

Eastern Illinois University  
**NEW/REVISED COURSE PROPOSAL FORMAT**  
 (Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

**Please check one:**       New course     Revised course

**PART I: CATALOG DESCRIPTION**

**1. Course prefix and number, such as ART 1000:**

ELE 2050

**2. Title (may not exceed 30 characters, including spaces):**

The Whole Child

**3. Long title, if any (may not exceed 100 characters, including spaces):**

The Whole Child: Teaching and Learning in the Educational Environment

**4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:**

3-1-3

**5. Term(s) to be offered:**     Fall     Spring     Summer     On demand

**6. Initial term of offering:**     Fall     Spring     Summer    **Year:**   

**7. Course description:**

This course is designed to introduce students to the influences that development (physical, social and emotional, cognitive, linguistic), past experience, prior knowledge, economic circumstances and issues of diversity have on the learning process. Educational beginnings, curricular trends, professional issues in teaching, characteristics of schools and other learning environments will be explored. Students will become familiar with professional dispositions and begin to practice habits of positive dispositional behavior both in and out of the classroom. Students will complete a minimum of 30 observation hours of preschool through middle school environments.

**8. Registration restrictions:**

**a. Equivalent Courses**

- **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).

N/A

- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course.     Yes     No

**b. Prerequisite(s)**

- **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) **MAY** be taken concurrently with the proposed/revised course.

The prerequisite for this course is ELE 1050. For transfer students, concurrent enrollment in ELE 1050 during the semester they enroll in ELE 2050 will be permitted with department chair approval.

- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s).  Yes  No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

**c. Who can waive the prerequisite(s)?**

No one  Chair  Instructor  Advisor  Other (Please specify)

**d. Co-requisites** (course(s) which **MUST** be taken concurrently with this one):

N/A

**e. Repeat status:**  Course may not be repeated.

Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

**f. Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:

N/A

**g. Degree, college, major(s), level, or class** to be excluded from the course, if any:

None.

**9. Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

None.

**10. Grading methods** (check all that apply):  Standard letter  CR/NC  Audit  ABC/NC ("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

**Please check any special grading provision that applies to this course:**

The grade for this course will not count in a student's grade point average.

The credit for this course will not count in hours towards graduation.

**If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:**

The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in \_\_\_\_\_ (insert course prefix and number).

Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in \_\_\_\_\_ (insert course prefix and number).

**11. Instructional delivery method:** (Check all that apply.)

- lecture    lab    lecture/lab combined    independent study/research  
 internship    performance    practicum or clinical    study abroad  
 Internet    hybrid    other (Please specify)

## **PART II: ASSURANCE OF STUDENT LEARNING**

**1. List the student learning objectives of this course:**

**a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**

- **EIU graduates will write and speak effectively.**
- **EIU graduates will think critically.**
- **EIU graduates will function as responsible citizens.**

Pre-service teachers enrolled in this course will:

1. Recognize and reflect on how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, prior knowledge, economic circumstances and issues of diversity through field-based experience written reports and in-class activities.
2. Recognize and reflect on the impact educational issues have (both current and historical) on children's learning through field-based written reports and in-class activities.
3. Interpret how teachers' backgrounds, philosophies and personal choices within the larger school and community context shape dispositional behavior and pedagogical decisions through the writing of an educational autobiography and observations from the field.
4. Develop and display professional behavior that reflects honesty, integrity, confidentiality, altruism, respect and other identified professional dispositions which lead to becoming a reflective practitioner through objective observation, collaborative discussion, self-evaluation and written critical analysis.
5. Apply professional language and dispositional awareness through written and oral communication as a means to transition from thinking like a student to thinking like a

teacher as measured in comprehensive written field reports, oral class presentations and in-class discussions.

