

EDUCATIONAL FOUNDATIONS (EDFD)

EDFD 176 - The Italian American Experience: On the Margins or in the Mainstream? 3 Credits

An introduction to Italian American Studies offering an overview of the Italian experience in the United States from the first great waves of immigration to today. Focus will be on the politics of representation of Italian American identity in works from a wide textual base: literature and journalism, cinema, the figurative arts, music, television, advertising, etc. Themes to be investigated include the trauma of separation, relationships with the dominant culture and other ethnic communities, and the formulation of ethnic identity in a U.S. context. A major component of this course will be oral history research in the local community. Taught in English. Cross listed with Classics, HUMN 176; Spanish and Italian, ITAL 275. 3 hours lecture.

EDFD 200 - Psychological Foundations of Education 3 Credits

Prerequisite(s): WRIT 105 or HONP 100. The psychological foundations of education enable students to understand and apply essential topics in teaching and learning including development, motivation, diversity and assessment. Through relating theoretical frameworks to empirical research and applying them to classroom settings, students will be better able to understand their own experience as learners and conceptualize their future practice as teachers. Meets Gen Ed - Social Science Perspectives. 3 hours lecture.

EDFD 210 - Public Purposes of Education: Democracy and Schooling 3 Credits

Prerequisite(s): Sophomore level or higher and WRIT 105 or HONP 100. This course examines the public purposes of education in our social and political democracy. Students inquire into the role of schools in fostering the development of democratic principles and practices and examine various curriculum designs and pedagogical strategies. Students also explore the main issues stemming from the efforts to teach democratically in public educational institutions. Students complete 30 hours of fieldwork in an assigned high-performing urban school, which provides a context for these explorations. They examine and analyze successful practices of instruction and classroom management. Attendance at the first class is required to verify field expectations. This course is pre-requisite for admission into the teacher education program. Meets Gen Ed - Interdisciplinary Studies. Cross-listed with SASE 210 and READ 210. 3 hours lecture.

EDFD 220 - Philosophical Orientation to Education 3 Credits

Prerequisite(s): WRIT 105 or HONP 100. Western philosophical heritage as related to the issues and responsibilities of American education. Comparative analysis of past and current ideological movements that influence moral, social, and educational decisions of parents, political leaders, and professional educators. Meets Gen Ed - Philosophical and Religious Perspectives. 3 hours lecture.

EDFD 221 - Historical Foundations of American Education 3 Credits

Prerequisite(s): WRIT 105 or HONP 100. This course offers students the crucial sequence of ideas that constitute one of the central themes in American society and culture. Since its beginnings, American thinkers have seen education as the key to an informed citizenry. Major themes in American education will be looked at through the reading of primary and secondary sources. Meets Gen Ed - American and European History. 3 hours lecture.

EDFD 264 - Gender Issues in Education 3 Credits

Prerequisite(s): WRIT 105 or HONP 100. Examines the nature of gender, gender identity, gender roles and gender discrimination, and the influence of these on classrooms, schools and educational policy. Meets Gen Ed - Social Science Perspectives. Meets World Cultures Requirement. 3 hours lecture.

EDFD 290 - Education and the Social Development of Urban Youth 4 Credits

Prerequisite(s): WRIT 100; and EDFD 200 may be taken as prerequisite or corequisite. In this course, students learn about the socio-emotional development of youth within the context of urban schools. Students examine the risk factors that challenge the healthy development of urban youth, and have the opportunity to design and implement procedures, activities, and curricula for working with urban youth for promoting resilience and character skills. This course contains a seminar and field work component. During weekly seminars, students engage in readings, discussion, and curriculum development around issues that impact the healthy development of urban youth. The field work component of this course will take place in local schools in Newark, NJ with curriculum implementation for middle school youth on a weekly basis for ten weeks. Students must be able to provide their own transportation to school sites. Meets Gen Ed - Interdisciplinary Studies. May be repeated for a maximum of 12 credits. 2 hours seminar, 2 hours field experience.

EDFD 300 - Assessment, Learning Sciences and Ethics 3 Credits

Prerequisite(s): EDFD 200. In this course, students critically analyze and evaluate various theories of learning as they are applied to teaching, with an emphasis on educational assessment. Students gain a deep understanding of the reciprocal and entwined relationship between learning and assessment, and the assessment principles, practices, and tools associated with each theory. Moreover, students learn how to construct a variety of assessments that measure a range of thinking skills, and the methods and strategies for how to use information from their assessments to improve P-12 student learning. Students consider ethical dilemmas and implications of various approaches to educational assessment. As a result, they develop a shared professional vocabulary, a critical curiosity, and a personal ethical perspective for discussing the practice of educational assessment. 3 hours lecture.

