

# EDHD - EDUCATION, HUMAN DEVELOPMENT

## EDHD200 Paradigms and Perspectives in Human Development (3 Credits)

An introduction to the paradigms and perspectives that guide the study of human development across the lifespan in cognitive, social, physical and emotional domains. Topics of study include overlying principles, concepts, assumptions, theoretical frameworks, and research methods that influence ways in which development is conceptualized. The course is designed to provide insight into major questions of the day in human development and how these prevailing perspectives have evolved over time. This course will also help students understand how knowledge of theory and research is translated into practice in a variety of professional settings.

**Restriction:** Must have 45 or fewer credits; or must be in the Human Development program or Human Development minor.

## EDHD201 Learning How to Learn (3 Credits)

Immerses students in the theoretical and empirical study of learning by engaging them in orchestrated experiences and activities drawn directly from the disciplinary research. Students achieve deep understanding of their own learning, as well as the means of enhancing that learning both in school and out-of-school contexts.

## EDHD210 Foundations of Early Childhood Education (3 Credits)

Students explore historical and current research in early childhood education, primary models of curriculum and pedagogy in the field, and the relationship between critical aspects of young children's development and the creation of inclusive learning opportunities for all children, including children at risk. The concept of developmentally appropriate practice and its application across different developmental levels and early childhood classrooms will be introduced and connected with discussion in EDHD220 and EDSP211. Students examine issues in developing and implementing high quality early childhood education experiences for young children with and without disabilities, including the influence of family, culture, and community, the needs of children at risk (e.g., poverty, immigrant status, English Language Learners), and the role of assessment in early learning.

**Restriction:** Permission of EDUC-Human Development and Quantitative Methodology department.

## EDHD220 Exploring Early Childhood General and Special Education (3 Credits)

Students who are considering a career in education will consider information about the teaching profession. Students reflect on their personal strengths, identify areas of growth, and examine their predisposition to work with young children with and without disabilities. They will discuss the nature of teaching, the moral and philosophic underpinnings that influenced their decision to enter into the teaching professions, as well as the roles and responsibilities of teachers and the characteristics and qualities for effective teachers (teaching styles and teacher's primary role in the classroom).

**Restriction:** Permission of EDUC-Human Development and Quantitative Methodology department.

## EDHD221 Aggression and Violence in Everyday Life: Can Violence Be Prevented? (3 Credits)

History of aggression and violence in the world and in the United States. Examines the extent to which various forms are prevalent today and scientifically supported prevention strategies. Methods of studying aggression are reviewed, as are theories and methods of preventing aggression and violence.

## EDHD228 Research Experiences in Human Development (3 Credits)

Provides students with hands-on participation in faculty-supervised laboratory research activities in the Department of Human Development & Quantitative Methodology. Students will learn about the purpose of scientific research and engage in activities that advance their knowledge and skills with regard to its ethical practice.

**Restriction:** Permission of instructor.

**Repeatable to:** 6 credits.

## EDHD230 Human Development and Societal Institutions (3 Credits)

Development of the individual in the context of relationships with the formal and informal institutions of society. An examination of various aspects of development from the broad perspective of the social sciences.

## EDHD231 Inside 21st Century Creativity: How Creative Ideas, Concepts, and Products are Generated (3 Credits)

Mechanisms of the creative mind. Psychological, social, sociological, developmental, cultural, educational, genetic and neural based roots of creativity.

## EDHD241 Are Two Languages Better than One: The Science and Controversy of Bilingualism (3 Credits)

Examines the big question: Are two languages better than one? We will study the science of bilingualism: contemporary theories; research; controversies surrounding bilingual education; nature vs. nurture; first language acquisition. Additional studies cover: who is bilingual, how children become bilingual, factors that influence bilingual development, bilingual benefits and impact on brain development; bilingual education policy.