**b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**

- **Depth of content knowledge**
- **Effective critical thinking and problem solving**
- **Effective oral and written communication**
- **Advanced scholarship through research or creative activity**

**2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

- Comprehensive Written Reflective Reports on Field Experiences (total of 5)
- Educational Autobiography
- Regular Journal Entries: Maintain on-going reflection about field placement experiences (teacher dispositions, classroom management, student-teacher interaction) and course content (child development and educational issues)
- Current Event on Relevant Educational Topics
- Quizzes and Exams on Course Content

OBJECTIVE	WRITTEN REFLECTIVE REPORTS (TOTAL OF 5) 25%	EDUCATIONAL AUTOBIOGRAPHY 15%	JOURNAL ENTRIES 10%	CURRENT EVENT 5%	QUIZZES AND EXAMS 45%
<b>1</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>2</b>	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>
<b>3</b>	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>
<b>4</b>	<b>X</b>	<b>X</b>			
<b>5</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	

**3. Explain how the instructor will determine students’ grades for the course:**

Students will need to participate productively in class and field observations, attend class and field assignments consistently and complete all assignments satisfactorily and on time, demonstrating effective critical thinking, writing and reflection.

**4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**

- a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:**
- b. Describe how the integrity of student work will be assured:**
- c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

N/A

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
- course objectives;
  - projects that require application and analysis of the course content; and
  - separate methods of evaluation for undergraduate and graduate students.

N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix \*.)

This course is writing active because it incorporates a variety of writing assignments. The following assignments will be evaluated for correctness of factual understanding, quality of analysis and level of detail: Written Reflective Reports, Educational Autobiography, Journal Entries, Current Event and Quizzes/Exams.

### **PART III: OUTLINE OF THE COURSE**

**Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.**

#### **Course Outline**

##### **Week 1**

- **Educational Beginnings**
  - ⇒ Historical
  - ⇒ Political
  - ⇒ Philosophical issues

##### **Week 2**

- **Professional Behavior**
  - ⇒ Dispositions
  - ⇒ Collaboration
  - ⇒ Reflection
  - ⇒ Openness to diversity
  - ⇒ Ethical behavior

### Week 3

- **Current Trends in Education**
  - ⇒ Illinois Teacher Performance Standards
  - ⇒ Test of Academic Proficiency
  - ⇒ Response to Intervention
  - ⇒ Common Core Standards
  - ⇒ Teacher Proficiency Assessment
  - ⇒ Standards-Based Movement
  - ⇒ Qualities of effective schools and teachers

### Week 4

- **Educational Theories and Theorists in Curriculum Development and Instruction**
  - ⇒ Dewey
  - ⇒ Bloom
  - ⇒ Mann
  - ⇒ Committee of Ten
  - ⇒ Froebel
  - ⇒ Montessori
  - ⇒ Reggio, Rousseau
  - ⇒ Pestalozzi
  - ⇒ Locke

### Week 5

- **Child Development Theories and Theorists**
  - ⇒ Psycho-Analytic/Freud
  - ⇒ Cognitive Developmental/Piaget
  - ⇒ Classical Conditioning/Pavlov
  - ⇒ Socio-Cultural/Vygotsky
  - ⇒ Behaviorism/Watson and Skinner
  - ⇒ Social-Cognitive/Bandura
  - ⇒ Ethological/Lorenz
  - ⇒ Ecological/Bronfenbrenner
  - ⇒ Psycho-Social/Erikson
- **Current Debates in Child Development**
  - ⇒ Nature/nurture controversy
  - ⇒ Continuity/discontinuity controversy
  - ⇒ Active/passive controversy

## **Week 6**

- **Assessing Children's Development**

- ⇒ The importance of child study
- ⇒ Typical/atypical development
- ⇒ Ways to gather information on children
- ⇒ How learning takes place
- ⇒ Importance of play
- ⇒ Effects of abuse and/or challenging home environments on development

## **Week 7**

- **School Curriculum**

- ⇒ How it is used to guide what is taught
- ⇒ How children are assessed
- ⇒ How teachers use this information to inform their instruction to meet the needs of all learners

## **Week 8**

- **Biological Beginnings**

- ⇒ Evolutionary perspective on development
- ⇒ Genetic foundations of development
- ⇒ Dominant/recessive genes
- ⇒ Reproductive challenges/choices
- ⇒ Effects of teratogens on organogenesis

## **Week 9**

- **Conception and Prenatal Development**

- ⇒ Fertilization
- ⇒ Cell differentiation
- ⇒ 3 periods of development
- ⇒ Nutrition
- ⇒ Brain development
- ⇒ Myelination

