

NOV 18 2010

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—NEW COURSE PROPOSAL

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT NAME: *Teaching and Learning*

COLLEGE OF: *Education*

**RECOMMENDED COURSE IDENTIFICATION:**

PREFIX EDF COURSE NUMBER 6111 LAB CODE (L or C) \_\_\_\_\_

(TO OBTAIN A COURSE NUMBER, CONTACT MJENNING@FAU.EDU)

**COMPLETE COURSE TITLE:**

*Human Development: Applications for Education*

**EFFECTIVE DATE**

(first term course will be offered)

**CREDITS:**

*03*

**TEXTBOOK INFORMATION:**

*Berk, L.E. (2010). Exploring lifespan development (2<sup>nd</sup> ed.). Boston: Allyn & Bacon.*

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR  PASS/FAIL \_\_\_\_\_ SATISFACTORY/UNSATISFACTORY \_\_\_\_\_

**COURSE DESCRIPTION, NO MORE THAN 3 LINES:**

*Course explores human development from infancy through adulthood with a focus on its relevance for educational contexts. Topics include physical, cognitive, social, emotional, and moral development. Implications of developmental theories for curriculum, instruction, and classroom management are discussed.*

**PREREQUISITES:**

*N/A*

**COREQUISITES:**

*N/A*

**OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):**

*N/A*

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.

**MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:**

*Doctorate in Educational Psychology or closely related field.*

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each.

*All Departments within the College of Education  
 Department of Psychology, Charles E. Schmidt College of Science*

*Dr. Alyssa Gonzalez-DeHass, [agonzale@fau.edu](mailto:agonzale@fau.edu), 561-799-8518*

Faculty Contact, Email, Complete Phone Number

**SIGNATURES**

Approved by: \_\_\_\_\_  
 Department Chair: *[Signature]*  
 College Curriculum Chair: *[Signature]*  
 College Dean: *[Signature]*  
 UGPC Chair: \_\_\_\_\_  
 Dean of the Graduate College: \_\_\_\_\_

Date: *11/18/2010*  
*11/23/10*  
*11/29/10*

**SUPPORTING MATERIALS**

Syllabus—must include all details as shown in the UGPC Guidelines.  
 Written Consent—required from all departments affected.  
 Go to: <http://graduate.fau.edu/gpc/> to download this form and guidelines to fill out the form.

Email this form and syllabus to [diamond@fau.edu](mailto:diamond@fau.edu) and [eqirjo@fau.edu](mailto:eqirjo@fau.edu) one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

## Departmental Approvals for EDF 6111

### Original Email Request

**From:** Alyssa R. Gonzalez DeHass [mailto:[agonzale@fau.edu](mailto:agonzale@fau.edu)]  
**Sent:** Wednesday, November 10, 2010 7:17 PM  
**To:** [sgraves@fau.edu](mailto:sgraves@fau.edu); [wener@fau.edu](mailto:wener@fau.edu); [ijohnso9@fau.edu](mailto:ijohnso9@fau.edu); [jmclau17@fau.edu](mailto:jmclau17@fau.edu); [mbrady@fau.edu](mailto:mbrady@fau.edu); [shockley@fau.edu](mailto:shockley@fau.edu)  
**Cc:** 'Barbara Ridener'  
**Subject:** New Course in Department of Teaching and Learning

Hi there,

The Educational Psychology program in the Department of Teaching and Learning is developing a new course titled "Human Development: Applications for Education". The proposed ed psych course will be at the graduate level and will offer a focused emphasis on how developmental theory applies to classroom teaching; it is a course common to programs of Educational Psychology at other universities.

We wanted to consult with you to assure that the course does not replicate a course offered in your department. This new course has already received departmental approval in Teaching and Learning as well as the Psychology department.

I have attached a copy of the syllabus for your review.

