Characteristics of effective teachers, classroom management, instructional methods, instructional planning and presentation, monitoring and assessing student behavior and learning, differentiating instruction, yearly plans and pacing guides.

Grading status: Letter grade.

EDUC 532. Introduction to Development and Learning. 3 Credits.
This course examines the field of human development as it contributes to the teaching and learning of all children. The emphasis is on understanding the nature of development in educational contexts and the implications of research and theory on human development for teacher practice and the creation of supportive learning environments for all children.

Gen Ed: SS.

Grading status: Letter grade.

EDUC 533. Social Justice in Education. 3 Credits.
Course examines how education can help create more fair and just societies, ultimately contributing to high performing educational systems internationally. Students explore multiple perspectives on social justice; examine efforts at local, state, national, and global levels; and learn to articulate efforts in classrooms and schools with wider community initiatives.

Gen Ed: SS, US.

Grading status: Letter grade.

EDUC 534. Effective Teaching: Assessment. 2 Credits.
Methods of assessment, multiple measures, monitoring student performance to inform and improve instruction, understanding students with special needs with individual education plans, test scores, and other information in student files.

Grading status: Letter grade.

EDUC 535. Teachers and Schools. 3 Credits.
Leadership in classroom and school with families, standards of practice, advocating equity, supporting teaching profession, school organization, school finance, legal issue/education strategies for environments that promote learning, issues and trends.

Grading status: Letter grade.

EDUC 540. Mathematics Teaching. 2 Credits.
NCTM Standards, Standard Course of Study, developing student understanding of mathematics, problem-solving skills, and professional commitment.

Grading status: Letter grade.

EDUC 541. Mathematics Problems for Instruction. 2 Credits.
Mathematical tasks for learners in grades six through 12 and instructional methods necessary to maintain a task at a high cognitive level.

Grading status: Letter grade.

EDUC 542. Planning for Mathematics Instruction. 2 Credits.
Examining patterns of practice and assessment, modifying and improving planned units, pacing instruction, reconsidering individual differences and differentiation.

Grading status: Letter grade.

EDUC 550. Science Teaching. 2 Credits.
Nature of science, national science standards, teaching science as inquiry, safety in the science classroom, materials management.

Grading status: Letter grade.

EDUC 551. Designing Science Tasks. 2 Credits.
Developing and redesigning science instruction to engage students actively, with emphasis on classroom management for energetic curricula, modifying tasks and projects, assessment strategies, and utilization of resources.

Requisites: Prerequisite, EDUC 550.

Grading status: Letter grade.

EDUC 552. Improving Science Instruction. 2 Credits.
A practitioner’s look at instruction in middle and high school science classrooms using many current pedagogical approaches of instruction: constructivism, models of inquiry, reflective practice, and conceptual change theory.

Requisites: Prerequisite, EDUC 551.

Grading status: Letter grade.

EDUC 555. Constructive Coaching I: Starting Out Right. 1 Credit.
Course designed to help lateral entry candidates by improving their classroom management skills, specifically those related to student behavior.

Requisites: Prerequisite, EDUC 555.

Grading status: Letter grade.

EDUC 556. Constructive Coaching II: Effective Management of Student Behavior. 1 Credit.
Course designed to help lateral entry candidates through individualized feedback about concerns, focusing on strategies for increasing student learning using content area literacy strategies.

Requisites: Prerequisite, EDUC 556.

Grading status: Letter grade.

EDUC 557. Constructive Coaching III: Helping Students Learn. 3 Credits.
Course designed to support the lateral entry candidates through individualized feedback about concerns, focusing on strategies for increasing student learning using content area literacy strategies.

Requisites: Prerequisite, EDUC 556.

Grading status: Letter grade.

EDUC 560. Second Language Teaching. 2 Credits.
Methods of teaching a second language, how people learn foreign languages, planning instruction, getting students to communicate, using and adapting foreign language textbooks, and developing lessons.

Grading status: Letter grade.

EDUC 561. Designing Second Language Tasks. 2 Credits.
Students examine instruction as effective mechanism for classroom management, choosing and redesigning tasks and projects to engage students in active learning. Assessment of student understanding investigated as necessary for development of effective instruction.

Grading status: Letter grade.

EDUC 562. Improving Second Language Instruction. 2 Credits.
Students will consider national standards frameworks as organizing principles for instructional strategies. They will develop skills by use of culturally authentic materials, performance-based assessment, and units and lessons promoting successful language learning.

Grading status: Letter grade.
EDUC 563. Teaching Language Arts in the Middle Grades. 3 Credits.
Restricted to students admitted to the middle grades education program.
Focuses on the goals and methods of teaching language arts in the
middle grades, including planning for student diversity and unit planning.
Grading status: Letter grade.

EDUC 564. Teaching Social Studies in the Middle Grades. 3 Credits.
Restricted to students admitted to the middle grades education program.
Focuses on the goals and methods of teaching social studies in the
middle grades.
Grading status: Letter grade.

EDUC 565. Teaching Science in the Middle Grades. 3 Credits.
Restricted to students admitted to the middle grades education program.
Focuses on methods for teaching science in the middle grades and
includes emphasis on the individual needs of students, reading and
writing in the content area, and unit planning.
Grading status: Letter grade.

EDUC 566. Teaching Math in the Middle Grades. 3 Credits.
Restricted to students admitted to the middle grades education program.
Focuses on methods for teaching mathematics in the middle grades
and includes emphasis on the individual needs of students, reading and
writing in the content area, and unit planning.
Grading status: Letter grade.

EDUC 567. Children's Literature in Elementary and Middle Schools. 3
Credits.
Explores literature in the contexts of interdisciplinary elementary and
middle school curricula and the interests and needs of children and
young adolescents. Topics include reader-response theory, censorship,
Internet resources, school resources, and methods.
Gen Ed: LA, CI.
Grading status: Letter grade.

EDUC 568. Seminar on Teaching. 3 Credits.
Requisites: Prerequisites, EDUC 465, 466, and 469; corequisite, EDUC 593.
Grading status: Letter grade.

EDUC 593. Internship/Student Teaching. 1-12 Credits.
Permission of the instructor for nonmajors. Student teaching internships
are full-time, authentic, field-based experiences in an educational
setting. Preservice teachers are responsible for planning lessons,
delivering instruction, assessing students, managing the classroom,
and demonstrating their teaching effectiveness. This internship is devoted
exclusively to the student's functioning in a professional capacity.
Gen Ed: EE-Academic Internship.
Repeat rules: May be repeated for credit; may be repeated in the same
term for different topics; 12 total credits. 2 total completions.
Grading status: Pass/Fail.

EDUC 595. Introduction to Exceptional Children. 3 Credits.
Permission of the instructor for nonmajors. Surveys giftedness and
mental disabilities, emotional and behavioral disorders, learning
disabilities, speech, hearing, vision, and physical impairments.
Emphasizes the role of professionals, families, and the community in
supporting the whole child.
Grading status: Letter grade.

EDUC 601. Education Workshops. 1-3 Credits.
Permission of the program director. Workshops designed around
education topics primarily for licensed K-12 teachers.
Repeat rules: May be repeated for credit; may be repeated in the same
term for different topics; 12 total credits. 5 total completions.
Grading status: Letter grade.

EDUC 614. Innovative and Engaging Teaching. 3 Credits.
Introduction to the teaching profession including a focused, program-
long emphasis on innovative, authentic, and resource-informed teaching.
Includes engagement with 21st-century learning skills.
Grading status: Letter grade.

EDUC 615. Schools and Community Collaboration. 3 Credits.
Course explores the symbiotic relationship between schools, families,
and communities through a historical and sociocultural lens. Students
participate in a community-based field experience.
Gen Ed: EE-Field Work, US.
Grading status: Letter grade.

EDUC 616. Teaching Early English Language Arts. 3 Credits.
Course focuses on ELA pedagogy, grades kindergarten through second
grade. Course emphasizes best practices in foundations of reading
and writing, cross-disciplinary concepts, and meaningful inquiry-based
learning experiences.
Grading status: Letter grade.

EDUC 617. Teaching in the Middle School. 3 Credits.
Provides students with an introduction to the history, philosophy, and
attributes of schools and curriculum specifically designed for young
adolescents with attention to their developmental characteristics and
needs as learners.
Gen Ed: SS, EE-Service Learning.
Grading status: Letter grade.

EDUC 626. Pedagogical English Grammar for ESL Teachers. 3 Credits.
Enhances foreign and second language educators' understanding of
English grammar, expands their skills in linguistic analysis, and helps
them develop a more pedagogically sound approach to the teaching of
English grammar.
Grading status: Letter grade.

EDUC 627. Pedagogical Linguistics for ESL Teachers. 3 Credits.
Provides future English as a second language teachers with advanced
concepts in linguistics and comparative linguistics. Topics such as
phonology and morphology will be covered.
Grading status: Letter grade.

EDUC 628. Teaching English Language Learners. 3 Credits.
Provides students with an introduction to the history, philosophy, and
attributes of schools and curriculum specifically designed for young
adolescents with attention to their developmental characteristics and
needs as learners.
Gen Ed: US.
Grading status: Letter grade.

EDUC 629. Language Minority Students: Issues for Practitioners. 3
Credits.
Permission of the instructor. Explores issues of culture and language
associated with teaching English as a second language.
Grading status: Letter grade
Same as: ANTH 629.

EDUC 689. Foundations of Special Education. 3 Credits.
This course provides an advanced introduction to key concepts, issues,
and service delivery approaches pertaining to the educational needs of
students with high incidence disabilities.
Grading status: Letter grade.
EDUC 691H. Honors Seminar in Education. 3 Credits.
Restricted to honors candidates in the School of Education. Required for graduation with honors in education. Integration of critical analysis of selected educational themes, introduction to methods of educational research, and intensive work in skills of reading critically and writing.
Gen Ed: EE-Mentored Research.
Grading status: Letter grade.

EDUC 693. Practica Student Internship. 1-12 Credits.
Provides students the opportunity to observe and become involved with all aspects of teaching and schools within their content area.
Repeat rules: May be repeated for credit; may be repeated in the same term for different topics; 12 total credits. 2 total completions.
Grading status: Letter grade.

EDUC 694H. Honors Thesis in Education. 3 Credits.
Required of all candidates for graduation with honors in education. Preparation of an honors thesis under the direction of a member of the School of Education faculty and an oral examination on the thesis.
Requisites: Prerequisite, EDUC 691H; A grade of B or better in EDUC 691H is required to take this course.
Gen Ed: EE-Mentored Research.
Grading status: Letter grade.

EDUC 697. Education Minor Capstone Course. 3 Credits.
Student completes a major project in education. Course involves discussion about the changing and contested goals of education, how student projects are implicated in these complexities, and how the projects may be articulated in terms of policy change.
Gen Ed: EE-Mentored Research.
Grading status: Letter grade.