

# SCHOOL OF EDUCATION

## Introduction

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

## Programs of Study

Students are subject to the requirements in place when they are admitted to the School of Education; consequently, the requirements for approved programs described in this catalog particularly apply to students admitted to the school during the 2023–2024 academic year.

## Advising

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

The School of Education's director of advising, Sarah Rowe, meets with students who are interested in or admitted to any of the School of Education's undergraduate programs. Students interested in making an advising appointment can contact Mrs. Rowe ([sarahrowe@unc.edu](mailto:sarahrowe@unc.edu)). Based on a student's academic program, he or she may also need to continue to meet with an advisor in the College of Arts and Sciences.

## Admission to the School of Education

### Human Development and Family Studies

Admission to the human development and family studies major (<https://catalog.unc.edu/undergraduate/programs-study/human-development-family-studies-baed/>) is required and offered every semester. Admission is based on, but not limited to, a 2.5 grade point average, good academic standing, expressed interest in the helping professions, and space available. For more information, please visit the School of Education website (<https://ed.unc.edu/academics/programs/human-development-and-family-science/>).

### Human and Organizational Leadership Development

Admission to the human and organizational leadership development major (<https://catalog.unc.edu/undergraduate/programs-study/human-org-leadership-ba/>) is required and offered every semester. Admission is based on, but not limited to, a 2.5 grade point average, good academic standing, expressed interest in the field, and space available. For more information, please visit the School of Education website (<https://ed.unc.edu/academics/programs/human-organizational-leadership-and-development/>).

### Education Minor

The undergraduate minor in education is appropriate for undergraduate students interested in furthering their knowledge of education as a means of career development or to enhance their understanding of current schooling, community, and policy directions.

To declare a minor in education, you must see an advisor within the School of Education or the College of Arts & Sciences. During the declaration appointment, your advisor will review with you the requirements for the minor. If it is feasible for you to complete the minor within the eight-semester limit, you and your advisor will complete a declaration form to get you declared.

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

## UNC Baccalaureate Education in Science and Teaching (UNC–BEST)

UNC–BEST is a collaboration between the School of Education and the College of Arts and Sciences (<http://college.unc.edu/>). This innovative program offers undergraduate science and mathematics majors the opportunity to complete requirements for a bachelor of arts or bachelor of science and obtain licensure as a secondary science or mathematics teacher in North Carolina in four years. Students will be prepared for N.C. licensure in either mathematics (9–12) or comprehensive science (9–12).

### UNC–BEST Admissions Requirements

- Math or science (biology, chemistry, geological sciences, environmental studies/science and physics) major
- Minimum 2.7 GPA
- SAT or ACT score requirements\*  
*SAT: Math–550, Reading–550, 1100 Combined*  
*ACT: Math 24, English–24, 24 Composite*
- Completion of online application

\*Applicants who do not meet the minimum SAT and ACT score requirements can take the Praxis Core Academic Skills for Educators: Score–468 Composite; Reading–156/Writing–162; Math–150

## K–12 Music Education

K–12 Music Education is a collaboration between the School of Education and the Department of Music. This program offers undergraduate bachelor of music (B.M.) students the opportunity to complete requirements for a bachelor of music and obtain licensure as a K–12 music teacher in North Carolina in four years. Students will be prepared for N.C. licensure in teaching music at the K–12 grade level.

### Music Education Admissions Requirements

- Music major
- Minimum 2.7 GPA
- SAT or ACT score requirements\*  
*SAT: Math–550, Reading–550, 1100 Combined*  
*ACT: Math–24, English–24, 24 Composite*
- Online application which includes:
  - Personal statement (500–750 words describing your interest in teaching, pertinent background experiences, and relevant aspirations)

\*Applicants who do not meet the minimum SAT and ACT score requirements can take the Praxis Core Academic Skills for Educators: Score–468 Composite; Reading–156/Writing–162; Math–150

## Pre-M.A.T. (Early Affiliation to the Master of Arts in Teaching)

The Pre-M.A.T. is an opportunity for UNC–Chapel Hill undergraduates to engage with select M.A.T. coursework, faculty, and staff in order to pre-plan their intended entry into the Master of Arts in Teaching (M.A.T.)

upon graduation. While joining the Pre-M.A.T. is not a requirement to be considered for admission to the M.A.T., there are many benefits of joining, which include:

- M.A.T. prerequisite advising/course planning with a School of Education advisor
- Access to select M.A.T. courses as an undergraduate, which may reduce M.A.T. tuition costs, if the student is admitted
- Opportunity to get to know M.A.T. faculty and current students
- Undergraduate student engagement opportunities related to teaching and learning

Students interested in more information or applying to become a Pre-M.A.T. "early affiliate" can email the School of Education's director of advising and undergraduate student engagement, Sarah Rowe ([sarahrowe@unc.edu](mailto:sarahrowe@unc.edu)).