*kindest regards,  
Dr. Alyssa Gonzalez DeHass  
Associate Professor of Educational Psychology  
Florida Atlantic University*

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### Communication Sciences and Disorders

-----Original Message-----

**From:** Deena Wener [mailto:[wener@fau.edu](mailto:wener@fau.edu)]  
**Sent:** Monday, November 22, 2010 3:54 PM  
**To:** Alyssa R. Gonzalez DeHass  
**Cc:** Barbara Ridener  
**Subject:** RE: New Course in Department of Teaching and Learning

Dear Dr. DeHass,

Thank you for giving me an opportunity to review the course proposal, EDF 6111 - Human Development: Applications for Education. I do not see any conflict or overlap with the graduate courses offered in the Department of Communication Sciences and Disorders.

Good luck with your proposal.

With best regards,  
Dr. Deena Louise Wener

Deena Louise Wener, Ph.D., CCC-SLP  
Associate Professor and Chair  
Department of Communication Sciences and Disorders Florida Atlantic University College of Education  
777 Glades Road  
P.O. Box 3091  
Boca Raton, Florida 33431-0991

Office phone: 561-297-2259  
FAX: 561-297-2268  
E-mail: [wener@fau.edu](mailto:wener@fau.edu)

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## CCEI

Dr. Gonzalez DeHass and Dr. Ridener:

The Department of Curriculum, Culture, and Educational Inquiry sees no conflict of the course you propose with the courses in our department. Take care.

H. James McLaughlin  
Professor and Chair  
Department of Curriculum, Culture, and Educational Inquiry  
338 Education building  
Florida Atlantic University  
Boca Raton, FL  
561-297-3965

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## Counselor Education

Hello:

This course does not conflict with any courses in the Counseling Department. Good luck.

Irene H. Johnson

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## Ed Leadership

The EDLRM department has no conflict with this course. RS

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Robert Shockley, Chair  
Department of Educational Leadership and Research Methodology Florida Atlantic University  
777 Glades Rd.  
Boca Raton, FL 33431  
561.297.3551  
Shockley@fau.edu

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## ESE

The ESE Department *does* have courses in infant and child development and learning, but I do not see your proposed course as a conflict or duplicate of the ones in our department. To the contrary, a review of your syllabus shows a course that is different from – and would complement the COE's course repertoire of development courses. Good luck with it.

Michael P. Brady, PhD  
Professor & Chair  
Department of Exceptional Student Education  
Florida Atlantic University  
777 Glades Road  
Boca Raton, FL 33431  
(561) 297-3281  
[mbrady@fau.edu](mailto:mbrady@fau.edu)

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## Exercise Science and Health Promotion

Our department does not have a conflict with this particular course. Regards,

B. Sue Graves, Ed. D., Department Chair  
Exercise Science and Health Promotion Department  
Florida Atlantic University  
777 Glades Road, Field House 11  
Boca Raton, Florida 33431  
561-297-2938 (main office)  
561-297-2790 (office)  
561-297-2839 (fax)  
[www.coe.fau.edu](http://www.coe.fau.edu)  
Visit us on Facebook, too.

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**Department of Psychology, College of Science**

Alyssa,

The Department of Psychology has no objections to the proposed course. It does not replicate a course in our department because it applies to classroom teaching. If I may pass along one tangential bit of constructive feedback, there was some surprise that a graduate course would require only an undergraduate level textbook as a source of material.

David

Hi Dr. Wolgin,

I am emailing to share with you a new course the Educational Psychology program is developing in the department of Teaching and Learning. The proposed class is a human development course focusing on applications to teaching, and it is common to programs of Educational Psychology at other universities

We wanted to consult with you to assure that the course does not replicate a course offered in your department. I believe your department offers an undergraduate course in Human Development. The proposed ed psych course will be at the graduate level and will offer a focused emphasis on how developmental theory applies to classroom teaching. I have attached a copy of the syllabus for your review.

Regards,

Dr. Alyssa Gonzalez DeHass  
Associate Professor of Educational Psychology  
College of Education  
Florida Atlantic University

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Department of Teaching and Learning  
College of Education  
Florida Atlantic University

**COURSE NUMBER AND TITLE:**

EDF 6111, Human Development: Applications for Education, 3 credit hours

**COURSE LOGISTICS:**

Semester term, class location and time, or notation for online course

**CATALOG DESCRIPTION:**

Course explores human development from infancy through adulthood with a focus on its relevance for educational contexts. Topics include physical, cognitive, social, emotional, and moral development. Implications of developmental theories for curriculum, instruction, and classroom management are discussed.

