



Professional Education Unit

Department of Foundational and Graduate Studies in Education

Human Growth and Development (face to face (web-enhanced))

EDF 211: 001

M W 9:10 – 11:10 a.m. (501 Ginger Hall) & 1F (all day)

Spring 2011

Timothy W. Conner II, t.conner@moreheadstate.edu [preferred method of communication]

503-E Ginger Hall (5th floor office suite), Phone (606) 783-2505

Office Hours: M & W (4p.m. to 7p.m.) or by appointment

Note: I am normally in my office and available to see students during my posted office hours. Occasionally, however, a meeting or other activity will keep me away. Therefore, before driving to campus or coming to see me, it is ALWAYS best to contact me (via e-mail or phone) to make an appointment.

Note 2: Dates to file forms for graduation (Fall graduations must be submitted to registrar by Oct. 15th; Spring/Summer graduations must be submitted to registrar by Mar. 15th).

Note 3: Occasionally, Mother Nature does not want to cooperate with our course schedule. On days in which the weather is particularly poor, please be sure to check your e-mail and Bb site to see if class is in session and if not, to see what assignments have been created to make-up for our missed meeting(s). I will send messages to you about these matters as soon as possible. If MSU closes or announces a delay, there will be alternate assignments you will need to complete to keep the course moving forward.

Course Description: Survey of developmental patterns from birth to adolescence and their implications for improving quality of life for the community of life-long learners. Field experiences are an integral part of the course.

The course will be conducted and the course objectives will be accomplished through reading the texts and supplemental materials as assigned, lectures and discussions, video presentations, group presentations, demonstrations, in-class activities, field experiences, and various written assignments. **Blackboard will also be utilized**, although primarily as a communication tool for group work, instructor announcements, etc.

Required Field Experience Hours: Upon completion of all course requirements, each candidate will receive **8 field experience hours (level I)** for the course.

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO’s):

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings;
- 2) are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning;
- 3) demonstrate professional dispositions;
- 4) are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students; and
- 5) engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO’s): By the end of this course, the candidate will be able to:

- 1) **demonstrate** a conceptual understanding of the major issues regarding human physical, cognitive, social, and emotional development; the relationships between these aspects of human development; and how these issues manifest in the contexts in which children learn and develop (school, home, community, society etc.);
- 2) **demonstrate** knowledge about the major theoretical perspectives, concepts, and constructs used in the organization and interpretation of developmental issues and research data;
- 3) **explain** the processes of typical child development and **identify** developmental trends associated with typical child development;
- 4) **identify and explain** the causes of atypical development and **explain** developmental outcomes associated with atypical development;
- 5) **articulate** the relationship between student diversity (i.e. SES, race, ethnicity, ability, gender, sexual orientation, etc.), individual student development, and the culturally responsive dispositions needed by helping professionals (teachers, nurses, child-care providers, etc.) working with diverse learners in American society;
- 6) **analyze and interpret** example artifacts of children to assess developmental patterns of students; and
- 7) **describe, analyze, and interpret** the developmental data of “real-world” learners gathered while in authentic, field-based contexts (i.e. classrooms, schools, homes).

Required Textbooks:

McDevitt, T.M., & Ormrod, J.E. (2010). *Child development and education* (with MyEducationLab), 4/E. Upper Saddle River, NJ: Pearson. **Note: The MyEducationLab is not required, but if you want the additional resource, feel free to purchase the supplement. I often use questions from the practice quizzes on the midterm and final exam!**

Spradlin, L.K. & Parsons, R.D. (2007). *Diversity matters: Understanding diversity in schools*. Belmont, CA: Thomson Wadsworth.

EDF 211 Activity Packet (This is only located at the MSU Bookstore)

All students in this course are required to purchase a TK20 account. TK20 plays an essential role as a repository documenting your progress through the teacher education program and is as necessary as any other course requirement. You are expected to have purchased and activated your account by midterm of this semester or you will receive a midterm grade of "E". Your account may either be purchased at https://payment.tk20.com/ctpayment/options_menu.do or through the University bookstore. (If you are an education major, you only have to purchase this once; if you are taking this course to explore your interest in teaching you can purchase a one semester subscription at a reduced rate. For information on this option contact the College of Education Assessment Office at tk20help@moreheadstate.edu.)

Course Evaluation:

The candidate's course evaluation will be determined by the following in-class and out-of-class activities: Developmental autobiography, Multicultural Group Project, Field Experience Packet Assignments, Diversity related field experiences and assignments, In-class Activities/Quizzes, and Two Course Exams (Midterm and Final). Each category of evaluation is weighted differently, with the total weight of all categories equaling 100% of your total course grade. All assignments are due on the date listed in the course schedule and should be typed in black ink, using Times New Roman, 12 pt. font, double-spaced with 1 in margins all around the document.
***** Explanation of assignments and their weights are explained in the following table.**

Assignment Descriptions:

Adolescent Interview (Assignment I): 10%	<p>Human Growth and Development (EDF 211) structured interview of an adolescent that is 12-19 yrs. in age, collecting developmental data as directed in the course Field Experience Packet. The data will be used to complete a typed report (complete in the course Field Experience Packet).</p>
Developmental Autobiography: 10%	<p>Attendance is an important professional disposition within the College of Education. Attendance at all class meetings and Field Experiences is expected. *** Please Read Attendance Policy below.</p> <p>After reading chapter 1 of the <i>Child development</i> text, candidates will compose a 3-5 page reflection of their own development. They may include information about family, educational experiences, religion, friends, life experiences, cultural factors, etc. The candidate should connect the theories and basic issues discussed in chapter one to answer these questions: "<i>What are the things that have made me who I am today?</i>" and "<i>How did those people and experiences influence my development?</i>"</p> <p>The candidate will visit two elementary classes as assigned by the instructor. During these visits, the candidate will gather developmental data from a 5-7 and 8-11 yr. old student to be used in the completion of assignments A-H (complete details in the course Field Experience Packet).</p>

<p>Field Experience Participation/Assignments with Lexington Students: 10%</p>	<p>In addition to the field experience packet, we will be participating in service learning activities with students from a Lexington school that serves a culturally diverse student population. Specifics will be discussed and posted to the course Blackboard site, but the experiences are <u>required components of the course. The class will go to Lexington on one Friday and will work with students from a school that is culturally diverse.</u> Although the students will complete some course-related assignments with the students while there, the focus of the partnership will be on establishing a working relationship with the students and staff of the school, in an effort to better understand educational systems that happen in diverse, urban environments. The specific assignments will be announced as the semester unfolds. <u>NOTE: Failure to participate in the day long field experiences will result in an “incomplete” for the course. You will receive university excused absences for these experiences. Please make arrangements to be free for the field experience (all day) now.</u></p>
<p>Multicultural Group Presentation: 15%</p>	<p>Candidates will work in groups to prepare and share a PowerPoint presentation about an assigned cultural group. Ideally, this presentation should highlight diversity in a broad sense by exposing the class as a whole to issues of diversity, multiculturalism and human development with implications for those that work with developing children. Students will be expected to provide the instructor with copies of all of the information they will be using for their presentation, including references, by the due dates listed on syllabus. Specifics of what should be included in the group presentation are available for download on the course Blackboard site.</p>
<p>Exams: Midterm and Final 15% each</p>	<p>There will be two (2) examinations—a midterm and final. Items on each exam will be objective (i.e. multiple-choice) and designed to assess the knowledge and application of terms and concepts relevant to human development as illustrated in the text and class lectures/discussions. Each exam will cover only the material discussed since the previous exam. Candidates may prepare a "crib sheet" for use during each exam [one sheet, 8 ½ X 11, hand-written notes, both sides, name and section number included on paper. It must be turned in with each completed exam].</p> <p><i>Make-Up Exams: It is the responsibility of the student to attend ALL examination sessions. Make-up exams will only be granted for university excused absences (show documentation as soon as possible after receiving it from your coach/instructor), and emergencies (with proper documentation; see new MSU absence policy on Bb site for details).</i></p>

Grading Scale:

90% - 100 %	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
below 60%	E

Format for Completing Assignments:

1. Put name, course #, section #, date and assignment title in **stapled** upper left hand corner.
2. Use Times New Roman, 12 pt. font only
3. Double-space all assignments
4. Use 1 in. margins all the way around.

