Department of Curriculum, Foundations, and Reading

The Department of Curriculum, Foundations, and Reading provides a service function to all other programs in the College. Undergraduate and graduate level courses are offered in the areas of educational foundations, educational psychology, curriculum theory and development, reading education, and educational research. A master’s degree program in reading education and in evaluation, assessment, research, and learning; an education specialist degree program in reading education; and a doctoral degree program in curriculum studies are offered by this department. In addition to degree programs, the department offers the reading endorsement and graduate certificates in applied research and evaluation and in curriculum and pedagogy for social justice.

Curriculum, Foundations, and Reading Degrees

Doctoral Degrees

- Curriculum Studies Ed.D. (http://catalog.georgiasouthern.edu/graduate/education/curriculum-foundations-reading/curriculum-studies-edd)

Educational Specialist Degrees

- Reading Education (K-12) Ed.S. (http://catalog.georgiasouthern.edu/graduate/education/curriculum-foundations-reading/reading-education-k-12-eds-online)

Master’s Degrees

- Evaluation, Assessment, Research, and Learning M.Ed. (Online) (http://catalog.georgiasouthern.edu/graduate/education/curriculum-foundations-reading/evaluation-assessment-research-learning-med-online)
- Reading Education M.Ed. (Online) (http://catalog.georgiasouthern.edu/graduate/education/curriculum-foundations-reading/reading-education-med-online)

Curriculum, Foundations, and Reading Endorsement

- Reading Endorsement: Classroom Teacher of Reading Program (Online) (http://catalog.georgiasouthern.edu/graduate/education/curriculum-foundations-reading/reading-endorsement-classroom-teacher-reading-program-online)

Curriculum, Foundations, and Reading Certificates

- Applied Research and Evaluation Certificate Program (Online) (http://catalog.georgiasouthern.edu/graduate/education/curriculum-foundations-reading/applied-research-evaluation-certificate-program-online)

EDUC 7130 Curriculum, Theories and Design
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
A comprehensive overview of the field of curriculum designed to develop the theoretical knowledge competencies and strategies needed by teachers and other curriculum developers at all levels of education to participate in the curriculum change process.

EDUC 8130 Curriculum for Effective Schooling
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Explores the relationship between policy and curriculum with particular attention to how school reform and restructuring efforts affect the curriculum. Special emphasis is given to an analysis of the impact of recent effective schools research, school restructuring and/or the national standards movement upon the formulation and delivery of public school curriculum in the United States.
Prerequisite(s): EDUC 7130.

EDUC 8230 Curriculum Design and Evaluation
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Examines multiple theoretical bases and practical processes by which curriculum planning, design and evaluation decisions can be made. Students will have an opportunity to devise and critique their own plans for developing curriculum projects using one or more of these planning perspectives and processes.

EDUC 8632 Curriculum and Pedagogy for Social Justice
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This capstone course synthesizes theories and research for social justice and provides a framework within which students can demonstrate their abilities to conceptualize a social justice curriculum to apply to their specific teaching contexts. It provides a synthesis of social justice education concepts and places emphasis on students’ abilities to develop theoretically sound and culturally sustaining curricula that are directly applicable to their diverse teaching contexts. Students who successfully complete this course will demonstrate sociopolitical consciousness in their curriculum development and will evidence through their curriculum design, an integrated understanding of the importance of community and other funds of knowledge, curricular knowledge, and ongoing professional development in fostering culturally sustaining and just curriculum and pedagogy for racially, culturally, socioeconomically, and linguistically diverse learners.
Prerequisite(s): Admission into Curriculum and Pedagogy for Social Justice certificate program and permission of advisor and instructor.

EDUC 8633 Social Justice Inquiry
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This capstone course provides a practical experience of exploring multiple forms of curriculum inquiries directly connected to personal and professional concerns in the daily realities the enrolled teachers encounter in schools, communities, and societies. It is an in-depth exploration of diversity and complexity of experience of individuals, groups, families, tribes, communities, and societies that are often at controversy, underrepresented, or misrepresented in the official narrative. The enrolled teachers will develop a plan of social justice inquiry that enables them to better understand and/or transform their teaching profession and work environments, and to envision curriculum inquiry innovations as ways to create equal opportunities to empower racially, culturally, socioeconomically, and linguistically diverse students to reach their highest potential in schools and societies.
Prerequisite(s): Admission into Curriculum and Pedagogy for Social Justice certificate program and permission of advisor and instructor.