### Major

- Human Development and Family Science Major, B.A.Ed. (<https://catalog.unc.edu/undergraduate/programs-study/human-development-family-studies-baed/>)
- Human and Organizational Leadership Development Major, B.A. (<https://catalog.unc.edu/undergraduate/programs-study/human-org-leadership-ba/>)

### Minor

- Education Minor (<https://catalog.unc.edu/undergraduate/programs-study/education-minor/>)

## Establishing Licensure

At UNC, two undergraduate pathways for coursework prepare students for N.C. teacher licensure: UNC–BEST and K–12 Music Education. While the School of Education does not offer an undergraduate major that leads to N.C. teacher licensure, UNC students have the opportunity to engage with select master of arts in teaching (M.A.T.) coursework in order to pre-plan their intended entry into the M.A.T. upon graduation. Information on the Pre-M.A.T. can be found here (<https://ed.unc.edu/academics/programs/pre-master-of-arts-in-teaching/>) or by contacting the School of Education's director of advising and undergraduate student engagement, Sarah Rowe ([sarahrowe@unc.edu](mailto:sarahrowe@unc.edu)).

North Carolina licensure requirements are distinct from the School of Education's degree requirements. Applications for North Carolina licensure must be submitted through the N.C. Department of Public Instruction's online licensure system by the graduate seeking licensure. Forms are no longer submitted by the UNC School of Education licensure officer. The UNC School of Education licensure officer 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 website (<https://ed.unc.edu/academics/licensure/>).

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

## UNC Baccalaureate Education in Science and Teaching (UNC–BEST)





UNC–BEST is a collaboration between the School of Education and the College of Arts and Sciences (<http://college.unc.edu/>). This innovative

program offers undergraduate science and mathematics majors the opportunity to complete requirements for a bachelor of arts or bachelor of science and obtain licensure as a secondary science or mathematics teacher in North Carolina. Students will be prepared for N.C. licensure in either mathematics (9–12) or comprehensive science (9–12).

UNC–BEST students are enrolled in their respective major in the College of Arts and Sciences and, once accepted into the UNC–BEST program, complete the requirements to earn North Carolina teaching licensure.

To be recommended for N.C. licensure, UNC–BEST students should consult with their program coordinator, Dr. Cheryl Bolick, regarding edTPA and Praxis testing appropriate to their content area. More information about the testing requirements is available on the School of Education testing website ([http://soe.unc.edu/services/student\\_affairs/testing.php](http://soe.unc.edu/services/student_affairs/testing.php)).

### Program Requirements

Code	Title	Hours
EDUC 760	Methods and Materials for Teaching Secondary/ K-12 Subjects I <sup>1</sup>	3
	or MATH 410  Teaching and Learning Mathematics	
EDUC 689	Foundations of Special Education	3
EDUC 532	 Human Development and Learning	3
	or EDUC 501  Adolescent and Adulthood Development: A Cross-Cultural	
EDUC 615	Schools and Community Collaboration	3
EDUC 593	 Internship/Student Teaching (UNC–BEST Teaching Internship)	12
EDUC 601	Education Workshops	1
<b>Total Hours</b>		<b>25</b>



<sup>1</sup> Fall only course

## K–12 Music Education

K–12 music education is a collaboration between the School of Education and the Department of Music. This program offers undergraduate bachelor of music (B.M.) students the opportunity to complete requirements for a bachelor of music and obtain licensure as a K–12 music teacher in North Carolina in four years. Students will be prepared for N.C. licensure in teaching music at the K–12 grade level.

To be recommended for N.C. licensure, K–12 music education students must complete Praxis testing appropriate to their content area. More information about the testing requirements is available on the School of Education testing website (<https://ed.unc.edu/academics/licensure/testing-required-for-nc-licensure/>).

### Program Requirements

Code	Title	Hours
<b>Education Courses</b>		
EDUC 689	Foundations of Special Education	3
EDUC 532	 Human Development and Learning	3
EDUC 615	Schools and Community Collaboration	3
EDUC 593	 Internship/Student Teaching (Music Education)	12

EDUC 601	Education Workshops (must be completed in Fall & Spring of last year, 1 credit hour each)	2
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**Music Courses**

MUSC 168	Basic Conducting	3
MUSC 226	Woodwinds, Brass, Percussion, and Strings Techniques	3
MUSC 227	Keyboard, Vocal, and Elementary Music Techniques	3
MUSC 228	Principles of Teaching Music	3
MUSC 309	Advanced Lessons in Conducting	3

<b>Total Hours</b>		<b>38</b>
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## Professors

Fouad Abd-El-Khalick, Harriet Able, Brian Boyd, Kathleen Brown, Gregory Cizek, Lora Cohen-Vogel, Thurston (Thad) Domina, Dorothy L. Espelage, Jeff Greene, Jill Hamm, Sherick Hughes, Xue Lan Rong, Troy D. Sadler, Keith Sawyer, Matthew Springer.

