

# EDSP 747 Psychology of Human Development-CrsRvs-2016-02-17

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. \*

## Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

**First Step:** **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

**Second Step:** Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

**Third Step:** Make sure the word ***DRAFT*** is in yellow at the top of the proposal

**Fourth Step:** Click on “**EDIT CONTENTS**.”(not EDIT) and start completing the template. When exiting or when done, click “**SAVE**” on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

*\*Indicates a required field*

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<b>Proposing Department/Unit*</b>	Educational and School Psychology	<b>Contact Phone*</b>	724 357-4757

<b>Course Level*</b>	graduate-level
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Course Revisions	
(Check all that apply;fill out categories below as specified; i.e. if only changing a course title, only complete Category A)	
Category A:  catalog_desc_change course_title_change mod_prereq	Category B:  course_revision  <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i>  <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i>  <i>* Distance Education: Please complete the Distance Education section of this form (below)</i>

Rationale for Proposed Changes (All Categories)	
<b>(A) Why is the course being revised/deleted:*</b>	This course is being revised to conform to the proposed PhD Program in School Psychology.
<b>(B) University Senate Summary of Rationale*</b>	<i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i> This course is being revised to conform to the proposed PhD Program in School Psychology.

<b>(C) Implications of the change on the program, other programs and the Students:*</b>	The proposed change will benefit the proposed PhD Program because it will position the course to be an approvable component of the PhD Program by accrediting agencies (e.g., the American Psychological Association). The proposed change is not expected to impact other programs.
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Current Course Information*		Proposed Changes	
<b>Category A</b>			
<b>(D) C u r r e n t P r e f i x *</b>	EDSP	<b>Pro p o s e d P r e f i x</b>	EDSP
<b>(E) C u r r e n t N u m b e r *</b>	747	<b>Pro p o s e d N u m b e r</b>	747
<b>(F) C u r r e n t C o u r s e T i t l e *</b>	Child and Adolescent Development	<b>Pro p o s e d C o u r s e T i t l e</b>	Psychology of Human Development
<b>(G) P r e r e q u i s i t e (s)</b>	Permission of Instructor	<b>Pro p o s e d P r e r e q u i s i t e (s)</b>	None
<b>(H) C u r r e n t C a t a l o g D e s c r i p t i o n</b>	Students will explore child development from conception through adolescence and include a survey of growth, adaptation, and developmental patterns with implications for academic, emotional, and social learning. Cognitive, emotional, social, and physical development are explored, emphasizing the interactive effects of the person's environment, developmental level, and psychological state. The course will be organized in a topical manner and include basic concepts and theories of child development, applied directions of child development, biological foundations of development, prenatal development, physical growth,	<b>Pro p o s e d C a t a l o g D e s c r i p t i o n</b>	Students will explore human development from conception through adulthood and include a survey of growth, adaptation, and developmental patterns with implications for academic, emotional, and social learning. Cognitive, emotional, social, and physical development are explored, emphasizing the interactive effects of the person's environment, developmental level, and psychological state. The course will be organized in a topical manner and include basic concepts and theories of development, research in development, biological foundations of development, prenatal development, physical growth, as well as cognitive and language development.
<i>If changing Category A, no further action required.</i>			

**Category B (if no change, leave blank)**

<p><b>(I) N u m b e r o f C r e d i t s</b></p>	<p>Class Hours: Lab Hours: Credits:</p>	<p><b>Pro p o s e d N u m b e r o f C r e d i t s</b></p>	<p>Class Hours: Lab Hours: Credits:</p>
<p><b>(J ) C u r r e n t C o u r s e  (S t u d e n t L e a r n i n g)  O u t c o m e s</b></p>	<p>Students will: 1. Articulate the major theories of child and adolescent development from cognitive, socio-emotional, and moral perspectives. 2. Demonstrate an understanding of the developing person from conception through adolescence. 3. Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process. 4. Explain the course of physical, cognitive, social, emotional, and moral development during childhood and adolescence. 5. Demonstrate an in-depth understanding of how developmental patterns influence and interact with school learning and social behavior. 6. Evaluate high-risk behaviors in adolescence in terms of causation, prevalence, and impact on the child and adolescent. 7. Apply their knowledge of child and adolescent development to prevention and intervention services that address current educational, clinical, public policy, and social issues. 8. Demonstrate an awareness of the ways in which social, political, and cultural trends affect the individual (ELL Competency I.B.6). 9. Explain the development of people of all cultures and backgrounds, and gain insight into their similarities and differences (ELL Competency I.B.6, II. A.1).</p>	<p><b>Pro p o s e d C o u r s e  (S t u d e n t L e a r n i n g)  O u t c o m e s</b></p>	<p>Students will: 1. Articulate the major theories of human development from cognitive, socio-emotional, and moral perspectives. 2. Demonstrate an understanding of the developing person from conception through adulthood. 3. Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process. 4. Explain the course of human physical, cognitive, social, emotional, and moral development. 5. Demonstrate an in-depth understanding of how developmental patterns influence and interact with school learning and social behavior. 6. Evaluate high-risk behaviors in terms of causation, prevalence, and impact on the person. 7. Apply knowledge of human development to prevention and intervention services that address current educational, clinical, public policy, and social issues. 8. Demonstrate an awareness of the ways in which social, political, and cultural trends affect the individual. 9. Explain the development of people of all cultures and backgrounds, and gain insight into their similarities and differences.</p>

