Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Education
   Department: Educational Foundations, Leadership & Technology

2. Course Prefix and Number: FOUN 3103
   3. Effective Term: FA 2013

4. Course Title: Child Development, Learning, Motivation & Assessment
   Abbreviated Title (30 characters or less): Child Dev Learn Motiv Assmnt

5. Requested Action: (Choose one)
   - Renumber a Course
   - Add a Course
   - Revise a Course
   Current Course Number: [ ]
   Proposed Course Number: [ ]
   Type of Revision: [ ]

6. Course Credit:

<table>
<thead>
<tr>
<th>Contact/Group Hours</th>
<th>Scheduled Type</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Hours (Repeatability): 3</td>
<td>5</td>
<td>lecture</td>
<td>Weekly</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>lab</td>
<td>Weekly</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
   Total Credit Hours: 6

7. Grading Type: (Choose one)
   - Regular (ABCDF)
   - Satisfactory/Unsatisfactory (S/U)
   - Audit

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.
   Level Restrictions: Minimum Grade of C or (Undergraduate level FOUN 3000 Minimum Grade of C and Undergraduate level RSED 3000 Minimum Grade of C)

9. Restrictions: List specific restriction in space above.
   - [ ] College
   - [x] Major
   - [ ] Standing
   - [ ] Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Cognitive, psychosocial and moral aspects of child development; integration of development, learning, motivation, assessment, and evaluation in context of instructional planning.

11. May Count Either: FOUN 3100 or FOUN 3103
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)
    - Program Type: major
    - Program Title: All undergrad teacher education majors
    - Requirement or Elective?: Required

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - [ ] Applicable
    - [x] Not Applicable
14. Justification:

This course will be a distance version of the existing FOUN 3100. Making this course available via distance education will provide students the option to complete the course through distance education section(s) to be offered. The addition of distance education section(s) is anticipated to dramatically ease scheduling challenges across all of the several programs that require this course.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

Any needed resources will be funded with distance revenue.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e. Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

After completion of the course, students should be able to demonstrate knowledge for the below student learning outcomes. Each outcome has a title with a letter (a.–d.)

a. Human Development
Knowledge of the physical, emotional, and social development of young people and the relationship of these to learning readiness and to cognitive development.

b. Motivation
Knowledge of factors and situations that promote or diminish intrinsic motivation.

c. Instructional Strategies
Knowledge of research and theory underpinning effective teaching and learning.

Knowledge of developmentally appropriate instructional and management strategies.

d. Assessment
Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies.

Knowledge of the relationship between assessment and learning and of how to integrate appropriate assessments into all stages of the learning process.

Knowledge of measurement-related issues such as validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

Meetings will take place via web conferencing, phone, or other electronic means. Course assignments will be submitted through the LMS or email. Students will access needed materials through the LMS. Course interaction will be achieved via the LMS using email, chat, discussion boards and video conference.

Below is shown the outline which also contains assignments with due dates. For clarification, the assignments are shown with their roman numeral (I-IV) as categorized in item 18. (Assignments /Projects) of this document. Each assignment is shown also with the corresponding student learning outcomes (Outcomes a–d)

Communication; Planning; Collaboration; Assessment; Laws and Policies
WEEK 1: Introduction - An integrated approach to development, learning, motivation, and measurement and evaluation through instruction and planning. (Outcomes: a,b,c,d)

WEEK 2: Validity and Inferences: A discussion of the nature of validity and inference making and the importance of these concepts with individuals and classrooms. (III) quiz 1 due (Outcome: d)

WEEK 3: Pre-instructional and formative assessment: An overview of methods and sources of information used to make pre-instructional and formative judgments on the affective, physical and cognitive development of students. (III) quiz 2 due (Outcome: d)

Student Development

WEEK 4: An overview of physical development in relation to the school-aged child. (III) quiz 3 due (Outcome: a) (I) Must perform the first 2.5 hours service learning hours this week in order to be on schedule. (Outcome: a,b,c,d)

WEEK 5: An overview of cognitive development in relation to the school-aged child. (III) quiz 4 due (Outcome: a)

WEEK 6: An overview of socioemotional development in relation to the school-aged child. (III) quiz 5 due (Outcome: a) (II) 1st service learning journal due (Outcome: a,b,c,d)

WEEK 7: Individual differences - A broadening of students' understanding of the complex learner through a focus on individual variation. (III) Test 1 due (Outcome: a,b,c,d)

Instructional Strategies; Classroom Management; Learning Environment; Learning Styles; and School Improvement.

WEEK 8: Learning-Behavioral conceptions: An introduction, application and evaluation of theories, including relevant concepts, developed in the behaviorist tradition. (III) quiz 6 due (Outcome: c) (II) 2nd service learning journal due (Outcome: a,b,c,d)

WEEK 9: Learning-Cognitive Information Processing conceptions: An introduction, application and evaluation of theories, including relevant concepts, developed in the cognitive information processing tradition. (III) quiz 7 due (Outcome: c)

WEEK 10: Learning –Constructivist conceptions: An introduction, application and evaluation of views, including relevant concepts, developed in the tradition of a learner-centered approach to learning and instruction. (III) quiz 8 due (Outcome: c)

WEEK 11: Motivating Students to Learn: A discussion and application of the various theoretical perspectives regarding student motivation. (III) Test 2 due (Outcome: b)

Assessment and Alabama-Specific Initiatives

WEEK 12: Formal Assessment –Performance assessment: An introduction, application and evaluation to assessing the degree to which instructional objectives have been met using performance assessment methods. (III) quiz 9 due (Outcome: d)

WEEK 13: Formal Assessment -Traditional assessment: An introduction, application and evaluation to assessing the degree to which instructional objectives have been met using fixed response assessment methods.
(III) quiz 10 due (Outcome: d)

WEEK 14: Formal assessment-Standardized assessment: An introduction, application and evaluation to assessing the degree to which instructional objectives have been met using standardized assessment methods.
(III) Test 3 due (Outcome: d)

WEEK 15: Culminating class discussion on assessment and learning.
(I) All 25 Service learning hours due--hours log sign-in sheet is checked on site by school staff to confirm all hours are finished.
(Outcome: a,b,c,d)
(II) 3rd service learning journal due (Outcome: a,b,c,d)

WEEK 16: (IV) Final project due in lieu of final exam. (Outcome: a,b,c,d)

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

Students are required to complete the below assignments/projects. Each component is shown below with brief description and with a roman numeral (I-IV) that each is categorized as to clarify this item, item 18. (Assignments / Projects) on this form.

I. Twenty-five hours of service learning must served at an approved school site involving instruction, tutoring and partial supervision of children in an educational setting. Course completion, as mandated by the AL State Dept of Education, is contingent upon successful completion of service learning requirements. Students must properly attend and serve all hours which will be recorded in an on-site hours log at front office of service site. The log will be monitored by school staff and checked for confirmation of full hours completion at semester's end. This log will be submitted via LMS assignment dropbox.

II. Three reflection journals must be submitted about the service learning experience that demonstrate reflexive teaching as well as the students' explanation of connections between their service experience to pertinent course content on development, learning, assessment, motivation, and classroom management. These will be submitted via LMS assignment dropbox.

III. Quizzes and tests will assess a sampling of each week's instructional content (content including development, learning, assessment, motivation, and classroom management). Each of the quizzes are formative assessment learning quizzes, open note and open book. These will be delivered on LMS quiz tool using appropriate time limitations to discourage ever-reliance on notes and books. Each of the three main tests will be take-home essay format case-based questions and be submitted via LMS assignment dropbox.

IV. A final project (in lieu of the final exam) will require analysis and evaluation of classroom cases and call for a comprehensive knowledge course content as a basis for reflection and response to the cases. This will be submitted via LMS assignment dropbox.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course’s learning objectives)

19. Rubric and Grading Scale:

Each course grade component is shown below with brief name, point worth, and with roman numeral (I-IV) that each is categorized as in item 18. (Assignments /Projects) of this form.

I. Twenty-five service learning hours  100 points
II. Three service learning reflection journals  60 points
III. Quizzes and tests for each week's content  300 points
IV. Final project (in lieu of final exam) 100 points

Course Grading Scale by Percentage and Point Range:

A= 100% - 90%  (550-504 points)
B= 89.99% - 80%  (503-448 points)
C= 79.99% - 70%  (447-392 points)
D= 69.99% - 60%  (391-336 points)
F= 59.99% and less  (335 points and below)

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Student Policy eHandbook, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2066 (V/TT).
Approvals

Department Chair / Head
Hendy Davis

College / School Curriculum Committee

College / School Dean

Dean of the Graduate School (for Graduate Courses)

Assoc. Provost for Undergraduate Studies (for Undergraduate Courses)

Date
5/5/2013
5/10/2013
5/20/2013

Contact Person: Sandy Davis & Tracy Koerper

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Fax: 4-5785
FOUN 3100 / 3103  Affected Majors

CECB (Early Childhood Education)

CEEB (Elementary Education)

CMIB (Music Education Instrumental)

CMVB (Music Education Vocal)

CMCB (Music Education – Instrumental/Vocal)

HDFE (Human Development Family Studies – Early Childhood Education)

HPNB (Physical Education Teacher Education)

RSCB (Collaborative Teacher Special Education)

RSEB (Early Childhood Special Education)