**REQUIRED TEXT:**

Berk, L.E. (2010). *Exploring lifespan development* (2<sup>nd</sup> ed.). Boston: Allyn & Bacon.

**SUGGESTED RESOURCES:**

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC.

**AUDIO-VISUAL TECHNOLOGY:**

Microsoft Power Point Presentations

Microsoft Blackboard: <http://blackboard.fau.edu/>

APA Style web sites: <http://www.apastyle.org/fifthchanges.html>

Overhead projector, LCD Projector, VCR

E-mail: Go to MyFAU to obtain free email if you do not have one.

**TEACHING METHODOLOGIES:**

PowerPoint lessons and Blackboard

Library and internet research

Class discussion

**ASSESSMENT PROCEDURES:**

Examinations

Class paper

Class participation

**GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:**

FAU Florida Educator Accomplished Practices (FAU EAP)

Association for Childhood Education International Standards (ACEI)

**COURSE OBJECTIVES:**

The student will be able to:

1. describe how changes in physical development - including changes in the physical shape, size, characteristics, health, and appearance of the body - impact students' behavior and the classroom environment (FAU EAP 7.2), (ACEI 1.0).
2. discuss how changes in cognitive development - including the acquisition of skills in thinking, reasoning, problem-solving, attention, and memory as well as developmental changes in language - impact students' behavior and the classroom environment (FAU EAP 7.2), (ACEI 1.0).
3. describe how changes in personality and social development - including acquiring relatively stable personality traits, self-understanding, interpersonal skills, and the formation of attachment, friendships, and intimate relationships with others - impact students' behavior and the classroom environment (FAU EAP 7.2), (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 adulthood (FAU EAP 7.2), (ACEI 1.0).
5. effectively apply developmental principles through specific teaching and classroom management techniques (FAU EAP 7.1, 9.2, 10.2), (ACEI 1.0, 3.1).
6. recognize the importance of various sociocultural influences - including parents, teachers, peers and the media – and their impact on how children fit in and function in schooling and broader society (FAU EAP 11.1), (ACEI 5.2).
7. evaluate the importance of and design strategies for facilitating parent and community involvement in order to continuously improve educational experiences of students (FAU EAP 11.1), (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 and his or her identified interest in human development. (FAU EAP 8.1, 8.2, 12.1, 12.2), (ACEI 5.1).

**CONTENT OUTLINE:**

<b>Week of</b>	<b>Lesson</b>	<b>Specific Topics and Assigned Reading</b>
1	Intro to Course	Syllabus and Main Course Requirements
2	Foundations and Theoretical Perspectives	Introduction to theoretical perspectives on human development including Piaget, Vygotsky, Kohlberg & Gilligan, Erikson & Marcia, Bowlby & Ainsworth, Baumrind, & Bronfenbrenner
3	Infancy & Toddlerhood	Physical & Motor Development: Reflexes & Perceptual Development Cognitive Development: Piaget Applications to Teaching – Preschool Classrooms
4	Infancy & Toddlerhood	Social Development: Erikson & Attachment Theory Applications to Teaching – Preschool Classrooms
5	Early & Middle Childhood	Physical & Motor Development Cognitive Development: Piaget & Vygotsky Applications to Teaching – Preschool & Elementary Classrooms
6	Early & Middle Childhood	Moral Development: Kohlberg Social Development: Erikson, Parenting Styles, Play Applications to Teaching – Preschool & Elementary Classrooms
7	<b>Exam 1 Paper Topic Due</b>	See Exam Policies Section of Syllabus
8	AB Consultation	Abstracted Bibliography Paper Consultation
9	Adolescence	Physical Development: Puberty & Health Cognitive Development: Piaget Applications to Teaching – Middle & High School Classrooms
10	Adolescence	Social Development: Erikson, Identity & Gender, Peer Relationships Moral Development: Kohlberg & Social Concerns of Adolescence Applications to Teaching – Middle & High School Classrooms
11	Early Adulthood	Physical, Cognitive, Moral & Social Development: Career & Family Applications to Teaching – Higher Education Classrooms
12	Middle Adulthood	Physical, Cognitive & Social Develop: Happiness & Mid-Life Transitions Applications to Teaching – Higher Education Classrooms
13	Late Adulthood	Physical, Cognitive & Social Development: Integrity & Aging Applications to Teaching – Higher Education Classrooms
14	<b>AB Presentations Papers Due</b>	Submit AB Papers & Individual Student Paper Presentations See Course Requirements Section of Syllabus & AB Handout
15	<b>Exam 2 Extra Credit Due</b>	See Exam Policies Section of Syllabus
16	Culminating Experience	