## Associate Professors

Janice Anderson, Matthew Bernacki, Cheryl Mason Bolick, Dionne Cross Francis, Nianbo Dong, Jocelyn Glazier, Dana Griffin, Peter Halpin, Eric Houck, Kara Hume, Ethan Hutt, Daniel Klasik, Steve Knotek, Roger Mills-Koonce, Kihyun "Kelly" Ryoo, James Trier.

## Assistant Professors

Kathryn Leech, Constance A. Lindsay, Marisa Marraccini, Robert Martinez Jr., Lauren Sartain.

## Professor of the Practice

Buck Goldstein.

## Research Professors

Donald Bailey, Sharon Derry, Samuel Odom Jr., Ellen Peisner-Feinberg, Alistair Van Moere.

## Research Associate Professors

Jacqueline McLaughlin, Desiree Murray.

## Clinical Associate Professors

Jennifer Diliberto-Fender, Sandra Evarrs, Helyne Frederick, Diana Lys.

## Clinical Assistant Professors

Todd Cherner, Jemilia Davis, Emily Halpin, Lewis Hatcher, Martinette Horner, Kristin Papoi, Dana Riger, Yuliana Rodriguez-Vongsavanh, Christopher Scott.

## Adjunct Professors

Todd Boyette, WJ Fitzgerald, Stephen Hooper, Malbert Smith.

## Adjunct Associate Professors

Amy Johnson, Laura Klingler, Rebekah Layton, Catherine Scott, Meghan Walter.

## Adjunct Assistant Professors


Elizabeth Allen Green, Abby Ampuja, Jessica Amsbary, Juliann Anderson, Gina Arnone, Alyson Baumgartner, Sarah Bausell, Mary Bratch-Hines, Timothy Conder, Theresa Coogan, Dana Copeland, Adina Davidson, Peter Duquette, Lori Edmonds, Rochelle Evans, Christine Fierro, Kayla Fike, Moya Foster, Daniel Gibboney, Brian Gibbs, Meg Goodhand, Gordon Grant, Crystal Harden, Shauna Harris, Robin Horton, Carolyn Jefferson-Jenkins, Carol Jordan, Ariana Kanwit, Francemise Kingsberry, Chih-Ing Lim, Robert Lucas, Amber Majors, Kate Murray, Kyle Nickodem, Nathalie Powell, Darlene Ryan, Ann Sam, Beverly Schieman, Alisha Schiltz, Melissa Senior, Kenyann Stanford, Alexander Tabori, Miranda Thomas, Megan Vin, Chaka Ward Hatcher, Jessica Wery, Paul Wolff, Jonathan Wright, Nicole Young.

## Adjunct Instructors

Mary Carmen Bartolini, Scott Benson, Brenda Berg, Stafanie Bordeaux, Kayela Buffaloe, Luke Carman, Victoria Chavis, Jose Cisneros, Lucas Fayard, Carmen Gonzalez, Sydney Howell, Ricardo Hurtado, Darci Jones, Mayra Morales, Ryan Nilsen, Ion Outterbridge, Berengere Phillips, Elizabeth Shaver, Marcela Torres-Cervantes, Elaine Utin.

## EDUC–Education

### Undergraduate-level

 **EDUC 65. First-Year Seminar: School Daze: What's School Got to do with Getting an Education?. 3 Credits.**

This seminar explores the concepts of schooling and education. Students will be challenged to reconsider their experiences and notions about pre-K through 12 schooling and to examine alternatives.

#### Rules & Requirements

 **IDEAs in Action Gen Ed: FY-SEMINAR.**

**Grading Status:** Letter grade.

 **EDUC 89. First-Year Seminar: Special Topics. 3 Credits.**

Course content will vary each semester.

#### Rules & Requirements

 **IDEAs in Action Gen Ed: FY-SEMINAR.**

**Grading Status:** Letter grade.

**EDUC 101. First Year Thriving. 2 Credits.**

The course will introduce students to the scholarship on transitions and potential paths for thriving at a liberal arts institution. Students apply research on learning science, emerging adulthood, cultural competence, and well-being to enhance their own experience. First year students only.

#### Rules & Requirements

**Grading Status:** Letter grade.

**EDUC 111. Career Exploration. 1 Credits.**

Career Exploration is a designed to expose first and second year students to career development theories, while providing a framework for exploring and discovering their interests and skills. Previously offered as EDUC 131. No seniors.

#### Rules & Requirements

**Grading Status:** Letter grade.

**EDUC 121. Tutoring in the Schools I. 2 Credits.**

Provides a basic introduction to teaching and education. This course consists of a seminar based with field placements in different levels of schools.

**Rules & Requirements**

**Grading Status:** Letter grade.

**EDUC 122. Tutoring in the Schools II. 1 Credits.**

Combines tutoring training with a field placement for tutoring in literacy and mathematics in grades kindergarten through three.

