FLORIDA ATLANTIC UNIVERSITY™

Florida Atlantic University

Graduate Programs—COURSE CHANGE REQUEST[1]

DEPARTMENT: TEACHING AND LEARNING	**COLLEGE: EDUCATION**
COURSE PREFIX AND NUMBER: EDF5126	**CURRENT COURSE TITLE:** **EARLY AND MIDDLE CHILDHOOD**
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): FALL 2015	**TERMINATE COURSE (LIST FINAL ACTIVE TERM):**

CHANGE TITLE TO: **CHILD DEVELOPMENT IN EDUCATIONAL PSYCHOLOGY**	**CHANGE PREREQUISITES/MINIMUM GRADES TO*:**
CHANGE PREFIX FROM:　　　　**TO:**	
CHANGE COURSE NO. FROM: 5126　　**TO: 6126**	**CHANGE COREQUISITES TO*:**
CHANGE CREDITS[2] FROM:　　　　**TO:**	
CHANGE GRADING FROM:　　　　**TO:**	**CHANGE REGISTRATION CONTROLS TO:**
CHANGE DESCRIPTION TO:	*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade. **PRE/COREQUISTIES: NONE** **MINIMUM PASSING GRADE: "B"**

Attach syllabus for **ANY** changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Please consult and list departments that might be affected by the change(s) and attach comments.[3] Departments in the COE: CS&D, CE, CC&EI, EL&RM, ESE, ES&HP and T&L. Department in SCI: Psychology.

Faculty contact, email and complete phone number: Carol Meltzer, meltzer@fau.edu, 561-385-5736 (syllabus) and Alyssa Gonzalez-De Hass, agonzale@fau.edu, 561-799-8518 (course content).

Approved by:	Date:	1. **Syllabus** must be attached; see guidelines for requirements: *www.fau.edu/provost/files/course syllabus.2011.pdf*
Department Chair: *Barbara R Ridener*	9/2/14	
College Curriculum Chair: *Pd R. Pelum*	9/24/14	2. Review **Provost Memorandum: Definition of a Credit Hour**)*www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf*
College Dean: *Valerie J Bristor*	9/24/14	
UGPC Chair: *PdRR*	10/8/14	3. **Consent** from affected departments (attach if necessary)
Graduate College Dean:	10-15-14	
UFS President:		
Provost:		

Email this form and syllabus to *UGPC@fau.edu* **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

FAU

**FLORIDA ATLANTIC
UNIVERSITY**
College of Education

Department of Teaching and Learning
College of Education
Florida Atlantic University

Title:	Child Development in Educational Psychology
Number:	EDF 6126 (course level change)
Credits:	3 semester hours
Prerequisites:	None
Co-requisites:	None

Catalog Description: Focus is on the development of understanding concerning physical, social, emotional, and cognitive growth, learning skills, and special needs of children from conception to age eight.

Connection to Conceptual Framework: As reflective decision-makers students will make informed decisions and provide evidence of being capable professionals by demonstrating ethical behavior while critically examining the role of developmental theory, from early through childhood and its application to educational contexts.

Required Textbook:
Henniger, M. (2013) Teaching Young Children: An Introduction (5th ed.), Merrill.

Recommended Reading:
American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC.

Guidelines Used in Developing Course Objectives:
Association for Childhood Education International Standards (ACEI)
Interstate Teacher Assessment and Support Consortium Teaching Standards (INTASC)

Course Objectives:
Students will be able to:

1. Describe how changes i n physical development, including changes in physical shape, size, characteristics, health, and appearance of the body impact student behavior and the classroom environment (INTASC 1, 2, 7, 8), (ACEI 1.0).

2. Discuss how changes in cognitive development, including acquisition of skills in thinking, reasoning, problem-solving, attention, and memory, as well as developmental changes in language impact early and middle childhood behavior and the classroom environment (INTASC 1,2,7,8), (ACEI 1.0).

3. Describe how changes in personality and social development, including self-understanding, interpersonal skills, and the formation of attachment, friendships, and intimate relationships impact student behavior and classroom environment (INTASC 1, 2, 7, 8), (ACEI 1.0).

4. Comprehend and evaluate various aspects of human development, including the development of morality, gender roles, personality, and cognition across the lifespan from infancy through age eight (INTASC 1, 2, 7, 8), (ACEI 1.0).

5. Effectively apply developmental principles through specific teaching and classroom management techniques (INTASC 1, 2, 7, 8), (ACEI 1.0, 3.1).

6. Recognize the importance of various sociocultural influences, including parents, teachers, peers and the media, as well as their impact on how children fit in and function in school and the broader society (INTASC 10), (ACEI 5.2).

