

EDUF Educational Foundations

EDUF 1230 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 2090 Special Topics in Educational Foundations

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

Designed to provide specialized coursework to meet the needs of students. Attention will be directed toward a wide range of topics as they relate to education.

EDUF 2121 Human Growth and Dev

2 Credit Hours. 2 Lecture Hours. 0 Lab Hours.

This course provides an introduction to the study of growth and development of the person from conception through adolescence. Particular aspects of development, such as physical, social/personality, emotional, intellectual, and moral development and the relationship of these aspects of development to learning and achievement in school will be addressed.

EDUF 3040 Childhood Development from Prenatal Period to Adolescence

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

This course provides an introduction to the development of social, emotional, cognitive, language and physical processes from the prenatal period to adolescence. Emphasis will be placed on connecting theories, research and concepts to applied settings involving work with children.

EDUF 3131 Assessment for Differentiated Instruction

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

The purpose of this course is to provide advanced preparation in a variety of evidence-based, best practice assessment techniques for differentiating learning. The course will provide pre-service P-5 teacher candidates with the knowledge and skills to create, implement and interpret developmentally appropriate valid and reliable traditional and alternative forms of assessment, as well as standardized assessments. Differentiation principles will be utilized for developing assessments, interpreting assessment data, and planning instruction. Prerequisite(s): Admission to the Teacher Education Program.

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.

Examines 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.

EDUF 6235 Multicultural Elementary Education

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

An examination of multicultural education through a focus on the historical, sociological, and philosophical foundations of elementary education. Special emphasis is placed on the role of ethnicity in the development of the United States and its education system. Includes an overview of multicultural/multilingual curricula with a special focus on culturally/linguistically responsive instruction for elementary learners.

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.

This course examines the principles and theories of learning that serve as a basis for educational models, practice, and assessment. Special emphasis is given to recent empirical findings and to practical applications of theory to a variety of educational settings. This is a three credit hour class. 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 7133 Instruction-Based Assessment

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

Instruction-based assessment emphasizes research-based strategies for assessing student learning. The purpose of this class is to review major principles of classroom assessment and data literacy. The course provides instruction in identification and development of different forms of classroom assessment and the development of learning targets with attention to curriculum alignment within school contexts. Classroom-based data are employed to diagnose learning difficulties, improve teaching, formulate effective instructional interventions, and measure student progress and change over time. This course facilitates need-based and developmentally appropriate approaches in relation to the scope and sequence of the curriculum.

EDUF 7134 Classroom Assessment and Data Literacy**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course emphasizes evidence-based strategies for measuring student progress and change over time and for using the data from these assessments. The course provides instruction in identification and development of different forms of classroom assessment and provides teachers with ways to identify, design, analyze, and use results from student assessments to diagnose problems, improve teaching, and to enhance student learning. The course will place a special emphasis on developing high-quality summative assessments, the interpretation and use of summative assessment data for instructional decision making and the interpretation of standardized assessment data.

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 7150 Learning Theories and Assessment**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course examines the principles and theories of learning that serve as a basis for educational models, practice, and assessment. Special emphasis is given to recent empirical findings and to practical applications of theory to assessment in elementary school settings. Learning theories and assessment practices are integrated to teach students to make informed instructional decisions and enhance student learning. The course focuses on the application of content to authentic learning experiences in elementary school classrooms.

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.

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 Situationalism, 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.