What This Course Is About

This course is designed to explore the physical, mental, psychosocial, and moral growth of children from infancy through early adolescence. Students will investigate major theories of development, with emphasis on the work of Jean Piaget, Erik Erikson, Lawrence Kohlberg, and Lev Vygotsky. Children themselves are the primary texts for the course, and interacting with the "primary texts" will be an essential component of the course work. A research study project will guide students in their consideration of critical issues of child development. In addition, students will be collectively and individually responsible for participating in a series of formative tasks that together assist the student in developing an understanding of the growth and development of children.

COURSE GOALS

By the end of the course, successful students will show evidence that they can

1. evaluate factors that combine and interact to shape the course of development: genes, developmental history, environmental conditions, culture
2. construct and justify a personal position with respect to the overarching relationships among critical (and sometimes competing) concepts, theories, and theorists/contributors that inform both historical and contemporary views of child development.
3. evaluate the underlying philosophical, psychological, and educational assumptions and implications in major theories of development
4. propose, conduct, and evaluate research with one or more children in natural environments that complies with ethical principles of human subject research and generates critical insight and perspective into the physical, social, moral and/or cognitive development of children in the light of critical concepts and theories of child development.
5. evaluate the physical, social, moral and cognitive behavior of children in light of critical concepts and theories of child development
6. create an anthology of good books for children
7. engage respectfully and substantially in social interaction within the classroom as a fundamental tool in the development of understanding
8. use contemporary tools of research, including the Internet, relevant electronic databases, and search techniques, to access relevant information related to child development
9. use relevant, authoritative, and precise terminology to explain and justify (in both oral and written forms) thoughtfully conceived personal positions with respect to critical questions embedded in a study of child growth and development
10. select, read, analyze, and synthesize relevant information from complex primary and secondary sources
General Expectations:

1. Students are expected to work regularly and systematically over time to complete course goals.
2. Students are expected to come to class regularly and to contribute generously to the “social learning context” of the course because they are serious in their commitment to construct an understanding of the growth and development of children – and to support the construction of understanding among their colleagues.
3. After a student has missed 3 classes, he/she will be penalized 1 course point for each additional absence when the course instructor is teaching. Students will be penalized 2 course points for any absence during research study presentations.
4. Students are expected to complete assignments carefully and completely. (see policy below)
5. *Students are expected to work "Vygotsky style" – especially on formative assessments -- so that I can ASK -- see information at the end of the syllabus for an explanation
6. Students are expected to maintain contact with and seek help from the course instructor and fellow students as needed to complete portfolio assignments.
7. Students are expected to submit a research study portfolio containing all work relevant to the research study and completed by a date and time agreed upon by both instructor and student.


SAVE THE DATES –

Sunday, April 7, 2013 from 2:00 – 5:00 p.m. in the Media Center for movie: Students are required to watch, reflect on and analyze a set of characters in light of the theoretical work of Erik Erikson and James Marcia. The movie is offered one time during the semester for the watching convenience of students. Students who attend the movie are eligible for a special benefit to be discussed in class. This date is tentatively set aside for Fall 2012; a firm date will be discussed, voted on, and selected by the class during the semester.

ABOUT MEDIA CENTER / PRINTER PRIVILEGES:

Students enrolled in EDU/PSY 3327 courses pay a course fee which gives them access to a well-maintained media center and printer (with a limited supply of paper). Students may use the Media Center and its resources (computers, scanner, SmartBoard, and printer to support EDU course work. Paper is available to make single copies of EDU course projects/research studies/assignments. In cases where students need multiple copies of handouts in conjunction with EDU course requirements, students MUST seek assistance from the Administrative Assistant in the Department of Education. Students who use the Media Center printer to make multiple copies or who use it either for personal use and/or for assignments/papers from other departments will lose Media Center privileges. See the final page of the syllabus for information regarding Media Center access / use.

COURSE COMPANION WEBSITE:

Students are expected to regularly check the course website for critical information relevant to the course. The companion website is http://dante.udallas.edu/edu3327. It offers a course calendar with the most current information about class topics and assignments. In addition, it offers a wealth of resources relevant to the research studies, including sample studies, and study guides. Check the course website before each class and KNOW what it offers.