EDFD 305 - Teaching for Equity Diversity 3 Credits

Prerequisite(s): SASE 210, EDFD 210, or READ 210; and admission to Teacher Education Program. Corequisite(s): SASE 310; and SASE 312 or EDFD 312 or READ 312. This course examines the qualities of teachers, teaching, and schooling that foster the learning of students from diverse social and cultural backgrounds. Students explore the ways in which socialization experiences shape perceptions. They reflect on their own beliefs, assumptions, and perceptions about sociocultural identity and how their own socialization has shaped their perceptions of themselves and other people. Students also examine the nature and impact of the increasing social and cultural diversity in K-12 schools in the United States. They learn ways of teaching all children well and to develop positive relationships among teachers, parents and children. Cross-listed with READ 305 and SASE 305. 3 hours lecture.

EDFD 312 - Educating English Language Learners 1 Credit

Prerequisite(s): SASE 210, EDFD 210 or READ 210; and admission to the Teacher Education program. Corequisite(s): SASE 310; and SASE 305 or EDFD 305 or READ 305. This course module exposes students to the central issues in the education of English language learners in US schools and helps them learn about best practices in education through hands-on experience creating and adjusting lessons and instruction to benefit the academic performance of English language learners as well as of all students. Issues addressed include sociocultural, legal, and political influences on the education of English language learners; principles of second language acquisition; and explicit practice in planning academic content instruction for English language learners. Cross listed with READ 312 and SASE 312. 1 hour lecture.

EDFD 320 - Inquiry Based Teaching and Learning 3 Credits

Prerequisite(s): EDFD 220. This course explores the construction of meaning, knowledge and values using classroom dialogue as the basis for cooperative inquiry. Students reflect upon theories of inquiry. And methodologies associated with inquiry-based learning across the disciplines. The role of students and teachers in fostering and facilitating the skills and dispositions of dialogue in the classroom is examined. The course investigates the community of inquiry as a paradigm for personal and interpersonal development, education for citizenship and democratic practice, and educational reconstruction. Students engage in the formation of a classroom community of inquiry and analyze the process of that formation as it develops. 3 hours lecture.

EDFD 441 - Urban Politics and Education 3 Credits

Prerequisite(s): EDFD 210 and EDFD 221. The politics of confrontation. The school system as a political institution. Force fields and their influence upon the teacher, school and community. Political orientations and experiences of various ethnic groups. The influence of political pressures on urban schools from city or higher levels. 3 hours lecture.

EDFD 449 - Current Issues in American Education 3 Credits

Prerequisite(s): EDFD 210 and EDFD 221. A study of recent initiatives, controversial questions, and current problems which impacted upon the field of education throughout the past decade, as well as an examination of new theories which may change the course of American education in the near future. 3 hours lecture.

EDFD 503 - Methods of Research 3 Credits

This course offers an overview of key methodological principles and approaches to quantitative, qualitative, and mixed methods research. Research literacy and developing the ability to access, read, and critique professional research literature in education, counseling, and related fields is a central focus on the course. The course also provides an opportunity for students to evaluate current research relevant to their professional interests. Previous course ELRS 503 effective through Spring 2013. 3 hours lecture.

EDFD 504 - Action Research 3 Credits

Principles and techniques of research applicable to classroom situations. Various kinds of classroom research are studied and analyzed. Practice provided in the planning and outlining a research project. The development of experimental designs, and evaluation of the structure and outcomes of classroom research. Previous course ELRS 504 effective through Spring 2013. 3 hours lecture.

EDFD 505 - Teaching, Democracy, and Schooling 3 Credits

Prerequisite(s): Students must be enrolled in a Master of Arts in Teaching, Instructional Teaching Certificate, Educational Services Certificate or Master of Education. Corequisite(s): SASE 518. This course brings together differing viewpoints regarding the purposes of teaching in the United States and the teacher's role in fostering democracy. It provides future teachers with the habits of mind, skills, tools and resources to analyze and evaluate the relationship between the history of public education, the evolution of teacher identity, and the roles teachers and teaching have played in shaping the United States as a society and vice versa. Using Montclair State's Portrait of a Teacher as an organizing framework, this course places particular emphasis on the idea that all students can learn regardless of their gender, ability, race, ethnicity, or economic background. Students in the course study the history, philosophy, and politics that shape differing views about the roles and responsibilities of teachers, especially as these views relate to integration and inclusion in the classroom. Cross-listed with SASE 505. May be repeated once for a maximum of 6.0 credits. 3 hours lecture.

EDFD 507 - Classroom Assessment 3 Credits

Theory and practice course to develop comprehension of and skill in constructing tests in the cognitive domain, i.e. intelligence, aptitude, achievement, and problem solving tests. Laboratory exercises are included. Basic measurement concepts relating to test construction. Students will carry out project according to needs. Previous course ELRS 507 effective through Spring 2013. 3 hours lecture. 3 hours lecture.

