

EDUCATION (EDUC)

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

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

Grading status: Letter grade.

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

Course content will vary each semester.

Repeat rules: May be repeated for credit; may be repeated in the same term for different topics; 6 total credits. 2 total completions.

Grading status: Letter grade.

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

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

Grading status: Letter grade.

EDUC 122. Tutoring in the Schools II. 1 Credit.

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

Grading status: Letter grade.

EDUC 130. Navigating the Research University. 1 Credit.

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

Grading status: Letter grade.

EDUC 131. Career Exploration. 1 Credit.

Provides students an opportunity for exploration of career choices.

Grading status: Pass/Fail.

EDUC 132. Career Planning. 1 Credit.

This course is designed for juniors and seniors who are preparing to embark on their post-Carolina job search. Students will learn how to develop the necessary tools and skills required to execute an effective job search.

Grading status: Pass/Fail.

EDUC 181. Introduction to Human Development and Family Studies. 3 Credits.

Introduces students to theories and major research areas in human development and family studies while connecting this theory and research to careers in the helping professions. Students shadow a professional in a field of their choice.

Grading status: Letter grade.

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

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

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

Grading status: Letter grade.

EDUC 221. Tutoring in the Schools III. 1 Credit.

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

Grading status: Letter grade.

EDUC 222. Tutoring in the Schools IV. 1 Credit.

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

Grading status: Letter grade.

EDUC 231. Thrive@Carolina and Beyond. 3 Credits.

Learn about the science of thriving and strengths-based strategies for young adult development. The course will bridge contemporary literature on positive psychology (e.g., hope, optimism), developmental assets, resiliency, cultural competence, engagement/connectedness, positive youth development, and more. In particular, learn and work on thriving as a student at UNC-Chapel Hill.

Gen Ed: SS, CI.

Grading status: Letter grade.

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

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

Grading status: Letter grade.

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

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

Gen Ed: SS, EE- Field Work.

Grading status: Letter grade.

EDUC 309. An Examination of Quality and the Pursuit of Betterness. 3 Credits.

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

Grading status: Letter grade.

EDUC 316. Advanced Leadership Development Seminar. 3 Credits.

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

Grading status: Letter grade.

EDUC 317. Dynamics of Effective Leadership. 1 Credit.

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

Grading status: Pass/Fail.

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

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

Gen Ed: EE- Mentored Research.

Grading status: Letter grade.

EDUC 330. The Science of Learning. 3 Credits.

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

Gen Ed: SS.

Grading status: Letter grade.

EDUC 387. Peer Tutoring. 3 Credits.

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

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

Grading status: Pass/Fail.

EDUC 390. Special Topics in Education. 3 Credits.

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

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

Grading status: Letter grade.

EDUC 400. Autism in Our Communities: An Interdisciplinary Perspective. 3 Credits.

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

Gen Ed: EE- Service Learning.

Grading status: Letter grade

Same as: SPHS 400.

EDUC 401. Introduction to Early Childhood Development: Birth to Eight. 3 Credits.

This course examines the field of child development as it contributes to the teaching and learning of children in early childhood and elementary educational settings, ages birth to eight.

Grading status: Letter grade.

EDUC 402. Models of Early Childhood Service Delivery. 3 Credits.

This seminar serves as an introduction to the field of child development and early childhood education and special education. Students learn about the primary professional disciplines and agencies serving young children and their families. Current policy, recommended practices, and research innovations are reviewed.

Grading status: Letter grade.

EDUC 403. Families, Schools, and Community Services. 3 Credits.

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

Grading status: Letter grade.

EDUC 404. Infant/Toddler Assessment and Intervention. 3 Credits.

Restricted to majors. Permission of the instructor for nonmajors. Provides students with knowledge of program models and curricula/intervention strategies for working with infants and toddlers with and without disabilities. Information is provided regarding identification and assessment strategies for infants, toddlers, and two-year-olds. Program models for working with families are emphasized.

Requisites: Prerequisite, EDUC 401.

Grading status: Letter grade.

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

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

Grading status: Letter grade.