REQUIRED READING: Required reading in the course includes reading of both instructor-selected texts and student-selected texts.
Required Reading of Instructor-Selected Texts:
Required readings selected by the instructor serve as a broad framework for examining significant theories of child growth and development. The online course calendar is used to inform students of instructor-selected required reading. It is important to note that the readings posted on the course calendar may change slightly from time to time. Thus, it is critical that students regularly check the course calendar. Most of the instructor-selected required reading selections are supported by required online quizzes. More information is available at [http://dante.udallas.edu/edu3327](http://dante.udallas.edu/edu3327).

Required Reading of Student-Selected Texts:
Required readings selected by the student serve as the mechanism by which the student constructs an understanding of key questions, theories, and concepts relevant to a self-selected research study. Student-selected reading selections must be documented in an Annotated Bibliography that serves the following purposes:

- As evidence of the careful selection of legitimate, authoritative, and relevant texts relevant to a self-selected research study;
- As evidence of the selection and reading of primary sources of information relevant to the research study;
- As evidence of an **ONGOING** construction of understanding relevant to the research study (therefore, students will submit annotations from time to time before compiling all annotations into a final, edited annotated bibliography that is part of the research study portfolio);
- As the basis for a review of the theoretical foundation and research literature relevant to the development of a particular set of research questions and hypotheses that initially guide the research study and culminating in the “Theoretical Foundation,” “Review of the Research,” and “Works Cited” sections of the research study paper;
- As evidence of the quality and depth of reading and research that a student has done with respect to the development, implementation, and evaluation of key theories, concepts, and terms relevant to the research study;
- As evidence of the student’s ability to read, analyze, and synthesize relevant information in complex texts;
- As a tool for exposing topics/issues that may guide the researcher to greater insight; and
- As a tool for documenting student-selected reading.

**ANNOTATED BIBLIOGRAPHY REQUIREMENTS:** Students are expected to construct an annotated bibliography. The annotated bibliography must

1. Include a minimum of eight authoritative sources specifically related to the research study – one may be the course text – two additional sources are required for each additional researcher on research teams. Thus, a research team of two will require a minimum of ten (10) sources. Teams of three will require a minimum of twelve (12) sources. (Research teams may not exceed 3 members.)
2. Include at least two “primary” texts [Ex. If research is based on Piaget, READ books authored by Piaget!]
3. Include at least two current [2000 or later] research studies derived from the theoretical concepts of the research study – from a peer-reviewed journal – In other words, find two research studies that provide questions, procedures, or terms that might help you with your study.
4. Include at least one document located using an electronic database (for example, ERIC) – this can be a document that also satisfies item 3) above. Please include a printout of the database search results in your portfolio.
5. Include at least one “authoritative” online reference – what constitutes an authoritative online reference will be discussed in class – One useful resource for finding “authoritative” online resources is the
6. Include all of the sources listed in the “Works Cited” section of the research paper plus whatever additional sources that you may have read while deciding on a research study question or while gaining background knowledge for your research study but are not cited in your final paper.

For more information on constructing the Annotated Bibliography, go to [http://dante.udallas.edu/edu3327/annotated_bibliography.htm](http://dante.udallas.edu/edu3327/annotated_bibliography.htm)
The submission of the Completed Annotated Bibliography: Completed annotated bibliographies are composed of a set of individual annotations that have organized and appropriately formatted. Students are encouraged to use the APA style for the annotated bibliography; however, students may use the MLA style. The annotated bibliography is submitted in its complete form as part of the research study portfolio. No matter which style the student chooses for the format of the annotated bibliography, the style must be consistent throughout the research study portfolio. Students are expected to submit individual annotations from time to time to show evidence of **ONGOING, SYSTEMATIC** construction of conceptual understanding relevant to the research study.

Research Study and Research Study Portfolio: Students in the Child Growth and Development class are required to conduct a modified research study during the semester. The purpose of the study is to gain insight and perspective into the physical, social, moral and/or cognitive development of children. Students are expected to propose, investigate, and evaluate critical questions relevant to child development directly with children in their natural environments. The Research Study Portfolio will consist of five major elements that must be completed and presented in a coherent whole to the course instructor no later than **May 3, 2013**. The portfolios submitted must include a table of contents that provides navigation to the five required elements. A calendar of submission dates relevant to the timely completion of the Research Study Portfolio is provided on the next page. It is designed to support students in developing and showing evidence of both **ONGOING, SYSTEMATIC** construction of conceptual understanding relevant to the research study as well as the successful achievement of selected course goals.

