

Submit originals (including syllabus) and one copy and electronic copy to the **Faculty Senate Office**  
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**  
 Attach a syllabus, except if dropping a course.

**SUBMITTED BY:**

Department	Elementary Program	College/School	School of Education
Prepared by	Jann Laiti	Phone	6447
Email Contact	<a href="mailto:jmlaiti@alaska.edu">jmlaiti@alaska.edu</a>	Faculty Contact	Carol Barnhardt

**1. COURSE IDENTIFICATION: As the course now exists.**

Dept	ED	Course #	245	No. of Credits	3
COURSE TITLE		Child Development			

**2. ACTION DESIRED: Changes to be made to the existing course.**

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what change	Drop Course	<input type="checkbox"/>
NUMBER		TITLE	DESCRIPTION	
PREREQUISITES	<input checked="" type="checkbox"/>		FREQUENCY OF OFFERING	
CREDITS (including credit distribution)			COURSE CLASSIFICATION	
CROSS-LISTED	<input checked="" type="checkbox"/>	Dept. PSY	(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED (400/600) Include syllabi.		Dept.	Course #	
OTHER (please specify)				

**3. COURSE FORMAT**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council and the appropriate Faculty Senate curriculum committee. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check <u>all</u> that apply)	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	weeks to full semester
OTHER FORMAT (specify all that apply)													
Mode of delivery (specify lecture, field trips, labs, etc)													

**4. COURSE CLASSIFICATIONS: (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)**

H = Humanities  S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core?	YES	<input type="checkbox"/>	NO	<input checked="" type="checkbox"/>
---	-----	--------------------------	----	-------------------------------------

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 also submitted	<input type="checkbox"/>	W = Writing Intensive, Format 7 submitted	<input type="checkbox"/>	Natural Science, Format 8 submitted	<input type="checkbox"/>
---	--------------------------	---	--------------------------	-------------------------------------	--------------------------

5. COURSE REPEATABILITY:

Is this course repeatable for credit? YES  NO

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?  TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?  CREDITS

6. CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits

ED F245 Child Development
3 Credits
A study of the physical, cultural, emotional, cognitive and social aspects of a child's development from prenatal period through early adolescence. Focus on developmental theories including Erickson, Gardner, Gilligan, Kagen, Sternberg, Vygotsky and other contemporary theories of child and adolescent development. Prerequisites: PSY F101 or permission of instructor. Cross-listed with PSY F245. (3+0)

7. COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.

ED F245 Child Development (s)
3 Credits
A study of the physical, cultural, emotional, cognitive and social aspects of a child's development from prenatal period through early adolescence. Focus on developmental theories including Erickson, Gardner, Gilligan, Kagen, Sternberg, Vygotsky and other contemporary theories of child and adolescent development. Prerequisites: PSY F101-Engl 111X or permission of instructor. Cross-listed with PSY F245. (3+0)

8. IS THIS COURSE CURRENTLY CROSS-LISTED?

YES/NO  If Yes, DEPT  PSY NUMBER  245

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. GRADING SYSTEM: Specify only one

LETTER:  PASS/FAIL:

10. ESTIMATED IMPACT

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

[Empty box for estimated impact]

11. LIBRARY COLLECTIONS

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No  Yes

12. IMPACTS ON PROGRAMS/DEPTS:

What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo)

Psychology

13. POSITIVE AND NEGATIVE IMPACTS

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

Positive: Eliminating the PSY 101 pre-requisite and adding the Social Science designator will provide students from other programs with the option to enroll in PSY 245 if they have an interest specifically in child development (e.g., RAHI students, secondary education minors)

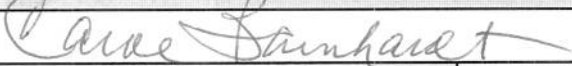
JUSTIFICATION FOR ACTION REQUESTED

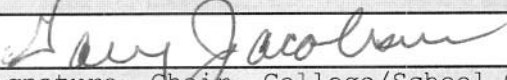
The purpose of the department and campuswide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

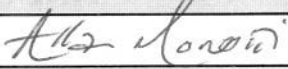
The prerequisite change deleting the requirement for PSY 101 is to reflect the program change submitted to delete PSY 101 from the BA in Elementary Education.

The content of this course is aligned with the definition of a social science course per the Faculty Senate Policy and Procedure manual. In addition, ECE F245 Child Development and PSY 240 have both been approved with social science designator.

APPROVALS: (Additional signature blocks may be added as necessary.)

  
Signature, Chair, Program/Department of: Education Carol Barnhardt Date 9/27/12

  
Signature, Chair, College/School Curriculum Council for: Education Mary Jacobson Date 9/27/12

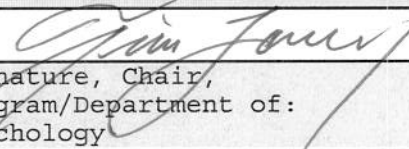
  
Signature, Dean, College/School of: Education Allan Morotti Date 9-27-12

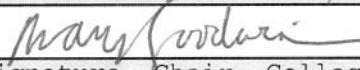
Signature of Provost (if applicable) Date   
Offerings above the level of approved programs must be approved in advance by the Provost.

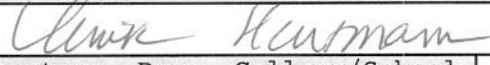
ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.

Signature, Chair, UAF Faculty Senate Curriculum Review Committee Date

ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)

	Date	9/27/12
Signature, Chair, Program/Department of: Psychology		

	Date	10-1-12
Signature, Chair, College/School Curriculum Council for: Liberal Arts	CLA	

	Date	10-3-12
Signature, Dean, College/School of: Liberal Arts		

---

## Curriculum Review and Social Science Designator for ED/PSY 245

1 message

---

**Carol Barnhardt** <cabarnhardt@alaska.edu>  
To: Mary Goodwin <mcgoodwin@alaska.edu>

Thu, Sep 27, 2012 at 2:14 PM

Hello Mary,

Thanks so much for taking the time to meet with me today to the request to have ED/PSY Child Development listed as a course that meets the Social Science designator criteria.