**Rules & Requirements**

**Grading Status:** Letter grade.

**EDUC 130. Navigating the Research University. 1 Credits.**

This course will provide students with knowledge to succeed at a research university. Students will consider what it means to have a liberal arts education and will learn about motivation, resiliency, and self-advocacy. Students will reflect on their current work toward academic success and their path to graduation.

**Rules & Requirements**

**Grading Status:** Letter grade.

**EDUC 140. Sources of Strength Leadership. 3 Credits.**

This course is characterized by three major components: 1.) training student leaders in basic principles of prevention science and strengths-based approaches; 2.) providing space, guidance, and support to facilitate the creation and execution of community campaigns to promote building and harnessing of protective factors; 3.) easing the transition to college by welcoming students into a supportive and small cohort, building relationships with faculty, and learning real-life applications of the psychological science of wellbeing.

**Rules & Requirements**

**Grading Status:** Letter grade.

**EDUC 149. Experiential Education and Civic Identity. 1 Credits.**

The course will introduce students to the history and contemporary scholarship of experiential education. It will explore high impact practices in higher education and the role that experiences such as Outward Bound expeditionary education courses can play in an undergraduate student's development and success in college and on the development of civic identity. 28-day Outward Bound course or similar expeditionary education experiences per instructor discretion.

**Rules & Requirements**

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

**Grading Status:** Letter grade.

**EDUC 150. The Science of Learning (Intensive). 1 Credits.**

This course is an abbreviated and intensive version of EDUC 330: The Science of Learning. It is designed to optimize the beliefs and techniques critical for thriving at a rigorous university. Students will be exposed to research, particularly from cognitive psychology and behavioral neuroscience, which identifies the most effective methods of learning. Participants will also be given opportunities to implement such methods. Students may not receive credit for both EDUC 150 and EDUC 330.

**Rules & Requirements**

**Grading Status:** Letter grade.

 **EDUC 181. Introduction to Human Development and Family Science. 3 Credits.**

This course introduces students to Human Development & Family Science (HDFS) as an integrated and applied discipline. Students will explore major theories and research areas in HDFS and make practical connections to careers in the helping professions, such as teaching, social work, counseling, and therapies (speech/ language, occupational, physical, etc.).

**Rules & Requirements**

 **IDEAs in Action Gen Ed:** FY-LAUNCH (only designated sections), FC-KNOWING.

**Making Connections Gen Ed:** SS.

**Grading Status:** Letter grade.

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

This course provides students the opportunity for introductory exploration and discussion of selected topics in education.

**Rules & Requirements**

**Repeat Rules:** May be repeated for credit; may be repeated in the same term for different topics; 15 total credits. 5 total completions.

**Grading Status:** Letter grade.

**EDUC 211. Career Planning and Job Searching. 1 Credits.**

This course is designed for juniors and seniors who are preparing to embark on their post-Carolina job search. Students will learn how to develop the necessary tools and skills required to execute an effective job search, while understanding and applying theoretical concepts related to strengths, adaptability, and resilience in career development. Course previously offered as EDUC 132. No first year students.

**Rules & Requirements**

**Grading Status:** Letter grade.

**EDUC 221. Tutoring in the Schools III. 1 Credits.**

Combines tutoring training with a field placement for tutoring in literacy and mathematics in grades four through eight.

**Rules & Requirements**

**Grading Status:** Letter grade.

**EDUC 222. Tutoring in the Schools IV. 1 Credits.**

Focuses on the relationship among arts, creativity, and education.

**Rules & Requirements**

**Grading Status:** Letter grade.

**EDUC 230. Thriving After the First Year: Accessing High Impact Opportunities. 1 Credits.**

The course is designed primarily to help students identify and access meaningful HIPs aligned with their individual values, needs, and goals. Students will be guided to ask critical and reflexive questions that will help them describe and link their unique purpose at the university with their potential contributions to the world. The course includes substantive content on student belonging and student engagement. Not open to first-year students.

**Rules & Requirements**

**Grading Status:** Letter grade.

**EDUC 231. The Science of Well-Being. 3 Credits.**

Students will learn the science of well-being for emerging adulthood. The course will bridge contemporary literature on development, non-cognitive factors, positive psychology (e.g., hope, optimism) and more. Learn and invest in your well-being as a student at UNC-Chapel Hill and beyond. No First-year students.

**Rules & Requirements**

**IDEAs in Action Gen Ed:** FC-KNOWING.

**Making Connections Gen Ed:** SS, CI.

**Grading Status:** Letter grade.

**EDUC 250. Risk and Resiliency: Challenges and Opportunities in Education. 4 Credits.**

Explores factors that put children at risk for educational failure and interventions to increase resiliency. Service and learning experiences in educational and community agencies are integral to the course.

