Term Information

Effective Term: Spring 2013
Previous Value: Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Number change to 5000 level.

What is the rationale for the proposed change(s)?
This course is an endorsement course for soon-to-be licensed and currently licensed teachers. The 6000 level does not allow many of our teachers who enroll through the Office of Continuing Education to enroll.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
We will see a major drop in enrollments if the target population has to apply for graduate non-degree status instead of keeping their Continuing Ed status. We will also have to petition every senior level student who is eligible to take the course.

Is approval of the request contingent upon the approval of other course or curricular program request? No
Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Education: Teaching & Learning
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Graduate, Undergraduate
Previous Value: Graduate
Course Number/Catalog: 5281
Previous Value: 6280
Course Title: Development of 4th and 5th Grade Learners Across the Curriculum
Transcript Abbreviation: 4/5 Dev Grd Lrns
Course Description: Aids students in acquiring a working understanding of the physical, cognitive and language development of the children in 4th/5th grades.
Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 7 Week, 12 Week (May + Summer)
Flexibly Scheduled Course: Sometimes
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Not open to students with credit for 680.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 13.1203
Subsidy Level Professional Course
Intended Rank Senior, Professional
Previous Value Professional

Quarters to Semesters

Quarters to Semesters Modified or re-envisioned course that includes substantial parts of the content and learning goals of one or more quarter courses
List the current courses by number and title that are to be subsumed into proposed course EduTL 680: Development of 4th and 5th Grade Learners Across the Contexts.

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details
Course goals or learning objectives/outcomes

- Develop exemplary instructional methods and learning environments for students in 4th and 5th grade that reflect an understanding of the growth and development of children in diverse socio-cultural communities.
- Examine elementary school curriculum to identify ways that the study and research of child development has informed it.
- Generate appropriate instructional strategies for 4th and 5th grade learners that reflect the ideas of major developmental theorists about how children develop and that reflect an understanding of their socio-cultural communities.
- Analyze how life experiences across a variety of contexts affect developmental areas.
- Evaluate ways that different forms of media, particularly television and computer use, affect the development of 4th and 4th graders and how they bring that media influence into the classroom.
- Determine how specific school/classroom characteristics influence the developmental areas, academic achievement and adjustment to school transitions of 4th and 5th graders.
- Examine a variety of classroom situations and apply the knowledge they have gained concerning development to develop strategies and solutions to particular issues.
- Explain how teachers can reconcile the early childhood education whole child, developmentally appropriate philosophy with the more subject matter approach commonly used past 3rd grade.

Content Topic List

- How do schools fail to meet the developmental needs of students? What in particular can teachers do to better facilitate these needs? How does a physical development readiness sequence relate to overall student learning for 4th and 5th graders?
- How has the 21st century complicated the development of young adolescents? What can we do, as educators, do to help alleviate any stress caused by these complications?
- What are specific ways that teachers can help their students develop expertise and complete complex cognitive tasks successfully? Which of these seems most effective for your teaching style and why?
- How does gender identity impact 4th and 5th graders classroom learning? What can teachers do? What are your thoughts about single-sex middle school classrooms and schools?
- What are key culturally responsive roles for teachers so that students will connect school learning with prior experiences and knowledge?
- Why is developing a community of learners where communication and interaction is valued such a rich learning environment?

Attachments

Comments

- Approved by GSC May 16, 2012. (by Mercerhill,Jessica Leigh on 05/16/2012 11:54 AM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Mercerhill,Jessica Leigh</td>
<td>05/16/2012 08:58 AM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill,Jessica Leigh</td>
<td>05/16/2012 11:54 AM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Blount,Jackie Marie Zircher,Andrew Paul achterberg,Cheryl L</td>
<td>05/16/2012 11:54 AM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>