EDUC 413. Language and Literacy Learning. 3 Credits.

Permission of the instructor for nonmajors. This course covers the theoretical and developmental aspects of language and literacy processes and practices. The course will cover reading, writing, speaking, listening and viewing practices, birth to age 12.

Grading status: Letter grade.

EDUC 416. Curriculum Integration: Science, Math, and Technology. 3 Credits.

Permission of the instructor for nonmajors. The focus of this course is children's development in mathematical and scientific ways of knowing and the use of technology to support this development.

Grading status: Letter grade.

EDUC 421. Community Organizations and Children I. 1 Credit.

Provides an understanding of the community contexts of schools and an experience working in community group. This is the first semester of two-semester course.

Grading status: Letter grade.

EDUC 422. Community Organizations and Children II. 1 Credit.

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

Requisites: Prerequisite, EDUC 421.

Grading status: Letter grade.

EDUC 441. Education in American Society. 3 Credits.

A reflective examination of beliefs and attitudes associated with 1) the historical, philosophical, sociological, political, and economic forces affecting education and schooling in the United States; 2) the structure and function of the school system; and 3) current issues and trends in American schooling and education.

Grading status: Letter grade.

EDUC 464. Teaching Profession. 3 Credits.

Introduction to teaching. Course covers foundations and philosophies of education, current issues, and trends in public schooling.

Grading status: Letter grade.

EDUC 465. Introduction to Teaching. 2 Credits.

Offered concurrently with EDUC 466. Restricted to students admitted to the middle grades teacher education program. Initiates students into the teaching profession. The course stresses what it is like to be a teacher, with concurrent emphasis on the life of the student and the study of schools.

Grading status: Letter grade.

EDUC 466. Planning for Teaching in the Middle Grades. 3 Credits.

Offered concurrently with EDUC 465. Restricted to students admitted to the middle grades teacher education program. Helps students learn how to plan and develop skills to meet the unique and diverse needs of young adolescents as they prepare to teach.

Grading status: Letter grade.

EDUC 469. Developing Skills for Teaching. 3 Credits.

Helps students develop a variety of basic teaching skills used by classroom teachers. This course will be conducted primarily as a laboratory course.

Requisites: Prerequisites, EDUC 465 and 466.

Gen Ed: EE- Field Work.

Grading status: Letter grade.

EDUC 493. Practicum. 1-6 Credits.

Permission of the instructor for nonmajors. Students gain familiarity with the operations and complexity of teaching. Students observe instruction, assist in teaching, learn about the curriculum and specific resources, interact with school personnel, work with students, and apply skills learned in previous courses. Prepares students for internship or student teaching.

Gen Ed: EE- Field Work.

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

Grading status: Letter grade.

EDUC 496. Independent Study. 1-3 Credits.

Permission of the instructor. Provides readings and research under the direction of a faculty member. May be repeated for a maximum of six credit hours.

Repeat rules: May be repeated for credit; may be repeated in the same term for different topics; 12 total credits. 4 total completions.

Grading status: Letter grade.

EDUC 503. Leadership Seminar. 1-3 Credits.

Course asks students to consider what it means to participate in schools as educational leaders. Students consider how to collaborate effectively with school colleagues, advocate for children and families, participate in the politics of schools and education, and examine what it means to be change agents in classrooms and schools.

Grading status: Letter grade.

EDUC 504. Learning in the Modern World. 3 Credits.

Students learn about current educational emphases and controversies as well as what the research and scholarship in the fields of education and cognition can contribute to our understanding of these phenomena.

Gen Ed: SS.

Grading status: Letter grade.

EDUC 505. Leadership in Educational/Nonprofit Settings. 3 Credits.

Introduces students to a research-based, highly practical understanding of leadership frames/styles prominent in educational/nonprofit organizations. Emphasizes continued student engagement with various leadership models and principles.

Gen Ed: SS.

Grading status: Letter grade.

EDUC 506. Politics, Policymaking, and America's Schools. 3 Credits.

Through extensive case study and conversations with policy actors, students will learn the stages model of policy making and understand conflicting values that play out in policy decisions.