## EDHD306 Research Methods in Human Development (3 Credits)

Addresses the scientific concepts and principles central to the study of human behavior and development. Students will learn about basic research methods in studying human behavior in developmental context and will participate in experiential activities, such as conducting observations and collecting self-report data. Major themes: goals of developmental research, fundamental research designs, types of measurement, elements of good scientific writing, and ethical issues in the study of human development.

**EDHD310 Your Brain on Education: The Neuroscience of Learning and Development (3 Credits)**

Investigation linking research in the brain science of learning and development, including the neural basis of academic skills, to achievement, disability, and broader applications to classroom learning. This course will focus on areas of education including language (spoken and written), conceptual change, numerical/quantitative processing, and social cognition as well as burgeoning areas of neuroscientific research in general cognitive processes such as attention, memory, and executive processing. These topics will be discussed with respect to typical and atypical development with some focus on developmental disabilities including autism, specific language impairment, reading and math impairment, and attention deficit disorders among others. This course will focus on both the theoretical perspectives and pragmatic issues of how evidence regarding brain development can or may be translated into useful or misleading information for educators, professionals, and parents/guardians of our children.

**Prerequisite:** PSYC100.

**EDHD314 Reading in the Early Childhood Classroom (3 Credits)**

Early childhood students introduced to current research/methods on teaching language arts. Focus on development of linguistic and cognitive processes in emergent literacy and beginning reading and writing. Application to models for the instruction and assessment of reading/writing in preschool-aged children. Also includes material on classroom-based interventions for young children at risk of reading failure due to learning difficulties. Includes Field Experiences.

**Prerequisite:** EDHD210, EDHD220, and EDSP211.

**Corequisite:** EDHD425; and corequisite: EDHD419 or EDSP420.

**Restriction:** Must be enrolled in Professional Early Childhood/Early Childhood Special Education Program; and minimum cumulative GPA of 2.75.

**EDHD319 Selected Topics in Human Development (3 Credits)**

Selected topics in human development in relation to contemporary culture.

**Repeatable to:** 6 credits if content differs.

**EDHD320 Human Development Through the Life Span (3 Credits)**

Central concepts related to parameters of human development, individual and social, which arise throughout the life span. Continuity and change within the developing individual.

**EDHD322 The Young Child as Mathematician (3 Credits)**

Provides a theoretical and instructional framework for mathematics instruction in early childhood classrooms. Development of understanding of early childhood mathematics that emphasizes how and in what environment young children learn mathematics. Current thinking about both content and instructional strategies for mathematics curriculum, including identification and review of standards and expectations for learning outcomes for all children. Assessment strategies for evaluating all children will be addressed. Includes Phase 1 Field Experience.

**Prerequisite:** EDSP423, EDHD431, and EDSP315; and track 1: Must have completed EDSP 430, EDSP 433; OR Track 2: Must have completed EDHD415, EDHD 424.

**Corequisite:** EDHD323, EDSP321, EDSP417, EDHD441, EDHD442, EDHD443, and EDHD444.

**Restriction:** Must be in the Professional Early Childhood/Early Childhood Special Education program; and senior standing or higher; and minimum cumulative GPA of 2.75.

**EDHD323 Children Study their World (3 Credits)**

Provides theoretical and instructional framework for social studies instruction in inclusive early childhood classrooms. Course will reflect current thinking about content and instructional strategies for social studies curriculum; identification and review of standards/expectations for learning outcomes for all children; assessment strategies for evaluating of social studies objectives; use of data driven instruction to support all children; observation of children's understanding of their social world in field placements; opportunities to explore these understandings through interviews with children and the implementation of activities. Includes Phase 1 Field Experience.

**Prerequisite:** EDSP423, EDHD431, and EDSP315; and track 1: Must have completed EDSP430, EDSP433; or Track 2: Must have completed EDHD415, EDHD424.

**Corequisite:** EDHD322, EDSP417, EDHD441, EDHD443, EDHD442, EDHD444, and EDSP321.

**Restriction:** Must be in the Professional Early Childhood/Early Childhood Special Education program; and senior standing or higher; and minimum cumulative GPA of 2.75.