7. Evaluate the importance of design strategies for facilitating parent and community involvement that continuously improves the educational experiences of early and middle childhood students (INTASC 10), (ACEI 5.2).

8. Conduct research using educational and psychological databases and demonstrate the ability to review relevant literature by creating an abstracted bibliography paper on effective teaching practices in his or her identified interest in human development (INTASC 9), (ACEI 5.1).

General Guidelines and Requirements

Examinations (100 points per examination, total of 200 points maximum): Students are required to read, analyze and apply all assigned material in the text, lessons and discussions as measured by the class instructor.

Research Paper and Presentation (100 points maximum):

- **Research Paper:** Conduct a review of literature in your specific area of interest that is related to the content studied in this course (instructor preapproval is required). Papers previously submitted to meet requirements in other courses will not be accepted. This paper will be evaluated according to criteria detailed in the *Publication Manual of the American Psychological Association (6th ed.).*

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- **Research Presentation**: In addition to submitting a paper, each student is required to present relevant research findings to the class using a PowerPoint format. <u>Failure to present research findings will result in a 20 point deduction from your research paper grade.</u>

Class Participation (50 points maximum): Regular class participation is expected and is calculated into your final grade. Participation is defined as thoughtful and considerate discussion on class content as evaluated by the instructor.

EDF 6126 Grading Scale (A to D-)

Grades Are Based On:	Max Points	A (93)	A- (90)	B+ (86)	B (83)	B- (80)	C+ (76)	C (73)	C- (70)	D+ (66)	D (63)	D- (60)
Exams (2)	200	186	180	172	166	160	152	146	140	132	126	120
Paper and Presentation	100	93	90	86	83	80	76	73	70	66	63	60
Participation	50	46	45	43	41	40	38	36	35	33	31	30
Total Points	**350**	**325**	**315**	**301**	**290**	**280**	**266**	**255**	**245**	**231**	**220**	**210**

FAU Grading Scale (A to D-)

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
Point Range	93-100	90-92	86-89	83-85	80-82	76-79	73-75	70-72	66-69	63-65	60-62
Quality Points*	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67

Quality Points for 1 semester hour*

Policies

Minimum Passing Grade:
The minimum grade required to pass this course is B (290 points or no less than an 83% average).

Late Work:
Student work not turned in by the deadline, without an approved extension from the instructor, is subject to a 5 point deduction each day after the due date.

Examinations:
Mid-term and final examinations are required. Rescheduling requires prior approval and documentation. Rescheduled examination MUST be completed within one week of the scheduled date. Absences are excused for approved medical reasons or a death in the immediate family.

Incomplete Grades:
Incomplete grades are reserved for students who can demonstrate a passing grade in the course but have not completed all the required work because of exceptional circumstances.

Attendance:
According to University policy, "Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance". Reasonable accommodations are made for religious observances (FAU Catalog, Academic Policies and Regulations).

Students with Disabilities:
In compliance with The Americans with Disabilities Act (A.D.A.), students who required special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca in the Student Support Service Building (SU 80) in room 133 (561-297-3880); in Davie, LA 203A (954-236-1222); in Jupiter SR 117 (561-799-8585) and follow all OSD procedures (FAU Catalog, Academic Policies and Regulations).

Classroom Etiquette:
During on-campus classes, FAU policy on cell phones: "In order to enhance and maintain a productive atmosphere for education, personal communication devices such as cellular telephones are to be disabled in class sessions" (FAU Catalog, Academic Policies and Regulations).

Code of Academic Integrity:
Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. For more information, see http://www.fau.edu/academic/registrar/catalog/ (FAU Catalog, Academic Policies and Regulations).