EDUC 9130 Contemporary Curriculum Theorists
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
An advanced course in contemporary curriculum theorists in which students will explore the histories and the works of contemporary leaders in the field of curriculum studies. Students will be introduced to the leading edge of curriculum scholarship.
Prerequisite(s): Permission of Instructor.

EDUC 9132 Critical Reading in Curriculum
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
An advanced seminar for doctoral students offering an in-depth study of a specific topic in Curriculum Studies.
EDUC 9230 Power and Schooling
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Explores competing analysis of power and the relationships of these analyses to schooling. Topics include structural, poststructural, Marxist, neo-Weberian, feminist, conflict, and/or critical analysis of power and the process of schooling. Students will read both original writings and interpretive works addressing three or four major theoretical positions of the topic of power.

EDUC 9232 Forms of Curriculum Inquiry
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
An examination of major research within the field of curriculum studies, along with an analysis of the varied forms of inquiry used in this research, including philosophical, practical, historical, empirical, theoretical, critical, deliberative and action inquiry, among others.
Prerequisite(s): EDUC 9631 and EDUC 9133.

EDUC 9631 Advanced Seminar in Curriculum Theory
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Examination of major curriculum theories, their adequacy and merit. These theories will be studied in their originator's own words from the writings of the theorists themselves.
Prerequisite(s): EDUC 9133.
Corequisite(s): EDUC 9632, EDUC 9636.

EDUC 9632 Advanced Seminar in Qualitative Dissertation Writing
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course provides both practical and theoretical implications for qualitative research. Building upon the broad survey research methods studied in EDUR 9231, Qualitative Research in Education, students will engage in in-depth analysis of various forms of qualitative research, as well as develop and articulate their own research agenda.
Prerequisite(s): A minimum grade of "C" in EDUR 9231.
Corequisite(s): EDUC 9631, EDUC 9636.

EDUC 9633 Research Seminar in Curriculum Studies
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Explorations and independent research for students in the area of Curriculum Studies for students pursuing the Ed.D. in Curriculum Studies.
Prerequisite(s): Admission to EDD in Curriculum Studies.

EDUC 9636 Advanced Seminar in Forms of Curriculum Inquiry
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is an examination of contemporary research literature in curriculum studies and exploration of multiple forms of inquiry and modes of expression and representation within the field of curriculum studies and their potentials for the advancement of curriculum theory and practice in an increasingly diversifying and contested world, including philosophical, historical, empirical, theoretical, critical, multicultural/multilingual/multiracial, counternarrative, multiperspectival cultural studies, subaltern, indigenous, art-based, auto/biographical, documentary, oral history, speculative essay, fiction, story, play, poetry among others. This course will serve as a required advanced seminar for students to explore forms of curriculum inquiry and modes of expression and representation relevant to their dissertation research.
Prerequisite(s): A minimum grade of "C" in EDUC 9232 and EDUR 9232.

EDUC 9999 Dissertation
1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
Readings and research under the direction of a member of the education faculty whose interests coincide with those of the student.
Prerequisite(s): Admission to EDD Candidacy.

EDUF 7090 Selected Topics in Educational Foundations
1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
Readings and research under the direction of a member of the educational foundations faculty whose interests coincide with those of the student.

EDUF 7130 Learning Theories and Applications
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Examines the principles and theories of learning that serve as the basis for educational models and practices. Special emphasis is given to recent empirical findings and to practical applications and theory to educational settings.
Cross Listing(s): FRLT 7130.

EDUF 7131 Assessment and Management of Elementary Learners
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Assessment and Management emphasizes research-based strategies for assessing student growth and promoting positive classroom environments to enhance student performance. The purpose of this class is to review the major principles of classroom assessment and classroom management, and to teach students to apply these principles in culturally and developmentally appropriate ways. The course provides instruction in identification and development of different forms of classroom assessment, development of learning targets with attention to curriculum alignment within school contexts, and promoting student engagement through the development of positive classroom environments to encourage student growth. The course provides teachers with ways to identify, design, analyze, and use results from student assessments to diagnose problems, improve teaching, and to enhance student learning in culturally responsive ways, as well as means to promote student engagement with a focus on treating students with dignity and respect and the effective use of prevention strategies. Helping future teachers come to understand how to maintain a successful classroom and create accurate assessments is central to their success in education.

