



College of Education and Human Development

Early Childhood Education Program
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ECED 501 Developmental Pathways of Diverse Learners, Birth-Adolescence (3:3:0)
Spring 2013
Hybrid Course
Eleven Modules On-Line
1-26-13 and 5-4-13, 10:00 am to 4:00 pm, Arlington Founders Hall 479

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Course Description

Examines child and adolescent development from diverse perspectives. Addresses typical and atypical physical, social, and emotional, language, and intellectual development. Explores role of individual differences and culture in understanding and interpreting child and adolescent development.

Nature of Course Delivery

This hybrid course utilizes face-to-face and distance education (on blackboard) requiring active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in enactment activities, critical reflection and small-group discussions. Specifications for computer needs are on the course blackboard site.

Learner Outcomes

This course is designed to enable students to do the following:

- Describe the major theories of development and critically examine the theories as they apply to the lives of culturally, linguistically, and ability diverse children and their families.
- Examine the transactional nature of overall development in the context of the family, community, socioeconomic conditions, and culture.
- Identify typical developmental milestones of diverse children from birth through adolescence and their cultural and socioeconomic variations.
- Observe and describe overall development in the social and emotional domains as well as physical and cognitive as it occurs in natural environments and through play.
- Identify environmental and biological/physical/medical at-risk factors that can contribute to possible developmental risk and atypical development across the physical, cognitive, social, and emotional domains.
- Discuss the etiology of major disabilities as well as giftedness.
- Select culturally and linguistically appropriate resources to use with diverse families and

their children.

- Identify culturally and linguistically responsive professional practices that facilitate development in the physical, cognitive, social, and emotional domains.
- Explain the affect of child abuse and neglect on development.

Professional Standards

This course is aligned with the standards established by the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC).

Required Texts

Lightfoot, C., Cole, M., & Cole. S. (2013). *The Development of Children 7th Edition*. New York, NY: Worth Publishers.

This course also requires reading published journal articles on Human Development, example journals include:

Early education and development

Child Development

Human Development

They are available on the Mason library website.

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See [http:// oai.gmu.edu/honor-code/](http://oai.gmu.edu/honor-code/)].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Collaboration

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

Ethical Leadership

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation

We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

Research-Based Practice

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.
4. During face-to-face meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only, but students must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.
5. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.
6. Mason is an Honor Code university; please see the [Office for Academic Integrity](#) for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

Written Assignments

All written assignments prepared outside of class will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at <http://library.gmu.edu/resources/edu/>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Grading Criteria

A = 95-100 A- = 90-94 B+ = 87-89 B = 83-86
 B- = 80-82 C = 70-79 F = < 70

A+ is possible if work is of exceptional high quality above and beyond that required for the course.

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Submission of Performance-Based Assessment

Every student registered for any Early Childhood Education course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment, Understanding and Integrating Developmental Pathways Case Studies Analysis to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in a the course instructor reporting the course grade as Incomplete(IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Understanding and Integrating Developmental Pathways Case Studies Analysis (15 points)

This is the NCATE 2 Assessment of Content Knowledge that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted on TaskStream. See the assessment description and scoring rubric attached.

Review Two Journal Article (5 points)

Students will read and review a *journal article* that addresses development and learning in infancy, early childhood, middle childhood or adolescence. The article should focus on children or adolescents with diverse cultural, linguistic, and economic backgrounds or children with disabilities. Journal articles need to be approved by instructor before review takes place.

Students will provide a summary of the content in the article. They will specify how the content in the article is consistent or inconsistent with the information presented in their course text and how it adds to their knowledge base on development and learning. Each paper should be about 2 pages in length, double spaced, APA format.

Points Associated with Each Course Module

Course points are associated with subcomponents of modules.