**EDHD386 Experiential Learning (3-6 Credits)**

**Restriction:** Permission of EDUC-Human Development and Quantitative Methodology department; and junior standing or higher.

**EDHD390 Career Paths and Internship Preparation in Human Development (1 Credit)**

Prepares degree candidates in Human Development for career paths in the field including initial job seeking skills, knowledge necessary for entry into various professions and preparation for the program internship requirement

**Restriction:** Must be in the Human Development major.

**EDHD398 Internship in Human Development (3-6 Credits)**

A supervised internship providing opportunities to integrate theory and practice to get hands-on applied or research experience in the field of human development.

**Prerequisite:** EDHD200, EDHD201, EDHD320, and EDHD390.

**Restriction:** Permission of EDUC-Human Development and Quantitative Methodology Department.

**Repeatable to:** 6 credits.

**EDHD400 Introduction to Gerontology (3 Credits)**

Multidisciplinary survey of the processes of aging. Physiological changes, cultural forces, and self-processes that bear on quality of life in later years. Field study of programs, institutions for elderly, individual elders, their families and care providers.

**EDHD402 Social Development (3 Credits)**

Social Development. Critical concepts and ideas of the study of child and adolescent social development. Focus on changes in interpersonal relationships, emotions, achievement-related behavior and competence, and functioning within the broader social context.

**Recommended:** EDHD411.

**EDHD405 Information Weaponization: Thinking Critically in a Changing World (3 Credits)**

Contemporary challenges—such as climate change, food, energy and water security, and deadly virus transmission—demand that people think critically. While many societal challenges are seriously impacting local, regional and global communities, an increasing availability of information has contributed to what many call a "Post-Truth Era." We will consider the institutional use of post-truth a form of information weaponization.

This course asks how information weaponization impacts the evaluation of valid lines of evidence and explanations. How do we evaluate and what is needed to improve individuals' evaluations of claims? This course will focus on mythological and unproductive thinking, increased digital literacy, enhanced reasoning, evaluation skills, and critical thinking.

**Credit Only Granted for:** HNUH238Y or EDHD405.

**Formerly:** HNUH238Y.

**EDHD411 Child Growth and Development (3 Credits)**

Theoretical approaches to and empirical studies of physical, psychological and social development from conception to puberty. Implications for home, school and community.

**EDHD412 Infant Development (3 Credits)**

Infant development across domains, including perceptual, motor, cognitive, language, social and emotional functioning from pre-natal through third year of life.

**EDHD413 Adolescent Development (3 Credits)**

Adolescent development, including special problems encountered in contemporary culture. Observational component and individual case study.

**EDHD414 Development of the Scientific Mind Across the Lifespan (3 Credits)**

Study of the educational, cognitive, social, and cultural factors that underlie the development of the scientific mind across the lifespan.

**Recommended:** EDHD320.

**EDHD415 Promoting the Social-Emotional Competence of Young Children in Inclusive Classrooms (3 Credits)**

Teachers must have knowledge and skill regarding how to appropriately manage the classroom so that all children, those with and without disabilities, will be able to learn from their school experiences. Classroom management extends beyond responding to student misbehavior to include a comprehensive approach to addressing the social/emotional competence of typically and atypically developing children. The goal of this course is to prepare early childhood teachers who are able to sensitively, responsively, and effectively manage a classroom of young students who are typically developing and those who have disabilities. Includes Field Experience.

**Prerequisite:** EDHD314 and EDHD425; and (EDHD419 or EDSP420).

**Corequisite:** EDSP423, EDSP424, and EDHD431.

**Restriction:** Must be in the Professional Early Childhood/Early Childhood Special Education program; and junior standing or higher; and minimum cumulative GPA of 2.75.

**EDHD420 Cognitive Development and Learning (3 Credits)**

Current developmental theories of cognitive processes such as language, memory, and intelligence and how differences in cognitive level (infancy through adolescence) mediate learning of educational subject matters.

**Prerequisite:** EDHD320, EDHD411, PSYC341, or PSYC355; or permission of EDUC-Human Development and Quantitative Methodology department.