Spring 2013 Submission Deadlines and Framework for completing Research Study Portfolio

<table>
<thead>
<tr>
<th>Date</th>
<th>What’s Due</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 1</td>
<td>Annotation #1</td>
<td>Read and take notes. Annotation #1 can be tied to one of the chapters in the course text (Crain). Scan the text for a theory/theorist that has serious potential as the theoretical foundation for your research study.</td>
</tr>
<tr>
<td></td>
<td>Office Visit(s) in support of research study proposal strongly recommended.</td>
<td></td>
</tr>
<tr>
<td>February 6</td>
<td>Annotation #2</td>
<td>Read and take notes. Find a primary text – either a book (search the UD library) or a journal article (search an electronic database). The UD library hosts EbscoHOST Databases, which is a good place to start. Select all of the psychology and education related databases for conducting your search.</td>
</tr>
<tr>
<td></td>
<td>Office Visit(s) in support of research proposal study strongly recommended.</td>
<td></td>
</tr>
<tr>
<td>February 11</td>
<td>Annotations #3 and #4</td>
<td>Read and take notes. At this point, you have decided on a theoretical foundation for your research study. Your annotated bibliography by this point MUST include at least one relevant primary text and at least one relevant research study related to your own research study (perhaps a study that you plan to replicate).</td>
</tr>
<tr>
<td></td>
<td>Office Visit(s) in support of research study proposal strongly recommended.</td>
<td></td>
</tr>
<tr>
<td>February 15</td>
<td>NIH Tutorial and Certification</td>
<td>NIH Tutorial completed by this point and a copy of the Certificate submitted to course instructor.</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Important Notes</td>
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<tr>
<td>February 15-22</td>
<td>Period of time for submitting drafts of IRB Applications and Theoretical Foundations – which together make up the Research Study Proposal. MAKE SURE YOU UNDERSTAND THAT THE PROPOSAL HAS TWO PARTS AND THAT BOTH ARE REQUIRED. Draft submissions are optional but strongly recommended if constructive feedback is desired. (Annotations 1-5)</td>
<td>Office Visit(s) in support of research study proposal are strongly recommended.</td>
</tr>
<tr>
<td>February 22</td>
<td>ABSOLUTE DEADLINE for submitting completed IRB Application to the course instructor for approval.</td>
<td>IMPORTANT DEADLINE. Students may not submit IRB Applications to the UD IRB without instructor approval.</td>
</tr>
<tr>
<td>February 25</td>
<td>DEADLINE for submitting the IRB Application to the University of Dallas IRB for approval. IRB Applications submitted after the deadline are penalized 1 course point per class day late.</td>
<td>CRITICAL DEADLINE. Students may not begin data collection without approval from the UD IRB.</td>
</tr>
<tr>
<td>March 6</td>
<td>Theoretical Foundation Due</td>
<td>Students will NOT receive a passing grade at Midterm unless they have submitted the Theoretical Foundation for the research study.</td>
</tr>
<tr>
<td>March 9 – April 15 (depending on presentation date)</td>
<td>Data Collection and Data Analysis Office Visit(s) in support of research study paper strongly recommended.</td>
<td>Be careful of school calendars. Each school / district has a different academic calendar. Continue reading and taking notes.</td>
</tr>
<tr>
<td>At least two days prior to presentation date</td>
<td>Presentation Preview and Approval from instructor</td>
<td>Students are required to schedule a date at least two days prior to the Class Presentation for Presentation Preview and Approval. Students who do not gain instructor approval prior to the presentation will be penalized 2 course points.</td>
</tr>
<tr>
<td>April 17 – May 6</td>
<td>Class Presentations</td>
<td>Class Presentation must meet all requirements. Draft research paper.</td>
</tr>
<tr>
<td>April 19-29</td>
<td>Period of time for submitting drafts of research papers / portfolios. Office Visit(s) in support of research study paper strongly recommended.</td>
<td>Submit draft of Research Papers / Portfolios for constructive feedback during this period of time. Papers / Portfolios will be checked against all of the requirements.</td>
</tr>
<tr>
<td>April 19-May 2</td>
<td>Office Visit(s) in support of completing and organizing Research Study Portfolios strongly recommended.</td>
<td>Come in and clarify answers to any concerns / questions. Portfolios MUST have a Table of Contents. Those submitted without a Table of Contents will be subject to loss of Portfolio points. See Research Study Portfolio Rubric for more information.</td>
</tr>
<tr>
<td>May 3</td>
<td>ABSOLUTE DEADLINE for submitting the COMPLETE RESEARCH STUDY PORTFOLIO to the course instructor.</td>
<td>All Research Study Portfolio requirements MUST be met for full credit. Portfolios submitted after this date will be subject to loss of up to 5 course points.</td>
</tr>
</tbody>
</table>