Outline

Weeks	Assigned Readings	Discussion and Assignments Due
1	Chap 1: Overview of the Profession Chap 2: Historical Contexts	Introduction and Overview Biological and Environmental Foundations
2	Chap 3: Early Childhood Program Models Chap 4: Understanding How a Child Develops and Learns Chap 5: Play in Childhood	Local Early Childhood Program Models Pre-Natal Development
3	Chap 6: Guiding Young Children Chap 7: Working with Families and Communities Chap 8: Diversity and Young Children	National Early Childhood Program Models Birth and Neo-Natal Development
4	Chap 9: Planning the Physical Environment (Indoors) Chap 10: Planning the Physical Environment (Outdoors)	Physical and Motor Development: Infancy (0-2)
5	Chap 12: Health and Wellness Chap 13: Supporting Emotional and Social Development	Social and Emotional Development: Infancy (0-2)
6	Chap 11: Developmentally Appropriate Curriculum Chap 14: Math, Science and Social Studies Learning Chap 15: Language and Literacy Learning	Cognitive and Linguistic Development: Infancy (0-2)
7	Prepare for Examination I Prepare Research Questions	**Examination I** Research Consultation
	Break - No Class	
8	Chap 5: Play in Childhood Chap 6: Guiding Young Children Chap 9: Planning the Physical Environment (Indoors) Chap 10: Planning the Physical Environment (Outdoors)	Physical and Motor Development: Toddler and Early Childhood (3-5)
9	Chap 7: Working with Families and Communities Chap 8: Diversity and Young Children Chap 12: Health and Wellness Chap 13: Supporting Emotional and Social Development	Social and Emotional Development: Toddler and Early Childhood (3-5)
10	Chap 11: Developmentally Appropriate Curriculum Chap 14: Math, Science and Social Studies Learning Chap 15: Language and Literacy Learning	Cognitive and Linguistic Development: Toddler and Early Childhood (3-5)
11	Chap 5: Play in Childhood Chap 6: Guiding Young Children Chap 9: Planning the Physical Environment (Indoors) Chap 10: Planning the Physical Environment (Outdoors)	Physical and Motor Development: Middle Childhood (6-11)
12	Chap 7: Working with Families and Communities Chap 8: Diversity and Young Children Chap 12: Health and Wellness Chap 13: Supporting Emotional and Social Development	Social and Emotional Development: Middle Childhood (6-11)
13	Chap 11: Developmentally Appropriate Curriculum Chap 14: Math, Science and Social Studies Learning Chap 15: Language and Literacy Learning	Cognitive and Linguistic Development: Middle Childhood (6-11)
14	Chap 16: The Creative Arts Chap 17: Technology and Children	Creative Arts: Early, Toddler and Middle Technology: Early, Toddler and Middle
15	Prepare for Examination II Research Paper & Presentation	**Examination II** Present and Submit Research Paper

Bibliography

Books:

Ansell, N. (2005). *Children, youth and development.* London: Routledge.

Bronfenbrenner, U. (2005). *Making human beings human: Bioecological perspectives on human development.* Thousand Oaks, CA: Sage Publications.

Casper, V. & Theilheimer, R. (2010). *Early childhood education: Learning together.* New York: McGraw-Hill.

Copple, C. & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3rd ed.), Washington DC: NAEYC.

Cruickshank, D.R., Jenkins, D.B., & Metcalf, K. K. (2009). *The act of teaching.* Boston, MA: McGraw Hill.

Gestwicki, C. (2011). *Developmentally appropriate practice: Curriculum & development in early education* (4th ed.). Belmont, CA: Wadsworth, Cengage Learning.

Horowitz, F. D., Darling-Hammond, L., Bransford, J., Comer, J., Rosebrock, K., Austin, K., & Rust, F. (2005). Educating teachers for developmentally appropriate practice. In L. Darling-Hammond & J. Bransford, *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 88-125). San Francisco: Jossey-Bass.

Kozulin, A., Gindis, B., Ageyev, V.S., Miller, S.M. (2003). *Vygotsky's Educational Theory in Cultural Context.* New York: Cambridge University Press.

Kropf, N.P. & Greene, R.R. (2009). Erikson's eight stages of development: Different lenses. In Greene & Kropf (Eds.), *Human behavior theory: A diversity framework* (2nd ed.). New Brunswick, NJ: Transaction Publishers.

Miller, P.H. (2010). *Theories of developmental psychology* (5th ed.). New York: Worth.

Nucci, L. (2009). *Nice is not enough: Facilitating moral development.* Upper Saddle River, NJ: Merrill/Pearson.

Schunk, D.H., Pintrich, P.R., & Meece, J.L. (2008*). Motivation in education: Theory, research, and applications,* (3rd ed.). Columbus, OH: Pearson.

Slavin, R.E. (2011). Instruction based on cooperative learning. In R.E. Mayer & P.A. Alexander (Eds.), *Handbook of research on learning and instruction.* New York: Routledge.

Thomas, R.M. (2005). *Comparing theories of child development* (6th ed.). Belmont, CA: Wadsworth.

Wadsworth, B.J. (2004). *Piaget's theory of cognitive and affective development.* Boston, MA: Pearson Education.

Journals:

American Psychologist
Child Development
Contemporary Education
Educational Researcher
Journal of Educational Psychology
Journal of Educational Research
Journal of Experimental Education
Journal of Personality & Social Psychology
Journal of Research in Childhood Education
Journal of Social Psychology
Journal of Youth and Adolescence
Personality and Social Psychology Bulletin
Psychological Bulletin
Psychological Record
Review of Educational Research

Search Engines:

Google   http://www.google.com
Yahoo   http://www.yahoo.com

Contact Information:

To be completed by instructor