EDUF 7132 Critical Approaches to Early Childhood Development and Learning
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Critical Approaches to Early Childhood Development and Learning examines classic and contemporary approaches to early childhood development and learning and their application in the learning environment. The purpose of this class is to examine the major principles associated with these theories and to teach students to apply these principles in culturally and developmentally appropriate ways. Students will begin the planning process as they research and report on the context for learning and learner characteristics and plan for learning experiences that address these characteristics. A field component will accompany this course.

EDUF 7140 Learning, Cognition, and Curriculum
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This three-hour course examines principles and theories of human cognitive processes on education and determines how this knowledge can be best applied to the development of skills for instruction and assessment of students. Individuals will explore political, social, economic, and cultural contexts of monitoring and evaluating the implementation of a standards-based curriculum and develop an understanding of transformative curriculum leadership that empowers teachers and helps them to accomplish emancipatory teaching and learning.

EDUF 7230 Understanding Diverse Students through Case Study
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course utilizes case study approach to enhance educator’s understandings of the assets and needs of the culturally and linguistically diverse students with whom they work. A series of lessons will be developed and implemented to connect findings from the case study to current research.
Prerequisite(s): Admission to College of Education Graduate Program.

EDUF 7233 School and Society
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Examines the contributions of the social sciences to debates about the interrelated nature of school and society. Focuses particularly on a theoretical examination of the purposes of education and schooling in a democratic society.
EDUF 7235 Multicultural Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Using an interdisciplinary approach, this seminar investigates underlying theoretical concepts and social assumptions that both inform and impede efforts in multicultural education.

EDUF 8131 Theories of Adolescence
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
The rapidly changing world of today's adolescents and the ever-changing nature of the field of adolescence will be examined from three perspectives: theory, research and contemporary social forces. This course will be eclectic in its orientation. Rather than adopting one theoretical position, various views will be discussed. Similarities and differences among theories will be examined, in addition to an analysis of strengths, weaknesses, and contributions of each, as well as the implications for educating, guiding and working with adolescents.

EDUF 8133 Interaction and Learning
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Examine views of learning which emphasize the importance of interaction, authenticity and the social construction of knowledge. Students will also explore instructional practices and assessment issues consistent with these perspectives. Relevant theories, research, and practical implications will be examined for each perspective addressed. Perspectives and practices which will be explored may include, but are not limited to, constructivism, situated cognition, the social formation of mind, cooperative learning, and authentic assessment.

EDUF 8134 Models of Motivation
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Critically examines how contemporary models of motivation are utilized to improve the delivery of instruction. Special emphasis is placed on the theoretical principles, empirical research and educational strategies involved in the design and implementation of motivational models.

EDUF 8135 Thinking and Problem Solving
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Examines current conceptions and models of critical thinking and creative problem solving as they relate to learning and instruction. Emphasis will be given to how instructional practices can positively affect students' thinking skills and dispositions for learning and to methods designed to increase students' awareness and control of their thinking processes. In addition, the course will evaluate the effectiveness of current programs designed to teach critical thinking and problem solving strategies across the curriculum and within specific content areas.

EDUF 8136 Theories of Human Development
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Examines theories of human development, with a focus on infancy to adolescence. Major theoretical perspectives pertaining to several aspects of development, such as cognitive, social, moral, emotional and personality development, will be considered. In addition, students will gain an understanding of the value of theories in general, as well as the particular characteristics of a good theory, in order to critically evaluate these theories in light of empirical research evidence.

EDUF 8231 Global Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course focuses on the analysis of theories and practices of transformative educational reforms and changes in various countries in the era of globalization, cultural interrelatedness, and interdependence of the world.
Prerequisite(s): A minimum grade of "C" in EDUF 7235.

