

# SCHOOL OF EDUCATION (GRAD)

---

## Contact Information

### School of Education

Visit Program Website (<http://soe.unc.edu>)

**Fouad Abd-El-Khalick, Dean**

**Jeffrey Greene, Associate Dean for Academic Affairs and Director of Graduate Studies**

**Jill Hamm, Associate Dean for Research and Faculty Development**

**Anne Bryan, Assistant Dean for Student Affairs**

**Diana Lys, Assistant Dean for Educator Preparation and Accreditation**

**David Churchill, Assistant Dean for Finance and Operations**

**Leslie Deslis, Assistant Dean for Development**

**Lisa Johnson, Registrar**

[lisajohnson@unc.edu](mailto:lisajohnson@unc.edu)

The School of Education, in keeping with the general goals of the University of North Carolina at Chapel Hill, embraces a threefold mission of teaching, research, and service. With these purposes in mind, the school's graduate programs are designed to meet the needs of professional educators who seek to further their knowledge, understanding, and skills relating to educational processes. These professionals vary in their career orientations. Some are employed in (or wish to become employed in) educational institutions, and others, in agencies and organizations performing noninstructional educational functions.

The research mission involves continuing inquiry into the development of knowledge of the teaching-learning process; human development; the organization of schools and educational agencies; the historical, social, and philosophical bases for educational institutions; and the processes of program development and implementation.

The service mission provides public and private institutions and agencies with the benefits of research and consultation, thereby enhancing these institutions and agencies' ability to satisfy their educational objectives.

The teaching mission involves the faculty and graduate students in applying the knowledge base in field settings and translating it into coursework.

The School of Education has attempted to present correct information as of the publication this catalog. However, this information does not establish a contractual relationship, and the school reserves the right to alter any statement when review is complete. Therefore, applicants should contact the School of Education to obtain updated information on programs prior to final application procedures.

## Licensure

The School of Education recommends eligible graduates of its approved education programs to the North Carolina State Department of Public Instruction for licensure as teachers, school administrators, school counselors, school psychologists, and curriculum and instruction

specialists. In addition, the school recommends licensure candidates from the following University degree programs: the School of Information and Library Science (for school media coordinators), the School of Social Work (for school social workers), and graduates of the speech-language pathology program in the Division of Speech and Hearing Sciences.

Initial professional licensure is recommended for master of arts in teaching graduates at the initial level and for master of education in school counseling at the advanced specialist level. The master's program for experienced teachers provides the opportunity for practicing teachers to achieve the advanced competencies of master's-level licensure in a variety of specialty areas. School administrators are eligible for licensure at the master's and doctoral levels. School psychologists are eligible for licensure at the [DM1] doctoral level. Curriculum and instruction specialists may earn the add-on license at the master's level or complete an Ed.D. for doctoral-level licensure [DM2].

Applications for North Carolina licensure must be submitted through the N.C. Department of Public Instruction's online licensure system by the graduate seeking N.C. 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 North Carolina 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).

---

*Note: Additional information may be found on the School of Education's Web site (<http://soe.unc.edu>).*

The School of Education offers two doctoral degrees, the doctor of philosophy and the doctor of education:

1. The doctor of philosophy (Ph.D.) in education with five research areas (applied developmental sciences and special education; cultural studies and literacies; teacher education and curriculum; learning sciences and psychological studies; policy, leadership, and school improvement) and in school psychology
2. The doctor of education (Ed.D.) with two research areas, one in educational leadership and one in curriculum and instruction

The master's programs include the following degrees:

1. The master of arts in teaching (M.A.T.) with a concentration in middle grades or secondary education for English, social studies, mathematics and science; elementary education; and K-12 Special Education (General Curriculum)
2. The master of arts in teaching (M.A.T.) with a concentration in middle grades or secondary education for English, social studies, mathematics and science; and elementary education
3. The master of education (M.Ed.) in school counseling and the master's for experienced teachers
4. The master of school administration (M.S.A.)
5. The master of arts in education (M.A.)

The Graduate School administers all but the master of school administration program and the master's for experienced teachers, which the School of Education administers.

Two off-campus, part-time programs are offered: the master of education (M.Ed.) for experienced teachers and the flexible master of school administration (M.S.A. Flex). The content specialty areas for the M.Ed. program are early childhood intervention and family support (birth through kindergarten), literacy, social studies, mathematics, science, special education, and English as a second language. Content specialty areas generally offer admission every other year although some areas are offered more or less often.

The part-time, off-campus M.S.A. Flex program is designed for working professionals and stretches the normal two-year program offered on campus over an extended period of two and a half academic years, beginning each January with a new cohort. While the program emphasizes preparation for the school principalship, individuals with other educational career aspirations (such as district-level leadership positions) will find it appropriate.

## Education Degree Requirements

### M.A. Degree Requirements

1. A bachelor's degree from an accredited four year university
2. Completion of a minimum of 30 hours of graduate coursework and two consecutive semesters in residence
3. Completion of all required and elective courses within five years of admission
4. A grade of Pass on a written comprehensive exam or approved equivalent
5. Filing the degree application no later than the date specified in the academic calendar
6. A grade of P or better is required in all EDUC courses. One grade of F in an EDUC course makes a student academically ineligible to continue in the program

### M.Ed. Degree Requirements

1. A bachelor's degree from an accredited four-year college or university
2. Completion of the minimum required number of semester hours of graduate coursework (Check with individual programs to ascertain the minimum requirements.)
3. Completion of at least two consecutive semesters in residence
4. Completion of all required and elective courses within five years of admission
5. A grade of Pass on a written comprehensive examination or approved equivalent.
6. Filing the degree application no later than the date specified in the academic calendar
7. A grade of P or better is required in all EDUC courses. One grade of F in an EDUC course or 9 hours of L (Low Pass) makes a student academically ineligible to continue in the program.

### M.A.T. Degree Requirements

1. A bachelor's degree from an accredited four-year college or university
2. The equivalent of an undergraduate major in the chosen subject area
3. Completion of a minimum of 40 semester hours of advanced coursework
4. Completion of at least two consecutive semesters in residence

5. Completion of all required and elective courses within five years of admission
6. Completion of a teacher leadership project and capstone teacher research project (in conjunction with required course)
7. Passing scores on the Teaching Performance Assessment (edTPA), which synthesizes coursework and experiences as related to state and national standards and is required for North Carolina teaching license recommendation
8. Passing the PRAXIS II pedagogy exams (for secondary candidates); passing the Foundation of Reading (for elementary and K-12 Special Education candidates)
9. Passing the PRAXIS II exams related to *optional* add-on licensure area of ESL or Special Education as specified by the N.C. Department of Public Instruction
10. Successful completion of the full-time student teaching internship
11. Filing the degree application no later than the date specified in the academic calendar
12. A grade of P or better is required in all EDUC courses. One grade of F in an EDUC course makes a student academically ineligible to continue in the program.
13. A bachelor's degree from an accredited four-year college or university
14. The equivalent of an undergraduate major in the chosen subject area
15. Completion of a minimum of 40 semester hours of advanced coursework
16. Completion of at least two consecutive semesters in residence
17. Completion of all required and elective courses within five years of admission
18. Passing scores on the Teaching Performance Assessment (edTPA), which synthesizes coursework and experiences as related to state and national standards and is required for North Carolina teaching license recommendation
19. Passing the PRAXIS II pedagogy exams (for secondary candidates); passing the Foundation of Reading (for elementary candidates)
20. Successful completion of the full-time student teaching internship
21. Filing the degree application no later than the date specified in the academic calendar
22. A grade of P or better is required in all EDUC courses. One grade of F in an EDUC course makes a student academically ineligible to continue in the program.

### M.S.A. Degree Requirements

1. A bachelor's degree from an accredited four-year college or university
2. Completion of the minimum required number of semester hours of graduate coursework. (Check with individual programs to ascertain the minimum requirements.)
3. Completion of a full year (10 months) or 360 hours (part-time) administrative internship
4. Completion of a portfolio of artifacts that demonstrate mastery of N.C. Standards for School Executives
5. A grade of P or better is required in all EDUC courses. One grade of F in an EDUC course makes a student academically ineligible to continue in the program. Two or more grades of L make a student academically ineligible to continue in the program.

### Ed.D. (Doctor of Education) Degree Requirements

1. A bachelor's degree from an accredited four-year college or university and a master's degree in the field of educational leadership, administration, or an approved field. Students without such a

master's degree can still be admitted into the program as judged by faculty review. For the Ed.D. in curriculum and instruction, a master's degree is required, but it is not discipline specific. While it need not be discipline or subject specific, it typically focuses on educational practice or academic study of educational issues and topics.

2. Ed.S. students have five years to complete all coursework, while Ed.D. students have eight years to complete both the coursework and the dissertation.
3. A grade of P or better is required in all EDUC courses. One grade of F in an EDUC course makes a student academically ineligible to continue in the program.
4. Completion of 10 to 12 semester hours of research courses or research experiences as specified in the individualized program of study
5. Completion of a research apprenticeship in the student's area of specialization is required for the curriculum and instruction program.
6. Completion of a supervised field experience in the student's area of specialization is required for the educational leadership program, with additional requirements for the curriculum and instruction supervision licensure.
7. A grade of Pass on a written comprehensive examination
8. A grade of Pass on an oral examination
9. Successful completion of a final oral examination, which is the defense of the dissertation
10. Satisfactory completion of a research- or practice-based dissertation
11. Filing a degree application no later than the date specified in the academic calendar

## Ph.D. (Doctor of Philosophy) Degree Requirements

In addition to the requirements of The Graduate School for the Ph.D., the School of Education also requires

1. Full-time enrollment until all formal coursework is completed
2. Completion of all required coursework on an approved individual program of study consisting of required and elective courses
3. A grade of P or better is required in all EDUC courses. One grade of F in an EDUC course makes a student academically ineligible to continue in the program.

## Programs of Study

### Master of Arts (M.A.) in Education

Master of Arts in Educational Innovation, Technology, and Entrepreneurship

The M.A. in Educational Innovation, Technology, and Entrepreneurship (MEITE) is a professional degree program that prepares its graduates for careers in the educational technology field, both in the public and private sectors. Students from all backgrounds join the program, and MEITE enrolls students into either full-time or part-time cohorts that begin in August and January.

The MEITE program is 36.0 credit hours, and it consists of a "core" group of courses (12.0 credit hours), one specialized course track (12.0 credit hours), a yearlong internship experience (6.0 credit hours), and a summer thesis project (12.0 credit hours). There are four specialized tracks, and students are to complete one of the following track options:

- **The Edupreneur** utilizes the core concepts for design thinking to develop and prepare for the launching of unique, innovative ventures

in the field of educational technology. This track is ideal for students who wish to begin their own startup or join an early-stage startup.

- **The Innovative Specialist** gains a deep understanding of the trends, research, and budgetary issues related to leadership, business, and innovation in educational organizations. This track prepares students to work in the innovation departments of educational organizations, including companies, schools, districts, and non-profits.
- **The Learning Engineer** uses the learning sciences and design thinking principles along with data and analytics to improve designers' choices, instructors' practices, and learners' experiences and outcomes. This track builds the knowledge and skills needed to work in school districts, universities, textbook companies, eLearning providers, training departments, and non-profit organizations.
- **The Human-Machine Interactionist** learns the attributes necessary for effective human-machine interaction from an end-user perspective, which includes the visual aesthetics, intuitive design, technical knowledge, and text transactions. This track prepares students to join firms developing digital products for teaching, learning, productivity, and efficiency.

Throughout the program, students will collaborate with the MEITE program director, advisor, and faculty, who work to ensure the students have a positive experience in the classroom, at their internship, and after the program.

### Master of Education (M.Ed.) for Experienced Teachers

The M.Ed. for experienced teachers is a part-time, field-based program for teachers currently employed in local schools and community-based programs, public and private. The program is designed to assist licensed teachers having at least two years of experience in reflecting upon their experiences and developing further skill and art as professional educators. It is a 31-to-36-hour program (depending on the content area) that begins in the summer and extends through the subsequent two years. Courses during the traditional calendar school year are offered generally from 4:30 p.m. to 7:20 p.m. in a hybrid format. For specifics about content areas, please visit the School of Education's Web site (<http://soe.unc.edu>) or call (919) 966-1346.

### Master of Education (M.Ed.) in School Counseling

The M.Ed. program in school counseling is predicated on the Strengths-Based School Counseling (SBSC) model, which asserts that the school counselor's primary role is to promote and advocate for positive youth development for all students and for the environments that enhance and sustain that development.

The SBSC approach characterizes positive youth development as nurturing and enhancing empirically identified student strengths or competencies rather than focusing on student weaknesses and problem areas.

SBSC provides a framework to guide the practice of school counseling in the 21st century that is both compatible with and operationalizes many of the features of the ASCA National Model for School Counseling Programs.

Strengths-based school counselors employ a variety of direct (e.g., counseling, classroom guidance) and systemic (e.g., consultation, advocacy) interventions to promote culturally relevant student development in the academic, personal/social, and career domains. The strengths-based perspective identifies the counselor as a school

leader who works with students, teachers, administrators, parents, and other members of the community and promotes strengths-enhancing environments for all students.

### Requirements

The M.Ed. program in school counseling consists of four semesters of full-time study, 60 semester hours of coursework over a 14-month period. Students normally begin classes during the last week in May. Students finish the program by August of the year following their entrance into the program.

Because the 60 semester hours of coursework are completed in a 14-month period rather than in the more traditional two-year period for programs of this type, this is a concentrated and intense program. As a result, only full-time students are admitted, and students may not enter the program at times other than the one specified above.