**EDHD421 Developmental Perspectives on Peer Interactions, Relationships, and Groups (3 Credits)**

Explores the historical and theoretical foundations of contemporary research on peer interactions, relationships, and groups. It examines the interplay between individual characteristics, social behaviors, and relationships, and familial and extra-familial factors with an emphasis on diversity in the peer experience across various cultural, ethnic, gender, ability, and socioeconomic contexts.

**Recommended:** EDHD411 and EDHD306.

**EDHD424 Culture, School & Community: Contexts for Learning (PreK-3rd) (3 Credits)**

Explores the development of the young child (with and without disabilities, as well as those at environmental risk) in the context of the family and community, with emphasis on the impact of state, federal and school system policy on the child's world. Course will consider issues within the family, and the wider socio-cultural ecology that relate to the child's ability to develop and learn. In addition, students will develop strategies for respectful and culturally responsive approaches to actively engage families in their children's development and learning. Includes Field Experience.

**Prerequisite:** EDHD425 and EDHD314; and (EDHD419 or EDSP420).

**Corequisite:** EDSP315, EDHD431, EDHD415, and EDSP423.

**Restriction:** Must be in the Professional Early Childhood/Early Childhood Special Education program; and junior standing or higher; and minimum cumulative GPA of 2.75.

**EDHD425 Language Development and Reading Acquisition (3 Credits)**

This course focuses on young children's language development and the relationship between language and reading acquisition. Students will learn: concepts central to language development; language achievements at different ages; concepts of emergent literacy; models of reading acquisition and skilled reading.

**EDHD426 Cognitive and Motivational Literacy Content (3 Credits)**

Students preparing for secondary teaching will learn about the cognitive and motivational aspects of literacy and learning from text for the content areas of literature, science, history and mathematics. Different evidenced-based literacy approaches appropriate for content learning are presented. Characteristics of learning environments that enable students to engage productively with diverse texts, disciplinary tasks, and technological resources in content areas are identified.

**EDHD431 Child Development and Learning, Three to Eight Years (3 Credits)**

Provides a basic understanding of child development theory and research, as well as specific knowledge about the development of children during the early and middle childhood "stages," specifically from ages 3 years to 8 years. A major emphasis will be the application of theory and research from the field of educational psychology to an understanding of how young children learn and achieve academically. Because the course will address the developmental and academic functioning of children with and without disabilities, a particular focus will be on individualization.

**Prerequisite:** Minimum grade of C- in EDHD314 and EDHD425; and 1 course with a minimum grade of C- from (EDHD419, EDSP420).

**Corequisite:** EDSP423 and EDSP315; and TRACK I: Must be concurrently enrolled in EDSP430, EDSP433; or TRACK 2: Must be concurrently enrolled in EDHD415, EDHD424.

**EDHD432 Internship in EC/ECSE (12 Credits)**

Interns spend five days per week in the classroom/home-based setting (under the mentorship of a certified teacher) where they gradually assume full responsibility for the planning, delivery and assessment of instruction or an intervention. Track I students will have an Infant/Toddler placement with special educator, Track II students will be in a Pre-K/K or Grade 1,2,3 classroom with general or special educator (must be opposite grade level and mentor from Phase I/fall of the senior year).

**Prerequisite:** EDHD323, EDHD322, EDSP417, EDHD441, EDHD442, EDHD443, EDHD444, and EDSP321.

**Corequisite:** EDHD437.

**Restriction:** Must be in Early Childhood and Early Childhood Special Education program; and senior standing or higher.

**EDHD434 Child Development, Birth to Three Years (3 Credits)**

Designed to provide students with an understanding of child development theory and research, as well as knowledge about typical and atypical development of children from birth to three years of age. The course emphasizes learning for children with and without disabilities, and for children who are at risk due to poverty and other environmental factors. The course will introduce how children develop and the challenges they face within the domains of physical, cognitive, language, social, and emotional development, with particular attention paid to the impact of risk factors on development. Students will become familiar with delays and differences in development that may occur as the result of disability. Finally, students will learn the effects of cultural and linguistic differences on growth and development. Information about theory and research in child development for children with and without disabilities will be enhanced through a series of observational experiences, which will build upon concepts addressed during class. Includes field experiences.

