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 and jointly with the Department of Teaching and Learning offers a graduate certificate in teaching culturally and linguistically diverse students.

Curriculum, Foundations, and Reading Degrees

Doctoral Degrees


Educational Specialist Degrees


Master's Degrees

- Reading Education M.Ed. (Online) (http://catalog.georgiasouthern.edu/archive/2016-2017/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/archive/2016-2017/graduate/education/curriculum-foundations-reading/reading-endorsement-classroom-teacher-reading-program-online)
- Teaching Culturally and Linguistically Diverse Students Certificate (Online) (http://catalog.georgiasouthern.edu/archive/2016-2017/graduate/education/curriculum-foundations-reading/teaching-culturally-linguistically-diverse-students-certificate-online)

EDUC 7130  Curriculum, Theories and Design
3 Credit Hours.  3 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 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 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 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.
EDUF 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 EDUF 9131, EDUF 9133, EDM 9231, EDUC 9631.
Corequisites: EDUF 9631, EDUC 9632.

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 research 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 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.
Examines 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  
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.  
Prerequisite(s): A minimum grade of "C" in EDUF 7235.

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  
areas 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 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.  
Prerequisite(s): EDUF 8133.

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 “C” 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. Prerequisites(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.  
Cross Listing(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, familiarity 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.  
Cross Listing(s): FRER 7130.

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 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 broad 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 and 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 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 7131, READ 7132, 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.