1. Thirty (30) hours of content courses
2. Twenty-four (24) hours of skill/clinical courses
3. Six (6) hours of graduate-level electives, approved by the advisor

The fall practicum runs from August through October. The fall internship runs from October through December. Students must spend a minimum of 100 (40 direct service) clock hours in the practicum and 600 (240 direct service) hours in the internship in their field experiences during the August to June K–12 public school year. The schedule for accumulating the required 700 hours is typically completed in three full-time days per week at the school site and/or arranged with both the field supervisor and EDUC 705 instructors.

### Master of Arts in Teaching (M.A.T.)

The Master of Arts in Teaching (M.A.T.) program is designed for individuals wishing to teach elementary school (grades K–6) or middle school (grades 6–8)/high school (grades 9–12) in the subject areas in math, science, English, or social studies. This field-based, student-centered, cohort model program relies on partnerships between public schools and the University and provides the context of real classrooms as the motivation for students to connect theory and practice. Through the use of its signature pedagogy of experiential education, the M.A.T. is a professional preparation program that is designed to prepare candidates for initial teaching licensure in North Carolina by providing opportunities for students to accomplish three general objectives:

1. Expand their understanding of methodology in a content specialization
2. Gain an understanding of curriculum and instruction, and
3. Provide knowledge of the social and psychological foundations of education

The M.A.T. is a 12-month, full-time program that requires 40 hours of coursework. There are optional add-on programs (12 hours each) in special education and English as a second language, which if taken, extend the program length and cost by approximately two months. Seminars, methods, contexts, learner, and learning courses are ongoing throughout the M.A.T. and are both interdisciplinary and subject area oriented.

The program of study and more detailed program and application information can be found on the School of Education's Web site. (<http://soe.unc.edu/academics/mat/#program-details>)

Some clinical placements could include multiple settings and levels of instruction.

Seminars, methods, contexts, learner, and learning courses are ongoing over the entire 12-month period and are both interdisciplinary and subject area oriented.

### Master of School Administration (M.S.A.)

The M.S.A. on-campus and M.S.A. FLEX programs prepare individuals to lead schools and other educational organizations for the schools of North Carolina and the nation. These programs include three dimensions:

1. Awareness (i.e., acquiring concepts, information, definitions, and procedures)
2. Understanding (i.e., interpreting knowledge to school environments, integrating concepts with practice, and using knowledge and skills in context)
3. Knowledge (i.e., applying knowledge and skills to specific problems of practice)

While most of those who complete this program move into administrative positions at the school-site level, some assume roles within state, regional, or national organizations that focus on educational professional development, research, or policy making. The completion of this program leads to eligibility for licensure from the North Carolina State Department of Public Instruction and qualifies graduates for administrative certification in most states. For additional information, please visit the school's Web site (<http://soe.unc.edu>).

### Doctor of Education (Ed.D.) in Curriculum and Instruction

The Ed.D. program in curriculum and instruction is designed specifically for people who seek to become curriculum leaders for the 21st century. While the target populations for this program are those who have master's degrees and who work in curriculum or instructional specialties offices and state departments of public instruction, higher education and non-profits. The program will also enroll experienced teachers and other school personnel who have or seek leadership roles within schools or other educational settings. The program also prepares curriculum developers and those professionals interested in assessment in higher education. Potential professional leadership roles for curriculum and instruction doctoral program graduates include district- or state-level directors of curriculum and instruction or a specialty area, P-12 specialty area supervisors, school-based leaders working with mentor teachers, leaders in higher education and leaders in non-profit settings. A variety of specialty areas may be selected within the Ed.D. program; those include instructional technology, curriculum design and development, cultural and linguistic diversity, special education, universal pre-kindergarten, international education, higher education and non-profit management. This program accommodates full and part time students.

### Doctor of Education (Ed.D.) in Educational Leadership

The Educational Leadership doctoral program develops students primarily for leadership roles in K–12 public school districts throughout the nation. The program prepares students to excel in ever-changing national, state, and local educational environments. Courses are offered in the evenings during the fall and spring terms, in the summer and on weekends. Most students are enrolled part time and typically take two courses per semester.



Students may transfer up to nine credit hours, subject to program faculty approval. Credits must have been taken at the graduate level, for a grade, within the past five years.

### Educational Specialist, Ed.S.

The School of Education is approved by the North Carolina Department of Public Instruction to recommend the educational specialist license in the areas of educational leadership. More information on the required programs of study and specific licensing requirements can be found on the [School of Education's Web site](#).

### Educational Leadership, Ed.D.

The program of study for the Ed.D. in educational leadership can be found on the [School of Education's Web site](#).

If an Ed.D. student does not have a master's degree in educational leadership or school administration, he or she is required to take a minimum of nine additional credits in the Master of School Administration (M.S.A.) program. The student may, with the chair's permission, transfer up to nine educational leadership credits from another accredited institution.

### Doctor of Philosophy (Ph.D.) in Education

The schools in North Carolina and in the nation face myriad complex issues and challenges. These challenges range from meeting the educational and social-emotional needs of diverse student populations to designing, implementing, and evaluating educational programs within cultural contexts. The Ph.D. in education prepares leaders in educational research who understand these issues and who can improve educational practice using state-of-the-art knowledge and research skills. The design of the program fosters collaboration among faculty members and students from diverse disciplines. Such cooperation across levels and areas of interest provides the opportunity to develop relevant research agendas. Graduates of this program are prepared for leadership positions in research and teaching at major universities and institutes in the state and nation.

The Ph.D. in education is a single program with five research emphases: applied developmental sciences and special education; cultural studies and literacies; learning sciences and psychological studies; policy, leadership, and school improvement; and teacher education and curriculum. These five fields blend areas of inquiry that were formerly discrete.

The following courses are required for all School of Education Ph.D. students:

Code	Title	Hours
EDUC 710	Introductory Statistical Methods	3
EDUC 825	Development and Learning	3
EDUC 830	Field Techniques in Educational Research	3
One advanced research methods course (varies)		
EDUC 867	Issues in Educational Policy and Research	3
EDUC 876	Histories of School and Schooling	3

The mission of the applied developmental science and special education (ADSSE) program area is to train doctoral students in the interdisciplinary, theoretical foundations of applied developmental science and special education. These foundations will provide young scholars with the tools to advance knowledge about human development from birth through adolescence, with a particular focus on studying children/students at risk

for learning and behavioral challenges. This mission is accomplished by offering research perspectives in

1. the developmental trajectories of families and children/students from diverse sociocultural backgrounds in the multiple contexts in which they live, including school, home, neighborhoods, and communities, as well as a grounding in
2. evidence-based models of prevention that seek to provide equitable opportunities for learning and successful adjustment for all children by emphasizing education and instruction directed towards individual differences among learners.

The ADSSE program is dedicated to developing a new generation of interdisciplinary scholars who have acquired a rigorous research knowledge base with expertise in a quantitative, mixed method, and single case methodology. Students work closely with their advisor and committee members to develop the skills and experiences necessary to work as leaders in a variety of research settings, including institutions of higher education, governmental entities at the state or federal level, and private research firms. Students may choose one of three specializations within the ADSSE strand: 1) Applied Developmental Science; 2) Special Education; and 3) Sociocultural Diversity. Throughout the doctoral experience, students will engage in research activities, grant writing, and the dissemination of their research and prevention efforts, such as presenting their research at local, state, and national conferences, and teaching college-level classes.

The mission of the applied developmental science and special education (ADSSE) program area is to train doctoral students in the interdisciplinary, theoretical foundations of developmental science. These foundations will provide young scholars with the tools to advance knowledge about human development from birth through adolescence, with a particular focus on studying children/students at risk for learning and behavioral challenges. This mission is accomplished by offering research perspectives in

- a. the developmental trajectories of families and children/students from diverse sociocultural backgrounds in the multiple contexts in which they live, including school, home, neighborhoods, and communities, as well as a grounding in
- b. evidence-based models of prevention that seek to provide equitable opportunities for learning and successful adjustment for all children by emphasizing education and instruction directed towards individual differences among learners.

The ADSSE program is dedicated to developing a new generation of interdisciplinary scholars who have acquired a rigorous research knowledge base with expertise in a quantitative, mixed method, and single case methodology. Graduates will work closely with their advisor and committee members to develop the skills and experiences necessary to work as leaders in a variety of research settings, including institutions of higher education, governmental entities at the state or federal level, and private research firms. Throughout the doctoral experience, students will engage in research activities, grant writing, and the dissemination of their research and prevention efforts, such as presenting their research at local, state, and national conferences, and teaching college-level classes.

The Culture, Curriculum and Teacher Education strand is designed for future scholars and researchers who will study the linguistic, social, and cultural contexts of education and how culture, language, and education are produced locally, nationally, and globally. This strand prepares future scholars, researchers, and faculty members who work in the areas of multiple and critical literacies; social and cultural foundations

of education; the intersectionality of race, gender, language, sexual orientation, and class; qualitative research methods broadly conceived; and how all of these contribute to creating social and educational inequities. Our focus is both critical and constructive. Our efforts first describe, interpret, and critique current practice and belief and then move to strategizing about how to create a more equitable society and world. We prepare scholars to be first rate educators, theorists, and qualitative research methodologists—and advocates for change.

The Learning Sciences and Psychological Studies (LSPS) Ph.D. program draws upon the relatively new field of learning sciences that has emerged to address the increasingly inter- and multidisciplinary nature of work within and beyond the academy. Program faculty represent a diverse set of academic backgrounds and fields (e.g., critical theory, educational psychology, psychometrics, school psychology, sociocultural studies, mathematics and science education, technology studies, statistics). LSPS focuses on learning, a cognitive, social, and cultural activity that is distributed among the participating actors as individuals and groups within a specific context. The strand examines formal and informal learning within and across multiple contexts (e.g., teaching and learning in classrooms, centers, communities, homes, museums, schools, virtual environments) from multiple perspectives (e.g., critical, disciplinary, design-based, postpositivist, poststructuralist, and structuralist). The rigorous study of formal and informal learning utilizes multiple paradigms and employs quantitative, qualitative, and mixed methods approaches most appropriate for the questions investigated. The examination of formal and informal learning seeks to understand how people learn and how this learning is influenced by knowledge, networks, social and societal structures, tools (e.g., technology), and an array of sociocultural factors. The goals of this examination of learning is to produce theory, generate research, inform policy, and develop practice that leads to the construction and design of environments that facilitate optimal opportunity and access for and development of all participants, within the contexts in which formal and informal learning occurs. LSPS is committed to the preparation of doctoral students who develop an interdisciplinary and multidisciplinary expertise within a concentration (e.g., mathematics and science education, education and technology, cognition and learning, quantitative methods and evaluation). LSPS intends to develop doctoral candidates who thoroughly understand theory, research, the paradigmatic underpinnings of each and the plausible implications of each for policy and practice; who are able to generate scholarship and design and conduct rigorous theory-driven research appropriate for the issues identified; and who are able to foster mutually informative, translational relationships among the diverse stakeholders in academic, policy, and practice communities.

Students interested in LSPS can elect to concentrate in a number of areas, including mathematics education, science education, educational technology, cognition, and quantitative methods and evaluation. The design of the LSPS program requires committed engagement on the part of students and faculty members in order to benefit from the dynamic interaction that occurs when multiple, interdisciplinary perspectives are used to inform learning and achievement.

The aim of the Ph.D. program in policy, leadership, and school improvement (PLS) is to prepare leaders who will influence the direction of educational organizations at home and around the world. The program produces scholars, administrators, and analysts for leadership roles in K–12 systems, universities, research organizations, and policy-making bodies. It does so by developing students' understanding of the societal, political, and economic conditions affecting schools; the capacity to

analyze educational problems and their proposed solutions; and the ability to design innovations and implementation processes that work.

The Ph.D. program in PLS is among the few programs at elite public universities in the nation to offer opportunities to study with a faculty whose work in K–12 administration, education policy, and school improvement is internationally known. As leaders in these areas, our faculty works collaboratively with students to develop research questions and hypotheses, study them in state and national settings, and link findings to practice. Faculty and students in PLS are engaged in the examination and critique of today's important and contested issues in education, including

- Teacher quality
- Turn-around schools
- High school effectiveness
- Resource allocation
- Principal instructional leadership
- Issues of class, gender, immigration, and race in education

In addition to disciplinary core and research courses, students pursue programs of study that include courses in policy making, education program evaluation and policy analysis, school law, leadership, educational innovation, implementation, and taking reforms to scale. In combination with courses in quantitative, qualitative, and mixed research methods, students develop their research skills through a professional seminar and assistantships with faculty members. Committed to professional service, our faculty members are also members of editorial boards and advisory forums at the national, state, and local levels. They also work directly with school systems, consulting on issues of staffing, instructional delivery, and governance. PLS faculty members are currently working with the federal Race to the Top initiative in North Carolina and a national education research center funded by the U.S. Department of Education.

Engaging the tensions of individual freedom and collective responsibility and addressing both local and national issues and their histories, as well as international perspectives, scholarship in teacher education and curriculum includes school-based inquiry as well as theoretical studies of pedagogy, knowledge, and the construction of democratic communities. This inquiry flourishes when it employs a variety of research methods, qualitative and quantitative research as well as historical, literary, and philosophical studies. Students will select research courses that will complement their own intellectual skills and prepare them to address the problems they wish to study. Students in the Ph.D. program are required to maintain full-time enrollment through the completion of coursework, with the expectation that they will graduate in three to four years. Programs of study are available on the School of Education's Web site (<http://soe.unc.edu>).

### **Doctor of Philosophy (Ph.D.) in School Psychology**

The goal of the UNC-Chapel Hill doctoral School Psychology program is to prepare school psychologists as scientist-practitioners to assume leadership positions in academic, research, and applied settings (e.g., schools, clinics and hospitals). To this end students study both broad and general knowledge in psychology, obtain knowledge, skills, and competencies specific to a professional psychologist, and participate in a wide variety of supervised clinical and research activities designed to prepare them for these positions. The UNC doctoral program is accredited by the American Psychological Association (<http://www.apa.org>) and through this accreditation has approval by the National Association of School Psychologists (<http://www.nasponline.org>).

