

Education (ED)

ED 100 Intro to Education (2 credit hours)

This course serves as an introduction to the field of education and as an orientation to the College and University experience. Students will examine the knowledge, skills, and dispositions necessary to become effective educators of diverse populations. Topics include student success strategies, professional standards for teachers, and resources in the College of Education. This course is restricted to College of Education students only.

Restriction: College of Education Students only, others by permission of the College of Education

Typically offered in Fall and Spring

ED 101 Freshman Teaching Fellows Forum I (1 credit hours)

Topics related to educational issues and requirements of the Teaching Fellows program. Topics will include current practices, policies and research in education. Restricted to Students Admitted to the Teaching Fellows Program

Typically offered in Fall only

ED 103 Intro to University Education (1 credit hours)

Developmental and academic topics to assist students as they make well-informed decisions about majors and careers. Through technology-assisted plenary and small group seminars, students will examine the knowledge, skills and dispositions necessary to become globally aware, ethical, reflective students of diverse populations in the 21st century. Topics include academic skills, student success strategies, community and diversity; major and career decision making; assessment of interests, skills, and values; available university resources; overview of university majors and minors as well as policies and procedures. This course is restricted to Wake STEM Early College students only.

Typically offered in Fall only

ED 104 Intro to University Education II (1 credit hours)

Developmental and academic topics to assist students as they make well-informed decisions about majors and careers. Through technology-assisted plenary and small group seminars, students will examine the knowledge, skills, and dispositions necessary to become globally aware, ethical, reflective students of diverse populations in the 21st century. Topics include academic skills, student success strategies, community, and diversity; major and career decision making; assessment of interests, skills, and values; available university resources; overview of university majors and minors as well as policies and procedures. This course is restricted to Wake STEM Early College students only. Students will be required to provide their own transportation if they choose a co-curricular activity that is off campus.

Restriction: This course is restricted to NC State Wake STEM Early College students.

Typically offered in Spring only

ED 150 Students Advocating for Youth I (1 credit hours)

Building upon a passion for advocacy. Investigating issues related to youth in today's North Carolina. Exploring youth advocacy and ethics. Exploring youth advocacy and diversity. Exploring youth advocacy as a vocation. Practical youth advocacy field work. Participation in field experiences required. Restricted to students admitted to the SAY program.

Typically offered in Fall only

ED 151 Students Advocating for Youth II (1 credit hours)

Continuing to build upon a passion for advocacy. Understanding how legislation and policy affects youth advocacy and youth organizations. Exploring changes within the career field. Exploring peer influence processes among youth. Practical youth advocacy field work. Participation in field experiences required. Field experience may extend beyond normal class time. Restricted to students admitted to the SAY program.

Prerequisite: ED 150

Typically offered in Spring only

ED 201 Sophomore Teaching Fellows Forum I (1 credit hours)

Topics related to educational issues and requirements of the Teaching Fellows program. Topics will include current practices, policies and research in education.

Prerequisite: Students in Teaching Fellows Program

Typically offered in Fall only

ED 204 Introduction to Teaching in Today's Schools (2 credit hours)

Overview of teaching as work and as a profession in today's schools. Course focuses on establishing a respectful environment for a diverse student population, dispositions and practices required for effective teaching, integration of digital technology into K-12 settings, and taking informed action through service learning. The course has a required fieldwork component in local K-12 schools, and students are responsible for their own transportation to and from the schools. Students are required to purchase intern liability insurance to participate in this course. Contact University Insurance & Risk Management for details on acquiring the insurance and the current charge, which typically ranges between \$12-50 depending on the year and organization used.

Prerequisite: Sophomore standing; Corequisite: ECI 204, or EMS 204, or EMS 205, or TDE 202

Typically offered in Fall and Spring

ED 296/ECI 296 Special Topics in Education (1-3 credit hours)

Individual or group study of particular areas of education at the freshman and sophomore levels. Specific topics will vary from semester to semester.

Typically offered in Fall and Spring

ED 301 Junior Teaching Fellows Forum I (1 credit hours)

Topics related to educational issues and requirements of the Teaching Fellows program. Topics will include current practices, policies and research in education. Restricted to Students Admitted to the Teaching Fellows Program

Typically offered in Fall only

ED 302 Junior Teaching Fellows Forum II (1 credit hours)

Topics related to educational issues and requirements of the Teaching Fellows program. Topics will include current practices, policies and research in education. Restricted to Students Admitted to the Teaching Fellows Program

Typically offered in Spring only

ED 311 Classroom Assessment Principles and Practices (2 credit hours)

This course will enable candidates to understand and use appropriate classroom assessment practices to promote positive student achievement. Candidates will learn to use knowledge of standards, student needs, and data-driven instruction to design and implement formative and summative assessments. ED 311 also examines the rationale for assessment, implications of assessment, and the varied ways assessment data is used by stakeholders both within and outside of the K-12 classroom.