EDFD 509 - Sociocultural Perspectives on Curriculum and Assessment 3 Credits

Prerequisite(s): Students must be enrolled in a Master of Arts in Teaching, Instructional Teaching Certificate or Master of Education. This course examines how teachers, teaching, schooling, & curriculum can foster student learning from diverse socio-economic, linguistic & cultural backgrounds. Students explore foundational learning theories & how they inform curriculum & assessment; the ways socialization shapes perceptions of oneself & others; reflect on their own beliefs about their sociocultural identities & how those have been shaped by experience. The course provides prospective teachers with knowledge & skills for evaluating & understanding student learning across diverse educational settings, including an introduction to the design & evaluation of curriculum for how it provides students with learning opportunities. Students consider assessment practices from the learners' point of view and analyze local & national assessment policies & practices in order to maximize student performance. They learn to develop assessments that meet the needs of diverse learners & are aligned with curricular learning goals. May be repeated once for a maximum of 6.0 credits. Cross listed with SASE 509. 3 hours lecture.

EDFD 510 - Creativity, Imagination and Critical Thinking 3 Credits

This course examines creative problem solving, imagination, and other thinking skills in gifted and talented learners. These 21st century skills are considered essential for personal, social, academic, and vocational success, and they feature in many of the most influential models of gifted and talented education. The course draws heavily on empirical research examining creativity and critical thinking as well as their psychological and philosophical foundations. The central idea guiding the course is that creativity and imagination are mental skills that could be promoted and developed. They can be taught. This perspective counters the traditional view that people are naturally creative or imaginative. Students learn the optimal methods and strategies for promoting such behaviors in learners. 3 hours lecture.

EDFD 515 - Foundations of Gifted and Talented Education 3 Credits

This course examines the historical, social, philosophical, and psychological foundations of gifted and talented education as well as issues related to the identification, instruction, and assessment of gifted and talented students. Students in the course examine the needs and cognitive, emotional, and social development of gifted and talented learners. Particular emphasis is placed on issues of diversity, democracy, and social justice as they relate to gifted and talented education. As such, the course critically examines the traditional focus of gifted and talented education on academic achievement and explores exceptional performance in alternative subject areas such as performance in visual, performing, musical, and literary arts as well as less traditional subject areas such as technology. 3 hours lecture.

EDFD 516 - Meeting the Needs of English Language Learners 1 Credit

Prerequisite(s): SASE 505 or EDFD 505; and SASE 518. Students must be enrolled in a Master of Arts in Teaching, Instructional Teaching Certificate, Educational Services Certificate or Master of Education. Corequisite(s): SASE 509 or EDFD 509; and SASE 517. This course examines the best practices in educating English language learners. Students gain a greater understanding of the linguistic difficulties and resources of English language learners as well as the importance of a multicultural curriculum. Students learn how to make content comprehensible and differentiate instruction based on the language levels of individual English language learners. Students develop an understanding of the academic and affective needs of English language learners, and of strategies for meeting these needs. May be repeated once for a maximum of 2.0 credits. Cross-listed with SASE 516. 1 hour lecture.

EDFD 519 - Assessment for Authentic Learning 3 Credits

Prerequisite(s): SASE 505 or EDFD 505; and SASE 518. Students must be enrolled in a Master of Arts in Teaching, Instructional Teaching Certificate, Educational Services Certificate or Master of Education. This course examines the best practices in educating English language learners. Students gain a greater understanding of the linguistic difficulties and resources of English language learners as well as the importance of a multicultural curriculum. Students learn how to make content comprehensible and differentiate instruction based on the language levels of individual English language learners. Students develop an understanding of the academic and affective needs of English language learners, and of strategies for meeting these needs. May be repeated once for a maximum of 2.0 credits. Cross listed with SASE 519. 3 hours lecture.

EDFD 520 - Development of Educational Thought 3 Credits

Intensive study of the philosophical perspectives of selected classical to modern thinkers as they relate to educational theory and practice. A range of points of view will be considered including such seminal thinkers as Plato, Aristotle, Aquinas, Rousseau, Dewey, Greene, Freire and Bell Hooks. The application of philosophical perspectives to contemporary educational issues will be explored. 3 hours lecture.

EDFD 521 - Contemporary Educational Thought 3 Credits

Current trends and issues in contemporary education will be explored with an emphasis on central concerns such as building community, education for democracy, critical thinking, reasoning, literacy and content standards. We will examine issues of theory as well as applications to pedagogy and curriculum. 3 hours lecture.

EDFD 522 - Pragmatism in Education 3 Credits

An intensive study of the doctrines and principles developed in the writings of John Dewey and his followers, with special reference to critical issues in education today. Introduction into pragmatic thought through the writings of Dewey, Pierce, and James, and the implications of this philosophy studied through the works of Kilpatrick, Counts, Bode, Childs, Bramald, and others. 3 hours lecture.

EDFD 524 - Analysis and Interpretation of Assessment Data for Educational Decision Making 3 Credits

This course provides an introductory overview of the technical issues related to the use of individual and aggregated student-level assessment data in order to inform educational decision-making. Students develop enhanced data literacy and analytical skills to facilitate data-based decision making in the identification of problems and development of solutions and action plans. Students examine and employ general concepts and techniques of data analysis, generation, and presentation, with specific applications to educational issues including program assessment and evaluation, resource planning and allocation, and strategic planning. 3 hours lecture.

