

SOCIAL/CULTURAL STUDIES EDUCATION/HUMAN DEV UGRD (SCU)

SCU 207 | SOCIAL AND HISTORICAL ISSUES IN EDUCATION | 4 quarter hours

(Undergraduate)

This course examines through an interdisciplinary framework sociological and historical issues and concerns associated with the relationship between education and public life. The course analyzes education as a form of cultural power, addressing its political and ideological effects. Emphasis will be placed upon the social and historical meanings and purposes assigned to education, especially as it pertains to questions of race, gender, sexuality, and the political economy of class.

SCU 335 | YOUNG ADOLESCENT DEVELOPMENT IN CONTEXT | 4 quarter hours

(Undergraduate)

This course considers how race/ethnicity, gender, social class, and sexuality inform teachers' perceptions of early adolescent development. It also examines middle grades teaching practices and has students analyze how those practices shape the growth and educational/learning experiences of early adolescents. It promotes a broad understanding of social, cultural, and historical conceptions of adolescence, and critically examines the complexities of the physical, social, intellectual, and emotional processes of growth and change of young adolescents. It explores the range of social contexts, interpersonal relationships, and societal views, which influence and give meaning to the development and learning of middle grade youth. This course uses observational experiences, reflective inquiry and interdisciplinary theories to prepare middle grades teacher candidates to design classroom experiences that reflect and are sensitive to the socio-cultural contexts and realities of diverse middle grades learners. ***The course meets in the afternoon and integrates community and/or after school field experience with young adolescents into coursework. Co-requisite for this course is MGE 300. In this course, students will: 1.

Junior standing is a prerequisite for this class.

SCU 336 | ADOLESCENT AND ADULT GROWTH AND DEVELOPMENT | 4 quarter hours

(Undergraduate)

Theories of development throughout adolescence including current issues of problems and growth crises in attaining maturation. The course also includes adult and aging life span considerations. Emphasis is placed on the role of the early childhood professional in interaction with adults in the lives of young children (i.e., parents, grandparents).

SCU 337 | HUMAN GROWTH AND DEVELOPMENT | 4 quarter hours

(Undergraduate)

This course is an introduction to the study of the process of human development from conception to old age. Through a range of theories, the periods of childhood, adolescence, and adulthood are examined with particular attention to the role of culture, gender, and class as they inform the contextualized process of growth and change across the life span.

SCU 338 | THE PROCESS AND EVALUATION OF LEARNING | 4 quarter hours

(Undergraduate)

The process involved in human learning is examined from alternative theoretical and research paradigms and perspectives. The roles of emotions, cultural differences, social realities, cognitive uniqueness, character and achievement tendencies are examined with respect to learner functioning. Alternative methods and techniques for evaluating learner development and academic achievement are surveyed and discussed. Emphasis is placed upon identifying the characteristics of individually and culturally responsive and responsible testing and assessment protocols in the school setting.

An education major or minor is a prerequisite for this class.

SCU 339 | PHILOSOPHY AND PSYCHOLOGY OF YOUTH AND MIDDLE LEVEL EDUCATION | 4 quarter hours

(Undergraduate)

This course introduces foundational and contemporary theories of youth and adolescent development. It provides an investigation of how these theoretical ideas relate to contemporary questions of youth and middle level education. The course explores the historical invention of adolescence, changing ideas about the meaning of childhood, as well as some of the broader social, economic, political, and cultural implications of these changing ideas. This course seeks to develop in prospective educators a broader capacity to theorize about youth and schooling and, hence, to act critically and reflectively in multiple contexts in which youth learn. 10 - 15 field experience hours are required as part of this course.

An education major or minor is a prerequisite for this class.

SCU 351 | DOING CRITICAL PRACTITIONER RESEARCH IN EDUCATION | 4 quarter hours

(Undergraduate)

This course introduces students to different approaches to education research and research methods with a focus on critical practitioner research. Students will become discerning readers of educational research and be able to design and conduct research related to teaching and learning in a variety of disciplinary areas (English, history/social sciences, mathematics, or science) at the secondary level. They will develop skills to critically examine and reflect on practice in the classroom through discipline-specific research projects. Taken concurrently with SEC 381, SEC 382, SEC 383, SEC 385.

SEC 364 is a prerequisite for this class. SCU 351 has a co-requisite of SEC 381, or SEC 382, or SEC 383, or SEC 385.

SCU 399 | INDEPENDENT STUDY | 1-8 quarter hours

(Undergraduate)

Education core unit. Permission of Department Chair and Associate Dean is required. (Variable credit)