Applicants to the program should have an undergraduate degree in psychology or human development, or a master's or specialist degree in an area of psychology, education, or related discipline.

The program emphasizes a prevention/intervention approach to enhancing the academic and social/emotional competencies of children and youth. It also emphasizes an ecological, systems perspective, recognizing that children and youth reside within increasingly complex situations, including their families, neighborhoods, communities, and school. Furthermore, the interdisciplinary nature of the school system is emphasized and students develop the skills and understanding necessary to communicate with other school professionals as well as parents and community agencies as part of a multidisciplinary team. Finally, intervention research and implementation science are used as the framework from which psychologists can help manage the research to practice gap and learn to successfully promote evidence-based practices. Students are expected to develop expertise in assessment, intervention, prevention, consultation, evaluation, and research, gaining increasingly advanced knowledge and skills as they progress through the program. Within the educational setting, school psychologists serve numerous clients including pupils, teachers, supporting educational personnel, and parents. In community and clinical settings students gain experience providing services to high needs populations of children, youth and families. Students take internships in school, clinic and hospital settings in North Carolina and around the nation and most participate in the APPIC process. Completion of the program leads to eligibility for licensure from the State Department of Public Instruction (<http://www.ncpublicschools.org/licensure/>) as a Level III School Psychologist in North 22 | Rev 071218 Carolina and qualifies one for such certification in most other states. Also, graduates are eligible for licensing by the North Carolina State Psychology Board.

## Professors

Fouad Abd-El-Khalick, Patrick Akos, Kathleen Brown, Gregory Cizek, Lora Cohen-Vogel, Jeff Greene, Jill Hamm, Sherick Hughes, Catherine Marshall (retiring 6/30/19), Eileen Parsons, Xue Lan Rong, Keith Sawyer, Rune Simeonsson, Lynda Stone.

## Associate Professors

Harriet Able, Janice Anderson, Cheryl Mason Bolick, Thurston (Thad) Domina, Nianbo Dong, Jocelyn Glazier, Dana Griffin, Peter Halpin, Eric Houck, Steve Knotek, Roger Mills-Koonce, Rebecca New, Rita O'Sullivan, Kelly Ryoo, Matthew Springer, James Trier.

## Assistant Professors

Matthew Bernacki, Brian Gibbs, Ayesha Hashim, Marisa Marraccini, Robert Martinez Jr.

## Professors of the Practice

Pat Ashley, Ann McColl, Neil Pedersen.

## Research Professors

Donald Bailey, David Cooper, Karen Erickson, Samuel Odom Jr., Peter Ornstein, Malbert Smith, A. Jackson Stenner, Ann Turnbull, Rutherford (Rud) Turnbull, Lynne Vernon-Feagans, Pamela Winton.

## Research Associate Professors

Desiree Murray, Ellen Peisner-Feinberg.

## Research Assistant Professors

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, Helyne Frederick, Daniel Huff, Laura Klinger, Catherine Scott.

## Clinical Assistant Professors

Clinton Bolton, Todd Boyette, Johnavae Campbell, Melissa DeRosier, Samantha DeVilbiss, Peter Duquette, Lori Edmonds, Abigail Hoffman, Martinette Horner, Derrick Jordan, Alison LaGarry, Alvera Lesane, Diana Lys, Deborah Manzo, Julie Marks, Gary Miller, Denise Morton, Kristin Papoi, Justin Parker, Stacey Parker, Robert Pleasants, Christopher Scott, Holly Sopko, Eric Sparks, Miranda Thomas, Julie Vandiver, Meghan Walter, Caryn Ward, Anne Wheeler, Susan Wynn.

## Clinical Instructors

Robin Blanton, Katie Cartmell, Christy Clemons, Winston Crisp, Jess Evans, Jeffrey Fuchs, Jacquelyn Gist, Carmen Gonzalez, Suzanne Harbour, Thomas Hardiman, James LoFrese, Mary Faith Mount-Cors, Ion Outterbridge, Candice Powell, Jeff Sackaroff, Bettina Shuford.

## Adjunct Assistant Professors

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

## Adjunct Instructors

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

### Advanced Undergraduate and Graduate-level Courses

**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 and Communities in Diverse Contexts for Children. 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 405. Parenting and Family Life Education. 3 Credits.**

This course is a lifespan approach to parent-child relationships and implications for enhancing the well-being of families. A major focus will be on research and theory regarding parenting during the different stages of the lifespan.

**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. Families and Communities in Diverse Contexts for Youth. 3 Credits.**

This course is an exploration of the research and theory about programs that promote youth development and prevent youth problems in the diverse 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 through sociocultural lenses.

**Grading status:** Letter grade.

**EDUC 411. Making Liberal Arts 'Work'. 3 Credits.**

Learn how to translate the outcomes of a liberal arts education to the world of work. The course will engage students in connecting one's intellectual and practical learning, as well as individual and social responsibilities to contemporary career skills and life-career design. Critical reflection on concurrent and diverse internship experience is utilized to contextualize skills and further explicate career identity working in a knowledge and digital ecology. Permission of the instructor for students with fewer than 8 hours of weekly work.

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

**Repeat rules:** May be repeated for credit. 6 total credits. 2 total completions.

**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 415. Schooling of Immigrant Children. 3 Credits.**

This course introduces students to immigration-related schooling issues in the United States and North Carolina. Students will use scholarly writings by both theorists and practitioners as well as narratives from immigrant students and their parents to study the impacts of migration on education as a transnational, transcultural, and translanguaging process. The course includes an overview of immigration-related education policies and practices; issues of assimilation, acculturation, and identity; and other relevant topics.

**Gen Ed:** SS.

**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 461I. Exploring Social Determinants of Health Across Populations. 3 Credits.**

This seminar allows students to explore how social determinants of health affect the health of populations.

**Grading status:** Letter grade

**Same as:** NURS 461I.



**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 470. Therapeutic Value of Play. 3 Credits.**

This course examines various theoretical models of play and development in clinical, health, and school settings. Students are taught basic skills to create therapeutic play environments and to respond to the intellectual, emotional, and social needs of children in schools, hospitals, and other therapeutic settings. HDFS majors or permission from the program coordinator.

**Grading status:** Letter grade.

**EDUC 475. Child and Family Health. 3 Credits.**

This course serves to integrate our core field of human development and family studies with other public health issues and professions to help improve understanding of factors impacting the health and well-being of children, youth, and families. The course blends human development theories, family systems theories, and health promotion theories to better understand the health experiences of individuals across the lifespan.

**Grading status:** Letter grade.

**EDUC 480. Resource Management for Individuals and Families. 3 Credits.**

This course examines individual and family resource management. Students will develop skills related to importance of time management, financial planning and budgeting, consumer decision-making, and allocation of resources to the well-being of children, youth, and families. The course also examines issues related to grant writing, consumer economics, conflict resolution, poverty alleviation, work-family balance, and stress management.

**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 507. Arts, Education, and Social Change. 3 Credits.**

An exploration of the function and history of art in educational and social change movements. In this course students use a critical approach to examine various forms of art and expression as they relate to education.

**Gen Ed:** VP.

**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 512. Critical Examination of Racism and Education: African American Case Example. 3 Credits.**

This course examines previous and present eras in American education from a critical race perspective. Critiques will feature dominant or majoritarian narratives (widely adopted accounts often taught as part of an institution's curriculum) and counter narratives in regards to racism with the education of Blacks in America serving as a case example.

**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 517. Educational Partnership Through Program Evaluation. 3 Credits.**

A practical introduction to theory and methodology in program evaluation, emphasizing partnership with educational organizations.

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

**Grading status:** Letter grade.

**EDUC 518. Exploring Public Pedagogies through Popular Culture. 3 Credits.**

The generally accepted broad understanding of the term 'public pedagogy' is that it refers to 'the learning and education happening outside of formal schooling systems.' Public pedagogy as a growing field explores how 'spaces of learning such as popular culture, the Internet, public spaces such as museums and parks, and other civic and commercial spaces, including both old and new social movements,' are potential 'sites of pedagogy containing possibilities for both reproduction and resistance.'

**Gen Ed:** LA.

**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 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.

**Gen Ed:** PH, CI.

**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.

**Gen Ed:** LA.

**Grading status:** Letter grade.

**EDUC 528. Exceptionality Across the Life Span. 3 Credits.**

This course provides methods for supporting exceptional individuals across the age span. Resources for supporting families, including parenting skills, from birth through adulthood will be described.

**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 530. Free-Choice Learning in Informal Environments. 3 Credits.**

On average, Americans spend less than five percent of their lives in traditional classrooms and an ever-growing body of evidence supports the importance and quality of the knowledge gained outside of school. Parks, museums, theaters, zoos, and aquariums are just a few of the vast resources available to the American public. These informal learning environments are designed to educate, inspire, and entertain visitors in approachable and engaging ways.

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

**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. Human Development and Learning. 3 Credits.**

This course examines the field of human development as it contributes to the teaching and learning of all children and youth. The emphasis is on understanding the nature of development in family and educational contexts and the implications of research and theory on human development for teacher practice and human services and the creation of supportive learning environments for all children and youth.

**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 546. Experiential Education in International Contexts. 3 Credits.**

In this course, pre-service teachers and other students interested in education will explore international educational contexts (Hamburg, Germany or Quito, Ecuador/Galapagos Islands) through the lens of experiential education. In this study abroad experience, students will participate in formal and informal educational settings using Kolb's (1984) experiential learning cycle: experience, reflection, abstraction, application. This course is intended for anyone contemplating a career in education or any helping profession.

**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.**

Prerequisites, EDUC 465, 466, and 469;

**Requisites:** corequisite, EDUC 593.

**Grading status:** Letter grade.

**EDUC 570. History of American Higher Education. 3 Credits.**

Students in this class will be introduced to higher education in the United States. This course will focus on the development of colleges and universities and how their development helped shape and define current institutional practices and policies.

**Gen Ed:** HS.

**Grading status:** Letter grade.

**EDUC 571. The Maker Movement and Education. 3 Credits.**

Education research shows that people learn better when they move, they work with their hands, they manipulate objects, and they design and make things. We've known this for years, but it's been very hard to design activities for children where they can move and make, and at the same time learn the required course material. But today that's changed, thanks to exciting new technologies that bring learning and making together.

**Gen Ed:** SS, CI.

**Grading status:** Letter grade.

**EDUC 572. Psychology of Creativity. 3 Credits.**

How do people create? How do people learn to be creative? This class will introduce you to the latest scientific understandings of how creativity works. You'll actively engage in the creative process, in four different domains, such as creative writing and music production. We'll connect these experiences to the latest science of how creativity works, in psychology and in other disciplines.

**Gen Ed:** SS, CI.

**Grading status:** Letter grade.

**EDUC 573. Reading the World: Paulo Freire, Local History, and Public Pedagogy. 3 Credits.**

This course is a thought experiment examining current and historical controversies in the areas within which we live. Using the lens of Public Pedagogy defined as the pedagogy in which all humans are immersed in which is not without politics and message. The world as constructed as created by humans is charged with messages subtle and overt that shape our experience and point of view.

**Gen Ed:** SS, US.

**Grading status:** Letter grade.



**EDUC 574. Representations of Education in Documentaries. 3 Credits.**

Representations of teachers, students, and schooling appear in many popular media forms, including films, television shows, animation, popular songs, music videos, TV news and commercials, young adult fiction, and more. Alongside the subgenre of 'school films' there exists another vibrant and robust cinematic subgenre composed of documentaries about 'Education' (writ large). This course is an introduction to and exploration of these documentaries about education.

**Gen Ed:** LA, CI.

**Grading status:** Letter grade.

**EDUC 575. Teaching to Transform Society I. 3 Credits.**

This course will utilize theories, frameworks, and policy history in order to help students contextualize the experiences of marginalized communities in education. Academic credit hours are earned through a combination of weekly course meetings, completion of reading and writing assignments, and assessments. Participation in this course serves as a prerequisite to Teaching to Transform Society II, a service-learning course where students receive placement as interns at either LatinxEd or at a partner youth development organization.

**Gen Ed:** US.

**Grading status:** Letter grade.

**EDUC 576. Teaching to Transform Society II. 3 Credits.**

This course is primarily built upon weekly service learning, as students receive hands-on and behind-the-scenes experience in serving local schools, community-based organizations, and other youth-serving initiatives, specifically with LatinxEd's programs and partners. Service learning is coupled with weekly university course where students will collectively reflect on their experience in educational settings in and out of the classroom and receive mentorship from LatinxEd staff and partners.

**Requisites:** Prerequisite, EDUC 575.

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

**Grading status:** Letter grade.

**EDUC 583. Career and Professional Development. 3 Credits.**

The primary goal of this course is to provide an integrative learning experience that prepares HDFs students to apply academic learning, ethical and family life education principles acquired in previous coursework to real-life situations likely to be encountered in the internship experience and throughout their careers in the field of family studies and human services. Course materials and learning experiences are intended to help students with obtaining an internship consistent with their career goals.

**Requisites:** Prerequisite, EDUC 408.

**Grading status:** Letter grade.

**EDUC 591. Seminar in Academic Mentoring in Education. 1 Credit.**

The education seminar in education provides direct experience in facilitating learning in undergraduate courses in education, human development, and organizational leadership. Students will serve as undergraduate learning assistants as part of the experiential activity of the course. Juniors and seniors only.

**Repeat rules:** May be repeated for credit. 3 total credits. 3 total completions.

**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 605. Family Systems. 3 Credits.**

This course will explore the systemic nature of families, both internally and externally. The first half of the course will focus on the family itself as a natural system, one that governs boundaries and structure and facilitates interactions in reciprocal and patterned ways. The second half of the course will focus on the sociopolitical systems within which families live, specifically, public policies that influence how families define themselves and gain access to resources. Juniors/Seniors only. Majors only.