Gen Ed: SS.

Grading status: Letter grade.

EDUC 508. Equity, Leadership, and You. 3 Credits.

This course was developed to confront and address questions of global cultural competence and self-critique. Culturally competent leaders work to understand their own biases and patterns of discrimination.

Gen Ed: SS, GL.

Grading status: Letter grade.

EDUC 509. Helping Youth Thrive in K-12 Schools. 3 Credits.

Learn strengths-oriented approaches in education practice, research, and policy. The course takes up contemporary literature on positive psychology, developmental assets, resiliency, cultural competence, school readiness, school engagement/ connectedness, and positive youth development.

Gen Ed: SS.

Grading status: Letter grade.

EDUC 510. Mexican American and Chicana/o Experience in Education. 3 Credits.

This course examines the political, cultural, and historical dimensions of the Mexican American and Chicana/o experience in education. A critical exploration of K-12 schools, higher education, and various social initiatives intended to address inequities in education for Mexican Americans and Chicanas/os will also be a focus of this class.

Gen Ed: HS, US.

Grading status: Letter grade.

EDUC 511. Politics of Reading. 3 Credits.

Course explores the politics and policies involved in literacy curriculum and pedagogy. Critical policy analysis is used as a tool to explore and understand the political issues involved in teaching young children to read and write.

Grading status: Letter grade.

EDUC 513. Methods for Teaching in the Elementary School. 3-9 Credits.

Permission of the instructor for nonmajors. This methods block is a field based, integrated collection of science, literacy, and math courses designed to prepare pre-service teachers for planning and implementing instruction in elementary schools.

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

Grading status: Letter grade.

EDUC 515. The Arts as Integrative Teaching. 2 Credits.

Restricted to students admitted to the elementary education program or the child development and family studies program. Explores integration of the arts in the curriculum.

Grading status: Letter grade.

EDUC 516. Introduction to the Education of Exceptional Learners. 3 Credits.

Offers an overview of the special education field and its relevance to the classroom teacher. The course is based on an interdisciplinary perspective toward serving exceptional learners and collaboratively coordinating services. Course content emphasizes inclusive programming and the teacher's role in facilitating students' unique learning needs.

Grading status: Letter grade.

EDUC 519. Senior Seminar. 3 Credits.

Course is restricted to majors. Permission of the instructor for nonmajors. The senior seminar is inquiry based and directly connects student teachers with classroom practices. Throughout the semester student teachers develop and implement inquiry projects.

Requisites: Prerequisite, EDUC 593.

Grading status: Letter grade.

EDUC 520. Early Language and Literacy Learning-Birth to Third Grade. 3 Credits.

Course is restricted to majors. Permission of the instructor for nonmajors. Course focuses on the language, reading, and writing development of children birth through third grade. Promotes early literacy learning for all children with and without disabilities, including those at risk.

Grading status: Letter grade.

EDUC 521. Schools, Cultures, and Communities I: Youth. 3 Credits.

Focus on youth in schools. This course considers the history and present lives of youth, primarily as teenagers/adolescents. It seeks recognition and understanding of the uniqueness of their lives.

Grading status: Letter grade.

EDUC 522. Schools, Cultures, and Communities II: Schools. 3 Credits.

Course focuses on schools and educational issues as they relate to practices and policies. Fulfills central ideas of the minor in education in consideration of the history and present conditions of schooling in a democratic society.

Grading status: Letter grade.

EDUC 523. Teaching Early Mathematics-Birth to Third Grade. 3 Credits.

Course is restricted to majors. Permission of the instructor for nonmajors. Students study the teaching and learning of mathematics for young children, birth to third grade. Emphasis is placed on content for math, as well as materials, techniques, and teaching aids.

Grading status: Letter grade.

EDUC 524. Learning on the Edge: Theories of Experiential Education. 3 Credits.

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

Gen Ed: EE- Field Work.

Grading status: Letter grade.

EDUC 525. Human Abilities and Online Learning. 3 Credits.

Learn about the scientific basis of thinking and learning and what this implies for guiding children and adults, for personal development and for building environments that help people learn and grow successfully in a rapidly changing technological world.