## **Week 10**

- **Birth through the Toddler Years**

- ⇒ 3 stages of birth
- ⇒ Various birthing methods
- ⇒ Assessing the newborn
- ⇒ Premature/full term births
- ⇒ Personality characteristics based on genetics
- ⇒ Bonding
- ⇒ Physical/cognitive/socio-emotional development
- ⇒ Importance of physical activity and play

**Week 11**

- **Classroom Implications of Physical/Motor Development in Children – Birth Through Adolescence**
  - ⇒ Age trends
  - ⇒ Individual differences
  - ⇒ Physical activity
  - ⇒ Health challenges
  - ⇒ Learning strategies to promote motor development in the classroom

**Week 12**

- **Classroom Implications of Cognitive Development in Children – Birth Through Adolescence**
  - ⇒ Development of schema
  - ⇒ Speech/language development
  - ⇒ Memory
  - ⇒ Development of learning skills
  - ⇒ Strategies to support cognitive development in the classroom

**Week 13**

- **Classroom Implications of Emotional Development in Children – Birth Through Adolescence**
  - ⇒ Age trends
  - ⇒ Emotional regulation
  - ⇒ Discipline
  - ⇒ Emotions/thoughts
  - ⇒ Strategies to support emotional development in the classroom

**Week 14**

- **Classroom Implications of Social Development in Children – Birth Through Adolescence**
  - ⇒ Age trends
  - ⇒ Importance of friends/peers
  - ⇒ Moving beyond the home environment
  - ⇒ Pro-social/anti-social behavior
  - ⇒ Social identity
  - ⇒ Strategies to support social development in the classroom

**Week 15**

- **The Whole Child: How Theory Impacts Learning**
  - ⇒ Review of all past EIU field experiences and interactions with children, all concepts addressed in previous education courses and reassessing dispositional development in order to monitor their own progress in the program and prepare for future educational experiences in diverse contexts



## **PART IV: PURPOSE AND NEED**

### **1. Explain the department's rationale for developing and proposing the course.**

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
- b. If the course or some sections of the course may be technology delivered, explain why.**

The rationale for developing this course is driven by the need to prepare teacher candidates for newly designed standards-based requirements. New expectations have a greater emphasis on subject matter mastery, the ability to display critical thinking and writing skills, and providing evidence of understanding the contextual diverse needs of all learners.

### **2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

Because this course serves as an introduction to teaching and learning, a 2000-level course designation is appropriate.

### **3. If the course is similar to an existing course or courses, justify its development and offering.**

- a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

The courses ELE 2000, ELE 2320 and ELE 2321 are scheduled to be deleted upon approval of ELE 2050.

### **4. Impact on Program(s):**

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

This course will be required of all Early Childhood, Elementary/General or Middle School option majors, special education dual, and Post Baccalaureate students seeking teacher certification.

- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

**If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.**

## PART V: IMPLEMENTATION

### 1. Faculty member(s) to whom the course may be assigned:

This course may be assigned to any qualified faculty within the Early Childhood, Elementary and Middle Level Education Department.

**If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.**

### 2. Additional costs to students:

A fingerprint background check is required prior to observing in schools.

**Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)**

### 3. Text and supplementary materials to be used (Include publication dates):

Bergin, C.C. & Bergin, D. A. (2012). *Child and adolescent development in your classroom.*

Belmont, CA: Cengage.

Marotz, L.R. & Allen, E. I. (2013). *Developmental profiles.* Belmont, CA: Cengage.

## PART VI: COMMUNITY COLLEGE TRANSFER

**If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.**

A community college course may be judged equivalent to this course.

## PART VII: APPROVALS

**Date approved by the department or school: 9/14/12**

**Date approved by the college curriculum committee:**

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA:        CGS:**

\*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In

**writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

**Student  
Success  
Center**

<http://www.eiu.edu/~success/>

**581-6696**



<http://www.eiu.edu/~counsctr/>

**581-3413**

**Career  
Services**

<http://www.eiu.edu/~careers/>

**581-2412**

**Disability  
Services**

<http://www.eiu.edu/~disabltv/>

**581-6583**