**Rules & Requirements**

**Grading Status:** Letter grade.

**EDUC 257. Inquiry and Data Applications. 3 Credits.**

This course focuses on the organizational context within which leaders work, and the internal reform initiatives that leaders leverage for organizational improvement. Using analysis, discussion, and reflection, students will examine real issues confronting organizational leaders and the processes of inquiry that leaders use to address these issues. Students will study several foundational topics in social science research with application to organizational life.

**Rules & Requirements**

**Grading Status:** Letter grade.

**EDUC 301. Junior Transfer Seminar - Thriving in Transition. 3 Credits.**

Course challenges students to think critically about educational issues as they transition to a research university. Through readings, videos and activities, students explore the value of higher education, the development of intelligence, and the role of habit and happiness in college success. Students also conduct and present original qualitative research.

**Rules & Requirements**

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

**Grading Status:** Letter grade.

**EDUC 309. Foundations of Leadership. 3 Credits.**

A three-credit seminar on leadership styles, philosophies, and issues related to leadership. Each class will overlap these concepts (topical or theory/practice, service, and self-awareness.)

**Rules & Requirements**

**IDEAs in Action Gen Ed:** FY-LAUNCH (only designated sections).

**Grading Status:** Letter grade.

**EDUC 311. Life-Career Design. 3 Credits.**

This course examines the contemporary research in career development (e.g. happiness, purpose, decision-making, values, experiential learning). The course guides students to use design thinking to apply the concepts to life action plans. Students will increase self-awareness and self-advocacy to maximize their potential and envision multiple pathways for further education and life-work balance. Sophomores, juniors, and seniors only.

**Rules & Requirements**

**IDEAs in Action Gen Ed:** FC-KNOWING.

**Making Connections Gen Ed:** SS.

**Grading Status:** Letter grade.

**EDUC 316. Advanced Leadership Development Seminar. 3 Credits.**

This is a three-credit course with a focus on delving deeper into issues relevant to leadership and education. This course is open to seniors, juniors, and sophomores with student organization experience and an interest in an advanced exploration of leadership.

**Rules & Requirements**

**Grading Status:** Letter grade.

**EDUC 317. Dynamics of Effective Leadership. 1 Credits.**

The course is intended to provide an introduction to leadership theory, a forum for reflection upon personal strengths and contributions to leadership, and an opportunity to explore the nature of working in teams and groups.

**Rules & Requirements**

**Grading Status:** Pass/Fail.

**EDUC 318. Peer Leadership in the University Environment. 2 Credits.**

This course revolves around and centers on the Relational Leadership Model which defines leadership as the relational and ethical process of people together attempting to accomplish positive change.

**Rules & Requirements**

**IDEAs in Action Gen Ed:** RESEARCH.

**Making Connections Gen Ed:** EE- Mentored Research.

**Grading Status:** Letter grade.

**EDUC 320. Navigating Education in Borderlands. 3 Credits.**

This course provides students a preliminary introduction to qualitative research methods as a mechanism for critically examining the concept of borders and implications for students' own educational experiences. While immersed in a geographic borderlands space, students will explore the "border" as not just the physical border between Mexico and the US, but as Gloria Anzaldúa presents in her 1987 book *Borderlands/ La Frontera*, as a "psychic, social, and cultural terrain that we inhabit".

**Rules & Requirements**

**IDEAs in Action Gen Ed:** FC-GLOBAL or FC-POWER, RESEARCH.

**Making Connections Gen Ed:** SS, EE- Mentored Research.

**Grading Status:** Letter grade.

**EDUC 325. Introduction to Counseling and Coaching. 3 Credits.**

This course provides students with an overview of the major counseling and group work theories, an introduction to individual and group work counseling techniques, the conditions that facilitate an effective working relationship with clients across the lifespan applying cultural awareness and sensitivity, the general stages in group and individual counseling processes, and professional ethics. The course also provides an overview of coaching as a method of helping families thrive. Course restricted to majors.

**Rules & Requirements**

**IDEAs in Action Gen Ed:** COMMBEYOND.  
**Grading Status:** Letter grade.

**EDUC 330. The Science of Learning. 3 Credits.**

Students study several facets of learning in the modern world, and investigate what scholarship in cognitive psychology, educational psychology, and the learning sciences can do to help us maximize that learning.

**Rules & Requirements**

**IDEAs in Action Gen Ed:** FC-KNOWING.  
**Making Connections Gen Ed:** SS.  
**Grading Status:** Letter grade.

**EDUC 349. Adulting. 3 Credits.**

The course critically analyzes the contemporary and cultural application of emerging adulthood theory. Themes center on identity, competence, managing emotions, purpose, intimacy, civic engagement, and more. Practical learning and skills surrounding financial literacy are included. Students co-create core adulting skills through research and skill demonstrations. Sophomores, juniors, and seniors only.

