

# SCHOOL OF EDUCATION

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## Contact Information

### School of Education

soe.unc.edu (<http://soe.unc.edu>)

Peabody Hall, CB# 3500

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### Fouad Abd-El-Khalick, Dean

### Kathleen Brown, Interim Associate Dean for Academic Affairs and Director of Graduate Studies

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### Vacant, Assistant Dean for Finance and Operations

### Leslie Deslis, Assistant Dean for Development

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### Vacant, Assistant Director of Student Affairs

## 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 2017–2018 academic year.

## Advising

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

The School of Education's academic advisor meets with students who are interested in all education programs. Advising appointments are in Peabody Hall. Based on your education program you may receive all of your academic advising in Peabody Hall, 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.

### Human Development and Family Studies

Admission to the human development and family studies major (<http://catalog.unc.edu/undergraduate/programs-study/human-development-family-studies-baed>) 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. For more information, please visit the School of Education Web site (<http://soe.unc.edu/hdfs>).

### Education Minor

Admission to the minor in education (<http://catalog.unc.edu/undergraduate/programs-study/education-minor>) 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. If you intend to declare human development and family studies (B.A.Ed.) as your undergraduate major, you are not eligible to complete this minor in education.

For more information, please visit the School of Education Web site (<http://soe.unc.edu/academics/education-minor>).

### Bachelor's–Master's M.A.T. (B.A.-M.A.T.)

The Bachelor's–Master of Arts in Teaching 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 February of 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>).

Current undergraduate students at UNC–Chapel Hill may apply for early affiliation to the M.A.T. This type of admission is not required but will give students an opportunity to take graduate-level M.A.T. courses prior to admission to the M.A.T. 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 undergraduates.

Up to 12 credit hours of approved EDUC coursework taken as 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. Students must 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. Early affiliation students will 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. For more information, please visit the School of Education Web site (<http://soe.unc.edu/new-mat>).

This program *MAY* be used to enter the M.A.T. program for licensure but does not qualify you for licensure with the completion of a bachelor's degree.

## 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 2.7 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 (<http://soe.unc.edu/academics/uncbest>). 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 student affairs office at (919) 966-1346.

### 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>)

## Establishing Licensure

North Carolina licensure requirements are distinct from the School of Education's degree requirements. Information about licensure programs offered at UNC may be found on the School of Education Web site ([http://soe.unc.edu/services/student\\_affairs/licensure/undergrad\\_praxis.php](http://soe.unc.edu/services/student_affairs/licensure/undergrad_praxis.php)).

Applications for North Carolina licensure must be submitted through the N.C. Department of Public Instruction's online licensure system by the graduate seeking licensure. Forms are no longer submitted by the UNC School of Education Licensure Officer. The UNC School of Education licensure reviews and either approves or denies all licensure applications routed to UNC through the N.C. Department of Public Instruction online licensure system. More information about applying for N.C. licensure is available on the School of Education Web site ([http://soe.unc.edu/services/student\\_affairs/licensure](http://soe.unc.edu/services/student_affairs/licensure)).

The programs described in this catalog are approved by the N.C. Department of Public Instruction, the State Board of Education, and the National Council for the Accreditation of Teacher Education (now the Council for the Accreditation of Educator Preparation).

## Bachelor's–Master of Arts in Teaching

This program *MAY* be used to enter the M.A.T. program for licensure but completion of a bachelor's degree does not qualify a graduate for licensure.

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 as 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 secondary science or mathematics teachers 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:

1. a minimum grade point average of 2.7 at UNC–Chapel Hill while allowing for a cohort grade point average of 3.0
2. 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.

To be recommended for N.C. licensure, UNC–BEST students must complete PRAXIS testing appropriate to their content area. More information about the testing requirements is available on the UNC (<http://www.unc.edu/uncbest/options.html>)– (<http://www.unc.edu/uncbest/options.html>)BEST Web site (<http://www.unc.edu/uncbest/options.html>) and the School of Education testing Web site ([http://soe.unc.edu/services/student\\_affairs/licensure/praxis\\_tests.php](http://soe.unc.edu/services/student_affairs/licensure/praxis_tests.php)).