Attendance Policy: Coming to every class prepared is an expected professional disposition of all candidates in the course. Various in-class quizzes/activities (individual and/or small group) will be presented and will be used in partial determination of the course grade. Because “life happens” (*examples include: “I was sick,” “My car broke down,” “Death in the family,” “I was on a university excused trip,”*) I will assign a set of “Life Happens” assignments which can be completed by the student to make up or replace up to three of the in class activities. These assignments will be generated from the MyEdLab supplement to the course text or created by the instructor and will be assigned toward the end of the term with specific due dates announced. If the assignments are not completed by the due date and time, they will not count for replacement credit.

NOTE: The candidate is responsible for studying text materials, as well as their participation within all class and group activities. Exam material will come from the texts, MyEdLab resources, lectures, activities, and class discussions. Please be sure to pace your reading of the assigned material according to the course reading schedule (see syllabus) rather than the pace of in-class activities and discussions. Some assigned readings and topics may not be discussed in class.

Late Work Policy: Papers and reports are due at the beginning of class time on the dates listed for the specific assignment due. Students may submit written assignments after the due date and time (*with the exclusion of* “Life Happens” assignments, exams, the group project, and in-class activities), but the assignment will receive a 10% deduction in points (for first week it is late). If an assignment is more than one week past the due date, it will only be accepted for half of the original value. The instructor will accept work until the **Friday before Final Exam Week at 4 p.m. After this time, no additional work will be accepted for “credit”.**

Websites for NCATE/ EPSB Alignment:

<http://www.kyepsb.net/teacherprep/standards.asp> This site contains the revised KYS.

<http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Teaching+Tools/Combined+Curriculum+Documents/default.htm> This site contains the KERA Combined Curriculum Documents 4.1 (Academic Expectations, Program of Studies, and Core Content for Assessment with DOK Levels).

<http://www.kyepsb.net/teacherprep/cart/themes6.asp> This site lists the four themes of pre-service teacher preparation that are integrated within this course.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet, a book, or any other source when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

***** Cell phones, computers/laptops, and music listening devices are not permitted during class unless otherwise approved by the instructor.**

***** As this course utilizes Blackboard technology, registration for Blackboard is required.**

EDF 211-001 (face to face (web-enhanced))

Spring 2011 Tentative Daily Schedule

(Note: CD Readings refer to Child development in education text (McDevitt & Ormrod) & DM Readings refer to Diversity matters text (Spradlin & Parsons)

Date	Topic	Readings	Assignments Due
Wed. 1/18	Intro. to course; Discuss F.E.s; Syllabus; Bb; Diversity Survey; Campus Safety etc.; Discuss Issues & Theories of Child Development; Developmental Periods	CD: CH 1	<ul style="list-style-type: none"> Ask questions about course expectations (as needed) Have all course materials purchased
Mon. 1/24	Theories and Periods continued	CD: CH 1	
Wed. 1/26	Theories and Periods continued	CD: CH 1	