Gen Ed: SS.

Grading status: Letter grade.

EDUC 526. Ethics and Education: From Global Problems to Classroom Dilemmas. 3 Credits.

Among the topics examined are ethical implications of democratic schooling for a democratic society, educators as moral agents, and education as an institution with incumbent responsibilities. Students explore the explicit and implied ethics of education and schooling as they relate to policy makers, educators, and citizens concerned about social justice.

Grading status: Letter grade.

EDUC 527. Screen Education: Representations of Education in Popular Culture. 3 Credits.

Explore and analyze how education has been represented in popular culture. "Education" refers to teachers, students, principals, other educators, and the everyday processes of schooling, and "popular culture" refers to school films (fictional films), school documentaries, television shows, music videos and song lyrics, animation, and other media forms.

Grading status: Letter grade.

EDUC 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 531. Effective Teaching: First Steps. 2 Credits.

Characteristics of effective teachers, classroom management, instructional methods, instructional planning and presentation, monitoring and assessing student behavior and learning, differentiating instruction, yearly plans and pacing guides.

Grading status: Letter grade.

EDUC 532. Introduction to Development and Learning. 3 Credits.

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

Gen Ed: SS.

Grading status: Letter grade.

EDUC 533. Social Justice in Education. 3 Credits.

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

Gen Ed: SS, US.

Grading status: Letter grade.

EDUC 534. Effective Teaching: Assessment. 2 Credits.

Methods of assessment, multiple measures, monitoring student performance to inform and improve instruction, understanding students with special needs with individual education plans, test scores, and other information in student files.

Grading status: Letter grade.

EDUC 535. Teachers and Schools. 3 Credits.

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

Grading status: Letter grade.

EDUC 540. Mathematics Teaching. 2 Credits.

NCTM Standards, Standard Course of Study, developing student understanding of mathematics, problem-solving skills, and professional commitment.

Grading status: Letter grade.

EDUC 541. Mathematics Problems for Instruction. 2 Credits.

Mathematical tasks for learners in grades six through 12 and instructional methods necessary to maintain a task at a high cognitive level.

Grading status: Letter grade.

EDUC 542. Planning for Mathematics Instruction. 2 Credits.

Examining patterns of practice and assessment, modifying and improving planned units, pacing instruction, reconsidering individual differences and differentiation.

Grading status: Letter grade.

EDUC 550. Science Teaching. 2 Credits.

Nature of science, national science standards, teaching science as inquiry, safety in the science classroom, materials management.

Grading status: Letter grade.

EDUC 551. Designing Science Tasks. 2 Credits.

Developing and redesigning science instruction to engage students actively, with emphasis on classroom management for energetic curricula, modifying tasks and projects, assessment strategies, and utilization of resources.

Requisites: Prerequisite, EDUC 550.

Grading status: Letter grade.

EDUC 552. Improving Science Instruction. 2 Credits.

A practitioner's look at instruction in middle and high school science classrooms using many current pedagogical approaches of instruction: constructivism, models of inquiry, reflective practice, and conceptual change theory.

Requisites: Prerequisite, EDUC 551.

Grading status: Letter grade.

EDUC 555. Constructive Coaching I: Starting Out Right. 1 Credit.

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

Grading status: Letter grade.

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

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

Requisites: Prerequisite, EDUC 555.

Grading status: Letter grade.

EDUC 557. Constructive Coaching III: Helping Students Learn. 3 Credits.

Course designed to support the lateral entry candidates through individualized feedback about concerns, focusing on strategies for increasing student learning using content area literacy strategies.

Requisites: Prerequisite, EDUC 556.

Grading status: Letter grade.

EDUC 560. Second Language Teaching. 2 Credits.

Methods of teaching a second language, how people learn foreign languages, planning instruction, getting students to communicate, using and adapting foreign language textbooks, and developing lessons.

Grading status: Letter grade.

EDUC 561. Designing Second Language Tasks. 2 Credits.