EDFD 525 - Data Analysis for Program Evaluation 3 Credits

In this course, students will critically review the methods through which program evaluators in education, health and human services manage, analyze and summarize quantitative and qualitative data to answer identified evaluation questions. Students will learn about a range of different quantitative and qualitative analytic techniques including basic descriptive statistics, inferential statistics, coding and content analysis, and explore these through hand-on activities. Students also will have hands-on practice with various computer programs for data analysis (e.g., SPSS). By the end of the course, students will be able to select and conduct appropriate data analysis methods and analyze and interpret findings to answer identified evaluation questions.

EDFD 530 - Foundations of Bilingual/Bicultural Education 3 Credits

Survey and introduction to bilingual schooling in the United States with special reference to historical backgrounds; typology and definitions; programs, practices, and staff development; overview of court decisions and legislation affecting bilingual education. 3 hours lecture.

EDFD 531 - Foundations of Education for Language Minority Students 3 Credits

This course examines the social, cultural, political, and linguistic foundations of schooling in the United States for students who speak languages other than English. Issues addressed include the history of education for U.S. immigrants; socio-cultural, legal, and political influences on the education of language minority students; and linguistic factors in the education of language minority students. Students also explore curriculum, instruction and school organization as they relate to the education of language minority students. 3 hours lecture.

EDFD 533 - Ethics, Politics, and History of Educational Assessment 3 Credits

This course examines the historical, political, and ethical foundations of educational assessment. The course situates current issues in educational assessment within the larger historical and social discourse. Students consider the varied ethical dilemmas and implications for current and future educational assessment initiatives. Students develop a professional vocabulary for discussing the role of educational assessment and a critical perspective for understanding educational assessment in practice. 3 hours lecture.

EDFD 540 - Cultural and Social Aspects of Education 3 Credits

Examination of various facets of society that have impact on the educational system: economic, political, social, ethnic and religious forces as they relate to problems of educational systems. Field studies included. 3 hours lecture.

EDFD 541 - School As A Social System 3 Credits

Analyzes the school as a social system; the relationships between the school and certain external environmental forces, and the relationship between various internal departments of the school. 3 hours lecture.

EDFD 545 - Political Forces and Education 3 Credits

Influences of the political structure and the educational system on each other. Specific roles played by education and educational leaders in government bodies at various levels. 3 hours lecture.

EDFD 548 - Crucial Issues in American Education 3 Credits

A study of the origin, development, and status of specific crucial issues in the field of education. Such topics as: race, class and gender and their effects on school life and curriculum, multicultural education, violence in schools, teenage pregnancy, school funding and the education of teachers, etc. will be considered. 3 hours lecture.

EDFD 552 - Critical Thinking and Contemporary Educational Issues 3 Credits

Critical thinking is a reform movement in education that reflects sociological, political, and philosophical issues. Writers, including Freire, Greene Paul, Siegel and Lipman, have advocated a critical response to educational policy viewed within the context of social and political forces. The course will examine these views and analyze their role in relation to current trends and attitudes as reflected by thinkers such as Hirsch and Bloom and the various reports that have exemplified the current evaluation of recent education. 3 hours lecture.

EDFD 554 - Critical Thinking and Democracy 3 Credits

Critical thinking is a reform movement in education that addresses central concerns in education for democracy as well as other sociological, political and philosophical issues. This course will help teachers deepen their understanding of the meaning of "democracy," as well as the relationship between democratic practice and schooling. In this course, teachers will explore the history of American education, studying the basic commitment to democracy inherent within it, as well as the on-going tension between democratic ideals and other educational objectives, such as rewarding excellence and furthering capitalistic meritocracy. 3 hours lecture.

EDFD 558 - Dialogic Teaching 3 Credits

This course enables future and current teachers acquire the necessary knowledge, skills, and dispositions to productively use classroom talk to support the development of students' higher-order thinking and deep understanding of disciplinary knowledge. The course addresses the disparity between typical classroom practices and the current theory and research that calls for dialogic teaching as a general pedagogical approach that capitalizes on the power of talk to foster students' thinking, learning, and problem solving. The course prepares teachers with a broad repertoire of discourse practices and to be able to strategically use different types of discourse to address specific instructional goals for their students. 3 hours lecture.

EDFD 560 - Argumentation Across Curriculum 3 Credits

This course enables teachers to utilize speaking, reading and writing across the curriculum to develop students' argumentation skills by supporting effective reasoning in both the production and evaluation of oral and written texts. The course addresses how argumentation is encapsulated in oral and written texts across the curriculum, how arguments differ from other sorts of use of language used in school subjects, and how arguments may be evaluated. The course will also focus on helping future teachers acquire pedagogical knowledge and skills needed to support the development of argumentation in students, including cognitive and affective dispositions that support and inhibit reasoning. 3 hours lecture.

EDFD 562 - Ethical, Social and Political Dimensions of Inquiry 3 Credits

This course consists of an inquiry into the necessary conditions for a form of schooling dedicated to fostering participatory democratic sensibilities, dispositions, structures, and practices, with special emphasis on the role and function of dialogical inquiry and collaborative argumentation in this process. Students in the course apply the lenses of democratic theory, dialogue theory, and critical educational theory to the phenomenon of the common school in the United States and Europe, in an effort to identify the elements of a public educational institution based on the fundamental principles of dialogue, and functioning as an authentic participatory democratic social and political apparatus. 3 hours lecture.

EDFD 563 - Facilitating Inquiry Dialogue 3 Credits

This course provides participants with an intense experience of participating in, facilitating and assessing a community of philosophical inquiry, as that practice has been developed by the Institute for the Advancement of Philosophy for Children (IAPC) over the past 40 years. The course combines multiple sessions each day with sessions devoted to the study and discussion of the theoretical foundations of this practice. Typically, about half of the participants in this seminar are educators and philosophers from other countries, providing a rich context of diverse cultural perspectives to the philosophical issues discussed. 3 hours practicum.

EDFD 575 - Curriculum and Methods in Gifted and Talented Education 3 Credits

In this course, students learn the fundamentals of creating, implementing, and maintaining curricula and developing and employing methods for identifying, teaching, and assessing gifted and talented learners. A distinguishing feature of this course is the opportunity to virtually interact with senior educators and staff members at Montclair State University's renowned K-12 Gifted and Talented Program, which serves gifted and talented learners from New Jersey, New York, and Pennsylvania year-round. Students therefore apply concepts related to gifted and talented education within an authentic learning environment. 3 hours lecture.

EDFD 578 - Testing and Evaluation 3 Credits

Principles and practices of educational and psychological testing and evaluation relevant to professionals in human services, communication sciences and disorders, education, and related fields. Historical/philosophical orientation; place of testing in instructional and remedial programs; statistical concepts underlying measurement; validity, reliability, response set; construction of tests and measurement instruments; evaluation and interpretation of testing data; use and misuse of testing data; reporting data to students, parents and colleagues; critical analyses of selected standardized intelligence, ability and personality tests; experimental tests and measurement instruments. Course project geared to individual student needs. Previous course ELRS 578 effective through Spring 2013. 3 hours lecture.

- EDFD 582 - Learning Theories** **3 Credits**
Study of the learning process and its measurement as it applies in the classroom and non-school settings. Previous course ELRS 580 effective through Spring 2013. 3 hours lecture.
- EDFD 603 - Seminar in Research** **3 Credits**
Prerequisite(s): EDFD 503. Carry out a research project-historical, descriptive, or experimental in nature-culminating in a written report. Previous course ELRS 603 effective through Spring 2013. 3 hours seminar.
- EDFD 630 - Evaluation of Educational Programs and Personnel** **3 Credits**
Prerequisite(s): Departmental approval. Problems, issues, and procedures involved in designing and carrying on evaluation studies dealing with institutions, programs, curricula, and personnel performance. Students will undertake an evaluation project and write a project report. Course content and requirements will be geared to individual needs of students. Previous course ELRS 630 effective through Spring 2013.
- EDFD 650 - Independent Study in Educational Research and Evaluation** **1-3 Credits**
Prerequisite(s): Departmental approval. Designed for individuals who, in consultation with advisor, wish to undertake an in-depth analysis of a specific research problem. May be repeated once for a maximum of 6.0 credits. Previous course ELRS 650 effective through Spring 2013.
- EDFD 670 - Final Project** **3 Credits**
Prerequisite(s): Completion of 21 credits of required courses, research courses and electives. The final course in the M.Ed.is meant to act as an individualized learning experience involving each graduate student in the planning and execution of a cumulative project. This course will provide students with a workshop environment to develop the project in accordance with his or her on-going professional interests and academic requirements. A descriptive and evaluative report are required, as is the dissemination of the project through a conference presentation, professional presentation, or academic round-table discussion.
- EDFD 711 - The Classroom Community of Inquiry** **3 Credits**
Prerequisite(s): Matriculation in Ed.D.in Pedagogy. This course provides students with an opportunity to move into the theory and practice of community of inquiry, in the context of classroom and other environments (e.g. school communities, child care centers, prisons). Participants will construct a general theory of communal dialogue, with particular emphasis on its application to the structure of classroom discourse. Previous course EDCO 711 effective through Spring 2013. 3 hours lecture.
- EDFD 712 - Implications of Race and Ethnicity in US Schools** **3 Credits**
Prerequisite(s): Matriculation in Ed.D.in Pedagogy. This course is designed to explore the dynamics of race and ethnicity as well as the ways in which they potentially impact democracy. The course will analyze the historic legacies of race and ethnicity within the United States and the ways in which they manifest and impact different sociopolitical systems globally. Further, a goal of this course is to heighten participants' awareness of such issues and examine the relationships between race/ethnicity and education, schooling, democratic practice and literacy development. Previous course EDCO 712 effective through Spring 2013. 3 hours lecture.
- EDFD 740 - Logical Reasoning** **3 Credits**
Prerequisite(s): Matriculation in Ed.D.in Pedagogy and Philosophy. Logical reasoning and the philosophy of logic are dealt with in this course in their special relationships to school subjects and to pedagogy. Consideration is given to alternative logics such as the logic of dialogue, the logic of relations, and informal logic such as analogical reasoning, as well as induction and deduction. 3 hours lecture.
- EDFD 742 - Hermeneutics of Childhood** **3 Credits**
Prerequisite(s): Matriculation in Ed.D.in Pedagogy. This course focuses on the role of dialogue, interpretation, and judgment in the study of childhood. Childhood is considered from the standpoints of history, philosophy, law, mythology, psychoanalysis, ethnography, cognitive science, art, literature and film. Special attention is given to the indigenous development of childhood philosophies. 3 hours lecture.
- EDFD 743 - Philosophy of Language** **3 Credits**
Prerequisite(s): Matriculation in Ed.D.in Pedagogy and Philosophy. Language is the medium for the overwhelming majority of instruction in schools; it is also the vehicle for reasoning and the basis of interpersonal skills. This course will look at the philosophical problems of language in relation to such essential educational concerns as meaning and meaning-making, language acquisition and the development of self, the role of language in social identity, the relationship between language and effective teaching and learning, language as an expression of culture and understanding language as a tool of reasoning and communications. 3 hours lecture.
- EDFD 744 - Philosophy of Body** **3 Credits**
Prerequisite(s): Matriculation in Ed.D.in Pedagogy. This course focuses on the richly varied aspects of the concept of the human body as these have been expressed and codified through history. It provides a site for the linkage of philosophical, psychological, anthropological, historical, political, religious, and social perspectives on corporeity and the phenomenon of embodiment. Its larger goal is to explore ways in which philosophy of the body offers opportunities for moral and ethical inquiry in classroom communities of inquiry. 3 hours lecture.
- EDFD 745 - Ancient Greek Philosophy** **3 Credits**
Prerequisite(s): Matriculation in Ed.D.in Pedagogy and Philosophy. This course focuses on the role of some core concepts established and developed by ancient Greek philosophers focusing on philosophy, childhood, dialogue, citizenship and the education of virtue. 3 hours lecture.
- EDFD 750 - Selected Topics in Pedagogy and Philosophy** **3 Credits**
Prerequisite(s): Matriculation in Ed.D.in Pedagogy and Philosophy. This course will focus on selected theoretical and practical issues regarding the relationships between pedagogy and philosophy, including but not limited to research topics, pedagogical theory and strategy, curriculum assessment and development, the relationship of Philosophy for Children to various philosophical traditions, and related topics in critical thinking, moral education, and philosophy of education. May be repeated once for a maximum of 6.0 credits. 3 hours lecture.
- EDFD 755 - Feminist Philosophy in Education** **3 Credits**
Prerequisite(s): Matriculation in Ed.D.in Pedagogy and Philosophy. This course will look at the relationships between various branches of feminist theory and practice, e.g. liberal, cultural, and dominance, and educational theory and practice, with a focus on pedagogy that resists sexist oppression. 3 hours lecture.
- EDFD 770 - Doctoral Independent Study** **1-3 Credits**
Prerequisite(s): Matriculation in Ed.D.in Pedagogy. Student investigates selected topic(s) under the guidance of a doctoral faculty member. May be repeated once for a maximum of 6.0 credits.

EDFD 801 - Democracy and Education**3 Credits**

Prerequisite(s): Matriculation in Ed.D.in Pedagogy. This course will examine the concept of democracy and a range of interrelated issues inherent in the public purposes of schooling in social and political democracies. Students will inquire into the meaning of citizenship in a democracy, and the role of schools in fostering its development and expression. This inquiry will be conducted comparatively. Varying domestic and international socio-cultural and political contexts will be examined. Students will examine various curricular and pedagogical designs and governance structures that can be associated with models of democratic schooling. The moral obligations of pedagogy and stewardship that fall to teachers in the conduct of educating for democratic citizenship will also be examined. Previous course EDCO 801 effective through Spring 2013. 3 hours lecture.

EDFD 802 - Access to Knowledge**3 Credits**

Prerequisite(s): Matriculation in Ed.D.in Pedagogy. This course addresses the concept of access to knowledge through an examination of multiple literacies and a range of epistemological and ethical perspectives. Knowledge construction by the learner, in literacy and subject areas, will be examined. Students will develop an understanding of the epistemological dimensions undergirding the various school subjects. Foundational epistemological theories and current thinking in the psychological, social and cultural underpinnings of literacy will be related to fundamental disciplinary groups such as arts, humanities, social and natural sciences and mathematics. Students will be encouraged to critically analyze and evaluate standard school texts and curriculum units. Previous course EDCO 802 effective through Spring 2013. 3 hours lecture.