**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 630. Advanced Research Design and Methods in Human Development and Family Studies. 3 Credits.**  
This course covers advanced research designs and methodologies that are common in contemporary research on human development and family studies. It is designed to follow the introductory course in research methods and provides a more immersive learning experience into research design and methods. As such, it is appropriate for advanced undergraduate students as well as graduate students with limited exposure to advanced research.  
**Requisites:** Prerequisite, EDUC 408; permission of the instructor for students lacking the prerequisite.  
**Grading status:** Letter grade.

**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 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.

**EDUC 698. Internship in Human Development and Family Studies. 3-9 Credits.**  
Course provides an integrative learning experience in which HDFS students apply academic learning acquired in previous coursework to real-life situations encountered in the field. The internship serves as the capstone of the HDFS major. Majors in Human Development and Family Studies only. Course previously offered as EDUC 588.  
**Requisites:** Prerequisites, EDUC 181, 408, and 583.  
**Gen Ed:** EE- Academic Internship, EE- Service Learning.  
**Repeat rules:** May be repeated for credit. 9 total credits. 1 total completions.  
**Grading status:** Letter grade.

## Graduate-level Courses

**EDUC 701. 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. Previously offered as EDUC 693.  
**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 702. Introduction to Strengths-Based School Counseling. 3 Credits.**  
Introduction to the counseling profession and ethical codes. Primary focus on the history and ethical practice of school counseling, specifically the Strengths-Based School Counseling framework.  
**Grading status:** Letter grade.

**EDUC 703. Theories and Techniques of Counseling. 3 Credits.**  
School Counseling students only. Explores theories and theory-based techniques of counseling, with emphasis on theory as a means of conceptualizing behavior change in the counseling process.  
**Grading status:** Letter grade.

**EDUC 704. Promoting Career Development. 3 Credits.**

Master of Education in School Counseling majors only. Course examines theories and models of career development, school transitions, college access/college admissions counseling, and educational policy. Students will utilize action plans that include assessment tools, information sources, and technology for diverse K-12 school communities.

**Grading status:** Letter grade.

**EDUC 705. Internship in School Counseling and Consultation. 3-9 Credits.**

Places students in counseling and consultation under supervision in a school setting in order to develop competencies in individual counseling, group counseling, and consultation. May be repeated for credit for a maximum of 12 credit hours.

**Requisites:** Prerequisites, EDUC 703 and 712; Permission of the instructor for students lacking the prerequisites.

**Repeat rules:** May be repeated for credit. 12 total credits. 4 total completions.

**Grading status:** Letter grade.

**EDUC 706. Collaboration and Leadership in School Counseling. 3 Credits.**

Students are required to have taken 18 hours in counseling courses. Emphasizes the collaboration and leadership skills needed to effectively organize and implement a comprehensive school counseling program.

**Grading status:** Letter grade.

**EDUC 707. Promoting Cultural Competence and Social Justice in School Counseling. 3-6 Credits.**

Permission of the instructor. Explores the cognitive and affective considerations of counseling in culturally different social systems. This includes ways to incorporate specific sociocultural dimensions into the counseling process.

**Grading status:** Letter grade.

**EDUC 708. School Consultation Methods. 3-12 Credits.**

Examines various models of consultation and the role of the consultative model in the schools and related agencies; uses role playing and experience in the school. May be repeated for credit.

**Repeat rules:** May be repeated for credit. 12 total credits. 4 total completions.

**Grading status:** Letter grade.

**EDUC 709. Seminar in Applied Investigations. 3 Credits.**

Permission of the instructor. Provides opportunities to expand understanding of research in education, psychology, counseling, and school psychology.

**Grading status:** Letter grade.

**EDUC 710. Introductory Statistical Methods. 3 Credits.**

Introduction to descriptive and inferential statistics applicable to the design and analysis of research in the social, behavioral, and health sciences. Topics include descriptive statistics, hypothesis testing, statistical power, confidence intervals, ANOVA, and multiple regression. Students use statistical software (R) to conduct analyses, with examples drawn largely from education and human development.

**Grading status:** Letter grade.

**EDUC 711. Promoting Academic Development. 3 Credits.**

The course addresses the school counselor's role in promoting student academic development. Interventions for impacting academic achievement at both the individual and systems level are explored.

**Repeat rules:** May be repeated for credit.

**Grading status:** Letter grade.

**EDUC 712. Prepracticum in School Counseling. 3 Credits.**

School counseling graduate students only. Develops basic strengths-based counseling and interviewing techniques at specified levels of mastery through role playing, feedback sessions, and other experiential counseling activities to enhance counselor competence.

**Requisites:** Prerequisites, EDUC 702 and 703; Permission of the instructor for students lacking the prerequisites.

**Grading status:** Letter grade.

**EDUC 713. Tests and Measurements. 3 Credits.**

Studies basic concepts in measurement and their application in the use and interpretation of tests. The student may be required to purchase tests.

**Requisites:** Prerequisite, EDUC 702.

**Grading status:** Letter grade.

**EDUC 714. Group Counseling and Guidance. 3 Credits.**

Permission of the instructor. Applies counseling theory and research to the organization and implementation of group work (e.g., guidance, task, psychoeducational, counseling groups) in schools.

**Grading status:** Letter grade.

**EDUC 715. Girlhood, Culture, and Curriculum. 3 Credits.**

Who is a girl? How do the intersections of race, class, gender, sexuality, disability, citizenship status, and other such markers of difference influence what is known and knowable about girl(hood)s? What are the temporal spaces of girlhood? How does the idea of girlhood travel across times and geographies (i.e., places and spaces)? How does school function as an apparatus for the socialization, acculturation, and disciplining of girl(hood)s? What are the cultural and curricular constructions.

**Grading status:** Letter grade.

**EDUC 716. Technology across the Curriculum. 3 Credits.**

Explores the field of educational technologies, situating the field within the context of historical and theoretical foundations, current practices, and future directions.

**Grading status:** Letter grade.

**EDUC 717. Theory and Research in Education Technology. 3 Credits.**

This course is based on the review and critique of research and theoretical literature in the field of education technology. Students will conduct critical analyses of theory, research, and methodology in the field of education technology and design a proposed education technology research study.

**Grading status:** Letter grade.

**EDUC 718. Psychological Assessment and Intervention I. 1-3 Credits.**

Permission of the instructor. Addresses knowledge and skills in techniques of observation, interviewing, assessment of environment, intelligence, achievement, perceptual motor skills, and interpersonal perceptions. May be repeated for credit.

**Repeat rules:** May be repeated for credit; may be repeated in the same term for different topics.

**Grading status:** Letter grade.

**EDUC 719. Psychological Advanced Assessment and Intervention II. 3 Credits.**

Permission of the instructor. Addresses knowledge and skills in techniques of observation, interviewing, assessment of environment, intelligence, achievement, perceptual motor skills, and interpersonal perceptions.

**Repeat rules:** May be repeated for credit; may be repeated in the same term for different topics.

**Grading status:** Letter grade.

**EDUC 720. Seminar in Professional School Psychology. 2-3 Credits.**

Deals with the goals and roles of school psychology, ethical concerns, privileged information, certification and licensing, and other relevant areas. May be repeated for credit.

**Grading status:** Letter grade.

**EDUC 721. Externship in School Psychology. 3 Credits.**

Permission of the instructor. Provides supervised observation and participation in school psychological services in schools and school-related field facilities. May be repeated for credit.

**Repeat rules:** May be repeated for credit; may be repeated in the same term for different topics.

**Grading status:** Letter grade.

**EDUC 722. Master's Internship in School Psychology. 1-6 Credits.**

Provides supervised full-time field experience for master's students in school psychology in a school setting.

**Requisites:** Prerequisite, EDUC 721; Permission of the instructor.

**Grading status:** Letter grade.

**EDUC 723. Advanced Assessment and Intervention Approaches for Students with Traumatic Brain Injury. 3 Credits.**

Assessment and treatment of students who have sustained traumatic brain injury; for school and clinical psychologists.

**Grading status:** Letter grade.

**EDUC 724. Parent and Community Engagement for the School Executive. 3 Credits.**

Focus on the environmental context of family and community engagement. Research-based best practices applied to an identified local school site, where analyses of school/district initiatives, policies, and practices are examined through a social justice lens. Review federal/state legislation and compliance to ensure the rights of parents and guardians.

**Grading status:** Letter grade.

**EDUC 725. Supervisory Practice for the School Executive. 3 Credits.**

Admission to the master of school administration program required. Focuses on the role of school administrators in facilitating the continuous improvement of the clinical supervision process and on a variety of observation and conferencing skills that school leaders may employ with teachers and other support staff.

**Grading status:** Letter grade.

**EDUC 727. The Social Context of Educational Leadership. 3 Credits.**

Provides retrospective, contemporary, and prospective examinations of the social, cultural, political, and philosophical contexts from which the current issues that affect schools and schooling have evolved.

**Grading status:** Letter grade.

**EDUC 728. Practicum in ESL II/Foreign Languages. 3 Credits.**

Provides an internship to teach ESL/FL under the supervision of an experienced ESL teacher.

**Grading status:** Letter grade.

**EDUC 729. Culture and Politics in Second Language Education. 3 Credits.**

This course provides an overview of current issues in second language teaching (ESL, foreign languages, and bilingual education) with a focus on culture, politics, and diversity.

**Grading status:** Letter grade.

**EDUC 730. Curriculum Leadership for the School Executive. 3 Credits.**

Applies curriculum skills required of school executives today, including the development of an alternative school schedule with a different curricular focus; analysis of test data to discern achievement trends; test item deconstruction; instructional mapping; and the creation of a group-based curriculum management plan for a specific elementary or secondary school.

**Grading status:** Letter grade.

**EDUC 731. Organizational Management for the School Executive. 3 Credits.**

This course provides pre-service school executives with a skill set and practical experiences that address effective organizational management behaviors. Topics include time management, budget and resource allocation, use of data to assess decisions and initiatives, implementation of appropriate rules and procedures, and open communication with all stakeholders.

**Grading status:** Letter grade.

**EDUC 732. Group Dynamics for the School Executive. 3 Credits.**

Experiential course that focuses on the development of an understanding and skills for working with various organizational groups. Focus is on teams, leadership of teams, team problem solving, and team decision making.

**Grading status:** Letter grade.

**EDUC 733. Advanced ESL Methods and Strategies for Humanities. 3 Credits.**

This course will prepare teacher candidates for teaching emergent bilingual students at the elementary and secondary level. This course builds upon skills and methods introduced in EDUC 628 with a focus on language arts and social studies content.

**Requisites:** Prerequisite, EDUC 628.

**Grading status:** Letter grade.

**EDUC 734. Planning in Educational Organizations. 3 Credits.**

Examines a conceptual and practical approach to planning in educational organizations. Includes a focus on environmental scanning, futures research, and strategic planning.

**Grading status:** Letter grade.

**EDUC 735. Seminar on Internship I. 3 Credits.**

Students examine a variety of issues that arise during their internship. Heavy emphasis on the creation of required artifacts needed for both program completion and State licensure.

**Grading status:** Letter grade.

**EDUC 736. Seminar and Supervised Internship in Educational Administration I. 3-6 Credits.**

Provides supervised internship in school administration to facilitate the student's progress toward certification in the principalship. May be repeated for credit.

**Grading status:** Letter grade.

**EDUC 737. Seminar on Internship II. 3 Credits.**

In addition to dealing with a variety of issues that candidates are dealing with in their internships, there is a heavy emphasis on creation of required artifacts needed for both program completion and State Licensure.

**Grading status:** Letter grade.



**EDUC 738. Seminar and Supervised Internship in Educational Administration II. 3-6 Credits.**

Required preparation, six semester hours in educational administration, including EDUC 834. Permission of the instructor. Provides supervised internship in school administration to facilitate the student's progress toward certification in the principalship. May be repeated for credit.

**Requisites:** Prerequisite, EDUC 834.

**Grading status:** Letter grade.

**EDUC 739. Global Child: Development and Education. 3 Credits.**

Examines issues, policies, and practices related to children's development and education in a global context. Universal documents and declarations will serve as frameworks for review of the status of children's education and well-being globally.

**Repeat rules:** May be repeated for credit; may be repeated in the same term for different topics.

**Grading status:** Letter grade.

**EDUC 740. Cultural Leadership for the School Executive. 3 Credits.**

Course focuses on the importance of school executives' understanding the organizational culture of their schools and then exerting symbolic leadership strategies to reshape that culture so it is more conducive to promoting the academic achievement of students.

**Grading status:** Letter grade.

**EDUC 741. School Inquiry and Reform for the School Executive. 3 Credits.**

Course focuses on the use of various types of data that can be used to impact decisions regarding school improvement and increased student achievement. It also introduces a number of proven strategies and tactics for improving schools.

**Grading status:** Letter grade.

**EDUC 742. Law for the School Executive. 3 Credits.**

Course focuses on the basic legal principles that school executives need to know and follow in their day-to-day leadership activities.

**Grading status:** Letter grade.

**EDUC 743. Teaching Secondary Students with Disabilities. 1 Credit.**

Following a case format and utilizing online instruction, M.A.T. students learn to teach secondary learners in inclusion settings.

**Grading status:** Letter grade.

**EDUC 744. Assessment Techniques for ESL/EC Teachers. 3 Credits.**

Covers the knowledge and abilities necessary to create and interpret assessments of academic progress, engagement, and motivation. Emphasis on (a) technology and (b) assessments for ESL and special needs students.

**Requisites:** Prerequisite, EDUC 628.

**Grading status:** Letter grade.

**EDUC 745. Contexts of Education II. 2 Credits.**

Provides a weekly seminar (part two of a two-semester sequence) for interns with full-time teaching responsibilities. Interns will connect their teaching experience to social, cultural, and philosophical issues in education.