Students examine instruction as effective mechanism for classroom management, choosing and redesigning tasks and projects to engage students in active learning. Assessment of student understanding investigated as necessary for development of effective instruction.

Grading status: Letter grade.

EDUC 562. Improving Second Language Instruction. 2 Credits.

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

Grading status: Letter grade.

EDUC 563. Teaching Language Arts in the Middle Grades. 3 Credits.

Restricted to students admitted to the middle grades education program. Focuses on the goals and methods of teaching language arts in the middle grades, including planning for student diversity and unit planning.

Grading status: Letter grade.

EDUC 564. Teaching Social Studies in the Middle Grades. 3 Credits.

Restricted to students admitted to the middle grades education program. Focuses on the goals and methods of teaching social studies in the middle grades.

Grading status: Letter grade.

EDUC 565. Teaching Science in the Middle Grades. 3 Credits.

Restricted to students admitted to the middle grades education program. Focuses on methods for teaching science in the middle grades and includes emphasis on the individual needs of students, reading and writing in the content area, and unit planning.

Grading status: Letter grade.

EDUC 566. Teaching Math in the Middle Grades. 3 Credits.

Restricted to students admitted to the middle grades education program. Focuses on methods for teaching mathematics in the middle grades and includes emphasis on the individual needs of students, reading and writing in the content area, and unit planning.

Grading status: Letter grade.

EDUC 567. Children's Literature in Elementary and Middle Schools. 3 Credits.

Explores literature in the contexts of interdisciplinary elementary and middle school curricula and the interests and needs of children and young adolescents. Topics include reader-response theory, censorship, Internet resources, school resources, and methods.

Gen Ed: LA, CI.

Grading status: Letter grade.

EDUC 568. Seminar on Teaching. 3 Credits.

Requisites: Prerequisites, EDUC 465, 466, and 469; corequisite, EDUC 593.

Grading status: Letter grade.

EDUC 583. Planning the Internship Experience. 3 Credits.

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

Gen Ed: EE- Service Learning.

Grading status: Letter grade.

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

Internships are full-time, authentic, field-based experiences in an educational or professional setting. Preservice teachers are responsible for planning lessons, delivering instruction, assessing students, managing the classroom, and demonstrating their teaching effectiveness. All internships are devoted exclusively to the student's functioning in a professional capacity.

Gen Ed: EE- Academic Internship.

Repeat rules: May be repeated for credit; may be repeated in the same term for different topics; 12 total credits. 2 total completions.

Grading status: Pass/Fail.

EDUC 595. Introduction to Exceptional Children. 3 Credits.

Permission of the instructor for nonmajors. Surveys giftedness and mental disabilities, emotional and behavioral disorders, learning disabilities, speech, hearing, vision, and physical impairments. Emphasizes the role of professionals, families, and the community in supporting the whole child.

Grading status: Letter grade.

EDUC 601. Education Workshops. 1-3 Credits.

Permission of the program director. Workshops designed around education topics primarily for licensed K-12 teachers.

Repeat rules: May be repeated for credit; may be repeated in the same term for different topics; 12 total credits. 5 total completions.

Grading status: Letter grade.

EDUC 614. Innovative and Engaging Teaching. 3 Credits.

Introduction to the teaching profession including a focused, program-long emphasis on innovative, authentic, and resource-informed teaching. Includes engagement with 21st-century learning skills.

Grading status: Letter grade.

EDUC 615. Schools and Community Collaboration. 3 Credits.

Course explores the symbiotic relationship between schools, families, and communities through a historical and sociocultural lens. Students participate in a community-based field experience.

Gen Ed: EE- Field Work, US.

Grading status: Letter grade.

EDUC 616. Teaching Early English Language Arts. 3 Credits.

Course focuses on ELA pedagogy, grades kindergarten through second grade. Course emphasizes best practices in foundations of reading and writing, cross-disciplinary concepts, and meaningful inquiry-based learning experiences.

Grading status: Letter grade.

EDUC 617. Teaching in the Middle School. 3 Credits.

Provides students with an introduction to the history, philosophy, and attributes of schools and curriculum specifically designed for young adolescents with attention to their developmental characteristics and needs as learners.

Gen Ed: SS, EE- Service Learning.

Grading status: Letter grade.

EDUC 626. Pedagogical English Grammar for ESL Teachers. 3 Credits.

Enhances foreign and second language educators' understanding of English grammar, expands their skills in linguistic analysis, and helps them develop a more pedagogically sound approach to the teaching of English grammar.

Grading status: Letter grade.

EDUC 627. Pedagogical Linguistics for ESL Teachers. 3 Credits.

Provides future English as a second language teachers with advanced concepts in linguistics and comparative linguistics. Topics such as phonology and morphology will be covered.

Grading status: Letter grade.

EDUC 628. Teaching English Language Learners. 3 Credits.

Provides students with an introduction to the history, philosophy, and attributes of schools and curriculum specifically designed for young adolescents with attention to their developmental characteristics and needs as learners.

Gen Ed: US.

Grading status: Letter grade.

EDUC 629. Language Minority Students: Issues for Practitioners. 3 Credits.

Permission of the instructor. Explores issues of culture and language associated with teaching English as a second language.

Grading status: Letter grade

Same as: ANTH 629.

EDUC 685. Teaching Mathematics in the Elementary Grades. 3 Credits.

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

Grading status: Letter grade.

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

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

Grading status: Letter grade.

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

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

Grading status: Letter grade.

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

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

Grading status: Letter grade.

EDUC 689. Foundations of Special Education. 3 Credits.

This course provides an advanced introduction to key concepts, issues, and service delivery approaches pertaining to the educational needs of students with high incidence disabilities.

Grading status: Letter grade.

EDUC 691H. Honors Seminar in Education. 3 Credits.

Restricted to honors candidates in the School of Education. Required for graduation with honors in education. Integration of critical analysis of selected educational themes, introduction to methods of educational research, and intensive work in skills of reading critically and writing.

Gen Ed: EE- Mentored Research.

Grading status: Letter grade.

EDUC 693. Practica Student Internship. 1-12 Credits.

Provides students the opportunity to observe and become involved with all aspects of teaching and schools within their content area.

Repeat rules: May be repeated for credit; may be repeated in the same term for different topics; 12 total credits. 2 total completions.

Grading status: Letter grade.

EDUC 694H. Honors Thesis in Education. 3 Credits.

Required of all candidates for graduation with honors in education. Preparation of an honors thesis under the direction of a member of the School of Education faculty and an oral examination on the thesis.

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

Gen Ed: EE- Mentored Research.

Grading status: Letter grade.

EDUC 697. Education Minor Capstone Course. 3 Credits.

Student completes a major project in education. Course involves discussion about the changing and contested goals of education, how student projects are implicated in these complexities, and how the projects may be articulated in terms of policy change.

Gen Ed: EE- Mentored Research.

Grading status: Letter grade.

EDUC 698. Internship in Human Development and Family Studies. 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. Course previously offered as EDUC 588.

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

Gen Ed: EE- Academic Internship.

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. Statistical Analysis of Educational Data I. 4 Credits.

Studies descriptive and inferential statistics for educational research, including an introduction to fundamentals of research design and computer data analysis.

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 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. 1-6 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 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. Advanced Assessment Techniques. 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: Prerequisites, EDUC 755; Permission of the instructor for nonmajors.

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. Teacher Education in the United States. 3 Credits.

Studies the research relating to teacher effectiveness and programs for the preparation of teachers. Designed for students planning to work in teacher education.

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. 4 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 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 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 784. Statistical Analysis of Educational Data II. 4 Credits.

A linear model approach to the analysis of data collected in educational settings. Topics include multiple regression, analysis of variance, and analysis of covariance, using computer packages.

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 792. Research on Technology. 3 Credits.

Explores and discusses the application of emerging technologies in education.

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. 1-6 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 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 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 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 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 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.

Learn application of multilevel models in social research. Explore complex, nested nature of educational organizations; discuss the methodological challenges for quantitative analysts; learn to utilize tools in the Stata software package designed to address these challenges.

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 Explored Through Media. 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 Credit.

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.**