

Template A

	<p>emotional development. Provides a foundation for the understanding of the needs of students with developmental disabilities ranging from early intervention to the end of their high school years.</p>
<p>Student Learning Outcomes</p> <p><i>(These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes)</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p>	<p>As a result of this course the students will:</p> <ol style="list-style-type: none"> 1. demonstrate an understanding of the history, issues, and methods related to the study of child development. (INTASC 1, 2; CEC 1) 2. apply a variety of theories of child development to meet the needs of learners with disabilities. (INTASC 1, 2, 4; CEC 1) 3. recognize the differences between typical and atypical child development from conception through birth, including the contributions of heredity and environment. (INTASC 1, 2, 3; CEC 1, 2) 4. recognize the differences between typical and atypical child development from birth through age 21, including physical, cognitive, and social-emotional development. (INTASC 1, 2; CEC 1) 5. identify the impact of socioeconomic and cultural variables on growth and development from birth to age 21. (INTASC 1, 2, 3; CEC 1, 2) 6. identify the impact of families, peers, gender, society, and technology on growth and development from birth to age 21. (INTASC 1, 2, 3, 4; CEC 1, 2, 7) 7. construct appropriate learning opportunities that address the atypical developmental differences across the age span. (INTASC 1, 2, & 7; CEC 1, 5)
<p>Brief Course Outline:</p> <p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments.</i></p>	<p>Topic 1: Introduction and history of child development theories</p> <ul style="list-style-type: none"> • Early developmental theories • Construction of developmental milestones based upon normative data • Recognition of significant delays in typical development • Relationships between physical and social/emotional development <p>Topic 2: Biological foundations, prenatal development and birth</p> <ul style="list-style-type: none"> • Basic concepts of prenatal development • Prenatal risks • Genetic risks • Perinatal risks and concerns <p>Topic 3: Typical and atypical development during infancy</p> <ul style="list-style-type: none"> • Stages of typical development during infancy • Indicators of developmental delays in early life • Prevalent known causes of atypical development in infants <p>Topic 4: Typical and atypical physical growth and development through age 21</p> <ul style="list-style-type: none"> • Sequential stages of typical physical development through age 21 • Indicators of atypical physical development through age 21

Template A

	<ul style="list-style-type: none"> • Etiologies of known causes of atypical development through age 21 • Accommodations and adaptations addressing physical disabilities <p>Topic 5: Typical and atypical cognitive development through age 21</p> <ul style="list-style-type: none"> • Sequential stages of typical cognitive development through age 21 • Indicators of atypical cognitive development through age 21 • Etiologies of known atypical cognitive development through age 21 • Accommodations and adaptations addressing cognitive disabilities <p>Topic 6: Typical and atypical language development through age 21</p> <ul style="list-style-type: none"> • Sequential stages of typical language development through age 21 • Indicators of atypical language development through age 21 • Etiologies of known atypical language development through age 21 • Accommodations and adaptations addressing language disabilities <p>Topic 7: Typical and atypical emotional development through age 21</p> <ul style="list-style-type: none"> • Sequential stages of typical emotional development through age 21 • Indicators of atypical emotional development through age 21 • Etiologies of known atypical emotional development through age 21 • Accommodations and adaptations addressing emotional disabilities <p>Topic 8: Self and social understanding</p> <ul style="list-style-type: none"> • Prominent social developmental theories • Impact of atypical development on social development throughout the developmental stages • Self-esteem and self-determination <p>Topic 9: Moral development</p> <ul style="list-style-type: none"> • Prominent moral developmental theories • Impact of atypical development on moral development throughout the developmental stages <p>Topic 10: Development of gender roles</p> <ul style="list-style-type: none"> • Typical gender role development • Impact of atypical development upon the development of gender roles <p>Topic 11: Developmental issues related to peers, school and the media</p> <ul style="list-style-type: none"> • Peer perspectives on students with disabilities • School acceptance and inclusion of students with disabilities • Perceptions of disabilities in the media <p>Topic 12: Working with families of children with physical, cognitive or emotional developmental disabilities</p> <ul style="list-style-type: none"> • Impact of disabilities on the family unit • Building school-home collaboration
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Rationale for Proposal

Why is this course being proposed?	This course is proposed to fulfill a requirement of the Pre-K; 7-12 Special Education Certification program as outlined by the Pennsylvania Department of Education. As this name indicates the major will prepare teachers to work with special education students from preschool until age 21. Currently there are no courses covering this age range and the competencies required for this major area of study.
How does it fit into the departmental curriculum? (Check all that apply)	<input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Minor Requirement <input type="checkbox"/> Core Requirement <i>(interdisciplinary core -- e.g. Business/Education)</i>

Template A

	<input type="checkbox"/> Required Elective <input type="checkbox"/> Liberal Studies <input type="checkbox"/> Open Elective <input type="checkbox"/> Other - Click here to enter text.
Is a similar class offered in other departments?	<input type="checkbox"/> Yes Please provide comment: Click here to enter text. <input checked="" type="checkbox"/> No
Does it serve the college/university above and beyond the role it serves in the department?	<input type="checkbox"/> Yes Please provide comment: Click here to enter text. <input checked="" type="checkbox"/> No
Who is the target audience for the course?	<input checked="" type="checkbox"/> Course Designed for Majors (<input checked="" type="checkbox"/> Required <input type="checkbox"/> Not Required) <input type="checkbox"/> Course Designed for Minor <input type="checkbox"/> Departmental Elective <input type="checkbox"/> Restricted to Majors/Minors <input type="checkbox"/> Open to Any Student <input type="checkbox"/> Liberal Studies <input type="checkbox"/> Other - Click here to enter text.
Implications for other departments	<p>A. What are the implications for other departments (<i>For example: overlap of content with other disciplines, requirements for other programs</i>)? This course will have no impact on other departments. It is a unique course designed only for PreK to 8 and 7-12 Special Education Majors.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? (<i>Attach documents as appropriate</i>) Click here to enter text.</p>
For Dean's Review	
<ul style="list-style-type: none"> • Are resources available/sufficient for this course? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA • Is the proposal congruent with college mission? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA • Has the proposer attempted to resolve potential conflicts with other academic units? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA 	
Comments: Click here to enter text.	