See the Course Checklist (with indicators for items required at midterm), the Research Study Portfolio Table of Contents, the Research Study and Research Study Portfolio Criteria handout, the Research Study Rubric – all available on Course Companion Website for detailed information about each course element and further details about the Research Study.
ASSESSMENT PLAN FOR THE COURSE:

Assessment is the process of obtaining information (evidence) that is used to make educational decisions about students. In this course, students are expected to present evidence that they have achieved course goals. Evidence of achievement can be demonstrated through six major elements. The major course elements, point values, and due dates are shown in the following matrix.

<table>
<thead>
<tr>
<th>Course Elements</th>
<th>Details</th>
<th>Maximum Points</th>
<th>Due Dates</th>
</tr>
</thead>
</table>
| ASK* Assessment that monitors the construction of Student Knowledge (See information at the end of the syllabus for an explanation of ASK) | "Do Parents Really Matter"  
  • Online Quizzes  
  • Early Theories Quiz (Chapter 1)  
  • Gesell Quiz (Chapter 2)  
  • Montessori Quiz (Chapter 4)  
  • Werner Quiz (Chapter 5)  
  • Piaget Quiz (Chapter 6)  
  • Kohlberg & Gilligan Quiz (Chapter 7)  
  • Bandura Quiz (Chapter 9)  
  • Vygotsky Quiz (Chapter 10)  
  • Erikson Quiz (Chapter 12)  
  • NIH Certificate  
  • Office Visits with instructor* -- See Rubric  
  • In-Class Contributions/Tasks/Activities | 12             | As Assigned  |
| Anthology of Children's Literature                    | A collection of at least 6 "good" children's books/films/journals that meet anthology criteria.                    | 6              | April 22      |
| Midterm Exam                                         | (Midterm) exam                                                                                                     | 10             | March 8       |
| Research Study Portfolio                              | I. Annotated Bibliography                                                                                           | (9)            | See Reading Schedule |
|                                                     | II. Research Study Proposal has 2 parts  
  (A) IRB Application + IRB Approval  
  (B) Theoretical Foundation                                                                                               | (9)            | See Portfolio Schedule |
|                                                     | III. Data Collection and Analysis (Interpretation) of Data                                                                                   | (9)            | March 9 – April 15 |
|                                                     | IV. Research Paper (with Works Cited)                                                                                               | (12)           | April 19-29 (draft) May 3 (final) |
|                                                     | Presentation Preview and Approval from instructor  
  Students may not present until this step has been completed  
  At least two days prior to presentation                                                                                   |                |                |
|                                                     | V. Class Presentations                                                                                                 | (6)            | April 17 – May 6 |
|                                                     | Organized and Coherent Research Study Portfolio that includes all 5 elements WITH a Table of Contents  
  See Portfolio rubric                                                                                                     |                | May 3  |
| Observation Journal                                  | Three observations with reflection/analysis  
  See Portfolio rubric                                                                                                     | 6              | CRITICAL DATE |
| Final Exam                                           | Two- Hour Final exam                                                                                                  | 15             | TBA           |
|                                                     | Total = 100                                                                                                          |                |               |

* Students are required to schedule at least two office visits with the course instructor during the development of the Research Study Proposal (IRB Application and Theoretical Foundation) and during the Data Analysis period to demonstrate evidence of progress on and understanding. Additional office visits are welcome and strongly encouraged. See Office Visit Rubric.
About Submitting Coursework and Due Dates:

Evidence for each element may be constructed and presented in a variety of formats. I will accept materials online, on disk, on CD-ROM, or on paper. The individual student is required to determine the most appropriate means by which to organize and submit required course elements. It is strongly recommended that students collect, construct, and organize all materials for the portfolio in an electronic format. In the case of online materials, students must download, save, and organize files for submission.

All written work (no matter what the format) should be polished, proofread, and word-processed and should represent the student's best thinking and organization.

Students are required to submit major course elements according to the due dates in the above matrix. The instructor will provide a course calendar, a midterm checklist, and a sample course grade book to help students monitor their own progress towards goals. In addition, the course instructor will provide notice of progress at midterm.