**Rules & Requirements**

**IDEAs in Action Gen Ed:** FC-KNOWING.  
**Making Connections Gen Ed:** SS.  
**Grading Status:** Letter grade.

**EDUC 357. Organizational and Community Development. 3 Credits.**

In this course, we make organizations an object of study. Together, we will ask: Where do organizations come from? What accounts for their success and failure? And, most importantly, what can each of us do to make the organizations that we are part of better serve us all? Organizations include hospitals, nursing homes, schools, neighborhoods, clubs, and various workplaces.

**Rules & Requirements**

**Grading Status:** Letter grade.

**EDUC 375. Identity and Sexuality. 3 Credits.**

This course will guide students in the examination of the vital role that sexuality, sexual identity, gender, race and class play in families, communities, and educational settings. These and other socio-cultural factors, which often intersect and are embedded in historic ways of constructing what it means to be "normal," fundamentally shape how individuals understand themselves, their place in the world, as well as others around them.

**Rules & Requirements**

**IDEAs in Action Gen Ed:** FC-POWER.  
**Making Connections Gen Ed:** US.  
**Grading Status:** Letter grade.

**EDUC 387. Peer Tutoring. 3 Credits.**

Peer Tutoring is an APPLES service-learning course that provides undergraduates the opportunity to serve fellow students through tutoring. Tutors must have an overall GPA of 3.0 or higher.

**Rules & Requirements**

**IDEAs in Action Gen Ed:** HI-SERVICE.  
**Making Connections Gen Ed:** EE- Service Learning.  
**Grading Status:** Pass/Fail.

**EDUC 390. Special Topics in Education. 3 Credits.**

This course provides students the opportunity for intensive exploration and discussion of selected topics in education.

**Rules & Requirements**

**Repeat Rules:** May be repeated for credit; may be repeated in the same term for different topics.  
**Grading Status:** Letter grade.

**Advanced Undergraduate and Graduate-level****EDUC 400. Autism in Our Communities: An Interdisciplinary Perspective. 3 Credits.**

Students have 30 hours of service-learning with individuals with autism at community partner sites. Class discussions introduce students to diverse topics related to autism spectrum disorder. This is an APPLES course.

**Rules & Requirements**

**IDEAs in Action Gen Ed:** HI-SERVICE.  
**Making Connections Gen Ed:** EE- Service Learning.  
**Grading Status:** Letter grade.  
**Same as:** SPHS 400.

**EDUC 401. Childhood Development: Prenatal Birth to Age 12. 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 prenatal to age 12.

**Rules & Requirements**

**IDEAs in Action Gen Ed:** FC-KNOWING.  
**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.

**Rules & Requirements**

**Grading Status:** Letter grade.

**EDUC 403. Individuals, Families, and Communities in Diverse Contexts. 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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

 **IDEAs in Action Gen Ed:** FC-KNOWING, HI-INTERN.

**Making Connections 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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**Making Connections 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.

**Rules & Requirements**

**Grading Status:** Letter grade.

**EDUC 421. Community Organizations and Children I. 1 Credits.**

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.

**Rules & Requirements**

**Grading Status:** Letter grade.

**EDUC 422. Community Organizations and Children II. 1 Credits.**

Provides prospective teachers with an understanding of the community contexts of the schools. Second semester of a two-semester course.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

 **IDEAs in Action Gen Ed:** HI-SERVICE.

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

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

**Requisites:** Prerequisites, EDUC 465 and 466.

**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. HDF5 majors or permission from the program coordinator.

**Rules & Requirements**

**Grading Status:** Letter grade.

**EDUC 472. System Improvement and Implementation at Scale. 3 Credits.**

A collaborative, experiential, and data-driven course for understanding and facilitating organizational learning and change. Students will complete an "improvement research project" based on their own personal interests and/or in partnership with practitioners in an organizational setting. Students will direct their course of study around three core questions: What is the specific problem I am trying to solve? What change might I introduce and why? How will I know whether the change is actually an improvement?

**Rules & Requirements**

**Requisites:** Prerequisite, EDUC 257.

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**Making Connections 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.

**Rules & Requirements**

**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 501. Adolescent and Adulthood Development: A Cross-Cultural. 3 Credits.**

This course examines biological, cognitive, psychological, and social development in adolescence and adulthood. Students will examine these milestones in development as they vary by gender, race/ethnicity, sexual orientation, ability, socio-economic status, education, and other contextual/cross-cultural factors. The course includes an examination of how adolescents and adults function within families, social networks, schools, media, and work.

**Rules & Requirements**

 **IDEAs in Action Gen Ed:** FC-KNOWING.

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**Making Connections 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.

