Educational Foundations (EDFN)

Courses

EDFN-109. First Year Experience: Schooling Chicago: Communities, Public Education And Change. 3 Hours.
This course analyzes education in and outside Chicago Public Schools as a key social institution that both influences and is influenced by the larger society. You will be introduced to a wide array of topics and case studies that elaborate on the embeddedness of classrooms and schools in social environments across Chicago. This course will span a variety of school processes such as curricular differentiation, social and economic reproduction, voluntary associations (extra-curricular clubs, parent organizations), social groupings and peer influence. Particular attention is paid to questions about the relationship between social stratification and education. For example, how is the structure, content and funding of schools across Illinois affected by wider social and political conflicts? Does educational attainment affect an individual's economic status? Does education promote social equality? This course will introduce students to use of new information technologies in k-12 education.

EDFN-202. Laboratory In The Foundations Of Education. 1 Hour.
Students will be guided toward appropriate experiences in a school setting that will increase their understanding and utilization of concepts developed in the foundations courses. Chicago metropolitan area schools and other settings will be used as the laboratory.

EDFN-203. Laboratory In The Foundations Of Education. 2 Hours.
(See EDFN-202 for description.).

EDFN-204. Laboratory In The Foundations Of Education. 3 Hours.
(See EDFN-202 for description.).

EDFN-206. Laboratory In Foundations Of Education. 1 Hour.
(See EDFN-202 for general description) Specific to understanding and utilization of concepts developed in EDFN-306 (Educational and Individual Differences).

EDFN-207. Laboratory In Foundations Of Education. 1 Hour.
(See EDFN-202 for general description) Specific to understanding and utilization of concepts developed in EDFN-307 (Psychology of Instruction and Learning).

EDFN-214. Technology In The Classroom. 3 Hours.
This course focuses on instructional use of media technology and helps participants develop foundational skills in technology integration in the classroom. They will learn to use various programs and tools in the educational context. Participants will understand how to enhance teaching and learning experiences through the meaningful integration of technology.

EDFN-215. Schools As A Social Institution. 3 Hours.
This course explores the underpinnings of American public education. Students explore key historical moments, within broader social, cultural, political and economic developments, that shape responses to questions about the role of schools in society. For example, what is the purpose of schools? Who should be educated? What should that education consist of? Students will unpack the different perspectives surrounding these questions and explore parallels to debates in education today. This course lays the foundations to understand schools as a complex social institution that can potentially empower individuals and simultaneously operate in contradictory ways.

EDFN-216. Child And Adolescent Development:Individual Differences. 3 Hours.
Consideration of Human developmental individual differences, including diversity within physical, social, emotional, and cognitive domains from birth through adolescence. Focus will include: 1) genetic, maturational, and environmental factors effects on development; 2) impact of special education and other federal laws on working with children in the classroom; 3) building observational skills for assessing differences to aid student development; 4) study of selected individual children or adolescents; 5) application of principles to classroom practice. Ten hours of classroom observation required. Ten hours of service required.

EDFN-217. Educational Psychology. 3 Hours.
Principles of educational psychology, focusing on learning, assessment of learning, motivation and classroom management for a diverse, global society, including special need students. Ten hours of classroom observation required. Ten hours of service learning required.

EDFN-302. Philosophical And Historical Foundations Of Early Childhood Education. 3 Hours.
This course examines the philosophical, historical, and psychological underpinnings of early childhood education for children from birth to age eight in public and private school settings. It evaluates trends in the field, current social and family issues that affect young children and their families. It examines children's health, wellness, safety and nutrition and how families' access to resources often impacts these factors. The course also evaluates different types of programs and services for young children and families, and examines early childhood educators' professional standards with an emphasis on linking theory with classroom practice.

EDFN-303. Early Childhood Development. 3 Hours.
This course is designed to study the growth and development of young children from birth through second grade, including physical, cognitive, language and socio-emotional development. The course presents major theories, principles, concepts and research in child development and how to provide learning opportunities that support these areas of development. Candidates learn how early brain development is promoted through developmentally and culturally appropriate learning experiences, and discuss how children differ in their development and approaches to learning. The course also addresses the basic principles of health, nutrition, children's safety needs, and trauma and resiliency.

EDFN-305. Philosophical And Historical Foundations Of Public Education. 3 Hours.
The exploration of differing views of the aims of public education in America. The study of the historic settings in which the system developed. Identification of major social and cultural problems in relation to their historic antecedents. The study of various philosophic schools of thought and their impact on educational theory and practice, past and present.

EDFN-306. Education And Individual Differences. 3 Hours.
Consideration of individual differences and principles of human development as factors in creating effective learning environments. Emphasis on: (1) understanding children and adolescents as individuals with differing abilities, aptitudes, interests, emotional responses and accomplishments as the result of genetic, maturational and environmental factors. Special attention given to children and adolescents covered by Public Law 94-142; (2) observational skills for assessing differences in order to aid student development. Focused study by each student of children or adolescents at a particular age level; (3) application of knowledge of developmental and individual differences to classroom practice. Twenty hours of classroom observation required. A federal background check will be required for in-person school observations.

EDFN-307. Psychology Of Instruction And Learning. 3 Hours.
Study and application to the teaching situation of theories and principles of learning (cognitive, affective, behavioral), motivation and classroom management including problems of mainstreaming. Also attention to establishing objectives, instructional design concepts, evaluation of learning and introduction to statistical analysis of scores. Focused study by each student of classroom in terms of application of theories and applications associated with learning and instruction. Twenty hours of classroom observation required. A federal background check will be required for in-person school observations.
Prerequisites: College of Education Admission YES and (EDFN-306 minimum grade of C or ZFND-306 minimum grade of C).

EDFN-308. Teaching And Learning. 1.5 Hour.
This course is designed to have the learner study and apply psychological theories and principles of instruction, learning (cognitive, affective, and behavioral), classroom and school-wide diversity, motivation, productive learning environments, assessment strategies, achievement, classroom management including inclusion, standardized testing and interpreting test scores. Offering this course concurrently with student teaching will allow students an authentic learning experience allowing them to directly apply theory learned in this course to real life issues that they are experiencing in their student teaching.
Prerequisite: College of Education Admission YES.

EDFN-312. Seminar In Current Educational Literature. 3 Hours.
An examination of current educational literature included would be recent research findings, important views of educational critics, newly developed theories of learning and education and innovative practices in educational institutions.

EDFN-313. Problems, Issues And Practices In Education. 3 Hours.
An in-depth examination of salient issues confronting contemporary American education. Topics selected are varied in accordance with student interest.
Prerequisite: College of Education Admission YES.

EDFN-314B. Race, Identity, & Cultures In Education. 3 Hours.
This course examines theories and methods of educating children of diverse racial, cultural and linguistic backgrounds in the U.S. school system. Students will learn how to identify cultural, and linguistic differences that may impede a person's progress in an educational system or in learning a new language or culture. Students will develop an understanding of how these differences can be used as a positive rather than negative resource in the teaching-learning process.

EDFN-314K. Social Justice And The Politics Of Education. 3 Hours.
In this course, students will examine social justice concerns in educational policy and practice. This course will explore theories and debates about social justice goals and themes, and education. Through our study of critical issues in education globally and locally, we will explore ideas about the role of education in society. The following questions are central to the course: What concepts and conditions constitute "social justice"? What kind of education is needed in a democracy? What is the relationship between schooling and participation in democratic life?.

EDFN-314L. Gender, Race, And Class Issues In Education. 3 Hours.
This course focuses on the role of the educational system in the constructions and reproduction of gender and racial inequality. Using both academic and popular literature to gain perspectives, we will examine relationships between school and society. Topics to be addresses include the historical constructions, representation of schooling and the teaching profession, popular culture and education, class and schooling, access and equity of schooling experiences, as well as sexuality and schooling.

EDFN-319. Adolescent Development. 3 Hours.
This course focuses on adolescent development of middle level students with attention to its impact on psychology and education. The content includes theories related to middle school students' self-concept, affect, motivation, effective thinking, interpersonal skills, classroom diagnosis, individualization, teacher effectiveness, roles and problems of teachers, moral development, diversity, inclusion, effective parenting, learning styles, and developing independent learners.
Prerequisite: College of Education Admission YES.

EDFN-342. Teaching With Technology. 3 Hours.
This course focuses on instructional use of computer technology and helps students develop technology integration skills. Students will understand how to enhance learning experiences through meaningful integration of technology. They will learn to use different programs and tools to facilitate teaching and learning in classrooms.
Prerequisite: College of Education Admission YES.

EDFN-343. Using Technology In Classrooms. 2 Hours.
This course focuses on the instructional use of computer technology and helps students develop foundational skills in technology integration in K-8 classrooms. Students will understand how to enhance learning experiences through meaningful integration of technology. They will learn to use different programs and tools to facilitate teaching and learning in classrooms.

EDFN-350. Philosophy Of Curriculum Integration In Middle Grades. 3 Hours.
This course focuses on the philosophical, theoretical, and practical tenets of middle level education. The course explores interdisciplinary project-, problem-, and challenge-based curriculum to learn various approaches for developing cohesive, integrated curriculum and authentic assessment in the middle grades 5-8. Particular attention will focus on developing skills through inquiry and justice-oriented projects that transcend disciplinary boundaries and are relevant and responsive to students' questions and curiosities.
Prerequisite: EDFN-305 with a minimum grade of C and EDFN-319 with a minimum grade of C and ELED-300 with a minimum grade of B and SPED-317 with a minimum grade of B and MLED-302 with a minimum grade of B and MLED-310 with a minimum grade of B and BLBC-338 with a minimum grade of B and MLED-328A with a minimum grade of B and ELED-303 with a minimum grade of B and MLED-309 with a minimum grade of B and MLED-305 with a minimum grade of B.

EDFN-405. Development Of Educational Thought. 3 Hours.
An examination of the historical development of American education and some of its antecedents. A study of the educational theories of selected philosophies; an examination of the purposes of education in pluralistic America; an evaluation of educational institutions and practices in terms of present circumstances.

EDFN-406. Human Development And Learning. 3 Hours.
The study of theories and principles of development of school age children and youth. Focus on current theories and research and their implications for learning and identification of teaching practices that facilitate the acquisition of intellectual and social skills of children and youth. Attention to characteristics covered by PL.94-142 as well as differences due to social, cultural and ethnic factors. Twenty hours of classroom observation required. A federal background check will be required for in-person school observations.

EDFN-407. Learning Theories And Educational Practices. 3 Hours.
Analysis of classroom learning and management in terms of principles and theories of learning and motivation and recent research on effective teaching. Twenty hours of classroom observations required. A federal background check will be required for in-person school observations.
Prerequisite: College of Education Admission YES.

EDFN-409. Individual Differences And Educational Practice. 3 Hours.
This course is designed to have candidates consider individual differences of human development and how these changes impact learning. Current educational and human development theories and research will be used to understand that children and adolescents are individuals with differing abilities, aptitudes, interests and emotional responses due to genetic, maturational, cultural, societal and environmental factors. Candidates will apply theories and principles of instruction, learning, diversity, motivation, bullying prevention and intervention, social emotional development and socially just classroom management to guide and inform teaching practice.
Prerequisite: College of Education Admission YES.

EDFN-410. Education As A Social Institution. 3 Hours.
Study of the school as a social system and as an institution which influences and is shaped by other institutions of society. Particular attention is given to urban education. Laboratory experiences are expected.

EDFN-411. Comparative Education. 3 Hours.
This course provides the student in the College of Education with an opportunity to study a variety of critical issues and current topics which relate to the fields of comparative and international education. This course will provide students with an opportunity to utilize Internet and other distance education opportunities. Students participating in this course will also have the option of participating in an educational experience outisde of the United States. This international experience is designed to enhance the students's mastery of international and comparative education elements of the course topic.