Mon. 1/31	Genetic Basis of Individual Traits; Heredity & Environment; Physical Development (Brain, Body, Well-being, Special Physical Needs)	CD: CH 4 pp. 114-121 & 141-143; CH 5	<ul style="list-style-type: none"> Finish the appropriate readings
Wed. 2/2	Instructor at Conference: No Class		
Mon. 2/7	Language Development (Theory, Trends, Diversity & Exceptionalities Cognitive Development: Piaget & Vygotsky)	CD: CH 9	<ul style="list-style-type: none"> Developmental Autobiography due
Wed. 2/9	Cognitive Development: Piaget & Vygotsky	CD: CH 9 continued; CH 6	
Mon. 2/14	Cognitive Development Continued...; Family, Culture, & Community (Cradles of Development; Family Structures; Family Processes; Children in a Diverse Society); F.E. demo.	CD: CH 6 continued...; CH 3; F.E. Packet	<ul style="list-style-type: none"> Bring F.E. packet to class to take notes
Wed. 2/16	Catch-up Day 1: We will meet and use this day to readjust our schedule and work more with the course content we have covered to date. We will also finish going over the F.E. packet if necessary.		<ul style="list-style-type: none"> Practice F.E. data collection at home Organize F.E. data sheets, instructions, & materials
Mon. 2/21	Required F.E. trip to Rodburn Elementary—Meet in front of school & dress professionally! <u>Section 001: No later than 9:25 a.m.; Section 002: No later than 1:05 p.m.</u>	Review F.E. packet for directions	<ul style="list-style-type: none"> Bring F.E. Packet and materials; Also: Carpool, Bring a developmentally appropriate gift (no more than \$5—better to make something!), dress nicely, & bring MSU ID
Friday 2/25	Required F.E. trip to Lexington (all day): See Bb for details: DATE TO BE ANNOUNCED AS SOON AS SCHOOL CONFIRMS		<ul style="list-style-type: none"> Bring developmental activity (TBA) Bring Student ID Dress Professionally Bring Developmentally appropriate gift (under \$5).
Wed. 2/23	Marginalization/Basic Terms; Implicit Associations; Minority Student Achievement	DM: CHS 1-2	<ul style="list-style-type: none"> Bring DM textbook today
Mon. 2/28	School Climate; Classroom & Teacher Development	DM: CHS 3-4	
Wed. 3/1	Wrapping up DM 1-4 Discussion; Discussion of Lexington F.E.	DM: Refresh CHS 1-4	
Mon. 3/7	Assign MGP Groups; Emotional Development (Erikson; Attachment; Developmental trends & Group differences; Temperament; Supporting students with Emotional & Behavioral problems)	CD: CH 11	<ul style="list-style-type: none"> F.E. Assignments A & E due today (keep them separated)
Wed. 3/9	Instructor in Frankfort for PLT PRAXIS Review Committee		<ul style="list-style-type: none"> F.E. Assignments B & C (do not staple them together—keep them separated!). Place them in my mailbox by 4 p.m.
Mon. 3/14	Development of Self & Social Understandings (Sense of Self & Social Cognition); Gender Discussion	CD: CH 12	<ul style="list-style-type: none"> F.E. Assignment D due
Wed. 3/16	Midterm Exam	All readings & notes to date; Study guide	<ul style="list-style-type: none"> Bring #2 pencil & crib sheet Test Prep Suggestions: Complete Study Guide; Make Crib Sheet; Review Textbook & MyEdLab Resources
Mon. 3/21	SPRING BREAK!!!		
Wed. 3/23	SPRING BREAK!!!		
Mon 3/28	Development of Motivation & Self-Regulation (Intrinsic/ Extrinsic Motivation; Development of Goals; Attributions; Diversity in Motivation; Motivating Children; Self-Regulation); Multicultural Group Project Discussion & Questions for Instructor	CD: CH 13; Review rubric for group project	<ul style="list-style-type: none"> F.E. Assignment F due Important: Please read the group project information on Bb before coming to class today.

