FLORIDA ATLANTIC UNIVERSITY
Graduate Programs—NEW COURSE PROPOSAL

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

CREDITS: 03
TEXTBOOK INFORMATION:

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR ☑ PASS/Fail, SATISFACTORY/UNSATISFACTORY ___

EFFECTIVE DATE
(first term course will be offered)

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, 561-799-8518
Faculty Contact, Email, Complete Phone Number

SIGNATURES

Approved by:
Department Chair:
College Curriculum Chair:
College Dean:
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/ugpc to download this form and guidelines to fill out the form.

Email this form and syllabus to diamond@fau.edu and 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]
Sent: Wednesday, November 10, 2010 7:17 PM
To: sgraves@fau.edu; wener@fau.edu; ijohnso9@fau.edu; jmclau17@fau.edu; mbrady@fau.edu; 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

--- Original Message ---

From: Deena Wener [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
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

Counselor Education

Hello:

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

Irene H. Johnson

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

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

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  
Visit us on Facebook, too.

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
EDF 6111: Human Development: Applications for Education
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:

SUGGESTED RESOURCES:

AUDIO-VISUAL TECHNOLOGY:
Microsoft Power Point Presentations
Microsoft Blackboard: [http://blackboard.fau.edu/](http://blackboard.fau.edu/)
APA Style web sites: [http://www.apastyle.org/fifthchanges.html](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

Revised: 10/27/10
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).

Revised: 10/27/10
<table>
<thead>
<tr>
<th>Week of</th>
<th>Lesson</th>
<th>Specific Topics and Assigned Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro to Course</td>
<td>Syllabus and Main Course Requirements</td>
</tr>
<tr>
<td>2</td>
<td>Foundations and Theoretical Perspectives</td>
<td>Introduction to theoretical perspectives on human development including Piaget, Vygotsky, Kohlberg &amp; Gilligan, Erikson &amp; Marcia, Bowlby &amp; Ainsworth, Baumrind, &amp; Bronfenbrenner</td>
</tr>
<tr>
<td>3</td>
<td>Infancy &amp; Toddlerhood</td>
<td>Physical &amp; Motor Development: Reflexes &amp; Perceptual Development Cognitive Development: Piaget Applications to Teaching – Preschool Classrooms</td>
</tr>
<tr>
<td>4</td>
<td>Infancy &amp; Toddlerhood</td>
<td>Social Development: Erikson &amp; Attachment Theory Applications to Teaching – Preschool Classrooms</td>
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<tr>
<td>5</td>
<td>Early &amp; Middle Childhood</td>
<td>Physical &amp; Motor Development Cognitive Development: Piaget &amp; Vygotsky Applications to Teaching – Preschool &amp; Elementary Classrooms</td>
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<tr>
<td>6</td>
<td>Early &amp; Middle Childhood</td>
<td>Moral Development: Kohlberg Social Development: Erikson, Parenting Styles, Play Applications to Teaching – Preschool &amp; Elementary Classrooms</td>
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<tr>
<td>7</td>
<td>Exam 1 Paper Topic Due</td>
<td>See Exam Policies Section of Syllabus</td>
</tr>
<tr>
<td>8</td>
<td>AB Consultation</td>
<td>Abstracted Bibliography Paper Consultation</td>
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<td>9</td>
<td>Adolescence</td>
<td>Physical Development: Puberty &amp; Health Cognitive Development: Piaget Applications to Teaching – Middle &amp; High School Classrooms</td>
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<td>10</td>
<td>Adolescence</td>
<td>Social Development: Erikson, Identity &amp; Gender, Peer Relationships Moral Development: Kohlberg &amp; Social Concerns of Adolescence Applications to Teaching – Middle &amp; High School Classrooms</td>
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<td>11</td>
<td>Early Adulthood</td>
<td>Physical, Cognitive, Moral &amp; Social Development: Career &amp; Family Applications to Teaching – Higher Education Classrooms</td>
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<tr>
<td>12</td>
<td>Middle Adulthood</td>
<td>Physical, Cognitive &amp; Social Develop: Happiness &amp; Mid-Life Transitions Applications to Teaching – Higher Education Classrooms</td>
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<tr>
<td>13</td>
<td>Late Adulthood</td>
<td>Physical, Cognitive &amp; Social Development: Integrity &amp; Aging Applications to Teaching – Higher Education Classrooms</td>
</tr>
<tr>
<td>14</td>
<td>AB Presentations Papers Due</td>
<td>Submit AB Papers &amp; Individual Student Paper Presentations See Course Requirements Section of Syllabus &amp; AB Handout</td>
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<td>15</td>
<td>Exam 2 Extra Credit Due</td>
<td>See Exam Policies Section of Syllabus</td>
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<tr>
<td>16</td>
<td>Culminating Experience</td>
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**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.

Revised: 10/27/10
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

Revised: 10/27/10
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:

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### REQUIRED POINTS FOR GRADES:

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### 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.

Revised: 10/27/10
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


Revised: 10/27/10


**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](http://www.google.com)
   - Yahoo: [http://www.yahoo.com](http://www.yahoo.com)

2. **Organizations**
CONTACT INFORMATION:
To be completed by instructor:
Instructor/Professor:
Office:
Office Hours:
Phone:
E-mail: