Part I

Curriculum Proposal Cover Sheet

	13-30a.
LSC Use Only Proposal No: LSC Action-Date: 日P-5/2/13	UWUCC Use Only Proposal No: 12-129a. UWUCC Action-Date: 400-111213 Senate Action Date: A00-1213113

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

	ar annear anni arang maa anaang.				
Contact Person(s) Susan Zimny		Email Address szimny@iup.ed	<u>du</u>		
Proposing Department/Unit Psychology Department		Phone 724.357.5554			
Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.					
1. Course Proposals (check all that apply)					
New Course	Course Prefix Change	Course Deletion			
X Course Revision Course Number and/or Title Change Catalog Description Change					
<u>Current</u> course prefix, number and full title <u>Psyc</u>	310 Developmental Psychology (exis	ting LS Social Science Elective)			
Proposed course prefix, number and full title, if cha	nging:	F	Received		
2. Liberal Studies Course Designations, as app	ropriate	0	CT 2 8 2013		
This course is also proposed as a Liberal S	tudies Course (please mark the appro				
This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below) Liberal Studies					
Learning Skills Knowledge Area	Global and Multicultural Aware	eness Writing Intensive	(include W cover sheet)		
Liberal Studies Elective (please mark the de	esignation(s) that applies – must meet	at least one)			
Global Citizenship	Information Literacy	Oral Communication			
Quantitative Reasoning	X Scientific Literacy	Technological Literac	у		
3. Other Designations, as appropriate					
Honors College Course Oth	er: (e.g. Women's Studies, Pan Africa	n)			
4. Program Proposals					
Catalog Description Change Pro	ogram Revision Program	Title Change	New Track		
New Degree Program New Minor Program Liberal Studies Requirement Changes Other					
Current program name:					
Proposed program name, if changing:					
5. Approvals	Sig	nature	Date		
Department Curriculum Committee Chair(s)	Susan T. Zim	my	4/2/2013		
Department Chairperson(s)	Pearl Berma	27	4/2/2013		
College Curriculum Committee Chair	from Karle ()	0	4/18/13		
College Dean	Elean In	le	4/18/73		
Director of Liberal Studies (as needed)	Dol H Miles	A	10/29/13		
Director of Honors College (as needed)	7				
Provost (as needed) Received					
Additional signature (with title) as appropriate	10 1				
UWUCC Co-Chairs APR 1 8 2013	Caril Sechi	at	11/17/12		

Liberal Studies

Part II.

NEW SYLLABUS OF RECORD

I. CATALOG DESCRIPTION

PSYC 310 Developmental Psychology

3c-01-3cr

Prerequisite: PSYC 101

A comprehensive study of all factors that contribute to human development from conception through death, particularly as they relate to psychological development of the individual. May receive credit towards the Psychology major or minor for only one of PSYC 310, 311, or 315.

II. COURSE OUTCOMES

Students completing this course will be able to:

Objective 1:

Compare and contrast the major developmental changes that occur from conception through death.

Expected Student Learning Outcomes 1 and 2:

Informed and Empowered Learners

Rationale:

Examinations will require students to understand the physical, cognitive, and socioemotional changes that occur during the following developmental periods: Prenatal; infancy; early, middle, and late childhood; adolescence; and early, middle and late adulthood. Assignments will require students to apply developmental concepts and changes to their own experiences, while recognizing the reciprocal and integrative nature that exists between themselves and the different domains of behavior.

Objective 2:

Compare and contrast the various theories of human development across the life span.

Expected Student Learning Outcomes 1 and 2:

Informed and Empowered Learners

Rationale:

Course content is designed to show students the contributions of biological, psychological, and sociocultural factors that contribute to developmental growth and decline across the life span as conceptualized by major theorists in the field. Class discussions and assignments will require students to use their knowledge of developmental theory to explain factors underlying various courses of development.

Objective 3:

Interpret how empiricism contributes to the scientific understanding of human development across the life span.

Expected Student Learning Outcomes 1 and 2:

Informed and Empowered Learners

Rationale:

Various studies, both classic and recent, will be discussed throughout the course to demonstrate how diverse research methods have shaped both our theoretic foundations and understanding of human development. Basic knowledge of developmental research designs and ethical guidelines will be required in order for students to understand class discussions. Assignments will also require students to interpret, critically analyze, and apply results from various research studies to their own or another person's development.

Objective 4:

Illustrate the ways in which historical, cultural and societal factors influence the conceptualization of human development from a multidisciplinary perspective.

Expected Student Learning Outcomes 1 and 3:

Informed and Responsible Learners

Rationale:

Through readings and class discussions, students will learn to recognize ways in which developmental outcomes are similar or different across gender, cultural, and ethnic groups with an emphasis on historical and generational influences. Through these readings and discussion, students will recognize multidisciplinary contributions to the understanding of human development. Students will demonstrate this knowledge on examinations and assignments.

III. COURSE OUTLINE / TIME SCHEDULE

A. Theoretical Issues (Objectives #2, #3, #4)

1. Developmental Terminology

5 hours

- 2. Biological Theories
- 3. Psychological Theories
- 4. Sociocultural Theories

B. Research Methodology (Objectives #2, #3) 5 hours

- 1. Experimental Research Designs
- 2. Correlational Research Designs
- 3. Developmental Research Designs
- 4. Data Collection Techniques
- 5. Ethical Considerations

C. Prenatal Development (Objectives #1, #2, #3, #4) 5 hours

- 1. Biological Foundations
- 2. Prenatal Stages
- 3. Stages of Childbirth

D. Infant Development (Objectives #1, #2, #3, #4) 7 hours

- 1. Physical Development
- 2. Cognitive Development
- 3. Socioemotional Development

E. Child Development (Objectives #1, #2, #3, #4) 7 hours

- 1. Physical Development
- 2. Cognitive Development
- 3. Socioemotional Development

- F. Adolescent Development (Objectives #1, #2, #3, #4) 5 hours
 - 1. Physical Development
 - 2. Cognitive Development
 - 3. Socioemotional Development
- G. Adult Development (Objectives #1, #2, #3, #4) 4 hours
 - 1. Physical Development
 - 2. Cognitive Development
 - 3. Socioemotional Development

This syllabus covers 38 hours leaving 4 hours for testing and/or review. The final is an additional 2 hours.

IV. EVALUATION METHODS

Criteria used in assessing the competency of the student will vary depending upon the instructor, but generally includes examinations, projects, writing assignments, and class participation.

More specifically, the following guidelines are recommended:

- 50% Tests (tests and final)
- 40% Varied assignments (e.g., observations of developmental patterns, computer-simulated childrearing, etc.)
- 10% Participation: verbal participation per class and/or performance on in-class assignments

V. EXAMPLE GRADING SCALE

90 – 100%	Α
80 - 89%	В
70 - 79%	C
60 - 69%	D
0 - 59%	F

VI. UNDERGRADUATE COURSE ATTENDANCE POLICY

The course attendance policy is consistent with the University policy.

VII. REQUIRED TEXT

Instructors choose their own text and sample readings. However, the following books are representative of books chosen.

Santrock, J. W. (2012). Essentials of Life-span Development. New York, NY: McGraw Hill.

SUPPLEMENTAL READING:

- Freiberg, K. L. (Ed.). (2012). Annual editions: Human development. New York: McGraw-Hill.
- Walls, J. (2006). The glass castle: A memoir. NY, NY: Scribner.

VIII. SPECIAL RESOURCE REQUIREMENTS

None.

