

# EDUCATIONAL FOUNDATIONS (EDFN)

**EDFN 001: 1-12 s.h.**

**Pro Bloc:**

**EDFN 002: 1-12 s.h.**

**Fnd Bloc:**

**EDFN 003: 3,6 s.h.**

**Fnd Bloc:**

**EDFN 090: 1-3 s.h.**

**Topics: Life Transitions**

This is an applied seminar and skill acquisition course including historical, sociological, and philosophical foundations of education & life transition as it applies to learning, personal growth, and professionalism. The course is designed to provide an opportunity for students to learn more about their major field of study and the professional behavior essential to their chosen careers. Through this professional participatory seminar, students will begin the important process of collecting information about career paths, education for life, professional expectations and conduct, ethics, and service. Additionally this course is designed to assist in thinking critically to improve academic performance, develop mastery of their emotions and judgment, and improve problem-solving skills. The course provides opportunities for students to evaluate personal development, goals, reasoning, and logical thinking. Other course topics include; creative thinking, organizational skills, evaluating facts versus opinions, interpersonal skills, and conflict resolution.

**EDFN 179: 1-3 s.h.**

**Experimental**

Experimental

**EDFN 211: 3 s.h.**

**Foundations Modern Education (D)**

This course provides an analysis of the philosophical, anthropological, sociological, economic and historical foundations for the contemporary PreK-12 school system in the United States; more specifically how issues of race, ethnicity, language, gender, disability, sexual orientation, geography, socioeconomics and religion influence the profession of teaching in particular grade-level contexts. The content for each section will be focused on the respective program area of the candidates (PreK-4 grades, 4-8 grades, and 7-12 grades). The course addresses the Pa. Dept. of Education's sociocultural standards for English-language learners. Must be taken simultaneously with EDFN 241. Includes field experience, which requires submission of satisfactory FBI, Act 34/151 clearances for eligibility for field placement.

**EDFN 211H: 3 s.h.**

**H: Foundations Modern Educatio (D)**

**EDFN 241: 3 s.h.**

**Psychological Foundations of Teaching**

Teaching and learning through the application of psychology to the activities of the classroom. Learning theory and practice, human growth and development, motivation, classroom management, evaluation and principles of effective instruction. Must be taken simultaneously with EDFN 211. Includes field experience, which requires submission of satisfactory FBI, Act 34/151 clearances for eligibility for field placement.

**EDFN 241H: 3 s.h.**

**Hon:Psyc Foundation/Teaching**

**EDFN 279: 1-3 s.h.**

**Experimental**

Experimental

**EDFN 300: 3-12 s.h.**

**Co-Op Ed Experience in EDFN**

Co-Op Ed Experience in EDFN

**EDFN 312: 3 s.h.**

**Women and Education (P)**

This course uses philosophical analysis and a sociology of knowledge approach to examine women's and girls' experiences with respect to educational institutions as they exist in contemporary America. These concerns are explored dialectically, examining not only how educational institutions and opportunities shape women, but also how the presence of women in educational activities alters the nature of that enterprise. Offered periodically. Prereq: COMM 100, ENGL 110, junior status.

**EDFN 312H: 3 s.h.**

**Hnrs:Women and Education (P)**

Hnrs:Women and Education

**EDFN 320: 3 s.h.**

**Instructional Technology in Elementary Education**

Students use case studies to explore the uses of technology and its application in elementary education. Topics include computer basics, applications software, curriculum integration, evaluation of educational software, telecommunications and multimedia presentation systems. Students are provided a series of hands-on experiences with hardware and software to develop the skills and competencies required of the elementary education teacher. Offered in fall, spring. No credit given if credit earned in EDFN 130, 220, 230, 330/530, 333/533 or EDAR 330/530.

**EDFN 320H: 3 s.h.**

**H:Instructnl Technol in ELED**

H:Instructnl Technol in ELED

**EDFN 330: 3 s.h.**

**Instructional Technology, Design & Assessment**

Instructional design and assessment will be used as a basis for planning and evaluating the use of technology for student-centered teaching and learning within specific disciplines. Offered in fall, spring. Admission to advanced professional studies. No credit given if credit earned in EDFN 130, 220, 230, 320/520 or EDAR 330/530. Taken with professional bloc. Professional bloc field experience includes approximately 150 hours in schools.

**EDFN 336: 3 s.h.**

**Assistive Technology & Online Learning**

Designed to provide pre-service special education teachers with experiences in the use of technology in teaching and online learning. This includes assistive technology by students with disabilities to become more independent, as well as the use of a variety of instructional technologies to encourage more active and effective learning. In addition, teacher candidates will learn various technological strategies and tools that can be used to provide different paths for student achievement and enhance student learning.

**EDFN 355: 3 s.h.****Living Online (D, P)**

"All the world's a stage" famously open Act II of As You Like It, a Shakespearean comedy uniquely positioned to showcase the valleys and peaks of human experience. Interestingly, as the world's stages become increasingly technological and anonymous, how youth learn, think, and find voice has also shifted. Looking beyond the social posturing characteristic of today's "selfie generation," these contexts offer incredible insights about the nature of learning and identity development. This course will explore the work of social theorists, technology gurus, public policy makers, and youth participants who continue to grapple with ever-changing landscape of social media. Using major current events as a lens: #EgyptianRevolution #OccupyWallStreet #RapeCulture #AllLivesMatter #Islamophobia, this course explores social media as a culturally mediated/sustaining response and practice worldwide.

**EDFN 376: 3 s.h.****Whose School Is It? (D, P)**

Historical, political and legal investigation of American public schooling in the 19th and 20th centuries and of the issue of equal educational opportunity in regard to gender, class, race and ethnicity. Students should have completed a lower level history, historiography, political science or educational history course. Offered periodically. Prereq: COMM 100, ENGL 110, junior status.

**EDFN 376H: 3 s.h.****Hnrs:Whose School Is It? (D, P)**

Honors Course - Historical, political and legal investigation of American public schooling in the 19th and 20th centuries and of the issue of equal educational opportunity in regard to gender, class, race and ethnicity. Students should have completed a lower level history, historiography, political science or educational history course. Offered periodically.

**EDFN 379: 1-3 s.h.****Experimental**

Experimental

**EDFN 386: 1-6 s.h.****Topics:**

Detailed investigation of a topic of current interest. Topic to be announced each time course is offered. Credit and meeting hours variable, depending on topic offered. May be taken more than once for credit as topic varies. Offered periodically.

**EDFN 387: 1-6 s.h.****Topics:**

Detailed investigation of a topic of current interest. Topic to be announced each time course is offered. Credit and meeting hours variable, depending on topic offered. May be taken more than once for credit as topic varies. Offered periodically.

**EDFN 388: 1-6 s.h.****Topics:**

Detailed investigation of a topic of current interest. Topic to be announced each time course is offered. Credit and meeting hours variable, depending on topic offered. May be taken more than once for credit as topic varies. Offered periodically.

**EDFN 398: 3 s.h.****Urban Immersion Seminar**

Intensive living-learning experience based in an urban setting. On-site experience in urban schools and social service agencies is provided as well as service-learning experiences within the urban community. Professional development geared to developing the skills and knowledge base needed to work effectively in urban communities will be available. Course portfolio tailored to student's area of interest/major is required. Offered in summer. Prereq: COMM 100, ENGL 110 and junior status.

**EDFN 399: 3,6 s.h.****Culture & Education Seminar**

Humans are divided into different groups based on religion, language, ability, beliefs, ethnicity, appearance, values, traditions and many other markers. Effective communication across these differences requires all humans, and teachers in particular, to develop skills that enable successful interaction and collaborate across boundaries. Culture can be understood, at least partially, as the background and preconceptions humans carry into any interpersonal situation. Since culture constitutes the keystone of identity, it is a key source of conflict between people, particularly in the teacher-student relationship. This seminar pairs discussions and readings about the nexus of culture, identity and education with immersion in different cultures, internationally, nationally and locally, to develop a deeper commitment in students to be effective teachers for all children across all differences. Prereq: EDFN 211 and 241

**EDFN 400: 3-12 s.h.****Co-Op Ed Experience in EDFN**

Co-Op Ed Experience in EDFN

**EDFN 489: 1-4 s.h.****Honors Course**

Two to four semesters of supervised research by highly motivated students capable of conducting independent research projects. For further information, see the Special Academic Opportunities section.

**EDFN 498: 1-6 s.h.****Independent Study**

For further information, see the Special Academic Opportunities section.

**EDFN 499: 1-4 s.h.****Departmental Honors**

Two to four semesters of supervised research by highly motivated students capable of conducting independent research projects. For further information, see the Special Academic Opportunities section.

**EDFN 511: 3 s.h.****Comparative Education**

Analyze crucial educational questions and issues using the comparative method. Cross-cultural studies pursued in a multiple-disciplinary format will help participants discover how education serves economic, sociopolitical, ideological and other purposes, and how it reflects the historically derived tensions within national development. Factors underlying similarities and differences in various cultures, nations and contexts are studied. Includes appraisal of educational issues from a global perspective. Offered annually.

**EDFN 513: 3 s.h.****Sexual Orientation, Gender Identity and Schooling**

Students will study the history of sexual orientation and gender identity, the research on school climate related to sexual orientation and gender identity of students and professionals, knowledge of current laws and policies, and recommended practices for supporting LGBTQ+ youth and educators.

**EDFN 520: 3 s.h.****Instructional Technology in Elem Ed**

Students use case studies to explore the uses of technology and its application in elementary education. Topics include computer basics, applications software, curriculum integration, evaluation of educational software, telecommunication and multimedia presentation systems. Students are provided a series of hands-on experiences with hardware and software to develop the skills and competencies required of the elementary education teacher. Offered regularly. Students may not receive credit for both EDFN 520 and any of the following courses: EDFN 130, 320, 330, 333, 530, 533 and EDAR 330.

**EDFN 530: 3 s.h.****Instructional Technology, Design and Assessment**

Instructional design and assessment will be used as a basis for planning and evaluating the use of technology for student-center teaching and learning within specific disciplines. Must be taken as a block with EDSE 321 (or graduate equivalent) and the Teaching of Methods class required in each secondary certification program. Students may not receive credit for both EDFN 530 and any of the following courses: EDFN 130, 320, 330, 333, 520, 533 and EDAR 330.

**EDFN 545: 3 s.h.****Advanced Educational Psychology**

A review of psychological principles as they relate to human learning in the urban and non-urban setting. Special consideration is given to motivational and developmental factors in the school that influence students' learning. Additional topics include examination of assessment and evaluation practices, classroom management and accommodating individual differences.

**EDFN 586: 1-3 s.h.****Topics in Education**

Investigation and development of educational topics of current interest not normally covered in regular courses. Special topics and methods will vary according to the needs of students involved. Offered periodically.

**EDFN 587: 1-3 s.h.****Topics in Education**

Investigation and development of educational topics of current interest not normally covered in regular courses. Special topics and methods will vary according to the needs of students involved. Offered periodically.

**EDFN 589: 3 s.h.****Topics in Education**

Investigation and development of educational topics of current interest not normally covered in regular courses. Special topics and methods will vary according to the needs of students involved. Offered periodically.

**EDFN 590: 3 s.h.****Social Foundation of Educ**

An analysis of the K-12 school system of the U.S. philosophical and historical influences, significance of education in society, contemporary problems in schooling, challenges and requirements of the profession. Offered annually.

**EDFN 601: 3 s.h.****Research Methods**

Introduces methods of empirical educational research. Emphasis on training individuals to be intelligent consumers of educational research. It is strongly recommended that the course be taken early in the student's program.

**EDFN 603: 3 s.h.****Philosophy of Education**

An analysis of current and perennial education problems using the tools of the philosopher: logic, language analysis and inquiry, and phenomenological description. Students articulate their own beliefs and assumptions about education as well as critically examine and evaluate selected texts. Offered annually.

**EDFN 604: 3 s.h.****Education and Public Policy**

An analysis of public policy development in the field of education. Major questions to explore include: (1) Who governs education? (2) What are the processes by which policies are formulated? (3) What values are reflected in specific present policy or proposed reform? (4) What do we know about reforming education? (5) How useful is social science research in the formulation of educational policy? Offered annually.