As we talked about, this course does meet the UAF Faculty Senate criteria and, in addition, there has been a precedence set for this request because PSY 240 "Human Development" and ECE 245 "Overview of Child Development" both have a Social Science designator.

I am glad that you concur with this request and I will attach a copy of this e-mail to the Curriculum Review paperwork for the changes that we are proposing for ED/PSY 245.

Sincerely,

Carol

*Dr. Carol Barnhardt, Chair*

*Department of Elementary Teacher Education*

*School of Education*

*University of Alaska Fairbanks*

*907-474-6457*

*E-mail confirming meeting with CLA  
Curriculum Review co-chair relative to  
request to add a Social Science  
designator to ED/PSY 245*



UNIVERSITY  
of ALASKA

---

## Fwd: ED 425 Child Development

---

Jennifer Carroll <jlcarroll@alaska.edu>  
To: Jayne Harvie <jbharvie@alaska.edu>

Fri, Oct 19, 2012 at 3:57 PM

Hi Jayne, here is an e-mail from Mary Goodwin specifically approving the 's' designation for PSY/ED 425. Please include it with their packet however it is appropriate. Thanks, Jennie

Jennifer Carroll

----- Forwarded message -----

From: **Mary Goodwin** <mcgoodwin@alaska.edu>  
Date: Thu, Oct 18, 2012 at 10:51 PM  
Subject: Re: ED 425 Child Development  
To: Jennifer Carroll <jlcarroll@alaska.edu>

Jennifer -

I represent CLA on the Curriculum Review Committee. I have reviewed the request from PSY that the cross-listed class PSY/ED 425 *Child Development* be granted a Social Science (s) designator.

I approve this request, as the course meets the UAF Faculty Senate Criteria as outlined in the Policy and Procedure Manual..

There is also a precedent set for this request because PSY 240 "Human Development" and ECE 245 "Overview of Child Development" each have Social Science designators.

Since the chair of the PSY Department has already approved and signed off on this, I take that as a further indicator that there is enough content devoted to Social Science for the 's' designator.

Mary Goodwin

Mary Goodwin, Ph.D.  
Associate Professor of Art History  
University of Alaska Fairbanks  
Art Department

310 Fine Arts, PO Box 755640  
Fairbanks, AK 99775-5640  
907.474.7726  
907.474.5853 fax  
mcgoodwin@alaska.edu

On Oct 18, 2012, at 8:52 AM, Jennifer Carroll wrote:

Hi Mary, I am representing CRCD on the Curriculum Review Committee and reviewing ED 425. They have requested that the course receive a (s) designation and indicate that you concur with that change. Can you send me an e-mail stating that you agree? Thanks, Jennie

Jennifer Carroll

ED 245 - Child Development

Spring 2012

3 credits

7:00-8:00 PM, Tues. and Thurs. Jan. 24-May 3, 2012 via audio-conference & Elluminate Live

10 hours of observation or Observation

10 hours of on-line assignments

Pre-requisite: PSY 101 or permission of Instructor

Personal Information:

Instructor: Ann Riley Millard, Ph.D.  
Office phone: 907-547-2303 email: [armillard@alaska.edu](mailto:armillard@alaska.edu)  
Office FAX: 907-547-2302  
Office hours: Before and after class or by appointment  
Home phone: 907-547-2321 email: [amillard@aptalaska.net](mailto:amillard@aptalaska.net)  
Home FAX: 907-547-3038 by prior arrangement  
Mailing address: POB 124, Eagle, Alaska 99738

Required Texts:

McDevitt, Teresa M. & Ormrod, Jeanne E. Child Development and Education (4<sup>th</sup> Ed.), 2010, Columbus, Ohio, Merrill. ISBN 0-13-713383-3 - includes access to MyEducationLab

Course Materials:

This course is taught using Elluminate Live! and audio conference. On-line with Internet access is required. If this is a problem, please contact the instructor.

A UAF email address and access to Blackboard are also required.

Course Description:

The **Child Development** course is designed to develop the foundation for understanding, identifying, and teaching to the developmental abilities of children and early adolescents with special emphasis placed upon the correlation of the development of individuals with typical child growth and development and a minor focus of individual with exceptional abilities. Of particular focus are the physical, cultural, emotional, cognitive, and social aspects of a child's development from the prenatal period through early adolescence. Focus will be on developmental theories, including Erickson, Gardner, Piaget, Vygotsky and other contemporary theories of child and adolescent development. Prerequisites: PSY 101 or permission of Instructor.

Alignment with School of Education Mission

The School of Education prepares educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds, with a particular focus on Alaska Native languages and cultures.

This course supports the UAF School of Education's mission by providing students with the understandings and skills necessary to successfully address the diverse individual and cultural needs of Alaska's students, schools, and communities. Emphasis is placed upon the relationship between developmental stages of growth with a minor emphasis on the special educational differentiations needed for students with exceptional needs.

UAF, State and National Standards Directly Addressed and Assessed In ED 245

**Alaska Teacher, Student, Cultural and NCATE Standards directly Addressed in ED 245**

Alaska and UAF School of Education Teacher Standards and Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools targeted in ED 245 (In order of priority): 2 (Learning Theory), 3 (Diversity), 5 (Assessment), 6 (Classroom Environment), 7 (Families and Community), 1 (Philosophy), 8 (Professional Development) and 4 (Content Knowledge)

Alaska Cultural Standards for Students targeted in ED 245: A, B, C, D, and E



Alaska Student Content Standards for Students targeted in ED 245: History, Government and Citizenship, Skills for a Healthy Life, Science, and Technology

NCATE (National Council for Accreditation of Teacher Education Standards for Elementary Teacher Preparation (May 2000) targeted in ED 245: Standards 1 and 3

**NCATE Standard 1: Development, Learning, and Motivation**

Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

**NCATE Standard 3b: Adaptation to Diverse Students**

Candidates understand how elementary students differ in their development and approach to learning and create instructional opportunities that are adapted to diverse students.