Wed 3/30	Development of Morality & Interpersonal Behaviors (Moral Reasoning & Behavior; Interpersonal Behaviors)	CD: CH 14	<ul style="list-style-type: none"> Finalize candidate commitments & outline for group presentation—post to Bb Discussion Board by Sunday, 4/3 at 11:55 p.m.!
Mon. 4/4	Chapter 14 Continued	CD: CH 14	
Wed. 4/6	Cognitive Development (Basic Cognitive Processes—Information Processing Theory; Metacognition & Cognitive Strategies; Sociocultural Element in Information Processing; Children’s Construction of Theories; Comparing/Critiquing Continued; Approaches to Cognitive Development; Exceptionalities in Information Processing)	CD: CH 7	<ul style="list-style-type: none"> F.E. Assignment G due
Mon. 4/11	Information Processing continued	CD: CH 7	
Wed. 4/13	Intelligence (Definitions & Theoretical Perspectives; Measuring Intelligence; Heredity/Environment & Intelligence; Developmental Trends in IQ; Group Differences in Intelligence; Critique of Current Perspectives of Intelligence; Implications; Exceptionalities)	CD: CH 8	
Mon. 4/18	Intelligence continued; Adolescent Interview Discussion & Questions	CD: CH 8; F.E. packet	<ul style="list-style-type: none"> Bring Adolescent Interview data sheets & instructions You should collect your data from the adolescent ASAP.
Wed. 4/20	<p>Time to meet with your Multicultural Group: Meet with your Multicultural Group Project Groups to <u>finalize and thoroughly document</u> your Multicultural Group Projects. This time is being allotted for you to “finalize” the project. I will not be available for groups until <u>after the assignments are due on Bb! I am assuming that all of your questions have been asked and answered and that you have posted everything for your documentation in your DB forum.</u></p> <p>NOTE: This is the last chance that you can guarantee a common time among all the people in your group, so please use the release time well. E-mail as always with specific questions.</p>	DM: CHS for presentation; any other sources for presentation	<ul style="list-style-type: none"> Meet with MCG Project partners to finalize presentations and <u>practice delivery (important for timing).</u> Post <u>final copy of PowerPoint for group</u> to Bb Discussion Board by 11:55 p.m. on Sun. 4/24! Post <u>final individual contributions</u> for project to Bb Discussion Board by 11:55 p.m. on Sun. 4/24!
Mon. 4/25	Multicultural Group Project Day #1: Group order TBA.	DM: CHS for presentation; any other sources for presentation	<ul style="list-style-type: none"> Bring all necessary materials to present (Remember: If you can predict it, you can prevent it!) Please be sure to bring me a printed copy of the PowerPoint presentation (Handouts version: 6 slides per page, names and course ID/Section number with Title on first slide).
Wed. 4/27	Multicultural Group Project Day #2: Group order TBA.		<ul style="list-style-type: none"> If you presented last class, bring reflection as assigned (see assignment in Bb) Bring all necessary materials to present (Remember: If you can predict it, you can prevent it!) Please be sure to bring me a printed copy of the PowerPoint presentation (Handouts version: 6 slides per page, names and course

			ID/Section number with Title on first slide).
Mon. 5/2	Multicultural Group Project Day #3: Group order TBA.		<ul style="list-style-type: none"> • If you presented last class, bring reflection as assigned (see assignment in Bb) • Bring all necessary materials to present (Remember: If you can predict it, you can prevent it!) Please be sure to bring me a printed copy of the PowerPoint presentation (Handouts version: 6 slides per page, names and course ID/Section number with Title on first slide). • Adolescent Interview (F.E. Assignment I) data & report due today.
Wed. 5/4	Multicultural Group Project Day #4: Group order TBA. Pulling MGP discussions together (Questions & Synthesis); Achievement Gaps; Final DM questions/Final exams questions; Potluck Celebration	DM: CH 13-15; MGP Reflection Assignment	<ul style="list-style-type: none"> • If you presented last class, bring reflection as assigned. • Bring all necessary materials to present (Remember: If you can predict it, you can prevent it!) • Please be sure to bring me a printed copy of the PowerPoint presentation (Handouts version: 6 slides per page, names and course ID/Section number with Title on first slide). • Bring food for potluck!
Finals Week	EDF 211-001: Final Exam is Thursday (5/12) from 10:15 a.m. to 12:15 p.m.	Study guide; Review all materials since midterm exam; Review Crib Sheet Questions	<ul style="list-style-type: none"> • If you presented last class, bring reflection as assigned. • Any work for ½ credit has to be in by Friday before Finals week at 4 p.m. (mailbox) • Test Prep Suggestions: Complete Study Guide; Make Crib Sheet; Review Textbooks & MyEdLab Resources

