COURSE TITLE: Human Development and Learning
COURSE NUMBER: EDF 3214

COURSE DESCRIPTION (with prerequisites):
This course is designed to cover myriad learning theories as they apply to student development, learning styles, learning ability as well as disabilities. Students will be afforded the opportunity to explore varying ideologies relative to intelligence and intellectual assessment. Students will link these theories to behaviors observed in the classroom. Prerequisite: PSY 2012 (3 semester hours credit)

NAME(S) OF INSTRUCTORS:
Sarieta M. Russ, Ed.S.

EFFECTIVE ACADEMIC YEAR:
2011-12

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:

GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 90 – 100
B – 80 – 89
C – 70 – 79
D – 60 – 69
F – 59 or less
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:
Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.
A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student** (1) **must bear the full cost of instruction** (unless waived by Student Services), (2) **cannot withdraw**, and (3) **must receive a grade**.

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**ACADEMIC HONOR CODE POLICY:**
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

**LIBRARY AND ON-LINE REFERENCE MATERIALS:**
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

**TECHNOLOGY RESOURCES:**
The Information Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website. The ACE Lab, located in Building L, is available for tutoring and is equipped with computer workstations. Lab hours are posted each semester at the room entrance. The college’s learning management system is Desire 2 Learn (d2l). Classes become available on d2l on the first day of the semester. It is the student’s responsibility to log onto the d2l system the first day of class to establish the first day of attendance and to check announcements. For further information, contact your instructor or the Director of Online Learning.
ELECTRONIC DEVICE USAGE:
All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her “device” on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:
E – 1 Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.
E – 2 Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.
E – 3 Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge of mathematics.
E – 4 Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.
E – 5 Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.
E – 6 Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

1. **Task 7.1.2 (1.3)**: The student analyzes various learning theories and applies them to teaching strategies. The student submits a report summarizing various learning theories and identifies a strategy that could be applied in the classroom for each theory.

2. **Task 7.2.2 (1.3)**: The student analyzes various developmental theories and applies them to teaching strategies. The student submits a report summarizing various developmental theories and identifies a strategy that could be applied in the classroom for each theory.

**Task 11.3.1(FEAP 6)**: The student summarizes the key points of law related to child abuse, substance abuse, including appropriate actions to be taken when abuse is suspected. The student identifies the correct action for each of five scenarios.
## LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES FOR EDF 3214</th>
<th>FEAPs (Discipline Outcomes)</th>
<th>FL Competencies &amp; Skills: Prof. Ed.</th>
<th>Assessment Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand how students learn and develop, and provide learning opportunities that support their intellectual, social, emotional, moral, and physical development.</td>
<td>E – 1 1.3</td>
<td>1.3, 2.3, 5.1, 5.2, 7.1, 7.2, 7.5, 10.3</td>
<td>7.1.2 RU 7.2.2 RU W &amp; Q Exam</td>
</tr>
<tr>
<td>Evaluate various approaches to learning and determine how to apply them effectively in the classroom.</td>
<td>E – 1</td>
<td>7.2, 7.4, 9.1</td>
<td>W &amp; Q Exam</td>
</tr>
<tr>
<td>Evaluate various developmental and learning theories to design the most effective methods of instructional.</td>
<td>E – 1 1.3</td>
<td>5.1, 7.1, 7.2, 7.3, 7.4</td>
<td>7.1.2 RU 7.2.2 RU W &amp; Q Exam</td>
</tr>
<tr>
<td>Incorporate knowledge of how the brain processes information to design effective strategies to help students with retention of information, retrieval, and transfer of knowledge.</td>
<td>E – 1 1.3</td>
<td>7.4</td>
<td>7.1.2 RU 7.2.2 RU W &amp; Q Exam</td>
</tr>
<tr>
<td>Recognize individual learning styles and differentiate instruction to meet the needs of all learners.</td>
<td>E – 1 1.3</td>
<td>5.1, 5.2, 7.3, 7.4</td>
<td>7.2.2 RU W &amp; Q Exam</td>
</tr>
<tr>
<td>Understand the cultural, physical, social, economic, and/or mental differences in children to encourage the highest achievement for each child.</td>
<td>E – 1</td>
<td>5.1, 5.2, 7.1, 7.2, 7.3, 7.5</td>
<td>W &amp; Q Exam</td>
</tr>
<tr>
<td>Recognize overt signs of child abuse, alcohol and drug abuse, and severe emotional distress and will know to whom such observation should be reported.</td>
<td>E – 6, FEAP 6</td>
<td>11.1, 11.2, 11.3</td>
<td>11.3.1 RU W &amp; Q Exam</td>
</tr>
</tbody>
</table>

**Assessment Codes**

- **T** = Tests
- **Pre/Post** = Pre- and Post-tests
- **OT** = Objective Tests
- **UT** = Unit Tests
- **Q** = Quizzes
- **F** = Final Examination
- **CF** = Cumulative Final
- **EX** = Departmental Exam
- **SE** = Nat'l or State Standardized Exam
- **RPT** = Report/Presentation
- **SP** = Skills Performance
- **SD** = Skills Demonstration
- **W** = Writing Assignments
- **E** = Essays
- **DE** = Documented Essays
- **RP** = Research papers
- **J** = Jury
- **R** = Recital
- **Proj.** = Projects
- **Exp.** = Experiments
- **Cap. Proj.** = Capstone Project
- **Cap. Course** = Capstone Course
- **Prac.** = Practicum
- **Intern.** = Internship
- **H** = Homework
- **PS** = Problem Solving
- **DB** = Discussion Board
- **BO** = Behavioral Observation
- **Clin.** = Clinicals
- **CS** = Case Study
- **CP** = Case Plan
- **Port.** = Portfolio
- **Obs.** = Teacher Observation
- **Sk. Check** = Skills Check-off
- **Curriculum Frameworks**
- **JP** = Judged
- **Performance/Exhibition**
MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:
1. Attend and participate in class regularly.
2. Read all assigned material before class.
3. Study in-class notes and on-line (D2L) materials.
4. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
5. Seek opportunities to practice teaching skills through tutoring and substituting in K – 12 schools.
6. Collaborate with peers and other professionals.

ASSIGNMENT AND/OR COURSE OUTLINE

See your Instructor First Day Handout for individual instructor assignment schedule.