**Requisites:** Prerequisite, EDUC 759.

**Grading status:** Letter grade.

**EDUC 746. Practica Student Internship. 9 Credits.**

Permission of the instructor. Provides full-time internship in teaching in the content area under the supervision of experienced teachers and a university supervisor for the semester.

**Grading status:** Letter grade.

**EDUC 747. Methods and Materials for Teaching Secondary/K-12 Subjects II. 3 Credits.**

Teaches student teachers to be aware of trends and issues in their content area in North Carolina and the nation, therefore improving their understanding and skills in curriculum development and instruction.

**Grading status:** Letter grade.

**EDUC 748. Advanced Leadership. 3 Credits.**

Course restricted to graduate students in the M.A.T. program. The course will provide a foundation for advanced students to consider what it means to participate in schools as educational leaders. This course builds on experience gained from the student teaching internship and is one-half of the capstone module of the MAT program of study.

**Grading status:** Letter grade.

**EDUC 749. Advanced Exploration of Families, Schools and Communities. 3 Credits.**

Admission into the M.A.T. program required. This advanced course examines strategies for effective communication and collaboration with families, professional team members, and school resources. Topics will include a return to contextual issues and reflection on initial preparation experiences. This course is one-half of the capstone module of the MAT program of study.

**Grading status:** Letter grade.

**EDUC 750. Empowerment Strategies for the School Executive. 3 Credits.**

Course focuses on the factors that hinder both school executives and their teachers from feeling empowered to fulfill their leadership potential and examines a variety of strategies for overcoming those challenges.

**Grading status:** Letter grade.

**EDUC 751. Introduction to Teaching Diverse Learners. 3 Credits.**

Admission to the M.A.T. program required. Introduces the principles of effective teaching with emphasis on the first year of teaching.

**Grading status:** Letter grade.

**EDUC 752. College Access and College Admissions Counseling. 3 Credits.**

Examines college access/college admissions counseling. Students will utilize action plans that include assessment tools, information sources, and technology to promote college readiness for diverse K-12 school communities.

**Grading status:** Letter grade.

**EDUC 753. Introduction to Curriculum. 3 Credits.**

Open to graduate students in education or permission of the instructor. Surveys the nature of curriculum development and contemporary changes as they relate to social aims, learner characteristics, and social problems.

**Grading status:** Letter grade.

**EDUC 754. Teaching, Teachers and Teacher Education. 3 Credits.**

In this course, students will examine seminal literature related to teachers, teaching and teacher education in the United States. We will focus on examining the who, what, where, how and why of PK-12 teachers, teaching and teacher education, exploring this through both historical and contemporary lenses.

**Grading status:** Letter grade.

**EDUC 755. Classroom Assessment. 3 Credits.**

Course restricted to graduate students in the M.A.T. program. Permission of the instructor for nonmajors. This course provides prospective secondary teachers with a conceptual understanding of assessment to promote all students' school achievement and adjustment in the 21st century.

**Grading status:** Letter grade.

**EDUC 756. Principles and Methods in Parent Education and Involvement. 3 Credits.**

Examines principles, theory, models, and methods for work with parents and families in educational settings, with relevant research and practical applications.

**Grading status:** Letter grade.

**EDUC 757. College Teaching. 3 Credits.**

Introduces students to the planning of courses and educational programs for college students. Emphasis is on a systematic approach to developing, implementing, and evaluating instruction. This course is intended for graduate students in any academic department who plan teaching careers.

**Grading status:** Letter grade.

**EDUC 758. Immigration and Education. 3 Credits.**

Investigates social (including political, economic, legal, and demographic) and cultural impacts on immigration and education.

**Grading status:** Letter grade.

**EDUC 759. Teacher Leadership for a Diverse Society. 3 Credits.**

Course restricted to graduate students in the M.A.T. program. Permission of the instructor for nonmajors. For educational institutions to be effective in a diverse society, teachers must take on key leadership roles. This course helps prepare future teachers for such leadership.

**Grading status:** Letter grade.

**EDUC 760. Methods and Materials for Teaching Secondary/K-12 Subjects I. 3 Credits.**

Prepares students to teach discipline-area material at the secondary level. The immediate purpose of this course is to prepare participants for full-time student teaching during the spring semester.

**Grading status:** Letter grade.

**EDUC 761. Design of Emerging Technologies for Education. 3 Credits.**

This course is designed for students in the MA in educational innovation, technology and entrepreneurship (MEITE) program. The course will introduce a studio-based approach to the design of emerging technologies for education in formal and informal learning environments to help MEITE students build and test prototypes to support their MA projects.

**Grading status:** Letter grade.

**EDUC 762. Child Development and Disability. 3 Credits.**

Emphasizes typical development and developmental deviation exhibited by children in cognitive, language, social, and affective areas.

**Grading status:** Letter grade.

**EDUC 763. Biological Bases of Children's Development. 3 Credits.**

Focuses on the theory and research related to the biomedical and psychological aspects of exceptionality.

**Grading status:** Letter grade.

**EDUC 764. Current Issues in Literacy. 3 Credits.**

The main purpose of this seminar is to engage students in the synthesis and critical examination of current research and policy issues in literacy education.

**Grading status:** Letter grade.

**EDUC 765. Global Child: Development and Education. 3 Credits.**

Course examines contemporary issues, policies, and practices related to children's development and education in a global context. Universal documents and declarations like the U.N. Convention on the Rights of the Child, Education for All, and the Millennium Goals will serve as frameworks for review of the status of children's education and well-being globally.

**Grading status:** Letter grade.

**EDUC 766. Practicum in School Counseling. 1-9 Credits.**

Develops individual counseling skills and an understanding of the school as a setting for counseling through an apprenticeship experience.

**Requisites:** Prerequisites, EDUC 703 and 712; Permission of the instructor for students lacking the prerequisites.

**Grading status:** Letter grade.

**EDUC 767. Educational Innovation and Technology, Integrative Seminar I. 3 Credits.**

First of two part course to guide students in integrating all of their program experiences. This is an intensive discussion seminar, largely constructed around the contributions and concerns of the students.

**Grading status:** Letter grade.

**EDUC 768. Education in Latin America. 3 Credits.**

Exploration of the relationship between national development and education. The process through which groups form their cultural and social identities. Theoretical perspectives drawn from development studies, globalization and comparative education.

**Grading status:** Letter grade

**Same as:** LTAM 768.

**EDUC 769. Schooling of Latinos. 3 Credits.**

Exploration of racial/ethnic differences in educational achievement and persistence in school including language and schooling and the interplay of race, gender, and class.

**Grading status:** Letter grade

**Same as:** LTAM 767.

**EDUC 770. Multicultural Ways of Knowing. 3 Credits.**

Dialectically explores narratives about race, class, and gender through critical, multicultural, aesthetic, and postmodern lenses.

**Grading status:** Letter grade.

**EDUC 771. Seminar in Social Foundations of Education. 1 Credit.**

Explores topics in the social and philosophical context of American public education.

**Grading status:** Letter grade.

**EDUC 772. Educational Sociology. 3 Credits.**

Applies sociological theory and research to problems of concern to educators.

**Grading status:** Letter grade.

**EDUC 773. Social Change and Education. 3 Credits.**

Analyzes social change within a theoretical framework and describes its probable impact on education. Considers the role of the school in the development of human capital.

**Grading status:** Letter grade.

**EDUC 774. Social and Educational History of the United States. 3 Credits.**

Provides a survey of the social forces influencing the development of American education from the period of colonization to the early years of the 20th century.

**Grading status:** Letter grade.

**EDUC 775. Introduction to Ethics and Education. 3 Credits.**

Identifies issues arising in the professional activities of education personnel in the context of systematic consideration of the nature of ethical choice.

**Grading status:** Letter grade.

**EDUC 776. Gender, Race, and Class Issues in Education. 3 Credits.**

Provides an understanding of (and remedies for) the racism, sexism, and class divisions that schools can perpetuate. Examines curriculum, counseling, and interaction in classrooms; structure and leadership; and fundamental assumptions.

**Grading status:** Letter grade

**Same as:** WGST 776.

**EDUC 777. Gender, Policy, and Leadership in Education. 3 Credits.**

Covers feminist critiques of organizational and political power structures in readings and discussions leading to group and individual research projects.

**Grading status:** Letter grade

**Same as:** WGST 777.

**EDUC 778. Teaching English to Speakers of Other Languages. 3-6 Credits.**

TESOL program aimed to prepare future teachers to lead their own English Language Learning classroom. Part 1: pedagogy, independent learning & lesson planning. Part 2: lesson & course planning & practice. 4 skills: listening, speaking, reading & writing.

**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 779. Contemporary Philosophies of Democratic Schooling. 3 Credits.**

Provides a comparative study of current philosophies of education, with particular attention to their impact on solutions offered to problems currently recognized in American education.

**Grading status:** Letter grade.

**EDUC 780. Grammar & Applied Linguistics for ESL Teachers. 3 Credits.**

This online course will help prepare teachers and teacher candidates for teaching emergent bilingual students at the elementary and secondary level. This course will provide teachers fundamental knowledge and practice of technical English grammar, phonology, morphology, phonetics, syntax and semantics. Participants will also look at the socio-cultural aspects of linguistics and how it is connected to identity and a sense of 'place'.

**Requisites:** Prerequisite, EDUC 628.

**Grading status:** Letter grade.

**EDUC 781. Theories and Research in Human Development. 3 Credits.**

Permission of the instructor. Covers the basic theories and the research bases for instructional decisions. This is an advanced-level course in human development.

**Grading status:** Letter grade.

**EDUC 782. Psychology of Learning in the School. 3 Credits.**

Studies learning in the school setting, with emphasis on fundamental concepts, issues, and evaluation of materials and experiences.

**Grading status:** Letter grade.

**EDUC 783. Advanced ESL Methods and Strategies for STEM. 3 Credits.**

This course will prepare teacher candidates for teaching Science and Mathematics and STEM content to emergent bilingual students at the elementary and secondary level. Specifically, it will focus on challenges emergent bilingual students may face when learning science and math in U.S. K-12 classrooms due to the language in which and the worldview from which the content is being taught.

**Requisites:** Prerequisite, EDUC 628.

**Grading status:** Letter grade.

**EDUC 784. Intermediate Statistical Methods. 3 Credits.**

The second course in statistics for the behavioral, social, and health sciences. Building from a review of statistical inference and power analysis in simple linear regression, we work through standard topics in multiple linear regression, leading to specialized topics including logistic regression, fixed effects, and longitudinal / panel data.

**Requisites:** Prerequisite, EDUC 710; permission of the instructor for students lacking the prerequisite.

**Grading status:** Letter grade.

**EDUC 785. Program Evaluation in Education. 3 Credits.**

An examination of major approaches to program evaluation with emphasis on differences between evaluation and research.

**Requisites:** Prerequisites, EDUC 710 and 871.

**Grading status:** Letter grade.

**EDUC 786. Problems in Educational Psychology. 3-6 Credits.**

Permission of the instructor. Study and development of original investigations in the area of educational psychology.

**Grading status:** Letter grade.

**EDUC 787. Problems in Educational Measurement. 3 Credits.**

Provides an opportunity for advanced doctoral students to study a particular problem area in educational measurement under the supervision of a faculty mentor. May be repeated for credit.

**Requisites:** Prerequisites, EDUC 710 and 829; Permission of the instructor for students lacking the prerequisites.

**Repeat rules:** May be repeated for credit.

**Grading status:** Letter grade.

**EDUC 788. Instructional Theories. 3 Credits.**

Examines the nature and application of various theories of instruction to instructional goals, individual differences, teaching strategies, sequencing, motivation, and assessment.

**Requisites:** Prerequisite, EDUC 744.

**Grading status:** Letter grade.

**EDUC 789. Educational Innovation and Technology, Integrative Seminar II. 3 Credits.**

Second of two-part course to guide students in integrating all of their program experiences. This is an intensive discussion seminar, largely constructed around the contributions and concerns of the students.

**Grading status:** Letter grade.

**EDUC 790. Special Topics in Education - Graduate. 3 Credits.**

This course provides graduate 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.

**EDUC 791. Providing Specially Designed Instruction. 3 Credits.**

This course includes instruction in developing and implementing Tier 3 interventions and providing specially designed instruction to meet the needs of students with Individualized Education Programs (IEPs). The course builds on information presented in methods classes.

In this course, students further learn to plan for and provide more intensive interventions based on data provided through multiple forms of assessment. Admission to the MAT sequence for special education required.

**Grading status:** Letter grade.

**EDUC 792. Research on Technology. 3 Credits.**

Explores and discusses the application of emerging technologies in education.

**Grading status:** Letter grade.

**EDUC 793. High-Leveraged Practices in Special Education with a Focus on Literacy Instruction. 3 Credits.**

The course examines characteristics of students with mild-to-moderate disabilities in the area of literacy. The primary focus is on determining instructional literacy needs for students with disabilities as well as those receiving Tier 2 and 3 interventions through a multi-tiered system of support (MTSS) framework. The course covers how to target literacy instruction to meet individual needs based on formative assessments paired to high-leveraged and evidence-based practices. Admission to the MAT sequence required to enroll.

**Grading status:** Letter grade.

**EDUC 794. High-Leveraged Practices in Special Education with a Focus on Mathematics Instruction. 3 Credits.**

The course examines specific characteristics of students with mild-to-moderate disabilities in the area of mathematics. The primary focus is on determining instructional mathematics needs for students with disabilities as well as those receiving Tier 2 and 3 interventions through a multi-tiered system of support (MTSS). The course covers how to target mathematics instruction to meet individual needs based on formative assessments paired to high-leveraged and evidence-based practices. Admission to the MAT sequence required.

