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, 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.

EDUC 2090 PPB Practicum
0-1 Credit Hours. 0 Lecture Hours. 50 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. 2.53 Lecture Hours. 1.13 Lab Hour.
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. 2.53 Lecture Hours. 1.13 Lab Hour.
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. 2.53 Lecture Hours. 1.13 Lab Hour.
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 2090, EDUC 2110, EDUC 2120.

EDUC 2130H Exploring Learning & Teaching
3 Credit Hours. 2.53 Lecture Hours. 1.13 Lab Hour.
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 2090, EDUC 2110, EDUC 2120.

EDUC 3234 Educational Psychology: Sec Ed
3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.

EDUF 3234 Educational Psychology: Sec Ed
3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.

EDUF 2120 Education, Society and Learners
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Education of youth is one of the foremost responsibilities of any society and greatly impacts the future well being of the society. As a member of a society, an employer, a parent, a taxpayer, the future of our society depends upon the quality of the job done in the education of its youth. This course utilizes both psychological and sociological foundations of education to enable students to understand and participate in these important social and political debates.

EDUF 2120S Foundations of Education
2 Credit Hours. 2 Lecture Hours. 0 Lab Hours.

EDUF 2121S Human Growth and Dev
2 Credit Hours. 2 Lecture Hours. 0 Lab Hours.

EDUF 3131 Assessment and Management
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
The purpose of this course is to provide advanced preparation in two important teaching skill areas, assessment of student learning and classroom management. First, it is to provide pre-service P-5 teachers with the knowledge and skills to create and implement developmentally appropriate traditional and alternative forms of assessment that will prepare teachers to evaluate development and learning in the social, emotional, physical, and cognitive domains. Second, this course will help pre-service teachers to develop knowledge of and skills in effectively motivating students and managing classrooms through preventive and interventive techniques.
Prerequisite(s): Admission to the Teacher Education Program.

EDUF 3232 Educational Psychology: General
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

EDUF 3232 Educational Psychology: General
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Students will examine psychological principles of learning, cognition, motivation, behavior and the practical implications of these principles for teaching, learning, and assessment. The development of skills to interpret behavior and classroom interaction within a framework of psychological theory will be a major feature of the course.
Prerequisite(s): Junior standing and admission to Teacher Education Program; completion of pre-professional block or equivalent.

EDUF 3234 Educational Psychology: Secondary Education
3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.
Examine psychological principles of learning, cognition, motivation, behavior and the practical implications of these principles for teaching, learning, and assessment. The development of skills to interpret behavior and classroom interaction within a framework of psychological theory will be a major feature of the course. Requires an additional lab component.
Prerequisite(s): Junior standing and admission to Teacher Education Program.