IX. BIBLIOGRAPHY

- Arnett, J.J. (1999). Adolescent storm and stress, reconsidered. *American Psychologist*, 54(5), 317-326.
- Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55, 469-480.
- Austrian, S.G. (2008). Developmental theories through the life cycle (2nd edition). Columbia University Press: New York, NY.
- Baumrind, D. (1967). Child care practices anteceding three patterns of preschool behavior. *Genetic Psychology Monographs*, 75, 43-88.
- Bergen, D. (2008). Human development: Traditional and contemporary theories. Upper Saddle River, NJ: Pearson.
- Bornstein, M. H., & Lamb, M. E. (2005). Developmental science: An advanced textbook. Mahwah, NJ: Taylor & Francis, Inc.
- Bruer, J.T. (1997). Education and the brain: A bridge too far. *Educational Researcher*, 26(8), 4-16.
- Bruner, J. (1983). Child's talk: Learning to use language. New York: W. W. Norton.
- Fischer, K. W., & Bidell, T. R. (2006). Dynamic development of action and thought. In W. Damon & R. Lerner (Eds.), *Handbook of child psychology*, *Vol. 1* (pp. 313-399). New York: Wiley.
- Gerstorf, D., Ram, N., Happmann, C., Willis, S. L., & Schaie, K. W. (2011). Cohort differences in cognitive aging and terminal decline in the Seattle Longitudinal Study. *Developmental Psychology*, 47, 1026-1041.
- Gottlieb, G. (2007). Probabilistic epigenesis. Developmental Science, 10, 1-11.
- Granic, I. (2005). Timing is everything: Developmental psychopathology from a dynamic systems perspective. *Developmental Review*, 25, 386-407.

- Guest, A. M. (2013). Taking sides: Clashing view in life-span development (4th edition). McGraw-Hill: New York, McGraw-Hill.
- Johnson, W., Turkheimer, E., Gottesman, I.I., Bouchard, Jr., T.J. (2009). Beyond heritability: Twin studies in behavioral research. *Current Directions in Psychological Science*, 18(4), 217-220.
- Kwon, O. D., Khaleeq, A., Chan, W., Pavlik, V. N., & Doody, R. S. (2010). Apolipoprotein E polymorphism and age at onset of Alzheimer's Disease in a quariethnic sample. *Dementia and Geriatric Cognitive Disorders*, 30, 486-491.
- Lerner, R.M., Lewin-Bizan, S., & Warren, A.E.A. (2011). Concepts and theories of human development. In M.H. Bornstein & M.E. Lamb (Eds.)

 Developmental science: An advanced textbook (3-49). New York, NY: Psychology Press.
- Mercer, J. (1998). Infant development: A multidisciplinary approach. Brooks/Cole Publishing Co.: Pacific Grove, CA.
- Miller, P. H. (2011). *Theories of developmental psychology*. New York: Worth Publishers.
- Mosier, C. E., & Rogoff, B. (2003). Priviledged treatment of toddlers: Cultural aspects of individual choice and responsibility. *Developmental Psychology*, 39, 1047-1060.
- Newman, B. M., Newman, P. R., Landry-Meyer, L., & Lohman, B. J. (2003). *Life span development: A case book*. Toronto: Thomson Wadsworth.
- Patterson, C. J. (2006). Children of gay and lesbian parents. Current Directions in Psychological Science, 15, 241-244.
- Piaget, J. (1953). The origin of intelligence in the child. Translated from the French by Margaret Cook. London: Routledge & Kegan Paul LTD.
- Reddy, V. (2008). How infants know minds. Cambridge, MA: Harvard University Press.
- Rogoff, B. (2003). *The cultural nature of human development*. Oxford, UK: Oxford University Press.
- Schaie, K. W. (2008). Historical processes and patterns of cognitive aging. In K. W. Schaie (ed.). *Handbook of Cognitive Aging*. Thousand Oaks, CA: Sage Publications.
- Shapiro, A. F., Nahm, E. Y., Gottman, J. M., & Content, K. (2011). Bringing baby home together: Examining the impact of a couple-focused intervention on the dynamics within family play. *American Journal of Orthopsychiatry*, 81, 337-350.

- Stigler, J. W., Lee, S., & Stevenson, H. W. (1987). Mathematics classrooms in Japan, Taiwan, and the United States. *Child Development*, 58, 1272-1285.
- Turkheimer, E. (2000). Three laws of behavior genetics and what they mean. Current Directions in Psychological Science, 9(5), 160-164.
- Užgiris, I. Č. (1991). The social context of infant imitation. In M. Lewis & S. Feinman (Eds.). Social influences and socialization in infancy (215-251). NY: Plenum Press.
- van Geert, P. & Steenbeek, H. (2005). Explaining after by before: Basic aspects of a dynamic systems approach to the study of development. *Developmental Review*, 25, 408-442.
- Vygotsky, L. S. (1986/1987). *Thought and language*. Cambridge, MA: The MIT Press.
- Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University.
- Williams, A. L., & Merten, M. J. (2008). A review of online social profiles by adolescents. *Adolescence*, 42, 253-274.

SAMPLE ASSIGNMENT & GRADING RUBRIC

Parenting Paper Guidelines and Grading Rubric

<u>Purpose</u>: The purpose of this paper is to require students to understand and synthesize various developmental concepts, theories, and research findings in order to apply them to raising a child in a particular developmental period.

Instructions: This is a group project, and it is expected that all members of the group equally contribute to this paper. Your paper should be divided by the three major domains of development: physical development, cognitive development, and socioemotional development using APA headings and be about 8-10 pages in length. Your group has been assigned a developmental period to research. Utilizing information from the two course textbooks as well as at least five recent additional peer-reviewed journal articles, write an APA paper that highlights research findings that could be used by parents to facilitate the healthy development of their child. It is recognized that there are individual differences and that there is no manual that informs people how to parent their children. However, think critically about the research that exists, and pretend you are providing empirically-based advice to a parent of a child in your assigned developmental period. Support all statements with research. For instance, if I were assigned to the prenatal period, I would state that it would be important to take a prenatal vitamin. Then I would need to explain why I should take a prenatal vitamin for my developing baby using references to support this piece of advice. The support should not be opinion- or anecdotally-based statements; all support should be researchbased evidence. In addition to discussing behaviors of which one should engage to foster healthy child development, behaviors to be avoided may also be mentioned. The citations within the document as well as on the reference page should be written in APA format. Use the following link to assist you:

http://owl.english.purdue.edu/owl/resource/560/01/

Parenting Paper Grading Rubric

Criteria	Description	Points
Content	Provide research-based parenting advice that addresses physical, cognitive, and socioemotional domains of development	/60 (20 pts for each domain)
References	Must cite the two textbooks and at least five recent peer-reviewed journal articles (published within last 10 years). You must cite within your document as well as have a Reference page, all of which should be in APA format.	/15
Writing Quality	½ of a point will be deducted for each unique writing error. Each group member should edit the paper. The Writing Center can help as well (you can also obtain extra credit by going there).	/10
Paper Format	12-pt Arial Font, 1-in margins around page, double- spaced, 8-10 pages excluding the reference page.	/5
Group Contribution	The anonymous ratings provided by each of your group members will be averaged together.	/10

PSYC 310 Developmental Psychology

Overview of changes from original syllabus of record

- 1. The course objectives were aligned with the Expected Undergraduate Student Learning Outcomes as part of Liberal Studies Elective Revisions. This course is designated as Scientific Literacy because a substantial portion of the course is dedicated to teaching students how to create knowledge about the factors that contribute to human development using the scientific method (see the course outline on page 3). These scientific skills are necessary for students to examine how empiricism contributes to our understanding of human development (Objective 3). Information presented to students in lecture is based on empirical research findings and class activities, assignments and exams require students to interpret research findings and draw conclusions based on a critical evaluation of the research (see sample assignment). Much of the research conducted in developmental psychology is done with the goal of applying the findings to the real world, and lecture examples, class assignments, and exams require students to investigate the relevance of these findings for their own lives (see sample assignment).
- 2. The course description has been changed to remove "A survey course directed at students not planning to take PSYC 311 or 312" because it is inaccurate in terms of the intended audience of PSYC 310. Students can receive credit in the major and minor for both PSYC 310 and 312.
- 3. An objective in original SOR has been deleted.
- 4. An additional supplemental reading was assigned that addresses Responsible Learners
- 5. An example of a class assignment is included that addresses Responsible Learners.

Old Syllabus of Record

PSYC 310: Developmental Psychology Syllabus of Record

Course Description

3c-01-3cr

Prerequisite: PSYC 101

A comprehensive study of all factors that contribute to human development from conception to death, particularly as they relate to psychological development of individuals. A survey course directed at students not planning to take PSYC 311 or 312. May receive credit towards the Psychology major or minor for only one of PSYC 310, 311, or 315.

Course Outcomes

Students completing this course will be able to:

- 1. demonstrate an understanding of the major changes that people experience throughout the life span in varied domains of behavior (e.g., social development, cognitive development, language development, self-concept development) and of the factors that affect human development,
- 2. analyze human behavior from the perspective of the major theories of developmental psychology, including theories about how development happens and theories about developmental sequences,
- 3. demonstrate an understanding of developmental psychology as a scientific enterprise,
- 4. demonstrate an understanding of the cultural diversity of human development,
- 5. apply developmental concepts in understanding themselves and others.

Basic Course Outline

In this course, the development of infants, children, adolescents and adults will be discussed with a grounding in developmental theory and methodology. Readings may include a core textbook and supplemental articles. Because this course is a liberal studies course, students are also required to read and report on an additional text. Varied forms of assessment are used, including exams, written assignments, class participation and/or oral presentations. This course is typically structured chronologically, but it may also be structured topically. The following outline is typical for a chronological approach.

Theoretical Foundations
Developmental Research Methods
Prenatal Development
Infancy
Early Childhood
Middle and Late Childhood
Adolescence
Emerging Adulthood
Early Adulthood
Middle Adulthood
Late Adulthood

Answers to Liberal Studies Questions

- 1. Within the department, there is an undergraduate curriculum committee that discusses various liberal studies requirements. The developmental psychologists who teach these sections interact regularly and discuss course-related issues such as topics covered, assignments used, and opportunities for class activities. Furthermore, a Reflective Practice Teaching Circle for Psychology continues to meet to discuss various instruction practices used in liberal studies elective courses.
- 2. Recognizing the influence of history, gender, race, and culture on behavior is an integral component to understanding and explaining development across the life span, which is why learning objective #4 is used. Each developmental period covers the effects of social forces on development, which emphasizes gender, race, and culture, as well as socio-historical factors. The textbooks and articles used for this course explicitly discuss similarities and differences between men and women, various races and ethnicities, and cultures, keeping generational differences and time of measurement in mind. Various cross-cultural studies are also discussed throughout the semester. Students complete assignments that require them to consider how their own sex, race, and culture have shaped who they are. Lastly, individuals with special needs are discussed, including, but not limited to, autism, Down's syndrome, learning disabilities, and inclusion in the classroom.
- 3. The supplemental reading is selected to ensure coverage on current topics within each developmental period. An emphasis is placed on the multidisciplinary nature of developmental psychology, and the readings are discussed as such so that students gather an understanding of the reciprocal and integrative nature of biological, psychological, and sociocultural forces on development. The readings are discussed in class, there are exam questions related to these readings, and students complete assignments that require an understanding of the supplemental reading to be successful.
- 4. This course is required for or taken by a variety of majors, so students are taught the basics of human development from a multidisciplinary perspective. Important psychological and developmental theories are briefly introduced, and only a basic understanding of research methodology is needed to understand material covered in the course, which gives students a taste of the essentials within the field of psychology as opposed to setting the foundation for further study in psychology.

Part III. Letters of Support

Because these changes do not affect any departments and/or their programs, it was deemed unnecessary to provide letters of support from other academic units.