A mid-term “progress” grade will be calculated based on points accumulated and submitted to the registrar based on items completed for the Mid-Term Progress Check. A checklist of required items will be available online. This grade will be reported to the student to assist the student in evaluating his/her progress. Students must complete items on the Mid-term Checklist no later than the established due date.

Final Grades:

The course is based on 100 points which are distributed among the six major course elements as indicated in the above matrix. The final grade will be calculated by adding the total points earned for each element. Total points will be translated into letter grades using the following formula.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100 points</td>
<td>C</td>
<td>72-76</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>C-</td>
<td>70-71</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>B</td>
<td>82-86</td>
<td>D</td>
<td>62-67</td>
</tr>
<tr>
<td>B-</td>
<td>80-81</td>
<td>D-</td>
<td>60-61</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

It is important to note that a student may not earn an A in this course if he/she does not present a research study in class during a scheduled presentation time.

N.B. Students who miss more than three classes will be reported to the registrar and subject to the loss of one course point for each day missed after the third absence.

Students who are absent during Research Study Presentations – no matter how many or how few absences -- will be penalized two course points for each day missed -- up to 10 points total.
Notice: The Department of Education at the University of Dallas seeks to provide appropriate academic adjustments for all individuals with disabilities. The department complies with all applicable federal, state, and local laws, regulations, and guidelines, specifically Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) in making reasonable accommodations to afford equal educational opportunities for qualified students with disabilities. It is the responsibility of the student to register with and provide medical verification and academic schedules to the ADA Coordinator prior to the fourth day of class. If a student has registered with the ADA Coordinator for special accommodations, he/she is responsible for notifying individual professors for necessary accommodations. Students must notify me by the second week of class if they seek special accommodations. I will be more than happy to support your needs in whatever way is reasonable and appropriate.

*Assessment that monitors the construction of Student Knowledge [ASK]:*

Assessment in this class refers to a “whole” process of obtaining information that will be used to satisfy multiple purposes:

- to assist student learning
- to identify students’ strengths and weaknesses
- to determine the effectiveness of a particular instructional strategy
- to assess and improve teaching effectiveness
- to assess and improve the effectiveness of the course
- to collect data to assist in making decisions about student progress, understanding, grades, etc.

To achieve multiple purposes, I will use multiple forms of assessment: diagnostic, formative, and summative.

Diagnostic assessment is used prior to instruction to determine students’ strengths, weaknesses, knowledge, and skills. The course begins with a series of diagnostic assessments based on *The Nurture Assumption* by Judith Rich Harris. The large group discussion, small group discussion, matrix, and position paper are all assessments. The large group and small group discussions along with the matrix are informal assessments that provide early indications of your a) knowledge of theories of development and b) skill in constructing and/or defending a position. All three of these assessments serve as tools in support of a more formal assessment – the position paper – that becomes part of the collection of artifacts (evidence of achievement) that together become your course portfolio.

Formative assessment is distinct from diagnostic assessment in that it is used “during instruction” to inform and guide teachers as they make instructional decisions throughout the course. According to the *Principles and Standards for School Mathematics* published by the National Council of Teachers of Mathematics in 2000, assessment should be more than merely a test at the end of instruction to see how students perform under special conditions. It should not merely be done to students; rather, it should also be done for students, to guide and enhance their learning (The Assessment Principle)\(^1\). Throughout the course, students will be expected to participate in a series of formative assessments designed to support their understanding of critical issues in child growth and development. Your participation and completion of such assessments are far more significant as evidence of your serious attempt to develop understanding than they are for their “rightness” or “wrongness.” Thus, taking the online quizzes and struggling to find the “right” answer among the choices offered is far more significant to your progress in the course than is the answer itself. It is the struggle of the search…the trial and error…the fight itself…that contains the learning. The "right" answer, when achieved too easily without the struggle/pain offers little in the way of learning. So...I guess I am telling you in advance that I want you to "suffer" with this course. Therefore, the function of the ASK data is to collect evidence of your thinking and your progress during the “formation” of skills and concepts.

What will I collect, and when will I collect it? For this class, there is a “preliminary” list of possible formative assessments (ASK data) detailed on the course syllabus. ASK data is authored by you, the student, as you participate in this course. Sometimes you will be able to complete an ASK assignment independently. More often, I hope that you require the assistance of colleagues to complete the task….for the purpose of the ASK assignments is to offer opportunity to examine concepts associated with child growth and development as they emerge from not only course reading but more importantly from the “instructional conversation” of the course. According to Tharp and Gallimore (1988), the "instructional conversation is the medium, the occasion, the instrument for rousing the mind to life….The concept itself contains a paradox: 'Instruction' and 'conversation' appear contrary, the one implying authority and planning, the other

B. Khirallah
Edu 3327 Spring 2013
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equality and responsiveness. The task of teaching is to resolve this paradox. To most truly teach, one must converse; to truly converse is to teach” (p. 109).