**Grading status:** Letter grade.

**EDUC 795. Learning Analytics. 3 Credits.**

Students will receive an introduction to learning and learning analytics. Through assignments involving learning by teaching, product evaluations, research reporting, and proposal/design projects, students will learn about various theoretical frameworks, digital learning platforms, and research and evaluation approaches, relevant to the study and production of learning analytics solutions. This is an interdisciplinary course; learning analytics rests at the intersection of learning theory, educational technology, computer and information sciences, and artificial intelligence.

**Grading status:** Letter grade.

**EDUC 796B. Independent Study Doctoral Level. 1-12 Credits.**

Independent study at the doctoral level.

**Repeat rules:** May be repeated for credit; may be repeated in the same term for different topics; 12 total credits. 12 total completions.

**Grading status:** Letter grade.

**EDUC 796A. Independent Study Master's Level. 1-12 Credits.**

Permission of the instructor.

**Repeat rules:** May be repeated for credit; may be repeated in the same term for different topics; 12 total credits. 12 total completions.

**Grading status:** Letter grade.

**EDUC 797. Collaboration with Families and Other Professionals. 3 Credits.**

Instructs students about the resources available to them, their students, and their students' families. Students will develop skills in working with parents and professionals as partners in the instruction and planning of programs for students with learning disabilities.

**Grading status:** Letter grade.

**EDUC 798. Master's Internship in Learning Disabilities Education. 1-12 Credits.**

Provides supervised experience in a phase of special education or literacy studies appropriate to the student's qualifications and future educational goals. May require a minimum of 300 clock hours at the internship site per semester depending on student placement. See your advisor for credit hours needed.

**Repeat rules:** May be repeated for credit. 12 total credits. 12 total completions.

**Grading status:** Letter grade.

**EDUC 800. Diversity in Education. 3 Credits.**

Restricted to graduate students in the M.A.T. program. Permission of the instructor for nonmajors. Along with providing overview of schools, their structure, and their role in American society, the course introduces students to the necessity of differentiated instruction based on race, culture, special education, and English as second language learners.

**Grading status:** Letter grade.

**EDUC 802. Foundations of Educational Research. 3 Credits.**

Applies the philosophies of science, social science, language, and history (including recent theoretical issues) to the understanding of how educational research is conducted and what contribution it makes.

**Grading status:** Letter grade.

**EDUC 803. Proseminar in Education. 3 Credits.**

Students develop an in-depth understanding of scholarly traditions within education, histories of curricular area and current issues facing these areas and education as a whole, and application of these histories and issues to classrooms and schools.

**Grading status:** Letter grade.

**EDUC 804. Seminar in Culture, Curriculum, and Change. 3 Credits.**

Open to doctoral students only. Critical examination of topics and policy issues related to curriculum and educational change, considered in cultural context.

**Grading status:** Letter grade.

**EDUC 805A. Professional Seminar I. 3 Credits.**

Introductory seminar for graduate students. Review current issues in early childhood, special education, and literacy and introduces students to the research of current faculty members.

**Grading status:** Letter grade.

**EDUC 805B. Professional Seminar II: Research and Scholarship in the Educational Sciences. 3 Credits.**

Course explores history of psychological studies in education and examines areas of current inquiry such as cognition and learning, teaching and instruction, academic motivation, contextual influences, and theory-based intervention.

**Grading status:** Letter grade.

**EDUC 806. Seminar in Applied Developmental Sciences and Special Education. 3 Credits.**

Open to doctoral students only. Critical examination of theoretical and research issues related to learning, development, teaching, assessment, and quantitative methods of research, from a psychological perspective.

**Grading status:** Letter grade.

**EDUC 807. Social Studies and Arts. 1-9 Credits.**

Looks at social studies as a discipline that easily integrates other disciplines, particularly the arts, which includes literature. It emphasizes curriculum and instruction, as well as theoretical underpinnings.

**Grading status:** Letter grade.

**EDUC 809. Problems in Special Education. 3 Credits.**

Permission of the instructor. Provides an opportunity for post-master's students who wish to engage in supervised field and pilot research. May be repeated for credit.

**Repeat rules:** May be repeated for credit.

**Grading status:** Letter grade.

**EDUC 810. Psychology of Career Development. 3 Credits.**

Open to doctoral students only. Reviews theories and research in the psychology of career development and counseling. Emphasis is on theory and implications for practice.

**Grading status:** Letter grade.



**EDUC 811. Problems in School Counseling. 1-21 Credits.**

Provides students the opportunity for directed study in school counseling.

**Repeat rules:** May be repeated for credit.

**Grading status:** Letter grade.

**EDUC 812. Doctoral Practicum in School Counseling. 1-21 Credits.**

Provides students experiences that may include working with individual, family, or group counseling and consultation.

**Grading status:** Letter grade.

**EDUC 813. Doctoral Internship in School Counseling. 1 Credit.**

Provides students a supervised professional predoctoral internship training experience in counseling.

**Grading status:** Letter grade.

**EDUC 814. Supervision and Teaching in School Counseling. 3 Credits.**

Enables students to gain supervision and teaching skills that will enhance their functions as professors and as leaders in counseling agencies. Strategies of practicum supervision are summarized and research literature is reviewed.

**Grading status:** Letter grade.

**EDUC 815. Doctoral Seminar in School Counseling. 3 Credits.**

Provides an in-depth appraisal of topics of theoretical and/or clinical nature that are of particular relevance to the field.

**Grading status:** Letter grade.

**EDUC 816. Transformational Education. 3 Credits.**

Examines 20th-century schools that have attempted to redefine and deepen United States democracy, embracing pedagogies and values that offer alternatives to mainstream education.

**Grading status:** Letter grade.

**EDUC 817. Introduction to Educational Research. 3 Credits.**

Course provides introduction to purposes of educational research, roles of theories, hypotheses, questions, and ethical issues. While being exposed to a range of research designs, students are to become critical reviewers and develop research proposals or a master's thesis.

**Repeat rules:** May be repeated for credit.

**Grading status:** Letter grade.

**EDUC 818. School Psychology Intervention and Assessment III. 3 Credits.**

We will develop knowledge and skills that relate to the implementation of evidenced-based interventions. This innovation implementation course is based on Forman (2009).

**Grading status:** Letter grade.

**EDUC 819. School Psychology Intervention and Assessment IV. 3 Credits.**

This project-based course focuses on utilizing the fields of intervention research and social entrepreneurship to design a novel educational innovation.

**Grading status:** Letter grade.

**EDUC 820. Doctoral Seminar in Professional School Psychology. 3 Credits.**

Required preparation, appropriate courses. Permission of the instructor. Considers advanced topics in the field of school psychology such as professional issues, standards and ethics, and interdisciplinary relations.

**Grading status:** Letter grade.

**EDUC 821. Doctoral Externship in School Psychology. 3 Credits.**

Permission of the instructor. Supervised field placement experiences for doctoral-level students in school psychology, integrating training with field responsibilities at a systems level in schools and school-related settings.

**Grading status:** Letter grade.

**EDUC 822. Doctoral Internship in School Psychology. 1-6 Credits.**

Supervised doctoral internship in school psychology for advanced training in professional skills and research in schools and school-related settings.

**Requisites:** Prerequisite, EDUC 821.

**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 823. Policy Development in Education. 3 Credits.**

Graduate course about the political process and policy dynamics. With a focus on the U.S. domestic context, the course addresses the policy process in general and examines the workings of that process in education.

**Grading status:** Letter grade.

**EDUC 824. Fundamentals of Educational Research. 3 Credits.**

Explores and analyzes the range of educational research designs including experimental, correlational, survey, descriptive, case study, ethnography, narrative, policy, and longitudinal research.

**Grading status:** Letter grade.

**EDUC 825. Development and Learning. 3 Credits.**

Introduces influential theoretical approaches to the study of development and learning. Students learn how to apply various methodological approaches and theoretical frameworks. Readings include developmental psychology, learning sciences, and cultural anthropology.

**Repeat rules:** May be repeated for credit. 9 total credits. 3 total completions.

**Grading status:** Letter grade.

**EDUC 826. Promoting Mental Health and Wellness in Schools. 3 Credits.**

This course addresses the high-incidence mental health diagnostic categories in children and adolescents and the roles of administrators, school counselors, and other school support staff in supporting students with mental health diagnoses.

**Grading status:** Letter grade.

**EDUC 827. Human Development. 3 Credits.**

School of Education majors only. Emphasizes theories of child and adolescent development as well as research findings that aid in the understanding of human behavior and development.

**Grading status:** Letter grade.

**EDUC 828. Educational Measurement and Evaluation. 3 Credits.**

Identifies the basic concepts in measurement and evaluation, describes the role of evaluation in curriculum construction and revision, and describes the development and use of teacher-constructed tests.

**Grading status:** Letter grade.

**EDUC 829. Applied Measurement Theory for Education. 3 Credits.**

An examination of the logic and theory of educational measurement. Practical applications of measurement theory to the construction and use of a variety of educational measurement devices.

**Grading status:** Letter grade.

**EDUC 830. Field Techniques in Educational Research. 3 Credits.**

Introduces students to field research methods and analysis of qualitative data that focuses on the application of these techniques in evaluation and policy research.

**Grading status:** Letter grade.

**EDUC 831. School Law: Justice and Equity. 3 Credits.**

Required preparation, six semester hours of graduate school work in school administration. Provides an overview of the legal structure of education, liability, constitutional rights, contractual relationships, federal regulations, and collective action. May be repeated for credit.

**Grading status:** Letter grade.

**EDUC 832. Politics of Education. 3 Credits.**

Students study the politics surrounding the nation's largest public institution (education) along with the motivations and maneuvering of people with power to shape it.

**Grading status:** Letter grade.

**EDUC 833. Development and Systems Leadership. 3 Credits.**

Focused on the issues pertaining to personnel, planning, facilities, administrative applications of technology, superintendent/board relations, district-level curriculum and assessment issues, and creating and sustaining community inter-agency partnerships.

**Grading status:** Letter grade.

**EDUC 834. Organizational Behavior and Theory in Education. 3 Credits.**

Permission of the instructor. Analyze the theoretical assertions and empirical knowledge claims that have led to the dominant structures, power relationships, and performance expectations of American schools.

**Grading status:** Letter grade.

**EDUC 835. Instructional Leadership for Supervision, Curriculum, and Technology. 3 Credits.**

Provides fundamental knowledge of instructional design, techniques of teaching/learning, evaluation of the teaching/learning process, and ways in which school-based leaders can support excellence in classroom instruction.

**Grading status:** Letter grade.

**EDUC 836. School Finance and Economic Equity. 3 Credits.**

Covers the area of financing school corporations in the current economic and political setting, with emphasis on the interrelationships of educational, economic, and political decisions. May be repeated for credit.

**Grading status:** Letter grade.

**EDUC 837. Cultural Aspects of Leadership and Instruction in School Reform. 3 Credits.**

Designed to provide students with perspectives regarding the interplay of cultural issues that challenge the partnership between administration and instruction.

**Grading status:** Letter grade.

**EDUC 838. School Governance. 3 Credits.**

Permission of the instructor. Focuses on governance and policy at the school building level and how district-wide governance, state educational policy, federal involvement in education, and educational special interest groups impact school-sized governance.

**Grading status:** Letter grade.

**EDUC 839. The Excellent School Seminar I. 3 Credits.**

Permission of the instructor. Research and models on high-performing organizations, instructionally effective schools and school systems, and national school reform efforts presented in the context of traditional and emerging organizational theory and research.

**Grading status:** Letter grade.

**EDUC 840. Advanced Leadership Theories. 3 Credits.**

Requires students to integrate previous studies to focus on management applications, dilemmas, and conflicts.

**Requisites:** Prerequisites, EDUC 727, 750, 832, and 834.

**Grading status:** Letter grade.

**EDUC 841. Development of a Research Proposal. 3 Credits.**

Requires students to integrate previous studies to focus on theory, inquiry, and organizational practice.

**Requisites:** Prerequisites, EDUC 727, 832, and 834.

**Grading status:** Letter grade.

**EDUC 842. The Excellent School Seminar II. 3 Credits.**

Permission of the instructor. Research and models on high-performing organizations, instructionally effective schools and school systems, and national school reform efforts presented in the context of traditional and emerging organizational theory and research.

**Grading status:** Letter grade.

**EDUC 843. Seminar in Educational Studies. 3 Credits.**

Focuses on educational issues and theories involving culture, curriculum, and change. Issues and theories addressed will vary.

**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 844. Advanced Seminar and Supervised Internship in Educational Administration. 1-6 Credits.**

An advanced internship and seminar relevant to the program in administration and to the student's progress toward advanced administrative certification. May be repeated for credit.

**Requisites:** Prerequisites, EDUC 727, 750, 832, 834; Permission of the instructor for students lacking the prerequisites.

**Repeat rules:** May be repeated for credit; may be repeated in the same term for different topics.

**Grading status:** Letter grade.

**EDUC 851. Curriculum Theory. 3 Credits.**

Relates curriculum development to relevant theories and research in humanistic and behavioral studies. This is an advanced course.

**Grading status:** Letter grade.

**EDUC 852. Instructional Systems Development. 3 Credits.**

Delineates strategies for developing instructional systems, including needs assessment, job analysis, goal setting, use of criterion tests, delivery systems, project management, and evaluation of learners and programs.

**Grading status:** Letter grade.

**EDUC 853. Supervision and Instruction. 3 Credits.**

Examines the history, nature, and purposes of educational supervision, with an emphasis on the supervisor's role in improving teaching, curriculum development, and staff development.

**Grading status:** Letter grade.

**EDUC 854. Seminar in Curriculum and Instruction. 3 Credits.**

Review and interpretation of existing research in the area of curriculum and instruction.

