

EDUC - EDUCATION

EDUC 2110 Investigating Critical & Contemporary Issues in Education (3-0-3)

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.

EDUC 2120 Exploring Socio-Cultural Contexts on Diversity in Educational Settings (3-2-3)

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. The course requires 25 hours of community service.

Restriction(s):

Students cannot enroll who have a major in Music or Music Education.

EDUC 2130 Exploring Learning and Teaching (3-0-3)

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. This course includes a 5-hour lab experience that may be conducted virtually.

EDUC 6115 Knowledge of Students (3-0-3)

Interrelationships between human development, teaching, and learning, including stages theories of development and age characteristics of learners, and understanding diversity and socioeconomic differences. Meets PSC requirement for teaching children with special needs. Requires 60 hours of field experience.

Restriction(s):

Enrollment is limited to Graduate Level level students.

Enrollment limited to students in the GeorgiaOnMyLine campus.

EDUC 6231 Integrated Curricular Design and Equity-Focused P-12 STEM Education (4-0-4)

The purpose of this course is to engage students in integrated curricular design approaches across the disciplines of science, technology, engineering, mathematics, and the arts with the goals of a) increasing the integration of STEM content within individual fields of practice, and b) fostering equitable access to and participation in STEM/STEAM education for diverse students. Emphasis is placed on leveraging effective approaches to standards alignment, assessment, differentiation, and brokering authentic, connected learning experiences and fostering P-12 learners' development of transferrable skills necessary for 21st century programs of study and careers.

Restriction(s):

Enrollment is limited to Graduate Level level students.

EDUC 6232 Technology & Application with Problem Based Learning in P-12 STEM Classrooms (3-2-4)

This course will engage participants in developing meaningful understandings of problem-based approaches to teaching, learning, and the integrations of STEM practices across the P-12 curriculum using appropriate technology. Participants will demonstrate their skills through the development and creation of problem-based, hands-on experience lesson plan designs. The STEM content has been designed to address the Georgia Standards of Excellence in Science, Technology, Engineering, and Mathematics.

Restriction(s):

Enrollment is limited to Graduate Level level students.

EDUC 6233 Community-Based P-12 STEM Education (3-2-4)

The course will foster an understanding of how teachers and STEM experts can influence education and impact committed interactions and the sharing of knowledge. Prior STEM understanding will be enhanced through the development of integrated STEM projects for the in-service teacher, elementary and secondary classroom, and for dispersal within the community. Through an increased opportunity for action and dialogue associated with socio-cultural issues, students will become adept at identifying avenues for involvement in STEM that encourage community engagement as a means of promoting social justice. 15 Field-based (residency) hours required and completion of integrated portfolio requirements (Phase three of Integrated STEM Portfolio)

Restriction(s):

Enrollment is limited to Graduate Level level students.

EDUC 6699 Teaching Residency and Classroom Management (1-20-3)

An intensive learning experience consisting of observation, participation, and instruction in a school classroom in the candidate's intended field of certification. Candidates will also investigate the concepts, principles and theories associated with implementing best practice classroom management. Cooperative supervision will be provided by selected classroom teachers and college faculty. Course may be repeated.

Prerequisite(s): Admitted to Teacher Education with a score of Y

Repeatability: Repeatable for credit up to 4 times or 15 hours.

Restriction(s):

Enrollment is limited to Graduate Level level students.