**NCATE Standard 3a: Integrating and Applying Knowledge for Instruction**

Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.

**NCATE/ACEI Standard 2i: Connections Across the Curriculum**

Candidates know, understand, and use the connections among concepts, procedures, and On-lines from content areas to motivate elementary students, build understanding, and encourage the On-line of knowledge, skills, tools, and ideas to real world issues.

**Technology Focus of ED 245:** Understanding of local, state, and national resources for regulations pertinent to the Individuals with Disabilities Education Act. Using technology as a means of accessing resources to collaborate and support parents and educators and to share during individual presentations.

#### Overall Goal

Students who successfully complete this course will demonstrate their understanding of how children learn and develop in the statement of their philosophy and provide learning opportunities that support the intellectual, social, and personal development of each learner in their practice.

#### Course Outcomes

1. Students will be able to identify the developmental level of the children in their classrooms.
  - a. Identify the qualitative and quantitative changes that occur in the four major domains of human development from infancy to adolescence
  - b. Recognize the developmental changes that are universal and those that reflect diversity.
2. Students will be able to apply their knowledge of child development to facilitate the learning of all students in the regular classroom.
  - a. Compare the various theories of human development, including the strengths and weakness of each in each of the four domains of human development from infancy to adolescence.
  - b. Utilize knowledge of developmental psychology to develop ideas for creating stimulating learning environments.
  - c. Describe developmentally appropriate practice for each of the ages and stages from infancy to adolescence.
  - d. Explain how an individual's (e.g. teacher's) expectations may influence a person's performance, achievement, or motivation to learn.
  - e. Describe the effects of culture and language on a child's developing sense of identity and how this may affect his or her learning style.
3. Students will be able to use observation and reflection to evaluate and improve instruction.
  - a. Articulate a philosophy of education based on the principles of child development

Student Learning Outcomes:

1. Write a reflective paper based on 10 hours of observation in a community or family setting.
  - a. A comparison of the stage of development in 5 children in all four domains;
  - b. A description of instructional practices that are appropriate for the developmental level of the children.
2. Compose a "philosophy of education" statement that incorporates the theories of child development and their On-line to education.
3. Develop a resource base that can serve as references for interactions with parents and professional growth.
4. Demonstrate knowledge of the content presented in class, in the textbook, and other assigned reading.
  - a. Essays on topics as assigned
  - b. On-line assignments

Course requirements

- Attendance and participation - if you will be absent for any reason, please make arrangements to make up the work with the instructor. 3 or more unexcused absences will result in a failing grade;
- 10 hours of observation;
- An observation journal to be turned in on Friday of each week;
- Reading and on-line quiz to be completed prior to the class session when they will be discussed;
- On-line research and assignments due after they are discussed;
- Timely completion of major assignments;
- Four written essays ;
- Demonstration of attitudes and behaviors befitting a prospective teacher during the observation and class time.

Support Services:

The UAF Writing Center, 474-5314, [www.uaf.edu/english/writingcenter](http://www.uaf.edu/english/writingcenter) can provide feedback and assistance with written papers. Your class instructor is available before and after class and by appointment to answer questions regarding class content and requirements.

The Off-Campus Library, 1-800-478-5348, <http://www.uaf.edu/library/offcampus/index.html> can provide assistance with references and resources.

Disability Service:

Students with disabilities are encouraged to contact The Center for Health and Counseling Disability Services at 474-5655. Your class instructor is prepared to facilitate your learning by provided whatever accommodations you require.

Honesty and Plagiarism:

Work done by another person and presented as your own constitutes plagiarism and will result in a failing class grade. For further information regarding plagiarism visit UAF Code of Ethics [www.alaska.edu/bor](http://www.alaska.edu/bor), [www.chem.uky.edu/courses/common/plagiarism.html#Examples](http://www.chem.uky.edu/courses/common/plagiarism.html#Examples) or [www.sja.ucdavis.edu/avoid.htm#guidelines](http://www.sja.ucdavis.edu/avoid.htm#guidelines) and read UAF Code of Ethics in the class catalog.

AssignmentsGrading Policy

Observation Journal	50 pts (see following rubric)
Synthesis & Implications of Observation	50 pts (see following rubric)
Statement of Philosophy of Education	40 pts (see following rubric)
Essays on development	100 pts (see following rubric)
On-line Assignments	80 pts (5 pts assignment)
Discussion/Participation	28 pts (1 pts per session)
Attendance	14 pts (.5 pt per session)
Extra Credit is available by arrangement	
 Total possible (w/out extra credit)	 362 pts

A+ = 100+ %
A = 93 % - 99 %
A- = 90 % - 92 %
B+ = 87 % - 89 %
B = 83 % - 86 %
B- = 80 % - 82 %
C+ = 77 % - 79%
C = 73 % - 76 %
C- = 70 % - 72 %
D+ = 67 % - 69 %
D = 63 % - 66 %
D- = 60 % - 62 %

Assignments are due on the date listed in the syllabus. One point per day will be deducted from earned score for late assignments, unless prior arrangements have been made with the instructor

Grade point assigned to "-" or "+" grades is different than for the straight letter grade. This means that sometimes a "D-" will not quality as passing. Average % scores will be calculated to the nearest tenth and rounded up.

Assignments not turned in by May 7 will be given a 0, unless special arrangements are made with instructor. The highest score that any assignment turned in after May 7 can receive is 70% of original.

Students must make arrangements in writing with the instructor prior to May 7 to receive an Incomplete.

Observation Journal - Due weekly on Friday by 5:00 PM - All entries due no later than May 7, 2012 at 5:00 pm

You are required to complete 10 hours of observation in a community or family setting. The observation will be completed over **no less than 10 sessions** and each session must last from 60 to 90 minutes. (Observations lasting longer than 90 minutes require more than one journal entry.) Use the attached time sheet to record the dates and times you observed. If you are observing in a school, ask the cooperating teacher to sign your logged date/time each time you visit.

You will keep a running record while engaged in this experience. You will be asked to observe and record your observations in the area of development that coincides with your reading. You will be asked to observe at least one child in each of the stages of development - ages 0-2; 2-5; 5-8; 8-10; 10-12; 12-15; 15-18. Because you are keeping a running record, it is very difficult to do your observation while you are working in a classroom. You may do your observations at the library, Sunday School, at home or at friends' homes.

Be sensitive of confidentiality! Do not include real names of any student or professional, but use made-up names or initials. Use the same name for the same child every time for ease of summarizing across observations. Be discrete and try not to stare, especially if that is culturally inappropriate. Your goal is to learn more about children's behavior and development so you will be a better teacher.

Each entry has a maximum point value of 5. Consult the rubric below regarding expected journal content. The length of each journal entry should average a full page. Your points for each journal entry will be multiplied by the amount of time spent in the observation. (For example, a score of 5 points X 1.5 hours will equal 7.5 points)

Include a copy of your completed time sheet with your last journal entry.

Criteria if focusing on one age level across developmental domains __ (0-2 yrs) __ (2-5 yrs) __ (5-8 yrs) __ (8-10 yrs) __ (10-12 yrs)	Complete = 1.0 Adequate = 0.6 Inadequate = 0.1 Missing = 0.0
The entry includes a description of typical physical development	
The entry includes a description of typical cognitive development	
The entry includes a description of typical language development	
The entry includes a description of typical emotional development	
The entry includes a description of typical social/moral development	

Name \_\_\_\_\_

Location of observation \_\_\_\_\_

Observation #	Domain observed	Date	Time
---------------	-----------------	------	------

ID and age of children observed: \_\_\_\_\_



Synthesis and Implications of Observations - Paper Due on May 4, 2012 by 5:00 PM

From your observation notes, your readings, reliable web sources, and your experience, write a description of a "typical child" in each of the 5 age groups you have selected. This "typical child" will be the standard you will use to evaluate the developmental level of the children you will have in your classrooms. Write in the style of a case study, give your child a name, describe the context of his or her development, include examples of actual behaviors, let us hear the child's voice and see his or her physical development.

- Complete one case study of a "typical child" for each of the 5 age groups, including all four domains of development.
- Include a description of at least one developmentally appropriate instructional activity or interaction for each case.

**Scoring Sheet for Report of Observations, ED 245****Writing Rubric - 10 points possible**

Points	Criteria
9-10	<ul style="list-style-type: none"> <li>Organization is clear and well-connected</li> <li>Each paragraph reflects outstanding unity and coherence</li> <li>Only rare lapses in spelling, grammar, and/or usage occur</li> </ul>
7-8	<ul style="list-style-type: none"> <li>Organization is clear</li> <li>Major paragraphs are well developed; one or two lack unity or coherence</li> <li>A few lapses in spelling, grammar or usage occur</li> </ul>
4-6	<ul style="list-style-type: none"> <li>Organization is usually clear</li> <li>Major paragraphs are developed; three or more lack unity or coherence</li> <li>Occasional awkward formulations and incomplete / run-on sentences</li> <li>Several lapses in spelling, grammar or usage occur</li> </ul>
1-3	<ul style="list-style-type: none"> <li>Organization is unclear</li> <li>Paragraphs are incomplete, are not unified or have little coherence</li> <li>Numerous awkward formulations</li> </ul>

**Content Rubric - 40 points possible**

Points	Criteria
30-40	<ul style="list-style-type: none"> <li>Description of development is vivid and informative</li> <li>All five age groups and four domains of development are thoroughly described</li> <li>Observation and class content are referenced as an integral part of the paper</li> <li>At least one appropriate instructional activity for each developmental level and domain is thoroughly described</li> </ul>
20-29	<ul style="list-style-type: none"> <li>Description of development is clear with sufficient detail to convey typical behavior</li> <li>All five age groups and four domains of development are included</li> <li>Connection between assignment and course content / observations is included</li> <li>At least one appropriate instructional activity for each developmental level and domain is included</li> </ul>
10-19	<ul style="list-style-type: none"> <li>A part of the assignment is neglected</li> <li>Multiple aspects of the assignment lack detail and thoughtful consideration</li> <li>Connection to course content / observations is marginally explained</li> <li>Instructional activities for some developmental levels and domains are included</li> </ul>

1-9	<ul style="list-style-type: none"><li>● Multiple parts of the assignment neglected or missing</li><li>● Many inaccuracies are present</li><li>● Connection to course content / observations is neglected or missing</li><li>● Instructional activities are missing or inappropriate</li></ul>
-----	---



ED 245 – Child Development and Education

Comparison Paper 1 – Compare developmentally appropriate practice across age groups.

Name:

In this assignment you will compare the different developmentally appropriate activities that can be used with students in the 5 different age groups to support physical development.

Begin by listing the typical physical development that you might expect to see and the individual variations at each age level. Using your textbook and other references, describe how a teacher would support the physical development of students at each of the age levels using developmentally appropriate practice.

Ages 0-2 years

Typical development

Individual differences in development

Developmentally appropriate practice to support healthy physical development

Ages 2-5 years

Typical development

Individual differences in development

Developmentally appropriate practice to support healthy physical development

Ages 5-8 years

Typical development

Individual differences in development

Developmentally appropriate practice to support healthy physical development

Ages 8-11 years

Typical development

Individual differences in development

Developmentally appropriate practice to support healthy physical development

Ages 11-14 years

Typical development

Individual differences in development

Developmentally appropriate practice to support healthy physical development

Ages 14-18 years

Typical development

Individual differences in development

Developmentally appropriate practice to support healthy physical development

(If you choose to do the 0-2 years age group, you don't have to do the 14-18 year olds. Similarly, if you choose to include the 14-18 year old age group, you don't have to include the 0 – 2 year olds.)

Each comparison paper is worth 25 points. The scoring rubric is attached.

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
CLARITY 3 pts	The paper is incomprehensible even after repeated readings.	Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.	The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.	The paper is easy to understand; it is concise and well organized.
GRAMMAR 2pts	The paper has many grammatical errors. The errors interfere with comprehension.	The paper has a number of major grammatical errors. Some of the errors interfere with comprehension	The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.	The paper has no major grammatical errors.
COMPLETENESS 20 pts	The paper does not address all the areas required by the assignment.	The paper addresses most of the areas required by the assignment	The paper addresses all of the areas required by the assignment.	The paper addresses all of the areas required by the assignment in an engaging manner.

## ED 245 – Child Development and Education

## Comparison Paper 2 – Compare theories of the development of cognition.

Name:

In this comparison paper you are being asked to compare your theory about the development of thinking, cognition, intelligence to those of the theorists you have studied in this section of the textbook. Are you a constructivist, a nativist, a behaviorist or something in between? Do you agree with Piaget or Vygotsky? This is in preparation for the statement of your philosophy of education.

Cover the following topics:

Describe your theory of how a child learns to think and to act intelligently. Identify the theorists who influenced your theory and what they contributed to your theory. - 5 points

Describe the cognitive processes that children use to develop their understanding of the world. – 5 points

What is the difference between cognitive processes and intelligence? – 5 points

How does your philosophy of education integrate your theory of cognitive development? – 5 points

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
CLARITY 3 pts	The paper is incomprehensible even after repeated readings.	Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.	The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.	The paper is easy to understand; it is concise and well organized.
GRAMMAR 2 pts	The paper has many grammatical errors. The errors interfere with comprehension.	The paper has a number of major grammatical errors. Some of the errors interfere with comprehension.	The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.	The paper has no major grammatical errors.
COMPLETENESS 20 pts	The paper does not address all the areas required by the assignment.	The paper addresses most of the areas required by the assignment.	The paper addresses all of the areas required by the assignment.	The paper addresses all of the areas required by the assignment in an engaging manner.

## ED 245 – Child Development and Education

## Comparison Paper 3 – Compare the development of language and academic domains.

Name:

In this comparison paper you are being asked to compare language development with literacy development and cognitive development with the development of mathematical thinking.

Cover the following topics:

How are the development of language and literacy related? Include in your comparison the ways they are alike and how they differ in progression, developmental level requirements and diversity of attainment. – 8 points

How are the development of cognition and mathematics related? Include in your comparison the ways they are alike and how they differ in progression, developmental level requirements and diversity of attainment. – 8 points

How does vocabulary development affect the development of all academic skills? - 6 points

Each comparison paper is worth 25 points. The scoring rubric is attached.

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
CLARITY 3 pts	The paper is incomprehensible even after repeated readings.	Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.	The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.	The paper is easy to understand; it is concise and well organized.
GRAMMAR 2 pts	The paper has many grammatical errors. The errors interfere with comprehension.	The paper has a number of major grammatical errors. Some of the errors interfere with comprehension.	The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.	The paper has no major grammatical errors.
COMPLETENESS 20 pts	The paper does not address all the areas required by the assignment.	The paper addresses most of the areas required by the assignment.	The paper addresses all of the areas required by the assignment.	The paper addresses all of the areas required by the assignment in an engaging manner.

ED245-Child Development and Education  
Comparison Paper 4 – Comparing programs that teach Social / Emotional Goals

Name \_\_\_\_\_

Suppose your school has identified one of the following problems at a school-wide level (pick only one):

- Teasing and bullying during school (including cyberbullying)
- Fighting or verbal violence
- Substance abuse
- High suicide rate
- Apathy or depression
- Disrespect among students and toward staff

You are on the teacher committee to review two programs or methods for teaching students to cope with these problems. Submit the report you would give to the committee for their consideration. Include the following elements:

1. State the grade level (s) you are teaching and for which you are reviewing the materials. + 2
2. State the goals of the program (at least 2); state the objectives of the program (at least 4); state the evidence that you will accept as a demonstration of success. +6
3. Find at least two sites on the web using a search for Social/Emotional education programs, for example +2

<http://www.aboutourkids.org>

<http://www.schoolclimate.org/>

<http://www.vanderbilt.edu/csefel/>

4. Review two different approaches (these may be scripted programs, multi-media, or teacher-directed lessons) that you are recommending to the committee for their consideration to use with your grade-level. Compare the philosophy of the programs as well as the activities and materials. +15

This paper is worth 25 points.



	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
CLARITY 3 points	The paper is incomprehensible even after repeated readings.	Most of the paper is comprehensible, but some passages require interpretation by the reader. Some passages have poor organization.	The paper is comprehensible, but there are a few passages that are difficult to understand. The organization is generally good.	The paper is easy to understand; it is concise and well organized.
GRAMMAR 2 points	The paper has many grammatical errors. The errors interfere with comprehension.	The paper has a number of major grammatical errors. Some of the errors interfere with comprehension	The paper has a few major grammatical errors, but the errors do not significantly interfere with comprehension.	The paper has no major grammatical errors.
AUDIENCE 2 points	There is little evidence of writing for scholar/practitioners; much of the paper includes colloquial expressions, use of first person, etc.	Many parts of the paper include colloquial expressions, the use of first person, etc.	The paper is generally written for scholar/practitioners, but it includes some colloquial expressions, the use of first person, etc.	The paper is written for scholar/practitioners.
COMPLETENESS 30 points	The paper does not address all the areas required by the assignment.	The paper addresses most of the areas required by the assignment	The paper addresses all of the areas required by the assignment.	The paper addresses all of the areas required by the assignment in an engaging manner.
CONCISENESS 3 points	The paper presents a significant amount of irrelevant information.	The paper contains some irrelevant information.	The paper contains irrelevant information but the information does not significantly compromise the paper.	The paper has no irrelevant information.

Class Schedule - The class meets from 7:00-8:30 on Tuesdays and Thursdays, Jan. 24.- May 3

This schedule serves as the timeline for the reading assignments and project due dates as well as the lecture schedule.

Readings are to be completed before the related class discussion and lecture. No points are given for completing these assignments. Points will be given for participation, which depend on completing and understanding the reading.

After completing the reading, complete the on-line quiz for the chapter at the Pearson companion website. You will receive 1 participation point for submitting this quiz to the class grader at myeducationlab.com prior to the class.

On-line assignments will be completed following the related lecture and will be due prior to the next class period. These assignments are worth 3 points with 1 point given for on-time completion. Partial credit may be earned for on-time but minimal work. Late or missing assignments are given a 0. Assignments will be made during class and time will be given at the end of class for completion

Unless otherwise noted, classes will be conducted using Elluminate Live. Assignments may be posted on Blackboard, turned in using Blackboard or emailed to the instructor.

Meeting 0Topic: Class logistics

Reading assignments:

Syllabus

On-line assignment 0: Complete during class

Sign up on the myeducationlab website; see assignment link on Blackboard

Meeting 1 - 1.5 hours - Tues. Jan. 24, 2012Topic: Foundation in Child Development

Reading assignment:

Chapter 1: Making a Difference in the Lives of Children and Adolescents

Participation:

Take the quiz on myeducationlab and bring the questions you missed to class.

On-line Assignment 1: Due as participation for Meeting 2 -Thurs. Jan. 26, 2012

Go to [www.myeducationlab.com](http://www.myeducationlab.com) > Education Psychology > McDevitt & Ormsrod > join class > Chapter 1 > Activities & Applications > Developmental Trends > Identifying Developmental Strengths. Answer the 3 questions and submit for grading. (These questions are also found at the end of the chapter in your textbook and can be submitted via email.)

Meeting 2 - 1.5 hours - Thurs. Jan. 26, 2012Topic: Foundation in Child Development

Reading assignment:

Pearson website: Chap 1 > Activities & Analysis > Application Exercise > Identifying Accuracies & Inaccuracies- bring answers to class to discuss

Participation:

Bring answers to OLA1 to class and be prepared to discuss them during class

Go to Pearson website, Chapter 1 > Activities & Applications > video analysis; answer the questions after viewing the videos and bring to class.

On-line Assignment 2: Due after class, Thurs. Jan. 26, 2012

Go to Pearson website, Chapter 1 > Activities & Applications > video analysis; answer the questions after viewing the videos and submit for grading.

Meeting 3- 1.5 hours - Tues. Jan. 31, 2012Topic: Foundations in Child Development

Reading assignments:

Chapter 2; Using Research to Understand Children and Adolescents



Participation:

Take the quiz on myeducationlab and bring the questions you missed to class.

On-line Assignment 3: Due by 7:00, Thurs. Feb. 2, 2012

Go to [www.myeducationlab.com](http://www.myeducationlab.com) > Education Psychology > McDevitt & Ormsrod > join class > Chapter 2 > Activities & Applications > Developmental Trends > Drawing Reasonable Conclusions. Answer the 3 questions and submit for grading. (These questions are also found at the end of the chapter in your textbook and can be submitted via email.)

Meeting 4- 1.5 hours - Thurs. Feb 2, 2012

Topic: Foundations in Child Development

Reading assignments:

Chapter 2; Using Research to Understand Children and Adolescents

\* Go to Pearson website, Chapter 2 > Activities & Applications > Supplemental Reading Exercise > Considering your Beliefs and Their Implications > answer the 5 questions on the website and submit for grading (if you can't attend class)

Participation:

Bring answers to OLA3 to class and be prepared to discuss them during class

\* Go to Pearson website, Chapter 2 > Activities & Applications > Application Exercise > Activity 1 > answer the 5 questions on the website and submit for grading (if you can't attend class)

On-line Assignment 4: Due after class, Tues. Feb. 2, 2012

Go to Pearson website, Chapter 2 > Activities & Applications > Application Exercise > Activity 2 > answer the questions on the website and submit for grading

Observation Journal Entry 1 due Fri. Feb. 4, 2012 - 5 points per hour

Go to Pearson website, Chapter 2 > Video Examples > choose one or more videos > make a running record of the student's behavior. Submit for grading via email or bring to class.

Meeting 5- 1.5 hours - Tues. Feb. 7, 2012

Topic: Foundations in Child Development

Reading assignments:

Chapter 3: Family, Culture, and Community

Participation:

Take the quiz on myeducationlab and bring the questions you missed to class.

On-line Assignment 5: Due by 7:00 Tues. Feb. 9, 2012

Go to [www.myeducationlab.com](http://www.myeducationlab.com) > Education Psychology > McDevitt & Ormsrod > join class > Chapter 3 > Activities & Applications > Developmental Trends > Working Effectively with Families. Answer the 3 questions and submit for grading. (These questions are also found at the end of the chapter in your textbook and can be submitted via email.)

Meeting 6- 1.5 hours - Thurs, Feb. 9, 2012

Topic: Foundations in Child Development

Reading assignments:

Chapter 3: Family, Culture, and Community

Participation:

Bring answers to OLA5 to class and be prepared to discuss them during class

On-line Assignment 6: Due after class, Thurs. Feb. 9, 2012

Go to Pearson website, Chapter 3 > Activities & Applications > Supplemental Reading Exercise > Exercise 2 > answer the 7 questions on the website and submit for grading

Observation Journal Entry 2 due Fri. Feb. 12, 2012 - 5 points per hour

Go to Pearson website, Chapter 4 > Building Teaching Skills > Acknowledging Nature & Nurture in Classroom > Part 1: Social Skills. Download the video and take a running record of the children's behavior. This is a 6.9 MB file.

Meeting 7- 1.5 hours - Tues. Feb. 14, 2012

Topic: Biological Development

Reading assignments:

Chapter 4: Biological Beginnings

Participation:

Take the quiz on myeducationlab and bring the questions you missed to class.

On-line Assignment 7: Due by 7:00, Tues. Feb. 16, 2012

Goto [www.myeducationlab.com](http://www.myeducationlab.com) > Education Psychology > McDevitt & Ormsrod > join class > Chapter 4 > Activities & Applications > Developmental Trends > Promoting Healthy Beginnings. Answer the 3 questions and submit for grading. (These questions are also found at the end of the chapter in your textbook and can be submitted via email.)

Meeting 8- 1.5 hours - Thurs. Feb. 16, 2012

Topic: Biological Development

Reading assignments:

Chapter 4: Biological Beginnings

Participation:

Bring answers to OLA7 to class and be prepared to discuss them during class

On-line assignment 8: Due after class on Tues. Feb. 16, 2012

Go to Pearson website, Chapter 4 > Activities & Applications > Application Exercise > Activity 1 and Activity 2 > answer the 10 questions on the website and submit for grading

Observation Journal Entry 3 due Fri. Feb. 16, 2012 - 5 points per hour

You may substitute the video examples on the website to substitute for an observation of newborns.

Meeting 9- 1.5 hours - Tues. Feb. 21, 2012

Topic: Biological Development

Reading assignments:

Chapter 5: Physical Development

Participation:

Take the quiz on myeducationlab and bring the questions you missed to class.

On-line Assignment 9: Due by 7:00, Tues. Feb. 16, 2012

Goto [www.myeducationlab.com](http://www.myeducationlab.com) > Education Psychology > McDevitt & Ormsrod > join class > Chapter 5 > Activities & Applications > Developmental Trends > Supporting Physical Development. Answer the 3 questions and submit for grading. (These questions are also found at the end of the chapter in your textbook and can be submitted via email.)

Meeting 10- 1.5 hours - Thurs. Feb. 23, 2012

Topic: Biological Development

Reading assignments:

Chapter 5: Physical Development

Participation:

Bring answers to OLA9 to class and be prepared to discuss them during class

First comparison paper due by Tues. Mar. 2, 2012

Observation Journal Entry 4 due Fri. Feb. 25, 2012 - 5 points per hour

You may use the video examples of physical development for your observations.

Meeting 11- 1.5 hours - Tues. Feb. 28, 2012

Topic: Cognitive Development

Reading assignments:

Chapter 6: Cognitive Development: Piaget and Vygotsky

Participation:

Take the quiz on myeducationlab and bring the questions you missed to class.

On-line Assignment 10: Due by 7:00, Tues. Mar. 2, 2012

Goto [www.myeducationlab.com](http://www.myeducationlab.com) > Education Psychology > McDevitt & Ormsrod > join class > Chapter 6 > Activities & Applications > Developmental Trends > Examining Challenges That Promote Cognitive Development. Answer the 3 questions and submit for grading. (These questions are also found at the end of the chapter in your textbook and can be submitted via email.)

Meeting 12- 1.5 hours - Thurs. Mar. 1, 2012

Topic: Cognitive Development

Reading assignments:

Chapter 6: Cognitive Development: Piaget and Vygotsky

Participation:

Bring answers to OLA10 to class and be prepared to discuss them during class.

On-line assignment 11: Due after class Tues. Mar. 16, 2012

Go to Pearson website, Chapter 4 > Activities & Applications > Video Analysis > Six Stages of Piagets Sensorimotor Stage > answer the 2 questions on the website and submit for grading

Observation Journal Entry 5 due Fri. Mar. 4, 2012 - 5 points per hour

Substitute the Cognitive Development, Zone of Proximal Development, and the Scaffolding videos for observation.

Meeting 13- 1.5 hours - Tues. Mar. 6, 2012

Topic: Cognitive Development

Reading assignments:

Chapter 7: Cognitive Development: Cognitive Processes

Participation:

Take the quiz on myeducationlab and bring the questions you missed to class.

On-line Assignment 12: Due by 7:00, Tues. Mar. 9, 2012

Goto [www.myeducationlab.com](http://www.myeducationlab.com) > Education Psychology > McDevitt & Ormsrod > join class > Chapter 6 > Activities & Applications > Developmental Trends > Identifying Children's Cognitive Processes. Answer the 3 questions and submit for grading. (These questions are also found at the end of the chapter in your textbook and can be submitted via email.)

Meeting 14- 1.5 hours - Thurs. Mar. 8, 2012

Topic: Cognitive Development

Reading assignments:

Chapter 7: Cognitive Processes

Participation:

Bring answers to OLA12 to class and be prepared to discuss them during class

Second comparison paper due by Tues. Mar. 22, 2012

Observation Journal Entry 6 due on Fri. Mar. 11, 2012 - 5 points per hour

Meeting 15- 1.5 hours - Tues. Mar. 20, 2012

Topic: Cognitive Development

Reading assignments:

Chapter 8: Intelligence

Chapter 9: Language Development

Participation:

Take the quiz on myeducationlab for Chapter 8 and bring the questions you missed to class.

Take the quiz on myeducationlab for Chapter 9 and bring the questions you missed to class.

On-line Assignment 13: Due by 7:00 Tues. Mar. 23, 2012

Goto [www.myeducationlab.com](http://www.myeducationlab.com) > Education Psychology > McDevitt & Ormsrod > join class > Chapter 9 > Activities & Applications > Developmental Trends > Assessing Developmental Progress in Language. Answer the 3 questions and submit for grading. (These questions are also found at the end of the chapter in your textbook and can be submitted via email.)

Meeting 16- 1.5 hours - Thurs. Mar. 22, 2012

Topic: Cognitive Development

Reading assignments:

Chapter 9: Language Development

Participation:

Bring answers to OLA13 and be prepared to discuss them during class

On-line assignment 14: Due after class Tues. Mar. 23, 2012

Go to Pearson website, Chapter 9 > Activities & Applications > Application Exercise > Activity 2: Identifying Developmentally Appropriate Practice > answer the 14 questions on the website and submit for grading

Observation Journal Entry 7 due Fri. Mar. 25, 2012 - 5 points per hour

You may substitute observation of the videos for observations

Meeting 17- 1.5 hours - Tues. Mar. 27, 2012

Topic: Cognitive Development

Reading assignments:

Chapter 10: Development in the Academic Domains

Participation:

Take the quiz on myeducationlab for Chapter 10 and bring the questions you missed to class.

On-line Assignment 15: Due by 7:00 Tues. Mar. 30, 2012

Goto [www.myeducationlab.com](http://www.myeducationlab.com) > Education Psychology > McDevitt & Ormsrod > join class > Chapter 10 > Activities & Applications > Developmental Trends > Identifying Building Blocks for later Acquisition. Answer the 3 questions and submit for grading. (These questions are also found at the end of the chapter in your textbook and can be submitted via email.)

Meeting 18- 1.5 hours - Thurs., Mar. 29, 2012

Topic: Cognitive Development

Reading assignments:

Chapter 10: Development in the Academic Domains

Participation:

Bring answers to OLA15 and be prepared to discuss them during class

Third comparison paper due by Tues. Apr. 6, 2012

Observation Journal Entry 8 due Fri. Apr. 1, 2012 - 5 points per hour

Meeting 19- 1.5 hours - Tues. Apr. 3, 2012

Topic: Social and Emotional Development

Reading assignments:

Chapter 11: Emotional Development

Participation:

Take the quiz on myeducationlab for Chapter 11 and bring the questions you missed to class

On-line assignment 16: Due by 7:00, Tues. Apr. 6, 2012

Goto [www.myeducationlab.com](http://www.myeducationlab.com) > Education Psychology > McDevitt & Ormsrod > join class > Chapter 11 > Activities & Applications > Developmental Trends > Nurturing Youngsters' Emotional Development. Answer the 3 questions and submit for grading. (These questions are also found at the end of the chapter in your textbook and can be submitted via email.)

Meeting 20- 1.5 hours - Thurs. Apr. 5, 2012

Topic: Social and Emotional Development

Reading assignments:

Chapter 11: Emotional Development

Participation:

Bring the answers to OLA16 and be prepared to discuss them during class

On-line assignment 17: Due after class Tues. Apr. 6, 2012

Goto [www.myeducationlab.com](http://www.myeducationlab.com) > Education Psychology > McDevitt & Ormsrod > join class > Chapter 11 > Building Teaching Skills > Do Parts 1 through 6 and submit for grading.

Observation Journal Entry 9 due Fri. Apr. 8, 2012 - 5 points per hour

Meeting 21- 1.5 hours - Tues. Apr. 10, 2012

Topic: Social and Emotional Development

Reading assignments:

Chapter 12: Development of Self and Social Understandings

Participation:

Take the quiz at myeducationlab and bring the questions you missed to class.

On-line assignment 18: Due by 7:00, Tues. Apr. 13, 2012

Goto [www.myeducationlab.com](http://www.myeducationlab.com) > Education Psychology > McDevitt & Ormsrod > join class > Chapter 12 > Activities & Applications > Developmental Trends > Determining How Children Think About Themselves and Others. Answer the 3 questions and submit for grading. (These questions are also found at the end of the chapter in your textbook and can be submitted via email.)

Meeting 22- 1.5 hours - Thurs. Apr. 12, 2012

Topic: Social and Emotional Development

Reading assignments:

Chapter 12: Development of Self and Social Understandings

Participation:

Bring your answers to OLA18 and be prepared to discuss

Fourth comparison paper is due by Tues. Apr. 20, 2012

Observation Journal Entry 10 due Fri. Apr. 15, 2012

Meeting 23- 1.5 hours - Tues. Apr. 17, 2012

Topic: Social and Emotional Development

Reading assignments:

Chapter 13: Development of Motivation and Self-Regulation

Participation

Quiz

On-line assignment 19: Due by end of class, Tues. Apr. 20, 2012

Developmental Trends

Meeting 24- 1.5 hours - Thurs. Apr. 19, 2012

Topic: Social and Emotional Development

Reading assignments:

Chapter 13: Development of Motivation and Self-Regulation

Participation:

OLA 19

Meeting 25- 1.5 hours - Tues. Apr. 24, 2012

Topic: Social and Emotional Development

Reading assignments:

Chapter 14: Development of Morality and Interpersonal Behaviors

Participation:

Quiz

On-line Assignment 20: Due by 7:00 on Tues. Apr.27, 2012

Developmental Trends

Meeting 26- 1.5 hours - Thurs. Apr. 26, 2012

Topic: Social and Emotional Development

Reading assignments:

Chapter 14: Development of Morality and Interpersonal Behaviors

Participation:

OLA20

Synthesis and Implications of Observations due Tues. May 4, 2012

Meeting 27-1.5 hours - Tues. May 1, 2012

Topic: Social and Emotional Development

Reading assignments:

Chapter 15: Peers, Schools, and Society

Participation:

Quiz

Meeting 28-1.5 hours - Thurs. May 3, 2012

Topic: Social and Emotional Development

Reading assignments:

Chapter 15: Peers, Schools, and Society

Fri., May 7, 2012

Last day to turn in all assignments