EDFD 803 - Pedagogy: The Art and Science of Teaching and Learning**3 Credits**

Prerequisite(s): Matriculation in Ed.D.in Pedagogy. This course examines the art and science of teaching and learning in an evolving social and political democracy. It aims at developing an understanding that teaching and learning occur in sociocultural contexts. Themes to be explored include competing views of knowledge and their implications for curriculum construction; current theories of learning and assessment; strategies to ascertain student's prior knowledge and experience; and pedagogical practices that build upon student's cultural capital. The course will examine diverse pedagogical strategies and their relationships to the structure and epistemology of the disciplines. Special attention will be given to the moral dimensions of the teaching-learning process. Previous course EDCO 803 effective through Spring 2013. 3 hours lecture.

EDFD 804 - Organizational Change, Policy and Leadership**3 Credits**

Prerequisite(s): Matriculation in Ed.D.in Pedagogy. In this course, doctoral students will learn to analyze complex organizational patterns, situations and policies that define and affect diverse educational settings in the US and in other places. Students will examine various models of leadership, theories and research on change models, and the processes of educational policy formation. Students will develop an understanding of their own role as change agents. There will be a field component for this course in which students will conduct research on the development, implementation and/or evaluation of a plan for change in an educational setting. Previous course EDCO 804 effective through Spring 2013. 3 hours lecture.

EDFD 811 - Philosophy and the Educational Experience**3 Credits**

Prerequisite(s): Matriculation in Ed.D.in Pedagogy and Philosophy. This course is an exploration of the philosophical and pedagogical assumptions that found educational theory and practice. The practice of philosophy, not just an academic discipline, but an approach to that discipline with significant implications for curriculum and pedagogy in general. Students will reflect as a community of inquiry on the philosophical assumptions of various models of education and explore the implications of curriculum and methodology for educational renewal. 3 hours lecture.

EDFD 812 - Contemporary Social and Political Philosophy and Philosophy for Children**3 Credits**

Prerequisite(s): Matriculation in Ed.D.in Pedagogy. This course provides the participants (instructor and students) the opportunity to use contemporary social and political theory as a means of discerning the social and political dimensions of ordinary experience, and of making political analyses of the materials and methods of Philosophy for Children. This course also provides the opportunity to experiment with the community of inquiry as a forum for political inquiry and action. We will select a number of social and political issues to confront, work toward constructing personal and collective responses, and experiment in putting our convictions into action. 3 hours lecture.

EDFD 813 - Education for Global Citizenship**3 Credits**

Prerequisite(s): Matriculation in Ed.D.in Pedagogy. This course is a collaborative, dialogical inquiry into the relationship between education and the ideal of participatory global citizenship. It explores the concept of citizenship, what we mean by a "good" citizen, the relationship between local and global citizenship, and issues of indoctrination, group allegiance, forms of community, and the ethics of pluralism; all in the context of educational form, content and methodology. 3 hours lecture.

EDFD 814 - American Philosophy in Education**3 Credits**

Prerequisite(s): Matriculation in Ed.D.in Pedagogy and Philosophy. This course examines the major concepts of North American philosophy, from the late nineteenth century to the present, and their relevance to educational theory and practice. These concepts include experience, judgment, inquiry, community, dialogue and democracy. Students will engage in critical study of selected works of Peirce, W. James, Royce, Santayana, Dewey, Mead, Buchler, C.I. Lewis and Beardsley, in addition to works by contemporary American philosophers. 3 hours lecture.

EDFD 815 - Philosophy for Children and Philosophy of Mind**3 Credits**

Prerequisite(s): Matriculation in Ed.D.in Pedagogy. This course explores a range of advanced topics in which the philosophy of mind and the philosophy of psychology intersect with Philosophy for Children. It deals with psychological concepts and theories of mind and mental formation that have a significant influence on Philosophy for Children. It investigates mind as both a natural and a social formation. It examines everyday thinking about human psychology and its relation to children's developing knowledge of mind. It relates philosophical theories of self and self-knowledge to materials and methods in Philosophy for Children. And it examines theories of creative thinking for potential insight into productive thinking in the Community of Inquiry. 3 hours lecture.

EDFD 816 - Ethical Inquiry Through Narrative**3 Credits**

Prerequisite(s): Matriculation in Ed.D.in Pedagogy. This course provides students with an opportunity to engage in communal ethical inquiry through the medium of novels and short stories. Emphasis is placed on the narrative contextualization of ethical problems in literature, and in the latter's relation to ethics as philosophical discourse. 3 hours lecture.

EDFD 820 - Qualitative Methods for Educational Research 3 Credits

Prerequisite(s): Matriculation in a doctoral program at MSU. This course introduces students to the theories and practices of qualitative research. Students develop skills to critically analyze qualitative studies and the various components of research design. They are also introduced to a rich array of qualitative approaches and possibilities in educational research. They develop an understanding of what is involved in designing original research and have hands-on practice with qualitative data gathering. Previous course ELRS 820 effective through Spring 2013. 3 hours lecture.