## Program Requirements

Select one of the following Teaching Methods courses in the major: 4

|          |  |    |
|----------|--|----|
| BIOL 410 | Principles and Methods of Teaching Biology                         |    |
| CHEM 410 | Instructional Methods in the Chemistry Classroom                   |    |
| GEOL 412 | Principles and Methods of Teaching Earth Science                   |    |
| MATH 410 | Teaching and Learning Mathematics                                  |    |
| PHYS 410 | Teaching and Learning Physics                                      |    |
| EDUC 689 | Foundations of Special Education (may substitute EDUC 516)         | 3  |
| EDUC 532 | Introduction to Development and Learning (may substitute EDUC 403) | 3  |
| EDUC 615 | Schools and Community Collaboration (may substitute EDUC 533)      | 3  |
| EDUC 593 | Internship/Student Teaching (UNC–BEST Teaching Internship)         | 12 |

|             |                     |    |
|-------------|---------------------|----|
| EDUC 601    | Education Workshops | 1  |
| Total Hours |                     | 26 |

## 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 the undergraduate music major 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

#### Education Courses

|          |  |    |
|----------|--|----|
| EDUC 689 | Foundations of Special Education (may substitute EDUC 516)         | 3  |
| EDUC 532 | Introduction to Development and Learning (may substitute EDUC 403) | 3  |
| EDUC 615 | Schools and Community Collaboration (may substitute EDUC 533)      | 3  |
| EDUC 593 | Internship/Student Teaching (Music Education)                      | 12 |
| EDUC 601 | Education Workshops  | 1  |

#### Music Courses

|          |  |   |
|----------|--|---|
| 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 |

|             |  |    |
|-------------|--|----|
| Total Hours |  | 37 |
|-------------|--|----|

## Professors

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

## Associate Professors

Harriet Able, Janice Anderson, Cheryl Mason Bolick, Thurston (Thad) Domina, Jocelyn Glazier, Jeff Greene, Dana Griffin, Eric Houck, Sherick Hughes, Steve Knotek, Rebecca New, Rita O'Sullivan, James Trier.

## Assistant Professors

Claire Baker, Juan Carrillo, Michael Dominguez, Dana Thompson Dorsey, Brian Gibbs, Robert Martinez Jr., Kelly Ryoo.

## Professors of the Practice

Pat Ashley, Ann McColl, Neil Pedersen.

## Research Professors

Donald Bailey, Virginia M. Buysse, David Cooper, Martha Cox, Karen Erickson, Peter Ornstein, Malbert Smith, A. Jackson Stenner, Carl Swartz, Ann Turnbull, Rutherford (Rud) Turnbull, Pamela Winton.

## Research Associate Professors

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

## Research Assistant Professor

Kara Hume, Jacqui McLaughlin.

## Clinical Professors

Deborah Eaker-Rich, Suzanne Gullede, Stephen Hooper.

## Clinical Associate Professors

Leslie Babinski, Jennifer Coble, Jennifer Diliberto-Fender, Sandra Evarrs, Daniel Huff, Laura Klinger, Jeannie Loeb, Sharon Palsha, Catherine Scott.

## Clinical Assistant Professors

Sibby Anderson-Thompkins, Clinton Bolton, Todd Boyette, Johnavae Campbell, Taffye Clayton, Cynthia Demetriou, Melissa DeRosier, Samantha DeVilbiss, Peter Duquette, Lori Edmonds, Amy Gauthier, Caroline Hexdall, Abigail Hoffman, Martinette Horner, Derrick Jordan, Alison LaGarry, Alvera Lesane, Diana Lys, Deborah Manzo, Julie Marks, Priscilla Maynor, Cayce McCamish, Kylee Miller, Denise Morton, Kristin Papoi, Justin Parker, Stacey Parker, Robert Pleasants, Holly Sopko, Eric Sparks, Miranda Thomas, Julie Vandiver, Meghan Walter, Caryn Ward, Anne Wheeler, Lynn Williford, Susan Wynn.

## Clinical Instructors

Kathryn Bartholomew, Darcy Berger, Robin Blanton, Katie Cartmell, Christy Clemons, Winston Crisp, Jess Evans, Jeffrey Fuchs, Jacquelyn Gist, Carmen Gonzalez, Suzanne Harbour, Thomas Hardiman, James LoFrese, Lee Melomo, Mary Faith Mount-Cors, Ion Outterbridge, Candice Powell, Jeff Sackaroff, Bettina Shuford, Tamara Taylor, Jason VanHeukelman, Audrey Walker.

