**UNIVERSITY OF THE PACIFIC**  
**COURSE APPROVAL FORM**  
**REVISION**

Please fill in all information. Required signatures are on page 2 of this form. Please return to: Academic Affairs Committee, Office of the Provost, Anderson Hall, 2nd Floor.

<table>
<thead>
<tr>
<th>Contact Person: Dr. Linda Webster</th>
<th>Phone: 946-2197</th>
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<tr>
<th>Date: March 23, 2006</th>
<th>School or College: EDU</th>
<th>Department: Educ &amp; Sch Psych</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed Course #:</td>
<td>Title:</td>
<td></td>
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<tr>
<td>Proposed Prerequisites:</td>
<td></td>
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<tr>
<td>Proposed Units:</td>
<td>Enrollment/Expected Enrollment:</td>
<td>Grade Option: Letter Grade</td>
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<tr>
<td>Existing Course Title:</td>
<td>Sem: Advcd Human Devel 1</td>
<td>Existing Course #: EPSY 320a</td>
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<tr>
<td>Existing Unit Value:</td>
<td>Existing Prerequisites: EPSY 295i &amp; EPSY 220 or equiv</td>
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**Revised catalog description (attach additional sheet if necessary). Attach a syllabus:**

This course, the first in a two-course sequence, focuses on the developmental periods of early and middle childhood. The course examines theoretical and research-based knowledge of the influences of biological, social, affective, cultural, ethnic, experiential, socioeconomic, (see below)....

**Describe the proposed changes and provide a rationale (attach additional sheet if necessary).**

Prerequisites EPSY 295i and EPSY 220 are no longer applicable - Delete prereq: EPSY 295i/EPSY 220.

**If approved, when will this be implemented?** Fall ☑ Spring ☑ Year 2006

**What is the anticipated impact on resources (e.g., Faculty, funds, library materials, etc.)?**

None

**Describe any special facilities, furnishings, or technical needs. List software needs, if any.**

N/A

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**Revised catalog description continued....**

...gender-related, and linguistic factors in children's development.
APPROVAL PROCESS

Please obtain all signatures before submitting to Academic Affairs Committee. Acquire signatures in the order in which they are listed below.

1. **Action by department requesting addition/change:**
   
   Approved by: [Signature]
   
   Date: 3/23/06

2. **Action by the Curriculum Committee of the School/College:**
   
   Approved by: [Signature]
   
   Date: 4/25/06

3. **Action by the Dean of the School/College:**
   
   Approved by: [Signature]
   
   Date: 4/25/06

4. **Action by the Dean of the Library:**
   
   Approved by: [Signature]
   
   Date: 5/8/06

5. **Action by the Director of Educational Technology Services (if computer lab, software needed):**
   
   Approved by: N/A
   
   Date: 

6. **Action by the Registrar:**
   
   Approved by: [Signature]
   
   Date: 5/16/06

7. **Action by the General Education Committee (as appropriate):**
   
   Approved by: N/A
   
   Date: 

8. **Action by the Graduate Studies Committee (as appropriate):**
   
   Approved by: [Signature]
   
   Date: 7/8/06

9. **Action by the Academic Affairs Committee:**
   
   Approved by: 
   
   Date: 

After approval by the Academic Affairs Committee, information regarding new, revised, or deleted programs and courses is sent to the Registrar for listing in or modifying the catalog.

Form revised 9/4/03
EPSY 320a: Seminar: Advanced Human Development I
Spring 2005

Instructor: Linda Webster, Ph.D.
BSE room 101

Office Hours: As posted
(209) 946-2197
L.webster@uop.edu

BENERD SCHOOL OF EDUCATION MISSION STATEMENT:

The mission of the Gladys L. Benerd School of Education is to prepare thoughtful, reflective, caring, and collaborative professionals for service to diverse populations. The School of Education directs its efforts toward researching the present and future needs of schools and the community, fostering intellectual and ethical growth, and developing compassion and collegiality through personalized learning experiences. Undergraduate, graduate, and professional preparation programs are developed in accordance with state and national accreditation standards and guidelines to ensure that students who complete these programs will represent the best professional practice in their positions of future leadership in schools and the community.

GENERAL COURSE OBJECTIVE:

This course is designed to provide the Ph.D. doctoral student in school psychology with an in-depth developmental framework that they can apply to promote the educational and psychological needs of children in the schools. A broad goal of this course is for the Ph.D. student to be able to demonstrate an in-depth understanding of theory, empirical knowledge, and principles of developmental psychology and developmental psychopathology. In addition, in keeping with the program emphasis, students will be expected to become knowledgeable about the application of developmental theory specifically in regards to the promotion of wellness and primary prevention.

This course is a seminar and will be held in a seminar format. It is assumed that all students have had an undergraduate developmental psychology course or its equivalent. This seminar assumes this prerequisite knowledge and will not be covering basic principles.

SPECIFIC COURSE OBJECTIVES:

1. Students will gain advanced knowledge of the major cognitive, and social-emotional perspectives on early and middle childhood development and learning.
This will be measured by in-class participation in the weekly course readings, as well as by the quality of the annotated bibliography and position paper.

2. Students will become knowledgeable with models of risk and resiliency as applied to the development of children. This will be measured by in-class participation in the weekly course readings.

3. Students will become competent with a multifaceted approach to the promotion of school success and the decrease of school failure. This will be measured by the quality of the position paper.

4. Students will gain advanced theoretical and empirically-based knowledge of the relationship between family, community, and school systems, and children’s cognitive, affective, and social development. This will be measured by the quality of the position paper.

5. Students will be able to identify relationships between development, learning, and classroom instruction. This will be measured by in-class participation in the weekly course readings, as well as by the quality of the annotated bibliography and position paper.

6. Students will identify potential research questions and will develop ideas for scientific research that promotes the science of said theory. This will be measured by the quality of the annotated bibliography and position paper.

7. Students will develop a review paper that takes a position on a particular theory or theories. This will be measured by the quality of the position paper.

REQUIRED READINGS


OTHER READINGS ON RESERVE IN THE LIBRARY. These readings will be available on the university’s “e-reserves.” Many are available on the CD handed out in class.

COURSE REQUIREMENTS:

1. Be responsible for completing the assigned readings, and be prepared to discuss the readings in class. It is expected that class members take an active and constructive part in class discussions. As a prospective professional educator, you are expected to contribute your ideas and knowledge to class discussions and activities to enhance the learning of your peers. The discussion should be at the level of scholarship and not a regurgitation of the contents of the article or chapter. Students should identify the salient theoretical implications of the research, and should raise thoughtful questions about the implications of the theoretical position or research for the theory itself, as well as for application of the theory to practice. Students should be prepared to identify the unanswered questions that remain to be investigated.

2. Each student will develop an annotated bibliography collecting research articles that are pertinent to their area of interest and position. It is expected that this