**Rules & Requirements**

 **IDEAs in Action Gen Ed:** FC-KNOWING or FC-POWER.

**Making Connections 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.

**Rules & Requirements**

 **IDEAs in Action Gen Ed:** FC-POWER.

**Making Connections 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.

**Rules & Requirements**

 **IDEAs in Action Gen Ed:** FC-AESTH.

**Making Connections 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.

**Rules & Requirements**

 **IDEAs in Action Gen Ed:** FC-KNOWING or FC-VALUES.

**Making Connections 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.

**Rules & Requirements**

**Making Connections Gen Ed:** SS.

**Grading Status:** Letter grade.

 **EDUC 510. Latinx Experience in Education. 3 Credits.**

Course examines the social-historical, cultural, and political contexts that shape the educational experience of Mexican Americans/Chicanxs and the broader Latinx community. Using critical race theory, paying attention to issues of cultural identity and agency as we move across various geopolitical dimensions of contestation, resistance, and immigration, including the southwestern U.S. and new Latinx diaspora spaces - namely the US South. Including critically exploring PreK-12 schools, higher education, and social initiatives to address inequities in education.

**Rules & Requirements**

 **IDEAs in Action Gen Ed:** FC-KNOWING or FC-POWER.

**Making Connections 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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**


**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

 **IDEAs in Action Gen Ed:** RESEARCH.

**Making Connections 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."

**Rules & Requirements**

 **IDEAs in Action Gen Ed:** FC-AESTH.

**Making Connections 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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**Making Connections 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.

**Rules & Requirements**

 **IDEAs in Action Gen Ed:** FC-VALUES.

**Making Connections 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.

**Rules & Requirements**

**Making Connections 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.

**Rules & Requirements**

**IDEAs in Action Gen Ed:** FC-KNOWING.

**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.

**Rules & Requirements**

**IDEAs in Action Gen Ed:** FC-KNOWING or FC-PAST.

**Making Connections 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.

**Rules & Requirements**

**IDEAs in Action Gen Ed:** FC-KNOWING, RESEARCH.

**Making Connections 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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**IDEAs in Action Gen Ed:** FC-KNOWING.

**Making Connections 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.

**Rules & Requirements**

**IDEAs in Action Gen Ed:** FC-POWER.

**Making Connections 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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**Grading Status:** Letter grade.

**EDUC 543. Higher Education in the US. 3 Credits.**

Does it matter what you learn in college? What is really going on when you join a fraternity or sorority? In this course we will examine the role of higher education in U.S. society and why it matters that you are enrolled here at all.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**Requisites:** Prerequisite, EDUC 551.

**Grading Status:** Letter grade.

**EDUC 555. Constructive Coaching I: Starting Out Right. 1 Credits.**

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.

**Rules & Requirements**

**Grading Status:** Letter grade.

**EDUC 556. Constructive Coaching II: Effective Management of Student Behavior. 1 Credits.**

Course designed to help lateral entry candidates by improving their classroom management skills, specifically those related to student behavior.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**IDEAs in Action Gen Ed:** FC-AESTH or FC-CREATE, COMMBEYOND.

**Making Connections Gen Ed:** LA, CI.

**Grading Status:** Letter grade.

**EDUC 568. Seminar on Teaching. 3 Credits.****Rules & Requirements**

**Requisites:** Prerequisites, EDUC 465, 466, and 469; 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.

**Rules & Requirements**

**IDEAs in Action Gen Ed:** FC-PAST.

**Making Connections 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.

**Rules & Requirements**

**IDEAs in Action Gen Ed:** FC-CREATE.

**Making Connections 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.

**Rules & Requirements**

**IDEAs in Action Gen Ed:** FC-CREATE.

**Making Connections 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.

**Rules & Requirements**

**Making Connections 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.

**Rules & Requirements**

**Making Connections Gen Ed:** LA, CI.

**Grading Status:** Letter grade.

**EDUC 575. Nurturing Latinx Identity Formation. 3 Credits.**

Through engagement, students will critically reflect on challenges and opportunities within schools and communities to transform these spaces positively. The course's central focus is learning how to re-imagine and redesign inclusive learning environments that uplift and advocate for positive racial/ethnic identity development of Southern Latinx youth. This course will utilize theories and frameworks to help students contextualize the experiences of Latinx communities in education while acquiring high impact practices to serve Latinx youth effectively.

**Rules & Requirements**

**IDEAs in Action Gen Ed:** FC-KNOWING or FC-POWER.

**Making Connections Gen Ed:** US.

**Grading Status:** Letter grade.

**EDUC 576. LatinxEd Internship. 3 Credits.**

This course is primarily built upon weekly service learning, as students receive hands-on and behind-the-scenes experience in serving LatinxEd and its youth-serving initiatives and programs. 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/partners. Students will demonstrate skills learned in EDUC 575.