ASK will emerge naturally from the flow of the course. It needs to be accomplished in the sequence of the course...not at the end...if you hope to achieve the greatest benefit from it. Each time an ASK assignment is offered, it will have value with respect to your grade. Thus, there are several course expectations related to the participation in and completion of ASK assignments:

1. **Students are expected to engage in "instructional conversation" while tackling ASK assignments.**

The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky (1978) states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals." (p. 57).

2. **Students are expected to engage in social interaction within the classroom as a fundamental tool in the development of understanding.**

Research in education reveals the promise of intertwined active and collaborative learning approaches. “Collaborative learning … emphasizes the virtues of active involvement. It requires students to take the initiative in the classroom, to become active creators rather than passive recipients of knowledge, and to rely on each other as much or more than on the teacher’s authority” (Hansen & Stephens, 2000).

3. **Students are expected to show evidence that they learn from each other as well as from the teacher.**

Education studies show that “the difficult abilities of decision-making and problem-solving are best taught through learning groups” (Michaelson, Fink & Knight, 1997). “Drawing analogies from everyday learning, researchers argue that knowledge is contextualized; that is, learners construct knowledge by solving complex problems in situations in which they use cognitive tools, multiple sources of information, and other individuals as resources (Brown, Collins & Duguid, 1989). Moreover, because learning occurs in a social context, learners interact with and internalize models of knowing and thinking represented and practiced in a community” (Toulmin, 1972).

4. **Students are expected to show evidence that they are “constructing” knowledge and solving problems both in class and out of class as they propose, implement, collect, interpret and present a research study that examines significant questions in child growth and development.**

Students are expected to take seriously the value of the “social context” of the classroom. Thus, they will be present to contribute to and benefit from the interaction in the classroom and, when appropriate, submit data, which will provide evidence of progress.

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N.B. Because the use of technology and computer networks has become commonplace for competitive professional work in education/psychology, this course will utilize the World Wide Web ("WWW" or "the Web") for research, guidance and presentation of selected materials. Students should regard Web exploration as part of the research that supports the course. In addition to reading from the Web, more traditional reading will also be used to frame course work and discussion.

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**Spring 2013 Media Center Access Guidelines**

All students enrolled in EDU courses are welcome to use the resources in the Media Center during the course of the semester. There are computers, a scanner, a printer, and various other electronic and print resources available for use. During regular work hours (8:00 a.m. – 5:00 p.m. M-F), students may gain access to the Media Center by seeking help from the Administrative Assistant in the Department of Education. When the Department of Education is closed, students may gain access to the Media Center by submitting a request to Campus Safety.

Please read carefully the following Media Center Access Guidelines as sent to Campus Safety.

**ACCESS FOR:** Education Department Media Center

**REQUEST FROM:** Barbara Khirallah, Tel. 972-721-5334 – Email: bkhirall@udallas.edu

**ACCESS TIMES PERMITTED:** From 6 a.m. until 12:00 midnight seven days per week

**STUDENTS ON ACCESS LIST:** All Students enrolled in Edu courses

Dear Campus Safety….

Students have permission to work in the Media Center in the Education Department after hours during the Spring 2013 semester. They understand that they will come to or call the Campus Safety Office to request access. Students must show a current University of Dallas ID, driver’s license, or other form of legitimate identification in order to verify their identification against the list in the Campus Safety Office. When students are finished, they will use the telephone in the Media Center to call Campus Safety at 5305 and **WAIT until Security comes to lock up the Media Center**. Campus Safety will keep a record of all students who access the Media Center, recording names, dates and times of access. It is not unusual for Campus Safety to open and check activity in the Media Center during regular campus rounds.

Students who request access to the Media Center from Campus Safety understand that they can request access only for themselves. Students not on the list who wish to use the Media Center after hours must see Mrs. Khirallah personally to request that they be added to this list. Students who use the Media Center are expected to be conscientious and respectful of all property. Those who are not will lose Media Center privileges.

Thank You,

Barbara Khirallah
Office Ext. 5334
Email: bkhirall@udallas.edu