<p>(K) Dual Listed Courses Only:</p> <p>List Current Learning Outcomes for the Higher-Level Course</p>		<p>Dual Listed Courses Only:</p> <p>List Proposed Learning Outcomes for the Higher-Level Course</p>	
<p>(L) Brief Course Outline</p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>Week1 Topic: Introduction to Child Development, History, Themes, and Research Readings: Seigler, Deloache and Eisenberg, Chapter 1.</p> <p>Week 2 Topic: Prenatal Development and the Newborn Period Readings: Seigler, Deloache and Eisenberg, Chapter 2.</p>	<p><b>Brief Course Outline</b></p> <p><i>(Give sufficient detail to cover the</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <ul style="list-style-type: none"> <li>-Introduction to Development</li> <li>-Biology and Behavior</li> <li>-Theories of Cognitive Development</li> <li>-Sensory and Motor Development</li> <li>-Development of Language and Symbol Use</li> <li>-Conceptual Development</li> <li>-Intelligence and Academic Achievement</li> <li>-Theories of Social Development</li> </ul>

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Week 3  
Topic: Biology and Behavior  
Readings: Seigler, Deloache and Eisenberg, Chapter 3.

Week 4  
Topic: Theories of Cognitive Development  
Readings: Seigler, Deloache and Eisenberg, Chapter 4.

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Class 5  
Topic: Sensory and Motor Development  
Readings: Seigler, Deloache and Eisenberg, Chapter 5.

Class 6  
Topic: Development of Language and Symbol Use  
Readings: Seigler, Deloache and Eisenberg, Chapter 6

Class 7  
Topic: Conceptual Development  
Readings: Seigler, Deloache and Eisenberg, Chapter 7

Class 8  
Mid-Term Exam

Class 9  
Topic: Intelligence and Academic Achievement  
Readings: Seigler, Deloache and Eisenberg, Chapter 8

Class 10  
Topic: Theories of Social Development  
Readings: Seigler, Deloache and Eisenberg, Chapter 9  
Research paper due

Class 11  
Topic: Emotional Development and Issues of Attachment  
Readings: Seigler, Deloache and Eisenberg, Chapters 10 and 11

Class 12  
Topic: The Family & Peer Relationships  
Readings: Seigler, Deloache and Eisenberg, Chapter 12 & 13

Class 13  
Topic: Moral and Gender Development  
Readings: Seigler, Deloache and Eisenberg, Chapters 14 and 15.

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-Emotional Development and Issues of Attachment  
-The Family and Peer Relationships  
-Moral and Gender Development

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Class 14		
<i>Oral Presentations</i>		
Class 15		
Final Exam		

**Distance Education Section**

*- Complete this section only if adding Distance Education to a New or Existing Course*

<b>If Completing this Section, Check the Box to the Right:</b>	
<b>Course Prefix/Number</b>	
<b>Course Title</b>	
<b>Type of Proposal</b>	<i>See CBA, Art. 42.D.1 for Definition</i>
<b>Brief Course Outline</b>	<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><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>

**Rationale for Proposal (Required Questions from CBA)**

<p><b>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</b></p>	
<p><b>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</b></p>	
<p><b>How will the instructor-student and student-student interaction take place? (if applicable)</b></p>	
<p><b>How will student achievement be evaluated?</b></p>	
<p><b>How will academic honesty for tests and assignments be addressed?</b></p>	

## Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

<p><b>If Completing this Section,</b> <b>Check the Box to the Right:</b></p>	
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Liberal Studies Course Designations (Check all that apply)	
<b>Learning Skills:</b>	
<b>Knowledge Area:</b>	
<b>Liberal Studies Elective</b>	<i>Please mark the designation(s) that apply - must meet at least one</i>
<b>Expected Undergraduate Student Learning Outcomes (EUSLOs)</b>	<p><i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i></p> <p>See <a href="http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694">http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</a></p>
<b>Description of the Required Content for this Category</b>	<i>Narrative on how the course will address the Selected Category Content</i>
<p><b>All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.</b></p> <p><b>Please answer the following questions.</b></p>	
<p><b>Liberal Studies courses must include</b></p> <p><b>the perspectives and contributions</b></p> <p><b>of ethnic and racial minorities and</b></p> <p><b>of women whenever appropriate to</b></p> <p><b>the subject matter. Please explain</b></p> <p><b>how this course will meet this</b></p> <p><b>criterion.</b></p>	

<p><b>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</b></p>	
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**Teacher Education Section**

*- Complete this section only for a new Teacher Education course or Teacher Education course revision*

<b>If Completing this Section, Check the Box to the Right:</b>	
<b>Course Designations:</b>	
<b>Key Assessments</b>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> <li>The Overall Program Assessment Matrix</li> <li>The Key Assessment Guidelines</li> <li>The Key Assessment Rubric</li> </ul> <p style="text-align: center;"><b>File      Modified</b></p> <hr style="width: 20%; margin: 0 auto;"/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> <li>Drag and drop to upload or <a href="#">browse for files</a> </li> </ul>
<b>Narrative Description of the Required Content</b>	<i>How the proposal relates to the Education Major</i>

<b>For Deans Review</b>
Are Resources Available/Sufficient for this Course?
Is the Proposal Congruent with the College Mission?
Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?
Comments:

Please scroll to the top and click the Page Status if you are ready to take action on the workflow. Please submit an ihelp if you have any questions <http://ihelp.iup.edu>