EDFN-411B. Leadership In Communities And School. 3 Hours.
This course provides the student with an opportunity to analyze and examine leadership as a theoretical process with consideration of practical applications. Leadership models will be used to plan, evaluate, implement and facilitate positive change in and among schools and communities.

EDFN-413. Power, Communities And Change. 3 Hours.
The purpose of this course is to provide a forum and structure for community and school leaders to increase their understanding of school-community relations while enhancing their ability to implement effective programs and act as change agents. Participants will deepen their understanding of salient and critical global and local policy issues and develop skills to actively and participate in the public life of their communities. Course involves out of class time activities and community engagement.

EDFN-415. Educational Thought And Secondary Schooling. 3 Hours.
In this course, candidates examine critical issues in U.S. education and discuss them in light of the social, economic, and political conditions of the times. Throughout the course, candidates focus on the following recurring themes: (a) sociopolitical consciousness; (b) cultural competence; and (c) academic success. Candidates will analyze how these themes manifest in contemporary contexts, examine their own educational experiences and philosophies, and identify curricular and pedagogical strategies for promoting success among diverse students. This course includes a variety of instructional strategies: reading, research, lecture, guided discussion, small group discussion, candidate presentations, group projects, directed writing assignments and community engagement/experiences.
Corequisite: SCED-415.

EDFN-416. Cultural Pluralism And Schools. 3 Hours.
The study of multicultural groups: differences and commonalities. Special emphasis is on the investigation and evaluation of various concepts and models of cultural and subcultural relationships as manifested in the schools. Study and application of ethnographic methods to sub-cultures related to and within the educational context.

EDFN-420A. Seminar In Development & Learning: Contemporary Issues In Middle Level Education. 3 Hours.
This course examines theory and key components involved in middle level education settings relating to historical and contemporary issues facing middle schools. In focusing on historical, organizational, and philosophical characteristics of middle schools, and how these impact middle level education as well as educators, the course explores social and cultural issues and their impact on middle level students, and his/her school. Topics are include but not limited to an overview of challenging curriculum and instruction, empowering and equitable schools and classrooms for all middle level students and their families, and dealing with special aspects of middle school design and development.

EDFN-421. Middle School Advisory & Counseling. 3 Hours.
This course emphasizes the ways middle school teachers can help meet the developmental needs of early adolescents through consultation, collaboration and counseling. Content includes key elements of an effective middle school guidance program and how to implement these elements in schools; the developmental characteristics and needs of early adolescents as related to the development of school guidance, advisory, special education and regular education programs and the teacher advisor as a communicator, student advocate, supporter-confidant and home-school liaison who can assess, coordinate and refer students for various health, social and special needs services.

EDFN-441. Digital Literacy: Learning And Leadership. 3 Hours.
This course is intended to foster digital literacy among participants as it applies to education and leadership. Course content will emphasize contemporary issues and utilize authentic learning experiences to improve participants' digital technology knowledge and skills. Through the improvement of technology knowledge and skills, participants' leadership capacity will be developed or enhanced so that they may be able to use technology effectively as school leaders or community leaders.

EDFN-442. Media Technology For Educators. 3 Hours.
The media technology course will encompass all types of curricular/learning materials in varied formats ¿ CD-ROM, laser disc technology, telecommunications, satellite learning, and online databases. Multimedia educational software will be integrated into computer instruction in multicultural/multiethnic learning presentations. Electronic data management, classroom application, and integrated learning systems will be utilized in educational settings.

EDFN-443. Integrating Media Technology Into Elementary Classroom. 3 Hours.
This class will familiarize participants with media and technology for instructional use in K-8 classroom settings. Participants will learn to utilize current media technology to enhance teaching, learning, and assessments. The learning activities in this class include the development of projects that enhance the creativity and media technology knowledge base of teacher candidates. This knowledge base will be developed through readings, interactive discussions, reflections, creative process, and presentations. This course focuses on both the knowledge and skills needed to use technology to teach, to design curriculum, and also to enable elementary students use the technology in their assignments.