**Rules & Requirements**

**IDEAs in Action Gen Ed:** FC-KNOWING or FC-POWER, HI-SERVICE.

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

**Requisites:** Prerequisite, EDUC 575.

**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.

**Rules & Requirements**

**IDEAs in Action Gen Ed:** HI-SERVICE.

**Requisites:** Prerequisite, EDUC 408.

**Grading Status:** Letter grade.

**EDUC 585. Activating Human Organizational Leadership and Development. 3 Credits.**

This course provides an integrative learning experience that prepares students to apply academic learning acquired in previous coursework to real-life situations likely to be encountered in the internship experience and throughout their careers. The project-based approach is intended to culminate learning about human development and organizational theory and provide an opportunity to practice and prepare for their capstone experience. Majors only.

**Rules & Requirements**

**Requisites:** Prerequisite, EDUC 309.

**Grading Status:** Letter grade.

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

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.

**Rules & Requirements**

**IDEAs in Action Gen Ed:** HI-LEARNTA.

**Making Connections Gen Ed:** EE - Undergraduate Learning Assistant, ULA.

**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.

**Rules & Requirements**

**IDEAs in Action Gen Ed:** HI-INTERN.

**Making Connections 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. 12 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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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 and Policy. 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.

**Rules & Requirements**

**Grading Status:** Letter grade.

**EDUC 611. Black Families in Social and Contemporary Contexts. 3 Credits.**

This course examines the diversity of Black families in the United States with a focus on the intersection of race, class, gender. The course examines theoretical and practical knowledge needed to develop and promote and maintain healthy Black families and identities. The course considers how historical trauma, slavery, the social construction of race, Blackness, political, and economic factors impact the well-being of Black children, youth, and adults within relationships, families, and social institutions.

**Rules & Requirements**

**IDEAs in Action Gen Ed:** FC-POWER.

**Making Connections Gen Ed:** SS, US.

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**Making Connections 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.

**Rules & Requirements**

**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.

**Rules & Requirements**

 **IDEAs in Action Gen Ed:** HI-SERVICE.

**Making Connections 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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**Grading Status:** Letter grade.

**EDUC 628. Teaching English Language Learners. 3 Credits.**

Provides an introduction to second language acquisition and considerations for the educational experiences of emergent bilingual/multilingual students in the context of U.S. schools.

**Rules & Requirements**

**Making Connections 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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**Requisites:** Prerequisite, EDUC 408; permission of the instructor for students lacking the prerequisite.

**Grading Status:** Letter grade.

**EDUC 672. UNC Teaching Fellows: Community of Learners. 1 Credits.**

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 reflect on experiences and knowledge gained through readings, discussions, and community engagement. Previously offered as EDUC 872.

**Rules & Requirements**

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

**Grading Status:** Pass/Fail.

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

**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.

**Rules & Requirements**

 **IDEAs in Action Gen Ed:** RESEARCH.

**Making Connections 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.


**Rules & Requirements**

 **IDEAs in Action Gen Ed:** RESEARCH.

**Making Connections Gen Ed:** EE- Mentored Research.

**Requisites:** Prerequisite, EDUC 691H; A grade of B or better in EDUC 691H is required to take this course.

**Grading Status:** Letter grade.

 **EDUC 695. Human Organizational Leadership and Development Capstone. 9 Credits.**

This course provides an integrative learning experience in which HOLD students apply academic learning acquired in previous coursework to real-life situations encountered in the field. The internship serves as the capstone of the HOLD major, requiring senior students to demonstrate mastery of the skills learned in the HOLD major. Students are required to complete a Human Organizational Leadership and Development project that will be shared in both written format and an oral presentation. Restricted to Majors only.

**Rules & Requirements**

 **IDEAs in Action Gen Ed:** HI-INTERN.

**Making Connections Gen Ed:** EE- Academic Internship, EE- Service Learning.

**Requisites:** Prerequisites, EDUC 257, EDUC 309, EDUC 357, EDUC 505, EDUC 508, and EDUC 585.

**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.

**Rules & Requirements**

**Making Connections Gen Ed:** EE- Mentored Research.

**Grading Status:** Letter grade.

 **EDUC 698. Internship in Human Development and Family Science. 3-9 Credits.**

The primary goal of this course is to provide 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, requiring senior students to demonstrate mastery of skills learned in the HDFS major. Students are also required to complete a Leadership/Family Life Education project for the internship site shared both in written format and oral presentation.

**Rules & Requirements**

 **IDEAs in Action Gen Ed:** HI-INTERN.

**Making Connections Gen Ed:** EE- Academic Internship, EE- Service Learning.

**Requisites:** Prerequisites, EDUC 181, 408, and 583.

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

**Grading Status:** Letter grade.

**EDUC 699. Teaching the Science of Literacy. 3 Credits.**

The course examines the science of literacy and how children learn to read and write. The course will emphasize evidence-based practices in foundations of reading and writing, based on the literature of the science of reading. Using the multi-tiered system of support (MTSS) framework, students will learn how to target literacy to meet individual needs based on formative and summative assessments. Students will learn to link progress monitoring to EBPs for tracking responsiveness to instruction.

**Rules & Requirements**

**Grading Status:** Letter grade.

## Contact Information

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