**NOTE:** Readings are to be read for the day that they are listed. Additional Readings may be assigned. This is a tentative schedule and is subject to change.

## **COURSE REQUIREMENTS:**

### **1. Class Participation:**

Regular class participation is expected and is calculated in final grade. Participation includes thoughtful and considerate discussion on class content as evaluated by the instructor. Conceptual Framework: As a reflective decision-maker the student chooses to practice ethical behavior during class lessons and discussions that critically examine the role of human development in the classroom.

**Attendance Policy:** 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.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

**Communication Devices (Pagers, Beepers, Cell Phones):** FAU policy on cell phones and beepers: “In order to enhance and maintain a productive atmosphere for education, personal communication devices such as pagers, beepers and cellular telephones are to be disabled in class sessions.”

We will be using Blackboard to disseminate course documents. This is a user friendly platform that allows me to post course documents, create ongoing message boards, provide PowerPoint presentations, and provide an overall “virtual meeting place”. To log into Blackboard go to <http://blackboard.fau.edu>. Your Blackboard username is the same as your FAUNet ID. If you do not know your FAUNet ID go to <https://swise.fau.edu/lookup/>. Your initial password for Blackboard is your PIN (for students this is either your date of birth in mmddyy format or else 2 zeros followed by your 2 digit day of birth and 2 digit year of birth: 00ddyy). You will have access to the online course web page during the first week of classes on Blackboard if you have registered for the course prior to the first day of class. For additional help with using the Blackboard platform, you might utilize the help icon locating at the top toolbar. This site houses lots of helpful information as well as a procedure for submitting help tickets with ITSS.

### **2. Exams:**

Students will read, comprehend, and apply assigned material in text and lessons as measured by two exams. Prior approval and documentation is needed for rescheduling. Rescheduled make-up test MUST occur within one week of scheduled test date for class. The only excused absence is for approved medical reasons or a death in the immediate family.

- Conceptual Framework: The student gains information to become an informed reflective decision-maker.
- FAU EAP: 5.2,7.2
- ACEI: 1.0, 5.2



**3. Abstracted Bibliography Paper Requirement:**

Conduct a review of research in a specific area of educational psychology that relates to the course and that is chosen with professor's approval. This project will be evaluated in terms of the criteria described in the research paper handout. Papers previously submitted to meet requirements in another course will not be accepted.

- Conceptual Framework: As a reflective decision-maker the student researches a question that pertains to the role of educational psychology in education, reflects upon the current state of the literature, and makes judgments regarding strengths and weaknesses of instructional practices.
- Florida Educator Accomplished Practices: 7,8,9,12.
- NCATE Recommendations for Technology in Teacher Education = (NCATE-tech)
- Interstate New Teacher Assessment and Support Consortium INTASC: 2,3,4

**4. Extra Credit (Optional):**

Deadline for submission of extra credit is denoted on course outline of syllabus. Please see Extra Credit handout for important criteria and submission information.