EDFN-450. African Studies Institute (AfSI). 3 Hours.
As the origin of humanity, Africa's history is steeped in culture, biodiversity, and indigenous knowledge. The African Studies Institute (AfSI) introduces students to Africa and heightens their curiosity to research and explore more about this fascinating continent. AfSI is a good fit for students in education who are interested in learning about Africa and/or will be working with students, refugees and immigrants from Africa. Moreover, AfSI provides the necessary tools for teachers and other professionals who are interested in integrating African sociocultural, linguistic, historical, political, human rights, and economic contexts into their teaching practice and workplace.
Requirement: Graduate standing or approval from the instructor and the Dean of the College of Graduate Studies and Research for undergraduates.

EDFN-451. Research Methods. 3 Hours.
The purpose of this course is to help develop knowledge, skills and dispositions related to standardized and action research methods. This course will include quantitative, qualitative and mixed methods designs, data collection, analysis and interpretation as they relate to teaching and leadership. Students will understand how assessment is used to improve learning and achievement, how professional development improves learning and how leadership enhances learning and development.

EDFN-452. Technology In Content Area Teaching. 1.5 Hour.
This course intends to familiarize participants with technology for instructional use in secondary school classrooms. Participants will gain insights into how technology could be used for instructional applications, and learn to implement current technology to enhance teaching and learning in content areas. Participants in this course will gain hands-on experience in technology integration in instructional activities. The activities in this class include the development of projects that enhance the creativity and technology knowledge base of teacher candidates. This knowledge base will be developed through readings, reflections, interactive discussions, creative process, and presentations.

EDFN-453. E-learning Design And Development. 3 Hours.
This course is designed to empower participants to create effective e-learning experiences for instruction, training, professional development and other learning environments. Educators, instructional designers, trainers or anyone who is interested in e-learning will be equipped with the essential guidelines and multimedia programs to design and develop e-learning content and activities. Participants will also explore the trends of e-learning.

EDFN-455A. Seminar I. 3 Hours.
This seminar provides an opportunity for students to synthesize educational, intellectual and experiential interests. Students apply relevant research to their area of inquiry and utilize this research to write a master's level research paper. This process will involve both intensive individual work and significant engagement with peers' projects creating an interdisciplinary learning community through interaction and collaboration. Students are expected to follow a prescribed procedure under the direct guidance and supervision of the instructor that will produce a research proposal.

EDFN-455B. Seminar II. 3 Hours.
This seminar provides an opportunity for students to synthesize educational, intellectual and experiential interests. Students apply relevant research to their area of inquiry and utilize this research to write a master's level research paper. This process will involve both intensive individual work and significant engagement with peers' projects creating an interdisciplinary learning community through interaction and collaboration which implements a research proposal and culminates in a completed research study. Students are expected to follow a prescribed procedure under the direct guidance and supervision of the instructor.
Prerequisite: EDFN-455A with a minimum grade of C.

EDFN-492. Social Justice Education In Schools. 3 Hours.
This course engages students in an examination of historical and contemporary approaches to promoting equity and justice in K-12 education, including curricular, pedagogical, and policy-related interventions. Topics include but are not limited to the relationship between social justice education and student outcomes, strategies for enacting social justice in standards-based classrooms, and approaches to designing, implementing and evaluating social justice curriculum and policy.

EDFN-497. Critical Race Theory In Education. 3 Hours.
The purpose of this course is to provide an introduction to the tenets of Critical Race Theory (CRT) in legal scholarship and education as a means to interpret education in school and community contexts. Incorporating legal, historical, policy analysis and sociological approaches, this class develops analysis and praxis through CRT in the examination of educational concerns. Through the incorporation of various segments of critical theory (e.g. post-modern, post-structural, post-colonial, critical feminism, etc.) the class seeks to place CRT in the realm of education for social justice. This course is reading and writing intensive.