These subcomponents and associated points are:

Discuss (2.2 points)

Apply – Reflect (2 points)

Quiz (2 points)

Course Topics and Schedule

Module 1. The Study of Human Development

Module 2. Biocultural Foundations

Module 3. Prenatal Development and Birth

Module 4. The First Three Months

Module 5. Physical and Cognitive Development in Infancy

Module 6. Social and Emotional Development in Infancy

Module 7. Language Acquisition

Module 8. Physical and Cognitive Development in Early Childhood

Module 9. Social and Emotional Development in Early Childhood

Module 10. Contexts of Development

Module 11. Physical and Cognitive Development in Middle Childhood

Module 12. School as a Context for Development

Module 13. Social and Emotional Development in Middle Childhood

Module 14. Physical and Cognitive Development in Adolescence

Module 15. Social and Emotional Development in Adolescence

Developmental Pathways 4-501 Spring 2013			
January	February	March	April
Modules 1 & 2 - January 19			
Module 3 - January 19 to January 29			
Module 4 - January 26 to February 5			
Module 5 - February 2 to February 12			
Module 6 - February 9 to February 19			
Module 7 - February 16 to February 26			
Module 8 - February 23 to March 5			
Module 9 - March 2 to March 12			
Module 10 - March 16 to March 26			
Module 11 - March 23 to April 2			
Module 12 - March 30 to April 9			
Module 13 - April 6 to April 16			
Modules 14 & 15 - April 27th			
	Survey #1 - February 9 to February 19	Survey #2 - March 2 to March 12	
		March 18 - Journal Article Due for ECED 501	
		Between April 6 and April 16 - Collaborate session for SoU	
			May 8 - Case Studies Analysis

Early Childhood Education PK-3 NCATE Assessment 2 Content Knowledge *Understanding and Integrating Developmental Pathways - Case Studies Analysis*

Early Childhood Education PK-3 NCATE Assessment 2 Content Knowledge is the Understanding and Integrating Developmental Pathways Case Studies Analysis and is in ECED 401/501 Developmental Pathways of Diverse Learners. This assessment shows evidence of meeting NAEYC Standard Elements 1a and 1b.

NAEYC Standard Elements Assessed

NAEYC 1a Knowing and understanding young children's characteristics and needs

NAEYC 1b Knowing and understanding the multiple influences on development and learning

Assessment Overview

In this assignment, candidates will focus on their knowledge of child development and learning and apply that knowledge to learners of focus across the age span of birth through age eight.

Candidates will do the following:

- View video recordings of children, birth through eight, from those provided via the internet.
- Choose three video recordings that address different age ranges, infant/toddler, preschool, and kindergarten through grade 3.
- Use course readings, previous assignments, and class materials to support their presentation of development in light of the three observed video recordings.
- Address the following areas of development: Language Acquisition, Physical and Cognitive Development, and Social and Emotional Development.
- Specify the particular theories that support their reflection and briefly present the main assumptions of those theories, choosing at least three theories to address.
- Discuss how the theory/ theorist addresses the interactions between language and culture, choosing a focus child from the video and reflecting on the potential role of the child's community in terms of social, cultural, and economic impacts on development.
- Present all of this information in an organized and accurate paper on Understanding and Integrating Developmental Pathways.

Assessment Procedures

Candidates will gather information on *Steps One* through *Four* below and develop their paper, *Step Five*, on Understanding and Integrating Developmental Pathways.

Step One: Candidates will choose one video at each of the developmental age groups. They provide an explanation regarding why they chose the particular video to examine child development. Below are the video recordings grouped by developmental age group.¹

Infant/Toddler

Special Quest Christopher's Story

<http://www.youtube.com/watch?v=LEty6-c0cfQ>

Reading to Infants

<http://www.youtube.com/watch?v=wmWnlW2ujRM>

Early Childhood

Three-Year-Old Vanessa (Assistive Technology)

<http://www.youtube.com/watch?v=r0adFdlbYZE>

Kindergarten to Grade 3

Five-Year-Olds Pilot Their Own Project Learning

http://www.youtube.com/watch?v=_eyucHMifto

http://www.learner.org/vod/vod_window.html?pid=1773

There are two possible videos to use at this site

1. Making Bread Together (kindergarten)
2. Caring for the Community (grades 1-3)

Also, candidates can identify a video that they think meets the needs of this assignment. The video has to be available publically, fit in the needed age range, and include at least one focus child from a diverse economic, language, or cultural background or who has a disability. Minimum length for a video is 5 minutes.