**Prerequisite:** EDHD210, EDHD220, and EDSP211.

**Corequisite:** EDHD314 and EDHD425.

**Cross-listed with:** EDSP420.

**Credit Only Granted for:** EDHD419A, EDSP420 or EDHD434.

**Formerly:** EDHD419A.

**EDHD436 Cognition and Motivation in Content Area Literacy for Middle-School Students (3 Credits)**

Cognitive and motivational processes of literacy and learning from texts across subjects. Structured approaches to using reading, writing, and speaking for content learning based on approaches to knowledge, motivation, and strategies. Classroom contexts that enable middle-school students to engage with diverse texts and Internet resources are provided.

**EDHD437 EC/ECSE Teachers as Researchers and Reflective Practitioners (3 Credits)**

Students use action research to improve instructional delivery or familial interactions in an effort to enhance the overall educational experiences/outcomes of children in classrooms or home-based contexts. Students will design and implement an action research project in an effort to meet a goal articulated in an applicable Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP) or School Improvement Plan (SIP) as the basis of their project.

**Prerequisite:** Minimum grade of C- in EDHD322, EDHD323, EDSP321, EDSP417, EDHD441, EDHD442, EDHD443, and EDHD444.

**Corequisite:** EDHD432.

**EDHD440 Adult Development (3 Credits)**

Major conceptual approaches to the study of adult development including physical, cognitive, social, emotional and self processes that take place within individuals as they progress from emerging adulthood through middle age.

**Prerequisite:** EDHD320; or permission of EDUC-Human Development and Quantitative Methodology department.

**Recommended:** EDHD413.

**EDHD441 Data Driven Decision Making in EC/ECSE (1 Credit)**

Students will be exposed to formative (e.g., classroom based, ongoing) and summative (e.g., standardized testing) assessments. Students will collect and analyze formative assessment data from their internship classrooms as the bases of planning and delivering instruction to meet the diverse needs of all learners. They will also analyze standardized assessment data to gain an understanding of measures used to determined cross-school and cross-teacher effectiveness. Includes Phase I field experience.

**Prerequisite:** Minimum grade of C- in EDSP423, EDHD431, and EDSP315; and TRACK I: Must have completed EDSP430 and EDSP433 or TRACK 2: Must have completed EDHD415 and EDHD424.

**Corequisite:** EDHD322, EDHD323, EDSP321, EDSP417, EDHD442, EDHD443, and EDHD444.

**EDHD442 Interventions for Children with Behavioral Challenges (1 Credit)**

Students will expand knowledge of and develop skills to address challenging behaviors in inclusive early childhood classrooms. Students examine the causes underlying challenging behaviors during the early childhood years, and identify appropriate resources and support services for working with families to develop a unified approach when responding to behavioral challenges. Includes Phase I field experience.

**Prerequisite:** Minimum grade of C- in EDSP423, EDHD431, and EDSP315; and TRACK I: Must have completed EDSP430 and EDSP 433; or TRACK 2: Must have completed EDHD415 and EDHD 424.

**Corequisite:** EDSP321, EDSP417, EDHD322, EDHD323, EDHD441, EDHD443, and EDHD444.

**EDHD443 Interventions for Children with Social and Communication Challenges (1 Credit)**

Students will learn about the characteristics of children with autism spectrum disorder, pervasive developmental disorder, social communication disorder, and other related challenges and will be equipped to meet the needs of this group of children in the early childhood classroom. The utilization of Universal Design for Learning (UDL), Response to Intervention (RTI) and other early childhood special education approaches, as they apply to this specific group of children, will be addressed. Interventions designed to improve the functioning of children with autism spectrum disorders and related disorders will be reviewed. Includes Phase I field experience.