EDUF 8233 Regional Issues In Multicultural Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This field based course will involve students in researching the local multicultural educational needs, issues, and problems and developing strategies for constructing a pluralistic and culture-tolerant environment in the schools and/or communities of the region.
Prerequisite(s): A minimum grade of "C" in EDUF 7235.

EDUF 8236 International Study of Educational Practices
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course offers students the opportunity to examine educational practices of another country through travel abroad, involvement in international initiatives, and/or use of technology. Students will be asked to reflect on the American educational system -- theoretical perspectives, curriculum, instructional methodologies, and comparative issues and trends -- to compare and contrast it with another country's educational system. Topics will be investigated through selected readings, observations, participation, and discussions.
Cross Listing(s): EDUF 8236S.

EDUF 8236S International Study of Educational Practices
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course offers students the opportunity to examine educational practices of another country through travel abroad, involvement in international initiatives, and/or use of technology. Students will be asked to reflect on the American educational system -- theoretical perspectives, curriculum, instructional methodologies, and comparative issues and trends -- to compare and contrast it with another country's educational system. Topics will be investigated through selected readings, observations, participation, and discussions.
Cross Listing(s): EDUF 8236.

EDUF 8631 Foundations for Social Justice Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is a sustained inquiry into the historical and theoretical foundations of social justice education with a focus on connections between those foundations and contemporary struggles to overcome educational inequities. This course provides students with opportunities to learn about and reflect on theories and concepts related to social justice education and the application of social justice praxis within formal and informal educational contexts. A main objective of this course is to provide students with an accessible framework through which they can understand and disrupt interlocking systems of oppression and injustice within and beyond the formal educational environment that negatively impact the educational experiences and outcomes of racially, culturally, socioeconomically, and linguistically diverse learners. Prerequisite(s): Admission into the Curriculum and Pedagogy for Social Justice certificate program and permission of advisor and instructor.

EDUF 8831 Philosophies of Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
In this course, students study the major philosophical schools of thought which inform all educational activities. Particular attention is given both to current and historical writings, and the relationship of philosophical assumptions to current practices in the process of schooling.

EDUF 8890 Directed Individual Study in Educational Foundations
1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
Readings and research under the direction of a member of the educational research faculty whose interests coincide with those of the student. Prerequisite(s): EDUF 8831 or permission of instructor.

EDUF 9131 Ethical Dimensions of Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Develops an understanding of ethical obligations and considerations within the field of education through case studies immediately applicable to their professional lives. Students will explore traditional ethical systems, such as Consequentialism and Situationism, as well as more contemporary perspectives including those of equity and technology. Prerequisite(s): EDUF 8831.
EDUF 9132 History of American Curriculum
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
An advanced course in curriculum studies designed to provide an in-depth analysis of the major historical curriculum documents, trends and reform movements that have given form and shape to the American public school curriculum. Special emphasis will be given to the interpretation and critique of the competing curriculum discourses, especially as they appear in primary source historical curriculum documents, state/local curriculum guidelines and textbooks.

EDUF 9133 Theories of Educational Inquiry
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
An advanced seminar in the field of curriculum investigating the major paradigms within which the competing methodologies of empirical educational inquiry are grounded and the epistemological and ethical issues involved in conducting research within each paradigm.
Prerequisite(s): EDD admission.

EDUF 9234 History of American Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Focuses on the social, political, economic and ideological forces that have shaped the growth and development of the American public school system from colonial times to the present. A special emphasis will be an analysis and critique of the purpose, structure, function and results of the various school reform movements in American history.

EDUF 9631 Seminar in Cultural Studies
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This advanced seminar investigates contemporary questions and movements in the field of cultural studies.
Prerequisite(s): EDUF 7235.

EDUR 7090 Selected Topics in Educational Research
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Readings and research under the direction of a member of the educational research faculty whose interests coincide with those of the student.
Prerequisite(s): Permission of Instructor.

EDUR 7130 Educational Research
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
A comprehensive overview of topics related to research as it is applied to educational settings. Emphasis is placed upon methods of quantitative and qualitative research, especially in regard to applied and basic research in education.
Cross Listing(s): FRER 7130.

EDUR 7999 Thesis/Research Project
1-6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
Requires completion of an independent research project on topic approved by faculty advisor/committee.
Prerequisite(s): Permission of instructor.