Prerequisite: Admission to Teacher Education Candidacy (gpa 2.75) AND course prerequisite of ED 204, or ELM 250, or AEE 206; Co-requisite: ED 312

Typically offered in Fall and Spring

ED 312 Classroom Assessment Principles and Practices Professional Learning Lab (1 credit hours)

This class is a co-requisite professional learning lab to ED 311, Classroom Assessment Principles and Practices, wherein teacher candidates are exposed to practical applications of the ED 311 course topics. The course has a required fieldwork component in local K-12 schools, and candidates are responsible for their own transportation to and from the schools. Candidates are required to purchase internship liability insurance to participate in this course. Contact University Insurance & Risk Management for details on acquiring the insurance and the current charge. This course is restricted to Teacher Education majors. Course Prerequisite / Co-requisite: P-R: Admission to Candidacy; Co-R: ED 311

Prerequisite: Admission to Teacher Education Candidacy (gpa 2.75) and ED 204, ELM 250, or AEE 206; Co-requisite: ED 311

Typically offered in Fall and Spring

ED 403 Teaching Fellows Senior Seminar (1 credit hours)

A casebook study of first-year teacher experiences and an examination of professional, ethical, and legal issues in education as found in cases dealing with new teachers.

Prerequisite: Senior standing

Typically offered in Fall and Spring

ED 496/ECI 496 Special Topics in Education (1-3 credit hours)

Individual or group study of special topics in professional education. The topic and mode of study are determined by the faculty member after discussion with the student.

Prerequisite: Junior standing or Senior standing

Typically offered in Fall and Spring

ED 507 Principles of Developing and Interpreting Assessment (2 credit hours)

Designed to enable students to understand and use appropriate classroom assessment practices by applying knowledge of pedagogy and development to high-quality strategies for formative and summative assessment. Students will explore best practices using developmentally-appropriate assessment strategies including authentic assessment, portfolios, and electronic portfolios, real-time feedback, open-and closed-ended formal assessments, and standardized testing. Particular attention will be paid to examining the rationale for assessment, and the implications of assessment.

Typically offered in Fall, Spring, and Summer

ED 508 Exploring Diversity in Classroom and Community (3 credit hours)

Students will explore and apply the major philosophical and historical influences to current educational context as they relate to issues of diversity. Focus will be placed on theoretical and practical issues of diversity in classroom settings, especially related to culture, race, gender, ethnicity, language, and socio-economic levels. (Field-based experiences will be required).

Typically offered in Fall, Spring, and Summer

ED 569 Teaching Internship: MAT (4 credit hours)

A supervised teaching experience requiring a minimum of 10 consecutive full-time weeks in an appropriate school classroom. Designed to develop the knowledge, skills, and dispositions necessary for teaching at the elementary, middle and/or secondary level. Includes regularly scheduled clinical observations and conferences. Requires successful completion of at least 21 hrs. in the MAT program and approval by specialty area faculty. Student responsible for transportation to placement site.

Typically offered in Fall and Spring

ED 570 Classroom Action Research (1 credit hours)

Provides a brief introduction to educational research focusing specifically on classroom action research. Requires admission to MAT; completion of 6 hours in the program.

Typically offered in Fall, Spring, and Summer

ED 571 Inquiry and Professional Development (1 credit hours)

Builds on earlier course work (ED 570) preparing students to refine an action research proposal, collect data in a school setting, write a report, and to identify resources and activities that will support their ongoing professional development; requires 9 hours of graduate credit in the MAT curriculum.

Typically offered in Fall, Spring, and Summer

ED 572 Teacher Leadership (1 credit hours)

This course explores the multiple contexts, roles, and approaches to teacher leadership in classrooms, schools, communities, and professional organizations. Requires at least 30 credit hours in the MAT program.

Typically offered in Fall and Spring

ED 590 Special Problems in Teaching and Learning (1-6 credit hours)

In-depth study of topical problems in teaching and learning of current and special interest to K-12 Classroom teachers.

Typically offered in Fall, Spring, and Summer

ED 605 Special Problems in Teaching (1-3 credit hours)

In-depth study of topical problems in teaching selected from areas of current concern to K-12 teachers.

Prerequisite: Graduate standing

ED 700 Introduction to Research Design in Education (3 credit hours)

Survey of the field of educational research specifically with regard to the modes of inquiry, variety of methodologies, and ethical standards for conducting research with human participants. Limited to doctoral students in Education or by permission of instructor.