EDFD 821 - Quantitative Methods for Educational Research 3 Credits

Prerequisite(s): Matriculation in a doctoral program at MSU. This course introduces students to major methodologies and fundamental skills of quantitative research. Students critically examine the features of common research methods, including experimental, quasi-experimental, and non-experimental designs, as well as related sampling techniques. Students study the underlying principles of measurement, focusing on such concepts as validity, reliability, and bias. Students also acquire skills for interpreting basic statistical procedures. Topics include descriptive statistics, introduction to probability and statistical inference, and the presentation and interpretation of statistical data in empirical literature. The course provides students with an opportunity to use statistical computing packages, such as SPSS, to support data analysis and interpretation. Previous course ELRS 821 effective through Spring 2013. 3 hours lecture.

EDFD 822 - Advanced Methods of Quantitative Inquiry in Education**3 Credits**

Prerequisite(s): EDFD 821. The second in a sequence of two doctoral courses in quantitative research methods, this course enables students to further examine and apply quantitative research methods and tools. Students learn widely-used statistical procedures that are fundamental for the further study of statistics. They study inferential statistical methods and their applications to research. Topics include simple and multiple regression, one-factor analysis of variance, factorial designs, analysis of covariance, and nonparametric methods. Students have multiple opportunities to use statistical computing packages, such as SPSS, to support data analysis. Students further develop the skills for understanding and evaluating the use of quantitative methods in the research literature. Previous course ELRS 822 effective through Spring 2013. 3 hours lecture.

EDFD 823 - Advanced Qualitative Research in Education 3 Credits

Prerequisite(s): EDFD 820. This is the second in a sequence of two doctoral courses in qualitative research methods, building on students' initial understanding of qualitative research from EDFD 820 Qualitative Methods of Research in Education. This course offers students the opportunity to develop a more in-depth understanding of qualitative research and its application to original research, including dissertations. Students explore the interconnections and congruence between theoretical and conceptual framing, research design, and data analysis and representation. Previous course ELRS 823 effective through Spring 2013. 3 hours lecture.

EDFD 824 - Advanced Linear and General Linear Models 3 Credits

Prerequisite(s): EDFD 822. This statistics course examines and applies various advanced linear and generalized linear modeling techniques to observational data. Attention is given to the difference between normal and non-normal outcome data and how this distinction influences analytic decisions. Students use and interpret advanced linear modeling strategies including multilevel, repeated measures, growth curve, structural equation, and multivariate. In addition, students use and interpret generalized linear models including logit, probit, poisson, and multinomial. Students also examine the influence of missing data and employ various imputation techniques. Students run and interpret these models through a variety of hands-on activities using different statistical software packages. 3 hours lecture.

EDFD 825 - Philosophical Research 3 Credits

Prerequisite(s): Matriculation in Ed.D.in Pedagogy and Philosophy. This course provides students with an advanced understanding of the topics, aims and methods of philosophical research, as delineated by the American Philosophical Association and the Council for Learned Societies in Education, and their application to questions regarding the structure and functions of philosophy in education. Students will develop a research proposal that includes a review of relevant philosophical research and research design that incorporates one or more philosophical methods. The course aims to develop students' skills as critical consumers of philosophical research, and to prepare them to employ methods of philosophical research in their dissertations. 3 hours lecture.

EDFD 826 - Social Network Analysis**3 Credits**

Prerequisite(s): EDFD 821. This course introduces students to the theory, measures, and applications of social network analysis (SNA). SNA is the statistical study of the structure of interaction as it occurs between persons and/or other social units. The goal of most SNA is to understand how these configurations of relationships relate to some phenomenon of interest, such as individuals' behaviors or attitudes. Through a combination of lecture and hands-on activities, students learn how SNA offers a unique perspective on individual- and group-level phenomena and the methodological decisions that must be considered when employing its measures and methods. Students will calculate and interpret network-based measures using general SNA software applications and example data. 3 hours lecture.

EDFD 830 - Dissertation Proposal Seminar**1-3 Credits**

Prerequisite(s): Matriculation in Ed.D.in Pedagogy; admission to candidacy. Students will work with their dissertation advisors to develop and refine their dissertation proposals. The seminar is a supplement to the formal dissertation proposal approval process which is outlined in the handbook. Successful completion of this course does not imply approval of the dissertation proposal. This course will be offered as pass/fail only. Cross listed with EDCO 830 and MATH 830. 3 hours seminar.

EDFD 900 - Dissertation Advisement**3-12 Credits**

Prerequisite(s): Matriculation in Ed.D.in Pedagogy; Advancement to Candidacy. While enrolled in Dissertation Advisement, students will work with their dissertation advisor and dissertation committee. Credits are reported as IP (In Progress) while the dissertation is being written. At the successful conclusion of the dissertation defense, a final grade of pass will be recorded.