NCATE/ EPSB Accreditation Alignment of CFO's and SLO's: Program: Foundational Studies in Education-- Human Growth and Development (EDF 211)					
Aligned with Assessment (percent values)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	SPA: Not applicable for this course	NCATE
In-class quizzes/activities (for attendance): 10% CFO: 3 SLO: all	1, 7, 8, 9, 10	1.2-1.16; 2.1-2.6; 2.7, 2.8, 2.12; 2.14-2.21; 2.22, 2.25-2.27; 2.29, 2.31, 2.32; 2.36, 2.37; 3.1-3.7; 4.1-6.3	Diversity, Assessment, Literacy, & Closing the Achievement Gap	N/A	1: Knowledge skill, & professional dispositions 2. Field Experiences 4. Diversity
Field experience data and reports (A-H): 15% CFO: 1- 5 SLO: 1- 7	1, 4, 5	1.2-1.12; 2.1-2.7; 2.14, 2.16, 2.17, 2.19, 2.20, 2.37; 3.1, 3.3-3.7; 4.1, 4.3-6.3	Diversity, Assessment, & Literacy	N/A	1: Knowledge skill, & professional dispositions 2. Field Experiences 4. Diversity
Adolescent interview (Assignment I): 10% CFO: 1- 5 SLO: 1- 7	1, 4, 5	1.2-1.12; 2.1-2.7; 2.14, 2.16, 2.17, 2.19, 2.20, 2.37; 3.1, 3.3-3.7; 4.1, 4.3-6.3	Diversity, Assessment, & Literacy	N/A	1: Knowledge skill, & professional dispositions 2. Field Experiences 4. Diversity
Developmental Autobiography: 10% CFO: 1, 4 SLO: 1- 5	1, 5, 7	1.2-1.4, 1.10-1.12, 1.16; 2.2-2.6; 2.14-2.16, 2.18-2.21; 2.25-2.27; 2.29-3.7; 4.4-6.3	Diversity, Literacy, & Closing the Achievement Gap	N/A	1: Knowledge skill, & professional dispositions 2. Field Experiences 4. Diversity
Field Experience Participation/Assignments with Lexington Students: 10% CFO: 1- 5 SLO: 1-7	1, 2, 3, 4, 5, 6, 7, 8, & 10	1.2-1.12; 2.1-2.7; 2.14, 2.16, 2.17, 2.19, 2.20, 2.37; 3.1, 3.3-3.7; 4.1, 4.3-6.3	Diversity, Assessment, Literacy, & Closing the Achievement Gap	N/A	1: Knowledge skill, & professional dispositions 2. Field Experiences 4. Diversity
Multicultural Group Presentation: 15% CFO: 1- 4 SLO: 1- 7	1, 2, 3, 4, 5, 6, 7, 8, 10	1.2-1.16; 2.1-2.6; 2.7, 2.8, 2.12; 2.14-2.21; 2.22, 2.25-2.27; 2.29, 2.31, 2.32; 2.36, 2.37; 3.1-3.7; 4.1-6.3	Diversity, Assessment, Literacy, & Closing the Achievement Gap	N/A	1: Knowledge skill, & professional dispositions 2. Field Experiences 4. Diversity
Exams: (Midterm & Final) 15% each CFO: 1- 3 SLO: 1- 7	1- 10	1.2-1.16; 2.1-2.6; 2.7, 2.8, 2.12; 2.14-2.21; 2.22, 2.25-2.27; 2.29, 2.31, 2.32; 2.36, 2.37; 3.1-3.7; 4.1-6.3	Diversity, Assessment, Literacy, & Closing the Achievement Gap	N/A	1: Knowledge skill, & professional dispositions 2. Field Experiences 4. Diversity