Typically offered in Fall only

ED 710 Applied Quantitative Methods in Education I (3 credit hours)

This course is designed for researchers and leaders to gain experience using quantitative analytic approaches to answer questions in educational research and policy analysis. As the first course in a two-part series, this course introduces students to foundational tools in quantitative data analysis. Specifically, topics include measurement, graphical and tabular data displays, probability, hypothesis testing, t-tests, X2 tests, analysis of variance (ANOVA), and fundamentals of regression.

Typically offered in Fall, Spring, and Summer

ED 711 Applied Quantitative Methods in Education II (3 credit hours)

Students will apply and enhance their quantitative skills through analysis of existing datasets. Course goals include practicing and extending Multiple Regression knowledge and skills, generating and testing hypotheses in a multiple regression framework, and appropriately disseminating results. Restricted to doctoral students in Education Research only.

Prerequisite: ED 710

Typically offered in Fall, Spring, and Summer

ED 712 Survey Methods in Educational Research (3 credit hours)

Introduces students to the skills and resources needed to design and conduct a survey in educational settings. Students who take this course will be able to identify and develop specific survey objectives, design survey studies, sample respondents, develop reliable and valid self-administered questionnaires, administer surveys, and process data.

Prerequisite: ED 710

Typically offered in Fall only

This course is offered alternate even years

ED 714 Quantitative Data Management in Educational Research (3 credit hours)

The rule of thumb for a quantitative research project in education is that about 70%-80% of your time will be spent on creating the dataset to be analyzed. The purpose of this course is to provide you with the set of practical skills that you need to successfully design and complete a quantitative research project in education, especially the dissertation. Students will learn how to create, merge, collapse and reshape datasets, create variables, deal with missing data via multiple imputation, and automate statistical output into Excel.

P: ED 710 or the equivalent. Given the nature of this course, you should have some experience with Stata. Please contact me as soon as possible if you have never used Stata.

Typically offered in Spring and Summer

ED 715 Causal Inference with Quantitative Data in Education (3 credit hours)

This course focuses on methods and approaches used in educational research to estimate causal effects on observational versus experimental data. Such research methods address issues related to analyses of observational data where units (e.g., students and their families, teachers, principals, schools, etc.) choose to engage in behaviors, programs or policies, rather than being randomly assigned by researchers.

Typically offered in Fall, Spring, and Summer

ED 730 Introduction to Qualitative Research in Education (3 credit hours)

Design of qualitative studies, conduct of field work including open-ended interviews and participant observation, analysis of data and understanding of theoretical and philosophical background of this research approach.

Typically offered in Fall, Spring, and Summer

ED 731 Advanced Qualitative Research and Data Analysis in Education (3 credit hours)

Intensive course in the use of field-based and general qualitative research data analysis methods in the social study of education. The course is to help participants acquire skills and gain experience in using various methodological and analytical research techniques. The course emphasis is on the collection, management, analysis, and interpretation of qualitative data.

Prerequisite: ELP 736, EAC 785 or ED 730

Typically offered in Fall, Spring, and Summer

ED 750/EDP 750 Mixed Methods Research in Education (3 credit hours)

Explores the theoretical and practical issues surrounding the combining of quantitative and qualitative methods in educational research studies. It addresses how to design, implement and write-up mixed methods research as well as how to critically review and interpret mixed methods research studies.

Prerequisite: ED 711, ED 730, ST 507, ELP 736 or equivalent and/or permission of the instructor

Typically offered in Fall and Spring

ED 755 Scholar Leader: Diversity and Equity in Schools and Communities (3 credit hours)

The objective of this course is to inform you about the research and theories related to diversity (race/ethnicity, gender, social class, sexuality, ability, intersectionality and more) and equity in schools and communities for application to your own personal and professional experiences. This process will provide you with a foundation from which you may base your own decisions in your profession. As the course proceeds, your role will be to try to understand what you hear and read and to ask questions, to formulate an opinion about the theories/concepts that are presented, and to connect what you read to your own experiences as a human being, graduate student, and professional.

Typically offered in Fall and Spring

ED 756 Scholar Leader: Systemic Change in Education (3 credit hours)

This is a required course for students in College of Education PhD programs. It is designed to help prepare students to engage in informed analysis, critique and planning of education policies and programs designed to foster systemic changes in K-16 education. A central focus will be the intersection of research, policy, and practice in efforts to update and improve education systems, and the social and political complexities of educational reform.

Typically offered in Fall and Spring

ED 795 Special Topics in Education Research (3-6 credit hours)

This course provides in-depth instruction and applications in new or emerging areas of educational research, studies or venues. May be repeated for credit if topic changes. Doctoral students in education only.

Typically offered in Fall, Spring, and Summer