¹ We expect the offering of video recordings to increase as we use this PBA and identify more. Clips need to be at least 5 minutes long.

Step Two: Candidates will provide an explanation of the child's (children's) unique characteristics and needs for each of the video recordings (*NAEYC 1a*). Candidates will do the following:

- Address Language Acquisition, Physical and Cognitive Development, and Social and Emotional Development.
- Specify relevant theories applicable to their description of development and briefly present the main assumptions of those theories using at least three theories of human development and learning.

Step Three: Candidates will elaborate on each of the theories presented in Step Two (*NAEYC 1a, 1b*). For each of the theories, candidates will do the following:

- Elaborate on the theories presented in Step Two by providing the following:
 - a. key tenets of the theory;
 - b. how the theory explains cultural differences that are apparent in development;
 - c. how the theory explains variation in development, including disabilities; and
 - d. weaknesses and strengths of the theory.
- Include class readings and specific examples of observations from the video recording that help to explain the theories.

Step Four: Candidates will use the theories, descriptions of child development, and associated video recordings to further address issues of diversity and human development (*NAEYC 1b*). Candidates will do the following:

- Explain how development manifests itself in young children from diverse backgrounds, including the multiple influences on young children's development and learning, including the following:
 - a. Family and community view of child/children's development, particularly their strengths;
 - b. the socio-cultural context (social, political, economic, historical, and personal family story) of the family and community; and
 - c. how children's exceptional abilities interact with (a) and (b).

Step Five: Candidates will write a comprehensive, accurate, well organized paper on *Understanding and Integrating Developmental Pathways* based on the information gathered in steps one through four. This paper combines the information in a framework of candidates' design. They will use APA style.

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and NAEYC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Education PK-3 NCATE ASSESSMENT 2 Content Knowledge Understanding and Integrating Developmental Pathways Case Studies Analysis ECED 401/501 Developmental Pathways of Diverse Learners, Birth – Adolescence				
NAEYC Standard 1: Promoting Child Development and Learning				
1a: Knowing and understanding young children's characteristics and needs	Included all the information needed to meet criteria and in addition displayed an understanding of the complexity of development and the interconnectedness between domains or areas of development AND Illustrated an understanding of how the additional theories explain development and the limitations/weaknesses of each AND Explained how theories attempt to respond to children's needs	Included all three age groups, infant/toddler, preschool, kindergarten to grade 3 and addressed Language Acquisition, Physical and Cognitive Development, and Social and Emotional Development for each AND Described three theories that support development and the main assumptions of those theories (key tenets, weaknesses and strengths of theory) AND Used course readings, previous assignments, and class materials to support their presentation of development in light of the three observed video recordings AND Provided specific examples of observations from the video recording that help to explain the theories	Included all three age groups, infant/toddler, preschool, kindergarten to grade 3 but is missing one of the following: an area of development (Language Acquisition, Physical and Cognitive Development, and Social and Emotional Development) OR three theories that support development and the main assumptions of those theories OR course readings, previous assignments, and class materials to support their presentation of development in light of the three observed video recordings OR specific examples of observations from the video recording that help to explain the theories	Did not include an analysis of child development via video in one of the three age groups, infant/toddler, preschool, kindergarten to grade 3

<p>1b: Knowing and understanding the multiple influences on development and learning</p>	<p>Included all the information needed to meet criteria AND Accounted for the multiple contexts (beyond the immediate), such as environmental, genetics, historical, and global issues AND Discussed how they influence growth and development AND Illustrated understanding of the ways these influences interact with each other in a way that influences development</p>	<p>Included the multiple influences on development and learning, including all of the following areas: family AND community AND culture AND language AND poverty status AND ability level</p>	<p>Addressed the development of the focus child(ren) in each video but did not address the influence of the particular areas: family OR community OR culture OR language OR poverty status OR ability level</p>	<p>Did not address the interaction of development, family and community culture and language, poverty status, and ability levels</p>
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