## Adjunct Assistant Professors

Kengie Bass, Francemise Kingsberry, Mollie Lloyd, Alex Tabori, Megan Vinh.

## Adjunct Instructors

Nicole Cobb, Christy Dunston, Laura Ketola, Kate Kryder, Bobby Kunstman, Sharon Levine, Krista Prince.

## Professors Emeriti

Richard Brice, Linda Brooks, Duane Brown, Frank Brown, William I. Burke, Richard Coop, James Cunningham, Barbara Day, Jill Fitzgerald, R. Sterling Hennis Jr., Paul B. Hounshell, Richard C. Hunter, Bobbie Boyd Lubker, William Malloy, William S. Palmer, Richard C. Phillips, Walter Pryzwansky, Dixie Lee Spiegel, Donald J. Stedman, Gary Stuck, Alan Tom, Neal H. Tracy, Gerald Unks, Ronald Wiegerink, Kinnard P. White, Ralph E. Wileman Jr.

## 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 190. Special Topics in Education. 1-3 Credits.**

This course provides students the opportunity for introductory 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; 15 total credits. 5 total completions.

**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. Thrive@Carolina 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 Community Services. 3 Credits.**

This course examines issues of diversity among and across families, in order to better prepare students for human service fields in a variety of settings such as clinics, schools, advocacy, and other organizations.

**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 408. Research Methods in Human Development. 3 Credits.**

An introductory examination of human development and family research methods designed to provide an understanding of scientific inquiry, methodology, measurement, test construction, scaling, and statistical terms and techniques.

**Grading status:** Letter grade.

**EDUC 410. Promotive Youth Services in Community and School Environments. 3 Credits.**

This course is an exploration of the research and theory about programs that promote youth development and prevent youth problems in the central contexts where youth function (i.e., home, school, outside of school activities, sports, peer networks, etc.). Career options (e.g., social work, law enforcement, teaching, and community outreach work) will also be explored in real life work settings.

**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 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, assist in teaching, learn about the curriculum and specific resources, 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. Equity, 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 524. Learning on the Edge: Theories of Experiential Education. 3 Credits.**

This course examines experiential education in a variety of settings. Students will explore the role experiential education currently plays and suggest new roles in a chosen field of study.

**Gen Ed:** EE-Field Work.

**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, CI.

**Grading status:** Letter grade.

**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.**

Designed to support lateral entry candidates, solving the most urgent problems in the classroom. Includes frequent online communication, individualized attention to immediate problems and combines supervision, coaching, and mentoring.

**Grading status:** Letter grade.

**EDUC 556. Constructive Coaching II: Effective Management of Student Behavior. 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 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 583. Planning the Internship Experience. 3 Credits.**

This course provides an integrative learning experience which prepares HDFS students to apply academic learning acquired in previous coursework to real-life situations likely to be encountered in the internship experience and throughout their careers in the field of human services. Course materials and learning experiences are intended to help students obtain an internship.

**Gen Ed:** EE-Service Learning.

**Grading status:** Letter grade.

**EDUC 593. Internship/Student Teaching. 1-12 Credits.**

Internships are full-time, authentic, field-based experiences in an educational or professional setting. Preservice teachers are responsible for planning lessons, delivering instruction, assessing students, managing the classroom, and demonstrating their teaching effectiveness. All internships are 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 685. Teaching Mathematics in the Elementary Grades. 3 Credits.**

This course emphasizes the interconnection of a classroom/school and society, the role of cultural beliefs in education, and mathematics instruction.

**Grading status:** Letter grade.

**EDUC 686. Teaching Science in the Elementary Grades. 3 Credits.**

This course emphasizes the interconnection of classroom/school and society, the role of cultural beliefs in education, and science instruction.

**Grading status:** Letter grade.

**EDUC 687. Teaching Social Studies in the Elementary Grades. 3 Credits.**

This course emphasizes the interconnection of classroom/school and society, the role of cultural beliefs in education, and social studies instruction.

**Grading status:** Letter grade.

**EDUC 688. Teaching Intermediate English Language Arts, Grades 3-6. 3 Credits.**

This course emphasizes the interconnection of classroom/school and society, the role of cultural beliefs in education, and English language arts instruction.

**Grading status:** Letter grade.

**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.