EDUR 8131 Educational Statistics I
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Topics covered in this course include central tendency, variability, distributions, correlation, significance testing, t-tests, linear regression and chi-square analysis. Emphasis is placed on application of statistics in educational research situations.
Prerequisite: EDUR 7130 or equivalent or permission of instructor.

EDUR 8132 Educational Statistics II
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This is an advanced statistics in education course that extends knowledge of educational research situations and statistical procedures beyond EDUR 8131. Emphasis is placed on more complex analysis of variance procedures (e.g., repeated measures, analysis of covariance), multiple regression analysis and multiple dependent variable techniques (e.g., canonical correlation) as applicable to current educational research problems.
Prerequisite(s): Minimum grade of "B" in EDUR 8131.

EDUR 8231 Applied Qualitative Research Methods
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course will provide practical experience applying qualitative research methods in a variety of settings. Topics addressed in the course include selecting participants, conducting observations, creating descriptive field notes, interviewing techniques, analyzing qualitative data, and writing qualitative reports.
Prerequisite(s): A minimum grade of “C” in EDUR 7130.

EDUR 8331 Applied Measurement
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course will provide an introduction to concepts and practices in measurement and survey research. Practical applications of measurement – such as interpreting standardized test scores, constructing and administering tests and questionnaires, and producing evidence for validity and reliability – will be included.
Prerequisite(s): A minimum grade of “C” in EDUR 7130 and EDUR 8131.

EDUR 8434 Field-Based Educational Research
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
Designed primarily to assist Ed. S. level students in developing a sound research proposal for the conduct of an independent research project required as part of their Ed.S. program.
Prerequisite(s): Minimum grade of "C" in EDUR 8131 and submission of a signed topic approval form.

EDUR 8890 Directed Individual Study
1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
Readings and research under the direction of a member of the educational research faculty whose interests coincide with those of the student.

EDUR 9131 Doctoral Research Methods
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
The purpose of this course is for doctoral-level students to gain a firm foundation in educational research prior to enrollment in the more specialized courses in quantitative methods. Students engage in an applied research project that updates their understanding of research procedures (hypothesis generation, sampling theory, instrument construction, measurement concepts and descriptive and inferential statistics). Emphasis is on the "hands-on" application of advanced inquiry skills.
Prerequisite(s): Minimum grade of "C" in EDUR 7130 and EDUR 8131.

EDUR 9231 Qualitative Research in Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Examines a broad survey of major styles of qualitative/ descriptive research, as well as attention to the major field work techniques and problems associated with conducting qualitative research.
Prerequisite(s): Minimum grade of "C" in EDUR 7130.

EDUR 9232 Advanced Qualitative Research
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
An advanced graduate level course in qualitative data analysis for educational research which includes an in-depth treatment of the analytical approaches for each of the major traditions in qualitative research as well as the technologies used to assist in analysis.
Prerequisite(s): Minimum grade of “B” in EDUR 9231.

FRER 7130 Educational Research
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
A comprehensive overview of topics related to research as it is applied to educational settings. Emphasis is placed upon methods of quantitative and qualitative research, especially in regard to applied and basic research in education.
Cross Listing(s): EDUR 7130.
FRLT 7130 Learning Theories and Applications
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Examines the principles and theories of learning that serve as the basis for educational models and practices. Special emphasis is given to recent empirical findings and to practical applications and theory to educational settings.
Prerequisite(s): EDUF 7130.
READ 6030A Directed Study in Reading
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
READ 7090 Selected Topics in Reading
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.
Topics in Reading is designed to serve dual purposes. 1) It allows the department to respond to specific needs of area schools and 2) it allows the department to respond to current issues and trends in reading education with topical courses.
Prerequisite(s): Permission of instructor.
READ 7131 Approaches to Literacy Instruction
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Provides an overview of the basic program of literacy instruction. Includes activities that foster the development of strategic readers, familiarly with current literacy resources, integration of technology into literacy education, and familiarity with approaches to and models of instruction. Considers the stages of an individual’s literacy development, as well as effective teaching strategies, assessment techniques, and organization for instruction.
READ 7132 Literacy Assessment and Correction
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
A study of the diagnosis and remediation of literacy difficulties in P-12 contexts. Provides experiences in the use of diagnostic techniques and remedial procedures involving students with literacy difficulties. This course includes a required field-based component.
Prerequisite(s): READ 7131.
READ 7230 Issues and Trends in Literacy
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Designed to investigate the current issues and trends in literacy instruction across levels P-12. Emphasis will be on the critical analysis of research literature that is related to the current practices and trends in the teaching of literacy.
Prerequisite(s): A minimum grade of "C" in READ 7131.
READ 7234 The Role of the Literacy Coach in Today’s Schools
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course describes the role of the literacy coach in today’s schools from pre-K to high school. This course is designed to assist coaches in providing leadership for a school’s entire reading/literacy program by providing professional development for teachers and acting as a liaison between instructional personnel and administrators.
Prerequisite(s): A minimum grade of "C" in READ 7131.
READ 7330 Literacy in the Content Areas
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Addresses the development of literacy skills needed by students in grades P-12. Instructional strategies are presented and designed to help students transfer literacy skills into content areas.
READ 7431 Digital Literacies in the 21st Century
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course provides an overview of the intersections between new technology-based literacies and school-based literacies. We will also examine how recent innovations in technology education have affected our definitions of literacy, both in and outside of school, and discuss both the positive and negative effects of digital literacies on educational contexts. Students will be expected to actively participate in this learning community and create technology-based lessons that they can use as professional literacy educators.
Prerequisite(s): A minimum grade of "C" in READ 7131.
READ 7432 Teaching Literacy with English Language Learners
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course examines the language, reading, and writing instructional needs of English language learners. This includes exploring second language acquisition, the historical contexts surrounding the education of language minority students, and the ways in which mainstream classroom teachers can actively engage English learners in academic literacy activities. The course is grounded in sociocultural theory and builds upon K-12 students’ first language as a resource. Field experience required.
Prerequisite(s): A minimum grade of "C" in READ 7131.
READ 7630 Teaching the Literature of Social Reflection
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course defines literature in broad terms and literature will be represented through fiction, poetry, essay, art, music, and film. The selections are all based on the following questions: How does one live a life? What kind of life? And for what purpose? This course is about the stories told through any media about the world around us that lead us to social reflection. We feel that literature/art has the capacity to change our lives and our perspectives on the lives of others.
READ 8130 Literacy Assessment and Correction II
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Involves a continued in-depth study of the administration and interpretation of literacy-related diagnostic strategies and of corrective and remedial strategies appropriate to the needs determined through diagnosis. Focus is on individuals experiencing substantial literacy difficulties in P-12 settings. This course includes a required field-based component.
Prerequisite(s): READ 7132.
READ 8230 Organization and Supervision of Reading Programs
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
A study is made of a balanced reading program and the relationship of the reading program to the total curriculum.
Prerequisite(s): READ 7131.
READ 8530 Critical Issues in Literacy Education with Diverse Populations
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course explores the contemporary critical approaches to literacy education research in a diverse society and globalizing world. This course will examine literacy and its impact on linguistically, socially, and culturally diverse students from a sociocultural and critical perspective.
READ 8630 Critical Readings in Reading/Literacy Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Prerequisite(s): Admission to M.Ed., Ed.S., or Ed.D. program.
READ 8734 Practicum in Literacy Instruction
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
This course is a capstone experience where candidates demonstrate the skills, knowledge, and dispositions necessary to serve as classroom, school, or district literacy experts in diverse settings focusing on P-12 students. A total of 60 hours in the field is required. Adaptations may apply.
Prerequisite(s): A minimum grade of "C" in READ 7311, READ 7312, and READ 7330.
READ 8839 Field Project in Reading
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Designed to enable students to design, organize, and report an instructional improvement research project implemented in reading.
Prerequisite(s): EDUR 8434.
READ 8890 Directed Individual Study

1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.

The Directed Individual Study provides an opportunity for a student to pursue an area of interest not covered by any existing courses in a guided, independent format. The student is responsible for defining an area of study, course objectives, activities and assessment procedures and identifying a graduate faculty member in the Reading Program who will supervise the study.

Prerequisite(s): Permission of Instructor.