**Prerequisite:** Minimum grade of C- in EDSP423, EDHD431, and EDSP315; and TRACK I: Must have completed EDSP430 and EDSP 433; or TRACK 2: Must have completed EDHD415 and EDHD 424.

**Corequisite:** EDHD322, EDSP321, EDSP417, EDHD323, EDHD441, EDHD442, and EDHD444.



**EDHD444 Action Research in EC/ECSE (1 Credit)**

Students will become familiar with the EC/ECSE research process, literature and how teachers use action research to improve pedagogy and the experiences of children in classrooms or home-based contexts. Students will utilize this knowledge, as well as either a goal in an Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP) or School Improvement Plan (SIP), to develop an action research study commenced during the following semester. Includes Phase I field experience.

**Prerequisite:** Minimum grade of C- in EDSP423, EDHD431, and EDSP315; and track 1: Must have completed EDSP430 and EDSP433; OR Track 2: Must have completed EDHD415 and EDHD424.

**Corequisite:** EDHD322, EDHD323, EDHD441, EDHD442, EDHD443, EDSP417, and EDSP321.

**EDHD460 Educational Psychology (3 Credits)**

Application of psychology to learning processes and theories. Individual differences, measurement, motivation, emotions, intelligence, attitudes, problem solving, thinking and communicating in educational settings.

**Prerequisite:** PSYC100; or permission of EDUC-Human Development and Quantitative Methodology department.

**EDHD474 Human Development Honors Seminar (3 Credits)**

This seminar will have three overarching goals: (1) expose students to fundamental research questions in human development; (2) create professional development opportunities through invited speakers and (3) communicate an understanding of diversity, equity, and inclusion in all aspects of the research process.

**Restriction:** Must be in the Human Development Honors program.

**EDHD475 Human Development Honors Thesis Preparation Course (3 Credits)**

This is an individual instruction course with the thesis faculty advisor. In this course, students will work towards writing and completing their honors thesis, which will include a review of relevant literature, the rationale for the research project, research questions, methods for data collection, analysis plan, results, and a discussion of the findings. Faculty advisors will communicate the goals of the major surrounding issues of diversity, equity, and inclusion.

**Prerequisite:** EDHD474.

**Restriction:** Must be in the Human Development Honors program.

**EDHD476 Human Development Honors Thesis Research (3 Credits)**

This is an individual instruction course with the thesis advisor, culminating in the presentation and defense of the student's thesis. Students will address the aspects of their research that reflect diversity, equity, and inclusion.

**Prerequisite:** EDHD475.

**Restriction:** Must be in the Human Development Honors program.

**EDHD488 Special Topics in Human Development (3 Credits)**

Special and intensive treatment of current topics and issues in human development.

**Prerequisite:** EDHD320.

**Recommended:** PSYC100.

**Restriction:** Permission of EDUC-Human Development and Quantitative Methodology department.

**Repeatable to:** 6 credits if content differs.

**EDHD489 Field Experiences in Human Development (3-6 Credits)**

Planned field experience (internship or research-based activities) related to Human Development. Credit not to be granted for experiences accrued prior to registration.

**Restriction:** Permission of EDUC-Human Development and Quantitative Methodology department.

**Repeatable to:** 6 credits.

**EDHD498 Special Research Problems in Human Development (1-4 Credits)**

Exploration of current research problems in the study of human development. Available only to students who have definite plans for individual study of approved research problems. Credit according to extent of work.

**Restriction:** Permission of EDUC-Human Development and Quantitative Methodology department.

**Repeatable to:** 6 credits.

**EDHD499 Workshops, Clinics, and Institutes (1-6 Credits)**

The following types of educational enterprise may be scheduled under this course heading: workshops conducted by the College of Education (or developed cooperatively with other colleges and universities) and not otherwise covered in the present course listing; clinical experiences in pupil-testing centers, reading clinics, speech therapy laboratories, and special education centers; institutes developed around specific topics or problems and intended for designated groups such as school superintendents, principals and supervisors.

**Repeatable to:** 6 credits.