**Grading status:** Letter grade.

**EDUC 855. Problems in Curriculum and Instruction. 3-6 Credits.**

Required preparation, two courses in graduate education. Provides an opportunity for advanced students to do independent study under supervision in an area of study. (Sections include early childhood, intermediate, secondary subjects, media, literacy, and general.) May be repeated for credit.

**Repeat rules:** May be repeated for credit.

**Grading status:** Letter grade.

**EDUC 856. Practicum in Curriculum and Instruction. 3-6 Credits.**

Experiences may include projects, field studies, or internships with one of a number of agencies concerned with education. (Sections include early childhood, intermediate, secondary subjects, media, literacy, and general.)

**Repeat rules:** May be repeated for credit.

**Grading status:** Letter grade.

**EDUC 857. Research Apprenticeship. 1-6 Credits.**

Research apprenticeship for all students in the Curriculum and Instruction Ed.D. program. Individually arranged with a faculty advisor and an appropriate placement.

**Grading status:** Letter grade.

**EDUC 861. Seminar in Special Education. 3 Credits.**

Emphasis on developmental deviation exhibited by exceptional children in cognitive, language, social, and affective development.

**Repeat rules:** May be repeated for credit; may be repeated in the same term for different topics.

**Grading status:** Letter grade.

**EDUC 862. Teaching and Personnel Development. 3 Credits.**

Focuses on teaching and personnel development at the preservice and inservice levels. Topics include: application of adult learning principles and styles; syllabus development; technology and teaching; supervision; mentorship and research innovations in college teaching.

**Grading status:** Letter grade.

**EDUC 863. Supervised Post-Master's Internship in Special Education. 1-21 Credits.**

Permission of the instructor. A full-time field placement under the joint direction of a University staff member and a selected professional at the internship site.

**Grading status:** Letter grade.

**EDUC 864. Families, Schools, and Child Development: Successful Intervention Strategies. 3 Credits.**

The purpose of this seminar is to provide an introduction to the theory, research, methods, and current issues related to the influence of families and schools on children's development.

**Grading status:** Letter grade.

**EDUC 865. College Teaching Internship. 1-3 Credits.**

Open to graduate students only. Permission of the instructor. This course is designed to give doctoral and masters' students experience at college teaching prior to taking on full responsibility for a class of her/his own.

The student will fully participate as a teaching assistant in the class of an experienced tenured, tenure track, or clinical professor.

**Repeat rules:** May be repeated for credit.

**Grading status:** Letter grade.

**EDUC 866. Policy to Practice. 3 Credits.**

Examine relationships between broader social, economic, and political currents and the chosen instruments for education reform. Students examine what purposes stakeholders believe schools serve and how policy is/isn't translated into practice.

**Grading status:** Letter grade.

**EDUC 867. Issues in Educational Policy and Research. 3 Credits.**

Course familiarizes students with public policy in education and its influence on schools and schooling. Students learn methodological perspectives of education policy research. Examine major policy initiatives in education.

**Grading status:** Letter grade.

**EDUC 868. Advanced Qualitative Analysis and Interpretation. 3 Credits.**

This advanced seminar focuses on the needs of doctoral students immersed in qualitative research, with an emphasis on data analysis and representation.

**Grading status:** Letter grade.

**EDUC 871. Seminar in Education. 3 Credits.**

Required preparation, two courses in graduate education. Permission of the instructor. Provides for seminar treatment of appropriate topics.

**Repeat rules:** May be repeated for credit; may be repeated in the same term for different topics.

**Grading status:** Letter grade.

**EDUC 872. UNC Teaching Fellows: Community of Learners. 1 Credit.**

This course is required during both fall and spring semesters for all UNC students currently receiving funding through the North Carolina Teaching Fellows Program. The course will focus on addressing NC Teaching Fellows Commission mandated enhancements in areas of leadership, diverse learners, classroom management, and assessment. Fellows will reflection on experiences and knowledge gained through readings, discussions, and community engagement.

**Repeat rules:** May be repeated for credit. 6 total credits. 6 total completions.

**Grading status:** Letter grade.

**EDUC 873. Problems in the Philosophical Foundations of Education. 3-21 Credits.**

Provides an opportunity for advanced doctoral students to do independent study under supervision.

**Requisites:** Prerequisite, EDUC 779.

**Grading status:** Letter grade.

**EDUC 874. Problems in the Sociological Foundations of Education. 3-21 Credits.**

Provides an opportunity for advanced doctoral students to do independent study under supervision.

**Requisites:** Prerequisite, EDUC 772.

**Grading status:** Letter grade.

**EDUC 876. Histories of School and Schooling. 3 Credits.**

Course provides an understanding of the history of American public education, its current status and research in education based in a larger context of society, and its schools and schooling practices.

**Grading status:** Letter grade.

**EDUC 877. Critical Multicultural Education. 3 Credits.**

Examination of the current issues in multicultural education, cultural study, and the development of curriculum for critical multicultural education.

**Grading status:** Letter grade.

**EDUC 878. Seminar in Educational Studies. 3 Credits.**

Involves an in-depth exploration of theories and issues involving culture, curriculum, and change. Topics will vary.

**Repeat rules:** May be repeated for credit; may be repeated in the same term for different topics.

**Grading status:** Letter grade.

**EDUC 879. Causal Inference in Educational Research. 3 Credits.**

The seminar will explore issues related to causal inference in educational research and discuss several research designs that are well-suited for making causal inferences. We will draw upon the counter-factual model of causality to discuss what it means to observe a cause and effect relationship and then focus on the problems researchers regularly encounter. The course will provide a detailed discussion of a wide range of experimental and quasi-experimental research designs.

**Grading status:** Letter grade.

**EDUC 881. Seminar in Human Development and Individual Differences. 3 Credits.**

Required preparation, at least one course in human development at the graduate level or permission of the instructor. Analyzes research data and theoretical positions pertaining to individual differences in human development in the educational setting.

**Grading status:** Letter grade.

**EDUC 882. Seminar in Human Learning and Cognition. 3 Credits.**

Required preparation, one or two courses in educational and developmental psychology. Studies theoretical aspects and practical implications of psychologies of learning.

**Repeat rules:** May be repeated for credit; may be repeated in the same term for different topics.

**Grading status:** Letter grade.

**EDUC 883. Case Study Methods. 3 Credits.**

Provides students with an overview of the methodology of case study research and to enhance students' skills in using research techniques.

**Grading status:** Letter grade.

**EDUC 884. Statistical Analysis of Educational Data III. 3 Credits.**

An extension of the general linear model to analysis of educational data with multiple dependent variables, with computer applications.

**Requisites:** Prerequisites, EDUC 710 and 784.

**Grading status:** Letter grade.

**EDUC 885. Secondary Data Analysis. 3 Credits.**

Provides students who have an introductory background in statistics with an overview of secondary data analysis and enhances students' skills in using data analysis to test hypotheses.

**Grading status:** Letter grade.

**EDUC 887. Teacher Education Seminar for MAT Supervisors. 1 Credit.**

This course is required during both fall and spring semesters for all MAT supervisors. The course will focus on exploring teacher education through the lens of field-based supervision. Weekly meetings to bring teacher education research and literature to supervisors' ongoing practice through discussion of selected readings, book study, dialogue about problems of practice. The course will align supervisors' practice in the field with MAT methods pedagogical approaches for supervisors to best support candidates.

**Requisites:** Prerequisite, EDUC 754 highly recommended but not required.

**Grading status:** Letter grade.

**EDUC 888. Introduction to Structural Modeling. 3 Credits.**

Introduces structural equation modeling with both observed and latent variables. Applications include confirmatory factor analysis, multiple group analyses, longitudinal analyses, and multitrait-multimethod models.

**Grading status:** Letter grade.

**EDUC 890. Special Topics in Education. 1-3 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.

**EDUC 891. Educational Policy Doctoral Seminar. 3 Credits.**

Provides for seminar treatment of appropriate topics related to education policy.

**Repeat rules:** May be repeated for credit; may be repeated in the same term for different topics.

**Grading status:** Letter grade.

**EDUC 892. Seminar in Educational Studies. 3-6 Credits.**

Topics in educational philosophy to be determined by the students with the instructor. May be repeated for credit.

**Repeat rules:** May be repeated for credit.

**Grading status:** Letter grade.

**EDUC 902. Sociology of School Improvement. 3 Credits.**

This course aims to develop a sociological understanding of the complex relationship between education and society.

**Grading status:** Letter grade.

**EDUC 904. Exploring Representations of Education in Popular Culture. 3 Credits.**

Students in this course explore and analyze how education has been represented in popular culture. Theoretical foundation of the course from seminars and readings.

**Grading status:** Letter grade.

**EDUC 906. Education of African Americans. 3 Credits.**

Students examine historical and contemporary aims for and assumptions underlying the public 'education' of African Americans in the United States. Analysis of published histories, theories, qualitative and quantitative research, encounters, events, and issues.

**Grading status:** Letter grade.

**EDUC 909. Applied Quantitative Methods in Curriculum and Teacher Education. 3 Credits.**

Applied statistics course designed to introduce students to how descriptive and inferential statistics are used in curriculum studies and teacher education. Students explore how statistical procedures are used in school, school district, state, and national settings.

**Grading status:** Letter grade.

**EDUC 913. Language, Identity, and Power. 3 Credits.**

Language is involved in the construction of social identity and power structures. Students examine how individuals construct their identities and language interacts with other social groupings (class, ethnicity, and gender) and examines how language creates and maintains power for certain groups. Special attention to marginalized groups in the United States.

**Grading status:** Letter grade.

**EDUC 915. Introduction to Learning Sciences. 3 Credits.**

Course is designed to provide an overview of the field of learning sciences. Goals of learning sciences are: 1) understand the physical, cognitive, and social aspects of learning environments and 2) use these understandings to design more effective learning environments.

**Grading status:** Letter grade.



**EDUC 918. Introduction to Cognitive Science and Sociocultural Perspectives on Learning. 3 Credits.**

Course provides an overview of learning theories in education with a special emphasis upon a sociocultural perspective. Course examines how learning theories are or can be enacted in research, policy, and practice.

**Grading status:** Letter grade.

**EDUC 919. Design of Technology-Enhanced Learning Environments. 3 Credits.**

This course provides a studio-based approach to the design of technology-enhanced learning environments for formal and informal education. Students will explore various forms of emerging technologies for education, engage in a design thinking process, and design prototypes to solve a specific learning problem.

**Requisites:** Prerequisite, EDUC 824 or equivalent.

**Grading status:** Letter grade.

**EDUC 922. Mixed Methods Research. 3 Credits.**

Explore foundations of mixed methods. Build familiarity with research designs and methods, learning how to integrate data from mixed methods designs. Learn to critique mixed methods research and designs. Provides preparation for proposing mixed methods projects.

**Grading status:** Letter grade.

**EDUC 923. Design Based Research. 3 Credits.**

DBR is a multi-disciplinary and mixed methods approach. When developing interventions DBR designers draw theoretical insights from various disciplines (e.g. cognitive science, sociology, learning sciences, instructional design, etc.). When researching interventions, DBR researchers draw from numerous modes of inquiry. Thus, this course is not a substitute for further work in quantitative or qualitative courses. Students in this course should have some grounding in quantitative and qualitative methods and we draw upon this knowledge.

**Grading status:** Letter grade.

**EDUC 930. Economics of Education. 3 Credits.**

Students consider and critically reflect upon the contributions of economic theory to educational policy issues. Course provides an overview of economic theories as they pertain to the provision of public education and an overview of econometrics. Focuses on salient topics in educational policy and their analysis through an economic lens.

**Grading status:** Letter grade.

**EDUC 931. School Law and Public Policy. 3 Credits.**

Course examines the judiciary's role in policy making, and its direct impact on school law and policy issues as they pertain to schools, stakeholders, and society.

**Grading status:** Letter grade.

**EDUC 935. Multilevel Modeling. 3 Credits.**

The primary goal for the course is to assist the students in investigating research problems in social sciences, particularly when data is meaningfully organized into multiple layers as a hierarchy, or contextual levels. Multilevel models (MLM) are also known as hierarchical linear models (HLM), random coefficient models, or random effects models. MLM can be used to analyze a variety of questions with either categorical or continuous dependent variables, and explained by many independent variables.

**Requisites:** Prerequisites, EDUC 710 and 784; permission of the instructor for students lacking the prerequisites.

**Grading status:** Letter grade.

**EDUC 945. Intellectual Histories of Educational Thought. 3 Credits.**

Course will explore ideas about children, families, knowledge, and the state that resonate through European and U.S. histories, primarily, and, though changed, continue to be debated now.

**Grading status:** Letter grade.

**EDUC 947. Diversity in Teacher Education. 3 Credits.**

Focus on research in teacher education that addresses diversity issues, a particular focus on sociocultural and sociopolitical approaches. Course emphasizes the relationship between theory and practice by focusing on the teacher as an agent of change.

**Grading status:** Letter grade.

**EDUC 948. Research in Teacher Education and Diversity. 3 Credits.**

Course looks at research in teacher education that addresses diversity issues, with a particular focus on sociocultural and sociopolitical approaches. Course will emphasize the relationship between theory and practice by focusing on the teacher as an agent of change in addressing issues of equity and social justice in diverse classrooms.

**Grading status:** Letter grade.

**EDUC 949. Institutional Logics of Curriculum and Teaching. 3 Credits.**

Learn about institutional theory and management and issues, policies and practices that describe, define, complicate, and confine those whose work focuses on curriculum and teaching.

**Grading status:** Letter grade.

**EDUC 950A. Advanced Curriculum in the Humanities. 3 Credits.**

Course brings together those with interests in academic disciplines of literature, history, foreign languages and literatures, English as a second language, and the arts to examine the status of the humanities in our society and in our P-12 schools. Students will consider socio-cultural and political contexts and contributions to the humanities.