**FAU GRADING SCALE:**

<i>Letter</i>	<i>Total Points</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Total Points</i>	<i>Grade Points</i>
A	93-100	= 4.0	C	73-75	= 2.0
A-	90-92	= 3.67	C-	70-72	= 1.67
B+	86-89	= 3.33	D+	66-69	= 1.33
B	83-85	= 3.00	D	63-65	= 1.00
B-	80-82	= 2.67	D-	60-62	= 0.67
C+	76-79	= 2.33	F	0-59	= 0.00

**REQUIRED POINTS FOR GRADES:**

	Max	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	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
<b>Total</b>	<b>350</b>	<b>325</b>	<b>315</b>	<b>301</b>	<b>290</b>	<b>280</b>	<b>266</b>	<b>255</b>	<b>245</b>	<b>231</b>	<b>220</b>	<b>210</b>

**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 240 (954-236-1222); in Jupiter SR 117 (561-799-8585); or at the Treasure Coast, JU 312 (772-873-3441) and follow all OSD procedures.

**CODE OF ACADEMIC INTEGRITY:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. 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. 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 catalogue: <http://www.fau.edu/academic/registrar/catalog/> (under Academic Policies and Regulations).

**POLICY FOR INCOMPLETES:**

Grades of incomplete 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.

**COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:**

As a reflective decision-maker the student will make informed decisions and provide evidence of being a capable professional by demonstrating an understanding of how relevant areas of lifespan human development (including physical, cognitive, social, and moral development) enable teachers to more effectively understand and assist students in the classroom.

**BIBLIOGRAPHY:****A. Books**

- Ansell, N. (2005). *Children, youth and development*. London: Routledge.
- Arnett, J.J. (2004). *Adolescence and emerging adulthood: A cultural approach*. (2<sup>nd</sup> ed.) Upper Saddle River, NJ: Pearson-Prentice Hall.
- Bowlby, J. (1982). *Attachment and loss: Vol.1. Attachment* (2<sup>nd</sup> ed.). New York: Basic Books.
- Cross, W.E. (1991). *Shades of Black: Diversity in African American identity*. Philadelphia: Temple University Press.
- Casper, V. & Theilheimer, R. (2010). *Early childhood education: Learning together*. New York: McGraw-Hill.
- Erikson, E.H. (1963). *Childhood and society* (2<sup>nd</sup> ed.). New York: Norton.
- Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge: MA: Harvard University Press.
- Ginkel, H.V., Barrett, B., Court, J., & Velasquez, J. (Eds.). (2002). *Human Development and the Environment: Challenges for the United Nations in the New Millennium*. New York: United Nations University Press.

- Larsen, R.J. & Buss, D.M. (2010). *Personality psychology: Domains of knowledge about human nature* (4<sup>th</sup> ed.). New York: McGraw-Hill.
- Kozulin, A. (1990). *Vygotsky's psychology: A biography of ideas*. New York: Harvester Wheatsheaf.
- Miller, P.H. (2010). *Theories of developmental psychology* (5<sup>th</sup> ed.). New York: Worth.
- Ogbu, J.U. (2008). *Minority status, oppositional culture, & schooling: Sociocultural, political, and historical studies in education*. Routledge
- Power, F.C., Higgins, A., Kohlberg, L. (1989). *Lawrence Kohlberg's approach to moral education*. New York: Columbia University Press.
- Thomas, R.M. (1996). *Comparing theories of child development* (4<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.
- Wadsworth, B.J. (2004). *Piaget's theory cognitive and affective development* (5<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Wink, L. & Putney, L. (2002). *A vision of Vygotsky*. Boston: Allyn & Bacon.

## **B. 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

## **C. Internet Sites**

Note: If the address is not given, search using the title or name of the site. Remember, URLs may change.

### **1. Search Engines**

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

### **2. Organizations**

American Educational Research Association (AERA): <http://www.aera.net/>  
American Psychological Association (APA): <http://www.apa.org/>  
Florida Educational Research Association (FERA): <http://www.freenet.tlh.fl.us/fera/>

**CONTACT INFORMATION:**

*To be completed by instructor:*

Instructor/Professor:

Office:

Office Hours:

Phone:

E-mail: