

# EDUC Curriculum

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## EDUC 2090 PPB Practicum

**1 Credit Hour. 0 Lecture Hours. 0 Lab Hours.**

This Pre-Professional Block Practicum is designed to assist students to integrate and apply knowledge gained through class activities in each of the following Area F Pre-Professional Block courses: EDUC 2110, Investigating Critical and Contemporary Issues in Education; EDUC 2120, Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts; EDUC 2130, Exploring Learning and Teaching. This practicum requires the completion of a variety of field-based assignments from each course. Successful completion of this practicum may be used to complete one of the requirements for admission to the Teacher Education Program. This 0-credit course will be completed as part of the Area F Pre-Professional Block. One-credit hour registration is needed only if student does not successfully complete the PPB Practicum course on the first attempt.

**Corequisite(s):** EDUC 2110, EDUC 2120, EDUC 2130.

## EDUC 2110 Investigating Critical and Contemporary Issues in Education

**3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

This course engages students in observations, interactions, and analyses of critical and contemporary educational issues. Students will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States. Students will actively examine the teaching profession from multiple vantage points both within and outside the school. Against this backdrop, students will reflect on and interpret the meaning of education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy.

**Corequisite(s):** EDUC 2090, EDUC 2120, EDUC 2130.

## EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts

**3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

Given the rapidly changing demographics in our state and country this course is designed to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine 1) the nature and function of culture; 2) the development of individual and group cultural identity; 3) definitions and implications of diversity, and 4) the influences of culture on learning, development, and pedagogy.

**Corequisite(s):** EDUC 2090, EDUC 2110, EDUC 2130.

## EDUC 2130 Exploring Learning and Teaching

**3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

Explore key aspects of learning and teaching through examining your own learning processes and those of others, with the goal of applying your knowledge to enhance the learning of all students in a variety of educational setting and contexts. **Corequisite(s):** EDUC 2110, EDUC 2120.

## EDUC 3234 Educational Psychology: Sec Ed

**3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.**

## 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 8105 Hip Hop Pedagogy

**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This is a course designed for masters, specialists, and doctoral students interested in connecting the history, politics, economics, and culture of hip-hop to their pedagogical practices. The primary focus of this class will focus on middle school and high school science, history, and literature classrooms but can also be applied to elementary school classrooms as well. Critical and culturally relevant pedagogy will also be a focus of content.

## EDUC 8130 Curriculum Theories and Design

**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A comprehensive overview of curriculum orientations and paradigms, theoretical traditions, and emerging complexities within the field of curriculum studies. This course is 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 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 8605 Critical Media Literacy

**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Critical Media Literacy examines the social, cultural, political, and economic forces that influence and are influenced by our media systems. This interdisciplinary course will situate media as a pedagogical location in the political economy, and therefore, examine the educative and mis-educative possibilities. This interdisciplinary course includes the following topics: the history of media, media ownership, identities negotiated through media, democracy and media, cultural intervention through media, rhetorical practices in media, audience studies, media production, digital media and the teaching and learning of media literacy.

## EDUC 8632 Curriculum and Pedagogy for Social Justice

**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This capstone course synthesizes theory 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 9131 Inquiry and Development of Educational Practices****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is designed to provide the doctoral candidates with a critical understanding of the diversity of roles of professionals in education. This course will focus on exploring the dimensions of inquiry as it supports, enhances, and strengthens the development of educational practice in a variety of settings. Doctoral candidates will develop the skills and competencies in the research and design of grant and presentation proposals, as well as in the reflective analysis of teaching and professional growth. Course will include a field component.

**Prerequisite(s):** Ed.D. admission.

**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 analysis 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 EDUF 9133.

**EDUC 9233 Advanced Critical Pedagogy****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course engages in critically examining the representations, ideologies, and power structures that influence teaching and learning in their disciplines and grade levels in the United States and globally, including elitism/classism, racism, sexism, homophobia, ableism, and colonialism/imperialism. Candidates will reflect on the relationships between school and society, particularly the ways that institutional forces impact teacher and student lives, influence choices about curriculum and instruction within specific disciplines, and shape the cultures of their classroom, school, and community.

**Prerequisite(s):** EDD admission.

**EDUC 9630 Doctoral Writing Seminar I****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is designed to prepare students for the candidacy exam in three areas: curriculum studies foundations, research and inquiry, and curriculum and pedagogy.

**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):** EDUF 9133.

**Corequisite(s):** EDUC 9632, EDUC 9636.

**EDUC 9632 Doctoral Writing Seminar II****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is designed for doctoral students to write a draft of the dissertation pre-prospectus which includes diving into life and writing into contradictions in research phenomena; naming key research issues/questions/purposes; reflecting upon the autobiographical roots of inquiry; positioning research in theoretical, methodological, and social contexts/contexts of study; reviewing related literature; building the research design [theoretical framework, descriptions of participants and research site(s), data collection/story gathering/composing field text, data management/organizing stories, data/narrative analysis, and data representation/composing research text based upon reachable stories and narrative analysis]; and defining the value: significance, challenges/limitations, implications, and future directions.

**Prerequisite(s):** A minimum grade of "C" in EDUR 9231.

**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.