**Grading status:** Letter grade.

**EDUC 953. Research and Policy in Teacher Education. 3 Credits.**

Study different approaches taken to studying teacher education and the implications of that work on policy, tracing the trajectory from research to policy.

**Grading status:** Letter grade.

**EDUC 970. Applied Theory and Research: Dissertation Proposal Prep. 3 Credits.**

Course explores planning and conducting qualitative research. Students will apply knowledge of qualitative research to dissertation proposal/projects. They will also explore different research proposals and data collection strategies.

**Grading status:** Letter grade.

**EDUC 972. Critical Race Theory: History, Research, and Practice. 3 Credits.**

Course will explore the historical development of Critical Race Theory (CRT) from its origins in Critical Legal Studies through the more recent frameworks established in education, including intersections with LatCrit Theory, AsianCrit, QueerCrit, TribalCrit, and Critical Race Feminism.

**Grading status:** Letter grade.

**EDUC 973. Schooling Experiences of Men of Color. 3 Credits.**

Focus, through a critical lens, will be on African American and Latino men, also covers experiences of Asian American and Native American males. Study of research that addresses issues of identity, masculinities, system barriers, cultural capital, and peer group dynamics.

**Grading status:** Letter grade.

**EDUC 974. Critical Social Theory. 3 Credits.**

Course explores critical social theories through popular culture texts. Course challenges the perception that popular culture texts have little to offer in the way of educational discourse.

**Grading status:** Letter grade.

**EDUC 977. Autoethnography Educational Research. 3 Credits.**

Course will focus on the theory and practice of autoethnography, or 'reading' significant patterns in everyday experience and connecting those patterns to the self and to broader social concerns. Students will read models of autoethnography, methodological works, do writing exercises, and create independent autoethnographic projects.

**Grading status:** Letter grade.

**EDUC 990. Supervised Research. 1-3 Credits.**

Open to graduate students only. Provides students with the opportunity to work with individual faculty members in collaborative research activities in association with a seminar during the second, third, and fourth semesters of study. May be repeated for credit.

**Repeat rules:** May be repeated for credit; may be repeated in the same term for different topics.

**Grading status:** Letter grade.

**EDUC 992. Master's (Non-Thesis). 3 Credits.**

Focuses on the development of a master's project or a major paper other than a thesis.

**Repeat rules:** May be repeated for credit.

**EDUC 993. Master's Research and Thesis. 3 Credits.****EDUC 994. Doctoral Research and Dissertation. 3 Credits.**

## EDMX

### Graduate-level Courses

**EDMX 704. Literacy Reflection. 3 Credits.**

Focuses on reflective literacy teaching: problematizing, processes of understanding students' thinking about reading and writing.

**Grading status:** Letter grade.

**EDMX 706. Assessment and Accountability. 3 Credits.**

Provides students with the opportunity to review, renew, and expand their understanding of assessment and program evaluation procedures, as well as the role of accountability in educational settings.

**Grading status:** Letter grade.

**EDMX 707. Reinventing Teaching. 3 Credits.**

Admission to the M.Ed. for experienced teachers program required. Addresses contexts of teaching, teaching in the world, and teaching students in schools. This course is designed for experienced educators to 'reinvent teachers and teaching.'

**Grading status:** Letter grade.

**EDMX 708. Teacher Researcher I. 1-3 Credits.**

Enrollment in the M.Ed. for Experienced Teachers program required. Explores the meanings of research and the potential roles of teachers in conducting research. Teachers formulate possible individual or small group research projects that they can carry out during the year.

**Grading status:** Letter grade.

**EDMX 709. Teacher Researcher II. 3 Credits.**

Teachers will plan and conduct advanced inquiry/research projects informed by their knowledge of teacher-research and their experience as teacher-researchers garnered through their successful completion of EDMX 708.

**Grading status:** Letter grade.

**EDMX 710. Teacher Leadership for a Democratic Society. 3 Credits.**

Focuses on the nature of change and teachers' roles as leaders within a changing environment. Several themes are addressed: shaping school cultures, schools as communities, schools as sites for reform, and politics and schools.

**Grading status:** Letter grade.

**EDMX 715. Assessment and Differentiation. 1 Credit.**

Enrollment in the M.Ed. for experienced teachers program required. Enhances teachers' understanding of how to differentiate assessment.

**Requisites:** Prerequisite, EDMX 707.

**Grading status:** Letter grade.

**EDMX 716. Assessment and Differentiation. 3 Credits.**

Enrollment in the M.Ed. for experienced teachers program required. Enhances teachers' understanding of how to differentiate instruction. Using a case-based approach, teachers examine the areas of human development, special education and inclusion, cultural diversity, linguistic diversity, cognitive styles, and multiple intelligences as frames through which to consider creative environments to promote students' classroom success.

**Grading status:** Letter grade.

**EDMX 721. Content-Area Reading and Writing. 3 Credits.**

Focuses on current theory, research, and issues in the teaching and use of reading and writing in the content areas. This is an introductory course.

**Grading status:** Letter grade.

**EDMX 722. Advanced Reflective Literacy Teaching. 3 Credits.**

Teachers will learn how to problematize assessment of students' thinking about reading and writing in this practicum course.

**Grading status:** Letter grade.

**EDMX 723. Number Systems and Operations: K-5 Mathematical Tasks. 3 Credits.**

Course has major restrictions. Analysis and construction of effective mathematical tasks in teaching number systems and operations at the K-5 level; attention is also given to the expansion of content knowledge.

**Grading status:** Letter grade.

**EDMX 724. Data Analysis and Measurement: K-5 Classroom Interactions. 3 Credits.**

Course has major restrictions. Focuses on statistical literacy of elementary teachers and the teaching of data analysis and measurement to K-5 students; attention is also given to learning methods that facilitate appropriate classroom interactions.

**Grading status:** Letter grade.

**EDMX 725. Rational Numbers and Operations: K-5 Learning Trajectories. 3 Credits.**

Course has major restrictions. Focuses on rational number concepts through learning trajectories at the K-5 level. Attention also given to problem solving and content knowledge.

**Requisites:** Prerequisite, EDMX 723.

**Grading status:** Letter grade.

**EDMX 726. Revisiting Real Numbers Concepts. 3 Credits.**

Uses a problem-based format and group work to explore the mathematics of the real numbers with an emphasis on rational numbers.

**Grading status:** Letter grade.

**EDMX 727. Algebraic Reasoning: K-5 Discourse and Questioning. 3 Credits.**

Course has major restrictions. Focus on the early algebra concepts of functional thinking and generalized arithmetic in relationship to pedagogical practices centered on questioning in the mathematics classroom.

**Requisites:** Prerequisite, EDMX 723.

**Grading status:** Letter grade.

**EDMX 728. Topics in Mathematics Education: Geometry. 1-3 Credits.**

Provides students with a mathematical foundation and cognitive support for elementary and middle school geometry. Specific goals address structure of elementary and middle school geometry.

**Grading status:** Letter grade.

**EDMX 730. Geometry and Spatial Visualization: K-5 Assessment. 3 Credits.**

Course has major restrictions. Geometric concept development along with formative and summative assessment strategies of students' geometric thinking. Attention also is given to geometric content knowledge and diagnosis of student errors.

**Grading status:** Letter grade.

**EDMX 731. Writing in the 21st Century. 3 Credits.**

Focuses on the writing process and the theoretical foundations necessary to become practitioners who can develop and implement effective writing instruction using 21st-century skills.

**Grading status:** Letter grade.

**EDMX 732. Explorations in Literacy. 3 Credits.**

Explores what it means to be a reader and writer, the nature of development of literacy.

**Grading status:** Letter grade.

**EDMX 733. Spanish for Educators. 3 Credits.**

This graduate-level course is an introductory immersion-style Spanish course for anyone involved in education. Learners will acquire novice-level proficiency in Spanish and an awareness of Hispanic culture.

**Grading status:** Letter grade.

**EDMX 734. Revisiting Literacy. 3 Credits.**

Explores literacy topics as capstone course for master's or licensure program in literacy.

**Grading status:** Letter grade.

**EDMX 735. Math and Content Area Methods: Special Education, General Curriculum. 3 Credits.**

Students will learn characteristics of students with mild to moderate learning disabilities in math, social studies, and science. They will also learn assessment techniques and instructional methods to address these specific characteristics.

**Grading status:** Letter grade.

**EDMX 736. Mathematical Modeling: K-5 Leadership. 3 Credits.**

Restricted to majors. Generating mathematical representations and making explicit connections between concepts. Pedagogy designed to equip elementary teachers to become mathematics teacher-leaders in school settings. Focuses on topics integrated within mathematical strands.

**Requisites:** Prerequisites, EDMX 723, 724, 725, 727, and 730.

**Grading status:** Letter grade.

**EDMX 757. Social Studies Pedagogy A. 1-9 Credits.**

Designed to extend students' professional content knowledge by exploring the content and methods of a social science discipline.

**Grading status:** Letter grade.

**EDMX 758. Social Studies Pedagogy B. 3 Credits.**

Designed to extend students' professional content knowledge by exploring the content and methods of a social science discipline.

**Grading status:** Letter grade.

**EDMX 759. Contemporary Research for Social Studies Teaching. 3 Credits.**

Focuses on current research topics and methodologies in the field of social studies education and examines their implications on the field.

**Grading status:** Letter grade.

**EDMX 760. Integrated Learning. 3 Credits.**

Builds on earlier coursework and will include teachers from each of the two concentrations in the M.Ed. for Experienced Teachers. It focuses on exploring what is meant by integrated curriculum and understanding the process of developmental research as it relates to the design and use of curricula.

**Grading status:** Letter grade.

**EDMX 761. Social Studies/Humanities. 1-9 Credits.**

Aims to develop social studies teachers' understanding of social science and humanities through an interdisciplinary inquiry process.

**Grading status:** Letter grade.

**EDMX 762. Advanced Emergent and Early Literacy. 3 Credits.**

Advanced course on emergent and early literacy, focusing on the research and theory in the development of reading and writing processes from birth through first grade, emphasizing the cognitive and socio-cultural perspectives.

**Grading status:** Letter grade.

**EDMX 763. Diversity Global Education. 1-9 Credits.**

Provides a linked perspective on international studies and multicultural education. Students explore issues relevant to these two topics as they relate to teaching and learning in social studies.

**Grading status:** Letter grade.

**EDMX 764. Families and Teams in Early Childhood Intervention: Interdisciplinary Perspectives. 3 Credits.**

Open to graduate students only. Explores issues and models of family-professional and interprofessional relationships in early childhood settings. Collaborative communication and problem-solving strategies are emphasized in the context of diversity.

**Grading status:** Letter grade.

**EDMX 765. Early Childhood Assessment Strategies. 3 Credits.**

Open to graduate students only. Provides an overview and application of strategies for developmental screenings, normative evaluations, curriculum, and play-based assessments for young children ages birth through five.

**Grading status:** Letter grade.

**EDMX 766. Preschool/Kindergarten Curriculum and Learning Environments. 3 Credits.**

Open to graduate students only. Focuses on individually, developmentally, and culturally appropriate learning environment and curriculum strategies for young children with and without disabilities ages three to five.

**Grading status:** Letter grade.

**EDMX 767. Infant/Toddler Curriculum and Learning Environment. 3 Credits.**

Focuses on infant/toddler development and mental health strategies for facilitating development in the home and in child care.

**Grading status:** Letter grade.

**EDMX 768. Professional Development and Leadership in Early Childhood Intervention. 3 Credits.**

Focuses on leadership skills in mentoring, supervision, staff development, resource gathering, and applied research related to early childhood settings.

**Requisites:** Prerequisites, EDMX 764, 765, and 766.

**Grading status:** Letter grade.

**EDMX 775. Seminar in Science Education. 3 Credits.**

Teaches students curriculum and instruction strategies in science education. The focus of the course is on teaching and assessing science for conceptual understanding.

**Grading status:** Letter grade.

**EDMX 776. Perspectives on Science Education: Physical Science. 3 Credits.**

Examines physical science domains in depth. Students reflect on their own understandings of science phenomena and research their students' understandings.

**Grading status:** Letter grade.

**EDMX 777. Perspectives on Science Education: Life Science. 3 Credits.**

Studies the history of science education, curriculum design, and national reform ideas as well as projects and programs currently used in United States classrooms.

**Grading status:** Letter grade.

**EDMX 778. Perspectives of Science Education: Earth, Space, and Environmental Science. 3 Credits.**

Explores current reforms in science education through an examination of critical topics in earth-space science.

**Grading status:** Letter grade.

**EDMX 779. Big Ideas in Science Education. 3 Credits.**

Through investigations, research, and guest speakers, this course engages students in discussions about teaching science in conjunction with issues of technology and society.

**Grading status:** Letter grade.

**EDMX 782. Behavioral Support Techniques. 3 Credits.**

Emphasizes effective behavior management and applied behavior analysis techniques for intervening in the environments of exceptional children to increase learning.

**Grading status:** Letter grade.

**EDMX 789. Designing Problem Tasks for Mathematics. 1-3 Credits.**

Focuses on the analysis and construction of mathematics instructional activities.

**Grading status:** Letter grade.

**EDMX 792. Problem-Based Learning in Mathematics. 1-3 Credits.**

Focuses on the analysis and construction of mathematics instructional activities: tasks, problems, and materials with which students and teachers engage.

**Grading status:** Letter grade.

**EDMX 794. Developing Mathematical Knowledge. 3 Credits.**

Designed to help teachers think through the major mathematical ideas of the curriculum and to examine how students develop these ideas.

**Grading status:** Letter grade.

**EDMX 810. Culturally Responsive Teaching. 2 Credits.**

This course initiates thoughtful discussion of race and culture in our schools by exploring history, identity, and issues in academic achievement.

**Grading status:** Letter grade.